

## Eighth Grade Standards Based Report Card 2011-2012

The new report card format we will use this year is the result of over three years of research, planning and writing on the part of our school faculty. During the process, we examined over a hundred “standards based” report cards from public and private schools across the country. This research has helped us to develop a reporting instrument that we feel will help us to convey a clear picture of what your child understands, is able to do, and what your child needs to learn.

You will notice that, in addition to assessments of specific skills, the teachers will also report on the level of effort they see in your child’s performance.

Report cards will be issued three times per year. They will be supplemented by mid-term progress reports and communications with parents as needed.

The purpose of this brochure is to list major understandings and concepts that will be covered at each grade level. In conjunction with the textbook and materials that the teachers send home, you should have a good idea of the content being assessed in each portion of the report card.

The list is by no means exclusive. The teachers may supplement these topics with other activities throughout the year. The “pacing” of the class through these topics is also tentative. The progress of the members of the class might require that the teachers spend additional time on some topics. Every statement on the report card may not have an assessment each marking period. If the topic was not a major focus of instruction, teachers may mark the corresponding area with a / to indicate that that specific material was not covered during the trimester.

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are, however, expectations for eighth grade students to have mastered by the end of the year.

These expectations are grouped to correspond with the various sections of the report card. Statements in **bold** repeat the statements contained on the report card. The specific topics or descriptions below these statements indicate content or concepts that are expected of the eighth grade students.

## Reading/Vocabulary

### Vocabulary

Uses vocabulary from lists correctly in written and oral expression  
Uses context clues and word analysis skills to determine word meaning  
Uses dictionary skills to determine pronunciation, usage and meaning of words

### Reading Comprehension

Applies literal comprehension skills (applying prior knowledge, constructing meaning, paraphrasing, questioning, making inferences, predicting, summarizing and higher level literary analysis skills to deepen understanding of a variety of texts  
Uses strategies to monitor his/her own understanding of text  
Reads grade level text fluently and with expression using pacing and pronunciation that approximates normal speech  
Understands grade level text and is able to attend to a reading task for at least 45 minutes  
Understand the basic features of various types of literature: short stories, novels, poetry, folk tales, mythology, essays, editorials, historical writing and biography

### Literary Elements

Identifies major story elements (theme, setting, plot, characterization, conflict, and plot development) and can talk and write about their meaning in the story  
Recognizes other literary elements such as author’s purpose, point of view, and literary devices such as flashback, personification, figurative language  
Expresses personal feelings about a story and infers character’s feelings and motivations

## Language Arts

### Listening and Speaking

Listens attentively in small group or large group settings without interrupting or distracting others  
Is able to identify major ideas and details when presented orally  
Participates in class discussion activities willingly and appropriately  
Asks and answers questions individually or in large or small group settings  
Communicates thoughts clearly when speaking

### Grammar, Usage, Punctuation and Spelling

Can identify basic parts of speech in written text  
Uses correct “standard English” patterns (agreement of subject/verb, pronoun usage  
Correctly applies punctuation and capitalization rules in written expression and an identify capitalization and punctuation mistakes in text  
Uses vocabulary from given lists correctly in daily and written work  
Spells correctly in written work

## Language Arts (Continued)

### Written Expression

- Uses prewriting, drafting, revising, editing and publishing strategies effectively to produce quality written expressions
- Sequences ideas and details in written work to improve clarity and cohesiveness of writing
- Follows suggestions/edits work to improve clarity and coherence
- Adds details and vivid language to enhance basic writing (including poetry)
- Writes coherently for a variety of purposes (story, personal narrative, persuasive essay, explanatory essay, expository essay)
- Produces multi-paragraph essays and forms the initial stages of a formal research paper

## Mathematics

### Number Sense/Computation

- Reads and writes fractions, decimals and per cents, compares their values identifies equivalents, changes between systems to facilitate computation
- Computes accurately with whole numbers, fractions, decimals, integers, rational and real numbers
- Calculates accurately using percents, calculates interest, tax or commission, rates of increase or decrease
- Understands the concepts of factors and multiples, can apply divisibility rules and identify numbers as primes or composites, lists the greatest common factor, least common multiple and prime factorization of a given number
- Explains/calculates using exponents, writes numbers in scientific notation
- Uses rounding estimation skills to determine the accuracy of computations

### Geometry/Measurement

- Identifies/labels basic figures of plane and solid geometry
- Understands basic relationship between geometric parts (i.e. angles of a triangle, Pythagorean Theorem) and uses these relationships to calculate missing parts.
- Identifies geometric patterns (translations, reflections, rotation, tessalations) and performs simple geometric constructions
- Calculates area, perimeter and volume of regular and irregular geometric figures using formulas
- Identifies parts of a circle and the relationship between pi, radius, diameter and circumference, calculates circumference and area of circles
- Calculates the volume and surface area of regular solid figures (cube, prism, pyramid, sphere)
- Identifies congruent or similar figures
- Identifies customary metric and customary units and converts measurements within each system.
- Identifies basic trigonometric ratios and performs computations using them

## Mathematics (Continued)

### Algebra Concepts

- Identifies basic properties of operations (field properties), uses order of operations
- Evaluates algebraic expressions containing several variables, combines similar terms
- Sets up algebraic expressions to represent real-life situations
- Solves one and two step equations (including equations with variables on both sides)
- Uses tables to graph simple linear equations or inequalities, linear and non-linear functions
- Identifies/locates points, relations, functions, linear equations, and inequalities in all four quadrants of a coordinate plane
- Identifies slope and intercepts of linear equations on a graph
- Classifies, simplifies, adds, and subtracts polynomials
- Identifies arithmetical and geometric sequences (including Fibonacci sequence)

### Data Analysis

- Defines independent and dependent events
- Calculates probability, combinations and permutations

### Problem Solving

- Applies appropriate strategies for solving word problems or real life applications (Act it out, Make a model, make a graph or chart, solve a simpler problem, guess and check, write a number sentence, choose an operation)
- Clearly explains the steps he/she took to solve multi-step problems
- Uses estimation skills to determine the reasonableness of an answer

## Social Studies

### History/Culture

- Understands the major chronological eras of United States history: (Colonial period, American Revolution, Founding of the Nation, Rise of national and regional identities, Westward Expansion, Civil War, Transformation of Modern US after 1860, the World Wars, Depression and Recovery and Modern America after 1950
- Analyses the philosophical basis of representative government as it was applied to the US Constitution

### Geography/Culture

- Understands how the geography of the United States affected its development
- Show competence in reading and analyzing data from a variety of maps and graphic organizers
- Makers inferences about historical events using historical maps and primary sources

## **Social Studies (Continued)**

### **Government/Economics**

- Understands the development, structure, and function of national and state government
- Understands the basic principles that helped frame the US Constitution and the components of the finished document
- Understands the basic structure of each branch of the federal and state government
- Identifies the rights protected under the Bill of Rights and the process of amending the Constitution
- Identifies major events in the history of the state of Illinois
- Understands the role of citizen in a democratic society, the rights and duties of citizenship
- Understands the basic economic forces that shaped events in the history of the United States

## **Science**

### **Scientific Processes**

- Formulates questions to clarify understanding of scientific situations
- Performs class experiments using proper scientific procedures and safety rules
- Identifies the major components of a properly structured scientific investigation (scientific method)
- Observes, predicts, classifies, and interprets data and communicates the meaning of the data
- Uses proper measurement techniques to collect data or support hypotheses
- Applies mathematical skills to calculate values when appropriate
- Explores the work/discoveries of famous scientists

### **Physical Science**

- Understands, measures and computes with metric measurements/units
- Describes physical characteristics of matter (mass, density, boiling point, solubility)
- Explains basic chemical reactions and identifies resulting substances
- Explains basic conservation theories (energy, mass)
- Explains how forces affect energy, motion and work
- Describes how waves carry and transfer energy (including seismic, light, electromagnetic and sound waves)
- Identifies examples of Newton's Laws of Motion
- Explores relationships among the elements in the Periodic Table and describes basic atomic structure
- Explores the relationship of electricity and magnetism

## **Christian Doctrine**

As you read this section of the content brochure, remember that the Christian Doctrine area of the curriculum is quite different from other areas of study. While subjects like math and reading progress in a definite sequence, a child's growth in faith cannot be structured in the same way. As we identify major content areas, we use terms like "deepen understanding" or "continue to experience" to underscore the idea of building levels of sophistication in student understanding.

### **Creed/Doctrine**

- Deepens understanding of the Trinity: God as Creator, Jesus as Redeemer, and Holy Spirit as Helper and Guide
- Begins to identify Catholic beliefs outlined in the Apostles' Creed and/or the Nicene Creed
- Demonstrates a growing awareness of God's presence and goodness through the gifts of creation
- Continues to explore Catholic beliefs about Mary, the Mother of God and Mother of the Church.
- Deepens understanding of the Paschal Mystery (life, death, and resurrection of Jesus) as the central component of the Catholic faith

### **Prayer/Sacraments**

- Deepens understanding and experience of the seven sacraments as signs of God's love (especially the sacrament of Confirmation)
- Deepens understanding of the Mass and the structure of the liturgy
- Understands the purposes of prayer: petition, praise, contrition and thanksgiving at an appropriate level
- Experiences various types/forms of prayer individually and as a group)
- Memorizes traditional prayers of the Church (In addition to the prayers learned in earlier grades, the students will add the Cantic of Simeon –Night Prayer, Psalm 23—The Good Shepherd and the Nicene Creed)
- Actively participates in parish and school celebrations of the Eucharist
- Grows in understanding of the Church Year and the liturgical seasons (Advent, Christmas, Lent, Holy Week, Easter, Ascension, Pentecost, and Ordinary Time, Holy Days of Obligation, Marian celebrations))

## **Scripture**

Understands the basic divisions of the Bible (Old Testament/New Testament)  
Deepens understanding of the Gospels as the “Good News” of Jesus that teach us how to live by re-telling familiar scripture stories  
Describes the historical development of the four Gospels  
Identifies the major features/themes in the four Gospels  
Compares the major features of the synoptic Gospels (Matthew, Mark, Luke)  
Recall the importance of significant characters of the Old and New Testament

## **Catholic Church**

Understands the basic structure of the parish community and the roles its members fulfill  
Identifies the four marks of the Church (one, holy, catholic, and apostolic)  
Understands that they are a part of a larger Church throughout the world  
Grows in understanding of various images of the Church (People of God, Kingdom of God, Body of Christ)

## **Christian Living/Morality**

Deepens understanding of / respect for all life  
Deepens understanding of the importance of “service” as central to Christian life  
Participates actively in acts of service to others  
Continues to explore the lives of the saints as models of Christian life  
Grows in understanding of the Ten Commandments, the Law of Love and the Beatitudes as central to Christian morality (specific)  
Deepens understanding of the concept of sin  
Acts consistently with Catholic moral teaching

## **Successful Learner Traits**

Many attitudes and behaviors mark the progress of successful learners. We have attempted to identify some of these important aspects in the section of the report card titled “**Successful Learner Traits.**” **The general categories on this chart list behaviors that the teachers consistently and frequently observe in daily classroom activities.**

While all students can exhibit these behaviors most of the time, we know that none will do so consistently every day. An “X” in one of these areas indicates that the teacher believes that your child needs serious improvement in that behavior. The mark is based on many observations and is **never given** based on a single infraction or event. In making the decision to check one of these items, teachers have significant evidence that the behavior is a pattern for your child over time. You can also be quite sure that before an x is placed in one of these areas, you will have had a number of communications from the teacher seeking your help in remediating the situation.

In the event that your child does receive a mark in one of these areas, we urge you to take the information seriously. Discuss it with your child and develop a plan for him /her to improve. Subsequently, check with the teacher to see if improvement is being made.