



**MS 319 Grading
and Promotional
Criteria Handbook
SY 2016-17**



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MS 319 School-wide Grading Policy

Unit Test	30%
Tests & Quizzes (uniform - departmental)	20%
Notebook (using MS 319 notebook rubric)	20%
Note-taking/ teacher quizzes and participation	10%
Note cards (fact sheets)/ vocabulary	10%
Homework	10%

Attendance: Citywide and School Average 90% for School Year

Note: Mathematics may place a higher criterion on test averages. Subjects such as art, technology, drama, chorus and physical education will place a greater emphasis on class work. Students who are absent are to be given a reasonable opportunity to make up work missed including examinations. Students who have been absent for an extended period of time are to be referred for tutoring and the after school program. Every teacher is responsible for submitting progress reports to parents at least twice prior to report card day.

6 TH GRADE PROMOTIONAL CRITERIA					
		Skill	Percent Mastery	Assessment Dates	
1	All Periodic Assessments are Cumulative	Pre-requisites (5 th Grade)	<ul style="list-style-type: none"> SIAT recite the multiplication table 1-12 SIAT multiply a whole number by a fraction mentally 	90%	Every Monday
2			SIAT add fractions with unlike denominators including mixed numbers	80%	<ol style="list-style-type: none"> Base line assessment (Week of September 12) Periodic Assessment #1 (Week of 11/12/16) Tuesday Quizzes
3			SIAT subtract fractions with unlike denominators including mixed numbers	80%	
4			SIAT Multiply fractions with unlike denominators including mixed numbers	80%	
5		SIAT find the quotient of two fractions including mixed and whole numbers	80%		
6		SIAT determine the GCF and LCD of given numbers	80%		
7		SIAT add, subtract, multiply and divide multiple-digit decimals	80%		
8		SIAT use the order of operations including the distribute property	80%	<ol style="list-style-type: none"> Periodic Assessment #2 (Week of 12/19/16) Tuesday Quizzes Friday clinics 	
9		SIAT determine the unit rate in a real world situation	80%		
10		SIAT solve proportions, including word problems involving proportions with one unknown.	80%		
11		SIAT find the percent of a number	80%		
12		SIAT solve one-step equations	80%		<ol style="list-style-type: none"> Periodic Assessment #3 (Week of 02/01/17) Tuesday Quizzes Friday clinics
13		SIAT graph one-step inequality on a number line	80%		
14		SIAT graph ordered pair in a coordinate plane	80%	<ol style="list-style-type: none"> Periodic Assessment #4 (Week of 3/24/17) Tuesday Quizzes Friday clinics 	
15		SIAT determine the perimeter of a regular shape	80%		
16		SIAT determine the area of an irregular shape	80%		
17		SIAT determine the volume of rectangular and triangular prism	80%		
18		SIAT determine the surface area of a rectangular prism	80%		
Portfolios		Students should have at least 12 portfolio pieces, including First and Second draft.	80%	Week A's	
Math journals		Students should have at least 12 journal pieces, including First and Second draft.	80%	Week B's	
End of year Project		Students present an end of year project showcasing skills learned during the school year.	80% as per Student Presentation Rubric	June	
Notebook		Cornell Notes	80% as per Notebook Rubric	Monthly	

		7 TH GRADE MATH PROMOTIONAL CRITERIA	Percent Mastery	Assessment Dates	
1	All Periodic Assessments are Cumulative	Pre-requisites (6 th Grade)	SIAT add fractions with unlike denominators	80%	Every Monday
2			SIAT solve one-step equations	80%	4. Base line assessment (Week of September 12) 5. Periodic Assessment #1 (Week of 11/17/16) 6. Tuesday Quizzes
3		7 th Grade Requisites	SIAT determine the unit rate and constant of proportionality from a table, equation and graph	80%	4. Periodic Assessment #2 (Week of 11/21/16) 5. Tuesday Quizzes 6. Friday clinics
4			SIAT set up and solve proportions using cross-multiplication.	80%	
5			SIAT solve problems involving percent increase and decrease, sales tax, gratuity, commission and simple interest	80%	
6			SIAT apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers	80%	4. Periodic Assessment #3 (Week of 02/23/17) 5. Tuesday Quizzes 6. Friday clinics
7			SIAT use rules for fractions to manipulate complex fractions.	80%	
8			SIAT use the order of operations including the distribute property	80%	
9			SIAT determine the absolute value of a number	80%	
10			SIAT apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients	80%	4. Periodic Assessment #4 (Week of 03/20/17) 5. Tuesday Quizzes 6. Friday clinics
11			SIAT solve two-step equations	80%	
12			SIAT solve two-step inequalities on a number line	80%	
13			SIAT find the range and measures of central tendency (mean, median, and mode) of a given set of numbers.	80%	
14			SIAT determine the range, mode, mean and median of a data set	80%	
15			SIAT differentiate between dependent and independent events, and calculate their probabilities	80%	
16			SIAT calculate the probability of a compound event	80%	
Portfolios		Students should have at least 12 portfolio pieces, including First and Second draft.	80%	Week A's	
Math journals		Students should have at least 12 journal pieces, including First and Second draft.	80%	Week B's	
End of year Project		Students present an end of year project showcasing skills learned during the school year.	80% as per Student Presentation Rubric	June	
Notebook		Cornell Notes	80% as per Notebook Rubric	Monthly	

	8th grade Math Promotional criteria		Percent Mastery	Assessment Dates
1	Pre-requisites (7th Grade) All Periodic Assessments are Cumulative 8th Grade Requisites	SIAT solve two-step equations	90%	Every Monday
2		SIAT to apply the order of operations including the distributive property	80%	7. Base line assessment <i>(Week of September 12)</i> 8. Periodic Assessment #1 (Week of 10/10/16) 9. Tuesday Quizzes
3		SIAT to plot points on a coordinate plane	80%	
4		SIAT determine the rate of change or constant of proportionality from a table, graph and equation		
5		SIAT differentiate between a relation and a function	80%	
6		SIAT compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	80%	7. Periodic Assessment #2 (Week of 11/07/16) 8. Tuesday Quizzes 9. Friday clinics
7		SIAT Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line	80%	
8		SIAT to determine the slope and y-intercept of a function	80%	
9		SIAT graph the a function using it table of value or equation	80%	
10		SIAT determine the equation of a line from it graph or table of values	80%	1. Periodic Assessment #3 (Week of 01/09/17) 2. Tuesday Quizzes
11		SIAT compare the rate of change of different representation of functions (algebraically, graphically, numerically in tables, or by verbal descriptions).	80%	
12		SIAT estimate the equation of the line of best fit of a scatter plot	80%	
13		SIAT use the laws of exponents to add, subtract, multiply and divide exponential expressions	80%	7. Periodic Assessment #4 (Week of 03/20/17) 8. Tuesday Quizzes 9. Friday clinics
14		SIAT express large and small numbers in scientific notation	80%	
15		SIAT describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates	80%	
16		SIAT understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations;	80%	
17		SIAT describe a sequence of transformations that exhibits the congruency between two given figures.	80%	
Portfolios	Students should have at least 12 portfolio pieces, including First and Second draft.	80%	Week A's	
Math journals	Students should have at least 12 journal pieces, including First and Second draft.	80%	Week B's	
End of year Project	Students present an end of year project showcasing skills learned during the school year.	80% as per Student Presentation Rubric	June	
Notebook	Cornell Notes	80% as per Notebook Rubric	Monthly	

MS319 LITERACY-CCLS SKILLS FOR MASTERY BY GRADE 2016-2017 SCHOOL YEAR-GRADE 6

SKILL	DESCRIPTION	MASTERY LEVEL (%)	WHEN AND HOW WILL IT BE ASSESSED?
1	Author's Purpose: Students will be able to identify and explain author's purpose --providing two details 80% of the time	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> • #1: Week of: 10.10.16 • #2: Week of: 12.5.16 • #3: Week of: 1.30.17 • #4: Week of: 3.7.17 • Tuesday Quiz • Portfolio Task (Bi-Weekly)
2	Central Idea: Students will be able to identify central idea --providing two details 80% of the time	80%	
3	Making Inferences: Students will be able to show how details support a claim --providing two details 80% of the time	80%	Periodic Assessments #1-#4 <ul style="list-style-type: none"> • #1: Week of: 10.10.16 • #2: Week of: 12.5.16 • #3: Week of: 1.30.17 • #4: Week of: 3.7.17 • Tuesday Quiz • Portfolio Task (Bi-Weekly)
4	Writing Claims: Students will be able to develop arguments in their writing --providing two details 80% of the time	80%	<ul style="list-style-type: none"> • Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> • #1: Due Week of 12.5.16) • #2: Due Week of 3.13.16 • #3: Due Week of 6.12.16
5	Key Events and Details: Student will be able to show how key events and details can support an idea, topic or claim ---providing two details 80% of the time.	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> • #1: Week of: 10.10.16 • #2: Week of: 12.5.16 • #3: Week of: 1.30.17 • #4: Week of: 3.7.17 • Tuesday Quiz • Portfolio Task (Bi-Weekly)
6	Unknown Vocabulary: Students will be able to use context clues to define 3-4 new words 80% of the time	80%	
7	Addressing Feedback: Students will be able to address 2 pieces of teacher feedback and grow .5 points rubric points 80% of the time	80%	<ul style="list-style-type: none"> • Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> • #1: Due Week of 12.5.16) • #2: Due Week of 3.13.16 • #3: Due Week of 6.12.16
8	Text Structure: Students will be able to identifying text structure and its impact—providing two details 80% of the time.	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> • #1: Week of: 10.10.16 • #2: Week of: 12.5.16 • #3: Week of: 1.30.17 • #4: Week of: 3.7.17 • Tuesday Quiz • Portfolio Task (Bi-Weekly)
9	Author's Tone: Students will be able to identify an author's tone-- providing two details 80% of the time.	80%	
10	Editing and Revision: Students will be able to edit or revise 2-3 sections of their own text 80% of the time.	80%	<ul style="list-style-type: none"> • Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> • #1: Due Week of 12.5.16) • #2: Due Week of 3.13.16 • #3: Due Week of 6.12.16
PORTFOLIO PIECES: Students must complete at-least 10 Portfolio Tasks this school year---This includes a first draft and a re-write which addresses teacher feedback. This makes a total of 20 items draft 1 and draft 2 for 10 Tasks)		Level 3 or Higher—as per Portfolio Task Rubric	Bi- Weekly
End of year Project	Students present an end of year project showcasing skills learned during the school year.	80% as per Student Presentation Rubric	June
Notebook	Cornell Notes	80% as per Notebook Rubric	Monthly

MS 319 LITERACY-CCLS SKILLS FOR MASTERY BY GRADE 2016-2017 SCHOOL YEAR- GRADE 7

SKILL	DESCRIPTION	MASTERY LEVEL (%)	WHEN AND HOW WILL IT BE ASSESSED?
1	Author's Purpose: Students will be able to identify and explain author's purpose through description or summary --providing two details 80% of the time	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
2	Central Idea: Students will be able to identify central idea and how it's developed by details --providing two details 80% of the time	80%	
3	Making Inferences: Students will be able to show how particular details most strongly support a claim -- providing two details 80% of the time	80%	Periodic Assessments #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
4	Writing Claims: Students will be able to develop arguments in their writing --providing two to three details 80% of the time	80%	<ul style="list-style-type: none"> Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> #1: Due Week of 12.5.16) #2: Due Week of 3.13.16 #3: Due Week of 6.12.16
5	Textual Connections: Students will be able to how a text makes connections between individuals, ideas, and events --providing two details 80% of the time	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
6	Unknown Vocabulary: Students will be able to use context clues and additional strategies to determine figurative and/or literal meanings of 5-6 new words 80% of the time	80%	
7	Addressing Feedback: Students will be able to address 2-3 pieces of teacher feedback and grow .75 rubric points 80% of the time	80%	<ul style="list-style-type: none"> Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> #1: Due Week of 12.5.16) #2: Due Week of 3.13.16 #3: Due Week of 6.12.16
8	Text Structure: Students will be able to identifying text structure in both entire texts and also sections of text and its impact—providing two details 80% of the time.	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
9	Author's Tone: Students will be able to identify an author's tone through description-- providing two details 80% of the time.	80%	
10	Editing and Revision: Students will be able to edit or revise 3-4 sections of their own text 80% of the time.	80%	<ul style="list-style-type: none"> Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> #1: Due Week of 12.5.16) #2: Due Week of 3.13.16 #3: Due Week of 6.12.16
PORTFOLIO PIECES: Students must complete at-least 10 Portfolio Tasks this school year---This includes a first draft and a re-write which addresses teacher feedback. This makes a total of 20 items (draft 1 and draft 2 for 10 Tasks)		Level 3 or Higher— as per Portfolio Task Rubric	Bi- Weekly
End of year Project	Students present an end of year project showcasing skills learned during the school year.	80% as per Student Presentation Rubric	June
Notebook	Cornell Notes	80% as per Notebook Rubric	Monthly

MS 319 LITERACY-CCLS SKILLS FOR MASTERY BY GRADE 2016-2017 SCHOOL YEAR-GRADE 8

SKILL	DESCRIPTION	MASTERY LEVEL (%)	WHEN AND HOW WILL IT BE ASSESSED?
1	Author's Purpose: Students will be able to identify and explain author's purpose and analyze opposing points of view through description or summary --providing two details 80% of the time	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
2	Central Idea: Students will be able to identify central idea, how it's developed by details and may change throughout the text --providing two details 80% of the time	80%	
3	Making Inferences: Students will be able to show how particular details most strongly support a claim and provide 1 counterclaim --providing two details 80% of the time	80%	Periodic Assessments #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
4	Writing Claims: Students will be able to develop arguments in their writing --providing three details 80% of the time	80%	Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> #1: Due Week of 12.5.16) #2: Due Week of 3.13.16 #3: Due Week of 6.12.16
5	Textual Connections: Students will be able to how a text makes connections between individuals, ideas, and events through analogies and comparisons --providing two details 80% of the time	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
6	Unknown Vocabulary: Students will be able to use context clues and additional strategies to determine figurative, literal or technical meanings of 6-7 new words 80% of the time	80%	
7	Addressing Feedback: Students will be able to address 2-3 pieces of teacher feedback and grow .75-1.00 rubric points 80% of the time	80%	Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> #1: Due Week of 12.5.16) #2: Due Week of 3.13.16 #3: Due Week of 6.12.16
8	Text Structure: Students will be able to identifying text structure in both entire texts and also sections of text and its impact—providing two details 80% of the time.	80%	Periodic Assessment #1-#4 <ul style="list-style-type: none"> #1: Week of: 10.10.16 #2: Week of: 12.5.16 #3: Week of: 1.30.17 #4: Week of: 3.7.17 Tuesday Quiz Portfolio Task (Bi-Weekly)
9	Author's Tone: Students will be able to identify an author's tone through description-- providing two details 80% of the time.	80%	
10	Editing and Revision: Students will be able to edit or revise 4-5 sections of their own text 80% of the time.	80%	Portfolio Task (Bi-Weekly) End of Unit Performance Tasks <ul style="list-style-type: none"> #1: Due Week of 12.5.16) #2: Due Week of 3.13.16 #3: Due Week of 6.12.16
PORTFOLIO PIECES: Students must complete at-least 10 Portfolio Tasks this school year---This includes a first draft and a re-write which addresses teacher feedback. This makes a total of 20 items draft 1 and draft 2 for 10 Tasks)		Level 3 or Higher—as per Portfolio Task Rubric	Bi- Weekly
End of year Project	Students present an end of year project showcasing skills learned during the school year.	80% as per Student Presentation Rubric	June
Notebook	Cornell Notes	80% as per Notebook Rubric	Monthly

MS 319 Social Studies 6th grade Promotional Criteria

Criteria	Mastery	Assessment date
Students will be able to discern between relevant and irrelevant details in multiple sources.	Level 2.5 (MS 319 S.S. Writing Rubric)	Oct. 11
Students will be able to read a passage and determine the GIST.	Level 2.5 (GIST Rubric)	Oct. 25
Students will be able to take a stand on a topic based on the supporting evidence.	Level 2.5 (MS 319 S.S. Writing Rubric)	Nov. 15
Students will be able to identify evidence to support an author's claim.	Level 1.5/ 2 (Short answer rubric)	Nov. 29
Students will be able to distinguish between primary and secondary sources and cite evidence from each type of document to support a claim.	Level 1.5/ 2 (Short answer rubric)	Dec. 13, Jan 10
Students will be able to write an introductory paragraph in which they present both sides of the inquiry question and state their own claim.	Level 2.5 (MS 319 S.S. Writing Rubric)	Jan. 24, Feb. 14
Students will be able to write two body paragraphs in which they present each side of the claim and three pieces of supporting evidence for each.	Level 2.5 (MS 319 S.S. Writing Rubric)	March 7, March 21
Students will be able to write a third body paragraph in which they present their claim and three pieces of evidence to support it.	Level 2.5 (MS 319 S.S. Writing Rubric)	Apr. 4
Students will be able to write a conclusion in which they state the significance of the topic and make connections to a related event or era.	Level 2 (MS 319 S.S. Writing Rubric)	May 9
Students will be able to write a 5 paragraph essay in response to an inquiry question using primary and secondary source evidence.	Level 2 (MS 319 S.S. Writing Rubric)	Ongoing, final assessment May 19
Students will be able to score a 80% or better on four Renaissance reading books.	80%	Book 1: Oct. 7 Book 2: Dec. 9 Book 3: Feb. 10 Book 4: Apr. 28
Travel Brochure Project for Geography Unit Trade in the Ancient World Project Citizenship Test	Level 2 as per rubric Level 2 as per rubric 80%	November March Ongoing

MS 319 Social Studies 7th grade Promotional Criteria

Criteria	Mastery	Assessment date
Students will be able to discern between relevant and irrelevant details.	Level 3 (MS 319 S.S. Writing Rubric)	Oct. 11
Students will be able to use relevant details from multiple sources to support both sides of the inquiry question.	Level 3 (MS 319 S.S. Writing Rubric)	Oct. 11
Students will be able to identify an author's claim in a reading passage.	Level 1.5/ 2 (Short answer rubric)	Oct. 25
Students will be able to distinguish between primary and secondary sources and cite evidence from each type of document to support a claim.	Level 1.5/2 (Short answer rubric)	Oct. 25
Students will be able to read a passage and determine the GIST.	Level 3 (GIST Rubric)	Nov. 29
Students will be able to write an introductory paragraph in which they present both sides of the inquiry question and state their own claim.	Level 3 (MS 319 S.S. Writing Rubric)	Nov. 29
Students will be able to write two body paragraphs in which they present each side of the claim and three pieces of relevant evidence for each	Level 3 (MS 319 S.S. Writing Rubric)	Dec. 13
Students will be able to write a third body paragraph in which they refute the counterclaim using three pieces of relevant evidence	Level 2 (MS 319 S.S. Writing Rubric)	Jan. 10
Students will be able to write a conclusion in which they state the significance of the topic and make connections to a related event or era.	Level 2 (MS 319 S.S. Writing Rubric)	Jan. 24
Students will be able to write a 5 paragraph essay in response to an inquiry question using primary and secondary source evidence.	Level 2.5 (MS 319 S.S. Writing Rubric)	Mid year: Feb. 14 Final assessment May 19
Students will be able to determine the strength of an author's argument.	Level 2 (MS 319 S.S. Writing Rubric)	March 7, March 21
Students will be able to utilize 3 or more reliable sources to research a topic related to early American history	Level 2 (Research rubric)	Apr. 4, May 9
Students will be able to score a 80% or better on four Renaissance reading books.	80%	Book 1: Oct. 7 Book 2: Dec. 9 Book 3: Feb. 10 Book 4: Apr. 28
Propaganda Poster Project Westward Expansion Research Project Citizenship test	Level 2.5 as per rubric 80%	November March Ongoing

MS 319 Social Studies 8th grade Promotional Criteria

Criteria		Assessment date
Students will be able to use relevant details to support both sides of an inquiry question.	Level 3.5 (MS 319 S.S. Writing Rubric)	Oct. 11
Students will be able to determine what a reliable source is.	Level 3 (Research rubric)	Oct. 11
Students will be able to conduct online research using reliable sources to build background knowledge on the unit of study.	Level 3 (Research rubric)	Oct. 25
Students will be able to read and summarize a secondary source using the GIST strategy.	Level 2 (GIST rubric)	Oct. 25
Students will be able to take a stand on the topic based on supporting evidence.	Level 4 (MS 319 S.S. Writing Rubric)	Nov. 29
Students will be able to write an introductory paragraph in which they present both sides of the inquiry question and state their own claim.	Level 4 (MS 319 S.S. Writing Rubric)	Nov. 29
Students will be able to write two body paragraphs in which they present each side of the claim and relevant evidence for each	Level 3.5 (MS 319 S.S. Writing Rubric)	Dec. 13
Students will be able to write a third body paragraph in which they refute the counterclaim.	Level 3 (MS 319 S.S. Writing Rubric)	Jan. 10
Students will be able to write a conclusion in which they state the significance of the topic and use information on a related event or era to strengthen their argument.	Level 3 (MS 319 S.S. Writing Rubric)	Jan. 24
Students will be able to write a 5 paragraph essay in response to an inquiry question using primary and secondary source evidence and use external historical sources to strengthen their claim.	Level 3 (MS 319 S.S. Writing Rubric)	Mid year: Feb. 14 Final assessment May 19
Students will be able to determine which author has a stronger argument and use that determination as evidence to support their claim.	Level 3 (MS 319 S.S. Writing Rubric)	March 7, March 21
Students will be able to score 80% or higher on the Renaissance quiz for four books.	80%	Book 1: Oct. 7 Book 2: Dec. 9 Book 3: Feb. 10 Book 4: Apr. 28
Students will be able to write a research paper on the Progressive Era in which they cite sources using APA style.	Level 2.5	Apr. 4, May 9
Political Cartoon Project Great Depression and New Deal Project Citizenship test	Level 3 as per rubric 80%	November March Ongoing

Grade 6-8 Science Promotional Criteria

□ Goal 1: Organize and Present Data

I will be able to correctly mark scales on the x and y- axis by accurately plotting points on a graph to show appropriate relationships between variables (e.g. by drawing a reasonable line)

□ Goal 2: Analyze Data

I will be able to use specific evidence to clearly explain the trends in the graph by explaining the trend in detail and matching all data on graph.

□ Goal 3: Construct Explanations

I will be able to draw a reasonable and valid conclusion by clearly interpreting specific evidence from the data and background text.

□ Goal 4: Critique a Hypothesis

will be able to correctly identify strengths and limitations in a hypothesis by citing specific evidence from the experiment and background text.

□ Goal 5: Design an Investigation

I will be able to state a complete hypothesis appropriate for the investigation, including a clear rationale grounded in evidence from the background text or given experiment.

□ Goal 6: Design and Investigation

I will be able to:

- Correctly and clearly identify measurable independent and dependent variables that are both appropriate for the investigation.
- Identify additional materials appropriate for the investigation and state how they will be used.
- Design and explain a clear procedure with all logical steps that could be replicated.
- Provide a complete explanation of how data will be collected by showing how data will be organized in a table; data tables are appropriate and correctly titled and labeled.
- Provide a complete and appropriate explanation of how data will be analyzed for investigation.

□ Goal 7: Apply What You Learned

I will be able to:

- Clearly explains how the investigation will help to test hypothesis from Trait 5/6
- Clearly explains why the investigation will likely **yield reliable data** and why the **variables are isolated and controlled**.

□ Goal 8: Identifying Variables

- Correctly and clearly identify measurable independent and dependent variables that are both appropriate for the investigation.

For 8th grade:

9. Be able to design and conduct a scientific investigation to fulfill the NYS 8th Grade Science Exit Project.

10. Satisfactorily complete the four required NYS Living Environment Regents Labs

Grade 7 Science Labs

Unit 1 Geology Labs: Testing Variables of a Pendulum pg. 24; Classifying Rocks pg. 8; Measuring Soil Erosion pg. 110; Modeling an Eruption pg. 188

Unit 2: Interactions Between Matter and Energy

Lab: Bending Light pg. 232
Liquid Layers pg. 259
Mystery Mixture pg. 290
Testing pH Using Natural Indicators pg. 322-323

Unit 3: Dynamic Equilibrium: The Human Animal Lab:

Modeling a Cell pg. 366
Observing Algae pg. 368
Water Movement in Plants pg. 374

Unit 4: Dynamic Equilibrium: Other Organisms

Labs: Comparing Cells p239
Comparing Light Microscopes p244
Feeding Habits of Planaria p271
Population Growth in Fruit Flies p272

Grade 6 Science Labs

Unit 1: Energy and Simple Machines

Labs: What is the right answer? p31
Identifying Parts of an Investigation p32
Hearing with Your Jaw p54
Energy to Power Your Life p64
Building the Pyramids p79

Unit 2: Weather and the Atmosphere

Labs: The Water Cycle p117
Design Your Own Ship p126
Heating Up and Cooling Down p146
Evaluating Sunscreens p170
Reading a Weather Map p209
Measuring Wind Speed p210

Unit 3: Diversity of Life

Labs: Comparing Cells p239
Comparing Light Microscopes p244
Feeding Habits of Planaria p271
Population Growth in Fruit Flies p272

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