

16 Prospect Hill Ave  
Somerville, MA 02143  
Birth date: 1/26/2012  
Grade level: 7th Grade

|                |   |  |
|----------------|---|--|
| Attendance     | <b>Grading Legend:</b><br>4 = Student is exceeding grade level expectations<br>3 = Student is achieving grade level expectations<br>2 = Student is working at or near grade level expectations<br>1 = Student is working below grade level expectations<br>N/A = Not Applicable this term<br><b>Note:</b> As a school policy, all narratives are intentionally written without pronouns.<br>Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports. |  |
| Category       |   |  |
| Tardy Excused  |   |  |
| Absent Excused |   |  |
| Count          |   |  |
|                | 3   |  |
|                | 13  |  |

Grades

### 7th Grade Homeroom/Advisory - Karen Harvey

|  |      |
|--|------|
|  | Fall |
| <b>Organization</b>  |      |
| <i>Enters school on time, prepared, and ready to learn</i>                             | 3    |
| <i>Organizes cubby and work materials</i>  | 3    |
| <i>Makes transitions independently, arriving on time and with necessary materials</i>  | 3    |
| <b>Social Development and Community Membership</b>                                     |      |
| <i>Respects the rights, feelings, and opinions of others</i>                           | 3    |
| <i>Interacts with peers in a positive and productive manner</i>                        | 3    |
| <i>Participates in the care and organization of the classroom environment</i>          | 3    |
| <i>Has a positive attitude toward school and learning</i>                              | 3    |
| <i>Resolves conflicts constructively</i>   | 3    |
| <i>Interacts with adults in a positive and productive manner</i>                       | 3    |
| <i>Accepts responsibility and respectfully responds to feedback.</i>                   | 3    |
| <i>Seeks adult support when needed</i>   | 3    |
| <i>Cooperatively and collaboratively participates in group and social activities</i>   | 3    |
| <i>Engages actively in homeroom routines</i>   | 3    |
| <i>Actively seeks ways to lead by example and model positive community citizenship</i> | 3    |

**Alex Zafrin (Alex)**  
16 Prospect Hill Ave  
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Grade level: 7th Grade

2024 - 2025



Cambridge Friends School  
5 Cadbury Road  
Cambridge, MA 02140  
617.354.3880  
cambridgefriendsschool.org

**7th Grade Homeroom/Advisory - Karen Harvey**

|   |  |      |
|---|--|------|
|   |  | Fall |
| <b>Comments</b>   |  |      |
| Subject description   |  |      |
| <p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>   |  |      |
| Narrative 2024-2025   |  |      |
| <p>Alex has integrated exceptionally well into the 7th-grade community this year, forging strong connections and actively participating in group activities. During breaks and downtime, Alex engages in games like Battleship, enjoys lively discussions with classmates, and dedicates effort to preparing for the upcoming performance of "Mouse Trap."</p> <p>Alex has a clear understanding of personal boundaries and consistently demonstrates the ability to communicate these respectfully to peers during conflicts. Occasionally, Alex requires guidance from an adult when humor extends beyond the comfort level of peers. When such instances are pointed out, Alex promptly takes responsibility, shifting the conversation to ensure it remains appropriate for the school setting.</p> <p>Each day, Alex arrives at school with a positive attitude and a readiness to engage in the day's learning activities. This enthusiasm is matched by a strong track record of consistently meeting homework and project deadlines across various subjects.</p> <p>As the semester progresses, Alex is encouraged to continue nurturing the strong peer relationships that have been developed and to maintain the proactive and respectful handling of social interactions. Further enhancing awareness of peer sensitivities will undoubtedly contribute to Alex's ongoing personal and academic growth.</p> |  |      |

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**7th Grade Humanities - Christopher Gandolfo-Lucia**

|   | Fall |
|---|------|
| <b>English</b>  |      |
| <i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting, and plot</i> | 3    |
| <i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>                     | 3    |
| <i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>  | 3    |
| <i>Uses precise words and phrases to capture and convey experiences and information</i>   | 4    |
| <i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>  | 3    |
| <i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i>                         | 3    |
| <i>Writes with a clear voice and style appropriate for the piece of writing</i>   | 3    |
| <i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>   | 3    |
| <i>Applies revision and editing techniques to polish writing pieces effectively</i>   | 3    |
| <i>Correctly uses past, present, and future verb tenses</i>   | 3    |
| <i>Correctly uses simple, compound, and complex sentences</i>   | 3    |
| <i>Employs proper use of punctuation</i>  | 3    |
| <i>Accurately incorporates new vocabulary into work</i>   | 3    |

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|  | Fall |
|--|------|
| <b>History</b>   |      |
| <i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>  | 3    |
| <i>Understands and is able to analyze a text for bias and subjectivity</i>   | 3    |
| <i>Constructs a historical argument and uses evidence to support it</i>  | 3    |
| <i>Explains causes and effects of historical events</i>  | 3    |
| <i>Analyzes primary source documents for purpose, audience, and message</i>  | 3    |
| <i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>   | 4    |
| <i>Participates in discussions of current events that relate to historical events and concepts</i>   | 4    |
| <i>Understands the difference between a secondary and a primary source</i>   | 3    |
| <i>Analyzes and interprets geographic information</i>  | 3    |
| <i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i> | 3    |
| <i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>   | 4    |
| <i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>   | 3    |
| <i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>             | 3    |
| <i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>                    | 3    |
| <i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>   | 3    |
| <i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>      | 3    |
| <b>Research</b>  |      |
| <i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>  | N/A  |
| <i>Identifies and uses credible sources when conducting research</i>   | 3    |
| <i>Presents research in an organized, coherent, and polished manner</i>  | 3    |
| <i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>  | 2    |
| <i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>  | 3    |

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7th Grade Humanities - Christopher Gandolfo-Lucia

|   |      |
|---|------|
|   | Fall |
| <b>Work habits</b>  |      |
| <i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i> | 3    |
| <i>Completes assignments in a timely and thoughtful manner</i>  | 3    |
| <i>Demonstrates appropriate effort.</i>   | 3    |
| <i>Participates in class actively by making contributions, asking questions, and engaging with classmates in the work</i>                           | 3    |
| <i>Listens actively to teachers and classmates</i>  | 3    |
| <i>Seeks assistance when needed</i>   | 3    |
| <i>Accepts responsibility and respectfully responds to feedback.</i>  | 2    |
| <i>Interacts with adults in a positive and productive manner</i>  | 3    |
| <i>Interacts with peers in a positive and productive manner</i>   | 3    |
| <i>Takes effective notes that summarize relevant information concisely</i>  | 2    |



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|  |  |      |
|--|--|------|
|  |  | Fall |
| Comments   |  |      |
| Subject description  |  |      |
| <p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p> |  |      |
| Narrative 2024-2025  |  |      |
| <p>Alex has been a skilled student in humanities class this semester, demonstrating a mature capacity for sustained discussion and an insightful approach to analyzing historical events. Alex has consistently contributed incisive comments to class discussions, skillfully blending direct references to specific information from the text at hand with thoughtful interpretations and helpful, explanatory references to various philosophies and social theories that relate to the discussion. As a writer, Alex has crafted clear and well-organized pieces that mirror the level of Alex's contributions to class discussions: when writing in response to nonfiction texts, Alex has deftly analyzed authors' tones and choices of information to identify and evaluate bias, and Alex has confidently supported this analysis with specific quotations from the texts themselves. Alex has used independent reading assignments as an opportunity to read widely across both fiction and nonfiction texts, and Alex has enjoyed opportunities to share about all of these texts with classmates. Alex's high level of engagement with class topics and assignments has sometimes led Alex to grow frustrated with assignments that involve any amount of straightforward or otherwise simple components (like, for example, defining "bias" at the beginning of an essay about an author's bias), but Alex has consistently responded positively to teacher explanations for these pieces and has willingly demonstrated the necessary skills and knowledge before moving onto the more complex components of such assignments. Accordingly, a goal for Alex throughout the second half of the semester will be to practice responding to setbacks and frustrations with increased resilience and independent problem-solving; Alex will be supported in achieving this goal with problem-solving tactics, teacher support, and time and space for processing and considering assignments before beginning to work. That being said, Alex has certainly been a strong student in humanities class this semester.</p>   |  |      |

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## 7th Grade Math - Karen Harvey

|   |      |
|---|------|
|   | Fall |
| <b>Math skills</b>  |      |
| <i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>  | 3    |
| <i>Reproduces a two-dimensional geometric figure at a different scale</i>   | N/A  |
| <i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>   | N/A  |
| <i>Uses the formulas for the area and circumference of a circle to solve problems</i>   | N/A  |
| <i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>  | N/A  |
| <i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>   | 3    |
| <i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>   | 3    |
| <i>Represents proportional relationships by equations</i>   | 3    |
| <i>Uses proportional relationships to solve multistep ratio and percent problems</i>  | 3    |
| <i>Decides whether two quantities are in a proportional relationship</i>  | 3    |
| <i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>  | 3    |
| <i>Understands subtraction of rational numbers as adding the additive inverse</i>   | 3    |
| <i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>   | 3    |
| <i>Understands ordering and absolute value of rational numbers</i>  | 3    |
| <i>Solves word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>; fluently</i>  | N/A  |
| <i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>   | N/A  |
| <i>Solves 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</i>                           | N/A  |
| <i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>  | N/A  |
| <i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>  | N/A  |
| <i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>   | N/A  |
| <i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>  | N/A  |
| <i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>  | N/A  |
| <i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i> | N/A  |
| <i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>   | N/A  |
| <i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>   | N/A  |



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**7th Grade Math - Karen Harvey**

|  |      |
|--|------|
|  | Fall |
| <i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>  | N/A  |
| <i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>   | N/A  |
| <b>Work habits and attitude</b>  |      |
| <i>Perseveres in solving challenging problems</i>  | 3    |
| <i>Reasons abstractly and quantitatively</i>   | 3    |
| <i>Constructs viable arguments and critiques the reasoning of others</i>   | 3    |
| <i>Models with mathematics</i>   | 3    |
| <i>Uses appropriate tools strategically</i>  | 3    |
| <i>Attends to precision</i>  | 3    |
| <i>Looks for and makes use of patterns and structure</i>   | 3    |
| <i>Thoroughly completes assignments</i>  | 3    |
| <i>Completes homework assignments on time</i>  | 3    |
| <i>Asks questions, takes notes, and engages with concepts and materials</i>  | 3    |
| <i>Actively participates in class</i>  | 3    |
| <i>Comes to class prepared</i>   | 3    |
| <i>Seeks assistance when needed</i>  | 3    |
| <b>Comments</b>  |      |
| Subject description  |      |
| <p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p> |      |
| Narrative 2024-2025  |      |
| <p>Alex has excelled in math this year at Cambridge Friends School, demonstrating strong computational skills. Consistent understanding has been shown across a range of concepts, including percent change, proportional relationships, and arithmetic with rational numbers. Another strength is the consistent accuracy in interpreting a variety of word problems and ensuring that all components of the questions are addressed thoroughly. An area for growth for Alex is to show mathematical thinking and process more explicitly. As math continues to evolve into more abstract and conceptual topics through middle and high school, this skill will increasingly support Alex's understanding and performance. Encouragement to detail steps and reasoning in problem-solving is key to further enhancing Alex's strong mathematical foundation.</p>  |      |



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**7th Grade Science - Carolyn Sohn**

|   | Fall |
|---|------|
| <b>Science/engineering processes</b>  |      |
| <i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>  | 3    |
| <i>Uses creative design to solve problems</i>   | 3    |
| <i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>   | 3    |
| <i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>  | 3    |
| <i>Includes reasons or evidence to support scientific arguments or conclusions</i>  | 3    |
| <i>Records close observations of the natural world and scientific phenomena</i>   | 3    |
| <i>Identifies questions that can be answered through investigation</i>  | 3    |
| <b>Articulation of knowledge</b>  |      |
| <i>Demonstrates understanding of concepts, facts, and vocabulary during class discussions</i>   | 4    |
| <i>Demonstrates understanding of concepts, facts, and vocabulary in written work and projects</i>   | 3    |
| <b>Work habits and attitude</b>   |      |
| <i>Participates actively and engages in an appropriate manner in lessons and activities</i>   | 3    |
| <i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>   | 4    |
| <i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i> | 3    |
| <i>Uses class time constructively and works in a focused manner</i>   | 3    |
| <i>Perseveres on difficult tasks and in problem solving</i>   | 4    |
| <i>Completes homework thoroughly and on time</i>  | 2    |
| <i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>                             | 3    |

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**7th Grade Science - Carolyn Sohn**

|   |  |      |
|---|--|------|
|   |  | Fall |
| <b>Comments</b>   |  |      |
| Subject description   |  |      |
| <p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p> |  |      |
| Narrative 2024-2025   |  |      |
| <p>Alex is such a delight to have in science class. Alex's infectious enthusiasm for science and vast prior knowledge enriches the whole class each day. Alex absolutely loves to add interesting facts and relevant information when content is being introduced and never fails to teach everyone something new. Alex often requests more time to finish assignments. This is due to Alex's desire to complete assignments thoroughly and dive deeply into each topic. Alex is proactive about asking the teacher for extra time when needed. Alex has had a wonderful time with the projects so far this year. At the end of the fossil unit, Alex created a truly standout project about a scientifically based (but fake) fossil called Archibald the Dino. Alex crafted an entire newspaper with a front-page story about Archibald, which went into great detail about the "discovery" of the specimen. Additionally, Alex added fun details like advertisements and even a comic. Going into the second half of the year, Alex is encouraged to work on increasing efficiency (and, therefore, speed) on assignments. Alex will soon be in eighth grade, then high school, and it would benefit Alex to be able to complete assignments more quickly when needed.</p>   |  |      |

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7th Grade Spanish - Jose Lopez Espinosa

|  | Fall |
|--|------|
| <b>Spanish</b>   |      |
| <i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>                               | 3    |
| <i>Helps to set up the Day of the Dead altar from beginning to end</i>   | 3    |
| <i>Writes and performs original restaurant skit with partners (cooperative project)</i>                            | 3    |
| <i>Reports periodic current events of various Spanish-speaking countries</i>                                       | 3    |
| <i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>   | 3    |
| <i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>                                | 3    |
| <i>Listens and responds to impromptu questions in Spanish (orally) in class</i>                                    | 3    |
| <i>Reads and follows written instruction in Spanish</i>  | 3    |
| <i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>                                    | 3    |
| <i>Participates in Spanish (simple responses)</i>  | 3    |
| <i>Researches about the "Alebrjes" and starts making one with wood material</i>                                    | 3    |
| <i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>       | 3    |
| <i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i> | 3    |
| <i>Demonstrates fluency of Spanish in simple classroom conversations</i>   | 3    |
| <i>Demonstrates fluency of Spanish during presentations and recordings</i>   | 3    |
| <i>Completes daily homework assignments on time</i>  | 3    |
| <i>Thoroughly completes assignments</i>  | 3    |
| <i>Participates actively and cooperatively in class</i>  | 3    |
| <i>Asks questions, takes notes, engages with concepts and materials</i>  | 3    |
| <i>Seeks assistance when needed</i>  | 3    |
| <i>Comes to class prepared</i>   | 3    |
| <i>Demonstrates attentive and positive attitude</i>  | 3    |
| <i>Demonstrates knowledge of dates, days, months</i>   | 3    |
| <i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>                          | 3    |
| <i>Correctly pairs pronouns with verb forms</i>  | 3    |
| <i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>  | 3    |
| <i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>                                 | 3    |
| <i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>                       | 3    |
| <i>Expresses oneself in simple affirmative and negative sentences</i>  | 3    |

16 Prospect Hill Ave  
 Somerville, MA 02143

Birth date: 1/26/2012

Grade level: 7th Grade

**7th Grade Spanish - Jose Lopez Espinosa**

|  |      |
|--|------|
|  | Fall |
| <i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>   | 3    |
| <i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>   | 3    |
| <b>Comments</b>  |      |
| Subject description  |      |
| Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations. |      |
| Narrative 2024-2025  |      |
| This semester, Alex stood out as an interested and engaged student. When the class did the "Piñata Project," Alex was sometimes distracted but could accomplish most of the classwork when redirected and with several check-ins. Alex asked questions occasionally regarding the content being taught in the course. Alex turns in most of the classwork and always takes notes. Alex can expand a solid base in Spanish vocabulary given that Alex already knows how to make long sentences. Alex is on the way to building paragraphs in Spanish. Using the online tools was a fun way for the students to review, incorporating all the content. Moving forward, Alex is ready to keep succeeding and expanding Spanish knowledge this spring.   |      |

**7th Grade Drama - Jennifer Salvucci Bent**

|  |      |
|--|------|
|  | Fall |
| <b>Drama</b>   |      |
| <i>Listens closely to directions</i>   | 3    |
| <i>Demonstrates respect for the stage</i>  | 3    |
| <i>Works independently, focusing attention on tasks at hand</i>  | 3    |
| <i>Challenges themselves in text analysis and character building (does not merely do the bare minimum)</i>   | 3    |
| <i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i> | 3    |

Alex Zafrin (Alex)  
16 Prospect Hill Ave  
Somerville, MA 02143  
Birth date: 1/26/2012  
Grade level: 7th Grade

2024 - 2025



Cambridge Friends School  
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7th Grade Drama - Jennifer Salvucci Bent

|  |  |      |
|--|--|------|
|  |  | Fall |
| Comments   |  |      |
| Subject description  |  |      |
| During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students. |  |      |
| Narrative 2024-2025  |  |      |
| Alex has showcased enormous growth as an actor this year. Alex has tackled character development head-on, creating TWO multi-layered characters ("Mrs. Boyle" and "Mr. Paravacini") that combine quick wit, charm, and intelligence in our production of Agatha Christie's <i>Mousetrap</i> . Alex has worked tirelessly on diction, projection, and inflection, as Alex understands the value of these skills. Alex's willingness to listen to all members of the ensemble this year is a testament to the substantial growth and maturity seen from Alex since September. Alex has also responded very positively to constructive feedback from teachers and peers this year. Alex is a valued member of our seventh-grade community.  |  |      |

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Grade level: 7th Grade

**7th Grade Visual Art - Sami Martasian**

|   | Fall |
|---|------|
| <b>Visual Art</b>   |      |
| <i>Demonstrates respect for classmates in the studio</i>  | 3    |
| <i>Actively listens and is attentive during instructions and demonstrations</i>   | 4    |
| <i>Demonstrates persistence working on projects and asks for help when needed</i>   | 3    |
| <i>Communicates knowledge, emotions, and understanding using a range of mediums and materials</i>   | 3    |
| <i>Experiments and explores a variety of materials and tools</i>  | 4    |
| <i>Works cooperatively and collaboratively on visual arts projects and displays</i>   | 3    |
| <i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>  | 4    |
| <i>Demonstrates independent work habits while supporting classmates</i>   | 3    |
| <i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>                                  | 3    |
| <i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i> | 3    |
| <i>Participates and engages in an appropriate manner in discussions and activities</i>  | 3    |
| <i>Approaches activities with a positive attitude</i>   | 3    |
| <i>Takes care of materials and tools and uses them appropriately</i>  | 4    |
| <i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>          | 4    |
| <i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>                              | 4    |
| <i>Experiments with ideas and uses inventiveness in problem solving</i>   | 4    |
| <i>Demonstrates an understanding of visual art concepts presented</i>   | 4    |
| <i>Uses time constructively and works in a focused manner</i>   | 3    |

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2024 - 2025



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**7th Grade Visual Art - Sami Martasian**

|   |  |      |
|---|--|------|
|   |  | Fall |
| <b>Comments</b>   |  |      |
| Subject description   |  |      |
| <p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Seventh-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year, the medium was colorful air dry clay and paint markers. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p> |  |      |
| Narrative 2024-2025   |  |      |
| <p>Alex is a joy to work with in the art studio. This inquisitive student brings thoughtfulness and curiosity to class discussions, always making meaningful connections between history, philosophy, and art. Linoleum block printmaking resonated greatly with Alex, who carved an intricate plate of abstract swirls in clear-cut lines, rippling over the whole surface of the linoleum. Each print made from this plate featured different color combinations and ink mixes, well applied and clear. The best part of this project was how passionate Alex felt about doing it; this young artist was thrilled to consider the ways this medium allowed for replication and multiple pieces from a single image and was particularly inspired to use these prints for fundraising for those experiencing serious political situations and needs. Alex has been working well collaborating with peers to build sets for the upcoming seventh-grade drama production.</p>  |  |      |



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Grade level: 7th Grade

**7th grade Physical Education - Angelo Valle**

|  |      |
|--|------|
|  | Fall |
| <b>Physical education</b>  |      |
| <i>Comes to class prepared and ready to participate</i>  | 3    |
| <i>Comes to class positive and cooperative</i>   | 3    |
| <i>Listens attentively and follows directions</i>  | 3    |
| <i>Demonstrates safe, responsible behavior that respects self and others.</i>  | 3    |
| <i>Able to run and find their own pace</i>   | 3    |
| <i>Demonstrates flexibility and coordination</i>   | 3    |
| <i>Demonstrates developing throwing skills</i>   | 3    |
| <i>Demonstrates developing catching skills</i>   | 3    |
| <i>Demonstrates developing striking skills</i>   | 3    |
| <i>Demonstrates growth in self confidence</i>  | 3    |
| <i>Contributes to group and team initiatives</i>   | 3    |
| <i>Demonstrates tactical understanding during team games</i>   | 3    |
| <i>Able to accept game outcomes</i>  | 3    |
| <i>Understands sportsmanship as a critical component of physical education</i>   | 2    |
| <i>Receptive to teacher feedback</i>   | 3    |
| <b>Comments</b>  |      |
| Subject description  |      |
| <p>In the first semester of Grade 7 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to developing coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>  |      |
| Narrative 2024-2025  |      |
| <p>Alex has had a good first semester after having started the year with sporadic participation in class due to health-related absences. Usually a positive presence, Alex is capable of bringing good humor and energy to the class. Alex usually arrives prepared and ready to participate in the pace run, dynamic stretches, and ensuing activities. Although running indoors is challenging for Alex, as fresher air outdoors is preferred, Alex puts forth good effort all around. Though sometimes distracted by others, Alex usually listens attentively to instructions for class activities and demonstrates improving skills in all aspects of class. Usually supportive of classmates and capable of being a helpful team member, Alex sometimes feels very strongly about team placement and is unhappy being assigned to a particular team. Some goals for Alex would be to become more comfortable finding a way to work together with whomever is assigned to the same team and being respectful of all teammates and opponents.</p> |      |



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Chat - Gabriela van Veen, Camilla Buba

|   |  |      |
|---|--|------|
|   |  | Fall |
| Comment   |  |      |
| Subject description   |  |      |
| <p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: “ minor tangents allowed as long as they are appropriate and brief.” With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played “self care” bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p> |  |      |