



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Sixth Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content and specialist areas.

Example: Student will be able to utilize and demonstrate the ability to solve real-life and mathematical problems using operations in algebra.

This particular math standard is what needs to be accomplished by the end of seventh grade (term 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery. Additionally, Bolton, Lancaster, and Stow will have the same report card per grade level, which has not been done in the past.

The Standards-Based Reporting System:



Standards are outlined by the Common Core State Standards and the Nashoba Regional School District Standards.

Curriculum is developed to ensure that all standards are being taught.

Formative and summative assessments are used to accurately measure the students' progression toward the standards.

Reporting tools enable teachers to show student growth toward End of year standards, Trimester Benchmarks and Learning Habits.

Standard Scale

The standard scale shows the progression of a student per standard at the end of term 1, term 2, and term 3. The standard scale ranges are below:

		Description
4	Exceeded the Standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill consistently exceeds the grade level standard. Student has exceeded year end benchmarks.
3	Mastered the standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill demonstrates mastery of grade level standard. Student has met year end benchmarks.
2	Progressing toward the standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill is progressing toward the grade level standard but has not yet met end of year expectations. Student has met trimester benchmarks and is making expected progress toward meeting the end of year standard.
1	Emerging progression toward the standard	<ul style="list-style-type: none"> Student's understanding of content or application of skill is inconsistent. Student is making limited progress toward meeting the end of year standard. Student has not yet met trimester benchmarks.
NY	Not yet progressing toward the standard	<ul style="list-style-type: none"> Student does not yet demonstrate understanding of content or application of skill at this time.
NA	Not Assessed	<ul style="list-style-type: none"> Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of year expectations, the majority of students will earn a standard score of 2 in trimester 1 and 2. This means that they have met the benchmarks to that point in the year and are on target to demonstrate mastery by the end of trimester 3. Please note, that as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. Therefore, it is possible that a student who met trimester 1 benchmarks and does not meet the expected benchmarks for trimester 2 will earn a 1 as their 2nd trimester score.

A student may also receive a NA (not assessed) for a particular standard in a given trimester. This occurs when a standard is not formally addressed in all trimesters.

Letter Grades

An additional level of reporting that parents and students, in grades 6-8, receive is letter grades calculated by academic performance to date.

For each standard, the parent will see their child's standard scale score (NA, NY, 1, 2, 3, 4) indicating progress toward end of the year expectations, with an accompanying letter grade for each academic content area.

The letter grade is calculated based on academic performance *excluding calculations for Learning Habits which are reported separately.*

Habits of Learning

In addition to a student understanding and application of essential skills, teachers will report separately on the following social behaviors and work habits expected of students.

Core Academic Areas	Specialist Areas
<ul style="list-style-type: none">• Student conduct• Class preparation & organization• Participation in class activities• Homework completion & quality	<ul style="list-style-type: none">• Student conduct• Class preparation & organization• Participation in class activities

The following three point descriptive scale should be used for this area.

- M Meets expectations**
- I Inconsistently meet expectations**
- S Seldom meets expectations**

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

This section applies when a student is on an IEP or 504 plan.

*** Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**** Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

Content Area Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

English/ Language Arts

By the end of term 3, a proficient student is able to:

Read and comprehend a variety of grade level literary texts

- Synthesize and evaluate grade level literary texts, including prose, drama, and poetry with guidance and support.
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze literary elements
- Make connections between different forms or genres of text with proficient accuracy

Read and comprehend a variety of grade level non-fiction texts

- Synthesize and evaluate grade level non-fiction texts with guidance and support
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze key ideas, details, and structure

Write effectively through various formats

- Demonstrate progression from a developing understanding to grade level mastery of required writing types (i.e. persuasive, informative/explanatory, and/or narrative) through appropriate application of the Six Traits of Writing.

Correctly and appropriately use research techniques

- Recognize and cite valid information in credible and accurate sources with independence

Acquire and accurately use grade-appropriate vocabulary

- Identify unknown words and be able to determine the meaning using context clues, reference materials, and/or knowledge of Greek or Latin affixes or roots
- Compose effective sentences using newly acquired vocabulary
- Use the relationship between words to understand each of the words (i.e. synonyms, antonyms, analogies, etc.)

Mathematics

By the end of term 3, a proficient student is able to:

Attend to precision

- Communicate precisely using clear definitions and precise vocabulary
- Label work appropriately
- Calculate accurately and efficiently
- Provide carefully formulated explanations that attend to directions for a problem
- Support answers with work that is mathematically valid
- Support answers with work that is logically organized

Demonstrate an understanding of operations with rational numbers and applies them to real world problems.

- Interpret, models and compute division problems involving fractions
- Accurately add, subtract, multiply and divide multi-digit whole numbers and decimals with 80% accuracy using the standard algorithm.
- Apply number theory concepts including, GCF, LCM, Distributive Property, Prime Factorization, and relatively prime numbers to the solution of problems
- Position rational numbers on a number line and on a coordinate plane
- Understand ordering and absolute value of rational numbers
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane
- Accurately add, subtract, multiply and divide multi-digit whole numbers and decimals with 90% accuracy using the standard algorithm
- Solve real-world and mathematical problems applying rational number concepts

Demonstrate the ability to recognize and apply ratio concepts and proportional reasoning to solve problems.

- Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations)
- Solve unit rate problems including those involving unit pricing and constant speed
- Use the concept of percent to solve real-world problems

Demonstrate algebraic reasoning to solve real-life and mathematical problems.

- Simplify expressions containing rational numbers
- Choose an appropriate factoring method for solving problems requiring GCF, LCM, Distributive Property, Prime Factorization or prime numbers
- Evaluate numerical expressions using order of operations
- Use distributive, associative and commutative properties of numbers to simplify numerical and algebraic expressions
- Apply order of operations to the solution of problems in a real life context. (only numbers)
- Create an algebraic expression and evaluate using a real world problem
- Create a real life situation to model an inequality
- Apply the properties of operations to generate equivalent expressions

Recognize and solve real-world and mathematical problems involving perimeter, area, surface area, and volume.

- Find the area of triangles and parallelograms by composing into rectangles or decomposing into triangles and other shapes
- Find the volume of a right rectangular prism with fractional edge lengths
- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.
- Apply these techniques in the context of solving real-world and mathematical problems

Understand and apply statistical concepts.

- Understand and apply the appropriate data display for a given data set.
- Understand that a set of data can be described by its center, spread, and overall shape

Science

By the end of term 3, a proficient student is able to:

Demonstrate understanding of the Earth's place in the universe

- Use evidence to support the claim that gravitational forces between objects are attractive and are only noticeable when one or both of the objects have a very large mass.
- Develop and use a model of the Earth-Sun system to explain the cyclical pattern of seasons.
- Explain the role of gravity throughout the solar system.
- Analyze and interpret rock layers and index fossils to determine the relative ages of rock formations.

Develop models to explain Earth's systems

- Analyze and interpret maps to provide evidence that Earth's plates have moved great distances, collided, and spread apart.
- Develop a model to explain how the energy of the Sun and Earth's gravity drive the cycling of water.
- Interpret basic weather data to identify patterns in air mass interactions.

Understand the relationship between matter and energy

- Use a model to explain how thermal energy is transferred by convection, conduction, and radiation.
- Develop a model that describes and predicts changes to pure substances and mixtures when thermal energy is added or removed.
- Develop a model to describe the relationships among atoms, molecules, compounds and mixtures.

Demonstrate the relationship between structure and function

- Develop and use a model to describe how parts of cells contribute to the cellular functions and provide energy for cellular processes.

Utilize scientific practices in investigations

1. Ask questions (for science) and define problems (for engineering).
2. Develop and using models.
3. Plan and carry out investigations.
4. Analyze and interpret data.
5. Use mathematics and computational thinking.
6. Construct explanations (for science) and design solutions (for engineering).
7. Engage in argument from evidence.
8. Obtain, evaluate, and communicate information.

History and Social Sciences

By the end of term 3, for each unit of study, a proficient student is able to:

Effectively utilize content relevant vocabulary

- Demonstrate the ability to use key words in a writing assignment
- Understand the definitions of selected words
- Define key words and their meaning within a specific civilization

Evaluate the role of individuals, events, cultures, governments, and their impact

- Describe the impact of individuals on their own and other civilizations.
- Describe the events that led to the development and progression of a specific civilization.
- Describe the impact of cultural elements, such as religion, art and writing, on the civilizations.
- Describe the government structure within a specific civilization.
- Prove the existence of civilization in the emerging ancient world

Determine the use of primary and secondary sources as sound research including maps, charts and graphs

- Use primary and secondary resources to expand their understanding of a civilization
- Identify key locations and geographic features on both historic and modern maps

Identify historical cause and effect relationships

- Identify the sequence of events within a civilization
- Analyze the effect of physical geography on the development of a civilization
- Describe the contribution of changing technology on a civilization

Specialist Area Standards

Listed below are the specialist areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

Art

By the end of term 3, a proficient student is able to:

Demonstrate proficiency with a variety of methods, materials & techniques to create in 2D & 3D

- Demonstrate proficient use of a variety of media, techniques, and processes. Students will use grade level appropriate art vocabulary, and practice caring for materials & tools

Create art using the elements & principles of design

- Demonstrate proficient knowledge of the elements and principles of design

Observes, abstracts, invents, and expresses through media

- Plan, construct, invent, and imagine art through their unique observations, abstractions, inventions, and expressions.

Music

By the end of term 3, a proficient student is able to:

Demonstrate understanding of beat, rhythm, and notation symbols

Recognize and interpret

- Staff, time, signature, bar, measure and bar lines
- 4/4, 2/4 time.
- Whole, half, quarter, eighth, notes and rests

Recognize and interpret

- Lines and spaces of the Treble Clef (Bass Clef for bass instrumental students).
- Ascending and descending intervals
- Intervals; Major 2nd, Major 3rd, P4 and P5
- Composition project
- Classroom performance using concepts from Terms 1 & 2

Demonstrates appropriate vocal technique

- Demonstrate proper posture and phrasing
- Demonstrate an understanding of *piano* and *forte*
- Demonstrate proper diction with grade level material
- Demonstrate an understanding of *crescendo* and *decrescendo*
- Memorize lyrics for concert material
- Perform grade appropriate two- and three-part material

Demonstrates appropriate instrumental technique

Winds & Brass

- B flat and E flat concert played in traditional quarter/eighth rhythm at m.m. =84
- One scale to be performed tongued legato ascending and staccato descending.
- One scale to be performed tongued ascending and slurred descending
- A flat and F concert scales in quarter notes at m.m. =84
- Demonstrate an understanding of *piano* and *forte*
- One octave chromatic scale in quarter notes
- Demonstrate understanding of *crescendo* and *decrescendo*

Percussion

- Nine and seventeen stroke rolls
- Paradiddle in eighth notes
- Demonstrate an understanding of *piano* and *forte*
- Flam tap in quarter notes
- Demonstrate understanding of *crescendo* and *decrescendo*

Responds to basic elements and expression of music

Engineering

By the end of term 3, a proficient student is able to:

Use appropriate materials, tools, and machines to solve engineering design problems

- Create an appropriate list of tools and materials used to perform a specific tasks
- Use tools and equipment correctly

Use the engineering design process to solve a problem

- Prepare an Engineering design report which includes: design ideas, sketches, drawings, test results, analysis of results, and redesign
- Build a model to meet design documents

Explain the components of a technological system

- Explain the components of a technological system being studied

Health and Wellness

By the end of term 3, a proficient student is able to:

Examine the relationship between personal behavior and health

- Identify character strengths and explain the importance of positive traits in human relationships (Character Traits)
- Demonstrate effective and appropriate skills in dealing with social and emotional health (Life Skills Training)
- Understand preventative safety measures to reduce health risks (Bike safety, sun safety, Lyme disease, etc.)

Identify the likelihood of potential serious consequences when engaging in unhealthy/risky behaviors

- Describe how the lack of positive character traits can lead to personal consequence(s)
- List ways to avoid and prevent bullying behavior (cyber bullying)
- Identify the consequences of unsafe behavior

Physical Education

By the end of term 3, a proficient student is able to:

Demonstrate competency in motor skills & movement patterns

- Consistently & independently master grade level skill coordination

Demonstrate and apply movement concepts and strategies in various physical activities

- Consistently & independently demonstrate grade level movement concepts & strategies

Demonstrates the ability to work cooperatively and competitively while using the concepts of teamwork and sportsmanship

- Consistently and independently exhibit cooperative team play and sportsmanship at grade level

Acknowledgements

The Middle School Parent Guide documents are the result of the work of all middle level teachers from within the Nashoba Regional School District during the 2012-2013 and 2013-2014 school years. These dedicated professionals spent focused professional development hours reviewing district teaching standards and curriculum to determine reporting standards and benchmarks and beginning the work toward common assessments. The district recognizes the ongoing support and guidance of building and district administrators, the work of the Comprehensive Reporting Committee, and the collaborative efforts of our teachers.