

**Sixth Grade**

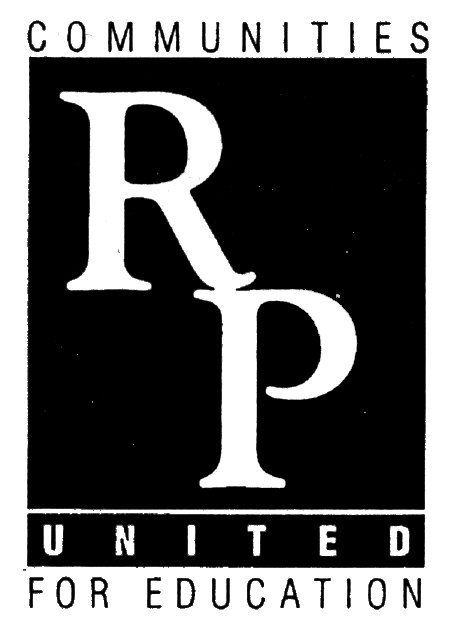
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Mission: Preparing each Student for a Successful and Meaningful Life



**Standards-Referenced Report Card Parent Guide 2013-14**

 Greetings,

A reporting system’s purpose is to provide ongoing and meaningful feedback so students, parents and teachers know where students are with their understanding, what it takes to improve, and what the target or goal is for mastery. Students become more engaged and motivated in their learning when they understand what it takes to reach proficiency.

This parent guide has been designed to provide an understanding of the reporting method. If you have questions, please contact your child’s teacher or your school’s principal.

Sincerely,

Academic Services

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**Why does the Raymore-Peculiar School District utilize a standards-referenced report card (SRRC)?**

The state requires mastery of standards to be promoted. Report cards should reflect that a student has mastered the standards and inform everyone that a child is ready to move on to the next grade.

SRRCs link standards together throughout the grade levels increasing in breadth and depth each year.

SRRCs highlight ***Power Standards***. There are many standards to teach and learn. ***Power Standards*** identify which are most important standards for students to know.

SRRCs provide more continuity across grades. For example with SRRCs, the 6th grade teacher will know what ***learning targets*** were taught the previous year.

Teachers can reflect upon their teaching practices. Studies show that students learn more with reflective teachers who are constantly thinking about what and how to teach.

SRRCs help teachers focus upon what to emphasize.

Students know what is expected in his or her learning.

SRRCs help make scoring and reporting more uniform throughout the district.

SRRCs help parents better understand what their children know and need to learn

**Information on the Report Card**

**1. Student Information**

General information about a student.

**2. Attendance**

Days a student is enrolled, absent or tardy.

**3. Quarters**

Four quarters during the school year. Quarterly reporting is on the progress of ***Learning Targets.*** Final report of the year will measure understanding of Learning Targets and ***Power Standards***. Technology skills are a part of how students learn in the 21st Century. Technological skills and processes will be taught and students will apply these within their content learning. A separate score will not be reported out separately on the report card.

**4. Student Learning Attributes**

**Effort**

Perseveres and attempts quality work

**Engagement**

Actively participates and listens; shows interest

**Responsibility**

Follows directions; meets deadlines; manages time; advocates for self; demonstrates sportsmanship

**Respectfulness**

Respects people, property, and uses network etiquette when online, cooperates with others

**Preparedness**

Prepares and organizes for learning with positive attitude and needed materials

**5. Academic Descriptors**

**4**=Learning and performing beyond grade-level or course standards

**3**=Meeting grade-level or course standards independently; thoroughly; and accurately

**2**=Progressing toward grade-level or course standards with some additional help and support

**1**=Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

**IE**=Insufficient Evidence

**NA**=Not assessed at this time

**M**=Modified Standard

The markings show how your student’s performance compares to clearly defined grade-level standards. The grade-level standards are based on the Missouri Learning Standards.

When determining an achievement level, teachers consider the degree to which a student is able to demonstrate progress, apply skills and knowledge through assessments, performance, and products over time. A preponderance of evidence is used when determining student understanding.

Deeper explanation of Academic Descriptors:

**4 =Learning and performing exceeds grade-level or course standards**

The student’s academic performance significantly and consistently demonstrates knowledge, application, and extension of content standards not necessarily taught during the year. Typically a student at this level extends the understanding of the grade level standards, goes deeper, explores connections or relationships through critical thinking or exhibits creativity in their thinking.

**3=Meeting grade-level or course standards independently; thoroughly; and accurately**

The student’s academic performance consistently demonstrates knowledge and application of grade level standards.

**2 =Progressing toward grade-level or course standards with some additional help and support**

The student’s academic performance partially demonstrates knowledge of grade level standards taught during the year and may require assistance periodically. The student understands specific learning targets, but does not demonstrate understanding of the grade level standard consistently or thoroughly.

**1 =Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance**

The student’s academic progress demonstrates limited knowledge of grade level standards taught during the year. Progress indicates student may not achieve proficiency by the end of the year. The student requires assistance throughout.

**IE=Insufficient Evidence**

There is not enough evidence at this time to determine level of understanding.

**NA=Not Assessed at this Time**

Student progress has not been measured at this time.

**M=Modification of Standard**

Standard has been modified to align with specific individualized student learning plans. Modifications are based on a student’s present level of academic performance.

SIXTH GRADE

Power Standards and Learning Targets

English Language Arts

**Power Standard**

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| --- |
| The student will be able to read and comprehend in the grades 6-8 text complexity range proficiently.  **Learning Targets** |
| * I can analyze craft and structure of literature. |
| * I can compare integration of knowledge and ideas in genres/media. |
| * I can describe key ideas and details.   **Power Standard** |
| The student will be able to write for a range of discipline specific tasks, purposes, and audiences.  **Learning Targets** |
| * I can develop text types with a purpose. |
| * I can draw evidence from research to build and present knowledge. |
| * I can produce and distribute writing.   **Power Standard** |
| The student will be able to engage in a range of collaborative discussions.  **Learning Targets** |
| |  | | --- | | * I can summarize comprehension through collaboration. | | * I can summarize knowledge and ideas through presentation. | |
| **Power Standard** |
| The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.  **Learning Targets** |
| * I can acquire and use grade appropriate vocabulary. |
| * I can demonstrate conventions of Standard English. |
| * I can use knowledge of language. |

Math

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Power Standard**  The student will be able to use knowledge of ratios and proportional relationships.  **Learning Targets** | | * I can understand ratio concepts and use ratio reasoning to solve problems.   **Power Standard** | | The student will be able to apply understanding of the number system.  **Learning Targets** | | * I can apply and extend previous understandings of multiplication and division to divide fractions by fractions. | | * I can apply and extend previous understandings of numbers to the system of rational numbers. | | * I can compute fluently with multi-digit numbers and find common factors and multiples. | | **Power Standard**  The student will be able to apply knowledge of expressions and equations.  **Learning Targets** | | * I can apply and extend previous understandings of arithmetic to algebraic expressions. | | * I can reason about and solve one-variable equations and inequalities. | | * I can represent and analyze quantitative relationships between dependent and independent variables.   **Power Standard** | | The student will be able to apply geometry.  **Learning Targets** | | * I can solve real-world and mathematical problems involving area, surface area, and volume.   **Power Standard** | | The student will be able to explain statistics and probability.  **Learning Targets** | | * I can develop understanding of statistical variability. | | * I can summarize and describe distributions. | |

Science

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| **Power Standard**  The student will be able to evaluate the principles of scientific inquiry.  **Learning Targets** |
| * I can apply the principles of scientific inquiry.   **Power Standard** |
| The students will be able to apply understandings of structures and properties of matter.  **Learning Targets** |
| * I can describe the atomic composition of simple molecules and extended structures. |
| * I can describe changes in particle motion, temperature, and state of a pure substance based on thermal energy.   **Power Standard** |
| The students will be able to infer changes within the History of the Earth.  **Learning Targets** |
| * I can analyze changes throughout Earth's history.   **Power Standard** |
| The students will be able to evaluate forces and interactions.  Science Cont:  **Learning Targets** |
| * I can defend Newton's 3rd Law (1st, 2nd, and 3rd). |
| * I can determine the factors that affect the strength of electric and magnetic forces   **Power Standard** |
| The students will be able to demonstrate understanding of weather and climate concepts.  **Learning Targets** |
| * I can describe how atmospheric and oceanic circulations affect weather and climate. |

Social Studies

**Power Standard**

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| The student will be able to analyze geographic features and their impact on ancient civilizations.  **Learning Targets** |
| * I can draw conclusions about ancient civilizations using geographical tools.   **Power Standard** |
| The student will be able to investigate how cultures have evolved.  **Learning Targets** |
| * I can compare ancient and modern civilizations. |
| * I can explain how culture (and region) affect human behavior and characteristics.   **Power Standard** |
| The student will be able to analyze information using historical tools.  **Learning Targets** |
| * I can construct graphic representations of historical data. |
| * I can present historical information in an accurate and non-bias manner.   **Power Standard** |
| The student will be able to investigate the economies of ancient civilizations.  **Learning Targets** |
| * I can describe economic concepts. |
| * I can explain the rewards and consequences of economic decisions focusing on the effective use of goods and resources. |

World Cultures

**Power Standard**

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| Students will be able to use vocabulary of the targeted language (French or Spanish).  **Learning Targets** |
| * I can say the alphabet of the targeted language. |
| * I can say and respond to basic commands in the targeted language ( listen, watch, sit, stand, go, speak, write). |
| * I can greet and say goodbye to another student in the targeted language. ( includes introduction of self) |
| * I can say numbers in the targeted language in various scenarios. ( calendar, phone #, counting up * to 30, telling time, giving age) |
| * I can identify 8 colors in the targeted language (red, orange, yellow, green, blue, purple, black, brown, white) |
| * I can identify objects in the classroom in the targeted language.   **Power Standard** |
| Students will be able to compare their own culture with those of other countries where French and Spanish is spoken.  **Learning Targets** |
| * I can differentiate between French/Spanish cultural traditions. |
| * I can discuss the differences in American food and food in countries where French and Spanish are spoken.   Art  **Power Standard**   |  | | --- | | The student will be able to apply the elements and principles of art.  **Learning Targets** | | * I can incorporate complex shapes (people, animals and vehicles) in a work of art. | | * I can apply concepts of monochromatic colors in a work of art. | | * I can apply concepts of symmetrical balance in a work of art. | |
| |  | | --- | | **Power Standard**  The student will be able to apply concepts of techniques and processes to create visual works of art.  **Learning Targets** | | * I can incorporate positive and negative space in a work of art. | | * I can apply concepts of contour lines to represent complex 3-D forms in a work of art. | | * I can create a relief sculpture by joining two or more surfaces. | |
| Music  **Choir**  **Power Standard**   |  | | --- | | The student will be able to demonstrate music literacy.  **Learning Targets** | | * I can read notes above, below, and on the grand staff. | | * I can name and perform standard rhythms. | | * I can perform music with multiple time signatures. | | * I can sing and sign melodies in major and minor.   **Power Standard** | | The student will be able to sing tunefully and with expression.  **Learning Targets** | | * I can demonstrate the mechanics of proper   Music Cont:  singing. | | * I can sing with proper vowel formation and diction. | | * I can sing various styles of music with expression. | | * I can maintain my own vocal part while others are singing a different part. | |
| **Band**  **Power Standard**   |  | | --- | | The student will demonstrate musical skill through performance.  **Learning Targets** | | * I can produce a high quality characteristic tone on my instrument. | | * I can perform standard rhythmic notation. | | * I can interpret musical terms and symbols. | | * I can perform music expressively. | | * I can identify note names. | | * I can play correct pitches with correct fingerings. | | * I can demonstrate proper posture while holding my instrument.   Physical Education  **Power Standard**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | The students will achieve a healthy level of fitness.  **Learning Targets** | | * I can achieve a healthy level of cardiovascular endurance. | | * I can achieve a healthy level of upper body strength and endurance. | | * I can achieve a healthy level of abdominal strength and endurance. | | * I can achieve a healthy level of flexibility.   **Power Standard** | | The students will demonstrate specific motor and manipulative skills for lifetime wellness.  **Learning Targets** | | * I can dribble a ball with the hand or foot using proper form. | | * I can pass/throw a ball using proper form | | * I can shoot a ball with the hand or foot using proper form. | | * I can strike/serve an object using proper form with or without an implement. | | * I can demonstrate safety and proper techniques using archery equipment. | | | **Healthy Living**  **Power Standard**   |  | | --- | | The student will be able to prove how the circulatory and respiratory systems are dependent on each  other.  **Learning Targets** | | * I can explain the pathway of respiration, circulation, and their purpose. | | * I can explain how cells exchange oxygen and carbon dioxide.   **Power Standard** | | The student will be able to analyze how nutrients affect health**.**  **Learning Targets** | | * I can determine nutrient values from a food label. | | * I can explain a nutritional plan.   **Power Standard** | | The student will be able to analyze how diseases can affect health.  **Learning Targets** | | * I can argue how infectious and non-infectious diseases impact a life.   **Power Standard** | | The student will be able to predict how drugs affect life choices.  **Learning Targets** | | * I can hypothesize how drugs effect systems of the body. | | | | | |

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