

Student Name [REDACTED]**AcademicYear** 2013-2014**ACM** Ariel Martin-Cone**Department** Language Arts**Campus** HS**RCM** Day Student

T1

T2

T3

T4

Code

LA20-R

Course Title

Language Arts

Instructor

Jay Lee

Period

8

Status

4. Marked Final by CM/DH

Notes**Comment****Skills List****Classroom Behavior and Effort****Grade****IEP Goals**

1749/5500

The third quarter began with a brief poetry unit as students were introduced to figurative language and other poetic devices. After being introduced to these concepts, students were then asked to identify them in various poetic works, and after developing a familiarity with these concepts, students were even challenged to write some poetry that incorporated these skills. While working on poetry, students were also continuing to be challenged to write essay level compositions independently. Compositions related to the novel *The Miracle Life of Edgar Mint*, which students finished at the end of the quarter. In preparation for writing a research paper during the fourth quarter, students reviewed the various skills necessary for writing a research paper. Students went over finding appropriate sources for research, identifying relevant information from texts and paraphrasing from texts, and quotation in writing.

For the third quarter, [REDACTED] continued to make a good level of progress in class. [REDACTED]'s writing reflected an understanding of concepts, and she did well when challenged to incorporate quotation into her writing. [REDACTED] was able to incorporate a quote naturally and provide a good level of elaboration to explain the significance of it in her work. [REDACTED] did well with completing her homework assignments. Her work was often well written and reflected a good level of thought; however, she had to be constantly reminded to hand in work either typed or on lined paper as she had a tendency to complete assignments on various pieces of papers, including worksheets or scrap paper. In class, [REDACTED]'s effort and focus could fluctuate as she would have a tendency to start homework assignments in class, while in the middle of a lesson.

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Preparing for Class

☐ C ☒ S ☐ U

Maintaining personal organization

☐ C ☒ S ☐ U

Arriving promptly to class

☒ C ☐ S ☐ UAccepting instruction and
constructive criticism☐ C ☒ S ☐ U

Participating Actively in class

☐ C ☒ S ☐ UMaintaining a polite, respectful
and cooperative attitude☐ C ☒ S ☐ USeeking Extra Help
when appropriate☐ C ☒ S ☐ U

Completing daily homework

☐ C ☒ S ☐ U

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IEP Goals

Component	Item	%	Ave.
In-Class 40 %	Effective use of class time	25	90
In-Class 40 %	Effort	25	89
In-Class 40 %	Participation / Contribution	25	85
In-Class 40 %	Preparedness	25	92
Out-of-Class 30 %	Completed on Time	50	97
Out-of-Class 30 %	Effort	50	85
Achievement 30 %	Papers	70	90
Achievement 30 %	Quizzes	30	92

Grade Reason

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Grade

A-

Update

Calculated Grade: 90.08, A-

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Comment

Skills List

Classroom Behavior and Effort

Grade

IEP Goals

#	Goal	Objectives	Rate	#	Rating
1	When addressing reading fluency, [REDACTED] will apply strategies to independently and accurately syllabicate and decode unfamiliar words beyond her current level of performance. She will also use teacher feedback and repeated readings to maintain an appropriate pace when reading aloud, as well as to minimize her errors of insertion, omission and/or substitution beyond her current level of performance. When reading for comprehension,	After reading aloud an assigned passage at the 9th -10th grade level and provided teacher cues, [REDACTED] will identify examples of theme, tone, symbolism and irony with increasing accuracy on four out of 5 measured occasions. After reading a passage at her independent reading level (as determined by yearly testing), [REDACTED] will	+ -	1	[REDACTED] is making progress toward meeting the annual goal.
2	[REDACTED] will use the steps in process writing, such as brainstorming, organizing, rough drafting, proofreading/editing, final drafting, as well as visual structures (graphic organizers) to write multi-paragraph essays and compositions based on literature and/or nonfiction beyond her current level of performance, as measured by the following objectives and as documented from quarter to quarter.	When provided with templates and/or graphic organizers, [REDACTED] will brainstorm, outline and draft a composition of 3 - 5 paragraphs with limited teacher cueing on all measured occasions. When writing a five-paragraph essay, research paper, or other longer composition, [REDACTED] will, with increasing independence, use provided templates &	+ -	2	[REDACTED] is making progress toward meeting the annual goal.
3	[REDACTED] will use study skills such as applying learned skills to new material, asking clarifying questions, and using her class materials as a resource with increasing independence, to demonstrate ability beyond the current level of performance as measured by the following objectives and as documented from quarter to quarter.	When participating in class discussion, or completing independent work, [REDACTED] will independently seek out and use her class materials and provided references to aid her task completion on 3 out of 5 occasions. [REDACTED] will advocate for help, clarification, or repetition of directions as needed.	+ -	3	[REDACTED] is making progress toward meeting the annual goal.

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Section

Item

Parts of Speech	identify and use nouns
Parts of Speech	identify and use pronouns
Parts of Speech	identify and use verbs
Parts of Speech	identify and use adjectives
Parts of Speech	identifying and use adverbs
Parts of Speech	identify and use prepositions
Parts of Speech	identify and use coordinating and subordinating conjunctions
Sentence Skills	expand sentences with adjective, adverb, prepositional phrases
Sentence Skills	differentiate phrases from clauses
Sentence Skills	identify and generate independent and dependent/subordinate clauses
Sentence Skills	write compound sentences (with coordinating conjunctions, semicolons or adverbial conjunctions)
Sentence Skills	write complex sentences
Sentence Skills	use appositives
Sentence Skills	vary sentence structure
Punctuation	recognize and use commas
Punctuation	recognize and use semicolons
Punctuation	recognize and use colons
Punctuation	recognize and use quotation marks
Composition Skills	brainstorm ideas on given topics as a group or individually
Composition Skills	organize own ideas in outlines/graphic organizers/semantic maps
Composition Skills	adhere to the structure and sequence of ideas from outlines/graphic organizers/semantic maps when writing

Composition Skills	generate more sophisticated topic and concluding sentences	
Composition Skills	write specific detail sentences which support the main idea	
Composition Skills	elaborate/expand on ideas within the body of paragraphs	
Composition Skills	include transitional words and phrases	
Composition Skills	write paragraph types (enumerative, sequential, descriptive, opinion, comparative, contrast, persuasive)	
Composition Skills	write multi-paragraph compositions which contain overall topic and concluding sentences	▼