

**Student:**  
**Teacher:**

**Stu #:**  
**Grade: 06**

**Standards-Based Report of Student Achievement**  
*Trimester*

**School:**  
**Year:**

Academic Achievement Levels				
E/LA = English Language Arts				
4 - Thorough	3 - Proficient	2 - Partial	1 - Minimal	* - Addressed in Student IEP
Effort, Work Habits, and Behavior Expectations				
S - Satisfies Expectations		N - Needs Improvement		N/A - Not Applicable
Marking Terms				
1st Trimester	2nd Trimester		3rd Trimester	
English Language Proficiency				
English Only				

Attendance	1st Trimester	2nd Trimester	3rd Trimester	Total
Days Absent				
Days Tardy				

6th Grade Standards				
	1st Tri	2nd Tri	3rd Tri	

**LANGUAGE ARTS:**

READING	E/LA	E/LA	E/LA
Reading Literature and Informational Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEAKING AND LISTENING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Language Arts Effort</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGLISH LANGUAGE DEVELOPMENT - (ELL Students Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>English Language Development Effort</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATHEMATICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Mathematics Effort</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HISTORY/SOCIAL SCIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>History/Social Science Effort</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Science Effort</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6th Grade Standards			
	1st Tri	2nd Tri	3rd Tri

**EFFORT**

<i>Physical Education Participation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Physical Education Behavior</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Digital Literacy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Visual and Performing Arts</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**WORK HABITS & BEHAVIOR EXPECTATIONS**

The student is responsible for his/her own learning	E/LA <input type="checkbox"/>	E/LA <input type="checkbox"/>	E/LA <input type="checkbox"/>
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- Listens and follows directions
- Makes productive use of class time
- Works independently and asks for help when needed
- Exhibits self-control

The student understands that it is essential for people to work together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Respects students, adults, and property
- Follows school and classroom rules
- Participates collaboratively

The student demonstrates critical thinking and problem solving strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Explains answers and adjusts thinking as needed
- Solves problems in various ways

The student recognizes and produces quality performance and quality products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Completes work, including homework, neatly, correctly, and on time

The student communicates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Expresses thoughts, feelings, and ideas clearly
- Listens attentively to others

The student uses a variety of resources effectively and ethically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Draws upon multiple resources to produce quality products
- Organizes and uses resources responsibly

# Common Core State Standards-Based Report of Student Achievement

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## Sixth Grade

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**Academic Achievement Levels Definitions:**

- 4** – Thorough understanding and application of standards
- 3** – Proficient understanding and application of standards
- 2** – Partial understanding and application of standards
- 1** – Minimal understanding and application of standards
- N/A** – Standard has not been assessed this trimester
- \*** – Addressed in Student’s IEP

**Explanation of Graded Areas:**

**LANGUAGE ARTS:**

**Reading Literacy and Informational Text** – Comprehending independently and proficiently  
 •Key ideas and details •Integration of knowledge and ideas •Craft and structure  
 •Range of reading and level of text complexity

**Writing** – Writing with a purpose

- Text types and purposes •Production and distribution of writing •Research to build and present knowledge •Range of writing

**Language** – Using Language in Speaking and Writing

- Conventions of Standard Grammar •Knowledge of language •Vocabulary acquisition and use

**Speaking and Listening** – Communicating

- Comprehension and collaboration •Presentation of knowledge and ideas

**English Language Development** – Reading, Writing, Speaking, and Listening skills in English

- Interacting in meaningful ways •Learning about how English works •Using foundational literacy skills

**MATHEMATICS:**

- Understand ratio concepts •Use ratio reasoning to solve problems
- Apply and extend previous understandings to divide fractions by fractions •Find common factors and multiples •Apply and extend previous understandings to the system of rational numbers
- Apply and extend previous understandings to algebraic expressions •Solve variable equations and inequalities •Represent and analyze quantitative relationships between dependent and independent variables
- Solve real-world mathematical problems involving area, surface area, and volume
- Develops an understanding of statistical variability •Summarize and describe distributions

**HISTORY/SOCIAL SCIENCE:**

- Demonstrates an understanding of social studies content and concepts •Applies critical thinking to extend understanding of content and concepts

**SCIENCE:**

- Demonstrates an understanding of science content and concepts
- Applies process skills in problem solving to develop and justify explanations

**Effort, Work Habits, and Behavior Expectations Definitions:**

- S** – Satisfies expectations
- N** – Needs Improvement

**Explanation of Effort Areas:**

**DIGITAL LITERACY:**

- Identifies accurate information and communication technologies •Finds, evaluates, creates, collaborates, and communicates information requiring both cognitive and technical skills

**PHYSICAL EDUCATION:**

**Participation**

- Regularly participates in moderate to vigorous activity •Builds and applies skill, knowledge, and confidence in physical activity •Puts forth best effort

**Behavior**

- Demonstrates good sportsmanship, teamwork, and respect •Follows directions
- Uses equipment appropriately and adheres to safety guidelines and class rules

**VISUAL AND PERFORMING ARTS:**

- Dance, music, theatre and visual arts

**WORK HABITS AND BEHAVIOR EXPECTATIONS:**

The student is responsible for his/her own learning

- Listens and follows directions •Makes productive use of class time
- Works independently and asks for help when needed •Exhibits self-control

The student understands that it is essential for people to work together

- Respects students, adults, and property •Follows school and classroom rules
- Participates collaboratively

The student demonstrates critical thinking and problem solving strategies

- Explains answers and adjusts thinking as needed •Solves problems in different ways

The student recognizes and produces quality work

- Completes work, including homework, neatly, correctly, and on time

The student communicates effectively

- Expresses thoughts, feelings, and ideas clearly •Listens attentively to others

The student uses a variety of resources effectively and ethically

- Draws upon multiple resources to produce quality products •Organizes and uses resources responsibly

Abbreviation	Explanation
<b>ELA</b>	English Language Arts
<b>ELD</b>	English Language Development
<b>ELD Levels</b>	Beg. (Beginning), EI (Early Intermediate), Int. (Intermediate), EA (Early Advanced), Adv. (Advanced)
<b>ELL</b>	English Language Learner
<b>EO</b>	English Only
<b>FLAG</b>	Foreign Language Academy of Glendale
<b>GATE</b>	Gifted and Talented Education
<b>IEP</b>	Individualized Education Plan
<b>IFEP</b>	Initially Fluent English Proficient
<b>IILP</b>	Individual Instructional Learning Plan
<b>P1</b>	Program 1 (receives only ELD grade)
<b>P2</b>	Program 2 (receives ELD grade and ELA grade)
<b>RFEP</b>	Reclassified Fluent English Proficient
<b>RSP</b>	Resource Specialist Program
<b>T1, T2, and T3</b>	Trimester 1, Trimester 2, and Trimester 3
<b>TLA</b>	Target Language Arts (language of instruction in the dual immersion class, other than English)