



Report Card 2023/24 Quarter 3 - Middle School

Student Name: YILIN CHEN
Student ID: 65001
Grade Level: 8
Date of Birth: June 11, 2010

Principal: Mr. Benjamin Devere White
Director: Ms. Narvinder Ahuja

| Subject | Teacher | Q1 | Q2 | S1 | Q3 | Q4 | S2 |
|-----------------------------|------------------------------|----|----|----|----|----|----|
| Art - 8 | Foss, Debbie | B+ | B | B | B | | |
| Computer Science - 8 | Hefner, Mark | A | A+ | A | C | | |
| English Language Arts - 8 | Kleinschmidt, Paul | B | C+ | B | C | | |
| General Science - 8 | Rucman, Stefan | A+ | A+ | A+ | B+ | | |
| Mathematics - 8 | Numpetch, Varitthaphol (Sky) | A+ | A+ | A+ | A+ | | |
| Music 8 | Bradley, Kevin | A+ | D | C+ | B+ | | |
| Physical Education - 8 | Saokaew, Chatree | A+ | A | A+ | A | | |
| Spanish - Pre-intermediate | Donoso, Carlos Pineda | B+ | A+ | A | A+ | | |
| Thai Language and Culture-8 | Kantawong, Mantana | B+ | C | C+ | C | | |
| World History | Wyckoff, Amy | A | A+ | A | C+ | | |

Expected School wide Learner Outcomes (ESLOs)

| | |
|-------------------------------|---|
| Critical Thinker | I can make a plan and follow logical steps; I solve problems by making sensible connections; I create new ways to solve problems. |
| Effective Collaborator | I learn with and from others; I help others understand ideas; I share ideas and listen to others. |
| Confident Learner | I support and promote my own motivation; I set academic and personal goals; I believe in my ability to learn. |
| Kind Citizen | I show curiosity and openness toward other cultures; I use digital tools safely and responsibly; I am empathetic towards others in my community. |

Learning Behaviors - Descriptive Key

| Category | Learning Behavior | ESLO Correlation |
|----------------|---|------------------------|
| Organization | Student arrives prepared and on time. Student effectively manages academic materials and school equipment. | Confident Learner |
| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | Kind Citizen |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | Effective Collaborator |
| Reflection | Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning. | Critical Thinker |

Attendance Records

Total School Days (Academic Year 2023-24): **180**
Total Days Absent (Semester 2): **3**

Remark:
This report card is invalid for transfer purposes without an official stamp from the school.

Certified True and Correct by:

Mr. Benjamin Devere White
School Principal
19 March 2024

Art - 8

Teacher Comment:

Grade 8 completed a Keith Haring research report, a class presentation, Paper Mache sculpture, Keith Haring figure design, Book cover of their favorite book a book essay., drew a composition of 3 sneakers, an Aboriginal Dream landscape dot painting and a dessert in the style of the artist Wayne Thiebaud, research report and presentation Street art vs Graffiti, school mural painting, 3 observational drawings of a bicycle, 1&2 point perspective worksheets.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|--|---|---|
| Methods, Material and Technique | 2D and 3D art processes, techniques and materials. | 3 |
| Observation, Abstraction, Invention and Expression | 2 D and 3 D artwork from direct observation, memory, symbolic imagery, personal invention conveys ideas and emotions. | 3 |
| Critical Response | Demonstrate the ability to describe their own work and that of others to represent ideas, simplification, abstraction or symbolism. | 3 |
| Elements and Principles of Design | Color, Line, Texture, Shape, Space. | 3 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

| | | |
|----------------|---|---|
| Organization | Student arrives prepared and on time. Student effectively manages academic materials and school equipment. | 3 |
| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 3 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 3 |
| Reflection | Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning. | 3 |

Final Grade:

B

Computer Science - 8

Teacher Comment:

In Quarter 3, the final project for the Grade 8 Video Production, assigned in December 2023, was due in March 2024. This marked the culmination of the quarter's focus on Concept Development, Scriptwriting, Storyboarding, and creating Shot Lists. Additionally, students tackled four challenging Computer Aided Design (CAD) units using Onshape, where they designed skateboards, Lego bricks, and pull copters.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|---------------------------------|---|---|
| Safety and Security | Safe and secure use of digital communications technology. | 5 |
| Digital Tools | Using digital tools to create and manipulate artifacts. | 3 |
| Collaboration and Communication | Collaborating digitally to solve problems, learn, and share ideas | 5 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

| | | |
|----------------|---|---|
| Organization | Student arrives prepared and on time. Student effectively manages academic materials and school equipment. | 3 |
| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 4 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 3 |
| Reflection | Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning. | 4 |

Final Grade: C

English Language Arts - 8

Teacher Comment:

This quarter in ELA students worked on developing their reading, writing, language, as well as listening, and speaking proficiency. Tasks such as analyzing plot and theme, differentiating between types of clauses, understanding conjunctions, and exploring narratives assigned. The students successfully engaged in classwork, quizzes, reflections, and entry tickets that not only enhanced their language skills but also broadened their comprehension and critical thinking abilities. Their comprehension of texts was evident through class activities and assessments. The assignments completed showcased growth in areas of grammar, narrative development, and textual analysis, making quarter 3 a period of substantial progress and skill development in ELA. Joakim needs to ensure that he turns in all his assignments.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|----------|--|---|
| Reading | Demonstrates skills and strategies for understanding both explicit and implicit messages in a variety of literary texts. | 2 |
| Writing | Uses sentence fluency, word choice, voice, and applies research techniques when writing for different purposes. | 2 |
| Language | Accurately applies grade-level grammar. | 2 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

| | | |
|----------------|---|---|
| Organization | Student arrives prepared and on time. Student effectively manages academic materials and school equipment. | 4 |
| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 4 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 4 |
| Reflection | Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning. | 3 |

Final Grade: C

General Science - 8

Teacher Comment:

In the third quarter, students explored concepts including distance, displacement, speed, and velocity, alongside simple machines such as exploring levers. This involved delving into fundamental physics principles to understand how objects move and interact within their surroundings. Students engaged in assignments aligned with NGSS standards, practicing calculations related to distances traveled, displacements, and the analysis of different speeds and velocities.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|-------------------------|---|---|
| Engineering Design | Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions | 2 |
| Engineering Design | Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem | 1 |
| Engineering Design | Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success | 1 |
| Engineering Design | Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved | 2 |
| Forces and Interactions | Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects | 1 |
| Forces and Interactions | Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object | 4 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

| | | |
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| Organization | Student arrives prepared and on time. Student effectively manages academic materials and school equipment. | 5 |
| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 5 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 5 |
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Final Grade:

B+

Mathematics - 8

Teacher Comment:

Throughout this quarter, students have diligently progressed through chapters 6-8 of our curriculum. These chapters have encompassed a variety of essential topics including factoring polynomials, solving rational equations, addressing algebraic word problems, simplifying algebraic expressions, graphing linear equations, and resolving simultaneous equations. At present, we find ourselves midway through chapter 9, which focuses on Roots and Radicals. This section delves into sophisticated concepts such as rationalizing radical denominators and simplifying radicals.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|-------------------------------------|--|---|
| Algebra & Algebraic Thinking | Apply and extend previous understandings of arithmetic to find unknown variables. | 5 |
| Geometry | Solve real-world and mathematical problems involving geometry. | 5 |
| Standards for Mathematical Practice | Describe varieties of behaviors which mathematics students at all levels should seek to develop. | 5 |
| Numbers & Operations | Apply and extend previous understandings of the number system to solve problems. | 5 |
| Fractions | Understand ratio concepts and use ratio reasoning to solve problems. | 5 |
| Measurement | Use ratio reasoning to convert measurement units; manipulate and transform units. | 5 |
| Data, Statistics, & Probability | Summarize and describe distributions. Develop understanding of statistical probability. | 5 |

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Learning Behaviors

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Final Grade:

A+

Music 8

Teacher Comment:

This quarter grade 8 music students learned to play the concert A-flat Major scale and Major scale intervals of thirds, and the chromatic scale demonstrating their growing proficiency in fundamental music theory and technique. Additionally, students learned a diverse repertoire of concert band music, preparing for an upcoming performance next quarter. All music students are encouraged to establish a regular daily practice routine. Consistent practice is essential for further development in reading, technique, and musicianship.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|------------------------|--|---|
| Reading | Demonstrates musical understanding by counting and subdividing the pulse into four equal parts. | 2 |
| Instrument Proficiency | Performs on an instrument with expression and technical accuracy, appropriate range, dynamics and articulation. | 2 |
| Critical Response | Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression markings. | 2 |
| Ensemble Playing | Performs accurately a repertoire of instrumental literature with a level of difficulty of 1.5 - 2 on a scale of 0.5 to 6. | 3 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

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| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 4 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 4 |
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Final Grade:

B+

Physical Education - 8

Teacher Comment:

This quarter students have been studying and learning skills in the sport: Volleyball. Students have been learning and practicing all the essential skills involved in volleyball: bumping, setting, spiking, and serving. In addition to practicing these skills in standing drills, students learned how to integrate these skills into game play. They worked together in teams, studied the rules of the game and different strategies on where to move given changing situations in the game. Your child has shown significant development in performing each skill individually and during game play.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|--|--|---|
| Active Living 1 | Participate active and regularly in a wide variety of physical activities, and demonstrate and understanding of factors that encourage lifelong participation in physical activity. | 4 |
| Active Living 2 | Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living. | 4 |
| Movement Competence Skills, Concepts, Strategies | Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities. | 4 |
| Healthy Living | Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. | 5 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

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Final Grade:

A

Thai Language and Culture-8

Teacher Comment:

In this quarter we have completed a unit on greeting, Thai numbers, Family, and Rooms in the house.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|----------------------|--|---|
| Reading | Acts in compliance with orders, requests, instructions, and explanations heard and read. Is able to read grade-appropriate texts and respond to comprehension questions according to level. | 2 |
| Writing | Is able to write an exchange in interpersonal communication, exchange information about themselves, various activities, and situations in daily life by using accurate, clear, and appropriate words. At advanced levels, is able to also write short stories about their experiences, and narrative and descriptive compositions. | 2 |
| Language | Accurately applies grade-level grammar. | 2 |
| Listening & Speaking | Is able to distinguish between the pronunciation of various kinds of sentences, the use of punctuation marks, and word order in accordance with structures of sentences. Is able to also use language, tone of voice, gestures, and manners politely and appropriately by observing social manners and the culture of native speakers. | 1 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

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Final Grade:

C

World History

Teacher Comment:

In this quarter, we explored the history and geography of East Asia including Chinese and Korean Dynasties, Japan's path from isolation to industrialization, and contemporary topics that affect daily life in the region.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | |
|--|---|
| Roman Empire | 4 |
| Historical Research Capabilities | 1 |
| Historical Issues-Analysis and Decision Making | 1 |
| Chronological Thinking | 1 |
| Historical Comprehension | 1 |
| Historical Analysis and Interpretation | 1 |

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| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 4 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 4 |
| Reflection | Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning. | 4 |

Final Grade:

C+

Spanish - Pre-intermediate

Teacher Comment:

In this quarter we covered one extended unit. Food, drinks and restaurant, the students learned different types of diet, selection of food per category, how to make a menu, recipes, and also cooking in Spanish.

(5) Exceeding; (4) Meeting; (3) Approaching; (2) Developing; (1) Insufficient Evidence

Grade Level Benchmarks

| | | |
|---|--|---|
| Interpersonal communication | Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | 5 |
| Interpretive communication | Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | 5 |
| Presentational communication | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | 5 |
| Relating Cultural Practices and products to Perspectives: | Learners use the language to investigate, explain, and reflect on the relationship between the practices, products and perspectives of the cultures studied. | 5 |

(5) Always; (4) Mostly; (3) Frequently; (2) Occasionally; (1) Rarely

Learning Behaviors

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| Responsibility | Student fulfills commitments within the learning environment. Student completes and submits work and assignments on-time. | 5 |
| Participation | Student shares ideas, asks and answers questions, assists and encourages others. Student offers and accepts constructive feedback. | 5 |
| Reflection | Student employs self-help strategies before seeking assistance. Student compares work to exemplars and utilizes rubrics as part of self-reflection. Student uses peer and teacher feedback to guide and further learning. | 5 |

Final Grade:

A+