

Name: [REDACTED]  
 Homeroom Teacher: [REDACTED]  
 Grade 7 Report Card



**Bradley School District 61**  
 Bradley Central Middle School  
 Principal: Mark Kohl

ATTENDANCE as of [REDACTED]			
Marking Periods	T1	T2	T3
Days Absent	[REDACTED]	0	0
Days Tardy	[REDACTED]	0	0

-Teacher:

English Language Arts	T1	T2	T3
<b>Reading Literature</b>			
Cite specific evidence from stories, poems, and dramas to explain what the text says directly and what is implied.	■		
Analyze the development of a theme or central idea in a story or poem & summarize the text objectively.	■		
Analyze how the interactions between characters or events influence the story's plot or meaning.	■		
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	■		
Compare and contrast different versions of a story or poem, such as adaptations in movies or performances.			
Analyze how the structure of a story, poem, or drama contributes to its meaning.			
<b>Reading Information Text</b>	T1	T2	T3
Find details in a text that support its meaning and make thoughtful inferences based on the text.			
Identify the central idea of a text and analyze how it is developed through key details, and then summarize.			
Analyze how specific individuals, events, or ideas are introduced, described, & connected in a text.			
Evaluate arguments and claims in a text, distinguishing between supported and unsupported reasoning.			
<b>Writing</b>	T1	T2	T3
Write creative narratives that include engaging details, a clear sequence, and a strong conclusion.	■		
Plan & write texts that are well-organized & appropriate for the audience and purpose.	■		
Write informative texts that introduce a topic, include facts and examples, & conclude effectively.			
Write arguments that clearly state a claim, support it with evidence, and explain their reasoning.			
<b>Speaking and Listening</b>	T1	T2	T3
Participate in discussions by building on others' ideas and expressing their own clearly.			
Give presentations that are clear and organized, using appropriate facts and examples to support their points.			

Language	T1	T2	T3
Use correct spelling, punctuation, and capitalization in their writing.	■		
Determine the meaning of unknown words using context, word parts, and reference tools.	■		
<b>Work Habits</b>	T1	T2	T3
Effort	■		
Participation	■		
Work Completion	■		

**Academic Performance Indicators**

4 = Exemplary      3 = Meets      2 = Progressing      1 = Beginning  
 □ = Not Assessed at this Time      M = Modified Curriculum

**Work Habits Performance Indicators**

C = Consistently      S = Sometimes      R = Rarely      NA = Not Assessed at this Time

**Accelerated Math -Teacher:**

The Number System	T1	T2	T3
Irrational numbers can't be written as fractions. Rational numbers have repeating decimals that can be converted.			
Use decimal approximations to compare and estimate irrational numbers, like $\sqrt{2}$ , and locate them on a number line.			
<b>Expressions and Equations</b>	T1	T2	T3
Use numbers and algebra to solve real-world problems, representing quantities with variables and equations.			
Apply properties of integer exponents.			
Evaluate square roots and cube roots.			
Use graphing to demonstrate understanding of slope.			
Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable.			
Solve linear equations with fractions or decimals, using distributive property and combining like terms.			

<b>Geometry</b>	T1	T2	T3
Experiment with rotations, reflections, and translations.			
Explain a 2-D figure's congruence through rotations, reflections, translations, or dilations.			
Draw and describe shapes, solve problems with scale drawings, and calculate real lengths and areas from them.			
Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.			
Use the Pythagorean Theorem to find missing side lengths in right triangles in real-life and math problems.			
Draw and describe shapes, solve problems with scale drawings, and calculate real lengths			
<b>Work Habits</b>	T1	T2	T3
Effort	■		
Participation	■		
Work Completion	■		

<b>Science</b>	T1	T2	T3
<b>Physical</b>			
Create a model to show how heat affects the movement, temperature, and state of a substance.			
Explain how the transfer of energy into or out of the object can change the object's motion.			
<b>Life Science</b>	T1	T2	T3
Examine data to show how resource availability affects organisms in an ecosystem.			
Explain and predict how organisms interact across different ecosystems.			
Create a model to show how matter cycles and energy flows between living and nonliving parts of an ecosystem.			
<b>Earth and Space Sciences</b>	T1	T2	T3
Study fossils, rocks, and seafloor features to understand how Earth's plates moved in the past.	■		
Develop a model to describe the cycling of Earth's materials and flow of energy that drives this process.	■		
Explain how Earth's surface has changed over time through natural processes, at different rates and scales.	■		
<b>Work Habits</b>	T1	T2	T3
Effort	■		
Participation	■		
Work Completion	■		

**-Teacher:**

<b>Social Science</b>	T1	T2	T3
<b>Civics</b>			
Understand laws, especially the Illinois Constitution and the U.S. Constitution.			
Understand change across society including individual action, process of amending laws, and unintended consequences.			
Understand the evolution of law in society, incl. individual rights and the nature of government.			
<b>Economics and Financial Literacy</b>	T1	T2	T3
Understand the economic principles of incentives and rewards.			
Understand the economic principles: markets, economy, supply/demand, labor, credit, currency, unions, and corporations.			
<b>Geography</b>	T1	T2	T3
Use geographic representations like maps, globes, and online mapping tools to interpret locations and environments.	■		
<b>History</b>	T1	T2	T3
Recall and understand historical events.	■		
Interpret how perspectives change over time.			
Evaluate claims in primary and secondary sources, interpreting author's purpose, bias, and limitations.			
<b>Work Habits</b>	T1	T2	T3
Effort	■		
Participation	■		
Work Completion	■		

**Please Note:** If a course grid doesn't display either of these items: teacher name or show grades the student was not scheduled for that course during this term.

**Health -Teacher:**

<b>Health</b>	T1	T2	T3
<b>Health Promotion and Prevention</b>			
Expressing thoughts and opinions about different health topics.			
<b>Human Body Systems</b>	T1	T2	T3
Understands body functions and disease prevention			
<b>Communication and Decision-Making Skills</b>	T1	T2	T3
Various communication skills can strengthen relationships.			
Refusal skills when faced with risky or uncomfortable situations while online.			
<b>Work Habits</b>	T1	T2	T3
Effort			
Participation			
Work Completion			

Name: XXXXXXXXXX Grade 7

**Music -Teacher:**

Responding	T1	T2	T3
Learn about music from different times, places, styles and how it has changed through the years			
Performing	T1	T2	T3
Read and identify by name/function standard symbols for rhythm, pitch, articulation, and dynamics.			
Work Habits	T1	T2	T3
Effort			
Participation			
Work Completion			

**Physical Education -Teacher:**

Movement and Motor	T1	T2	T3
Demonstrate control while using different movement skills in activities, games, and sports.	■		
Engage in daily physical activity, using a variety of movements and combining them at a moderate to vigorous intensity.	■		
Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.	■		
Fitness	T1	T2	T3
Demonstrates proper form, high level of intensity, and prioritizes safety	■		
Teamwork	T1	T2	T3
Respect and follow the directions of responsible leaders like teachers and PE leaders.	■		
Work Habits	T1	T2	T3
Effort	■		
Participation	■		

**Symphonic Band -Teacher:**

Performing	T1	T2	T3
Students should be able to identify and name rhythms, notes, articulation, and dynamics			
Students should play the notation, rhythms, and style correctly during the playing test			
Demonstrate performance decorum (for example, stage presence, attire, behavior) and audience etiquette			
Work Habits	T1	T2	T3
Effort			
Participation			
Work Completion			

**Technology -Teacher:**

Technology	T1	T2	T3
Computer Science-Computing Systems			
Design projects that combine hardware and software components to collect and exchange data			
Computer Science-Data Analysis	T1	T2	T3
Collect data and use technology to organize and understand it			
Media Arts-Producing	T1	T2	T3
Use technology to produce media projects while growing skills in design, teamwork, and communication.			
Work Habits	T1	T2	T3
Effort			
Participation			
Work Completion			

**Art -Teacher:**

Art	T1	T2	T3
Creating			
Refine art by improving craftsmanship, idea clarity, and audience perspective, enhancing skill through process.	■		
Presenting	T1	T2	T3
Refine art to ensure polished techniques, clear message, and audience-ready quality and engagement.	■		
Responding	T1	T2	T3
Interpret and reflect on the intent and meaning of a work of art.	■		
Work Habits	T1	T2	T3
Effort	■		
Participation	■		
Work Completion	■		

**Please Note:** If a course grid doesn't display either of these items: teacher name or show grades the student was not scheduled for that course during this term.

**Chorus -Teacher:**

Choir	T1	T2	T3
Performing			
Perform music correctly, following all details that the composer intended.			
Read and identify by name/function standard symbols for rhythm, pitch, articulation, and dynamics.			
Work Habits	T1	T2	T3
Effort			
Participation			
Work Completion			

STEM: Teacher:	T1	T2	T3
<b>Engineering Design</b>			
Compare test data from different designs to find the best features and combine them into a better solution			
Create a model to test, improve, and refine a design for the best possible outcome			

STEM Work Habits	T1	T2	T3
Effort			
Participation			
Work Completion			

**T1 Comments**

**T2 Comments**

**T3 Comments**

**Bradley School District #61 Mission Statement**

In partnership with parents and community, the Bradley School District is striving to provide the best education for every student, every day. We want all our students to be confident, hardworking, and successful people.