

**Report Card Handbook  
Grades 6 - 8**

## Introduction

The Pen Argyl School District is pleased to announce the release of a revised standards-based report card for students in grades 6 – 8. All school districts in Pennsylvania are required to align their curricula and assessments to the PA Core Standards. The purpose of the parent handbook is to provide you with a better understanding of this revised report card.

The report card was revised during the 2013-2014 school year by a team of teachers in grades K-5 along with building and district administrators. The committee's goal was to provide students and parents with more accurate and detailed information on student progress relevant to the PA Core Standards. The format of the report card developed is similar to the report card used in K – 5. The middle school report card is available through the Skyward parent portal account on the district website. Parents will have online access to student grades throughout the year and progress reports can be made available online.

Copies of the report cards can be obtained at Wind Gap or grade level copies are available on the district website at: [www.penargylschooldistrict.org](http://www.penargylschooldistrict.org)

## GRADING KEY

The following key will be used to determine grades in each academic subject.

An overall Grade Point Average (GPA) will be calculated each marking period and at the end of the school year.

<b>Overall Grade</b>	<b>Criteria</b>	<b>Progress Toward Standard</b>	<b>Pass/Fail</b>
E – Exceeds Standards	90-100%	Outstanding	Pass
M – Meets Standards	70- 89%	Satisfactory	Pass
W – Working Towards Standards	60- 69%	Needs Improvement	Fail
D – Does Not Meet Standards	< 60%	Unsatisfactory	Fail

## GRADING GUIDELINES FOR STUDENTS WITH AN I.E.P.

Students who have an I.E.P. will receive a grade level report card. The teacher or teachers (Inclusion class) who teach the class will be responsible for assigning the grade. The special education teacher (s) will attach to the report card a copy of the IEP progress report for the student's IEP goals.

## **English Language Arts:**

The English Language Arts Pennsylvania Core Standards describe what students should know and be able to do in reading, writing, English, speaking and listening. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just English language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, schools will use them to develop a local school curriculum that will meet local students' needs. A glossary is included to assist the reader in understanding terminology contained in the standards.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## PSSA 6-8 TEXT DEPENDENT ANALYSIS SCORING GUIDELINES

Score Point	Description	Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in depth analytic understanding of the texts(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from texts(s) to effectively support claims, opinions, ideas and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) Using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the texts(s) to support the writer’s purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific Vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events.</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling capitalization, and punctuation: errors present do not interfere with meaning</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat support claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.</li> </ul>

## PSSA GRADES 6–8 NARRATIVE SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters</li> <li>• Skillful narrative pattern/storyline that clearly sequences events and provides a conclusion</li> <li>• Thorough elaboration that effectively supports the writer's purpose</li> <li>• Effective use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Effective use of a variety of transitional words and phrases</li> <li>• Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clearly established context and point of view that orients the reader and introduces the narrator and/or characters</li> <li>• Adequate narrative pattern/storyline that sequences events; minor interruptions to the sequence may occur</li> <li>• Adequate elaboration that supports the writer's purpose</li> <li>• Adequate use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Appropriate use of transitional words and/or phrases</li> <li>• Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Weakly established context and point of view that inconsistently orients the reader and introduces the narrator and/or characters</li> <li>• Weak narrative pattern/storyline that inconsistently sequences events; interruptions to the sequence may detract from the story</li> <li>• Weak elaboration that somewhat supports the writer's purpose</li> <li>• Inconsistent/limited use of narrative techniques</li> <li>• Inconsistent/limited use of transitional words and/or phrases</li> <li>• Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events</li> <li>• Limited control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimally established context and/or point of view</li> <li>• Minimal narrative pattern/storyline that may or may not sequence events</li> <li>• Minimal elaboration that may or may not support the writer's purpose</li> <li>• Minimal use of narrative techniques</li> <li>• Minimal use of transitional words and/or phrases</li> <li>• Minimal control of literary devices, sensory language, and sentence structure</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## PSSA GRADES 6–8 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective organizational strategies and structures that develop a topic</li> <li>• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Adequate organizational strategies and structures that develop a topic</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inadequate organizational strategies and structures that somewhat develop a topic</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</li> <li>• Inconsistent/limited transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped writing with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## PSSA 6–8 ARGUMENTATIVE SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument,* and audience</li> <li>• Effective organizational strategies and structures that logically support reasons and evidence</li> <li>• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument,* and audience</li> <li>• Adequate organizational strategies and structures that support reasons and evidence</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration that includes a clear position that is supported with relevant evidence</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument,* and audience</li> <li>• Inadequate organizational strategies and structures that ineffectively support reasons and evidence</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence</li> <li>• Inconsistent transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument,* and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped position with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

\*Counterargument is not required at grade 6.

## **Mathematics Core Standards:**

The Middle School Mathematical Standards require students to practice applying mathematical thinking to real world issues and problems, preparing students to think and reason mathematically.

### **Standards for Mathematical Content**

#### 2.1 Numbers and Operations

- Ratios and Proportional Relationships
- The Number System
- Number and Quantity

#### 2.2 Algebraic Concepts

- Expressions and Equations
- Functions
- Algebra

#### 2.3 Geometry

#### 2.4 Measurement, Data and Probability

- Measurement and Data
- Statistics and Probability

### **Standards for Mathematical Practice**

- ❖ Make sense of problems and persevere in solving them
- ❖ Reason abstractly and quantitatively
- ❖ Construct viable arguments and critique the reasoning of others
- ❖ Model with mathematics
- ❖ Use appropriate tools strategically
- ❖ Attend to precision
- ❖ Look for and make use of structure
- ❖ Look for and make sense of regularity in repeated reasoning

## MATH RUBRIC

This Math Rubric was developed by the Pennsylvania Department of Education to be used on the PSSA Math Assessment. It will be used to assess/score **open-ended** responses in math across the district.

### 4 Points

**The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.**

The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a thorough understanding.

### 3 Points

**The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.**

The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

### 2 Points

**The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.**

The response is somewhat correct with *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

### 1 Point

**The response demonstrates a *minimal* understanding of the mathematical concepts and procedures as required by the task.**

### 0 Points

**The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task for that grade level.**

Response may show only information copies from the question.

Special Categories within zero reported separately:

BLK (blank)..... Blank, entirely erased, or written refusal to respond  
OT.....Off task  
LOE..... Response in a language other than English  
IL..... Illegible

## **Science Standards:**

The Middle School Science Curriculum will expose students to skills and concepts from each category listed below and require them to demonstrate and apply these skills and concepts by actively participating in hands-on, inquiry based activities. At some point during the middle school years (6-8), students will be exposed to the Science Standards listed. For a more detailed description of the Science Curriculum at your child's grade level, read the Grade Level Curriculum Guide distributed at the beginning of the school year or go to the district website

[www.penarylschooldistrict.org](http://www.penarylschooldistrict.org)

- ❖ Biological Sciences
- ❖ Physical Science
- ❖ Earth and Space Science
- ❖ Technology Education
- ❖ Technological Devices
- ❖ Problem Solving Using the Scientific Method
- ❖ Environmental Science

## SCIENCE RUBRIC

This Science Rubric was developed by the Pennsylvania Department of Education to be used on the upcoming PSSA Science Assessment. These guidelines will be used to assess/score **open-ended** responses in science across the district.

**2 – The response demonstrates a *thorough* understanding of the scientific content, concepts, and procedures required by the task(s).**

The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

**1 – The response demonstrates a *partial* understanding of the scientific content, concepts, and procedures required by the task(s).**

The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

**0 – The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and procedures as required by the task(s) for that grade level.**

The response may show only information copied or rephrased from the question of *insufficient* correct information to receive a score of 1.

Special categories within zero reported separately:

BLK (blank).....No response or written refusal to respond or too brief to determine response  
OT.....Off task  
LOE.....Response in a language other than English  
IL.....Illegible

## **Social Studies Standards:**

The Social Studies Standards describe what students will know and be able to demonstrate in four categories: Civics and Government, Economics, Geography, and History. The Middle Level Social Studies Curriculum will expose students to skills and concepts from each category and require them to demonstrate and apply these skills and concepts through a variety of activities. For a more detailed description of the Social Studies curriculum at your child's grade level, read the Grade Level Curriculum Guide distributed at the beginning of the school year or go to the district website [www.penarylschooldistrict.org](http://www.penarylschooldistrict.org)

- ❖ Principles and Documents of Government
- ❖ Rights and Responsibilities of Citizenship
- ❖ How Government Works
- ❖ How International Relations Function
  
- ❖ Economic Systems
- ❖ Markets and Functions of Governments
- ❖ Scarcity and Choice
- ❖ Economic Interdependence
  
- ❖ Basic Geographic Literacy
- ❖ The Physical Characteristics of Places and Regions
- ❖ The Human Characteristics of Places and Regions
- ❖ The Interactions Between People and Places
  
- ❖ Historical Analysis and Skills Development
- ❖ United States History
- ❖ World History

## **World Language Standards:**

This document includes the Academic Standards and Performance Indicators for World Languages that describe what students should know and be able to do in three areas:

- ❖ 12.1 Communication in a Target Language
- ❖ 12.2 Communication in a Classical World Language
- ❖ 12.3 The Role of Culture in World Language Acquisition
- ❖ 12.4 The Role of Culture in Classical World Language Acquisition
- ❖ 12.5 World Languages in the Community
- ❖ 12.6 Classical World Languages in the Community

The standards provide the targets for instruction and student learning and incorporate the opportunity for making connections and comparisons to other subject areas. By studying World Languages, students will be able to:

- Communicate and interact with people in the target language
- Become more understanding and sensitive to cultural similarities and differences
- Become more appreciative of cultural differences
- Be more competitive in a global community
- Enter a more diverse workplace and/or post-secondary educational setting
- Improve critical thinking and problem-solving skills
- Participate in an increasingly diverse local, state, and national community

## BENCHMARK ASSESSMENT EXPLANATION

Please be advised that your child's Benchmark Assessment Grade is reflective of his or her performance on the Standards based Quarterly Benchmark Assessment administered at each grade level. The purpose of this examination is to identify individual student learning needs, to make informed instructional decisions, and to indicate each student's progress toward meeting the Pennsylvania State and Core Standards in reading, writing, mathematics, and science.

Since these standards-based examinations measure progress toward proficiency at each grade level, students are not expected to reach proficiency on this test until later in the school year.

This grade offers no weight toward their overall grade point average – it is only an indication to parents as to their child's progress toward meeting the Pennsylvania Core Standards. **It is important that children try their best on these examinations as we also use these results when considering academic placement and for placement in intervention.**

## PARENT WEBSITES

- ❖ PDE: [www.pde.state.pa.us](http://www.pde.state.pa.us)
- ❖ Everyday Math: [www.WrightGroup@McGraw-Hill.com](http://www.WrightGroup@McGraw-Hill.com)  
[www.EMGames.com](http://www.EMGames.com)
- ❖ FOSS Science: <http://lhsfoss.org/fossweb>
- ❖ P.A.A.S.D.: [www.penargylschooldistrict.org](http://www.penargylschooldistrict.org)
- ❖ Math Games: [www.quizhub.com](http://www.quizhub.com)
- ❖ Phonics Games: [www.starfall.com](http://www.starfall.com)
- ❖ District Curriculum Link: [www.penargylschooldistrict.org/penargyl/District/Curriculum](http://www.penargylschooldistrict.org/penargyl/District/Curriculum)  
Career Information/Ideas (6-12) [www.careercruising.com](http://www.careercruising.com)  
(user name: penargyl password: highschool)
- ❖ Algebra [www.algebrahelp.com](http://www.algebrahelp.com)  
[www.purplemath.com](http://www.purplemath.com)

## GLOSSARY OF TERMS

### English Language Arts

**Close/Critical Reading** - Critical readers recognize not only **what** a text says, but also **how** that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.

**Comprehension** - To fully understand or grasp the meaning of information presented, whether written or orally stated.

**Conventions** - Refers to spelling, punctuation, grammar and capitalization

**Drawing Conclusions** – To understand information that is never clearly stated. To understand information that is implied or inferred.

**Editing** – Checking and correcting a piece of writing for spelling, grammar, punctuation, capitalization and neatness.

**Foundational Skills** – The necessary components of a reading program that develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. These components include: print concepts, phonemic awareness, phonics, comprehension, fluency and vocabulary.

**Inference** - To use hints or clues from the context of the story to determine what you think may happen.

**Informational Text** - Writing with the purpose to inform or teach. It is non-fiction.

**Literary Devices** - Tools authors use to enhance the power of writing by making it more descriptive (for example, simile, metaphor, personification, foreshadowing, irony, and satire).

**Literary Elements** – Essential features of a piece of writing (for example, setting, plot, characters, mood, theme, and author’s purpose).

**Literature** – Written works such as poems, plays, short stories and novels.

**Plagiarism** – Taking someone else’s work or ideas and passing them off as one’s own; not giving credit to the original source.

**Traits of Writing** –

- **Focus** – All ideas relate to the topic.
- **Content** – Ideas developed through facts, examples, anecdotes, details, opinions, and explanations.
- **Organization** – Related ideas are grouped together and are in logical order (informational) or around a theme (fiction, narrative).
- **Style** – The choice, use and arrangement of words and sentence structures that show the author’s voice.
- **Conventions** - Grammar, punctuation, capitalization and spelling.

**Writing Process** – The step by step procedure that a writer uses to produce a piece of writing, involving: prewriting, drafting, revising, proofreading, and publishing.

## **Math**

**Abstract Thinking** – The ability to process and analyze information and solve problems on a complex, thought-based level.

**Analyze** – To study carefully in order to determine what something is, what its parts are, or how its parts fit together.

**Attributes** – Characteristics of an object or geometric shape.

**Cardinality** – Understanding that the number tells the quantity you want.

**Data** - Information gathered by observing, counting, or measuring.

**Estimate** – A close, rather than exact, answer made prior to solving a problem.

**Geometric Relationships** – Connections and patterns, recognized and used, between geometric shapes and figures.

**Logically** – Agreeing with the laws of logic; sensible or reasonable.

**Media** – Means of communication (written, video, radio, television and Internet)

**Number Relationships** – Connections and patterns, recognized and used, between numbers and number systems.

**Number Systems** – Set of numbers, operations that can be used with those numbers, and the rules for using the operations.

**Operations** – Mathematical actions performed according to specific rules, such as adding, subtracting, multiplying and dividing.

**Order of Operations** - A set of rules to find the value of an expression that contains more than one operation.

**Probability** – The study of chance, which provides a way to know how likely certain events are to occur.

**Problem Solving** – Solving a written problem using math. There are four basic steps to solving a problem: 1 – understand the problem; 2 – plan what to do; 3 – carry out the plan; 4 – look back to see if your answer makes sense.

**Pythagorean Theorem** – Related to the measurement of area in a right triangle. The theorem can be written as the formula  $a^2 + b^2 = c^2$

**Reasons Abstractly** – The ability to translate information from a problem scenario and create a mathematical representation for a concept.

**Symbols** – Printed or written signs used to represent operations, elements, quantities, or relations.

**Three-dimensional Shapes** - Shapes that have length, width, and thickness. Examples are a soda can, an Egyptian pyramid, a shoe box, and a basketball.

**Two-dimensional Shapes** - All polygons and circles that are flat are two dimensional. Examples are a stop sign, a yield sign and a speed limit sign.

## Science

**Biological Sciences** - Students analyze living things, their appearance, different types of life, their similarities and differences, and where and how they live. Through the diversity of life, students understand how living things have changed over a long period of time, and, even though most species remain the same, genetic instructions of cells continue to change a large variety of life forms.

**Earth Science** - Using the principals from physical science, geography, and mathematics, the students study the forces of nature that build and wear down the earth.

**Environmental Science** – Students study human interactions with the ecosystem and the impact of human decisions on the environment. Students understand how their everyday lives evolve around the use of the natural world and the resources that is provides.

**Physical Science** – Learning, understanding and analyzing the structures and properties of materials including atoms, waves, light, electricity, magnetism, energy, forces and motions. Students examine and analyze the changes that occur during freezing, mixing, heating, and dissolving various materials and observing the measurable results.

**Scientific Method** – The principles and processes of discovery and demonstration considered characteristic of or necessary for scientific investigation, generally involving the observation of phenomena, the formulation of a hypothesis concerning phenomena, experimentation, demonstrating the truth or falseness of the hypothesis, and forming a conclusion that validates or modifies the hypothesis.

## **Social Studies**

**Civics** – The study of the privileges and obligations of citizens.

**Economics** - The social science that examines the production, distribution, and consumption of goods and services.

**Geography** - The study of the earth, its topographical features, and of the distribution of life on the earth, including human life and the effects of human activity.

**Government** - The form or system of rule by which a country, state, community, etc., is governed.

**History** – The study of past events as relating to a particular people, country, period, person, etc.

## **General**

**Benchmark Assessment** – Standards-based quarterly tests administered at each grade level to ALL students.

**Open-Ended** – Questions presented on a test in any subject area that require students to answer in written form.

**PSSA** - The Pennsylvania System of School Assessment. These assessments are given to ALL students in grades 3-8 in math, reading, and writing and to students in grades 4 & 8 in science.

**Rubric** – A clear set of scoring guidelines for assessing and/or grading student work.