

# Mountain View Middle School



## Family Guide

*to understanding*

## Grade 6

# Standards-Based Report Cards

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## Why Standards-Based Report Cards?

Standards-Based Report Cards (SBRCs) measure a student's proficiency for specific content standards and provide students and families with detailed information about a student's strengths and areas for improvement. Grade 6 will be assessed on their progress towards mastery of the Power Standards in areas mathematics, language arts, science, social studies, art, music, and physical education. Student work habits and behavior will also be assessed. SBRCs fosters student confidence and allows them to take more ownership of their learning while clearly outlining for parents the areas they can help support and enrich at home.

## How is student progress assessed?

Multiple summative assessments (such as quizzes, tests, projects, etc.) will be used to gauge student understanding and monitor progress. These summative assessments will be common across all Grade 6 teams. Formative assessments (Do Now's, homework, in-class work, etc.) give teachers the opportunity to give continuous and meaningful feedback to students to encourage continued progress.

## What are Performance Indicators?

Performance indicators on a Standards-Based Report Cards are specific proficiency levels for each standard. For Grade 6, performance indicators include "Consistently", "Usually", "Sometimes", "Not Yet", and "Not Yet Assessed". Performance indicators provide clear, measurable criteria to assess student progress on the standards.

## When will student progress be shared?

Grade 6 students will receive a report card at the end of each trimester. Also, for each trimester, teachers will share an overview of the units of study and standards being assessed.

## How to support your student at home?

Celebrate your students' successes and encourage/support your students in the areas where they have not yet demonstrated mastery. Also, continue to review your student(s) progress in PowerSchool/Schoology and reach out to teachers with any questions or concerns.

## Reporting on Student Mastery

### Using Performance Indicators

| Score | Descriptor   | Explanation  |
|-------|--------------|--|
| 4     | Consistently | Student consistently shows independent mastery of the standard.                                |
| 3     | Usually      | Student meets the standard with occasional support.  |
| 2     | Sometimes    | Student partially meets the standard.<br>Performance is emerging and requires teacher support. |
| 1     | Not Yet      | Student does not yet meet the standard.<br>Significant teacher support is needed.              |
| N/A   | Not Assessed | Not Assessed during this marking period.   |

## Reporting on Successful Learner Characteristics

On a Standard-Based Report Card, academic progress does not necessarily reflect a student's behavior or work habits. These important characteristics are reported separately on the report card.

| <b>Behavior &amp; Work Habits</b> |   |
|-----------------------------------|---|
| <b>Behavior</b>                   | <b>Standards</b>                                    |
|                                   | Use materials and equipment appropriately           |
|                                   | Follows classroom routines, rules, and expectations |
|                                   | Demonstrates active listening                       |
|                                   | Respect the opinions of others                      |
|                                   | Collaborates well with peers                        |
|                                   | Exhibits self-control                               |
|                                   | Accepts responsibility for behavior                 |
|                                   | Seeks help if needed                                |
| <b>Work Habits</b>                | <b>Standards</b>                                    |
|                                   | Follows directions                                  |
|                                   | Works well independently                            |
|                                   | Exhibits effort                                     |
|                                   | Participates actively                               |
|                                   | Organize materials and workspace                    |
|                                   | Use classroom time productively                     |
|                                   | Complete classwork in a timely manner               |
|                                   | Assumes homework responsibilities                   |

## Grade 6 Power Standards

### ELA

| <b>Standards</b>              |   |
|-------------------------------|---|
| <b>Information Text</b>       | Determine the main idea and explain how it is supported by key details from the text  |
|                               | Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text       |
| <b>Literature</b>             | <b>Standards</b>  |
|                               | Determine the theme or purpose and summarize different genres, citing evidence  |
|                               | Compare and contrast literary elements and stories of the different genres and infer important similarities and differences |
| <b>Foundational Skills</b>    | <b>Standards</b>  |
|                               | Analyze the overall structure of the text (chronology, compare/contrast, cause/effect, problem/solution)                    |
|                               | Ask and answer questions to demonstrate comprehension   |
|                               | Cite evidence to support claims   |
| <b>Speaking and Listening</b> | <b>Standards</b>  |
|                               | Engage effectively in a range of collaboration discussions  |
| <b>Writing and Grammar</b>    | Integrate and evaluate information presented in diverse media and formats   |
|                               | <b>Standards</b>  |
|                               | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience |
|                               | Use grade-level capitalization, punctuation, grammar and spelling   |

### Mathematics

| <b>Standards</b>              |                                     |
|-------------------------------|-------------------------------------|
| <b>Mathematical Practices</b> | Model with Mathematics              |
|                               | Use appropriate tools strategically |

|  |  |
|--|--|
|  | Attend to precision  |
|  | Explain thinking processes and critique mistakes of others in math                     |
|  | Understand the relationships between problem scenarios and mathematical representation |
|  | <b>Standards</b>   |
| <b>Geometry</b>                              | Calculate the area of polygons   |
|  | Calculate the volume of rectangular prisms   |
|  | Calculate the surface area of 3-D figures  |
| <b>Ratios and Proportional Relationships</b> | <b>Standards</b>   |
|  | Use ratios and unit rates to solve real world problems                                 |
| <b>Number Systems</b>                        | <b>Standards</b>   |
|  | Multiply multi-digit numbers   |
|  | Divide multi-digits numbers  |
|  | Multiply multi-digit decimals  |
|  | Divide multi-digit decimals  |
|  | Multiply and divide fractions  |
|  | Order rational numbers   |
| <b>Statistics and Probability</b>            | <b>Standards</b>   |
|  | Calculate measures of the center of a data set   |
|  | Display numerical data using different data displays                                   |
| <b>Expressions and Equations</b>             | <b>Standards</b>   |
|  | Write, read, and evaluate expressions  |
|  | Write, read, and evaluate equations  |
|  | Write, read, and evaluate inequalities   |

| <b>Science</b> |  |
|----------------|--|
| <b>Science</b> | <b>Standards</b>   |
|                | Describe and Classify Matter                               |
|                | Explore relationships among energy, motion, force and work |
|                | Identify and compare rocks and minerals                    |
|                | Describe earth systems and human impact on earth systems   |
|                | Analyze weather and climate systems                        |
|                | Obtain, evaluate, and communicate information              |

| <b>Social Studies</b> |  |
|-----------------------|--|
| <b>Social Studies</b> | <b>Standards</b>   |
|                       | Analyze maps using scales, direction, symbols, and legends<br>Describe and explain the 5 themes of geography and how they impact civilizations and cultures. |

|  |   |
|--|---|
|  | Demonstrate understanding of the diversity of values, beliefs, and practices of individuals and groups over time  |
|  | Demonstrate understanding of the interactions of peoples and governments over time.   |
|  | Explain their role in a free market, how decisions they make affect the economy, and how the economy can affect them.   |
|  | Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. |
|  | Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.  |

| <b><u>Visual Arts</u></b> |   |
|---------------------------|---|
|                           | <b>Standards</b>  |
| Visual Arts               | Explores and demonstrates quality craftsmanship through art making techniques using art concepts and skills |
|                           | Demonstrates care for use of materials and tools.   |
|                           | Displays positive work habits. Respects and works cooperatively with others.                                |

| <b><u>Musical Arts</u></b> |   |
|----------------------------|---|
|                            | <b>Standards</b>  |
| Musical Arts               | Creating: Conceives and develops new artistic ideas and work.                         |
|                            | Performing: Realizes artistic ideas and work through interpretation and presentation. |
|                            | Responding: Understands and evaluates how music conveys meaning.                      |
|                            | Connecting: Relates artistic ideas and work with personal meaning and the world.      |
|                            | Demonstrates care for use of materials and tools.                                     |
|                            | Displays positive work habits. Respects and works cooperatively with others.          |

| <b><u>Physical Education</u></b> |  |
|----------------------------------|--|
|                                  | <b>Standards</b>   |
| Physical Education               | Demonstrates and applies physical education concepts and skills. |
|                                  | Demonstrates care for use of materials and tools.                |

Displays positive work habits. Respects and works cooperatively with others.