Highline Public Schools Secondary Report Card: MARCH DRAFT

Student Name:	
Student ID:	

School Name:	
Semester:	

Overall Course Grade Scale		Grade Scale Description
A	**4.0-3.4**	*Student has mastered at a very high level, the academic learning of the course. A student would need to be Meeting Standard (3) or Exceeding Standard (4) in the majority of standards to earn this letter grade. No zeros on summative assessments are allowed.*
B	**3.39-2.70**	*Student has the academic learning of a course in place and is well equipped to move forward. A student would need to earn nearly all Meeting (3) on the standards to earn this letter grade. No zeros on summative assessments are allowed.*
C	**2.69-1.60**	*Student has a basic understanding of the academic learning of the course. This student has attained the minimum required knowledge and skills to move on to the next course by earning mostly Approaching (2) or higher on most standards.*
NC	**1.59-0.00**	*Student has begun the process but has not yet mastered enough academic learning in the course (or demonstrated it) to receive credit. This student lacks the prerequisite learning to be successful in the next course and interventions will be necessary. This student would have earned mostly Beginning (1) on the standards for this course. The students will not receive credit for this course.*

Standard Scale Score	
4	Exceeding
3	Meeting
2	Approaching
1	Beginning
NE	No Evidence

Period	Course	Course Title	Teacher	Course Grade	
1	*#9999*	*Science 7*	*Smith*	*C*	

Essential Standards	Standard Grade
MS-LS3-1: *Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.*	3
MS-PS1-4: *Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.*	*2*
MS-PS1-2: *Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.*	*3*
MS-PS1-5: *Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.*	2
MS-ESS2-2: *Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.*	3
MS-ESS3-4: *Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.*	2
MS-PS4-2: *Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.*	3
[redacted]	
Absences	
Tardies	
Comments:	

Period	Course	Course Title	Teacher	Course Grade	
2	#8888	History	Allen	B	

Essential Standards	Standard Grade
D2.Civ.6.6-8*. Individually and with others describe the roles of political, civil, and economic organizations in shaping people's lives.*	3

Period	Course	Course Title	Teacher	Course Grade	
4	#5555	Language Arts 7	Pike	A	

Essential Standards	Standard Grade
ELA-LITERACY.RL.7.1 *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	4
ELA-LITERACY.RL.7.2 *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.*	3
ELA-LITERACY.RL.7.4 *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*	4
ELA-LITERACY.RI.7.6 *Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.*	4
ELA-LITERACY.RI.7.8 *Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.*	3
ELA-LITERACY.W.7.1 *Write arguments to support claims with clear reasons and relevant evidence.*	3
ELA-LITERACY.W.7.1.A *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*	4
ELA-LITERACY.W.7.1.B *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*	3
Absences	
Tardies	
Comments:	

Period	Course	Course Title	Teacher	Course Grade	
5	#	Math 7	Parker	B	

Essential Standards	Standard Grade
7-RP.A: *Analyze proportional relationships and use them to solve real-world and mathematical problems*	3