

COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



BOARD OF EDUCATION

Mr. Frank A. Ibarra, President
Mrs. Joanne E. Thoring-Ojeda, Vice-President
Mrs. Patt Haro, Clerk
Mr. Randall Cenicerros, Member
Mr. Dan Flores, Member
Mr. Pilar Tabera, Member
Mr. Kent Taylor, Member

JERRY ALMENDAREZ
Superintendent

MIKE SNELLINGS
Assistant Superintendent
Educational Services Division TK-12

DR. SYED HYDER
Director of Elementary
Curriculum & Instruction TK-6

GIL DIAZ
Director of Language Support Services



PARENT K-6 REPORT CARDS GUIDE



GRADE 6



DATES - 2017-18

REPORT
CARD:

DEC 14
JUNE 6

PROGRESS
REPORT:

OCT 13
MAR 16

KEY FEATURES

Levels of

Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals.

Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

+ = Strong Effort

✓ = Adequate Effort

— = Lack of Effort

ENGLISH LANGUAGE ARTS

SIXTH GRADE STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

READING:

- Read and analyze grade-level text to determine what the text says explicitly, make inferences, and describe the devices of plot and character development in fiction.
- Understand how authors use words in particular ways to provide meaning and tone to text.
- Compare texts with audiovisual representations of that text, and with other texts, to determine similarities in theme or topic.
- When reading informational (nonfiction) texts, use evidence from the text to support their analysis and inferences, determine central ideas and analyze the details of the text.
- Develop understandings of topics and issues presented in a variety of formats, and be able to evaluate claims made in text to determine their validity.

WRITING:

- Write well-developed opinion, narrative, and informative compositions. Writing will be clear, coherent, and structured appropriately to the audience, purpose, and writing task.
- Conduct research projects, gathering information from multiple sources, and evaluating that evidence for credibility, and use this evidence to support their analysis and research.

SPEAKING & LISTENING:

- Effectively communicate with their peers and with their teacher.
- Participate in collaborative discussions with others in their classroom about grade-level topics and issues, following rules of collegial discussion, and being prepared with evidence on the topic to be discussed.
- Demonstrate understanding of multiple perspectives within a discussion, and determine if a speaker's claims are supported by reasons and evidence.
- Present claims and findings, including multimedia and visual displays, and adapt their speech to a variety of contexts, using formal English when the situation indicates it is appropriate.

LANGUAGE:

- Demonstrate a command of standard English grammar and usage when speaking and writing.
- Demonstrate a command of the conventions of standard English in their writing, including correct punctuation and spelling.
- Adjust their sentence patterns and tone to match the audience and topic being addressed, and will maintain consistency in their style and tone throughout the writing or speaking task.

- Use context, knowledge of Greek and Latin roots, and reference materials to determine the meanings of unknown words and will understand figurative language, word relationships, and nuances of word meanings.
- Incorporate newly acquired vocabulary into their writing and speaking.

MATH

SIXTH GRADE STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

- Connecting ratio, rate, and percentage to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.
- Writing, interpreting, and using expressions and equations
- Developing understanding of statistical thinking.



ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: ***These grades are reflective of both content standards and English Language Development Standards.***

Your student's language development may change from one marking period to the next due to their language learning progression.

THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.