

READING AND WRITING

Reading - Foundational skills

- Understand grade level vocabulary
- Demonstrate independent grade level comprehension
- Demonstrate the use of conventions and grammar

Reading and Writing - Informational

- Identify and analyze the main idea and details
- Comprehend grade level text
- Write an informational piece citing textual evidence

Reading and Writing - Narrative

- Identify and analyze story elements
- Comprehend grade level text
- Write a narrative with story elements

Reading and Writing - Argument

- Identify and analyze the main idea and details
- Comprehend grade level text
- Write an argument citing textual evidence

Speaking & Listening

- Engage in conversations about a topic
- Speak clearly with pace, volume, and expression

MATHEMATICS

Expressions and Equations

- Read, write, and evaluate expressions
- Solve one-variable equations and inequalities

Geometry

- Find the area and surface area of quadrilaterals and triangles
- Solve volume problems with fractional lengths

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems

Statistics and Probability

- Display numerical data in different forms
- Recognize statistical questions and understand statistical variability
- Summarize numerical data in relation to their context

The Number System

- Add and subtract decimals
- Multiply decimals
- Divide decimals
- Divide fractions
- Understand positive and negative numbers and how they relate to a number line and coordinate plane



READING & WRITING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Understand grade level vocabulary	Your child is a language scholar! They don't just figure out definitions; they understand the artistic flavors, historical origins, and hidden intentions behind words. They easily break down high-school level words, evaluate advanced figures of speech like satire and irony, and spot deep contextual clues that span across entire chapters completely on their own.	Your child successfully meets the goal. When they encounter a challenging or specialized word in their reading, they use middle-school strategies to unlock its meaning instead of guessing. They analyze surrounding sentence clues, break down complex Greek and Latin word parts, explain figures of speech like hyperboles or metaphors, and understand the subtle differences between similar words.	Your child is very close to the goal. They are good at using basic clues right next to a hard word to figure out what it means. However, they get easily confused by technical words that have different meanings in different subjects, tend to take figures of speech too literally, and struggle to see the emotional differences between similar words.	Your child is just starting to learn this skill. When they hit a word they don't know, they usually guess based on a glance or skip it entirely, which hurts their understanding of the text. They struggle to see how prefixes, suffixes, or nearby sentences can help them, and they need direct teacher help and picture guides to learn new vocabulary.	No evidence obtained



READING & WRITING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Demonstrate independent grade level comprehension	<p>Your child is an exceptionally advanced, mature reader! They don't just understand sixth-grade books; they easily read and analyze complex eighth-grade novels and dense academic articles completely on their own. They naturally spot hidden author biases, trace intricate plot twists, and compare deep ideas across completely different texts without any help.</p>	<p>Your child successfully meets the goal. They can pick up any sixth-grade novel, historical text, or science article and fully understand it on their own. They can confidently tell you the main theme, explain how the plot or argument builds step-by-step, and easily point to and explain the exact text quotes that prove their thinking.</p>	<p>Your child is very close to the goal. They can read sixth-grade texts independently and understand the surface-level story or basic facts. However, they get stuck when they need to figure out deeper, unwritten meanings or complex scientific processes by themselves. They usually need a graphic organizer, a quick chat, or a hint from the teacher to fully get it.</p>	<p>Your child is just starting to learn this skill. Reading and understanding sixth-grade books completely on their own is currently too frustrating for them. They easily lose track of who is talking or what the main point is, and they need a teacher right next to them, reading aloud, or much simpler books to help them practice.</p>	<p>No evidence obtained</p>



READING & WRITING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Demonstrate the use of conventions and grammar	<p>Your child is an elite grammar architect! They don't just follow the rules; they use grammar to give their writing style, rhythm, and complete clarity. They can effortlessly manage complicated sentences with multiple people and pronouns without getting tangled up. They naturally spot and fix highly subtle mistakes in their own drafts and write with a voice much older than sixth grade.</p>	<p>Your child successfully meets the goal. When writing essays or speaking in class, they use pronouns correctly—like knowing when to say "she and I" instead of "her and me."</p> <p>They use intensive pronouns perfectly, keep their paragraphs matching in person (not switching from "we" to "you"), and make sure it is always 100% clear exactly which noun a pronoun is replacing.</p>	<p>Your child is very close to the goal. They know basic grammar rules and can write simple sentences well.</p> <p>However, when they write compound sentences or long essays, they get tripped up on rules like "she and I" versus "her and me." They also accidentally switch between talking to "you" and talking about "themselves" in the same paragraph, or create sentences where it is confusing who "he" or "they" refers to.</p>	<p>Your child is just starting to learn this skill. Their writing is very hard to follow right now because their pronouns are constantly mixed up (like using "them" instead of "they," or switching people randomly mid-sentence).</p> <p>They do not see these mistakes on their own and need a teacher to guide them line-by-line to fix their sentences.</p>	<p>No evidence obtained</p>



READING & WRITING - INFORMATIONAL

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify and analyze the main idea and details	<p>Your child is a master information analyst! They don't just find the obvious central point; they read complex articles and uncover hidden arguments or underlying themes. When writing reports, they explain exactly how the author used specific facts, data, and structural layouts to build their thesis, creating an advanced, professional summary entirely on their own.</p>	<p>Your child successfully meets the goal. When reading a 6th-grade article, they can easily find the main central idea and explain exactly which facts, examples, or details the author used to build that point. They can write a completely unbiased summary of what they read and write their own organized informational reports with clear, separate paragraphs for different concepts.</p>	<p>Your child is very close to the goal. They can tell you the basic topic of an article and pick out interesting facts. However, they struggle to explain <i>how</i> those facts work together to prove the author's main point. When they write summaries or reports, they tend to just list facts in a random order without organizing them into neat paragraphs, or they accidentally add their own feelings.</p>	<p>Your child is just starting to learn this skill. They have a hard time telling the difference between a small, minor detail and the actual central point of an article, often getting distracted by a single picture or fun fact. They need a lot of teacher help, highlighted text chunks, and simple fill-in-the-blank writing frames to state a basic summary.</p>	<p>No evidence obtained</p>
Comprehend grade level text	<p>Your child is an elite independent scholar! They don't just understand sixth-grade books and articles; they comfortably read and comprehend complex eighth-grade literature, historical documents, and science journals entirely on their own. When writing or discussing texts, they naturally connect deep ideas across different sources and evaluate hidden meanings without any help.</p>	<p>Your child successfully meets the goal. They can pick up any sixth-grade novel, historical chapter, or science article and fully understand it on their own. They can confidently tell you the main idea or theme, explain how the plot or text develops step-by-step, and easily point to and explain the exact text quotes that prove their thinking.</p>	<p>Your child is very close to the goal. They can read sixth-grade texts independently and understand the surface-level story or basic facts. However, they get stuck when they need to figure out deeper, unwritten meanings or complex scientific processes by themselves. They usually need a graphic organizer, a quick chat, or a hint from the teacher to fully get it.</p>	<p>Your child is just starting to learn this skill. Reading and understanding sixth-grade books completely on their own is currently too frustrating for them. They easily lose track of who is talking or what the main point is, and they need a teacher right next to them, reading aloud, or much simpler books to help them practice.</p>	<p>No evidence obtained</p>



READING & WRITING - INFORMATIONAL

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write an informational piece citing textual evidence	Your child is an expert research journalist! They don't just drop quotes into an essay with repetitive tags; they blend facts and direct quotes perfectly into their own sentences, making the writing flow beautifully. They can analyze complex, conflicting articles, pick the absolute best evidence, and organize a master report using advanced structures and a mature voice entirely on their own.	Your child successfully meets the goal. When writing an informational report, they don't just write from memory or copy whole pages. They carefully select real facts and direct quotes from their sources and weave them into their paragraphs using proper citation tags. They keep their writing neat, clear, and well-organized using distinct paragraphs, headings, and clear transitions.	Your child is very close to the goal. They can write an informational essay with clear paragraphs and a basic topic. However, they tend to write from their own memory rather than looking back at the articles for precise facts. When they do use a quote, they often just drop it into the middle of a sentence without explaining who said it or why it matters to the paragraph.	Your child is just starting to learn this skill. Their reports are usually very short and read like random thoughts rather than an informational paper. They struggle to find facts in an article and often copy lines word-for-word from the source without realizing they need quotation marks. They need a teacher to help them find a fact and write it down.	No evidence obtained



READING & WRITING - NARRATIVE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify and analyze story elements	<p>Your child is a master story analyst and creative author! They don't just track what happens in a book; they understand how minor subplots and hidden backstory pieces change a character's mind and push the entire theme forward. When writing stories, they build deeply layered characters, use non-linear tricks like flashbacks, and use sensory language to create symbolic meaning entirely on their own.</p>	<p>Your child successfully meets the goal. When reading a 6th-grade book, they can easily break the plot down into a chain of separate events (episodes) and explain exactly how a character changed from the beginning to the end because of those events. When writing stories, they organize their plot into a clear sequence with realistic dialogue, smooth transitions, and a clear ending.</p>	<p>Your child is very close to the goal. They can tell you the main events of a story and what the characters are doing. However, they struggle to explain <i>why</i> a specific chapter was important to a character's emotional growth. When they write stories, they tend to rush through the action like a checklist of events, forgetting to include what the characters are thinking or feeling inside.</p>	<p>Your child is just starting to learn this skill. They easily lose track of the plot when reading, often mixing up different events or failing to see the main problem the characters face. They struggle to write a creative story on their own, often writing random sentences, and need a teacher's direct help, picture cards, and simple fill-in-the-blank story charts.</p>	<p>No evidence obtained</p>



READING & WRITING - NARRATIVE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Comprehend grade level text	<p>Your child is an elite book critic and creative writer! They don't just understand sixth-grade stories; they comfortably read and comprehend complex eighth-grade literature, classic plays, and abstract poetry entirely on their own. When writing narratives, they easily handle advanced storytelling tools, like manipulating timelines, weaving in deep internal conflicts, and utilizing extended symbolism.</p>	<p>Your child successfully meets the goal. They can pick up any sixth-grade novel or play and fully understand it on their own. They can explain the deeper lesson or theme, tell you how a character changed across different chapters, and write an organized creative story with an engaging introduction, a clear problem, realistic dialogue, and a solid resolution.</p>	<p>Your child is very close to the goal. They can read sixth-grade fiction and tell you exactly what happened in the story on their own. However, they get stuck when they need to figure out a hidden lesson, read between the lines, or understand a character's secret motives. Their own stories are okay, but they often rush the plot and forget to add detailed descriptions or meaningful dialogue.</p>	<p>Your child is just starting to learn this skill. Reading and understanding sixth-grade fiction on their own is currently too frustrating for them. They easily lose track of who is talking or what the main problem is. They need a teacher right next to them to break the chapters into tiny pieces and use a lot of character charts to help them follow the story.</p>	<p>No evidence obtained</p>



READING & WRITING - NARRATIVE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write a narrative with story elements	Your child is a master fiction writer! They don't just write a basic story with a beginning, middle, and end; they build immersive worlds and deep characters like a professional author. They can play with time using cool tricks like flashbacks, write realistic dialogue packed with hidden meanings, and use settings symbolically to reflect a character's deep feelings entirely on their own.	Your child successfully meets the goal. When writing a story, they naturally set the scene and introduce the characters so the reader is immediately hooked. They make sure the plot follows a smooth, logical timeline. They use middle school storytelling tools, like adding talking parts (dialogue) to show how characters interact, managing the speed of the story, and using descriptive words so you can picture the scene.	Your child is very close to the goal. They can write a complete story from start to finish. However, their plots usually move too fast because they rush through the action like a list of events. They try to add talking parts, but the dialogue sounds a bit unnatural. They are working on slowing down to add more descriptions of how characters look, think, and feel.	Your child is just starting to learn this skill. Their stories are usually very short, disjointed, and hard to follow because events happen in a confusing order. They struggle to create original characters or describe where the story takes place, often just listing actions. They need a teacher's direct help, simple picture story-maps, and fill-in-the-blank frames to write a story.	No evidence obtained



READING & WRITING - ARGUMENT

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify and analyze the main idea and details	<p>Your child is an expert debate analyst! They don't just find the obvious point of view; they read complex articles and uncover hidden arguments or logical flaws. When writing essays, they explain exactly how an author used facts or where their logic failed, and they can confidently write their own debates that address opposing viewpoints completely on their own.</p>	<p>Your child successfully meets the goal. When reading a 6th-grade opinion piece or editorial, they can easily find the main claim and point out which reasons are backed by real facts and which ones are just personal feelings. They can write an organized argument paper that states a clear opinion and uses solid text evidence to back up their claims.</p>	<p>Your child is very close to the goal. They can tell you what a persuasive article is mostly arguing and list some facts from the text. However, they struggle to check if those facts actually prove the author's point. When they write their own opinions, they tend to repeat how they feel over and over rather than using organized facts to support their claims.</p>	<p>Your child is just starting to learn this skill. They have a hard time telling the difference between a minor detail and the actual main argument of a text, often getting distracted by their own personal biases on the topic. They need a lot of teacher help, highlighted text chunks, and simple fill-in-the-blank writing frames to state a basic opinion.</p>	No evidence obtained
Comprehend grade level text	<p>Your child is an elite critical thinker and debate writer! They don't just understand sixth-grade argument articles; they comfortably read and comprehend complex historical speeches and advanced editorials entirely on their own. When writing argument pieces, they look at a topic from all sides, use mature reasoning, and dismantle opposing views like an experienced debater.</p>	<p>Your child successfully meets the goal. They can pick up any sixth-grade argument piece, editorial, or speech and fully understand what the author is trying to prove. They can tell the difference between a real fact and an author's personal feeling, and they can write an organized persuasive essay with an introduction, clear reasons, and a solid conclusion.</p>	<p>Your child is very close to the goal. They can read sixth-grade argument pieces and tell you what the author wants them to believe. However, they struggle to figure out if the author's reasons actually make sense or if they are just being dramatic. Their own argument writing is okay, but they tend to repeat "I think" or get overly emotional instead of using organized facts.</p>	<p>Your child is just starting to learn this skill. Reading and understanding sixth-grade persuasive texts on their own is currently too frustrating for them. They easily lose track of what the author is arguing and get confused by persuasive words. They need a teacher right next to them to break down sentences and use a lot of simple charts to help them follow the argument.</p>	No evidence obtained



READING & WRITING - ARGUMENT

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write an argument citing textual evidence	Your child is a master debate writer! They don't just state an opinion and glue quotes into an essay; they smooth facts and direct quotes into their own sentences beautifully, like a defense lawyer. They can analyze multiple complex articles, pick the absolute strongest evidence, maintain a highly professional writing tone, and naturally outsmart opposing views completely on their own.	Your child successfully meets the goal. When writing an argumentative paper, they don't just rely on personal feelings. They read credible sources, pick out real facts or direct quotes, and put them into their essay using phrases like "The author states..." or "According to the study..." to prove their point. They organize their reasons neatly into paragraphs and write in a serious, school-appropriate tone.	Your child is very close to the goal. They can write an argument essay with clear paragraphs and a basic opinion. However, they tend to write from their own emotions and repeat "I think" or use playground words rather than looking back at the article for facts. When they do use a quote, they often just drop it into the middle of a sentence without explaining who said it or why it matters.	Your child is just starting to learn this skill. Their papers are usually very short and read like random personal thoughts rather than a persuasive report. They struggle to find facts in an article to back up an opinion and often copy lines word-for-word from the book without realizing it is plagiarism. They need a teacher to help them write.	No evidence obtained



SPEAKING & LISTENING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Engage in conversations about a topic	<p>Your child is an exceptional discussion leader! They don't just share ideas; they help manage the entire group dynamic. They can listen to completely different opinions, summarize the main arguments, and gently help the group find common ground. They ask deep questions that uncover logical flaws and connect the discussion to other big concepts flawlessly.</p>	<p>Your child successfully meets the goal. They always come prepared to talk, bringing specific notes or ideas from their reading. They build on what classmates say by adding their own thoughts, asking good follow-up questions, and explaining their reasoning clearly. They can paraphrase different opinions to show they are truly listening and help the group stay on track.</p>	<p>Your child is very close to the goal. They are enthusiastic about sharing their own thoughts and listening to friends. However, their comments don't always connect to what the last person said. They tend to share random opinions rather than using specific text evidence, and they rarely ask follow-up questions or summarize what others have stated.</p>	<p>Your child is just starting to learn this skill. They struggle to stay focused on the topic being discussed, often interrupting others or remaining silent. They need a lot of teacher support, specific sentence starters, and direct guidance to listen to a peer and respond appropriately in a group setting.</p>	<p>No evidence obtained</p>



SPEAKING & LISTENING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Speak clearly with pace, volume, and expression	<p>Your child is a captivating public speaker! They don't just read information aloud; they perform it. They naturally change how fast or slow they speak, use intentional silence for dramatic effect, and adjust their volume perfectly to match the room's mood. They speak with incredible confidence, using professional language and strong eye contact instead of looking down at notes.</p>	<p>Your child successfully meets the goal. When speaking to the class, they talk clearly and at a perfect speed—not too fast and not too slow. Their voice is loud enough for everyone in the room to hear them easily, and they look up at the audience instead of staring at their paper. They use voice expression and formal language so their presentation sounds interesting and polished.</p>	<p>Your child is very close to the goal. They can speak loudly and clearly when they feel comfortable. However, when they get nervous or look down at their notes, they start rushing, drop their volume, or sound a bit flat. They also tend to look at the floor or the screen instead of the audience and occasionally use casual playground language instead of a formal presentation tone.</p>	<p>Your child is just starting to learn this skill. They speak in a very quiet whisper or mumble, and rush through their words so quickly that it is hard to understand their ideas. They get very uncomfortable in front of a group, read word-for-word from their paper without ever looking up, and need lots of teacher encouragement or a tiny audience of peers to speak aloud.</p>	<p>No evidence obtained</p>



MATHAMATICS - EXPRESSIONS & EQUATIONS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Read, write, and evaluate expressions	Your child is an algebra and expression master! They don't just calculate basic math problems; they understand the structural grammar behind algebraic equations. They can easily translate complex word riddles into advanced expressions with variables and exponents, look at massive equations to find shortcuts without doing any arithmetic, work with fractional variables, and solve advanced coding puzzles completely on their own.	Your child successfully meets the goal. They understand how mathematical language translates into math symbols. They can comfortably take a phrase like "subtract 4 from $\sqrt{x}$ ", then multiply by the square of $\sqrt{y}$ " and write it neatly as $\sqrt{y}^2 \cdot (x - 4)$. They can identify structural pieces like variables and coefficients, and plug in numbers for letters (like evaluating $\sqrt{3x + 5}$ when $(x = 4)$) using the correct order of operations.	Your child is very close to the goal. They are great at translating simple math phrases or evaluating basic numbers. However, they get easily confused when multiple steps or exponents are introduced, often forgetting to evaluate the exponent before multiplying, or trying to just plug in a number next to a coefficient like it's a regular digit (e.g., thinking $\sqrt{3x}$ means " $\sqrt{34}$ ") if $\sqrt{x=4}$ instead of $\sqrt{3 \times 4}$.	Your child is just starting to learn this skill. They confuse what different math keywords mean, often picking random signs or ignoring variables entirely regardless of what the story says. They struggle to see how a sentence turns into a symbolic math string and need lots of teacher support, matching vocabulary charts, and direct guidance.	No evidence obtained



MATHAMATICS - EXPRESSIONS & EQUATIONS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Solve one-variable equations and inequalities	<p>Your child is an equation and inequality master! They don't just calculate answers; they understand the structural balance of algebra. They can easily handle complex, multi-step math stories that change rules halfway through, work backward from a graph to build advanced inequality constraints, manage tricky fractions and negative numbers, and solve hidden algebra puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand that a variable represents a specific unknown number. They can comfortably take a story problem, turn it into a matching equation or inequality, and use inverse operations (like dividing to undo multiplication) to solve it. They also know that inequalities have an infinite amount of answers and can accurately show those answers using an arrow on a number line graph.</p>	<p>Your child is very close to the goal. They are great at solving simple whole-number equations like adding or subtracting. However, they get easily confused when they have to use fractions or decimals, often picking the wrong opposite math step to isolate the letter. They also struggle to draw inequalities on a number line, frequently pointing the arrow in the wrong direction or forgetting if a boundary circle should be open or filled in.</p>	<p>Your child is just starting to learn this skill. They confuse how equations stay balanced, often picking random whole numbers or guessing answers without making sure the math is actually true. They struggle to see how letters stand for numbers or what an inequality sign means, and they need lots of teacher support, physical scale weights to move around, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - GEOMETRY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Find the area and surface area of quadrilaterals and triangles	<p>Your child is a 2D and 3D shape master! They don't just memorize formulas; they understand the mathematical laws behind architectural drawings, surface coverage, and scales. They can easily handle complex, multi-step math stories that wrap complex shapes together, work backward from a total area to find missing side measurements, handle fractions and decimals fluidly, and solve advanced spatial design puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how flat and three-dimensional spaces work—knowing that area measures the flat square tiles inside a shape, and surface area measures the total outer "wrapping paper" of a 3D box. They can comfortably use geometry formulas, split a complex flat shape into separate triangles and rectangles to add their areas together, flatten a 3D prism into a paper net drawing, and solve everyday story problems accurately.</p>	<p>Your child is very close to the goal. They can find the area of a single square or triangle easily when it is clearly labeled on a worksheet. However, they get easily confused by trickier tasks, often making the common mistake of multiplying by a slanted side instead of the straight height, forgetting to cut a triangle's area in half, or skipping a few side walls when adding up a 3D box's surface area.</p>	<p>Your child is just starting to learn this skill. They confuse how flat and three-dimensional shapes work, often guessing values randomly or treating 3D objects like flat, simple lines. They struggle to see how a shape breaks down into square units and need lots of teacher support, actual grid paper to count squares, plastic shapes to unfold, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - GEOMETRY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Solve volume problems with fractional lengths	Your child is a 3D fraction and volume master! They don't just memorize formulas; they understand the mathematical laws behind packing, capacity, and architectural scaling. They can easily handle complex, multi-step math stories that mix fractional measurements, work backward from a total volume to find missing side lengths, handle complex nested fractional blocks fluidly, and solve advanced spatial design puzzles completely on their own.	Your child successfully meets the goal. They understand exactly how rational three-dimensional space works— knowing that volume measures how many fractional unit cubes can tightly pack inside a box. They can comfortably take a prism's fractional measurements, turn mixed numbers into fractions, multiply them correctly, and explain how a formula gives the exact same answer as drawing and counting a grid of small fractional blocks.	Your child is very close to the goal. They can find volume easily when the dimensions are regular whole numbers. However, they get easily confused when side lengths contain fractions or mixed numbers, often making the common mistake of only multiplying the whole numbers together while ignoring the fractional pieces, or forgetting how to accurately turn mixed numbers into fractions before calculating.	Your child is just starting to learn this skill. They confuse how fraction shapes and three-dimensional space work, often guessing values randomly or treating fractional parts like simple whole lines. They struggle to see how a box fills up with layers of fractional unit cubes and need lots of teacher support, actual block kits to stack, and direct guidance.	No evidence obtained



MATHAMATICS - RATIOS AND PROPORTIONAL RELATIONSHIPS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Understand ratio concepts and use ratio reasoning to solve problems	Your child is a ratio and proportion master! They don't just fill out standard multiplication tables; they understand the mathematical laws behind scale transformations and variable rates. They can easily handle complex, multi-step math stories that mix completely different rate scales together, work backward to find a hidden missing variable, track dynamic changing proportions, and solve advanced tracking puzzles completely on their own.	Your child successfully meets the goal. They understand exactly how proportional scaling works—knowing how two numbers lock together and change size at a constant rate. They can comfortably take a raw ratio statement, rewrite it using proper rate language, build structural visual models like tape diagrams or double number lines to track matches, calculate perfect percentages, change measurement scales, and solve everyday story problems accurately.	Your child is very close to the goal. They can fill out a simple multiplication chart easily when matching items directly. However, they get easily confused by trickier tasks, often making the common mistake of adding numbers to expand a scale instead of multiplying them, flipping the order of numbers during a division division step (calculating miles per hour backward), or getting lost during multi-step percentage or conversion word problems.	Your child is just starting to learn this skill. They confuse how proportions scale up and down, often guessing values randomly or treating ratio numbers like simple, disconnected math facts. They struggle to see how an increase on one side forces a matching multiplication change on the other side and need lots of teacher support, actual colored blocks to sort, and direct guidance.	No evidence obtained



MATHAMATICS - STATISTICS & PROBABILITY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Display numerical data in different forms	<p>Your child is a statistical data display master! They don't just place marks on a standard graph; they understand the mathematical laws behind distribution patterns and variance tracking. They can effortlessly look at a completed box plot or histogram and work backward to figure out the original data set, handle complex data sets with decimals, compare competing charts to spot reporting biases, and solve advanced data puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how different data graphs work—knowing when to use a dot plot for individual numbers, a histogram for grouped intervals, or a box plot to show the spread of a crowd. They can comfortably take a list of numbers, calculate the exact middle and quartile line breaks, and draw clean, accurate, and properly labeled number-line graphs.</p>	<p>Your child is very close to the goal. They can make a simple dot plot easily when placing individual values. However, they get easily confused by trickier tasks, often making the common mistake of making histogram intervals uneven sizes (like skipping by 5s then switching to 10s), forgetting how to find the middle numbers for quartiles, or leaving out parts of a box plot box entirely.</p>	<p>Your child is just starting to learn this skill. They confuse how scale markings and statistical graphs work, often drawing lines randomly or treating data lists like simple whole numbers to add up. They struggle to see how a collection of scores turns into a multi-tiered box or bar graph and need lots of teacher support, pre-gridded templates, and direct guidance.</p>	<p>No evidence obtained</p>
Recognize statistical questions and understand statistical variability	<p>Your child is a data theory and statistics master! They don't just memorize what a statistical question is; they understand the mathematical laws behind data variance, audience sampling, and reporting bias. They can effortlessly look at a survey question and explain how to rephrase it to uncover deeper patterns, predict how weird "outlier" scores will twist a chart's shape, and spot flaws in real-world data tracking completely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how statistical research works—knowing that a good math question expects a wide variety of different answers instead of just one single fact. They can comfortably look at a question and tell if it will create a scattered list of data, write their own survey questions, and describe a data chart by pointing out its middle, its total spread, and its visual shape.</p>	<p>Your child is very close to the goal. They can tell the difference between a single-fact question and a group question easily when taking their time. However, they get easily confused by trickier prompts, often thinking a question is statistical just because it asks a big group of people a simple "yes/no" question that doesn't vary, or mixing up math words like "spread" and "center" when looking at a data chart.</p>	<p>Your child is just starting to learn this skill. They confuse how data tracking and statistics work, often guessing randomly or thinking any question asked to a friend is a math question. They struggle to see how a chart shows a spread of different numbers and need lots of teacher support, simple picture choice blocks, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - STATISTICS & PROBABILITY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Summarize numerical data in relation to their context	Your child is a data analysis and research master! They don't just compute basic math averages; they understand the mathematical laws behind how numbers describe real-world situations. They can easily explain why a median is better than a mean for tracking real-world values (like house prices or salaries) when massive "outliers" distort the data, critique real-world scientific studies, and solve advanced statistical riddles completely on their own.	Your child successfully meets the goal. They understand exactly how statistical reporting works—knowing how to connect math scores to the real-world story they are telling. They can comfortably look at a data set, count the total observations, explain what is being measured and what units are used (like grams or seconds), calculate the exact middle and spread lines, identify weird "outliers," and pick the best average to match the graph's shape.	Your child is very close to the goal. They can find a basic average or median easily when given a plain list of numbers. However, they get easily confused when asked to explain what those numbers actually mean in a real-world story, often making calculation errors during long multi-step variance math (like finding the MAD), or forgetting that a skewed graph shape changes which math average they should use.	Your child is just starting to learn this skill. They confuse how statistical summaries and real-world data tracking work, often guessing values randomly or forgetting what the units mean entirely. They struggle to see how an average describes a big group of real items and need lots of teacher support, simple picture choice blocks, and direct guidance.	No evidence obtained



MATHAMATICS - NUMBER SYSTEM

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidenc e
Add and subtract decimals	<p>Your child is a decimal calculation master! They don't just follow standard algorithm rules; they understand the mathematical laws behind decimal place values and multi-step balancing. They can easily handle complex, multi-step math stories that mix different operations together, manage tricky negative numbers or high-level scales, and reverse-engineer broken mathematical equations completely on their own.</p>	<p>Your child successfully meets the goal. They have achieved full fluency with decimal addition and subtraction. They can comfortably align decimal points vertically to compute numbers of completely different lengths (like $\backslash(14.3 - 2.856\backslash)$), accurately supply mandatory placeholder zeros, handle complex regrouping/borrowing across multiple columns, and solve multi-step real-world story problems accurately.</p>	<p>Your child is very close to the goal. They can add and subtract decimals easily when the numbers are the exact same length. However, they get easily confused when the numbers have different numbers of digits, often making the common mistake of lining up the numbers by their right edges like whole numbers, or forgetting to use a "0" as a placeholder during trickier borrowing steps.</p>	<p>Your child is just starting to learn this skill. They confuse how decimal values work, often ignoring the decimal point completely and adding the numbers together like regular whole numbers without adjusting the final values. They struggle to see how whole numbers and decimal pieces interact and need lots of teacher support, grid charts, and direct guidance.</p>	No evidence obtained
Multiply decimals	<p>Your child is a decimal multiplication master! They don't just count decimal hops blindly; they understand the mathematical laws behind scaling numbers. They can easily handle complex, multi-step math stories that mix multiplication with negative numbers, predict how changing a decimal will shift an answer before doing any scratch work, and reverse-engineer broken mathematical equations completely on their own.</p>	<p>Your child successfully meets the goal. They have achieved full fluency with decimal multiplication. They can comfortably set up and multiply decimals of any length (like $\backslash(3.42 \times 0.6\backslash)$), calculate the partial products accurately without getting confused by the decimal points during the math steps, insert the decimal point into the perfect spot at the end, and solve multi-step real-world story problems accurately.</p>	<p>Your child is very close to the goal. They can multiply easily when the numbers are short or involve basic whole numbers. However, they get easily confused by longer decimal problems, often making the common mistake of trying to line up the decimal points vertically while setting up the multiplication problem, or miscounting how many spaces to jump from the right in their final answer.</p>	<p>Your child is just starting to learn this skill. They confuse how decimal values scale up, often ignoring the decimal point completely and treating the problem like regular whole numbers without ever adjusting the final values. They struggle to see how multiplying parts of numbers works and need lots of teacher support, actual grid charts to align numbers, and direct guidance.</p>	No evidence obtained



MATHAMATICS - NUMBER SYSTEM

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Divide decimal s	<p>Your child is a decimal division master! They don't just shift decimal points blindly; they understand the mathematical laws behind scaling numbers up or down. They can easily handle complex, multi-step math stories that mix division with decimals and other operations, predict how changing a divisor will adjust an answer before doing any scratch work, and reverse-engineer broken mathematical equations completely on their own.</p>	<p>Your child successfully meets the goal. They have achieved full fluency with decimal division. They can comfortably set up and solve division problems where both numbers have decimals (like $4.82 \div 0.2$), accurately shift the decimal points in both numbers to turn the divisor into a whole number, insert necessary placeholder zeros inside the division house, and solve multi-step real-world story problems accurately.</p>	<p>Your child is very close to the goal. They can divide easily when the outside number (the divisor) is a regular whole number. However, they get easily confused when the outside number has a decimal, often making the common mistake of forgetting to move the inside decimal point the same number of spaces, or misplacing the decimal point in their final answer.</p>	<p>Your child is just starting to learn this skill. They confuse how decimal values scale, often ignoring the decimal point completely and treating the problem like regular whole numbers without ever adjusting the final values. They struggle to see how dividing numbers into smaller decimal pieces works and need lots of teacher support, actual grid charts to align numbers, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBER SYSTEM

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Divide fractions	<p>Your child is a fraction division master! They don't just memorize reciprocal "flip" tricks; they understand the deep mathematical laws behind parts of a whole and fractional scales.</p> <p>They can easily handle complex, multi-step math stories that mix fraction operations together, work with negative variables or high-level scales, change formats fluidly, and solve advanced tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how dividing fractions works—knowing that dividing by a fraction tells you how many small pieces fit inside a starting amount. They can comfortably take an equation or a word problem (like $\frac{2}{3} \div \frac{1}{4}$), draw a matching visual model, calculate the exact answer using the standard algorithm, simplify their results, and solve real-world story problems accurately.</p>	<p>Your child is very close to the goal. They can solve simple fraction division equations easily when they are straightforward. However, they get easily confused by longer fractions or mixed numbers, often making the common mistake of flipping the first fraction instead of the second one during the math steps, or swapping the order of the numbers when turning a word story into an equation.</p>	<p>Your child is just starting to learn this skill. They confuse how dividing with fractions works, often guessing answers randomly or treating top and bottom numbers like independent whole numbers. They struggle to see how a fraction breaks down into smaller groups and need lots of teacher support, actual fraction bars to count, and direct guidance.</p>	<p>No evidence obtained</p>
Underst and positive and negative numbers and how they relate to a number line and coordina te plane	<p>Your child is a negative number and coordinate plane master! They don't just plot simple points; they understand the mathematical laws behind mapping opposite directions, tracking scales, and shifting shapes. They can effortlessly look at a 4-quadrant grid, calculate distances between fractional coordinates using absolute value math in their head, predict how shapes move or flip when rules change, and solve intricate mapping puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They fully understand the system of positive and negative numbers. They can comfortably take real-world concepts (like debt, elevation, or temperatures) and match them to signed numbers, explaining exactly what zero means in that scenario. They can accurately plot fractional or decimal numbers on horizontal or vertical line tracks and flawlessly map points anywhere on a 4-quadrant graph.</p>	<p>Your child is very close to the goal. They are great at using regular whole numbers in the first quadrant of a graph. However, they get easily confused by negative numbers, often counting in the wrong direction when moving left or down from zero (like putting (-3) where (-5) belongs), or accidentally flipping the (x) and (y) steps when numbers have negative signs.</p>	<p>Your child is just starting to learn this skill. They confuse how negative numbers and grid tracks work, often ignoring negative signs entirely or pointing to numbers randomly. They struggle to see how a pair of numbers inside parentheses matches a single dot on a 4-quadrant map and need lots of teacher support, heavily color-coded scales, and direct guidance.</p>	<p>No evidence obtained</p>