



# Nashoba Regional School District

Standards-Based Report Card  
Parent Guide

## Sixth Grade

# Superintendent's Message:

Fall 2014

Dear Parents and Guardians,

I am proud to share with you the ***Parent Handbook*** for our new middle school report card. The report card is aligned with our current curriculum, instructional practices and assessments.

This is the first major overhaul of our report card in ten years. It has taken a great deal of time, thought, and intellectual capital of our middle school educators, principals, and teaching and learning coordinators to design the first authentic standards based reporting tool. Our teachers plan their units based on the standards outlined in our curriculum. They assess student progress toward meeting the standards and that is what you will see reported to you each trimester. Learning objectives further detail what we expect students to know, understand, and be able to do.

The design of the report card builds in the use of grades which show specific performance results on tests, quizzes, projects, and practice work. Embedded in these results are the standards teachers will track to report on student performance. Student grades will continue to be recorded in Power School allowing ongoing parent and guardian access.

We are also breaking out the learning habits students' exhibit so that teachers, students, and parents can work collaboratively to use positive traits to improve academic performance and to address possible inconsistencies or concerns.

This fall, in addition to providing grades and an assessment of learning habits, standards will be scored. What we will be sharing with you is more information, more specific results, and ideas on how to improve, maintain, and extend student learning. This effort will continue the process of preparing all of our students well for coming together at NASHOBA Regional High School.

I hope that you find the report cards informative. Your feedback on an ongoing basis will be critical to the success of these report cards and we will be asking for this toward the end of the second trimester and through the school improvement surveys.



Michael L. Wood  
Superintendent of Schools

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# 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 Common Core Standards?

The Common Core Standards are a set of English language arts and mathematics standards that have been adopted by 45 states and three territories. These standards are not federally mandated, but instead have been a state-led effort to create consistent and clear academic objectives per grade level. The Common Core Standards allow students to master the same set of skills per grade level, regardless of a particular school or state. Massachusetts officially adopted the Common Core Standards on July 21, 2010. Most of the Common Core Standards were part of our original Massachusetts standards, as our state was a front-runner in high academic achievement per content area. To obtain more information regarding the Common Core Standards, please refer to the website below.

<http://www.doe.mass.edu/candi/commoncore/>

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

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 2<sup>nd</sup> 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"><li>• Student conduct</li><li>• Class preparation &amp; organization</li><li>• Participation in class activities</li><li>• Homework completion &amp; quality</li></ul>	<ul style="list-style-type: none"><li>• Student conduct</li><li>• Class preparation &amp; organization</li><li>• Participation in class activities</li></ul>

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.

# How to Use the Guide:

In the following pages, you will see the standards for grade 6. Each standard is broken down into benchmarks for term 1, term 2, and term 3. These descriptors per term show where the students need to be performing to be on target to meet the standard by the end of the year.

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*EXAMPLE:*

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

### **Term 1:**

- Read and comprehend grade level non-fiction texts
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe key ideas, details, and structure

### **Term 2:**

- Apply knowledge to and analyzes grade level non-fiction texts
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine key ideas, details, and structure

### **Term 3:**

- 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

The standard that is printed in bold may be slightly abridged, as this is the exact language that is in the report cards. The term 1, term 2, and term 3 sections allow for a list of the specific skills that need to be attained per each term. If the students are successful in mastering the specific skills set forth per term, then they will be on target to meet the standard by the end of the year.

## **Additional Information Regarding Standards:**

Some standards may not be address during every term for a variety of reasons. Throughout the guide you will see this noted as “Not assessed” for a particular term. When this is the case, it will be marked as NA on the report card as opposed to a standard a score.





***Content  
Area  
Standards***

# 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

### **Term 1:**

- Read and comprehend grade level literary texts, including prose, drama, and poetry
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe literary elements
- Make connections between different forms or genres of text with developing accuracy

### **Term 2:**

- Apply knowledge to and analyze grade level literary texts, including prose, drama, and poetry
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine literary elements
- Make connections between different forms or genres of text with sufficient accuracy

### **Term 3:**

- 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

### **Term 1:**

- Read and comprehend grade level non-fiction texts
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe key ideas, details, and structure

### **Term 2:**

- Apply knowledge to and analyze grade level non-fiction texts
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine key ideas, details, and structure

### **Term 3:**

- 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

### **Assessed all year:**

- 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**

### ***Term 1:***

- Recognize and cite valid information in credible and accurate sources with teacher guidance and support

### ***Term 2:***

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

### ***Term 3:***

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

## **Acquire and accurately use grade-appropriate vocabulary**

### ***Assessed all year:***

- 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

### Assessed all year

- 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.

### Term 1:

- 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
- Solve real world and mathematical problems applying rational number concepts

### Term 2:

- Accurately add, subtract, multiply and divide multi-digit whole numbers and decimals with 85% accuracy using the standard algorithm
- Solve real-world and mathematical problems applying rational number concepts

### Term 3:

- 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.**

### ***Term 1:***

- 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

### ***Term 2:***

- 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)

### ***Term 3:***

- 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
- Solve real-world and mathematical problems involving the measurements of circles
- 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
- Differentiate between a measure of center and a measure of variation (mean absolute deviation)

# Science

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

## **Understand matter and its properties**

- Differentiate between physical and chemical properties and give examples of each.
- Identify atoms, elements, compounds and mixtures and give examples of each.
- Explain the difference between mass and weight.
- Understand the relationship between mass, volume and density.

## **Recognize the relationship between heat and energy**

- Identify heat as one of several forms of energy
- Differentiate between temperature and heat.
- Explain why heat moves from warmer to cooler objects until temperature equilibrium is achieved.
- Describe how heat affects the movement and structure of molecules in solids, liquids and gases.
- Distinguish between different forms of heat transfer: radiation, conduction, and convection.
- Explain how heat transfer occurs within the layers of the Earth.
- Explain how heat transfer causes wind and weather in the atmosphere.
- Explain how the tilt of the earth and its revolution around the sun result in uneven heating of the Earth and its seasons.

## **Understand the structure of the Earth and its changes over time**

- Describe the layers of the Earth in terms of their relative pressures, compositions and temperatures.
- Explain how slow changes in/on the Earth occur (mountains, continent formation, erosion/deposition, the rock cycle).
- Explain how rapid changes in/on the Earth occur (volcanic eruptions and earthquakes).
- Use fossil evidence and surface features to demonstrate understanding of change over geologic time.

## **Recognize and utilize scientific processes used in investigations**

- Scientific Method
  - Propose a scientific question for study and write a hypothesis based on background information
- Use of Tools
  - When given a set of tools, select and use the appropriate tool for measurement for laboratory use
  - Measure mass, volume and density using the appropriate tools
- Mathematical Concepts
  - Choose the appropriate unit of measurement and convert measurements within metric system
  - Use the metric system for scientific investigations

# 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**

### ***Assessed all year:***

- 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**

### ***Term 1:***

- Describe the impact of individuals on their own civilizations.
- Describe the events that led to the development of civilization.
- Describe the impact of cultural elements, such as religion, art and writing, on the civilizations.
- Describe the development of government.
- Describe the characteristics of a civilization.

### ***Terms 2 & 3:***

- 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**

### ***Term 1:***

- Understand the difference between a primary and secondary source
- Identify key locations and geographic features on both historic and modern maps

### ***Terms 2 & 3:***

- 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**

### ***Assessed all year:***

- 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***

# 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**

### ***Term 1***

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

### ***Term 2***

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

### ***Term 3***

- 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 & principals of design**

### ***Term 1***

- Demonstrate developing knowledge of the elements and principles of design

### ***Term 2***

- Demonstrate sufficient knowledge of the elements and principles of design

### ***Term 3***

- Demonstrate proficient knowledge of the elements and principles of design

## **Observes, abstracts, invents, and expresses through media**

### ***Assessed all year***

- 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**

### **Term 1**

#### *Recognize and interpret*

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

### **Term 2**

#### *Recognize and interpret*

- Lines and spaces of the G clef.
- Ascending and descending intervals
- Intervals; Major 2<sup>nd</sup>, major 3<sup>rd</sup>, P4 and P5

### **Term 3**

- Composition project
- Classroom performance using concepts from Terms 1 & 2

## **Demonstrates appropriate vocal technique (Chorus Students)**

### **Term 1**

- Demonstrate proper posture and phrasing
- Demonstrate an understanding of *piano* and *forte*

### **Term 2**

- Memorize lyrics for concert material
- Demonstrate proper diction with grade level material
- Demonstrate an understanding of *crescendo* and *decrescendo*

### **Term 3**

- Memorize lyrics for concert material
- Perform grade appropriate two- and three-part material

## **Demonstrates appropriate instrumental technique (Band Students)**

### **Term 1**

#### Winds

- 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

#### Percussion

- Nine and seventeen stroke rolls

### **Term 2**

#### Winds

- A flat and F concert scales in quarter notes at m.m. =84
- Demonstrate an understanding of *piano* and *forte*

#### Percussion

- Paradiddle in eighth notes
- Demonstrate an understanding of *piano* and *forte*

### **Term 3**

#### Winds

- One octave chromatic scale in quarter notes
- Demonstrate understanding of *crescendo* and *decrescendo*

#### Percussion

- Flam tap in quarter notes
- Demonstrate understanding of *crescendo* and *decrescendo*

### ***Responds to basic elements and expression of music***

# Technology Education

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

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

### **Assessed all year**

- 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**

### **Assessed all year**

- 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**

### **Assessed all year**

- 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**

### ***Term 1***

- Identify character strengths and explain the importance of positive traits in human relationships (Character Traits)

### ***Term 2***

- Demonstrate effective and appropriate skills in dealing with teasing & bullying. (Conflict Management, Teasing/Bullying, 2nd Step)

### ***Term 3***

- 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**

### ***Term 1***

- Describe how the lack of positive character traits can lead to personal consequence(s)

### ***Term 2***

- List ways to avoid and prevent bullying behavior (cyber bullying)

### ***Term 3***

- 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**

### ***Term 1***

- Achieve grade level skill coordination some of the time with teacher direction

### ***Term 2***

- Achieve grade level skill coordination most of the time with increased independence

### ***Term 3***

- Consistently & independently master grade level skill coordination

## **Demonstrate and apply movement concepts and strategies in various physical activities**

### ***Term 1***

- Demonstrate grade level rule knowledge and positioning through game play with teacher direction some of the time

### ***Term 2***

- Demonstrate grade level movement concepts and strategies with increased ability & independence most of the time

### ***Term 3***

- Consistently & independently demonstrate grade level movement concepts & strategies

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

### ***Term 1***

- Work together with teammates and opponents at grade level with teacher direction some of the time

### ***Term 2***

- Work together with teammates and opponents at grade level with increased independence most of time

### ***Term 3***

- 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.