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# 6<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 6.G.1:

**6.G.1** - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **(DOK 1,2)**

<b>Score EE</b>	Students: <ul style="list-style-type: none"><li>• Find area of non-polygons and circles in the context of real-world problems (using any method).</li><li>• Find area of non-polygons and circles (using any method).</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Find the area of triangles, quadrilaterals, and polygons by decomposing shapes to help find the area in the context of real world problems.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• Make a computation error when finding the area.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Forget to divide by two or multiply by <math>\frac{1}{2}</math> when finding the area of a triangle.</li><li>• Use a side length instead of height.</li><li>• Divide by two when finding the area of a quadrilateral.</li></ul>
<b>Score NE</b>	Even with help, no success.

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# 6<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 6.NS.4:

**6.NS.4** - Find the greatest common factor of 2 whole numbers less than or equal to 100 and the least common multiple of 2 whole numbers less than or equal to 12. Use the distributive property to express a sum of 2 whole numbers 1-100 with a common factor as a multiple of a sum of 2 whole numbers with no common factor. **(DOK 1)**

<b>Score EE</b>	Students: <ul style="list-style-type: none"><li>• Solve real-world problems using the GCF.</li><li>• Solve real-world problems using LCM.</li><li>• Find GCF for numbers greater than 100.</li><li>• Find LCM for numbers greater than 12 or for more than two numbers.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Find GCF for numbers less than or equal to 100.</li><li>• Find LCM for two whole numbers less than or equal to 12.</li><li>• Use the distributive property to factor out the GCF from an addition expression with two whole numbers.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• Find a common factor but it is not the GCF.</li><li>• Find a common multiple but it is not the LCM.</li><li>• Find most common factors but not all.</li><li>• Use a common factor but not the GCF when using the distributive property to factor an addition expression with two whole numbers.</li><li>• Find the GCF but could not correctly factor it out when using the distributive property to factor an addition expression with two whole numbers.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• List some factors of both numbers but numerous factors are missing or incorrect.</li><li>• List some multiples of both numbers but numerous multiples are incorrect.</li><li>• Give multiples when asked for factors, or give factors when asked for multiples.</li><li>• Attempt but could not correctly factor out the GCF.</li></ul>
<b>Score NE</b>	Even with help, no success.

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# 6<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 6.EE.2a:

**6.EE.2** - Write, read, and evaluate expressions in which letters stand for numbers. **(DOK 1,2)**

- a.** Write expressions that record operations with numbers and with letters standing for numbers.

<b>Score EE</b>	Students: <ul style="list-style-type: none"><li>• Solve multi-step expressions.</li><li>• Write multi-step expressions from real-world situations.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Write an expression with variables.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• Reverse the order when writing a subtraction or division expression.</li><li>• Make an equation instead of an expression.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Do not recognize operation vocabulary (add when asked to find the product).</li></ul>
<b>Score NE</b>	Even with help, no success.

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# 6<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 6.EE.2b:

**6.EE.2** - Write, read, and evaluate expressions in which letters stand for numbers. **(DOK 1,2)**  
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

<b>Score EE</b>	Students: <ul style="list-style-type: none"><li>• Solve multi-step expressions.</li><li>• Write multi-step expressions from real-world situations.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Identify the parts of an expression and explain that a quantity (parenthesis) is both a number by itself or two numbers with an operation.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• Identify or label one part incorrectly.</li><li>• Give a partial explanation when explaining that a quantity is both a number by itself or a quantity of two numbers.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Identify or label more than one part incorrectly.</li><li>• Attempt but cannot explain that a quantity is both a number by itself or a quantity of two numbers.</li></ul>
<b>Score NE</b>	Even with help, no success.

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## 6<sup>th</sup> Grade Math

### Priority Standard Proficiency Scale 6.EE.2c:

**6.EE.2** - Write, read, and evaluate expressions in which letters stand for numbers. **(DOK 1,2)**  
c. Evaluate expressions at a specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parenthesis to specify a particular order.

<b>Score EE</b>	Students: <ul style="list-style-type: none"><li>• Given a set of numbers students will insert the correct operational symbols to match the given answer.</li><li>• Solve multi-step problems.</li><li>• Write and solve multi-step real world problems.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Evaluate an expression/equation using order of operations when given the value of the variable.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• Correctly use order of operations but make a computation error.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Perform the operations in the wrong order.</li></ul>
<b>Score NE</b>	Even with help, no success.

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# 6<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 6.RP.3b:

**6.RP.3** – Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **(DOK 1,2)**

b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

<b>Score EE</b>	Students: <ul style="list-style-type: none"><li>• Solve unit problems containing non-whole number values (fractions or decimals).</li><li>• Write and solve a unit rate problem from a real-life situation containing non-whole number values (fractions or decimals).</li><li>• Solve unit rate problems using multiple strategies.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Solve mathematical unit rate problems using one of the given strategies.</li><li>• Write and solve a unit rate problem from a real-life situation.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• The problem was set up correctly but computation errors occurred when attempting to solve.</li><li>• Correct answer with no work shown.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Problem was set up incorrectly or wrong procedure used.</li><li>• Attempted but unable to write a unit rate problem from a real-life situation using any of the given strategies.</li></ul>
<b>Score NE</b>	Even with help, no success.

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# 7<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 7.G.1:

**7.G.1** - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. **(DOK 1,2)**

<b>Score EE</b>	In addition to the criteria for a score of 3, students: <ul style="list-style-type: none"><li>• Can solve real world problems without a visual aid provided. (students can draw themselves)</li><li>• Can solve scale factor problems using non-whole numbers. (Improper fractions, decimals, etc.)</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Determine the dimensions of a figure when given a scale factor and identify the impact on length and area</li><li>• Identify the scale factor between two similar figures</li><li>• Reproduce a drawing when given a scale factor</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• With prompting, can determine the dimensions of a figure when given a scale factor and identify the impact on length and area.</li><li>• With prompting, can identify the scale factor between two similar figures.</li><li>• With prompting, can reproduce a drawing when given a scale factor</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• With support, can determine the dimensions of a figure when given a scale factor and identify the impact on length and area.</li><li>• With support, can identify the scale factor between two similar figures.</li><li>• With support, can reproduce a drawing when given a scale factor</li></ul>
<b>Score NE</b>	No attempt, or no evidence of any understanding.

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# 7<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 7.RP.3:

**7.RP.3** - Use proportional relationship to solve multistep ratio and percent problems.

*Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. (DOK 1,2)*

<b>Score EE</b>	In addition to criteria included in a score of 3, students: <ul style="list-style-type: none"><li>• Know when to apply and utilize proportional reasoning skills to solve high order thinking problems: ie: A paint mixture consists of 2 parts blue, 3 parts red, 5 parts white. If this makes 2 gallons, how much do I need to get 4.5 gallons?</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• Identify and explain if proportional relationship is present</li><li>• Solve single and multi-step problems involving proportional relationships and/or percent.</li><li>• Demonstrate how to calculate tax/tip/discounts.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• Know a proportional relationship is or is not present, but unable to explain</li><li>• With prompting, can solve single and multi-step problems involving proportional relationships and/or percent.</li><li>• With prompting, demonstrate how to calculate tax/tip/discounts.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Can write a ratio.</li><li>• Can convert between a percent and decimal.</li><li>• With support, can solve single and multi-step problems involving proportional relationships and/or percent.</li><li>• With support, demonstrate how to calculate tax/tip/discounts.</li></ul>
<b>Score NE</b>	No attempt, or no evidence of any understanding.

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# 7<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 7.EE.3:

**7.EE.3** - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used for and exact computation. (DOK 1,2,3)*

<b>Score 4</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"> <li>• Write multi-step equations from real life situation and solve</li> <li>• Interpret and compare two situations</li> </ul>
<b>Score 3</b>	Students: <ul style="list-style-type: none"> <li>• Write multi-step equations and expressions from real life situations</li> <li>• Solve multi-step equations and expressions</li> </ul>
<b>Score 2</b>	Students: <ul style="list-style-type: none"> <li>• Problem solve to get an answer without using algebraic methods</li> <li>• Solve one-step equations</li> <li>• Write an expression or equation but errors occur when attempting to solve</li> <li>• Recognize an equation that corresponds to a given problem situation</li> <li>• With minimal prompting, students are able to solve two-step equations</li> </ul>
<b>Score 1</b>	Students: <ul style="list-style-type: none"> <li>• With extensive support, students attempt to solve one step equations</li> <li>• With extensive support, students attempt to write an expression or equation</li> </ul>
<b>Score 0</b>	Even with help, no success

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# 7<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 7.G.6:

**7.G.6** - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. **(DOK 1,2)**

<b>Score 4</b>	In addition to criteria included in a score of 3, students: <ul style="list-style-type: none"><li>• Can explain why a formula works to solve a problem</li><li>• Can explain how a formula is derived.</li><li>• Can apply formulas to complex shapes: combined shapes and other three dimensional prisms.</li></ul>
<b>Score 3</b>	Students: <ul style="list-style-type: none"><li>• Can use appropriate formulas to find area, volume and/or surface area of two and three dimensional objects.</li><li>• Can solve real world problems involving area, volume and/or surface area</li></ul>
<b>Score 2</b>	Students: <ul style="list-style-type: none"><li>• With prompting can use appropriate formulas to find area, volume and/or surface area of two and three dimensional objects.</li><li>• Shows some evidence of understanding when applying formulas.</li><li>• Only using whole number dimensions</li></ul>
<b>Score 1</b>	Students: <ul style="list-style-type: none"><li>• With extensive support can use appropriate formulas to find area, volume and/or surface area of two and three dimensional objects.</li><li>• With extensive support, shows some evidence of understanding when applying formulas.</li><li>• Using only whole number dimensions.</li></ul>
<b>Score 0</b>	No attempt, or no evidence of any understanding.

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# 7<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 7.NS.3:

7.NS.3 - Solve real-world and mathematical problems involving the four operations with rational numbers.  
(DOK 1,2)

<b>Score 4</b>	Students: <ul style="list-style-type: none"><li>• Extend their understanding to solve real-world and mathematical problems using the four operations on rational numbers, including exponents and square roots.</li></ul>
<b>Score 3</b>	Students: <ul style="list-style-type: none"><li>• Solve mathematical problems involving the four operations with benchmark rational numbers.</li><li>• Solve real-world mathematical problems involving the four operations with benchmark rational numbers.</li></ul>
<b>Score 2</b>	Students: <ul style="list-style-type: none"><li>• With prompting, can solve mathematical problems involving the four operations with benchmark rational numbers or can independently solve with whole numbers.</li><li>• With prompting, can solve real-world mathematical problems involving the four operations with benchmark rational numbers or can independently solve with whole numbers.</li></ul>
<b>Score 1</b>	Students: <ul style="list-style-type: none"><li>• With support, can solve mathematical problems involving the four operations with benchmark rational numbers or can solve with whole numbers.</li><li>• With support, can solve real-world mathematical problems involving the four operations with benchmark rational numbers or can solve with whole numbers.</li></ul>
<b>Score 0</b>	No attempt, or no evidence of any understanding.

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# 8<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 8.EE.7:

### 8.EE.7 – Solve linear equations in one variable. (DOK 1,2)

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x=a$ ,  $a=a$ , or  $a=b$  results (where  $a$  and  $b$  are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

<b>Score EE</b>	Solve multistep equations with rational numbers (fractions, mixed numbers, and decimals) as coefficients and constants.  Show steps algebraically
<b>Score ME</b>	Solve multistep equations that include and shows steps algebraically: <ul style="list-style-type: none"> <li>▪ Combining like terms</li> <li>▪ Variables on both sides of the equal sign</li> <li>▪ Distributive Property</li> <li>▪ Rational number coefficients</li> </ul> Identify if an equation has one solution, no solutions, or infinite number of solutions.
<b>Score WT</b>	Solve one- and two step equations and shows steps algebraically.  Solve one-step equation with a rational coefficient.  Able to check that a solution is correct by substitution.  Demonstrate the use of distributive property, combining like terms, and equivalent expressions.
<b>Score MU</b>	Solve one-step equations.  Able to check that a solution is correct by substitution.  Demonstrate the use of distributive property and combining like terms in isolation.
<b>Score NE</b>	Even with help, no success.

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# 8<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 8.F.4:

**8.F.4** – Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

(DOK 1,2,3)

<p><b>Score EE</b></p>	<p>Identify slope and y-intercept from:</p> <ul style="list-style-type: none"> <li>▪ A graph with increments other than one.</li> <li>▪ A table with no recorded zero in the x-column and increments other than one</li> <li>▪ An equation when not in slope-intercept form</li> </ul> <p>Write an equation from a more complicated situation or includes more than two steps or the distributive property.</p>
<p><b>Score ME</b></p>	<p>Identify slope and y-intercept from:</p> <ul style="list-style-type: none"> <li>▪ A graph with increments of one on the x- and y-axis</li> <li>▪ A table with increments of one in the x-column</li> <li>▪ An equation in slope-intercept form</li> <li>▪ An equation</li> <li>▪ A situation</li> </ul> <p>Write an equation from a situation that includes one or two steps.</p>
<p><b>Score WT</b></p>	<p>Identify slope <u>or</u> y-intercept from: Graph Table Equation Situation</p> <p>Complete an equation from a situation that slope or y-intercept is given.</p>
<p><b>Score MU</b></p>	<p>Know:</p> <ul style="list-style-type: none"> <li>▪ Basic graph information</li> <li>▪ What x- and y-intercepts and slope is</li> </ul> <p>Recognize:</p> <ul style="list-style-type: none"> <li>▪ <math>m = \text{slope}</math> and <math>b = \text{y-intercept}</math> in an equation in slope-intercept form.</li> <li>▪ Rate in a given situation</li> </ul> <p>Can write an equation (skeleton form) but mixes up numbers and lacks understanding.</p>
<p><b>Score NE</b></p>	<p>Even with help, no success.</p>

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# 8<sup>th</sup> Grade Math

## Priority Standard Proficiency Scale 8.G.7:

**8.G.7** - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two- and three-dimensions. **(DOK 1,2)**

<b>Score EE</b>	Mastered standard, including but not limited to, computation involving mixed numbers and decimals. Able to apply the Pythagorean theorem to real-world problems that include making the determination of where the right triangle is and additional steps are necessary to solve the problem (problems without the given necessary drawings)
<b>Score ME</b>	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
<b>Score WT</b>	Identify the legs and hypotenuse of a right triangle. Recite $a^2 + b^2 = c^2$ (written and verbal)
<b>Score MU</b>	Distinguish a right triangle from a non-right triangle.
<b>Score NE</b>	Even with help, no success.

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# 6<sup>th</sup> Grade Literacy

**Priority Standard:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI.6.2.)

<b>Score EE</b>	<b>In addition to criteria included in a score of 3.0, students:</b> <ul style="list-style-type: none"><li>analyze development of central idea over the course of text using particular details.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>determine central idea of a text using particular details.</li><li>provide an unbiased summary of text.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>with prompting, determine central idea of a text using particular details.</li><li>provide a summary of text.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>with support, determine central idea.</li><li>with support, provide a summary of text.</li></ul>
<b>Score NE</b>	No evidence

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# 6<sup>th</sup> Grade Literacy

**Priority Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1) (RI.6.1)

<b>Score EE</b>	<b>In addition to criteria included in a score of 3.0, students:</b> <ul style="list-style-type: none"><li>• cite textual evidence that strongly supports analysis.</li><li>• use direct quotations from the text to support analysis and/or inferences.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• cite textual evidence to support analysis.</li><li>• use textual evidence to support inference(s).</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• independently or with prompt, cite textual evidence to support analysis.</li><li>• with prompt or support, make an inference about the text.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• with support, cite textual evidence to support analysis.</li></ul>
<b>Score NE</b>	No evidence

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## 6<sup>th</sup> Grade Literacy

**Priority Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4.)

<b>Score EE</b>	<b>In addition to criteria included in a score of 3.0, students:</b> <ul style="list-style-type: none"><li>analyze and apply alternative words/phrases in a text to maintain meaning and/or tone.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>independently determine the meaning of words and phrases used in a text (connotative/figurative).<ul style="list-style-type: none"><li>figurative language to include: simile, metaphor, personification, idioms</li></ul></li><li>utilize textual evidence to analyze the impact of specific word choice on meaning and author's tone.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>independently determine the connotative meaning of words and phrases used in a text.</li><li>with prompting, identify the impact of word choice on meaning and tone.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>with prompting, determine the connotative meaning of words and phrases used in a text.</li></ul>
<b>Score NE</b>	No evidence.

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## 6<sup>th</sup> Grade Literacy

**Priority Standard:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9)

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• make judgment of which text or adaptation is more successful using various types of media.</li><li>• determine the most important similarity or difference and explain why with valid reasoning.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• analyze similarities and differences of various texts about a common theme or topic.</li><li>• determine similarities and differences in more than one genre and/or text type.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• identify similarities and differences between multiple genres and/or text types with similar themes and topics.</li><li>• identify genre and type of text.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• with support, identify similarities and differences between multiple texts.</li><li>• identify type of text.</li></ul>
<b>Score NE</b>	No evidence

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# 8<sup>th</sup> Grade Literacy

**Priority Standard:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **(RI.8.1.)**

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• support in-depth inferences with textual evidence.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• evaluate resources and cite strongest textual evidence to support analysis and inferences from the text.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• make inferences drawn from the text.</li><li>• cite textual evidence to support analysis of what the text says explicitly.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• attempt to draw inferences.</li><li>• with prompting, cite textual evidence to support analysis of what the text says explicitly.</li></ul>
<b>Score NE</b>	No evidence

# 8<sup>th</sup> Grade Literacy

**Priority Standard:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **(RL.8.2.)**

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>Analyze the relationship between theme or central idea and the characters, setting and plot.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>Analyze how the theme is developed over the course of the text using elements of fiction (characters, setting, plot).</li><li>Provide an objective summary of a text.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>Determine a theme/central idea of a text.</li><li>Provide a summary of a text.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>Attempt to identify theme/central idea.</li><li>With support, identify key points of a text.</li></ul>
<b>Score NE</b>	No evidence

# 8<sup>th</sup> Grade Literacy

**Priority Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (and technical meanings); analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(RI.8.4)**  
**(RI.8.4)**

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>Analyze and apply alternative words/phrases in a text to manipulate meaning and/or tone</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>Identify and understand figurative language and connotative meanings used in a text.<ul style="list-style-type: none"><li>irony, imagery, symbolism</li></ul></li><li>Analyze the impact of word choice and meaning on the tone of a text including analogies and allusions.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>Determine the meaning of words and phrases based on how they are used in the text.</li><li>Identify and understand the difference between figurative language and connotative meanings.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>Attempt to determine meaning of words and phrases based on how they are used in the text.</li><li>Recognize figurative language.</li></ul>
<b>Score NE</b>	No evidence

# 8<sup>th</sup> Grade Literacy

**Priority Standard:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **(RI.8.6.)**

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>analyze how an author uses text to communicate his/her point of view or purpose</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>analyze how an author responds to conflicting evidence and opposing points of view</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>determine the author’s point of view or purpose</li><li>identify conflicting evidence or viewpoints</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>with support, identify evidence</li><li>with prompting, determine the author's point of view</li></ul>
<b>Score NE</b>	No evidence

# 6<sup>th</sup> Grade Language Arts

**Priority Standard:** Use knowledge of language and its conventions when writing, speaking, reading, or listening (a-b included). (L.6.3)

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• choose language that concisely and/or precisely expresses ideas.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• apply appropriate capitalization, usage, punctuation, spelling (CUPS) in order to maintain style/tone.</li><li>• apply sentence structure appropriate to maintain reader/listener clarity.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• apply appropriate capitalization, usage, punctuation, spelling.</li><li>• create simple, complex, and compound sentences.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• identify appropriate capitalization, usage, punctuation, spelling.</li><li>• identify types of sentences.</li></ul>
<b>Score NE</b>	No evidence

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## 6<sup>th</sup> Grade Language Arts

**Priority Standard:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a-f included). (W.6.2)

<b>Score EE</b>	<p><b>In addition to criteria included in a score of 3.0, students:</b></p> <ul style="list-style-type: none"> <li>• consistently apply previous criteria to multi-paragraph writing.</li> </ul>
<b>Score ME</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• clearly convey ideas, concepts and information through selection, organization and analysis of relevant content.               <ul style="list-style-type: none"> <li>○ utilize descriptive vocabulary and a variety of appropriate transitions.</li> <li>○ support writing with facts, details, quotations and examples from sources.</li> <li>○ incorporate formal writing style.</li> </ul> </li> </ul>
<b>Score WT</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• with prompting, support writing with facts and details from sources.</li> <li>• group related information logically.</li> <li>• attempt formal writing style (introduction/conclusion/ transitions).</li> </ul>
<b>Score MU</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• identify details to support writing.</li> <li>• with support, attempt formal writing style.</li> </ul>
<b>Score NE</b>	No evidence

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## 6<sup>th</sup> Grade Language Arts

**Priority Standard:** Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)

<b>Score EE</b>	<p><b>In addition to criteria included in a score of 3.0, students:</b></p> <ul style="list-style-type: none"> <li>• obtain information most significant to the topic from a variety of sources.</li> <li>• utilize precise paraphrasing without changing accuracy.</li> </ul>
<b>Score ME</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• appropriately cite sources using:             <ul style="list-style-type: none"> <li>○ paraphrasing, quotations, basic bibliographic information.</li> </ul> </li> <li>• obtain relevant information from a variety of sources.</li> <li>• analyze credibility of each source.</li> </ul>
<b>Score WT</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• recognize relevant information from a variety of sources.</li> <li>• identify key details in an attempt to paraphrase.</li> <li>• with support, analyze credibility of each source.</li> </ul>
<b>Score MU</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• with support, identify key details.</li> <li>• identify information from a variety of sources.</li> <li>• provide a list of sources</li> </ul>
<b>Score NE</b>	No evidence

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# 6<sup>th</sup> Grade Language Arts

**Priority Standard:** Draw evidence from literary or informational texts to support analysis, reflection, and research (a-b included). (W.6.9)

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• evaluate which evidence best supports analysis, reflection, and research.</li><li>• cite textual evidence within writing.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• independently utilize textual evidence to support analysis, reflection and research for a variety of purposes.<ul style="list-style-type: none"><li>◦ compare/contrast; trace and evaluate argument/claims</li></ul></li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• utilize textual evidence to support research.</li><li>• with prompting, use textual evidence to support analysis and/or reflection.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• with prompting, use textual evidence to support research.</li></ul>
<b>Score NE</b>	No evidence

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# 7<sup>th</sup> Grade Language Arts

**Priority Standard:** Present and find claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• present or analyze claims and counterclaims in a organized and purposeful way.</li><li>• create or analyze connection between descriptions, facts, and details.</li><li>• fully engage audience with eye contact, varying intonation, and clear pronunciation.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• present or analyze claims in an organized and purposeful way.</li><li>• use or identify related descriptions, facts, and details to emphasize important points.</li><li>• present with appropriate eye contact, volume, and pronunciation.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• present or identify claims.</li><li>• attempt to use or identify descriptions, facts, and details that support points.</li><li>• present with minimal eye contact, occasionally inaudible volume and/or occasional mispronunciation.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• with support or prompting, present or identify claims.</li><li>• with support or prompting, provide or identify descriptions, facts, and details.</li><li>• with prompting, present with minimal eye contact; occasionally inaudible volume and/or occasional mispronunciation.</li></ul>
<b>Score NE</b>	No evidence

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# 7<sup>th</sup> Grade Language Arts

**Priority Standard:** Write arguments to support claims with clear reasons and relevant evidence (a-e included) (W.7.1)

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• distinguish claim(s) from alternate or opposing claims.</li><li>• synthesize relevant evidence from credible sources to support claim(s).</li><li>• utilize sophisticated language in a formal writing style (including hook, thesis statement, topic sentences, transitional phrases, a unique conclusion).</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• establish a claim and acknowledge alternate or opposing claims.</li><li>• provide relevant evidence from credible sources that supports claim(s).</li><li>• organize evidence to create a clear and coherent argument.</li><li>• utilize formal writing style (including topic sentence, transitions, concluding statement).</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• with prompting, establish a claim and attempt to acknowledge alternate or opposing claims.</li><li>• provide relevant evidence.</li><li>• with support, organize evidence to create a clear argument.</li><li>• with support, utilize formal writing style.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• Provide support for idea(s).</li><li>• With support, attempt formal organization.</li><li>• With support, attempt formal writing style.</li></ul>
<b>Score NE</b>	No evidence

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# 7<sup>th</sup> Grade Language Arts

**Priority Standard:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4.)

<b>Score EE</b>	In addition to criteria included in a score of 3.0, students: <ul style="list-style-type: none"><li>• integrate sophisticated word choice and a variety of sentence structures.</li><li>• make use of identifiable and appropriate voice for task, purpose and audience.</li></ul>
<b>Score ME</b>	Students: <ul style="list-style-type: none"><li>• topic is developed through clear and coherent writing.</li><li>• apply an organizational structure and style appropriate to task, purpose and audience.</li></ul>
<b>Score WT</b>	Students: <ul style="list-style-type: none"><li>• with prompting, develop topic.</li><li>• with prompting, choose an organizational structure appropriate to task, purpose and/or audience.</li><li>• with prompting, choose a style appropriate to task, purpose, and/or audience.</li></ul>
<b>Score MU</b>	Students: <ul style="list-style-type: none"><li>• with support, attempt topic development.</li><li>• with support, attempt to use an organizational structure and/or style appropriate to task.</li></ul>
<b>Score NE</b>	No evidence

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## 7<sup>th</sup> Grade Language Arts

**Priority Standard:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8)

<b>Score EE</b>	<p>In addition to criteria included in a score of 3.0, students:</p> <ul style="list-style-type: none"> <li>• rephrase search terms in order to find pertinent information.</li> <li>• synthesize multiple credible print and digital sources most relevant to support each claim/topic.</li> <li>• paraphrase accurately using sophisticated word choice while maintain integrity of original text.</li> </ul>
<b>Score ME</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• identify and utilize specific search terms regarding topic.</li> <li>• analyze and utilize credible print and digital sources to gather relevant information.</li> <li>• paraphrase <b>and</b> quote sources to support topic.</li> <li>• use standard citation format (MLA) within writing (in-text citations and Works Cited).</li> </ul>
<b>Score WT</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• use search terms to obtain information.</li> <li>• identify credible print and digital sources to gather information.</li> <li>• paraphrase <b>or</b> quote sources to support topic.</li> <li>• with prompting, use standard citation format.</li> </ul>
<b>Score MU</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• with prompting, use search terms to find information.</li> <li>• with support, obtain information from sources.</li> <li>• identify key details in an attempt to paraphrase.</li> <li>• with support, include basic bibliographic information.</li> </ul>
<b>Score NE</b>	No evidence

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## 6th Grade Social Studies

**Priority Standard: #1** - Analyze maps to answer questions about historical and current issues.

<b>Score EE</b>	<p><b>I can connect information from multiple maps to analyze historical and current issues.</b></p> <p>a.) Evaluate the importance of the Persian Gulf in relation to modern economies?  b.) Analyze the maps of Mesopotamia. Explain its value to empires/civilizations and why different groups would fight to control the region?</p>
<b>Score ME</b>	<p><b>I can analyze maps to answer questions about historical and current issues.</b></p> <p>a.) Why are there few resources in central Saudi Arabia &amp; Iran?  b.) What country has three cities with a population over 2 million.  c.) How do you think the region's climate influences people's daily lives?</p>
<b>Score WT</b>	<p><b>I can make observations about key information from a map.</b></p> <p>a.) Using the map on pg. 2, what countries have the highest elevation?  b.) Where are most of the mineral deposits found?</p>
<b>Score MU</b>	<p><b>I can identify the type of map and key components shown on the map.</b>  <small>(students need to know: 3 map types, 5 essential elements, &amp; major features)</small></p> <p>a.) List 3 physical features from the map on page 2. (SW &amp; Central Asia textbook)  b.) What resource is most common on the map on page 5?  c.) What is the approximate population of Riyadh?</p>
<b>Score NE</b>	Even with help, no success/no evidence of learning.

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## 6th Grade Social Studies

**Priority Standard: #2** - Analyze and create timelines, charts and graphs in order to answer questions about historical and current issues.

<b>Score EE</b>	<p><b>I can create a timeline, chart and/or graph to illustrate a deeper understanding of historical and current issues.</b></p> <p>a.) What other column(s) would you add to this chart to more fully understand the differences between the countries? Explain why this column(s) would add to your understanding.</p> <p>b.) Identify another resource to help increase your depth of knowledge of the topic?</p>
<b>Score ME</b>	<p><b>I can analyze timelines, charts and graphs in order to answer questions about historical and current issues.</b></p> <p>a.) Explain the relationship between life expectancy and per capita income.</p> <p>b.) How does the per capita GDP of the countries in this region compare to the per capita GDP of the United States?</p>
<b>Score WT</b>	<p><b>I can answer questions about basic content knowledge using a timeline, a chart, and/or a graph.</b></p> <p>a.) Which country has the highest per capita?</p>
<b>Score MU</b>	<p><b>I can answer questions about basic content knowledge using a timeline, a chart, and/or a graph.</b></p> <p>a.) Which country has the highest per capita?</p>
<b>Score NE</b>	Even with help, no success/no evidence of learning.

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# 6th Grade Social Studies

**Priority Standard: #3** - Analyze historical and modern evidence to develop an understanding of time periods, people and cultures throughout history.

<b>Score EE</b>	<p><b>I can analyze how people, cultures and/or societies have changed and explain causes of the change.</b></p> <p>a.) Make connections between current people, cultures and societies with those from the past.  b.) Investigate other sources to revise or deepen understanding.</p>
<b>Score ME</b>	<p><b>I can compare historical and modern evidence to develop an understanding of time periods, people and cultures throughout history.</b></p> <p>a.) Develop logical arguments about the changing nature of societies from one or more pieces of evidence.  b.) Draw conclusions about how or why societies have changed over time.</p>
<b>Score WT</b>	<p><b>I can summarize key ideas from historical and modern evidence to show understanding of time periods, people and cultures throughout history.</b></p> <p>a.) Organize information to demonstrate understanding of a unit of study (through note taking... Culture, Governance, Technology, Religion)  b.) Summarize a piece of evidence to demonstrate understanding in a unit.</p>
<b>Score MU</b>	<p><b>I can match key vocabulary, persons and/or places to a list of possible responses from historical and modern evidence to show understanding of time periods, people and cultures throughout history.</b></p> <p>a.) Match key terms, people or places to a list of possible answers.  b.) List culture traits of a particular people group or society.</p>
<b>Score NE</b>	<p>Even with help, no success/no evidence of learning.</p>

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# 6th Grade Social Studies

**Priority Standard: #4** - Evaluate historical and modern sources to determine author's purpose, reliability and bias.

<b>Score EE</b>	<p><b>I can critique primary &amp; secondary sources to determine author's purpose and/or reliability of source.</b></p> <p>a.) Why is the author biased? b.) When can a source be both primary and secondary?</p>
<b>Score ME</b>	<p><b>I can evaluate historical and modern sources to determine author's purpose, reliability and bias.</b></p> <p>a.) Critique a primary or secondary source to determine purpose, reliability and bias. b.) Analyze source documents to create understanding of historical period.</p>
<b>Score WT</b>	<p><b>I can classify why a particular source is primary or secondary.</b></p> <p>a.) Create a list of 8 primary and 8 secondary sources from memory. b.) Construct a list of reasons why a sources is primary or secondary.</p>
<b>Score MU</b>	<p><b>I can identify the difference between primary and secondary sources.</b></p> <p>a.) Define primary source and secondary source. b.) Given a list of documents, can label each as a primary or secondary source.</p>
<b>Score NE</b>	Even with help, no success/no evidence of learning.

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## 6th Grade Social Studies

**Priority Standard: #5** - Create a historical or modern narrative (personal understanding) using evidence of time periods, people, and cultures throughout history.

<b>Score EE</b>	<p><b>I can create a narrative to demonstrate personal understanding and make comparisons/connections to other time periods, cultures, or the modern day. (Multiple paragraphs.)</b></p> <ul style="list-style-type: none"> <li>a) Evaluate empire building in ancient times.</li> <li>b) Analyze religious persecution.</li> <li>c) Analyze the difficulty in governing Jerusalem throughout its history.</li> </ul>
<b>Score ME</b>	<p><b>I can formulate a thesis from outline and/or web to create a historical or modern narrative (up to 1 paragraph)</b></p> <ul style="list-style-type: none"> <li>a) Compare and contrast three monotheistic religions.</li> <li>b) Compare the Phoenicians to the empire builders in Mesopotamia.</li> <li>c) Formulate a new school rule based on Hammurabi's Code.</li> <li>d) Assess the value of the Confucian Civil Service tests.</li> </ul>
<b>Score WT</b>	<p><b>I can use information and resources to construct a web or outline supporting the main idea.</b></p> <ul style="list-style-type: none"> <li>a) Categorize evidence into appropriate groups.</li> <li>b) Summarize multiple pieces of evidence in a particular category.</li> <li>c) Describe the basic idea that a particular set of evidence provides.</li> </ul>
<b>Score MU</b>	<p><b>I can list key ideas and answer historical/current questions from a source to create a main idea.</b></p> <ul style="list-style-type: none"> <li>a) List three principles of monotheism.</li> <li>b) Identify valuable evidence from a given set.</li> </ul>
<b>Score NE</b>	Even with help, no success/evidence of learning.

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# 7<sup>th</sup> Grade Social Studies

## Priority Standard: Understand the Use of Geographic Tools

<b>Score EE</b>	Student can analyze and synthesize information from multiple geographic tools to answer historical and current issues.
<b>Score ME</b>	Student can draw conclusions from geographic tools to answer questions about historical and current issues.
<b>Score WT</b>	Student can interpret information from geographic sources to answer historical questions.
<b>Score MU</b>	Student can identify main ideas of maps, graphs, charts, and timelines.  a. What geographic tool is this? b. What information is on it? / what information is key?
<b>Score NE</b>	Even with help, no success.

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## 7<sup>th</sup> Grade Social Studies

**Priority Standard:** Analyze the changing nature of society

<b>Score EE</b>	Student is able to analyze the changes in society, make connections to their own society and to other societies.
<b>Score ME</b>	Student is able to identify how society has changed and explain some of the causes of that change. Compare current society to societies of the past. Draw conclusions about how or why societies have changed.
<b>Score WT</b>	Student will be able to summarize what changes have occurred in society.
<b>Score MU</b>	Student will be able to recognize changes in society. Student will be able to name changes in society.
<b>Score NE</b>	Even with help, no success.

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## 7<sup>th</sup> Grade Social Studies

**Priority Standard:** Analyze current social issues to determine how the individual is able to form opinions and respond to those issues.

<b>Score EE</b>	All of # 3 and Can make connections to current issues in society.
<b>Score ME</b>	Student can explain how personal values influence the types of conclusions that people make. Describe examples of bias, predigest, stereotyping, power, role, status, and justice. Evaluate group and institutional influences on people, events and elements of culture.
<b>Score WT</b>	Student is able to define bias, predigest, stereotyping, power, role, status, and justice. Student is able to explain where values come from. Student can identify groups that are subject to bias, stereotypes, and predigest.
<b>Score MU</b>	Student is able to match definitions of bias, predigest, stereotyping, power, role, status, and justice. Student can identify different groups in a culture.
<b>Score NE</b>	Even with help, no success.

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## 7<sup>th</sup> Grade Social Studies

**Priority Standard:** Analyze the role of individuals and groups within a society as promoters of change or the status quo

<b>Score EE</b>	Student is able to analyze people and events from history and explain how those people and events had an impact on today's society. Student can draw conclusions about the impact of specific individuals on the future of our society.
<b>Score ME</b>	Student can explain how specific individuals and the values those individuals held had an impact on history. Critique significant events and people, including women and minorities, in the major eras of history.
<b>Score WT</b>	Student can identify individuals and explain how they impacted history.
<b>Score MU</b>	Students can identify major people or events in history but are unable to explain how they impacted history.
<b>Score NE</b>	Even with help, no success.

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## 7<sup>th</sup> Grade Social Studies

**Priority Standard:** Connect the cause / effect relationships and other historical thinking skills in order to interpret events and issues.

<b>Score EE</b>	Using all the parts of #3 the student can create an argument for or against a topic and support it with credible sources while explaining how their opinion was developed.
<b>Score ME</b>	Student uses a variety of resources to validate information such as; providing sources that validate claims by weighing evidence for claims, checking creditability, and searching for causality. Compare relationships between and among significant events. Compare facts and concepts from history to explain decision making about an action-taking on public issues. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
<b>Score WT</b>	Student is able to use the text to validate information. With prompts student is able to make comparisons and pick a side to support. Student is able to explain two different sides of an event but is unable to explain how they developed their differences.
<b>Score MU</b>	Student is able to use the text to get information. Student is able to make comparisons of information with prompts. Student is able to identify an issue, but is unable to give a counter argument to the issue.
<b>Score NE</b>	Even with help, no success.

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# 8th grade Social Studies

## G1- Understand the use of geographic tools to locate and analyze information about people, places and environments (shared with 6<sup>th</sup> & 7<sup>th</sup>)

<b>Score EE</b>	I can show all proficiency skills listed below and... <ul style="list-style-type: none"><li>• Explain and apply how information gained from this geographic tool may impact decisions made by self and others throughout the world.</li><li>• Information from the geographic tool can be used to provide claim and counter claims in a position.</li></ul>
<b>Score ME</b>	Demonstrate use of the characteristics and purposes of geographic tools and representations of the earth, such as: maps, globes, graphs, charts, models, grid systems, aerial and other photographs, GIS, satellite- produced images and databases Identify geographic relationships such as population density and spatial distribution patterns
<b>Score WT</b>	Demonstrate some aspects of maps, globes, graphs, charts, models, grid systems, aerial and other photographs, GIS, satellite- produced images and databases.
<b>Score MU</b>	Can identify, but not use maps, globes, graphs, charts, models, grid systems, aerial and other photographs, GIS, satellite- produced images and databases
<b>Score NE</b>	No Evidence

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## 8th grade Social Studies

**BS5- Understand current social issues and determine how the individual is able to form opinions and to respond to those issues. (shared with 6<sup>th</sup> & 7<sup>th</sup>)**

<b>Score EE</b>	I can show all proficiency skills listed below and... <ul style="list-style-type: none"><li>• Compare or contrast my views with another person's views</li></ul>
<b>Score ME</b>	I can.... <ul style="list-style-type: none"><li>• Explain my personal values and share my conclusions about the issue</li><li>• Cite evidence of group and institutional influences on people, events and elements of culture</li></ul>
<b>Score WT</b>	I can... <ul style="list-style-type: none"><li>• Identify personal views and share my conclusions about the issue</li><li>• Give examples of bias, prejudice, stereotyping, power, role, status or justice from a current event</li></ul>
<b>Score MU</b>	I can... <ul style="list-style-type: none"><li>• Identify the meaning of current event, bias, prejudice, stereotyping, power, role, status or justice</li><li>• Picking out the subject/topic of the current event</li></ul>
<b>Score NE</b>	No Evidence

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# 8th grade Social Studies

## E6- Understand how universal economic concepts present themselves in various types of economies throughout the world (8<sup>th</sup> only)

<b>Score EE</b>	I can show all proficiency skills listed below and... <ul style="list-style-type: none"> <li>• Explain economic concepts by comparing and contrasting historical events with current economic events</li> <li>• Apply economic concepts to different situations</li> </ul>
<b>Score ME</b>	I can.... <ul style="list-style-type: none"> <li>• Explain the different types of economies and universal economic concepts (supply &amp; demand, production, consumption, labor, capital, etc)</li> <li>• Explain how the change of price for one good or service can affect the price for other goods and services</li> <li>• Explain the benefits of employment</li> </ul>
<b>Score WT</b>	Make observations about the different types of economies and economic concepts Make observations about different types/levels of employment
<b>Score MU</b>	Identify the different types of economies and universal concepts Identify concepts within employment
<b>Score NE</b>	No Evidence

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## 8th grade Social Studies

### PSCL5- Understand strategies for effective political action that impacts local, state and national governance (8<sup>th</sup> only)

<b>Score EE</b>	I can show all proficiency skills listed below and... <ul style="list-style-type: none"><li>• Apply concepts and design a plan to bring about political action in a society (in an acceptable manner)</li></ul>
<b>Score ME</b>	I can.... <ul style="list-style-type: none"><li>• Explain the concept of civic responsibility in conjunction with an issue</li><li>• Explain the importance of political leadership, public service, and knowledgeable citizenry in American democracy</li><li>• Explain the concept of political leadership in the student's own school, community, state and the nation.</li></ul>
<b>Score WT</b>	Identify acts of civic responsibility and explain why they are important Identify political leaders within a society
<b>Score MU</b>	Identify acts of civic responsibility
<b>Score NE</b>	No Evidence

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## 8th grade Social Studies

**RH1- Cite specific textual evidence to support analysis of primary and secondary sources (shared with 6<sup>th</sup>)**

<b>Score EE</b>	I can do all the skills listed below and... <ul style="list-style-type: none"><li>• Apply the ideas taken from a primary and/or secondary sources (to form inferences from the information given)</li></ul>
<b>Score ME</b>	I can.... <ul style="list-style-type: none"><li>• Analyze primary sources and/or secondary sources</li><li>• Cite/identify and explain specific evidence from the document</li></ul>
<b>Score WT</b>	I can... <ul style="list-style-type: none"><li>• Using a graphic organizer, analyze primary and/or secondary sources</li><li>• With sentence starters, cite/identify specific evidence from the document</li></ul>
<b>Score MU</b>	I can... <ul style="list-style-type: none"><li>• Identify the subject/topic of the primary source and/or secondary</li></ul>
<b>Score NE</b>	No Evidence

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# Band

## **Priority Standard:** Performance

Participation in concert as performer and audience member

<b>Score EE</b>	<b>Students:</b> <ul style="list-style-type: none"><li>• On time for warm up before concert.</li><li>• Stays for entire concert.</li><li>• Demonstrates appropriate audience etiquette.</li></ul>
<b>Score ME</b>	Attend the concert, but is late for warm up. Stays for whole concert. Demonstrates appropriate audience etiquette.
<b>Score WT</b>	Performs at concert but does not stay to be part of the audience for other groups. Needs reminders about appropriate audience etiquette.
<b>Score MU</b>	Performs at concert but does not stay to be part of the audience for other groups. Unable to remain in audience because of inappropriate behaviors.
<b>Score NE</b>	Did not participate in concert.

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# Band

**Priority Standard:** Music Literacy  
Read and play assigned music

<b>Score EE</b>	Plays correctly the first time with minimal assistance.
<b>Score ME</b>	Plays correctly with minor corrections.
<b>Score WT</b>	Plays with multiple corrections.
<b>Score MU</b>	Cannot play without stopping multiple times.
<b>Score NE</b>	No assessment made.

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# Band

**Priority Standard:** 21st Century Skills  
Daily procedures and Lesson attendance

<b>Score EE</b>	Attends scheduled lesson. Has materials necessary for class. Demonstrates correct rehearsal behaviors.
<b>Score ME</b>	Attends lesson at re-scheduled time. Has materials for class most of the time. Demonstrates correct rehearsal behaviors.
<b>Score WT</b>	Frequently lacks materials necessary for class. Does not consistently demonstrate correct rehearsal behaviors.
<b>Score MU</b>	Frequently lacks materials necessary for class. Does not demonstrate correct rehearsal behaviors. Distracts others.
<b>Score NE</b>	Even with help, no success.

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# Vocal

**Priority Standard:** Music Literacy  
Read and sing assigned music

<b>Score EE</b>	Sings correctly the first time with minimal assistance.
<b>Score ME</b>	Sings correctly with minor corrections.
<b>Score WT</b>	Sings with multiple corrections.
<b>Score MU</b>	Cannot sing without stopping multiple times.
<b>Score NE</b>	No assessment made. (refusal)

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# Vocal

## **Priority Standard:** Performance

Participation in concert as performer and audience member

<b>Score EE</b>	On time for warm up before concert. Stays for entire concert. Demonstrates appropriate audience etiquette.
<b>Score ME</b>	Attend the concert, but is late for warm up. Stays for whole concert. Demonstrates appropriate audience etiquette.
<b>Score WT</b>	Performs at concert but does not stay to be part of the audience for other groups. Needs reminders about appropriate audience etiquette.
<b>Score MU</b>	Performs at concert but does not stay to be part of the audience for other groups. Unable to remain in audience because of inappropriate behaviors.
<b>Score NE</b>	Did not participate in concert.

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# Vocal

## Priority Standard: 21st Century Skills

Daily procedures and Lesson attendance

<b>Score EE</b>	Demonstrates Leadership in class Has materials necessary for class. Demonstrates correct rehearsal behaviors.
<b>Score ME</b>	Has materials for class most of the time. Demonstrates correct rehearsal behaviors.
<b>Score WT</b>	Frequently lacks materials necessary for class. Does not consistently demonstrate correct rehearsal behaviors.
<b>Score MU</b>	Frequently lacks materials necessary for class. Does not demonstrate correct rehearsal behaviors. Distracts others.
<b>Score NE</b>	Even with help, no success.

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