

SIXTH GRADE OVERVIEW

English Language Arts

- Can read closely to comprehend the text and make inferences
- Can determine and analyze central ideas or themes of a text
- Can use context clues to determine unknown vocabulary
- Can identify literacy language and textual features such as point of view, mood, tone and text structure
- Can read accurately and fluently to support comprehension
- Can select an appropriate independent reading book ; apply skills /strategies while reading
- Can write a claim in response to text
- Can write arguments to support a claim, using valid reasoning and text evidence
- Can produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience
- Can demonstrate commands of the conventions of standard English grammar and usage
- Can demonstrate commands of standard English (capitalization, punctuation and spelling)
- Can develop and strengthen his/her writing by using the writing process to self-monitor
- Can apply grade-appropriate/sophisticated language and vocabulary when writing
- Can demonstrate oral command of the conventions of standard English grammar and usage
- Can engage effectively in a range of collaborative discussions
- Can produce clear and coherent oral presentations in which the development, organization and style are appropriate to the task, purpose and audience

Mathematics

- Can divide fractions by fractions
- Can compute fluently with multiple digit numbers
- Can identify and use rational numbers
- Can apply mathematical concepts in word problems
- Can describe ratio relationships using the appropriate language
- Can calculate unit rate
- Can calculate percent of a quantity
- Can use ratio and rate reasoning to solve real-world and mathematical problems.
- Can create and evaluate algebraic expressions
- Can create and evaluate equations and inequalities with one variable
- Can apply order of operations to solve algebraic equations
- Can solve real world and mathematical problems by writing and solving equations
- Can solve real world and mathematical problems by writing and evaluating expressions
- Can identify the relationship between variables by creating/completing graphs and tables
- Can solve real-world and mathematical problems involving area, surface area and volume
- Can apply geometrical concepts in word problems
- Can collect, organize and create graphs to interpret numerical data
- Can apply statistical concepts in word problems.

Elementary Standards-Based Report Card



SIXTH GRADE

WHAT IS THE PURPOSE OF THE STANDARDS-BASED REPORT CARD?

The purpose of the standards based report card is to provide parents/guardians, teachers, and students with accurate information about students' progress toward meeting academic standards. The report card clearly explains skills children should know, and be able to do, by the end of each grade level. By monitoring the concrete skills and knowledge listed on the report card, we will know whether students are making progress toward mastering the skills necessary at each grade level.

WHAT ARE ACADEMIC STANDARDS?

Academic standards are a list of grade level skills that set a roadmap for curriculum and instruction. They provide a clear and consistent focus for students, parents/guardians and teachers to follow to prepare students for college and the workforce. By using the standards as a guide we can build student knowledge and skills while setting high goals for achievement and development of critical thinking skills.

Of course, high standards are not the only thing needed for student success. Having clearly defined goals helps families and teachers work together to ensure students progress. Standards assist parents and teachers in recognizing when students would benefit from extra support or when they need to be challenged.

HOW DOES THE REPORT CARD EVALUATE PROGRESS?

The report card will use four different performance codes to indicate a child's progress toward meeting the New York Common Core State Standards. The following table offers an explanation of what each academic number means and outline expectations for each level. Student progress will be given a performance level of **4, 3, 2, 1** as an indicator during each marking period. Students will be given ratings of **S** or **N** in the "Qualities of a Port Pride Learner" section.

ADDITIONAL PARENT/GUARDIAN RESOURCES

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Providing a quiet place and scheduled time for homework creates good work habits. Helpful websites are listed below.

Compass Learning: www.thelearningodyssey.com

Accelerated Reader: hosted32.renlearn.com/21867/

The Engage New York Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State education reform initiatives. We encourage parents and families to use these tools in conjunction with resources and information you receive from your child's school and teachers. These resources may be found at [:http://www.engageny.org/parent-and-family-resources](http://www.engageny.org/parent-and-family-resources).

ACADEMIC KEY

| | | |
|------------|---|--|
| 4 | Student Consistently Excels in Grade Level Standards | <ul style="list-style-type: none"> Advanced independent thinker who can produce exemplary quality work Demonstrates thorough knowledge and understanding of grade level material and is able to apply and extend learned concepts independently Uses skills and prior knowledge in new and different situations Demonstrates the use of creative, high level thinking skills Communicates clearly and thoroughly using challenging oral and written language Consistently performs at grade level expectations |
| 3 | Student is Meeting Grade Level Standards | <ul style="list-style-type: none"> Applies skills and concepts with minimal support Demonstrates an understanding of grade level material Independently completes assignments after instruction Routinely produces quality work without guidance or support Communicates clearly using grade level appropriate language and vocabulary Performs at grade level expectations |
| 2 | Student is Progressing Towards Grade Level Standards | <ul style="list-style-type: none"> Requires significant support to be successful Demonstrates partial understanding of grade level material Needs to practice and review skills and concepts frequently Inconsistent performance and often requires re-teaching Attempts to express knowledge with some success Inconsistent performance of grade level expectations |
| 1 | Student is Not Meeting Grade Level Standards | <ul style="list-style-type: none"> Requires full support and has difficulty working independently Demonstrates minimal or no understanding of grade level material Needs constant reinforcement and intensive re-teaching Has difficulty retaining knowledge, skills, and concepts Has difficulty communicating through oral and written language Does not meet grade level expectations at this time |
| IWS | | <ul style="list-style-type: none"> Insufficient Work Shown |

QUALITIES OF A SUCCESSFUL PORT PRIDE LEARNER

Follows Classroom Rules and Behavior Expectations

| | |
|----------|-------------------|
| S | Satisfactory |
| N | Needs Improvement |