

Spofford Pond School

Grade 6 Report Card Guide

Understanding the Report Card

The purpose of assessment is to guide learning.

This guide has been prepared to help you understand your child's report card. It describes in detail what skills, concepts, and behaviors are expected at this grade level. Further information about curriculum specifics is available from your child's teacher. Please ask if you need further clarification.

The report card uses performance skills indicators to report progress for learner's qualities and academic progress for specific content skills. Our emphasis on evaluation is a learner-centered orientation which supports learning and enhances development. Effective evaluation shapes learning when teachers and students work together to focus on what they really value about teaching and learning. The report card makes criteria public for students, parents, and teachers and is developed from the Massachusetts State Frameworks (standards). Students can learn to analyze their own work and develop a systemic vocabulary for describing quality so they can develop their own sense of what it means to present good work. The goal is to have students know what they do well, what they need to improve upon, and what they can do to get there. Teachers may use traditional assessments, performance assessments, or portfolio assessments to evaluate student work. In grades four, five and six, grades (A, B, C, D, and F) are used in conjunction with the performance skills indicators.

Special Education Students:

All students in Massachusetts are expected to be working toward the standards as outlined in the Massachusetts Frameworks. Expectations for learning are the same for all students including those who have traditionally performed at lower levels. State law requires all students receive the same report card. Modifications to grade level curriculum are detailed in the student's Individual Education Program (IEP). Teachers should not make further indications on the card for special education students. This information should be included in the narrative. Careful collaboration between the classroom teacher and special education teacher is necessary when assessing and grading students on IEPs.

The purposes of reporting progress are:

- To show fairness and accountability.
- To accurately and objectively assess a student's progress in relation to the standards.
- To be fair to the student yet communicate honestly about progress and growth.
- To capture what the student really knows.
- To adjust modifications and accommodations as needed to ensure access to the curriculum.

In addition to the report card, a detailed narrative report will be completed each trimester by the special education teacher explaining the student's progress and growth toward meeting the goals and objectives stated with the IEP.

Academics(6): Each major, academic area includes some of the more important standards that further define *what we want our students to know and be able to do*. Teachers may use them as talking points during conferences to talk about student's strengths and areas of growth. Time constraints only allow teachers to talk about only a few standards in each content area for each term.

English Language Arts: Reading

- Understands and utilizes vocabulary
- Identifies and analyzes story elements and structures including setting, character; conflict and plot
- Identifies, analyzes and applies knowledge of characteristics of different genres (i.e. fiction and non-fiction)
- Selects and reads literature *independently* in a variety of genres
- Uses strategies to demonstrate comprehension and convey literal meaning (basic facts & main idea)
- Uses strategies to comprehend inferential meaning (implied, not stated)

Writing

- Writes with clear focus, coherent organization and sufficient detail
- Expresses and develops ideas and content through various forms of writing (paragraphs, reports, poems, business letters and stories)
- Uses the writing process (plans, drafts, edits, revises)
- Develops style through the use of rich language, sense of audience and voice
- Uses capitalization, punctuation and grammar correctly
- Applies spelling in daily work
- Writes efficiently using legible cursive

Oral Language

- Considers audience, purpose and conveys info in an organized fashion
- Maintains eye contact & uses appropriate volume
- Participates meaningfully in discussions

Science

- Demonstrates an understanding of scientific method
- Knows and applies concepts of ecology, matter and atoms; and motion
- Classification of organisms
- Structure and function of cells
- Systems in living things
- Properties of matter (weight and mass; volume)
- Elements, compounds and mixtures
- Evolution and biodiversity
- Uses science vocabulary & writes clearly to demonstrate understanding

Social Studies

- Applies and interprets geographic concepts
- Growth and development of ancient civilizations due to topography, climate, and resources
- Identifies the major events in ancient civilizations (Early Man, Mesopotamia, Israel, Egypt, Rome, Greece, China)
- Interprets timelines of events in history
- Interprets and analyzes cause and effect relationships
- Relationship between technologies developed by the civilizations and their growth
- Impact of ancient beliefs & practices on modern thought & life
- Uses social studies vocabulary

Mathematics

- Uses strategies to compute accurately (addition, subtraction, multiplication, division)
- Chooses appropriate operations to solve problems
- Applies Order of Operations for all four operations.
- Demonstrates knowledge of identities and inverses for all four operations
- Applies number sense; place value and estimation appropriately to solve problems
- Identifies powers of ten up to 10^6
- Demonstrates an understanding of place value to billions and hundred thousandths
- Compares and orders decimals to hundred thousandths
- Represents whole numbers and decimals in expanded notation
- Applies and analyzes the relationship between fractions, decimals, percentages, and ratios
- Demonstrates an understanding of fractions as ratios of whole numbers
- Expresses common fractions as equivalent fractions, decimals and percents
- Investigates and describes the relationship among fractions, decimals, and percents
- Applies number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems
- Applies patterns and relationships to solve problems
- Extends patterns, organizes information, and makes tables to solve problems
- Applies and analyzes geometric concepts
- Demonstrates an understanding of measurement techniques
- Explains how changes in one or more dimensions of a figure result in a change in the area or perimeter of the figure
- Defines the size of a region as area
- Applies correct formulas to find area and perimeter of basic shapes (e.g., 3 or 4 sided)
- Collects, organizes, displays and analyzes data to identify and classify possible outcomes and conclusions
- Graphs points and identifies coordinates of points on the Cartesian coordinate plane on all four quadrants
- Constructs circle graphs.
- Describes and interprets circle graphs
- Constructs and interprets stem-and-leaf plots
- Applies basic concepts of probability and statistics
- Uses tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyzes the outcomes
- Compares the theoretical probability of an event occurring with experimental results
- Predicts the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions
- Selects and communicates strategies & solutions orally & in writing

(Approved 9/15/06)

Art, Music, Physical Education

(See Report Card criteria)

Learner Qualities

Shows persistent and conscientious effort

Demonstrates responsibility for individual learning

Adjusts to transitions

- Lines up quickly and quietly
- Shifts between tasks with little or no disruptions to the learning environment

Adapts to unexpected change (substitutes, last minute adjustments to schedule, etc.)

Demonstrates organizational skills

- Gathers materials needed for a particular task
- Keeps track of and prioritizes assignments
- Keeps individual space (backpack, mailbox, cubby, etc.) and work materials (papers and folders) organized enough to be productive

Follows written and oral directions

- Follows a multi-step direction
- Attempts to read and follow directions before seeking teacher's help

Demonstrates active listening skills

- Listens attentively and respectfully to classmates and staff without interrupting

Completes assignments in timely manner

- Settles down quickly to begin assignments
- Stays on task

Works cooperatively and collaboratively in a respectful manner

- Contributes to group projects
- Skilled at solving disagreements within the group in a positive manner
- Participates without overtaking the leadership role

Accepts responsibility for own behavior

- Understands the connection between behavioral and logical consequences
- Internally monitors own behavior
- Accepts responsibility for (and works to rectify) mistakes

Works well independently

- Works for a specified time on an assignment without losing focus or interrupting others

Shows respect and consideration for people and property

- Respects and honors differences
- Is kind and considerate to all members of the school community
- Shows empathy for others' struggles and challenges
- Uses classroom materials without breaking or damaging them
- Puts materials back in their appropriate places
- Shares materials generously with others
- Cleans up work space and floor when asked

The Key

Assessment of Student Work

- A Demonstrates a consistent application of skills and produces *exceptional* work
- B Demonstrates a consistent application of skills and produces *quality* work
- C Demonstrates a consistent application of skills and *consistently* produces acceptable work
- D Demonstrates a limited understanding of skills at this time and produces *inconsistent* work
- F Demonstrates little or no understanding of skills at this time

Report cards represent modifications as detailed in Individual Education Plan. (IEP)

Key for Performance Skills Indicators

- 4 Demonstrates in-depth understanding of concepts; independent application of knowledge and skills
- 3 Demonstrates understanding of concepts; consistent application of knowledge and skills
- 2 Demonstrates developing or inconsistent understanding of concepts; often requires assistance
- 1 Demonstrates some understanding of concepts with significance assistance
- NA Not applicable at this time

*Please notice that the shaded levels indicate grade level performance.

Report cards represent modifications as detailed in Individual Education Plan. (IEP)

A similar *Student Progress Key* is used in the “Learner Qualities” section.



Learner Qualities

- 4 Area of Excellence
- 3 Area of Competence*
- 2 Area of Development
- 1 Area of Concern

Evaluation is indicated by 4, 3, 2, or 1. Teachers are not to add plus or minus to this evaluation. A slash means NA –not applicable. While the particular criteria may be taught, it is not an area of emphasis at this time. Specific criteria are aligned with particular units of study. Many criteria transcend several units of study and may be consistently assessed throughout the year.

Evaluation is indicated by 4, 3, 2, or 1. Teachers are not to add plus or minus to this evaluation.