KIRKWOOD
SCHOOL DISTRICT

SIXTH GRADE REPORT CARD SCORING GUIDES (RUBRICS) NKMS

2019-2020

OFFICE OF CURRICULUM & INSTRUCTION
AUGUST 2019

ACADEMIC STRATEGIES

Develops Academic Strategies

Beginning: Is still developing prerequisite skills for mastery of individual goals.

Approaching: Demonstrates partial mastery of individual goals.

Meeting: Demonstrates secure mastery of all individual goals.

Extending: Demonstrates secure mastery of individual goals beyond expectations.

SIXTH GRADE ART

Art Concepts and Skills

Develops Craft Using Art Tools and Materials

Beginning: Attempts to manipulate art tools and materials with control and purpose.

Approaching: Manipulates art tools and materials with inconsistent control and purpose.

Meeting: Manipulates art tools and materials safely, effectively and purposefully.

Extending: Manipulates art tools and materials with exceptional care, safety and purpose.

Understands and Uses Art Elements

Beginning: Attempts to recognize, correctly identify, or utilize the art elements.

Approaching: Recognizes, and identifies, some of the art elements. At times, utilization is random.

Meeting: Recognizes, identifies and utilizes art elements to problem solve within a two or three-dimensional space.

Extending: Recognizes, identifies and utilizes the art elements to problem solve exceptionally within a two or three-dimensional space.

Creates and Expresses Ideas Visually

Beginning: Attempts to think independently, generate original ideas, and develop a theme, but relies upon teacher support.

Approaching: Begins to think independently, showing some originality. A theme is beginning to emerge with teacher support.

Meeting: Shows originality throughout, applying critical thinking skills to fulfill lesson objectives and theme is present.

Extending: Shows superior degree of originality, complex solution to solving lesson objectives and theme is elaborate.

Interacts with Art History and Culture

Beginning: Attempts to connect artistic literacy to historical or cultural context using oral or written expression, but relies upon teacher support.

Approaching: Begins to connect artistic literacy to historical or cultural context using oral or written expression with some teacher support.

Meeting: Connects artistic literacy to historical or cultural context using oral or written expression.

Extending: Demonstrates exceptional artistic literacy to historical or cultural context using oral or written expression.

Reflects to Question and Explain Learning

Beginning: Attempts to question and explain learning, but relies upon teacher support.

Approaching: Begins to question and explain learning with some teacher support.

Meeting: Questions and explains learning independently using appropriate art vocabulary to support thinking and understanding.

Extending: Initiates and responds to own questions and articulates explanations to affirm understanding.

SIXTH THROUGH EIGHTH GRADE BEHAVIOR STANDARDS AND INDICATORS

Character and Compassion

Beginning: Student has not yet demonstrated character and compassion in a variety of situations.

Approaching: Student sometimes demonstrates character and compassion in a variety of situations.

Meeting: Student often demonstrates character and compassion in a variety of situations.

Extending: Student almost always demonstrates character and compassion in a variety of situations.

Possible Indicators of Character and Compassion:

1. Student treats others with kindness.
2. Student volunteers to help others.
3. Student seeks to understand other perspectives.
4. Student demonstrates care for classroom and district property.

Learning and Perseverance

Beginning: Student has not yet demonstrated being able to work through challenges to accomplish a goal or take responsibility for learning.

Approaching: Student sometimes demonstrates being able to work through challenges to accomplish a goal and/or take responsibility for learning.

Meeting: Student often demonstrates being able to work through challenges to accomplish a goal and takes responsibility for learning.

Extending: Student almost always demonstrates being able to work through challenges to accomplish a goal and takes responsibility for learning.

*Possible Indicators of Learning and Perseverance***:**

1. Student submits quality work on time.
2. Student responds well to feedback and uses it to improve.
3. Student arrives on–time and prepared for class.
4. Student accepts challenging work and strives to learn from it.

Teamwork and Relationships

Beginning: Student has not yet demonstrated being able to work in a group setting or build connections with others.

Approaching: Student sometimes demonstrates being able to work in a group setting and build connections with others.

Meeting: Student often demonstrates being able to work in a group setting and build connections with others.

Extending: Student almost always demonstrates being able to work in a group setting and build connections with others.

Possible Indicators of Teamwork and Relationships:

1. Student makes an effort to build connections.
2. Student listens to others' ideas and praises others' contributions.
3. Student contributes appropriately during lessons/activities.

SIXTH THROUGH EIGHTH GRADE D.I.R.T.

Learning Behaviors

Respects Others

Beginning: Has difficulty, without reminders, treating others in a caring and respectful way and uses a tone of voice or non-verbal gestures that can cause others to feel put down or hurt.
Approaching: Almost always treats others in a caring and respectful way and shows awareness that the tone of his/her voice or non-verbal gestures affects others.
Meeting: Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt.
Extending: Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt, while encouraging others to do the same.

Understands Character Education and Reflection

Beginning: Has difficulty explaining or demonstrating processes, strategies, and understandings about character education learning's.
Approaching: Partially explains or demonstrates processes, strategies, and understandings about character education learning's.
Meeting: Clearly explains or demonstrates processes, strategies, and understandings about character education learning's.
Extending: Clearly explains or demonstrates, in great detail, processes, strategies, and understandings about character education learning's.

Demonstrates Service

Beginning: Has difficulty demonstrating an awareness of the world around, serving others and reaching out.
Approaching: With encouragement, demonstrates some awareness of the world around him/her and will participate in opportunities to serve and reach out to others.
Meeting: Demonstrates an awareness of the world around him/her willingly participates in opportunities to serve and is able to reach out to others.
Meeting: Demonstrates an awareness of the world around him/her, participates in opportunities to serve and leads others to reach out.

KINDERGARTEN THROUGH EIGHTH GRADE
ENGLISH LANGUAGE LEARNERS (ELL)

Listening

Develops and applies effective listening skills and strategies

Beginning: Points to stated pictures, words, phrases. Sorts pictures, objects according to oral directions. Follows one or two-step directions. Matches oral statements to objects, figures, illustrations.

Approaching: Locates, selects, orders information from oral descriptions or instructions. Follows multi-step directions. Categorizes or sequences oral information using pictures, objects.

Meeting: Able to comprehend and apply information or content acquired through oral instruction or discourse. Able to compare/contrast information and draw conclusions. Can identify cause and effect relationships.

Extending: Able to comprehend and apply information or content acquired through oral instruction or discourse. Analyzes, synthesizes and applies complex oral information to grade level tasks.

Speaking

Uses English to Share Information, Express Needs and Conduct Transactions in and outside of the classroom with peers

Beginning: Names objects, people, and pictures using basic words. Answers WH- questions or either/or questions in one-on-one situations or in structured conversations. Produces words in response to WH- questions or from picture prompts.

Approaching: Responds to WH- questions and begins to form WH- questions to request information from others. Discourse is limited to short phrases/sentences and memorized utterances.

Meeting: Asks questions and clarifies information by restating or rephrasing ideas. Expresses connected ideas to relate personal information or opinions. Compare/contrasts personal experiences to those of others or to text. Independently initiates conversations and negotiates meaning with peers and adults for both academic and nonacademic reasons.

Extending: Offers specific information that supports ideas with peers. Evaluates validity of information in grade-level text based on personal experiences. Provides extended discourse with justification in regard to personal information or opinions.

Uses English to ask for help, clarification or self-advocacy

Beginning: Responds orally or non-verbally to teacher/peer offers of help or interactions. Seeks assistance from peers or teacher to gather information. Asks for assistance with a task. Responds orally or non-verbally to teacher/peer offers of help or interactions.

Approaching: Ask WH-questions. Begins to initiate questions about content material or instructions with peers/teacher. Asks questions in mostly one-on-one situations. Asks questions or exchanges information with peers. Begins to initiate conversations with peers or in small groups.

Meeting: Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting. Independently initiates conversations with peers and adults for both academic and non-academic reasons.

Extending: Independently initiates questions or asks for clarification in small, large group or whole class instruction using correct idiomatic expressions and structures. Student demonstrates ability to self-advocate for academic and non-academic reasons**.**

Develops and applies effective speaking skills and strategies for various audiences and purposes.

Beginning: Relies on pictorial or graphic representation or general language related to content area. Produces words, phrases or short sentences, using language with phonological, syntactic or semantic errors that impede meaning of communication.

Approaching: Uses general and some specific language of content area. Produces expanded sentences in oral or written communication, using language with phonological, syntactic or semantic errors that may impede meaning of communication.

Meeting: Uses specific and some technical language of content area. Produces a variety of sentence lengths of varying linguistic complexity or multiple, related sentences or paragraphs. Minimal phonological, syntactic or semantic errors that do not impede overall meaning of communication.

Extending: Uses specialized or technical language reflective of the content area at grade level. Produces a variety of sentence lengths of varying linguistic complexity as required by grade level. Speaking and/or writing skills equivalent to English proficient peers.

Reading

Develops and applies skills and strategies to the reading process

Beginning: Matches icons and symbols to words, phrases or environmental print. Identifies concepts about print and text features.

Approaching: Locates and classifies information. Sequences pictures, events, processes. Identifies facts and main ideas.

Meeting: Uses context clues to determine meaning of words. Interprets information or data. Finds details that support main ideas. Identifies word families, figures of speech.

Extending: Conducts research to glean information from multiple sources. Draws conclusions from implicit and explicit text. Makes connections between various texts and complex ideas.

Develops and applies skills and strategies to comprehend, analyze and evaluate works of fiction or nonfiction from a variety of cultures and times.

Beginning: Finds identifying information related to topic or main idea from illustrations, text features, words or phrases.

Approaching: Sequences events in chronological or logical order. Sorts relevant information using graphic organizers or pictures. Identifies main idea and/or supporting details, lists events or highlighted vocabulary or concepts.

Meeting: Interprets information or data. Finds details that support main ideas from multiple paragraphs using visual or graphic support. Compare/contrasts information using illustrations or graphic organizers. Identifies cause/effect and summaries plot, issues or conflicts. Offers opinions or makes connections to text.

Extending: Synthesizes information, infers main idea from details, makes connections and draws conclusions from grade level text. Conducts research to glean information from multiple sources. Able to support opinions using details or evidence from the text.

Writing

Applies a Writing process in composing text

Beginning: Copies words or phrases from models, labels pictures. Completes graphic organizer by copying model. Revises work by copying corrections from peer/teacher editing.

Approaching: Produces short phrases or sentences. Uses graphic organizer with support; writing tends to be copied directly from graphic organizer. Requires support for edits and revisions.

Meeting: Produces increasingly complex sentences and paragraphs with some detail. Uses graphic organizer independently. Is able to revise and edit independently with inconsistent quality.

Extending: Produces paragraphs with cohesive structure and logical sequence with supporting detail. Uses graphic organizer independently and expands final writing from basic ideas in graphic organizer. Edits and revises independently and correctly for grade level.

Composes well-developed text using standard English conventions

Beginning: Sound/symbol letter relationships used in spelling. Spelling errors reflect nonnative English pronunciation/spelling patterns. Writes words or short phrases, labels pictures, or copies environmental text.

Approaching: Spells words from common word families. Some upper/lowercase used, punctuation or verb tenses may be inaccurate. Writes longer sentences or groups of related sentences. Use of mostly high-frequency vocabulary.

Meeting: Produces accurate spelling and punctuation; some complex verb tenses and use of technical or academic vocabulary. Well-developed sentences in cohesive, organized paragraph(s). Increasingly complex paragraphs with supporting detail and use of content-related vocabulary. Errors don't impede comprehensibility.

Extending: Conventions match grade level. Complex tenses and structures used correctly. Uses a variety of techniques to convey personal style and voice. Uses specific and technical language related to content area and format is appropriate to task. Writing is comparable to English proficient peers.

SIXTH THROUGH EIGHTH GRADE ENGLISH LANGUARE ARTS

Uses Reading Process

Beginning: I need guidance to determine which reading strategies to use to best interact with text.

Approaching: I attempt to apply a variety of strategies (annotating, connecting, predicting, comparing, and questioning) to clarify meaning, but require some teacher assistance.

Meeting: I can set a purpose and rate for reading, apply a variety of strategies (annotating, connecting, predicting, comparing, and questioning) to clarify meaning independently.

Extending: I can independently adapt reading strategies to best meet the needs of text or task.

Comprehends and Analyzes Text

Beginning: I need guidance to explain what a text says explicitly, to draw inferences from a text, and to analyze the meaning of a text.

Approaching: I attempt to explain what a text says explicitly, to draw inferences from a text, and to analyze the meaning of a text.

Meeting: I can identify and evaluate text structures, make logical inferences, draw conclusions using evidence, and analyze features of a text.

Extending: I can evaluate elements of text to achieve an understanding of larger themes and concepts at work within a text and across multiple texts.

Uses the Writing Process

Beginning: I require a lot of teacher assistance to use the stages of the writing process (prewriting, drafting, revising, editing, and publishing) to develop and improve my writing.

Approaching: I can use some of the stages of the writing process (prewriting, drafting, revising, editing, and publishing) to develop and improve my writing with teacher assistance.

Meeting: I can use the stages of the writing process (prewriting, drafting, revising, editing, and publishing) to develop and improve my writing with little teacher assistance.

Extending: I can independently use the stages of the writing process (prewriting, drafting, revising, editing, and publishing) to develop and improve my writing.

Develops Ideas and Content through Writing

Beginning: I need teacher guidance to support my ideas with enough relevant information and evidence.

Approaching: I attempt to support my ideas with enough relevant information and evidence.

Meeting: I can support my ideas with the right amount of relevant information and evidence.

Extending: I can evaluate and synthesize information and evidence to effectively communicate my ideas.

Develops Ideas and Content Through Research

Beginning: I need teacher guidance to gather, assess, and integrate relevant information and evidence from sources to support my ideas.

Approaching: I attempt to gather, assess, and integrate relevant information and evidence from sources to support my ideas.

Meeting: I can gather, assess, and integrate relevant information and evidence from sources to support my ideas.

Extending: I can evaluate and synthesize information and evidence from various and balanced sources to effectively communicate my ideas.

Writes Well-Organized Text

Beginning: I need teacher guidance to produce writing in which the organization is appropriate for task, purpose, and audience.

Approaching: I attempt to produce writing in which the organization is appropriate for task, purpose, and audience.

Meeting: I can produce clear and coherent writing in which there is a logical and effective sequencing and pacing of ideas that are appropriate for task, purpose, and audience.

Extending: I can adapt the elements of organization to communicate ideas effectively, logically, and efficiently.

Uses Appropriate Style and Voice

Beginning: I need teacher guidance to incorporate style and voice in my writing that are appropriate for task, purpose, and audience.

Approaching: I attempt to incorporate style and voice in my writing that are appropriate for task, purpose, and audience.

Meeting: I can use writing techniques to create unique perspective and personality that are appropriate for task, purpose, and audience.

Extending: I can use style and voice to create an engaging experience for my audience that elicits emotion and response to my writing.

Uses Correct Conventions of Standard English

Beginning: I need teacher guidance to apply the conventions of Standard English, including grammar, usage, capitalization, punctuation, and spelling, when writing or speaking.

Approaching: I attempt to apply the conventions of Standard English, including grammar, usage, capitalization, punctuation, and spelling, when writing or speaking.

Meeting: I can apply the conventions of Standard English, including grammar, usage, capitalization, punctuation, and spelling, when writing or speaking.

Expands and Integrates Vocabulary

Beginning: I need guidance to determine the meaning of words new to me and to use them in speaking and writing.

Approaching: I attempt to determine the meaning of words new to me and to use them in speaking and writing.

*Meeting***:** I can determine the meaning of words new to me and to use them appropriately in speaking and listening.

*Extending***:** I can use multiple pieces of information to determine the meaning of words new to me, explain the impact of these words in text, and use new vocabulary to enrich my speaking and writing.

Discusses and Presents Information

Beginning: I need guidance to prepare for and participate in conversations, presentations, and collaborations.

Approaching: I attempt to prepare for and participate in conversations, presentations, and collaborations.

Meeting: I can prepare for and participate in conversations, presentations, and collaborations. With some guidance, I can build on others' ideas through listening, questioning, and collaborating.

Extending: I can clarify my and others' thinking during conversations, presentations, and collaborations by building on others' ideas through evidence and observation, thoughtful questioning, and persuasive justification of my ideas.

SIXTH GRADE GENERAL MUSIC

Musical Symbols, Terms and Dynamics

Define and Apply Music Terminology

Beginning: Has difficulty recognizing and using musical terms or symbols (repeat, sign, da capo, dal segno, fermata, adagio, forte, mezzo piano, etc.).

Approaching: Sometimes recognizes and uses musical terms or symbols (repeat, sign, da capo, dal segno, fermata, adagio, forte, mezzo piano, etc.).

Meeting: Recognizes and uses musical terms or symbols (repeat, sign, da capo, dal segno, fermata, adagio, forte, mezzo piano, etc.).

Extending: Recognizes and uses all musical terms or symbols (repeat, sign, da capo, dal segno, fermata, adagio, forte, mezzo piano, etc.).

Music Pitch and Rhythms

Pitch Accuracy

Beginning: Has difficulty identifying and performing pitches accurately and securely.

Approaching: Sometimes identifies and performs pitches accurately and securely.

Meeting: Identifies and performs pitches accurately and securely.

Extending: Expertly identifies and performs all pitches accurately and securely.

Rhythm Accuracy

Beginning: Has difficulty reading and interpreting simple rhythm patterns when playing/singing pieces or through written counting activities.

Approaching: Sometimes reads, demonstrates and interprets simplistic rhythm patterns when playing/singing pieces or through written counting activities.

Meeting: Reads, demonstrates and interprets the required rhythm patterns when playing/singing pieces or through written counting activities.

Extending: Expertly Reads, demonstrates and interprets the required rhythm patterns when playing/ singing pieces or through written counting activities.

Musical Styles and Genres

Explore Music Styles

Beginning: Has difficulty identifying or articulating characteristics of musical periods (Renaissance, Baroque, Classical, contemporary), different concert genres (jazz, symphony, opera, etc.) or cultural pieces (Americana and World Music).

Approaching: Identifies and articulates some characteristics of musical periods (Renaissance, Baroque, Classical, contemporary), different concert genres (jazz, symphony, opera, etc.) and cultural pieces (Americana and World Music).

Meeting: Identifies and articulates characteristics of musical periods (Renaissance, Baroque, Classical, contemporary), different concert genres (jazz, symphony, opera, etc.) and cultural pieces (Americana and World Music).

Extending: Identifies and clearly articulates similarities and differences of musical periods (Renaissance, Baroque, Classical, Contemporary), different concert genres (jazz, symphony, opera, etc.) and cultural pieces (Americana and World Music)

Music Creation

Creates Music

Beginning: Creates an original piece of music 5 measures or less using similar notes and rests.

Approaching: Creates an original 6-7 measure piece of music using similar notes and rests.

Meeting: Creates an original 8-measure piece of music using a variety of notes and rests.

Extending: Creates an original piece of music beyond 8 measures and/or musical terms using a variety of notes and rests.

Vocal Skills

Uses Proper Vocal Mechanics

Beginning: Has difficulty using the vocal mechanism (use of vocal chords, posture and diaphragmatic breathing correctly.

Approaching: Uses the vocal mechanism (use of vocal chords, posture and diaphragmatic breathing) correctly with several cues from the director.

Meeting: Uses the vocal mechanism (use of vocal chores, posture and diaphragmatic breathing) correctly with minimal cures from the director.

Extending: Uses the vocal mechanism (use of vocal chords, posture and diaphragmatic breathing) correctly with little to no cues from the director.

Instrumental Performance Skills

Performs Simple Songs

Beginning: Has difficulty demonstrating instrumental or choral skills by playing a simple treble clef song.

Approaching: Partially demonstrates instrumental or choral skills by playing a simple treble clef song.

Meeting: Demonstrates instrumental or choral skills by playing a simple treble clef song.

Extending: Demonstrates advanced instrumental or choral skills by playing a simple treble clef song.

SIXTH THROUGH EIGHTH GRADE HEALTH

Concept #1: Demonstrates the Ability to Analyze Key Health Concepts

Beginning: Developing prerequisite skills needed for the mastery of analyzing key health concepts. (Many Errors).

Approaching: Demonstrates partial understanding of the skills needed for the mastery of analyzing key health concepts. (Occasional Errors).

Meeting: Demonstrates basic understanding of the skills needed for the mastery of analyzing key health concepts. (Rare Errors).

Extending: Demonstrates secure understanding of the skills needed for the mastery of analyzing key health concepts. (No Errors).

Concept #2: Demonstrates the Ability to Effectively Identify Key Vocabulary Terms

Beginning: Developing prerequisite skills needed for the mastery of identifying key vocabulary terms. (Many Errors).

Approaching: Demonstrates partial understanding of the skills needed for the mastery of identifying key vocabulary terms. (Occasional Errors).

Meeting: Demonstrates basic understanding of the skills needed for the mastery of effectively identifying key vocabulary terms. (Rare Errors).

Extending: Demonstrates secure understanding of the skills needed for the mastery of effectively identifying key vocabulary terms. (No Errors).

Concept #3: Demonstrates the Ability to Practice Health Related Skills

Beginning: Developing prerequisite skills needed for the mastery of effectively practicing health related skills. (Many Errors)*.*

Approaching: Demonstrates partial understanding of the skills needed for the mastery of effectively practicing health related skills. (Occasional Errors).

Meeting: Demonstrates basic understanding of the skills needed for the mastery of effectively practicing health related skills*.* (Rare Errors).

Extending: Demonstrates secure understanding of the skills needed for the mastery of effectively practicing health related skills*.* (No Errors).

Concept #4: Demonstrates the Ability to Assess Health Influences

Beginning: Developing prerequisite skills needed for the mastery of assessing health influences. (Many Errors).

Approaching: Demonstrates partial understanding of the skills needed for the mastery of assessing health influences. (Occasional Errors)

Meeting: Demonstrates basic understanding of the skills needed for the mastery of assessing health influences*.* (Rare Errors).

Extending: Demonstrates secure understanding of the skills needed for the mastery of assessing health influences*.* (No Errors).

The four health concepts will be applied to the following grade level units listed below.

6th Grade – Structure and Functions of the Body; Social, Emotional and Mental Health; Injury Prevention and Safety; Life Management Skills

7th Grade – Structure and Functions of the Body; Environmental Health; Disease Prevention and Control; Consumer Health and Safety

8th Grade – Structure and Functions of the Body; Personal and Family Health; Nutrition; and Substance Education

IREAD

Oral Fluency: Rate

Beginning: I read grade level text below 116 words per minute.

Approaching: I read grade level text between 116-144 words per minute.

Meeting: I read grade level text between 145-195 words per minute.

Extending: I read grade level text above 195 words per minute.

Oral Fluency: Expression

Beginning: I read grade level text word–by-word and need guidance to notice author's meaning and punctuation.

Approaching: I read grade level text in mostly 2-word phrases and need reminders to pay attention to author's meaning and punctuation.

Meeting: I read grade level text smoothly in three-to-four word phrase groups, and I pay attention to author's meaning and punctuation.

Extending: I read grade level text in meaningful phrases and word groups with expressive interpretation guided by author's meaning and punctuation.

Oral Fluency: Accuracy

Beginning: I read grade level text with 96% accuracy.

Approaching: I read grade level text with 97% accuracy.

Meeting: I read grade level text with 98% accuracy.

Extending: I read grade level text with 100% accuracy.

Comprehension

Beginning: I need guidance to understand the meaning of grade level texts.

Approaching: I attempt to understand the meaning of grade level texts.

Meeting: I can independently understand the meaning of grade level texts.

Extending: I can extend my understanding to above grade level texts.

Vocabulary

Beginning: I need guidance to determine the meaning of grade level words that are new to me.

Approaching: I attempt to determine the meaning of grade level words that are new to me.

Meeting: I can independently determine the meaning of grade level words that are new to me.

Extending: I can extend and adjust meaning of new words to new contexts.

Analyze /Apply Meaning

Beginning: I need guidance to enhance my understanding of grade level texts.

Approaching: I attempt to enhance my understanding of grade level texts.

Meeting: I can independently use grade level texts to enhance my understanding.

Extending: I can extend my understanding in a way that creates new meaning for myself and of the world.

INDEPENDENT LIVING

Develops Independent Living Skills

Beginning: Is still developing prerequisite skills for mastery of individual goals.

Approaching: Demonstrates partial mastery of individual goals.

Meeting: Demonstrates secure mastery of all individual goals.

Extending: Demonstrates secure mastery of individual goals beyond expectations.

SIXTH THROUGH EIGHTH GRADE INDUSTRY & TECHNOLOGY

TECHNOLOGY

Understands Impact of Technology and Engineering Through Reading, Writing, and Speaking

Beginning: Still developing understanding of economic and environmental issues as they relate to industry.

Approaching: Demonstrates partial understanding of the impact of technology and industry on the economy, society and the environment.

Meeting: Demonstrates secure understanding of the impact of technology and industry on the economy, society and the environment.

Extending: Demonstrates secure understanding of the impact of technology and industry on the economy, society and the environment. Is beginning to develop the ability to think critically about solutions.

Design and Engineering

Understands and Uses Measurement Skills

Beginning: Still developing measurement skills that are needed in technical applications.

Approaching: Demonstrates partial mastery of measurement skills that are needed in technical applications.

Meeting: Demonstrates secure mastery of measurement skills that are needed in technical applications.

Extending: Demonstrates secure mastery of measurement skills that are needed in technical applications and works beyond grade level expectations.

Understands and Applies Drafting Techniques and Concepts

Beginning: Still developing knowledge of drafting techniques & concepts. Completes drawings with numerous errors.

Approaching: Demonstrates partial mastery of drafting techniques & concepts. Completes drawings with some errors.

Meeting: Demonstrates secure mastery of drafting techniques & concepts. Completes drawings with only minor errors.

Extending: Demonstrates secure mastery of drafting techniques & concepts and is able to complete drawings and apply next level of drafting technique to further communicate ideas.

Uses Problem-Solving Skills to Design Original Work

Beginning: Problem-solving skills and ability to design original work are not yet evident.

Approaching: Applies basic problem-solving skills by designing original work with some coaching.

Meeting: Demonstrates secure mastery of problem-solving skills by designing original work based on given criteria.

Extending: Demonstrates secure mastery of problem-solving skills and exceeds given criteria by showing exceptional creativity in ability and interest in designing original work.

Technical Knowledge

Uses and Operates Tools and Equipment

Beginning: Still developing knowledge of purpose and function of equipment. Needs frequent assistance and oversight.

Approaching: Demonstrates partial mastery of purpose and function of equipment. Needs occasional assistance.

Meeting: Demonstrates clear understanding of basic purpose and function of equipment. Uses equipment correctly, independently and follows all safety procedures.

Extending: Beginning to develop the ability to extend knowledge of the use of equipment beyond basic purpose and function. Able to think critically and problem solve.

Applies Principles of Fastening, Joinery and Assembly

Beginning: Still developing understanding of assembly processes. Needs substantial assistance to complete assembly processes.

Approaching: Demonstrates partial understanding of basic assembly processes. Needs occasional assistance with assembly process.

Meeting: Demonstrates clear understanding of basic assembly processes. Can function independently.

Extending: Beginning to develop the ability to select the best alternatives among options. Can teach others.

Applies Principles of Finishing and Presentation

Beginning: Still developing knowledge of finishing and presentation of project. Final work shows substantial flaws and imperfections.

Approaching: Demonstrates partial mastery of finishing and presentation of a project. Final work shows several small imperfections.

Meeting: Demonstrates secure mastery of finishing and presentation of a project with only a few minor flaws in the final project. Completed work indicates an attention to detail and quality.

Extending: Demonstrates secure mastery of finishing and presentation of a project. Shows a concern for quality and persists to producing error-free work.

SIXTH THROUGH EIGHTH GRADE INSTRUMENTAL MUSIC

Instrument Performance Skills

Produces Tone Quality

*Beginning***:** Has difficulty producing expected tone.

*Approaching***:** Sometimes produces the expected tone.

Meeting: Consistently produces a characteristic tone given defined grade level expectation.

Extending: Consistently produces a characteristic tone that matches the model.

Demonstrates Posture and Position

*Beginning***:** Has difficulty using proper posture and position.

Approaching: Sometimes using proper posture and position with reminders.

Meeting Consistently using proper posture and position with occasional reminders.

Extending: Consistently using proper posture and position without reminders.

Applies Technique (Fingering, Bowing, Sticking)

Beginning: Has difficulty using proper technique.

Approaching: Sometimes uses proper technique.

Meeting: Consistently uses proper technique similar to the model.

Extending: Consistently uses proper technique that matches the model.

Cares for Instrument, Music, and Supplies

Beginning: Has difficulty putting instrument and music away after use.

Approaching: Sometimes puts instrument and music away after use.

Meeting: Consistently puts instrument and music away after use.

Extending: Consistently puts instrument and music away, and encourages others to do the same.

Music Reading Skills

Applies Rhythmic Notation

Beginning: Has difficulty reading and clapping rhythms.

Approaching: Sometimes reads and claps rhythms correctly.

Meeting: Consistently reads and claps rhythms correctly.

Extending: Consistently reads and claps rhythms without assistance.

Reads Melodic Notation

Beginning: Has difficulty reading and naming notes.
Approaching: Sometimes reads and names notes correctly.
Meeting: Consistently reads and names notes correctly.
Extending: Consistently reads and names notes without assistance.

Interprets Symbols of Expression

Beginning: Has difficulty performing and interpreting musical symbols.
Approaching: Sometimes performs and interprets musical symbols.
Meeting: Consistently performs and interprets musical symbols.
Extending: Consistently performs and interprets musical symbols without assistance.

Music Analysis

Interprets Musical Forms and Characteristics

Beginning: Has difficulty interpreting form and characteristics in music.
Approaching: Sometimes interprets form and characteristics of music.
Meeting: Consistently interprets form and characteristics of music.
Extending: Consistently interprets form and characteristics of music without assistance.

Critiques Music

Beginning: Has difficulty in offering critique and assessment of music.
Approaching: Sometimes offers accurate critique and assessment of music.
Meeting: Consistently offers accurate critique and assessment of music.
Extending: Consistently offers accurate critique and assessment of music without assistance.

Contexts of Music

Identifies Genres, Styles, and Functions

Beginning: Has difficulty identifying the genre, style, and function of music.
Approaching: Sometimes identifies the genre, style, and function of music.
Meeting: Consistently identifies the genre, style, and function of music
Extending: Consistently identifies the genre, style, and function of music without assistance.

Attends Concerts

Beginning: Has not attended required performances for this grading period.

Approaching: Has attended some, but not all required performances for this grading period.

Meeting: Has attended all required performances for this grading period.

Extending: Has attended all required performances and has assisted in the organization and set-up of the performance.

LANGUAGE DEVELOPMENT

Develops Language Skills

Beginning: Is still developing prerequisite skills for mastery of individual goals.

Approaching: Demonstrates partial mastery of individual goals.

Meeting: Demonstrates secure mastery of all individual goals.

Extending: Demonstrates secure mastery of individual goals beyond expectations.

SIXTH GRADE LITERACY

Applies Pre-Reading Strategies

Beginning: I need guidance to determine which reading strategy to use to interact with text.

Approaching: I attempt to identify the best reading strategy to use to interact with text.

Meeting: I can set a purpose and rate for reading, appropriately annotate, make connections, predict, compare and contrast, and question myself and the text to clarify meaning.

Extending: I can adapt reading strategies to meet the needs of the text or task.

Comprehends and Analyzes Text

Beginning: I need guidance to explain what a text says explicitly, to draw inferences from text, and to analyze the meaning of a text.

Approaching: I attempt to explain what a text says explicitly, to draw inferences from text, and to analyze the meaning of a text.

Meeting: I can identify and analyze text structures, make logical inferences, draw conclusions using evidence, and analyze features of a text.

Extending: I can evaluate elements of a text to achieve an understanding of larger themes and concepts at work within a text and across multiple texts.

Expands and Integrates Vocabulary

Beginning: I need guidance to determine the meaning of words new to me and to use them in speaking and writing.

Approaching: I attempt to determine the meaning of words new to me and to use them in speaking and writing.

Meeting: I can determine the meaning of words new to me and to use them appropriately in speaking and writing.

Extending: I can use multiple pieces of information to determine the meaning of words new to me explain the impact of these words in text, and use new vocabulary to enrich my speaking and writing.

Uses Critical Thinking to Problem Solve

Beginning: I need guidance to use critical thinking to solve problems.

Approaching: I attempt to use critical thinking to solve problems.

Meeting: I can apply critical thinking skills to determine a problem and its causes, and I can create an evidence-based solution.

Extending: I can evaluate and prioritize problems and develop solutions based upon logical and creative critical thinking.

SIXTH GRADE MATHEMATICS

Understands and Applies Ratio and Rate Reasoning

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

Understands and Applies the Number System

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used*.*

Understands and Applies Expressions and Equations

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

Understands and Applies Geometric Ideas

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

Understands and Applies Statistics

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

Communicates Mathematical Thinking

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

Attends to Precision

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

Comprehension of Math Standards

Beginning: Demonstrates limited knowledge and skills in such a way that understanding is affected significantly.

Approaching: Demonstrates command of knowledge and skills and partial understanding.

Meeting: Demonstrates understanding and can transfer learning to new contexts.

Extending: Demonstrates understanding, can transfer learning to new contexts and can defend or critique the processes used.

SIXTH GRADE PHYSICAL EDUCATION

Movement Skills

Executes Age Appropriate Movement Skills

Beginning: Has difficulty demonstrating proper execution of skills.

Approaching: Demonstrates proper execution of movement skills using age appropriate body mechanics, force and directions, sometimes.

Meeting: Consistently demonstrates proper execution of movement skills using age appropriate body mechanics, force and directions, in a skill drill.

Extending: Demonstrates proper execution of movement skills using age appropriate body mechanics, force and direction in a game situation.

Sportsmanship and Cooperation

Practices Responsible Personal and Social Behavior

Beginning: Has difficulty respecting the feelings and opinions of others, even when prompted.

Approaching: Respects the feelings and opinions of others, with prompting.

Meeting: Respects the feelings and opinions of others without prompting.

Extending: Respects the feelings and opinions of others and encourages others to do the same.

Active and Acceptable Participation

Practices Active Participation

Beginning: Follows rules and directions only after numerous reminders and participation is limited.

Approaching: Follows rules and directions with few reminders and participation is consistent.

Meeting: Follows rules and directions the first time they are given and actively participates.

Extending: Follows rules and directions the first time they are given, actively participates and encourages others to do the same.

Class Preparation

Is Prepared for Class

Beginning: Has difficulty preparing for class, (wears appropriate clothing and shoes, on time, and brings necessary materials).

Approaching: Is sometimes prepared for class, (wears appropriate clothing and shoes, on time, and brings necessary materials).

Meeting: Is usually prepared for class, (wears appropriate clothing and shoes, on time, and brings necessary materials).

Extending: Is always prepared for class, (wears appropriate clothing and shoes, on time, and brings necessary materials).

Personal Fitness

Meets National Fitness Standards

Beginning: Meets less than 3 national standards in physical fitness tests.

Approaching: Meets 3 national standards in physical fitness tests.

Meeting: Meets national standards in physical fitness tests.

Extending: Exceeds national standards in physical fitness tests.

Content Understanding

Increases Knowledge of Content

Beginning: Developing prerequisite skills for understanding content.

Approaching: Demonstrates partial understanding of content.

Meeting: Demonstrates secure understanding of content.

Extending: Demonstrates secure understanding of content and applies understandings in new situations.

SIXTH GRADE SCIENCE

Physical and Chemical Properties of Matter (1st Quarter)

Beginning: I know the basic definitions and facts related to the physical and chemical properties of matter.

Approaching: With teacher guidance, I can apply my knowledge to meet expectations.

Meeting: I can…

1. Develop and use models to describe
   a. The atomic composition of simple molecules and extended structures.
   b. How the total number of atoms remains the same during a chemical reaction and thus mass is conserved.
   c. Changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
2. Gather, analyze, and present information to describe that synthetic materials come from natural resources and how they impact society.
3. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Energy (2nd Quarter)

Beginning: I know the basic definitions and facts related to the types, transfer, and conservation of energy.

Approaching: With teacher guidance, I can apply my knowledge to meet expectations.

Meeting: I can...

1. Define and describe the types of energy present is a system.
2. Develop models and use data to support the claim that in a closed system energy can be transferred and change forms, but the total amount remains the same.
3. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
4. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
5. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
6. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Waves, Sound, and Light (3rd Quarter)

Beginning: I know the basic definitions and facts related to waves, sound, and light.

Approaching: With teacher guidance, I can apply my knowledge to meet expectations.

Meeting: I can...

1. Develop and use simple model to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
2. Apply model of waves that can be seen to waves that are not visible (i.e. sound and light waves).
3. Conduct investigations to show that waves are reflected, absorbed, or transmitted through various materials.
4. Develop models and conduct research to describe the properties of light across the electromagnetic spectrum.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Motion and Stability (4th Quarter)

Beginning: I know the basic definitions and facts related to motion and stability.

Approaching: With teacher guidance, I can apply my knowledge to meet expectations.

Meeting: I can...

1. Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
2. Apply physics principles to design a solution that minimizes the force of an object during a collision and develop an evaluation of the solution.
3. Analyze diagrams and collect data to determine the factors that affect the strength of electric and magnetic forces.
4. Create and analyze a graph to use as evidence to support the claim that gravitational interactions depend on the mass of interacting objects.
5. Conduct an investigation and evaluate the experimental design to provide evidence that electric and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Science Practices (year long)

Beginning: I know the basic definitions and facts related to the practice of science.

Approaching: With teacher guidance, I can apply my knowledge to meet expectations.

Meeting: Working independently, I can...

1. Ask questions to specify relationships between variables and clarify argument and models.
2. Develop, use, and revise models to describe, test, and make predictions about more abstract phenomena.
3. Plan and carry out investigations that use multiple variables and provide evidence to support explanations or solutions.
4. Extend quantitative analysis to investigations, distinguish between correlation and causation, employ basic statistical techniques (mean, median, mode), and consider limitation of and error in data.
5. Use mathematical concepts (including equations) to support explanations and arguments.
6. Construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
7. Construct a convincing argument that support or refutes claims for explanations about the natural world.
8. Use logic and evidence to evaluate the merit and validity of claims.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Uses Reading, Writing, and Speaking to Understand and Explain Concepts

Beginning: With assistance, uses reading, writing, and speaking to develop and demonstrate an understanding of science concepts.

Approaching: Inconsistently uses reading, writing, and speaking to develop and demonstrate an understanding of science concepts.

Meeting: Consistently uses reading, writing, and speaking to develop and demonstrate an understanding of science concepts.

Extending: In addition to the 3, makes connections between ideas and new contexts when reading, writing and speaking to understand and explain science concepts.

<u>SIXTH THROUGH EIGHTH GRADE SEMINARS</u>

Content

Understands Content

Beginning: Developing prerequisite skills for mastery of the seminar class content outcomes.

Approaching: Demonstrates partial mastery of the seminar class content.

Meeting: Demonstrates secure mastery of the seminar subject matter content.

Extending: Demonstrates secure mastery of the seminar subject matter content and works beyond grade level expectations.

Process

Uses Content Processes

Beginning: Developing prerequisite skills for mastery of the seminar class processes outcomes.

Approaching: Demonstrates partial mastery of the seminar class processes required for learning content.

Meeting: Demonstrates secure mastery of the seminar class processes required for learning content.

Extending: Demonstrates secure mastery of the seminar subject matter processes and works beyond grade level expectations.

Study Skills/Learning Strategies

Has Confidence/Takes Risks

Beginning: Gets frustrated easily and gives up without trying to do an activity.

Approaching: Occasionally becomes frustrated when attempting an activity, but still tries with encouragement and help.

Meeting: Accepts challenges and keep trying until s/he succeeds.

Extending: Seeks out challenges and always tries until s/he succeeds.

Focuses

Beginning: Stays focused in some work situations, with reminders.

Approaching: Stays focused in all work situations, with reminders.

Meeting: Stays focused in all work situations, without reminders.

Extending: Stays focused in all work situations, without reminders, and assists others to do the same

SIXTH THROUGH EIGHTH GRADE SOAR

Processes Information

NOT YET (areas that need work):

NOT YET (areas that need work): Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

EVIDENCE (how you've met the standard):

ADVANCED (areas that go beyond the basics):

Solves Problems

NOT YET (areas that need work):

NOT YET (areas that need work):

1. Identify and define authentic problems and significant questions for investigation
2. Plan and manage activities to develop a solution or complete a project
3. Collect and analyze data to identify solutions and/or make informed decisions
4. Use multiple processes and diverse perspectives to explore alternative solutions

EVIDENCE (how you've met the standard):

ADVANCED (areas that go beyond the basics):

Communicates Ideas

NOT YET (areas that need work):

NOT YET (areas that need work):

1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

EVIDENCE (how you've met the standard):

ADVANCED (areas that go beyond the basics):

Engages in Reflective Thinking

NOT YET (areas that need work):

NOT YET (areas that need work): Student actively participates in reflective thinking practices.

EVIDENCE (how you've met the standard):

ADVANCED (areas that go beyond the basics):

Takes Intellectual Risks

NOT YET (areas that need work):

NOT YET (areas that need work): Apply existing knowledge to generate new ideas, products or processes for an authentic audience.

EVIDENCE (how you've met the standard):

ADVANCED (areas that go beyond the basics):

Sets Realistic Expectations

NOT YET (areas that need work):

NOT YET (areas that need work): Learning at an appropriate level and pace.

EVIDENCE (how you've met the standard):

ADVANCED (areas that go beyond the basics):

SIXTH THROUGH EIGHTH GRADE SOCIAL STUDIES

Disciplinary Skills: Making claims, Using sources, & Contextualization

Beginning: I need support to make and support claims using compelling questions and evidence, identify text, context, and subtext of primary sources.

*Approaching***:** I can make and support claims using compelling questions and evidence, identify text, context, and subtext of primary sources with limited assistance.

Meeting: I can independently make and support claims using compelling questions and evidence, identify text, context, and subtext of primary sources.

Extending: I can independently make and support claims using compelling questions and evidence by connecting concepts, or ideas that were not explicitly discussed in class.

Understands Vocabulary, Key Concepts, & Themes

Beginning: I need support to understand vocabulary.

Approaching: I understand the vocabulary but need support to apply it to concepts.

Meeting: I can independently understand the vocabulary and apply it to concepts.

Extending: I can independently understand vocabulary, apply it to concepts, and make thematic connections.

Engaging in Civil Discourse

Beginning: I need support to identify multiple perspectives in civil discourse to support a final conclusion using credible sources.

Approaching: I can identify multiple perspectives in civil discourse to support a final conclusion using credible sources.

Meeting: I can independently identify and apply multiple perspectives in civil discourse to support a final conclusion using credible sources.

*Extending***:** I can independently identify, apply, and connect multiple perspectives in civil discourse to support a final conclusion using credible sources.

Take Informed Action

Beginning: I need support to take informed action.

Approaching: I can take informed action to address personal, societal, or global issues with limited support.

Meeting: I can independently take informed action to address personal, societal, or global issues.

Extending: I can independently identify a problem, generate a plan, and make connections to the people or resources necessary to enact the plan.

SIXTH THROUGH EIGHTH GRADE SPEECH/DRAMA

Preparation

Analyzes Text

Beginning: Has difficulty identifying characters, structure, and themes of text.

Approaching: Identifies characters, structure, and themes of text with guidance from instructor.

Meeting: Identifies key points of the text without guidance.

Extending: Identifies and also connects structure and themes to other life situations.

Performance

Rehearses

Beginning: Does not use class time to memorize lines, practice movement, and establishes little or no patterning to the scene.

Approaching:
1. Memorizes line, and has basic movement for the scene.
2. May not remember when changes are made.

Meeting: Uses class time well, making sure lines are memorized, and the scene is well practiced, ready for performance.

Extending:
1. Maximizes the use of available time to improve the scene.
2. Tries new techniques, and seeks assistance in any form to aid the improvement

Performs Product

Beginning: Unable to perform without laughing, has lapse in concentration, and is unable to replicate what was done in rehearsal.

Approaching: Performs with some errors, and replicates most of what happened in rehearsal.

Meeting: Performs with no errors and replicates what was rehearsed.

Extending: Performs the scene as rehearsed, and reacts appropriately to the presence of the audience.

Participates in an Ensemble

Beginning: Has difficulty collaborating with others when working towards an ensemble performance (sharing, compromising, listening, and giving and taking).

Approaching: Sometimes has difficulty collaborating with others when working towards an ensemble performance (sharing, compromising, listening, and giving and taking).

Meeting: Always collaborates with others when working towards an ensemble performance (sharing, compromising, listening, and giving and taking).

Extending: Always collaborates with others when working towards an ensemble performance (sharing, compromising, listening, and giving and taking) and encourages others to do the same.

MIDDLE SCHOOL TECHNOLOGY LITERACY

Creativity and Innovation

Demonstrates Creative Thinking, Constructs Knowledge, and Develops Innovative Products and Processes Using Technology

Beginning: Still developing perquisite skills of using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Create models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Approaching: Demonstrates partial mastery of using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Create models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Meeting: Demonstrates mastery of using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Create models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Extending: Demonstrates mastery of and extends skills to new contexts when using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Create models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Communication and Collaboration

Uses Digital Media and Environments to Communicate and Work Collaboratively

Beginning: Still developing perquisite skills of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Approaching: Demonstrates partial mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Meeting: Demonstrates mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Extending: Demonstrates mastery of and extends skills to new contexts when interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Research and Information Fluency

Applies Digital Tools to Gather, Evaluate and use Information

Beginning: Still developing perquisite skills of applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Approaching: Demonstrates partial mastery of applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Meeting: Demonstrates mastery of applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Extending: Demonstrates mastery of and extends skills to new contexts when applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Critical Thinking, Problem Solving and Decision Making

Uses Critical Thinking Skills with Digital Tools and Resources to Plan and Conduct Research, Manage Projects, Solve Problems, and Make Informed Decisions

Beginning: <u>Still developing prerequisite skills</u> of using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Approaching: <u>Demonstrates partial mastery</u> of using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Meeting: <u>Demonstrates mastery</u> of using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship

Understands Human, Cultural and Societal Issues Related to Technology and Practices Legal and Ethical Behavior

Beginning: <u>Still developing perquisite skills</u> of advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Approaching: <u>Demonstrates partial mastery</u> of advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Meeting: <u>Demonstrates mastery</u> of advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Technology Operations and Concepts

Demonstrates a Sound Understanding of Technology Concepts, Systems, and Operations

Beginning: <u>Still developing perquisite skills</u> of understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Approaching: <u>Demonstrates partial mastery</u> of understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Meeting: <u>Demonstrates mastery</u> of understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

SIXTH GRADE WORLD LANGUAGES

Listening

Beginning: I need assistance detecting required details and comprehending general meaning of what is heard.

Approaching: I can comprehend general meaning with some inaccuracies.

Meeting: I understand what is heard

Extending: I comprehend general meaning about unfamiliar topics and understand required details or other pertinent information of what is heard.

Reading

Beginning: I need assistance detecting required details and comprehending general meaning of what is heard.

Approaching: I can comprehend general meaning with some inaccuracies.

Meeting: I understand key details and central ideas of what is read.

Extending: I comprehend general meaning about unfamiliar topics and use inferencing tools to understand required or additional information.

Vocabulary

Beginning: I need help recognizing and/or using required vocabulary.

Approaching: I can recognize and/or use some required vocabulary.

Meeting: I understand and/or use assigned vocabulary

Extending: I understand and/or use additional vocabulary. I create original expression with previously learned vocabulary.

Culture

Beginning: I am unaware of cultural practices or products.

Approaching: I have an emerging understanding of cultural practices or products.

Meeting: I understand and can explain a cultural practice or product.

Extending: I reflect on the cultural practice or product and compare it with my own.