



SPARTA LINCOLN MIDDLE SCHOOL
STUDENT PORTFOLIO

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Table of Contents

- ❑ **Student Information**
- ❑ **Introduction/ Autobiography**
- ❑ **Grade Level Goals/ Student Work**
- ❑ **Activities/ Awards/ Achievements**

Student Information

Full Name:

Birthday:

Address:

Phone:

Parent/Guardian:

Health Concerns:

Current Physical on File:

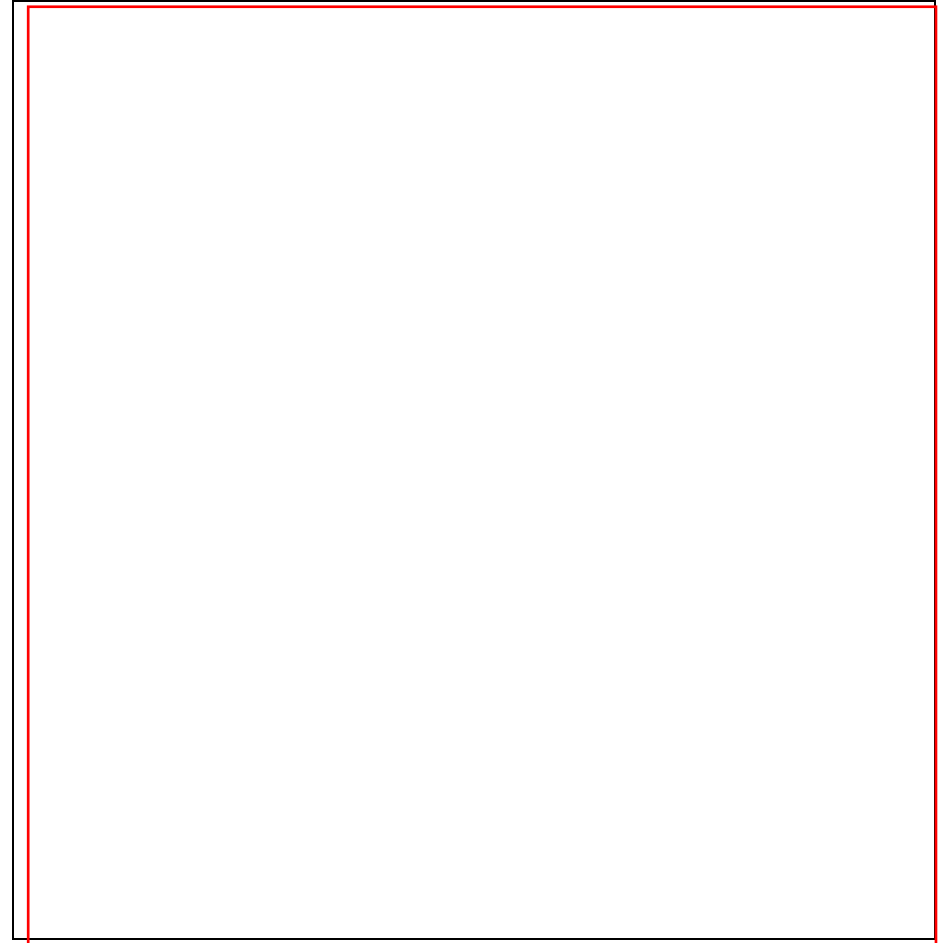
Internet Access:

Student ID#:

SPARTA LINCOLN MIDDLE SCHOOL

Activities/ Awards/ Achievements

**(Please use this form: Grade, Achievement or Award, Activity)
(ex: 5th Grade/ First Place/ Vocal Contest)**

A large, empty rectangular box with a thin black border and a red outline, intended for entering student information.A large, empty rectangular box with a thin black border and a red outline, intended for entering student information.

[← Back to Table of Contents](#)



SPARTA LINCOLN MIDDLE SCHOOL
Grade-Level Goals
Contents

| Subject Area | G | R | A | D | E |
|-------------------------------|----------|----------|----------|----------|----------|
| Language Arts: Reading | 4 | 5 | 6 | 7 | 8 |
| Language Arts: Writing | 4 | 5 | 6 | 7 | 8 |
| Mathematics | 4 | 5 | 6 | 7 | 8 |
| Science | 4 | 5 | 6 | 7 | 8 |
| Social Studies | 4 | 5 | 6 | 7 | 8 |
| Fine Arts | 4 | 5 | 6 | 7 | 8 |
| Physical Development & Health | 4 | 5 | 6 | 7 | 8 |

SPARTA LINCOLN MIDDLE SCHOOL
Sixth Grade Writing Standards

| | State Goal 3: Write to communicate for a variety of purposes. | Assessment Tool | Not Meet | Meet | Exceed |
|----|---|------------------------|-----------------|-------------|---------------|
| 1 | Compositions with complete sentences | Rubric | | | |
| 2 | Use English conventions in writing | Rubric | | | |
| 3 | Write Regularly (Daily Journal Grades) | Rubric | | | |
| 4 | Develop and refine techniques to generate ideas for writing | Teacher Observation | | | |
| 5 | Write expository, narrative, and persuasive papers | Rubric | | | |
| 6 | Produce 5 paragraph papers following the Write-On Illinois guidelines | Rubric | | | |
| 7 | Use editing and revising skills | Rubric | | | |
| 8 | Write using a Thesaurus for word choice | Rubric | | | |
| 9 | Write using word processing and spell check on the computer | Teacher Observation | | | |
| 10 | Compose writing for specified audiences and purposes using appropriate point of view | Rubric | | | |
| 11 | Use desk top publishing and Power Point to produce multimedia works for specified audiences | Rubric | | | |
| 12 | Use transitions in paragraph writing | Rubric | | | |

[← Back To Table Of Contents](#)

Introduction/ Autobiography



I am Jane and I live in Sparta, Illinois. As you can see I have a love of basketball and love sports of all kinds. My family has influenced that enthusiasm for sports as you will see. I also have a love of horses that occupies any spare time I have. School is important to me too.

I probably love basketball because I have three older brothers who always take time to play sports with me. Jared is the oldest and is now going to college so we see less of him than we used to. Jim really enjoys football, but will play basketball with me if I insist. He's in high school and is very busy. Jon is probably my favorite because he's always willing to go one-on-one with me on the basketball court. Besides my brothers, my family includes my mom who is a nurse and often works nights and my dad, who has his own landscaping business.

Horses are important to me because some day I'd like to be a veterinarian who takes care of horses. I have my own horse, Red, who I've always taken very good care of. A long, lazy ride on Red is the most relaxing way to spend a Saturday afternoon.

School doesn't seem too hard for me so I'm lucky. I do have to study, but I stay interested in everything because I know I have to do well to eventually be a vet. Although I'm only in 6th grade, I am already making plans for college. I know the best veterinarian school in the state and that's where I plan to go.

You can see I'm a girl with a lot on my mind. I have plans for my future and I plan to succeed. In the meantime, I have fun playing basketball, enjoying my family, and relaxing with Red.

[←Back To Table Of Contents](#)

Jane

November 15, 1999

The Wizard of Oz

The book and the movie The Wizard of Oz were alike in many ways. First Dorothy's house landed on the Wicked Witch Of The East. Second Glenda The Good Witch gave Dorothy a kiss. Last Dorothy met the scarecrow and took him off the pole. First Dorothy's house landed on the Wicked Witch of the East. The cyclone took her house to the land of the munchkins. There it landed on the Wicked Witch of the East. Second Glenda gave Dorothy a magic kiss. Glenda gave her a magic kiss so she would be safe on her journey to see Oz. Last Dorothy met the scarecrow and took him off the pole. She met him in the middle of a munchkin man's cornfield and he said he was tired of scaring crows and he did not like being put up on a pole. Dorothy felt sorry for him and took him off the pole and told him he could come to see Oz and since he wanted some brains he could ask Oz. These are some ways the book and the movie are alike.

The book and the movie the Wizzard of Oz were different in these ways first there was no Mrs. Groach in the book. Second the Wicked Witch of the East's magic shoe had a different color. Last In the movie the Emerald City was green but not everything was green. First in the book there was no Mrs. Groach. In the movie Mrs. Groach wanted to take toto away because he would get into her garden and then one day he bit her. In the book there was no Mrs. Groach that tried to take toto away from Dorothy. Second the Wicked Witch's magic shoe's were different colors. In the movie the shoes were red and in the book the shoes were red. Last the Emerald City was green in the movie. In the movie the Emerald City was a green city where Oz lived. In the book they had to where green glasses that were locked on. Those are some ways the book and the movie The Wizard of Oz were different

Jane

December 12, 1999

Island of the Blue Dolphins

The book and the movie, Island of the Blue Dolphins, are alike in many ways. One way they were the same is, they had the same main character. The main character in the book and the movie was Karana. Another way they were the same is, Karana made a home. She made a house by a big rock and a fence out of whale bones. The last way they were the same is Karana tames Rontu's son. She names him Rontu-Aru, which means son of Rontu. These are some ways, the book and the movie, Island of the Blue Dolphins, are alike.

The book and the movie, Island of the Blue Dolphins, were different in several ways. One way they were different is, they did some things out of order. For example, in the movie Karana shot Rontu before she built her house. Another way they were different is, Karana's house is different. Her house is different because she made a door instead of a hole to crawl through. The last way they were different is Karana gave Tutok a different gift. In the movie, Karana gave Tutok a flute instead of a circlet for her hair. These are some things that were different about the book and the movie.

Across Five Aprils

By: Jane Smith

Bill returned after the war

Jenny leaves to see Shad

In the movie Jethro shot somebody and in the book he did not

Across Five Aprils

The main character is the same

Jethro felt the same way about the war

In the book they burn down the barn and in the movie they burn the house down



The Issues of Baldwin Power Plant

By:

Matt Hilton, Don Krane,
Jane Smith, and Abby Beal



Air pollution



- The problem-Baldwin Power Plant is not using scrubbers and that would make air pollution which hurts the lungs and causes acid rain, and it also hurts the trees the fish and the monuments
- What causes- Baldwin is burning fossil fuels and not having scrubbers which makes the air come out not clean and that causes air pollution
- It effects us- It can hurt people, animals, and plants-20% of the US homes have harbor random concentrations that are at high risks of lung cancer
- Alternatives-Methods for controlling air pollution include removing the hazardous materials before it is used, moving the pollutant after it is formed, or altering the proceeds so that the pollutant is not formed or occurs only at very low levels. Automobile pollutants can be controlled by burning the gasoline as possible, by recirculating fumes from the fuel tank, carburetor, and crankcase, and by changing the engine exhaust to harmless substances in catalytic converters.

Acid Rain



- The problem- no scrubbers on smoke stacks causes rain clouds which can make acid rain- acid rain can cause trees and plants to die and make very beautiful monuments decay
- What causes- acid rain forms when oxides of sulfur and nitrogen combine with atmospheric moisture to yield sulfuric and nitric acids, which may then be carried long distances from their source before they are deposited by rain
- How it effects me- it causes my trees and plants to die and it also decays my precious monuments
- alternatives- have solar powered power plants and don't use cars as much

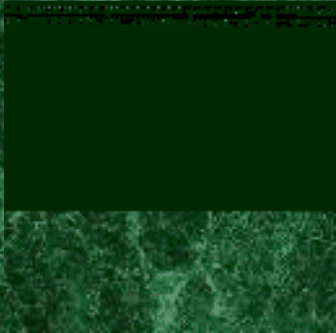
Fossil fuels

- Fossil fuel is hydrocarbon deposits used for fuel. Such deposits are derived from the living matter of previous geologic time.
- The problems with fossil fuels are that they pollute the air that we breath when misused.
- To help solve the problem we should use solar powered cars in the future, use less fossil fuels for fuel, and put scrubbers on all power plants.
- Fossil fuels formed when an ancient plant and life in earth, rock, and clay are pressured for a long time period.
- Fossil fuel effects us by making the greenhouse effect which then makes global warming therefore making a whole in the o zone layer and that may lead to us getting skin cancer.

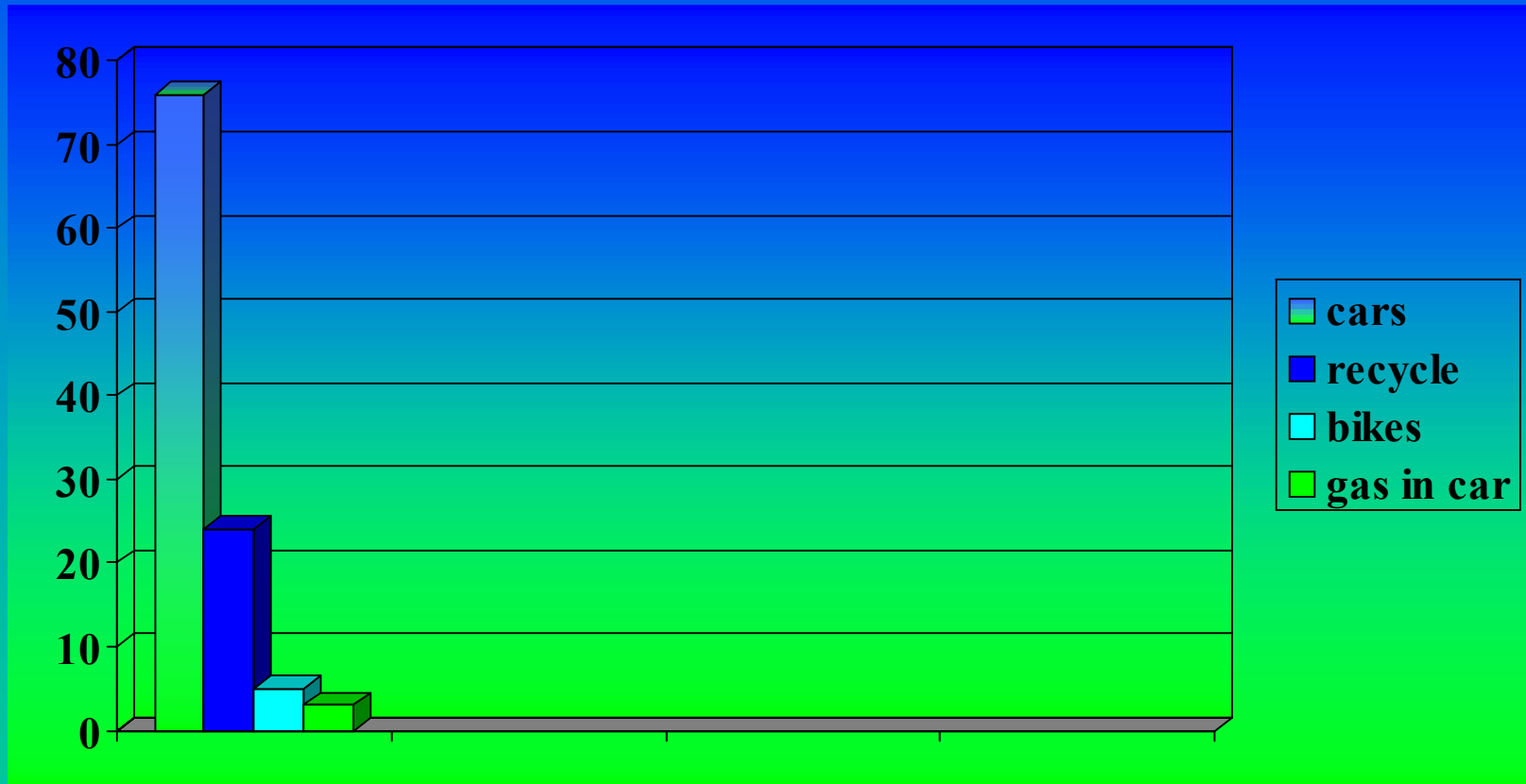
Water pollution

- The problem- lakes getting polluted because of acid rain from the smoke clouds produced by all power plants without scrubbers
- What causes- contamination of water by foreign material such as microorganisms, chemicals, industrial or other waste, or sewage
- How it effects me- if I drink the water that is polluted I could get sick or the fish in the polluted lake could die and we might not have fish for a time
- alternatives- talk to the mayor about the problem or talk to the power plant about your problem
 - Can cause animal deformation

Question #1: What causes air pollution?



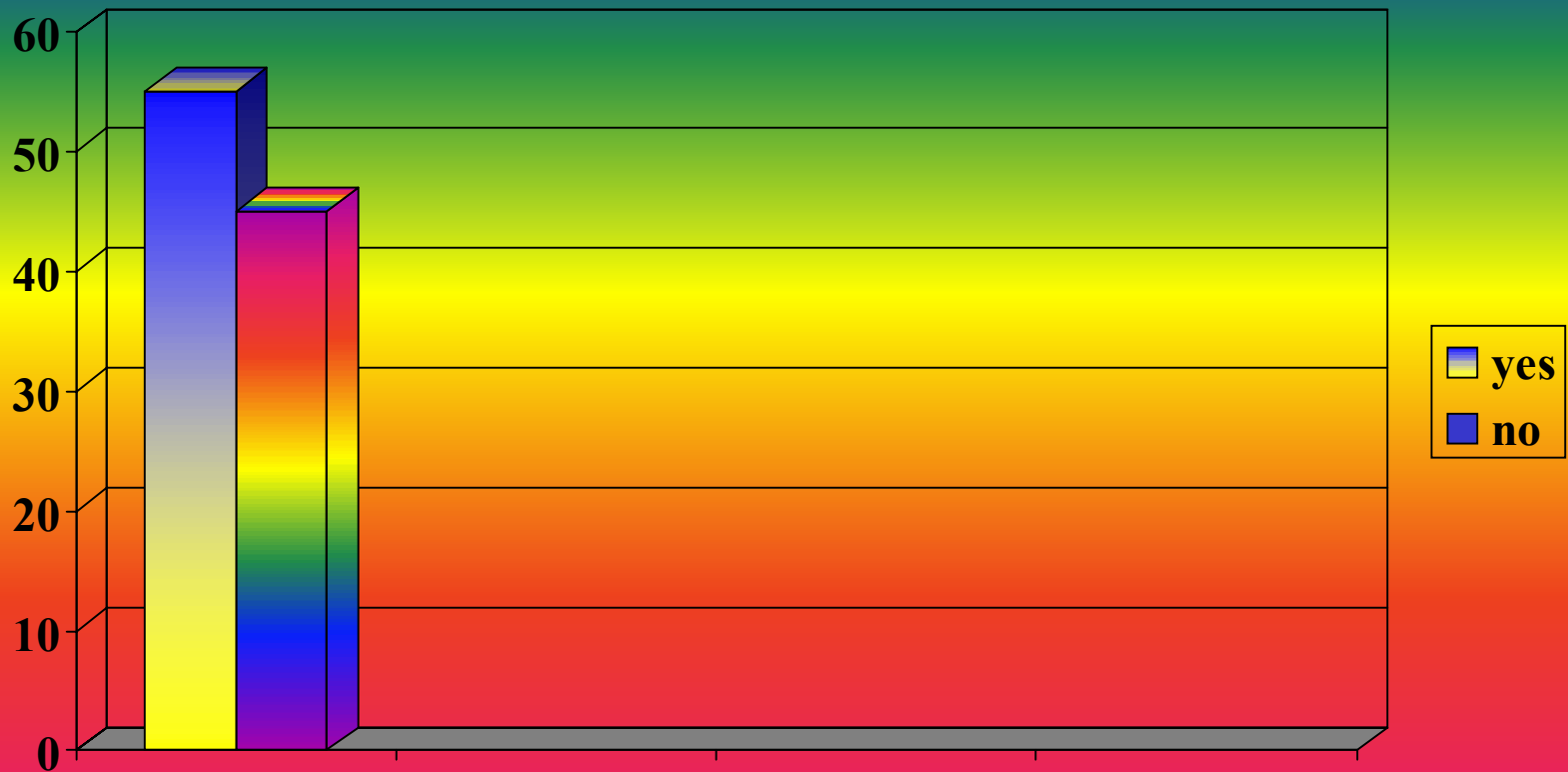
Question #2 How can we prevent air pollution?



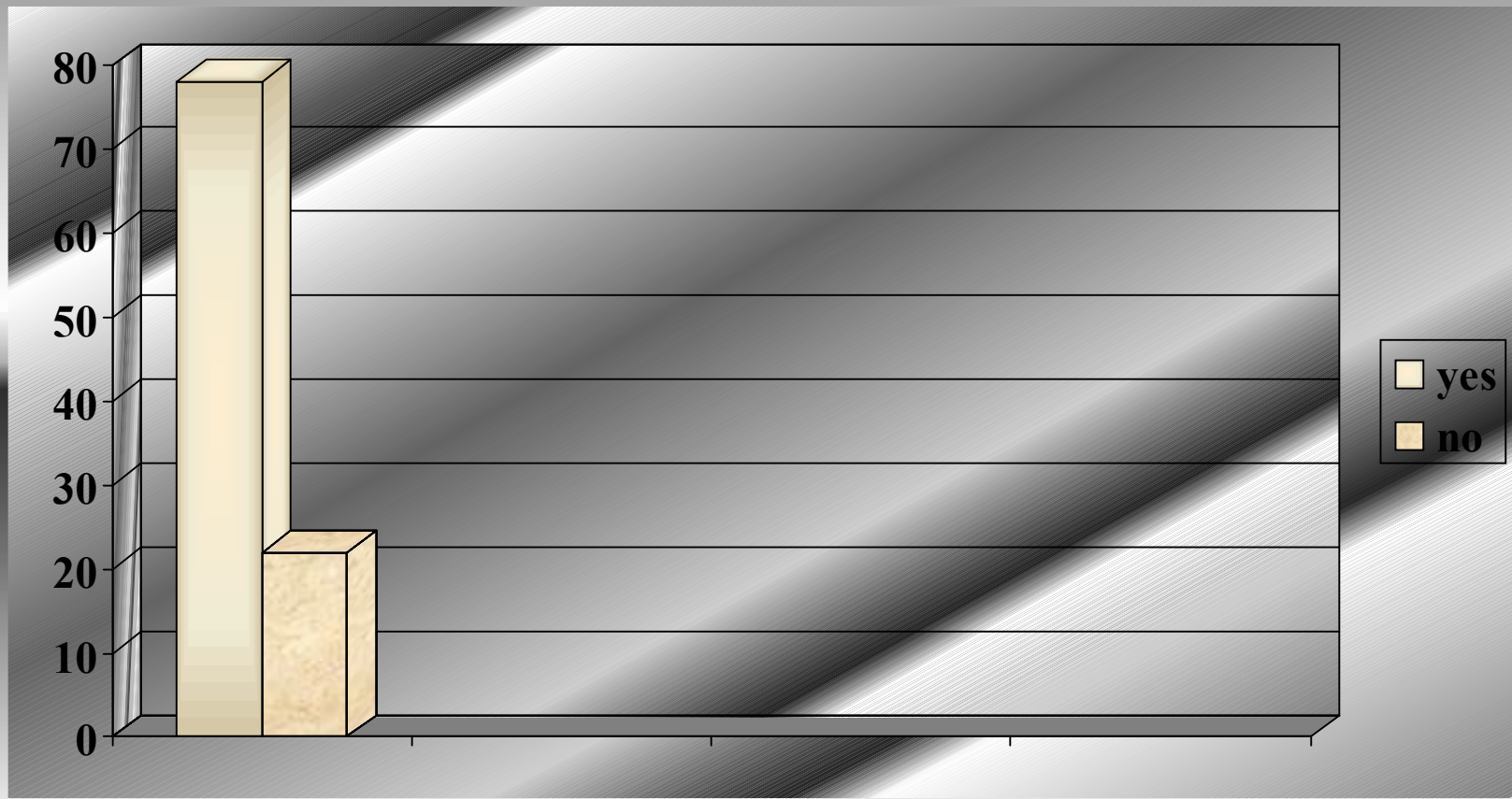
Question #3 What is a scrubber?



Question #4 Do you know if Baldwin Power Plant uses scrubbers?



Question #5 Knowing what you know, should Baldwin Power Plant be forced to use scrubbers?



Bibliography

- Microsoft (R) Encarta.
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Corporation.

The End!!!

Journal Entries
Jane

Journal Entry, 8/26/99

Over my summer vacation, I went to Myrtle Beach. We took my friend Sydney. We stayed in a condominium. We went to the beach every day. My brother hardly even got out of bed. He spent all of his money on fireworks. We went to the Builtmore Mansion. It was HUGE! It had over 250 rooms! This is what we did on my summer vacation.

Journal Entry, 10/15/99

October is a good month because it is my birthday month. I like my birthday because I get gifts and money. October is also a good month because of Halloween. I like trick-or-treating. This is why October is a good month.

Journal Entry, 1/4/00

Civil War books are fun. I like reading about the Civil War. They are also interesting. I like finding out things about the Civil War. Civil War books are also neat. You learn about the lives of people from the past. Civil War books are fun, interesting, and neat.

Journal Entry, 1/6/00

Battles would be scary. They would be scary because people are dying and getting hurt all around you. Also, battles would be scary because you could die or get hurt at any time. Battles would be very scary.

Journal Entry, 1/14/00

Escaped slaves were brave. They were brave because if they were caught they would be punished or killed. Escaped slaves were very brave.

Jane

February 28, 2000

I think I should get an A in language arts for three reasons. They are I'm a hard worker, I turn all my homework in on time, and I do well on my tests. Those are the three reasons I should get an A. First, I'm a hard worker. I work very hard at all I do and when I get them back, I can see I've done a good job. Next, I turn all my homework in on time all the time. I almost get all 100% on them. I do well on my homework. Last, I do well on my tests. I get 100% on all my spelling tests. On the language tests I get good grades on them. That is why I should get an A. I do very well in this class.

I think I should get an A in language arts for three reasons. They are I'm a hard worker, I turn all my homework on time, and I do well on my tests. Those are the three reasons I should get an A.

First, I'm a hard worker. I work very hard at all I do and when I get them back, I can see I've done a good job. On the last papers I did well on them.

Next, I turn all my homework in on time all the time. I almost get 100% on them. I do well on my homework. I get good grades on them.

Last, I do well on my tests. I get 100% on all my spelling tests. On the language tests I get A's and B's. That is why I should get an A. I do good in this class. I also listen to the teacher.

These are reasons why I should get an A. I turn all my homework in on time, I work hard, and I do well on tests. This is why I should get an A for Language Arts.

SPARTA LINCOLN MIDDLE SCHOOL
Grade 6 Conventions Rubric

| | Rating Scale |
|--|--------------|
| There are few or no minor errors. There are no major errors. | 6 |
| There may be a few minor errors, but no more than one major error. | 5 |
| There are some minor errors, a few major errors. There is sufficient evidence of the mastery of sentence construction, given the writing conditions. | 4 |
| There are numerous minor errors and some major errors. Sentence construction is below mastery. | 3 |
| There are many major errors, causing some confusion. | 2 |
| Errors are so numerous and serious that they interfere with communication. The amount of writing is insufficient to show that the criteria are met. | 1 |

[←Back To Table Of Contents](#)

SPARTA LINCOLN MIDDLE SCHOOL

Major Errors

Sentence Construction

- ✓ Subject/verb agreement
- ✓ Run-on
- ✓ Fragment
- ✓ Omitted words that interfere
- ✓ Usage
- ✓ Incorrect use of common words
- ✓ Incorrect pronoun reference
- ✓ Confusing tense shifts

Spelling

- ✓ Misspelled common words
- ✓ Same word misspelled is counted only once

Punctuation/ Capitalization

- ✓ Initial caps (not to include run-ons)
- ✓ Common/ proper nouns
- ✓ Ending punctuation
- Apostrophes

Paragraph Format

- ✓ Titles used to delineate paragraphs
- ✓ Paragraphs are numbered
- ✓ Inconsistency of separation between paragraphs (Block style of paragraphing is acceptable)

Minor Errors

Sentence Construction

- ✓ Incorrect use of connectors between clauses
- ✓ Omitted words that do not interfere

Usage

- ✓ Awkward or odd use of words/ phrases, but meaning is still clear
- ✓ Homonyms-its/it's; their/there; to/two/too

Spelling

- ✓ Unusual, less frequently used words

Punctuation/ Capitalization

- ✓ Periods for abbreviations
- ✓ Commas in a series, for opening phrase or clauses

[←Back To Table Of Contents](#)

Sparta Lincoln Middle School
Multimedia Grading Rubric

Media = (Total Points: _____)

- ◆ **Use of Resources:** (sound, transitions, graphics, pictures, video)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

Content = (Total Points: _____)

- ◆ **Introduction:** (Was there a clear and evident introduction of the theme and content of the project? Is there an effective “grabbing” of the audience?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

- ◆ **Clarity:** (Is the content clear and effectively presented throughout the presentation? Do all parts of the project flow together and support the theme?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

- ◆ **Timing:** (Is there enough or too much time between slides for the viewer to read or observe the slide?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

- ◆ **Legibility:** (Is each image and letter size clear to effectively communicate the project?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

Group Dynamics = (Total Points: _____)

- ◆ **Sharing of Tasks:** (Each group member has a part in the presentation.)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

Sparta Lincoln Middle School

Journal Checklist

| Be sure to include: | Possible Points | Points Earned |
|---|-----------------|---------------|
| 3 complete sentences | 15 | |
| 1 main idea | 5 | |
| 2 supporting details | 10 | |
| Capital letters at the beginning | 5 | |
| Capitalize all proper nouns | 5 | |
| Proper punctuation | 5 | |
| Note: Exceeds (A)= 42 - 45pts Meets (B-C)= 34 - 41pts Does Not Meet = 33pts or less | 45 | |

Sparta Lincoln Middle School
Multimedia Grading Rubric

Media

- ◆ **Use of Resources:** (sound, transitions, graphics, pictures, video)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

Content

- ◆ **Introduction:** (Was there a clear and evident introduction of the theme and content of the project? Is there an effective “grabbing” of the audience?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

- ◆ **Clarity:** (Is the content clear and effectively presented throughout the presentation? Do all parts of the project flow together and support the theme?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

- ◆ **Timing:** (Is there enough or too much time between slides for the viewer to read or observe the slide?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

- ◆ **Legibility:** (Is each image and letter size clear to effectively communicate the project?)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |


Group Dynamics

- ◆ **Sharing of Tasks:** (Each group member has a part in the presentation.)

| | | | | |
|-----------|------|---------|---------------|------|
| Excellent | Good | Average | Below Average | Poor |
| 5 | 4 | 3 | 2 | 1 |

NOTE: Exceeds (A) = 28 – 30 pts
Meets = (B-C) = 23 – 27 pts
Does Not Meet = 22 pts or below

**SPARTA LINCOLN MIDDLE SCHOOL
WRITING DEVELOPMENT CHART**

Absent Developing Adequately Developed Fully Developed 

FEATURES

| FOCUS | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|--|---|---|---|--|
| Degree to which main idea/theme or point of view is clear and maintained | Unclear; absent; insufficient length to ascertain maintenance | Confusing; attempted; main point unclear or shifts | "Underpromise, overdeliver"; "overpromise, underdeliver"; infer; two or more positions without unifying statement | Bare bones; position clear; main point clear | Generally previewed | All main points are specified and maintained |
| SUPPORT | 1 | 2 | 3 | 4 | 5 | 6 |
| Degree to which main point/ elements are elaborated and/or explained by evidence and detailed reasons. | No support; insufficient | Attempted; unrelated list | Some points elaborated; may be a list of related specifics; most are general | Some second-order elaboration; some are general | Most points elaborated | All major points elaborated with specific second-order support. |
| ORGANIZATION | 1 | 2 | 3 | 4 | 5 | 6 |
| Degree to which logical flow of ideas and explicitness of the plan are clear and connected. | No plan; insufficient length to ascertain maintenance | Attempted; plan is noticeable | Not knowledgeable in paragraphing | Some cohesion and coherence from relating to topic; plan is clear | Most points connected; coherent; cohesive using various methods | All points connected and signaled with transitions and/or other cohesive devices |
| CONVENTIONS | 1 | 2 | 3 | 4 | 5 | 6 |
| Use of conventions of standard English.* | Many errors, cannot read, confused meaning; problems with sentence construction; insufficient length to ascertain maintenance | Many major errors, confusion | Some major errors, many minor; sentence construction below mastery | Developed; few major errors, some minor, meaning unimpaired; mastery of sentence construction | A few minor errors, but no more than one major error. | No major errors, one or two minor errors |
| INTEGRATION | 1 | 2 | 3 | 4 | 5 | 6 |
| | Does not present most or all features; insufficient length | Attempts to address assignment; confusion | Partially developed; some or one feature not developed | Essentials present | Features present, but not all equal | All features evident and equally well developed |

* Usage, sentence construction, spelling, punctuation/ capitalization, paragraph format