

Sixth Grade Report Card 2013/2014
School Name and Address

Student: _____ **Teacher:** _____

Map for Performance Levels: (The goal is for all students to reach Level 3, Proficient, by the end of the year.)		
4	Magical	Exceeds the required/expected performance for this reporting period.
3	Proficient	Consistently demonstrates an understanding of concepts/skills taught this reporting period.
2	Developing	Not yet consistent in demonstrating understanding of concepts/skills taught this reporting period.
1	Emerging	Does not demonstrate an understanding of concepts/skills taught this reporting period.
NA	Not assessed	Not assessed this reporting period.

English/Language Arts Standards		Reported Period			
Reading Standards for Literature and Informational Text		1	2	3	4
Cite textual evidence to support analysis of text.					
Analyze how themes/central ideas or topics are developed.					
Describe how a plot unfolds in a series of episodes as well as how the characters change throughout.					
Analyze how characters react to individual events, or how the characters' interactions, and relationships, as a text.					
Analyze the figurative and descriptive meaning of words and phrases as they are used in a text.					
Analyze the author's point of view or purpose in a text and analyze how it is conveyed in the text.					
Analyze how a particular section or scene fits into the overall structure of the text.					
Evaluate how an author develops the point of view of the narrator or speaker in a text.					
Analyze information presented in different media or formats.					
Compare and contrast reading a story, drama, or poem for knowing the or viewing a version of the work.					
Evaluate arguments that identify the evidence based from their own analysis based claims in a text.					
Compare and contrast one author's presentation of events with that of another.					
Compare research texts for different facts or pieces for format of their organization for the purpose.					
Read and comprehend text proficiently.					
Writing Standards					
Write arguments supported with relevant and pertinent evidence.					
Write well-organized informative/explanatory texts to analyze a topic/issue and convey.					
Write well-structured narratives using effective techniques to convey events and details.					
Produce clear, coherent writing in which the organization and style are appropriate to task, purpose, and audience.					
With some guidance and support, develop, revise, edit, and strengthen writing as needed.					
Use technology, including the Internet, to produce and publish writing.					
Demonstrate sufficient command of handwriting skills to type a minimum of three pages in a sitting.					
Conduct their research projects to answer a question, choosing at several sources.					
Write relevant informative texts multiple sources, assess the credibility of each source.					
Write, revise, edit, and strengthen writing to convey information, detail, and organization.					
Write informative texts, literary or informational texts to support analysis, reflection, and research.					
Write routinely using well-chosen words and sentences and develop their ideas for a range of purposes.					
Speaking and Listening Standards					
Engage in class, small group, and whole-class discussions effectively in various contexts.					
Effectively interpret information presented in different media and formats.					
Engage in a spoken or written discussion supported by relevant and pertinent facts that are not.					
Present claims and findings, supporting claims and using pertinent facts and details.					
Use appropriate eye contact, appropriate volume and clear pronunciation. Follow group rules.					
Include appropriate responses and direct responses to pertinent facts and details.					
Align speech to a variety of contexts and tasks. Carry prepared for discussions.					
Language Standards					
Demonstrate command of the conventions of standard English when writing and speaking.					
Use knowledge of language and the conventions when writing, speaking, reading or listening.					
Demonstrate the meaning of unknown and multiple-meaning words.					
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
Acquire and use general academic and domain-specific words and phrases, especially.					

Grade 6 Common Core Report Card Template

Camille A. Farrington

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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Supporting Reading in Grades 6-12 Sybil M. Farwell, Nancy L. Teger, 2012-06-11 This book presents a curricular framework for students grades 6-12 that school librarians and teachers can use collaboratively to enhance reading skill development, promote literature appreciation, and motivate young people to incorporate reading into their lives beyond the required schoolwork. Supporting Reading Grades 6-12: A Guide addresses head-on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students' motivation and test scores. The book provides a comprehensive framework for achieving this: the READS curriculum, which stands for Read as a personal activity, Explore characteristics, history, and awards of creative works; Analyze structure and aesthetic features of creative works; Develop a literary-based product; and Score reading progress. Each of these five components is explained thoroughly, describing how school librarians can encourage students to read as individuals, in groups, and as school communities support classroom teachers' instruction and connect students to today's constantly evolving technologies. Used in combination with an inquiry/information skills model, the READS curriculum enables school librarians to deliver a dynamic, balanced library program that addresses AASL's Standards for the 21st Century Learner.

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores all major components of literacy, offering an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Substantively updated to reflect the needs of teachers in increasingly diverse classrooms, the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources. It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. The valuable appendices feature assessment tools, instructions, and visuals for creating and implementing the book's more than 150 instructional strategies and activities, plus other resources. New to the Sixth Edition: Up-to-date and in line with national, state, and district literacy standards, this edition covers the latest shifts in teaching and the evolution of these standards; New material on equity and inclusive literacy instruction; understanding the science of reading; using technology effectively; and reading and writing informational and narrative texts. New intervention strategies and activities are featured in all chapters and highlight a stronger technology component. Revamped companion website with additional tools, videos, resources, and examples of teachers using assessment strategies.

Resources in Education, 1996 Reading Assessment, Third Edition JoAnne Schudt Caldwell, 2014-03-01 This trusted practitioner guide and course text helps K-8 teachers utilize assessment as an integral component of classroom instruction. It guides teachers step-by-step to recognize good reader behaviors, assess students' strengths and weaknesses, and

make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments

Teacher Shortages and the Challenge of Retention Barbara J. Smith,2023-05-15 Without taking the time to unravel the complexities of the teaching profession many may assume that teachers are people who enjoy working with children and making a difference in their lives While some teachers may be drawn to the summers off or the winter and spring breaks it is doubtful that such shallow incentives propel most individuals to come to or remain in the profession By identifying the obstacles it is possible to generate new contexts for practice that can not only limit the challenges but create conditions for teachers and students to thrive This book shares ideas about what such changes could be like how change could benefit teachers and students alike and how it could influence a positive shift in society Before addressing significant reforms in teacher practice it s important to outline what kinds of experiences make the teacher profession attractive to some and not to others Taking a closer look at teacher s stories what drives them to stay and leave what makes them feel empowered or not and what makes them feel fulfilled in the role is this starting point for further exploration

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts James Flood,Shirley Brice Heath,Diane Lapp,2011 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts a comprehensive overview of research on this topic extends conceptualizations of literacy to include all of the communicative arts reading writing speaking listening viewing and the visual arts of drama dance film art video and computer technology

Reading Assessment JoAnne Schudt Caldwell,2014-03-19 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments

Getting Started with Rigorous Curriculum Design Larry Ainsworth,2013 School districts are now successfully implementing the Rigorous Curriculum Design process to redesign their curricula to fulfill the

promise of the Common Core and prepare students for success on the coming national assessments Each chapter of *Getting Started With Rigorous Curriculum Design* will provide educators with collective wisdom insights and ideas to enrich and expand understandings they may not have yet come to on their own

Failing at School Camille A. Farrington, 2014

Roughly half of all incoming ninth graders across urban districts will fail classes and drop out of school without a diploma *Failing at School* starts with the premise that urban American high schools generate such widespread student failure not because of some fault of the students who attend them but because high schools were designed to stratify achievement and let only the top performers advance to higher levels of education This design is particularly detrimental for low income racial ethnic minority students To get different results Farrington proposes fundamental changes based on what we now know about how students learn what motivates them to engage in learning and what kinds of educational systems and structures would best support their learning This is a groundbreaking and eye opening study because it does what few studies of high school truly do get inside the hearts and minds of teen agers and show what their experience of school looks and feels like to them The analysis of students who fail is revealing and powerful There are poignant and revealing stories of just how a few student mistakes or teacher insensitivities lead to unfortunate and long lasting results More importantly these case studies their nuances and their implications take us beyond the clichés and simplistic theories about schools and reform Most importantly we read of tangible and intelligent solutions that can be instituted based on the facts on the ground I highly recommend this book to everyone interested in getting beyond the typical talking points of school reform

Grant Wiggins *Authentic Education* Camille Farrington details how high schools trap students along developmental trajectories distorted by structural factors resources values and practices beyond their control Grounded firmly in research she describes a better way forward This book is an important contribution to the re visioning of American high schools

Ronald F Ferguson faculty director Achievement Gap Initiative Harvard University Why is there such a pattern of failure in urban high schools This is a vital issue for every city in America Camille Farrington's analysis of the roots of this problem and suggestions for structural changes to break this cycle is the best I have seen This book combines research and practitioner wisdom with common sense and heart and for those of us engaged in this work presents concrete directions for positive change

Ron Berger chief academic officer Expeditionary Learning Book Features Offers concrete strategies for redesigning high schools based on four dimensions of student achievement structural academic developmental and motivational Highlights the voices of students to illustrate fundamental problems with the way we currently do school Addresses the new Common Core State Standards and the potential of this major reform effort to move us toward equity and excellence

Camille A Farrington is a research associate assistant professor at The University of Chicago School of Social Service Administration and the Consortium on Chicago School Research and director of curriculum instruction and assessment for the Network for College Success

Journal of the Senate, State of Florida Florida. Legislature. Senate, 2013 **Federal Register** , 2012-07 *The Data Coach's Guide*

to Improving Learning for All Students Nancy Love, Katherine E. Stiles, Susan Mundry, Kathryn DiRanna, 2008-02-21 This book offers a compelling message of hope and resolve The authors three year journey in a multiplicity of diverse underperforming high poverty schools across the nation has resulted in a treasure chest of knowledge and experiences about how to professionally develop data coaches in ways that benefit some of our most underserved students This book provides powerful resources to those who have the belief passion and desire for implementing collaborative data inquiries in schools and districts From the Foreword by Ruth S Johnson Use data as an effective tool for school change and improvement How can data coaches create a collaborative culture in which data is used continuously and effectively to improve teaching and learning The Data Coach s Guide to Improving Learning for All Students provides detailed guidance for helping schools move away from unproductive data practices and toward examining data as a catalyst for systematic and continuous improvement in instruction and student learning To help both current and aspiring data coaches facilitate school based data teams and lead teachers in collaborative inquiry the authors demonstrate a data model that has been field tested and proven to be effective in Narrowing achievement gaps between students in all content areas and grade levels Achieving strong steady gains in local and state assessments in mathematics science and reading Using data as a springboard for powerful conversations about race ethnicity class educational status gender and language differences Developing shared values and a vision for creating a high performing data informed school culture This culturally responsive resource benefits staff developers teachers and administrators interested in creating change through effective data practices and includes a CD ROM keyed to the book with templates handouts PowerPoint slides resources and sample goals and agendas Feminist Fog Conrad Riker, 101-01-01 The Silent War on Masculinity And How to Fight Back Ever felt punished simply for being a man Watched your rights erode while false accusers walk free Worried your sons will inherit a world where masculinity is a crime Expose the satanic roots of modern feminism and its war on fatherhood Defend yourself against legal traps false allegations and cultural shaming Learn the lost art of masculine leadership that built civilizations Unlock the biblical blueprint for stable families and thriving societies Discover why equality quotas sabotage merit and your future Reject victimhood cults and reclaim responsibility as your superpower Join the Red Pill Renaissance awakening millions to the truth Secure your legacy before demographic collapse seals Western fate If you want to arm yourself with unshakeable truth resurrect your God given dominion and shield your family from a dying world buy this book today *The Software Encyclopedia 2000* Bowker Editorial Staff, 2000-05 *Navigating The Digital Shift: Implementation Strategies for Blended and Online Learning* John Bailey, Carri Schneider, Tom Vander Ark, 2013-10-09 Our nation s schools stand at an important inflection point in the history of education Taken together the implementation of common college and career standards the shift to next generation assessments the availability of affordable devices and the growing number of high quality digital instructional tools create an unprecedented opportunity to fundamentally shift the education system to personalize learning around the individual needs

of every student Digital Learning Now DLN a national initiative under the Foundation for Excellence in Education ExcelinEd in association with Getting Smart brings Navigating the Digital Shift Implementation Strategies for Blended and Online Learning to readers interested in exploring the implementation challenges at the intersection of these shifts Co authored by John Bailey Carri Schneider and Tom Vander Ark Navigating the Digital Shift offers updated versions of the eight papers originally released in the DLN Smart Series including contributions from 11 additional co authors representing leading organizations such as Public Impact the International Association for K 12 Online Learning iNACOL and The Learning Accelerator Topics include blended learning implementation teaching conditions and careers competency based learning student data online learning myths and student based funding Jeb Bush Governor of Florida from 1999 2007 and Chairman of ExcelinEd contends that the book provides policymakers and education leaders the tools they need to use digital learning as a catalyst for improved student achievement AASA 2013 Superintendent of the Year Dr Mark Edwards believes the collection provides meaningful practical and poignant advice as well as commentary regarding the move to college and career ready standards associated with the shift to personal online learning and digital resources Rhode Island s Commissioner of Elementary and Secondary Education Deborah Gist describes the book as an invaluable resource that will help educators re imagine what our schools can look like and what our students can accomplish *Journal of the House of Representatives of the United States* United States. Congress. House, 2008 Some vols include supplemental journals of such proceedings of the sessions as during the time they were depending were ordered to be kept secret and respecting which the injunction of secrecy was afterwards taken off by the order of the House *Teaching Powerful Problem-Solving in Math* Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 Teaching Powerful Problem Solving in Math provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would By learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics This book introduces readers to urban elementary and K 8 schools where teachers have dramatically transformed math learning for teachers and for students Readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques The authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the

first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school s work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency

Resources in Vocational Education ,1977 **The New York Times Index** ,1995 **Art Education** ,1974 Issues for June 1953 June 1955 Oct 1956 are directory issues of the association s membership

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