



MIDDLE SCHOOL

Roadmap to Ownership of Learning



UPREP

LEAD A LIFE OF LEARNING

6TH GRADE MILESTONES

START OF
YEAR

- Understands daily schedule and three-day rotation
- Understands advisor is main point of contact for help
- Begins to understand Schoology
- Begins to use planner
- Learns to read email

MIDDLE OF
YEAR

- Begins to understand how/why to write an email
- Starts reaching out to teachers independently for help and make-up work
- Attempts to problem-solve on own before asking for help
- Uses planner effectively
- Follows advisor/teacher recommendations for best use of Community Time

END OF
YEAR

- Begins to communicate with teachers/advisors when struggling
- Understands Schoology
- Begins to manage their reactions to success and disappointment
- Understands appropriate boundaries with peers
- Makes meaningful progress in the Mission, Vision, and Values section of report card

7TH GRADE MILESTONES

START OF
YEAR

- Effectively communicates with advisor about challenges and successes
- Manages Schoology and planner
- Begins to manage teacher interactions without assistance
- Self-determines whether study hall or clubs is the best use of Community Time

MIDDLE OF
YEAR

- Checks email regularly and uses it effectively
- Manages reactions to success and disappointment
- Manages personal belongings without assistance
- Begins to independently review feedback on assignments

END OF
YEAR

- Independently reviews feedback on assignments
- Begins to understand study strategies that work for them
- Begins to manage communication about absences/missing assignments
- Makes meaningful progress in the Mission, Vision, and Values section of report card

8TH GRADE MILESTONES

START OF
YEAR

- Checks email regularly and understands its purpose
- Manages teacher interactions without assistance
- Actively seeks out teachers for assistance without prompting

MIDDLE OF
YEAR

- Begins to think ahead to Upper School and identify personal strengths/challenges
- Requires little to no redirection
- Demonstrates flexibility when things don't go as planned
- Can determine priorities
- Begins to engage in "procedural troubleshooting"

END OF
YEAR

- Fully engages in "procedural troubleshooting" to solve problems
- Begins to develop capacity to reflect on their learning
- Fully meets expectations in the Mission, Vision, and Values section of report card

NEXT STOP: UPPER SCHOOL!