

## F. W. Parker Charter Essential School

### Summary of Narrative Assessments

**Student:** Jane Doe

**School Years:** 2006-07; 2007-08; 2008-2009

#### *Arts & Humanities*

Jane is a talented writer and an insightful reader. She has performed well across the curriculum, but she often does her best work when there is a creative or artistic element in a project. In Division Two, which she completed at an accelerated pace, Jane showed strong habits of learning and a complex awareness of herself and the world around her. She performed well in class discussions, particularly text-based seminars, where she posed thoughtful questions that led the class to a more critical interpretation of the material. She was also extremely mindful of how her comments connected to the contributions of others. Jane was a strong collaborative leader in group activities and had an inclusive leadership style. Jane consistently showed high-level analytical reading skills in response to fiction and non-fiction texts, and she interpreted evidence in sophisticated ways. She was a detailed writer who used quotes, evidence and examples well in personal essays and when writing about historical content. She worked hard to develop her proofreading skills as well. Jane's characteristic desire to challenge herself was evident in her culminating independent project, for which she created her own documentary film. Jane studied two documentary filmmakers, learned and incorporated new filming techniques, and reflected on her process and choices. Her presentation showed her meticulous work and her understanding of complex choices involved in making a documentary.

In Division Three, Jane was adept at working in small groups, and over the course of each class, she emerged as an active contributor to discussions. Jane continued to be a skilled reader. She identified broader themes, using and contextualizing evidence well while reading *On the Road*. She read *The Great Gatsby* in one sitting and then brought deep and insightful comments to class discussion about it. Jane's work with *Macbeth* was thoughtful and detailed, and she identified and interpreted the meaning and significance of text effectively. Jane's work was a bit inconsistent in a history class on political campaigns and the media, but she was eager and enthusiastic in her creation of a political television ad. Her ad was technologically sound and informative on her issue, and it had an emotional impact on the viewer. Jane's writing contained a natural and direct style, and her essays captured the reader's interest well. She used appropriate quotes from texts and her character analysis avoided extraneous details. In a memoir, Jane linked several stories about a family home; her scenes were sharp, and she utilized the reflection elements of the genre effectively. In a sociology class, Jane grasped concepts with ease and was swept away by the big questions of society, belonging, and human nature. Jane embraced the spirit of an artistic assignment in this class and let the assigned constraints drive her process and vision. Each piece drew on and expanded her vision and demonstrated her skill with watercolor. Her reflection on the artwork was clear and explained the intent of her amazing images.

#### *Math, Science & Technology*

Jane has a solid foundation of understanding in math and science, and her algebra skills are proficient. She is an excellent collaborator. In Division Two math, Jane was attentive and involved, and she regularly and promptly turned in work. Though math began as an area of need for her, she developed good algebra skills over time. Her mathematical communication skills were good, as she documented her work clearly and used visuals to clarify her ideas. Jane asked questions when needed, and she pushed herself to do her best work in her final year. She showed a good understanding of right triangle trigonometry in a project on estimating the height of a flag

pole, and in an optional geometry project, her problem-solving was good and revealed a solid understanding of triangles. In Division Three Advanced Algebra and Trigonometry, Jane was attentive, though quiet, and she worked well in small groups. She had a good understanding of basic concepts; her conceptual understanding tended to be stronger than her execution and application of concepts. She did her best work on a geodesic dome project where she determined the strut lengths using laws of sines and cosines.

In Division Two science, Jane worked exceptionally well with others. Her scientific investigation skills developed proficiently. She was very thorough in data collection, and she used data to draw logical conclusions. Her understanding of content was good, but she sometimes needed more detail in her explanations of ideas and processes. Jane did exceptional work on her culminating project, for which she was truly independent in her efforts. She researched and then designed an experiment to test the Mozart effect. She was systematic and scientific in her approach, her statistical analysis was solid, and her final presentation was polished and professional, showing her organization and discipline throughout the project. In Division Three Physics, Jane was active and engaged in class, and she had a good understanding of the fundamental concepts. Her problem-solving, communication and investigation skills deepened over time, though using adequate detail was still an area for improvement. Jane was focused and productive in work time, and she balanced collaboration and independent work well. She tended to play a support role in designing and executing labs, and in tests of her understanding, Jane's understanding was best shown through oral discussion with the teacher. Jane did her strongest work on problems of the week, which were complex, multistep problems. She applied her understanding in a variety of ways, determined the correct approach, and executed procedures accurately with minor conceptual or execution errors.

### *Spanish*

In Division 1 Spanish, Jane worked well in class to deepen her language skills. She showed great progress in her speaking and listening skills, with good comprehension of spoken messages and improved pronunciation. In Division Two, Jane was a motivated and enthusiastic participant in daily activities. She regularly asked questions about culture and sought out assistance with grammatical rules, an area she found difficulty with. She did well representing her learning creatively through videos and dramatic performances. In her final year, she did consistently strong work, especially in a music unit where her passion for music and culture was clear, and she invested a great deal of effort in her class presentation. Jane's strength was in reading, and she successfully tackled several difficult texts. Jane communicated well in practiced and known routines, where she used complete sentences that followed basic grammar rules. Spontaneous speaking was an area for additional attention. For her culminating project, Jane studied the poetry of Pablo Neruda. She selected and read three poems that represented different phases of his writing to share in her presentation. Her flow and intonation were strong, and she showed how interested she was in poetry and established the connection between art and politics.