



KCSD96

Student:
 Grade: 6
 Year: 2016-17

	T1
Present	
Absent	
Tardy	

Report Card Purpose:

The purpose of the District 96 Middle School Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

REPORTING SCALE FOR ACADEMIC LEARNING TARGETS

.5 indicates partial mastery of the next level

Extends (4.0): In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. *ONLY TARGETS WITH A DOUBLE ASTERISK (**)* CAN BE EXTENDED.

Mastery (3.0): The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester a learning target appears on the report card.

Developing Mastery (2.0): The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.

Not Mastering (1.0): The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.

No Grade (NG): The student was not assessed during this term for this standard.

Not Enough Evidence (NEE): The teacher does not have enough evidence to determine mastery. See comments for more information.

REPORTING SCALE FOR WORK HABITS

4.0: EXTENDS

3.0: MASTERY

2.0: DEVELOPING MASTERY

1.0: NOT MASTERING

6G Pre-Algebra Survey - Mrs. C. Alland		T1
6th Pre-Algebra Survey P2		
Fraction Operations		
** (T1)	Solve word problems involving division of fractions.	
** (T1)	Find the greatest common factor (1-100) and least common multiple (1-12) of two whole numbers in a real-world context.	
Rational Numbers		
** (T2)	Interpret the absolute value of rational numbers in real-world situations.	
** (T2)	Solve mathematical problems by graphing points in all four quadrants of the coordinate plane.	
Expressions		
(T3)	Write expressions in which letters stand for numbers.	
** (T3)	Apply properties of operations to generate equivalent expressions, including those with rational numbers.	
Equations		
** (T3)	Write and solve one-step equations in a real-world context with positive rational numbers.	
** (T3)	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint in real-world context using $<$, $>$, \leq , \geq .	

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6G Pre-Algebra Survey - Mrs. C. Alland (continued)	T1
(T3) Describe the relationship between dependent and independent variables.	
Geometry	
** (T3) Find the area of 2D and 3D combined shapes using decomposition and composition.	
Ratios	
** (T2) Use ratios to solve real-world problems.	
** (T2) Use a ratio table or graph in a real-world context to write the equation that describes the line.	
** (T2) Solve real-world problems with percents.	
** (T2) Use proportional reasoning to solve real-world problems, including those with unit rates.	
Math Retention	
(T1,T2,T3) Demonstrate the ability to retain content knowledge over time.	
Learner Responsibilities	
** (T1,T2,T3) Learner Accountability (Preparation Organization Punctuality Work Completion Work Quality Makes up Work)	
** (T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)	

6G Health - Mr. B. Leven	T1
HEALTH AND WELLNESS (NOTE: Standards without scores will be assessed in later trimesters)	
Injury Prevention/Safety	
Describe the signs and symptoms of illness that indicate a person should seek medical treatment.	
Demonstrate an appropriate response when a person is choking.	
** Explain basic first aid to injuries.	
Apply basic first aid procedures (CPR, Heimlich)	
Human Growth and Development	
** Explain the basic differences and functions of the reproductive and endocrine systems.	
Explain the process of growth and development from conception to birth.	
** Discuss physical, mental, emotional, and social changes that occur during adolescence.	
Decision Making/Conflict Management	
** Discuss components of the decision-making process.	
Discuss the consequences of bullying.	
Explain behaviors/choices that may increase risks to one's health.	
Explain personal health behaviors and/or choices that reduce the risks of health problems.	
Predict the consequences of bullying.	
Human Body Systems	
** Identify the structure and function of the skeletal, muscular, nervous, immune, excretory, and integumentary systems.	
Recognize that all the body's systems interrelate and impact each other.	
Learner Responsibilities	
** (T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)	
** (T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)	

6G Facs - Mrs. B. Papson	T1
FAMILY AND CONSUMER SCIENCE (FACS)	
Life Skills Exploration	
** Identify domains of child development.	
** Identify characteristics of a competent babysitter.	
Demonstrate hand-sewing skills.	
** Describe components of MyPlate.	

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6G Facs - Mrs. B. Papson (continued)		T1
**Demonstrate safe use of equipment and tools.		
Demonstrate knowledge of cooking terminology.		
**Differentiate utensil and equipment uses.		
**Apply measuring skills.		
Technology Integration		
Apply information gathered from data for decision making using digital tools and resources.		
Learner Responsibilities		
** (T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)		
** (T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)		

6G Language Arts Advanced - Mrs. C. Savich		T1
READING/LANGUAGE ARTS		
Literature		
** (T1,T2) Read closely (make inferences, summarize, determine themes, cite text evidence) to analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Informational Text		
** (T1,T2) Read closely (make inferences, summarize, determine central ideas, cite text evidence) to analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Analytic Writing		
** (T1, T2,T3) Introduce a topic/claim.		
** (T1, T2,T3) Organize ideas/reasons and evidence clearly using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
** (T1, T2,T3) Develop and support the topic/claim with relevant facts, clear reasons, and relevant evidence using concrete details, quotations or other information and examples from credible sources as appropriate to demonstrate an understanding of the topic or text.		
** (T1, T2,T3) Use appropriate transitions (words, phrases, clauses) to clarify the relationships among ideas/claims and concepts/reasons.		
** (T1, T2,T3) Use precise language and domain-specific vocabulary.		
** (T1, T2,T3) Establish and maintain a formal style.		
** (T1, T2,T3) Provide a concluding statement or section that follows from the explanation/argument presented.		
LANGUAGE		
** (T1,T2,T3) Demonstrate command of the conventions of standard English grammar usage when writing or speaking.		
Narrative Writing		
** (T1, T3) Engage and orient the reader by establishing a context and introducing a narrator and/or characters.		
** (T1, T3) Organize an event sequence that unfolds naturally and logically.		
** (T1, T3) Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/or characters.		
** (T1, T3) Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.		
** (T1, T3) Use precise words and phrases, relevant words and details, and sensory language to convey experiences and events.		
** (T1, T3) Provide a conclusion that follows from the narrated experiences or events.		
Learner Responsibilities		
** (T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)		
** (T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)		

6G Social Studies - Mr. J. Williams		T1
SOCIAL STUDIES		
Inquiry Skills		
** (T1-T3) Developing Questions and Planning Inquiries: Create essential and focusing questions and determine sources from multiple point of view to assist in organizing research.		
(T1-T3) Determine the value of sources by evaluating their relevance and intended use.		

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6G Social Studies - Mr. J. Williams (continued)		T1
Argumentation Writing		
(T1-T3) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims.		
(T1-T3) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.		
(T1-T3) Provide a concluding statement or section that follows from and supports the argument presented.		
(T1-T3) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (Transitions)		
(T1-T3) Establish and maintain a formal style.		
(T1-T3) Compare the means by which individuals and groups change societies, promote the common good, and protect rights.		
Geography Standards		
(T1-T3) Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.		
History Standards		
(T1) Use questions generated about individuals and groups to analyze why people or the events they shaped are seen as historically significant.		
(T1) Analyze how people's perspectives influenced what information is available in the historical sources they created.		
(T1-T3) Organize applicable evidence into a coherent argument about the past.		
Economics Standards		
(T1-T3) Explain how changes in supply and demand cause changes in an economy.		
Learner Responsibilities		
**(T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)		
**(T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)		

6G PE - Mr. K. McThenia		T1
PHYSICAL EDUCATION		
Physical Education Targets		
Physical Fitness		
(T1,T2,T3) Participate and demonstrate best effort in a variety of physical activities for maintaining or enhancing a healthy lifestyle.		
**(T1) Apply rules during activities, games, or sports.		
**(T3) Demonstrates form and technique on basic fitness movements		
**(T1,T2,T3) Participate and demonstrate best effort in lifelong fitness activities.		
Rhythmic Movement		
**(T2) Create a rhythmic movement routine to music following given guidelines.		
Physical Education Learner Responsibilities		
**(T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)		
**(T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)		

6G Science - Mrs. K. Vileta		T1
SCIENCE		
Science Targets		
Science Skills		
(T1) Demonstrate mastery of basic science skills including metric measurement and science processes.		
Environmental Geoscience		
**(T1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations in an ecosystem.		
**(T1) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.		
Science Literacy		

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6G Science - Mrs. K. Vileta (continued)		T1
(T1, T2, T3) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		
(T1,T2,T3) Use precise language and domain-specific vocabulary to inform about or explain the topic.		
Learner Responsibilities		
**(T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)		
**(T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)		
6G Options - Mrs. J. Didech		T1
OPTIONS		
Learner Responsibilities		
**(T1,T2,T3) Learner Accountability (Preparation, Organization, Punctuality, Work Completion, Work Quality, Makes up Work)		
**(T1,T2,T3) Learner Citizenship (On Task, Follows Rules and Expectations, Demonstrates Citizenship, Shares Ideas, Listens Actively, Works Well with Others)		