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|  **Cooperative Educational Services**https://scontent-lga1-1.xx.fbcdn.net/hphotos-xfa1/v/t1.0-9/10592950_333718333471208_3309163636862518093_n.png?oh=5fa7b939601166e2a2beeaae38e4be49&oe=5630EB9E |
| **Six to Six Magnet School**  |
| **Grade 6** |

Student Name: Teacher Name: Academic Year: 2015-2016

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| **Attendance** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Absences |  |  |  |
| Tardies |  |  |  |

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| **English Language Arts/Literacy** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Reads and understands grade level text (Independent Benchmark Level) |  |  |  |
| **Reading--Literature** |
| Cite evidence to support analysis of literary text |  |  |  |
| Determine a theme or central idea  |  |  |  |
| Summarize a literary text |  |  |  |
| Identify and explain an author and or narrator’s point of view |  |  |  |
| Compare and contrast texts across different literary genres |  |  |  |
| **Reading--Informational Text** |
| Cite evidence to support analysis of an informational text |  |  |  |
| Determine the central idea of a text  |  |  |  |
| Summarize an informational text |  |  |  |
| Identify an author’s point of view and/or purpose |  |  |  |
| Compare and contrast texts written by different authors about the same event(s) |  |  |  |
| Identify and evaluate claims in a text |  |  |  |
| **Writing** |
| Write arguments to support claims with clear reasons and relevant evidence |  |  |  |

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|  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content |  |  |  |
| Writes narrative pieces to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences |  |  |  |
| **Language**  |
| Uses standard English grammar and conventions |  |  |  |
| Acquires, understands, and uses grade level appropriate vocabulary |  |  |  |

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| **Mathematics** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| **Ratios & Proportional Relationships** |
| Understand and recognize ratio relationships |  |  |  |
| Understand the concept of unit rate and use unit rate to solve problems |  |  |  |
| **The Number System** |
| Divide Fractions |  |  |  |
| Add, subtract, multiply and divide whole numbers and decimals |  |  |  |
| Use number lines and coordinate planes to solve problems involving positive and negative numbers |  |  |  |
| Understand ordering and absolute value of positive and negative numbers |  |  |  |
| **Expressions & Equations** |
| Read, write, and evaluate expressions with variables |  |  |  |
| Write equivalent expressions using the properties of operations |  |  |  |

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|  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Use variables to represent numbers in equations |  |  |  |
| Write, solve, and analyze equations |  |  |  |
| Write, solve, and analyze inequalities |  |  |  |
| Represent & analyze relationships between dependent and independent variables |  |  |  |
| **Geometry** |
| Solve problems involving area of polygons |  |  |  |
| Solve problems involving the volume of prism |  |  |  |
| **Statistics & Probability** |
| Ask statistical questions and describe data distributions |  |  |  |
| Understand the difference between a measure of center and measure of variation |  |  |  |
| Use measures of center and measures of variation to analyze and discuss data |  |  |  |

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| **Science** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Weather |  |  |  |
| Movement of Water |  |  |  |
| Properties of Matter |  |  |  |
| Ecology |  |  |  |
| **Social Studies** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Geography |  |  |  |
| Geography of Europe |  |  |  |
| Europe |  |  |  |
| Geography of Asia |  |  |  |
| Asia |  |  |  |
| Geography of Oceania |  |  |  |
| Oceania |  |  |  |

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| **Specials** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Art |  |  |  |
| Physical Education |  |  |  |
| Health |  |  |  |
| Library/Technology |  |  |  |
| Music |  |  |  |
| World Language: Spanish |  |  |  |

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| Progression Scales:**4 Extends and Expands**In addition to “3-consistent achievement,” student demonstrates the grade level standard with greater depth and application. Student demonstrates and applies higher-level thinking of the standard. Student extends knowledge consistently. Student integrates learning into other curricular areas proactively and independently, as well as flexibly applies the standard in new situations. Student applies in depth and/or extended conceptual knowledge (critique, connections, analysis, etc.) ***This is challenging and difficult to achieve.*****3 Consistent Achievement/Goal**Student meets the grade level standard addressed. Student consistently meets grade level standard independently. Student understands not just “what,” but can explain the how and why when applicable to standard. Student applies learning to other curricular areas with guidance. ***A 3 is the end of year grade level expectation.*****2 Partial Achievement**Student is beginning to understand ideas and processes taught.  Student’s work is approaching achievement toward the standard or is inconsistently demonstrating understanding of the standard.  Student might understand the “what,” but is not able to explain the “how” and “why.”  ***Additional support may be required.***1. **Minimal Achievement**

Student has emerging awareness of concepts or seldom demonstrates the skill or understanding of the standard and is not meeting expectations addressed. Even with considerable assistance student is making minimal progress toward the standard. *T****argeted support and intervention is required.*** Not assessed |

Top of Form

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| **Social and Behavioral Skills** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Respects rights of others |  |  |  |
| Follows class and school rules |  |  |  |
| Demonstrates self-control |  |  |  |
| Accepts responsibility for actions |  |  |  |
| Works cooperatively in groups |  |  |  |
| Respects adults |  |  |  |
| **Work Habits** |
| Follows directions |  |  |  |
| Listens attentively |  |  |  |
| Finishes work on time |  |  |  |
| Works carefully and neatly |  |  |  |
| Completes assigned homework |  |  |  |
| Participates in class |  |  |  |

Bottom of Form

I-Inconsistent

C-Consistent

N- Needs improvement

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

**Conference Requested**

(203) 365-8250 ext. \_\_\_\_\_