

New Boston Central School



Family Guide *to understanding the*

Grade 6 Report Card

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Why Standards-Based Report Cards?

In the elementary grades, learning is seen as a process that is based on a developmental model. Traditional grading does not communicate student's strengths and weaknesses to parents or guardians. By using a standards-based report card, parents or guardians will have a better understanding of the areas their child needs additional practice.

Where do the standards come from?

The Mathematics and English Language Arts Standards come from the NH College and Career Ready Standards, which can be found here:

https://www.education.nh.gov/innovations/hs_redesign/competencies.htm

Reporting on Student Mastery

Score	Descriptor	Explanation
4	Consistently	Student consistently excels at grade level standards.
3	Usually	Student consistently and independently meets grade level standards. This is the expected outcome.
2	Sometimes	Student shows partial or inconsistent understanding of grade level standards. Independent performance shows gaps in understanding or teacher support is needed.
1	Not Yet	Student is not yet competent at grade level standards. Teacher support is needed to show basic competence.
N/A	Not Assessed	Not Assessed during this marking period.

Reporting on Successful Learner Characteristics

On a standard-based report card academic marks do not reflect a child's effort, attitude or work habits. These important characteristics are reported separately on the report card.

Successful Learner Characteristics

■ Safe

- Follow directions
- Use materials and equipment appropriately
- Follow classroom routines and rules

■ Respectful

- Listen with focus
- Respect the opinions of others
- Work well with peers
- Exhibit self-control

■ Responsible

- Work independently
- Exhibit effort
- Participate actively
- Organize materials and tasks
- Complete classwork in a timely manner
- Complete homework assignments

READING POWER STANDARDS

■ **Literature**

- Determine the main idea and explain how it is supported by key details from text
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the authors' point of view/ bias

■ **Informational Text**

- Determine the theme by citing evidence
- Compare and contrast literary elements and infer important similarities and differences in the points of view, mood and tone

■ **Foundational Skills**

- Cite text evidence to support claims
- Answer questions to demonstrate comprehension

■ **Writing & Grammar**

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Use grade-level rules of grammar
- Use grade-level capitalization, punctuation, and spelling
- Use grade-appropriate language and vocabulary

- **Speaking and Listening**

- Engage effectively in a range of collaborative discussions
- Clearly present a topic using relevant facts and details

MATHEMATICS POWER STANDARDS

- **Mathematical Practices**

- Attend to precision
- Reason abstractly and quantitatively
- Construct viable arguments (conjecture) and critique the reasoning of others

- **Geometry**

- Calculate the area of polygons
- Calculate the volume of rectangular prisms
- Calculate surface area of 3-D figures

- **Number System**

- Divide fractions
- Divide multi-digit numbers
- Multiply multi-digit decimals
- Divide multi-digit decimals
- Order rational numbers

- **Ratios and Proportional Relationships**
 - Use ratios and unit rates to solve real world problems
- **Statistics and Probability**
 - Calculate measures of center of a data set
 - Display numerical data using different data displays
- **Expressions and Equations**
 - Write, read, and evaluate expressions
 - Write, read, and evaluate equations
 - Write, read, and evaluate inequalities

SCIENCE POWER STANDARDS

- Current Science Concepts
- Make scientific observations and formulate a hypothesis
- Carry out scientific investigations
- Constructing Explanations and Designing Solutions
- Developing Models

SOCIAL STUDIES POWER STANDARDS

▪ **CIVICS**

- Identify and explain the variety of forms of government from the past or present

▪ **ECONOMICS**

- Compare the production, distribution, and consumption of goods, services, and resources between different societies from the past

▪ **HISTORY**

- Describe and analyze how cultures, cultural groups, and their ideas in ancient civilizations contributed to world history
- Describe the characteristics of cultures in the world from the past
- Describe the relationships between and among significant events, such as the causes and consequences of wars in world history

▪ **GEOGRAPHY**

- Construct and analyze maps using scale, direction, symbols, and legends
- Describe patterns, processes, and functions of human settlement
- Describe and analyze how the environment and geography has affected people and cultures and how people have affected the environment in the past

INTEGRATED ARTS POWER STANDARDS

- **Art**

- Demonstrates and applies art concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

- **Music**

- Demonstrates and applies music concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

- **Physical Education**

- Demonstrates and applies physical education concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others