SAU7
SCHOOL ADMINISTRATIVE UNIT 7

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Competency-Based Reporting Guide

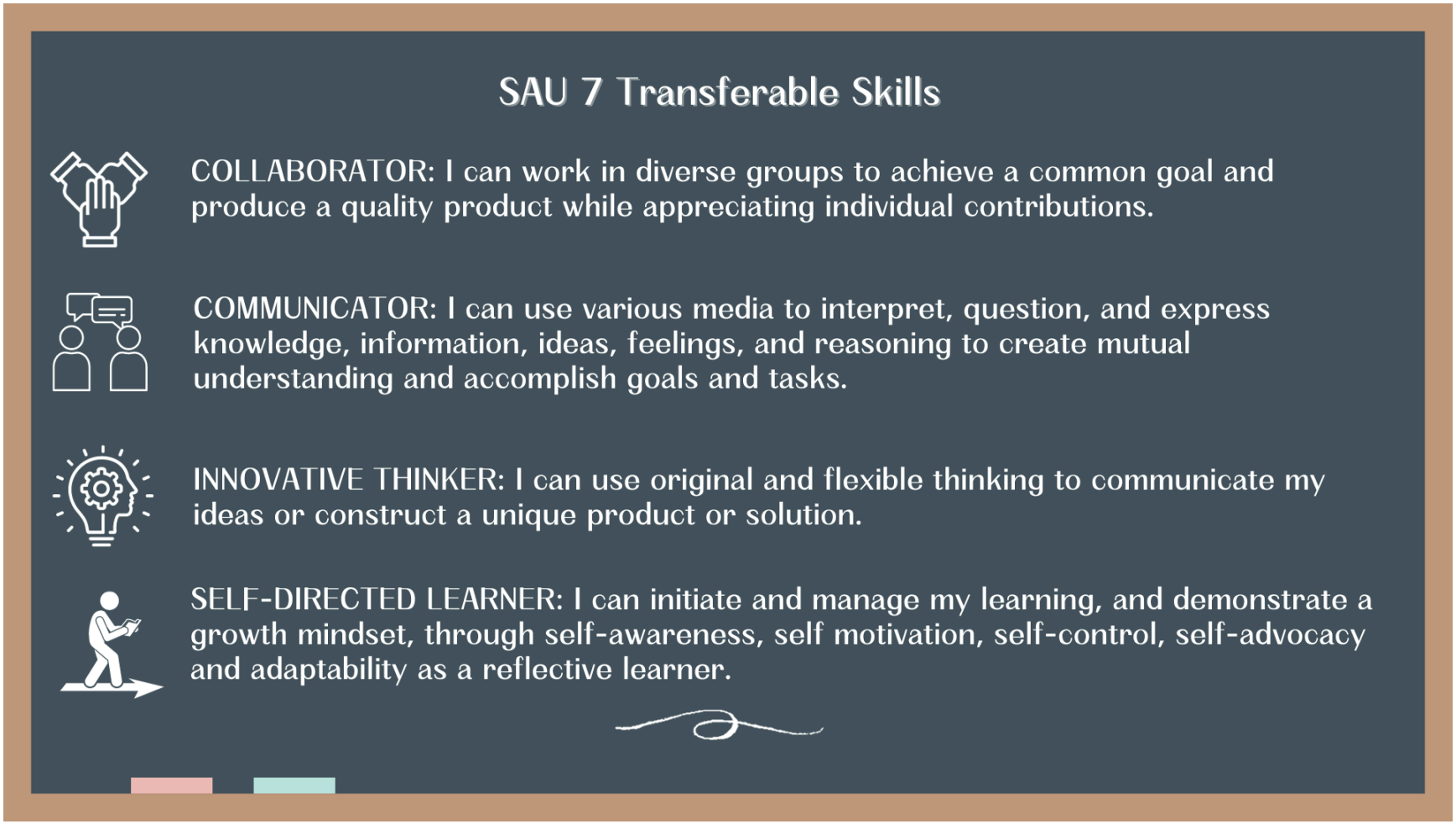
Grade 8

SAU7 schools believe that the purpose of grading is to communicate student achievement. Grades are not about what students earn, they are about what students learn. All teachers use the same grading practices in their classrooms. This promotes grades that are consistent, accurate, meaningful, and supportive of learning.

The following scale is used for Competencies and Transferable Skills for grades K-12:

4: Expanding	3: Proficient	2: Approaching	1: Beginning	IES
Consistently and independently extends and transfers content knowledge and skills beyond essential competencies.	Essential content knowledge and skills are demonstrated consistently and independently with ability to apply and transfer to real-world situations and/or a new task.	Demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.	The student is initiating the ability to demonstrate the essential content, knowledge, and skills.	Insufficient Evidence Shown: The student's work was not completed or turned in.

Transferable Skills



SAU 7 schools recognize that effective learners are able to employ and develop strategies, habits, and skills that prepare them to be effective lifelong learners and contributors in our society. These skills are defined through four Transferable Skills and are integrated into learning activities and assessments. Self-assessment and teacher feedback provide an ongoing cycle of reflection and opportunities for continued growth.

Grade 8 Competencies

English Language Arts	Mathematics
Reading Literature & Informational Text: Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print **literary** and **informational** texts, citing a range of relevant and compelling textual evidence to support their analyses.	**Symbolic Expression:** Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.
Writing: Students will produce clear and coherent writing for a range of tasks and purposes using opinion, informational, and narrative forms of writing.	**Numbers & Number Systems:** Students will expand their understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using rational and irrational numbers.
Inquiry, Investigation, and Research: Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.	**Measurement:** Students will strategically use tools and apply proportional reasoning and precision to solve measurement problems in pure/theoretical and authentic applied contexts.
Speaking, Listening, and Language: Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully to diverse perspectives, and expressing ideas clearly and purposefully.	**Algebraic Functions, Patterns, & Relations:** Students will make use of structure to describe and compare situations that involve proportionality, change, or patterns and use the information to make conjectures and justify conclusions/solutions.
	Geometry: Students will solve problems involving reasoning using properties of 2- and 3-dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.
	Data Analysis, Probability, & Statistics: Students will design investigations and conduct probability experiments involving populations.

Grade 8 Competencies (continued)

Science	Social Studies
Nature of Science & Engineering: Students will work collaboratively and individually to generate testable questions or to define problems in terms of given constraints and criteria; plan and conduct investigations or apply engineering design practices to analyze and interpret data, and construct and communicate evidence-based explanations or possible optimal solutions.	**Citizenship / Civics:** Students will demonstrate understanding that governments are formed to establish and maintain order within a society.
Patterns: Students will observe, predict, and analyze patterns in order to support evidence-based claims about relationships (e.g., cause and effect, structure and function, macroscopic, and microscopic).	**Economics / Global Interaction:** Students will demonstrate understanding that the movement of goods and ideas cause society to change over time.
Cause & Effect: Students will investigate, explain, and evaluate potential causal relationships, using evidence to support claims and predictions about the mechanisms that drive those relationships.	**Geography:** Students will demonstrate understanding that within a region the physical geography impacts how the people and their environments interact and affect each other.
Scale, Proportion, & Quantity: Students will apply reasoning and modeling to determine the proportional relationships in observable and non-observable phenomena in terms of relative scale and quantity.	**History:** Students will demonstrate understanding that people, places and ideas change over time.
Systems & System Models: Students will investigate and analyze a natural or human designed system in order to develop and justify a model that accurately represents the system or aspects of the system (e.g., boundaries, inputs, outputs, interactions, and behaviors).	**Specials** Specials expose learners to a range of themes and experiences. This exposure provides a foundation for students to build upon as they advance in their educational career. Specials include: • Art • Music • Computers / Keyboarding / STEM • Library Skills • Physical Education
Energy & Matter in Systems: Students will analyze evidence (e.g., investigations, models, theories, scenarios) to predict and track changes in the cycling of matter and flow of energy within and between systems in order to identify their possibilities and limitations.	
Structure & Function: Students will analyze the relationship among structure and function of natural or human designed objects, using evidence to redesign or support claims about survival and/or improved performance.	
Stability & Change of Systems: Students will analyze and evaluate the stability of natural and human designed systems in order to develop evidence-based explanations and predictions of changes over time.	