

**F. W. Parker Charter Essential School**  
**Summary of Narrative Assessments**

**Student:** Jane Doe

**School Years:** 201x-201x; 201x-201x; 201x-201x

**Arts & Humanities**

A highly competent student with strong habits of learning, Jane is extremely autonomous and responsible about her learning. She is a strong reader and writer who brings dedication to her academic studies and assignments.

**Division II**

An autonomous and committed student, Jane showed continuous maturation and attention to detail. As a reader, Jane demonstrated careful attention to the text by using well-chosen passages to support her ideas and expressing thematic thoughts with clarity. Her writing demonstrated mastery of five-paragraph organizational structure; she created strong thesis statements and organized her evidence with little guidance. Jane took advantage of opportunities to express herself through creative writing, such as a narrative essay about her identity as a swimmer; she demonstrated her capacity for self-knowledge and a witty, unique voice. Jane's culminating independent project on short story writing required her to think deeply about narrative structure and imagination. Her exemplary note-taking skills and well-practiced ability to apply what she learned to her own stories made this large-scale undertaking seem almost simple for her.

**Division III**

Jane demonstrated a strong foundation of writing skills; she formed sophisticated syntax accurately and naturally, and she organized prose with narrative flow and a dramatic voice. Jane was autonomous and largely effective in developing essays with strong organizational build and arc, and she had a clear voice with personality and flow. She employed subtle rhetorical devices like metaphor and tone with relative ease. In a well-organized, error-free research paper, Jane adeptly transitioned between ideas, chose precise words for meaning and clarity, and varied the rhythm and pace of her sentences. When reading non-fiction and historical texts, Jane demonstrated sound reading skills, especially in responses to comprehension questions. An area for growth was additional detail in her evidence or interpretation. When studying Shakespeare, Jane was impressive in her independent reading of Shakespeare's work, which she both understood and thought critically about. She showed comprehension of Shakespeare's language and communicated the arc of character relationship and dynamics in performance. When she compared three separate plays in a final assignment, Jane cited text appropriately, explained events with original thinking, and formulated thought-provoking questions to incite thinking in others. As a researcher, Jane displayed strong skills in multiple history courses; her growing edge was to record sufficient information to answer her research questions and support her arguments.

**Math, Science & Technology**

Jane is a capable problem-solver who does an especially good job of communicating her process and solutions. Through practice and review of mathematical concepts and procedures, Jane regularly internalizes both the mechanical steps and the conceptual ideas. As a scientist, Jane works equally well independently or collaboratively. She is effective in the lab setting and summarizes observations and findings well.

**Division II**

In math, Jane was very deliberate in how she approached her work; her problem-solving followed a logical order, and she clearly communicated the path she took both verbally and in written form. Her math communication was particularly strong, including her use of numerical evidence to support conclusions about statistical models, her careful use of accurate vocabulary, and her clear and organized writing. An area of growth was math test-taking skills. Jane was an active participant in class and engaged in meaningful conversations.

A curious science student, Jane had the confidence to verbalize ideas, try new things and ask probing questions about material. She often made detailed observations in the lab setting, and followed up her observations with a relevant new question in response to what she saw. Over time, she became increasingly comfortable with understanding the significance of complex biological and chemical laboratory techniques. With support, Jane began to make connections between the background content and the investigation at hand and to more deeply explain the scientific concepts underlying her lab work. For her culminating independent project, Jane tested the claims that a popular sports drink made about electrolytes. She designed and implemented her own procedure to determine the amounts of electrolytes in several different drinks and even designed and tested a self-concocted beverage.

### **Division III**

In Advanced Algebra and Trigonometry, Jane remembered and applied formulas and concepts through responsible practice and studying. She consistently approached problems with correct overall strategies, though she was prone to execution errors in the details. In formal written work, Jane crafted well-organized reports with good examples and visual support for her claims. Her biggest area for growth was in deepening her understanding of the mathematics underlying her claims so that she could back up her thinking with strong arguments. Her greatest strength was clear communication through detailed diagrams and careful visualization.

In Biochemistry and Animal Biology, Jane regularly participated in class, especially when working in smaller groups. She reliably came to class prepared and used lab time effectively. Jane worked in the lab efficiently with her lab partner and obtained and recorded data. More depth and detail in her written synthesis assignments was recommended. Jane's lab reports demonstrated her comprehension of most of the material, and she made her greatest progress in the introduction and discussion of each lab, being clear about how the lab was connected to what was being studied and more convincingly substantiating her conclusions. When challenged to describe a system and make and analyze changes to that system, Jane's work was consistently thorough and she described the overall system.

### **Spanish**

Jane was an enthusiastic Spanish student, and she participated with humor and gusto in class discussions and activities. Her involvement helped her learn new vocabulary and grammar while also encouraging classmates to participate. Writing was Jane's strongest skill, especially in her ability to conjugate verbs and match genders correctly. Her speaking was generally accurate and well-pronounced, though her sentences were short in length, which limited the complexity of her communication. Jane made noticeable progress in her ability to comprehend the main idea of spoken message from native speakers. For her culminating project, Jane studied Spanish architecture; her presentation contained beautifully formed sentences and thoughts about a topic that had personal meaning to her.