

# Regional School District #10

Serving the Towns of Harwinton and Burlington



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Beginning in the 2018-19, the reporting of student progress for both grades 5 and 6 at Har-Bur Middle School is a standards-based approach. This helps teachers and parents to better identify students' areas of strengths and weaknesses to support their learning. Below are the priority standards and sub-sets of skills that students need to be successful in each content area.

The PowerSchool Portal will open for 6<sup>th</sup> grade parents on Tuesday, October 16th. On that day parents can begin to monitor their child's progress on the identified priority standards. The portal will serve as an additional communication tool, but will not replace direct communication with parents, which is an important part of the education of our students. Student progress will be reported by how well students meet the skills associated with each priority standard for that moment in time.

Below are the standards which will be on report cards and progress will be reported using an M (Meeting), P (Progressing toward), or NY (Not Yet). Additionally, teachers in each course will assess students on their approaches to learning. If you have any questions about a standards-based system, or about the noted progress of your child, please don't hesitate to reach out to your child's teacher.

### Explanation of Scoring for Standards

**M** - Meets Standard - Independently and consistently achieves grade level standards

**P** - Progressing Toward Standard - Is able to achieve grade level standard with assistance or support

**NY** - Not Yet - Is not yet able to perform at grade level standard

### Explanation of Scoring for Approaches to Learning\*

**3** - Consistently Meets Expectation

**2** - Moving Toward Expectation

**1** - Experiencing Difficulty

\*The PAW rubric is used to determine an overall rating

## Language Arts

<u>Standard</u>	<u>Skills</u>
<b>Reads and comprehends grade level text independently and proficiently</b>	Reads and comprehends literature: stories, dramas, poetry, & non-fiction in the grade 6 range.
<b>Literal Reading</b>	Determines a theme or central idea of a text and show how it is conveyed through articular details. Provides a summary of a text distinct from personal opinions or judgments.
<b>Analytic/Inferential Reading</b>	Analyzes how a particular sentence, chapter, scene, or stanza/section fits into the overall structure of a text and contributes to the development of the theme/central idea, setting, plot, and ideas.
<b>Interpretive/Critical Reading</b>	Determines the meaning of words and phrases as they are used in a text, including figurative connotative meanings. Analyzes the impact of a specific word choice on meaning. Explains how an author develops the point of view or purpose in a text, and how it is conveyed in the text.
<b>Written Expression</b>	Communicates ideas for a variety of audiences, purposes, and tasks using grade 6 expectations. Writes routinely over extended shorter time frames utilizing planning, editing, and revising skill.

<b>Research</b>	Gathers and draws on several sources (print and digital). Generates additional related questions allowing for multiple avenues of exploration.
<b>Language and Conventions</b>	Uses knowledge of language and its conventions when writing including punctuating sentences, varying types of sentences, sentence structure, and capitalization.
<b>Speaking and Listening</b>	Participates effectively in a range of collaborative discussions with diverse partners on grade 6 topics.

## **Mathematics**

<u><b>Standard</b></u>	<u><b>Skills</b></u>
<b>Ratios and Proportions</b>	Understands the concepts of a ratio and use ratio language to describe a ratio relationship between two quantities. Understands unit rate including those involving unit pricing and constant speed. Uses ratio and rate reasoning to solve real-world problems. Makes tables of equivalent ratios with whole number measurements. Finds a percent of a quantity as a rate per 100. Solves problems involving finding the whole, given a part and the percent. Uses ratio reasoning to convert measurement units. Manipulates and transforms units appropriately when multiplying or dividing quantities.
<b>The Number System</b>	Interprets quotients of fractions. Fluently divides multi-digit numbers. Fluently adds, subtracts, multiplies, and divides multi-digit decimals using the standard algorithm for each operation. Finds the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Uses distributive property with whole numbers. Understands that positive and negative numbers have opposite directions or values. Understands a rational number as a point on the number line. Extends number line to negative number coordinates. Understands ordering and absolute value of rational numbers. Solves real-world problems by graphing points in all four quadrants of the coordinate plane.
<b>Equations and Expressions</b>	Writes and evaluates numerical expressions involving whole-number exponents. Writes, reads, and evaluates expressions in which letters stand for numbers. Applies the properties of operations to generate equivalent expressions. Identifies when two expressions are equivalent. Understands solving an equation or inequality as a process of answering a question. Uses variables to represent numbers and write expressions for real-world problems. Solves one step equations. Writes an inequality and graph on number line. Represents and analyzes quantitative relationships between dependent and independent variables.
<b>Geometry</b>	Finds the area of right triangles, other triangles, special quadrilaterals, and polygons. Finds the volume of right rectangular prism with fractional edge lengths and applies the volume formula. Draws polygons in the coordinate plane given coordinates for the vertices. Represents three-dimensional figures using nets made up of rectangles and triangles and uses the nets to find surface area of these figures. Applies skills to real-world problems.
<b>Statistics and Probability</b>	Develops an understanding of statistical variability. Summarizes and describes distributions, using dot plots, histograms and box plots. Gives quantitative measures of center (median / mean) and variability (interquartile range / mean absolute deviation).
<b>Applied Problem Solving Strategies in Interpreting Word Problems</b>	Analyzes problems and plans solutions. Decodes word problems to find relevant information that would lead to solutions. Finds patterns and structure within. Evaluates results in the context of the situation and whether the results make sense.
<b>Computational Fluency</b>	Performs all operations with multi-digit whole numbers. Makes reasonable estimates. Understands place value and rounding. Understands factors and multiples. Adds and subtracts fractions and decimals. Shows fraction and decimal sense. Knows multiplication and division facts through 12 (or beyond). Uses various strategies to flexibly and accurately calculate answers to problems.

## Social Studies

<u>Standard</u>	<u>Skills</u>
<b>Develops Questions</b>	Explains why compelling questions are important to others. Identifies concepts and ideas associated with a supporting question that are open to interpretation. Determines the kinds of sources that will be helpful in answering questions and takes into consideration the different opinions people have about how to answer questions.
<b>Demonstrates Understanding of Concepts</b>	Uses evidence from information and resources to explain probable causes and effects of historical time periods. Compares & contrasts historical time periods to life today. Explains how culture influences the way people modify and adapt to their environments (including core civic virtues and principles of the people).
<b>Uses Resources to Gather Information</b>	Gathers relevant information from multiple sources. Identifies fact vs. opinion to determine the credibility of multiple sources; Identifies evidence in response to questions.
<b>Uses Evidence to Communicate Conclusions</b>	Constructs explanations using reasoning, sequence, examples, and details with relevant information and data. Presents a summary of arguments using various platforms.

## Science

<u>Standard</u>	<u>Skills</u>
<b>Develops and uses models</b>	Collaboratively develops and revises a model based on evidence to show the relationship between variables, including those not observable, to predict, describe and explain phenomena.
<b>Constructs explanations &amp; designs solutions</b>	Uses qualitative and quantitative evidence, scientific principles and reasoning to construct and revise explanation about real-world phenomena. Uses scientific ideas and the design process to construct and test a design or solutions to a problem, that meets specific criteria and constraints.
<b>Engages in argument from evidence</b>	Constructs, critiques and presents written and oral arguments supported by empirical evidence, scientific reasoning and design constraints to support or refute and explanation, or a model, for a phenomenon or a solution to a problem.
<b>Obtains, evaluates and communicates Information</b>	Critically reads, evaluates and communicates scientific information from written, visual and media sources to determine central ideas, patterns in evidence and clarify claims and findings.
<b>Analyzes and interpret data.</b>	Constructs, analyzes, and interprets data to identify linear and nonlinear, temporal and spatial, and causal and correlational relationships in the data to provide evidence for phenomena. Uses statistics and probability to analyze and characterize data, using digital tools when possible.
<b>Plans and carries out investigations</b>	Plans, conducts, and evaluates an investigation individually and collaboratively using identified variables and controls, as well as specified tools and procedures to collect data as evidence to answer scientific questions about a phenomena or design solution. Evaluates the accuracy of a variety of collections methods. Compares results for a range of conditions.

## World Language

<u>Standard</u>	<u>Skills</u>
<b>Interpersonal Speaking: Engages in conversation</b>	Produces comprehensible speech (through comprehensible pronunciation, fluency, and grammatical accuracy). Elaborates using detailed vocabulary, including transition words. Responds appropriately to questions and ideas.
<b>Interpretive Listening: Understands and interprets spoken language</b>	Identifies key words, phrases, and ideas of a conversation or oral presentation. Understands the main ideas of a conversation or oral presentation. Responds appropriately in a conversation or after listening to information. Summarizes a conversation or oral presentation.
<b>Interpretive Reading: Understands and interprets written language</b>	Identifies key words, phrases, and ideas of a text. Understands the main ideas of a text. Responds appropriately to questions in a written exchange or about a text. Summarizes a text.
<b>Presentational Writing: Presents information in writing on a variety of topics</b>	Produces comprehensible writing (through logical organization, appropriate vocabulary, spelling, and grammatical accuracy.) Elaborates using detailed vocabulary, including transition words. Responds appropriately to questions and ideas.

## *Family & Consumer Science*

<u>Standard</u>	<u>Skills</u>
<b>Analyzes principles of human growth and development during childhood.</b>	Identifies physical, emotional, social, moral, and intellectual developmental changes that occur in infancy, toddler-age, preschool and school age children.
<b>Analyzes strengths that promote growth and development during childhood.</b>	Explains the role of nurturance on the growth and development of children. Explains the role of communication on the growth and development of children. Analyzes the role of family and support systems in meeting the growth and development needs of children.

## *Wellness*

<u>Standard</u>	<u>Skills</u>
<b>Understands concepts related to health promotion and disease prevention</b>	Demonstrates learning of identified health concepts: <ul style="list-style-type: none"> <li>• fitness components: definition, activities, goal setting</li> <li>• explain influences of family and peers</li> <li>• puberty &amp; hygiene</li> <li>• circulatory system</li> <li>• tobacco</li> <li>• conflict resolution</li> <li>• bones and muscles</li> </ul>
<b>Demonstrates applications combining locomotor non-locomotor and manipulative skills in activities</b>	Moves to open space in isolation and modified game play. Applies simple offense and defense skills during modified game play (person to person, open space, passing to open player...) Shows skill performance and practice in open and closed environments. Adapts and combines a variety of skills (sport specific skills).

## *Vocal and Instrumental Music*

<u>Standard</u>	<u>Skills</u>
<b>Understands Music</b>	Shows an understanding of music notation and reads music at a developmentally appropriate level.
<b>Quality Performance</b>	Performs with proper posture. Demonstrates proper vocal/instrumental technique for quality performance.
<b>Music Vocabulary</b>	Responds to music using content specific vocabulary to refine performance.

## *UA Music and Music Experience*

<u>Standard</u>	<u>Skills</u>
<b>Understands Music</b>	Shows an understanding of music notation and reads music at a developmentally appropriate level.
<b>Connection to Concepts</b>	Makes connections through the application of musical concepts.
<b>Music Vocabulary</b>	Responds to music using content specific vocabulary.

## *UA Technology*

<u>Standard</u>	<u>Skills</u>
<b>Design, Engineer and Problem Solve</b>	Uses the engineering design process, to brainstorm, design, model, build, test, evaluate and modify ideas into useful products and systems. Considers design criteria and constraints as well as approaches to problems solving such as troubleshooting, research and development, invention, innovation, and experimentation, to turn ideas into solutions that solve problems.
<b>Scope of Technology</b>	Understands the role of technology in the process of developing new products and systems to solve societal problems.
<b>Transportation Technologies</b>	Develops an understanding of and be able to select and use transportation technologies.

## *UA Fine Arts*

<u>Standard</u>	<u>Skills</u>
<b>Demonstrates knowledge of art processes and skill</b>	Explores and expands upon realistic drawing techniques. Creates a realistic hand-built clay sculpture. Expands upon prior knowledge of realistic painting skills. Demonstrates abstract art when creating a still-life drawing.
<b>Demonstrates an understanding of art elements, and vocabulary</b>	Creates a work of art by using the Elements of Design: Line, Space, Shape, Form, Texture, Color and Value.

