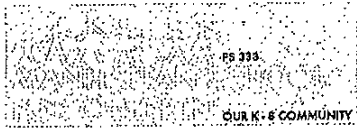


7th/8th



Name _____

Class _____

Student Reflection Sheet

Students complete one for Social Emotional, Writing and Math.

Something that I've been working at that I'm proud of is

An example of this is

Something that I will work to get better at is

I will do this by

Name:

Date:

Academic and Personal Behavior Checklist
Grades 7 and 8

Rarely

Persistence	Always	Sometimes	Never
Maintains positive attitude, including positive tone			
Accepts constructive criticism and applies feedback			
Takes opportunities to revise work/fix mistakes			

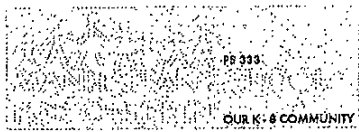
Goal:

Engagement	Always	Sometimes	Never
Listens Actively by: eye on speaker, body up and towards speaker, asking and answering <i>relevant</i> questions			
Participates in class by: raising hand, respectfully taking turns, speaking on topic			
Follows Directions the First Time			

Goal:

Work Habits/Organizational Skills	Always	Sometimes	Never
Take ownership and pride in completing assignments, including the work in progress			
Consistently checks iLearn to stay current on assignments and progress			
Comes to class with all needed materials (supplies and assignments) and follows classroom routines			
Has a reliable homework system (use of a planner/calendar/system of choice)			

Goal:



Name _____

Class _____

Student Reflection Sheet

Students complete one for Social Emotional, Writing and Math.

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Evidence Based Writing Checklist

1 = Not Yet 2 = Getting there... 3 = Yup (meets expectations) 4 = Went Beyond Expectations

Grade 7		1	2	3	4
Structure					
Overall	I laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic/text. I acknowledged positions on the topic or text that might disagree with my own position, but I still showed why my position makes sense.				
Lead	I interested the reader in my argument and helped them to understand the backstory behind it. I gave the backstory in a way that got the reader ready to see my point.				
	I made it clear to readers what my piece will argue and forecasted the parts of my argument.				
Transitions	I used transitions to link the parts of my argument. The transitions help the reader follow from part to part and make it clear when I am stating a claim or counterclaim, giving a reason, or offering or analyzing evidence. These transitions include terms such as as the text states, this means, another reason, some people may say, but, nevertheless, and on the other hand.				
Ending	In my conclusion, I reinforced and built on the main point(s) in a way that makes the entire text a cohesive whole. The conclusion may reiterate how the support for my claim outweighed the counterclaim(s), restate the main points, respond to them, or highlight their significance.				
Organization	The parts of my piece are arranged purposefully to suit my purpose and to lead readers from one claim or counterclaim, reason, or piece of evidence to another.				
	I used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight my main points.				
Development					
Elaboration	I included varied kinds of evidence such as facts, quotations, examples, and definitions. I analyzed or explained the reasons and evidence, showing how they fit with my claim(s) and built my argument.				
	I consistently incorporated and cited trustworthy sources.				
	I wrote about another possible position or positions—a different claim or claims about this subject—and explained why the evidence for my position outweighed the counterclaim(s).				
	I worked to make my argument compelling as well as understandable. I brought out why it mattered and why the audience should care about it.				
Craft	I used words purposefully to affect meaning and tone.				
	I chose precise words and used metaphors, images, or comparisons to explain what I meant.				
	I included domain-specific, technical vocabulary relevant to my argument and audience and defined these terms when appropriate.				
	I used a formal tone, but varied it appropriately to engage the reader.				
Conventions					
Spelling	I matched the spelling of technical vocabulary to that found in resources and text evidence. I spelled material in citations correctly.				
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.				
	I used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.				

Evidence Based Writing Checklist

1 = Not Yet 2 = Getting there... 3 = Yup (meets expectations) 4 = Went Beyond Expectations

Grade 8		1	2	3	4
Structure					
Overall	I laid out an argument about a topic/text and made it clear why my particular argument is important and valid. I stayed fair to those who might disagree with me by describing how my position is one of several and making it clear where my position stands in relation to others.				
Lead	After hooking the reader, I provided specific context for my own as well as another position(s), introduced my position, and oriented readers to the overall line of argument I planned to develop.				
Transitions	I used transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts. I used phrases such as <i>now some argue, while this may be true, it is also the case that, despite this, as stated earlier, taken as a whole, this is significant because, the evidence points to, and and by doing so</i>				
Ending	In the conclusion, I described the significance of my argument for stakeholders, or offered additional insights, implications, questions, or challenges.				
Organization	I organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected.				
	I created an organizational structure that supports a reader's growing understanding across the whole of my argument, arranging the sections to build on each other in a logical, compelling fashion.				
Development					
Elaboration	I brought out the aspects of the argument that were most significant to my audience and to my overall purpose(s).				
	I incorporated trustworthy and significant sources and explained if and when a source seemed problematic.				
	I analyzed the relevance of the reasons and evidence for my claims as well as for the counterclaim(s) and helped the reader understand what each position is saying. I made sure all of my analysis led my readers to follow my line of argument.				
Craft	I intended to affect my reader in particular ways— to make the reader think, realize, or feel a particular way—and I chose language to do that.				
	I consistently used comparisons, analogies, vivid examples, anecdotes, or other rhetorical devices to help readers follow my thinking and grasp the meaning and significance of a point or a piece of evidence.				
	I varied my tone to match the different purposes of different sections of my argument.				
Conventions					
Spelling	I spelled technical vocabulary and literary vocabulary accurately. I spelled materials in citations according to sources, and spelled citations accurately.				
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my argument.				
	I used verb tenses that shift when needed				
	I used internal punctuation effectively, including the use of ellipses to accurately insert excerpts from sources.				



Name _____

Class _____

Student Reflection Sheet

Students complete one for Social Emotional, Writing and Math.

Something that I've been working at that I'm proud of is

An example of this is

Something that I will work to get better at is

I will do this by

GOAL MAKING FOR 7th + 8th GRADE READERS – THINKING ABOUT THEMES

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
INTERPRETIVE READING						
Determining Themes	<ul style="list-style-type: none"> • I read, asking, "What's this story really about?" and I come up with tentative ideas that I test as I read on. • I have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, and that it suggests a life lesson. • I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big. 	<ul style="list-style-type: none"> • I read, asking, "What seem to be the big themes of this story?" • I can figure out a couple of themes that are especially significant, noting which are best supported. • To think about these, I tie together what several significant parts of the story seem to mean. • I know themes are shown not only by the content of the text, but also in the way it is written. 	<ul style="list-style-type: none"> • As I read, I gather up parts of the story that support particular themes. I also actively look for themes that seem more hidden. • As new parts of the story suggest new meanings, my understanding of a story's theme becomes more nuanced. 	<ul style="list-style-type: none"> • I can re-read to trace how a theme (or themes) is developed across the story, explaining how details from the beginning, middle, and end of the story work together towards a central theme. • I also consider how the author's use of certain techniques, like symbolism, help develop the theme. 	<ul style="list-style-type: none"> • I can analyze how a theme (or themes) develops across a story, including explaining how different story elements contribute, in different ways, to a theme (or themes). 	<ul style="list-style-type: none"> • I can analyze a theme's development, including how it is refined or sharpened, and differentiated from other possible themes, through particular details and authorial choices over structure, tone, etc.

What I'm doing well is:

I'm ready for:

Name: _____ Project or Piece: _____

Did I...	Scale			
I made sense of the problem before I started solving. (CCSS.1)	1	2	3	4
I checked that my answers made sense after I found them. (CCSS.2)	1	2	3	4
I proved and illustrated my thinking using a variety of models: mathematical statements, graphs, figures, etc. (CCSS.3&4)	1	2	3	4
I worked with my peers to critique my reasoning and their reasoning about the problem. (CCSS.3)	1	2	3	4
I used appropriate tools while approaching the problem in order to explain my thinking. [Appropriate tools include ratio tables, graphs, mathematical illustrations] (CCSS.5)	1	2	3	4
I used specific mathematical vocabulary to communicate my ideas clearly. (CCSS.6)	1	2	3	4
I made consistent use of patterns and rules to solve problems efficiently. (CCSS.7&8)	1	2	3	4
I organized my mastery project in a clear, un...	1	2	3	4
I sought paraprof I needed	1	2	3	4
I raise m	1	2	3	4
I am pre	1	2	3	4
I am resp all times	1	2	3	4

*Change scale to 6th Gr.
Reduce practice standards to 4
Add some math content
5th grade model*

1 :
Ex

= Meets expectations 4 = Surpasses

Sample

Name: _____

Date: _____

Introduction to Parents

Dear _____,

Thank you for coming to my conference today. This is Kristin, my teacher, and this is my
_____ (family).

My favorite subject is _____ because _____

The hardest subject for me is _____. I feel this way because _____

I feel like I can improve in this by _____

One word I would use to describe how I feel about school is _____. I feel
this way because _____



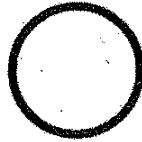
Today I'm going to share with you some work from Reading, Writing and Math! In Reading I have been reading Historical Fiction texts and thinking deeply about character perspective/theme. In Writing I have been working on essays. We concentrated on coming up with a thesis, with strong reasons and evidence to support that thesis. In Math I have been working on multiplication, division and geometry/measurement. I will also be sharing with you my Social Emotional Checklist and Reflection.

How Am I Doing?

Name _____

Class _____

Persistence	I stay focused on my work, even when it feels hard.	I give my best effort and show care in my work.	My comments and questions are on topic.
Self-Control	I control my body and my voice.	My eyes and ears are always on the person talking.	I transition calmly and quietly between activities
Compassion and Communication	I take responsibility for my actions	I show care and respect to others.	I help solve problems when they come up.

Key			
	I am really good at this.	I sometimes do well with this but need to keep working on it.	This is not a strength of mine. I have to work on this quite a bit!