

## SULLIVAN WEST ELEMENTARY

### GRADE 6 STANDARDS-BASED REPORT CARD RUBRICS

#### ENGLISH LANGUAGE ARTS

The four learning standards in New York State for English Language Arts require that students read, write, listen, and speak for information and understanding, read, write, listen, and speak for literary response and expression, read, write, listen, and speak for critical analysis and evaluation, and read, write, listen, and speak for social interaction. Embedded within these learning standards are literacy competencies and grade-specific performance indicators. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations.

#### **READING Decoding Strategies**

4) Uses a variety of strategies (i.e. syllable patterns, word structure, etc.) to read unfamiliar words, recognizes high-frequency and irregularly spelled words, and self-corrects with distinction

**3) Uses a variety of strategies (i.e. syllable patterns, word structure, etc.) to read unfamiliar words, recognizes high-frequency and irregularly spelled words, and self-corrects.**

2) Partially uses a variety of strategies (i.e. syllable patterns, word structure, etc.) to read unfamiliar words, recognizes high-frequency and irregularly spelled words, and self-corrects.

1) Does not use a variety of strategies (i.e. syllable patterns, word structure, etc.) to read unfamiliar words, recognize high-frequency and irregularly spelled words, or self-correct.

#### Fluency

4) Reads grade-level texts with appropriate speed, accuracy, and expression with distinction.

**3) Reads grade-level texts with appropriate speed, accuracy, and expression.**

2) Partially reads grade-level texts with appropriate speed, accuracy, and expression.

1) Does not read grade-level texts with appropriate speed, accuracy, or expression.

#### Vocabulary Development

4) Learns grade-level vocabulary and uses word structure, context clues, prior knowledge, and spelling resources to determine meaning with distinction

**3) Learns grade-level vocabulary and uses word structure, context clues, prior knowledge, and spelling resources to determine meaning.**

2) Partially learns grade-level vocabulary and uses word structure, context clues, prior knowledge, and spelling resources to determine meaning.

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1) Does not learn grade-level vocabulary or use word structure, context clues, prior knowledge, or spelling resources to determine meaning.

#### Comprehension

4) Reads a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.) with distinction.

**3) Reads a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.).**

2) Partially reads a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.).

1) Does not read a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) or use a range of responses (i.e. writing, drama, oral presentation, etc.).

#### Reading Engagement

4) Shows interest in a wide range of genres and authors, reads voluntarily, and engages in independent reading for extended periods of time with distinction

**3) Shows interest in a wide range of genres and authors, reads voluntarily, and engages in independent reading for extended periods of time.**

2) Partially shows interest in a wide range of genres and authors, reads voluntarily, and engages in independent reading for extended periods of time.

1) Does not show interest in a wide range of genres and authors, read voluntarily, or engage in independent reading for extended periods of time.

### **WRITING**

#### Spelling

4) Follows patterns to spell previously studied words accurately and quickly when writing and uses a variety of resources to correct spelling with distinction.

**3) Follows patterns to spell previously studied words accurately and quickly when writing and uses a variety of resources to correct spelling.**

2) Partially follows patterns to spell previously studied words accurately and quickly when writing and uses a variety of resources to correct spelling.

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1) Does not follow patterns to spell previously studied words accurately and quickly when writing or use a variety of resources to correct spelling.

Handwriting

4) Uses legible print and/or cursive writing with distinction.

**3) Uses legible print and/or cursive writing.**

2) Partially uses legible print and/or cursive writing.

1) Does not use legible print and/or cursive writing.

Composition

4) Responds to writing prompts, writes for a variety of purposes and audiences, uses a variety of media (i.e. print, electronic, etc.), and utilizes the writing process (i.e. prewriting, drafting, revising, etc.) with distinction.

**3) Responds to writing prompts, writes for a variety of purposes and audiences, uses a variety of media (i.e. print, electronic, etc.), and utilizes the writing process (i.e. prewriting, drafting, revising, etc.).**

2) Partially responds to writing prompts, writes for a variety of purposes and audiences, uses a variety of media (i.e. print, electronic, etc.), and utilizes the writing process (i.e. prewriting, drafting, revising, etc.).

1) Does not respond to writing prompts, write for a variety of purposes and audiences, use a variety of media (i.e. print, electronic, etc.), or utilize the writing process (i.e. prewriting, drafting, revising, etc.).

**LISTENING AND SPEAKING**

Listening

4) Listens attentively for different purposes (i.e. to texts read aloud, etc.) and listens respectfully, without interrupting, for an extended period of time with distinction.

**3) Listens attentively for different purposes (i.e. to texts read aloud, etc.) and listens respectfully, without interrupting, for an extended period of time.**

2) Partially listens attentively for different purposes (i.e. to texts read aloud, etc.) and listens respectfully, without interrupting, for an extended period of time.

1) Does not listen attentively for different purposes (i.e. to texts read aloud, etc.) or listen respectfully, without interrupting, for an extended period of time.

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#### Speaking

4) Speaks fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, and respect with distinction.

**3) Speaks fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, and respect.**

2) Partially speaks fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, and respect.

1) Does not speak fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, or respect.

#### **MATHEMATICS**

The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn. This broad range of content, taught in an integrated fashion, allows students to see how various mathematics knowledge is related, not only within mathematics, but also to other disciplines and the real world as well. Instruction engages students in the construction of this knowledge and integrates conceptual understanding and problem solving. The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

#### **CONTENT STRANDS**

##### Number Sense & Operations

4) Understands grade-level indicators for number systems, number theory, operations, and estimation with distinction.

**3) Understands grade-level indicators for number systems, number theory, operations, and estimation.**

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2) Partially understands grade-level indicators for number systems, number theory, operations, and estimation.

1) Does not understand grade-level indicators for number systems, number theory, operations, or estimation.

#### Algebra

4) Understands grade-level indicators for variables and expressions, equations and inequalities and patterns, relations and functions with distinction.

**3) Understands grade-level indicators for variables and expressions, equations and inequalities and patterns, relations and functions.**

2) Partially understands grade-level indicators for variables and expressions, equations and inequalities and patterns, relations and functions.

1) Does not understand grade-level indicators for variables and expressions, equations and inequalities or patterns, relations and functions.

#### Geometry

4) Understands grade-level indicators for shapes, geometric relationships, transformational geometry, and coordinate geometry with distinction.

**3) Understands grade-level indicators for shapes, geometric relationships, transformational geometry, and coordinate geometry.**

2) Partially understands grade-level indicators for shapes, geometric relationships, transformational geometry, and coordinate geometry.

1) Does not understand grade-level indicators for shapes, geometric relationships, transformational geometry, or coordinate geometry.

#### Measurement

4) Understands grade-level indicators for units of measurement, tools and methods, units, and estimation with distinction.

**3) Understands grade-level indicators for units of measurement, tools and methods, units, and estimation.**

2) Partially understands grade-level indicators for units of measurement, tools and methods, units, and estimation.

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1) Does not understand grade-level indicators for units of measurement, tools and methods, units, or estimation.

#### Statistics & Probability

4) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, predictions from data, and probability with distinction.

**3) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, predictions from data, and probability.**

2) Partially understands grade-level indicators for collection of data, organization and display of data, analysis of data, predictions from data, and probability.

1) Does not understand grade-level indicators for collection of data, organization and display of data, analysis of data, predictions from data, or probability.

#### **PROCESS STRANDS**

#### Problem Solving

4) Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving with distinction.

**3) Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.**

2) Partially demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.

3) Does not demonstrate grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, or monitoring and reflecting on the process of mathematical problem solving.

#### Reasoning & Proof

4) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating

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mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof with distinction

**3) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.**

2) Partially demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.

1) Does not demonstrate grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, or selecting and using various types of reasoning and methods of proof.

#### Communication

4) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely with distinction.

**3) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.**

2) Partially demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.

1) Does not demonstrate grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, or using the language of mathematics to express mathematical ideas precisely.

#### Connections

4) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a

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coherent whole, and recognizing and applying mathematics in contexts outside of mathematics with distinction.

**3) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.**

2) Partially demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.

1) Does not demonstrate grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, or recognizing and applying mathematics in contexts outside of mathematics.

#### Representation

4) Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena with distinction.

**3 )Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.**

2) Partially demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.

1) Does not demonstrate grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, or using representations to model and interpret physical, social, and mathematical phenomena.

#### **SCIENCE**

The elementary science program emphasizes a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups. Experiences provide students with opportunities to interact as directly as possible with the natural world



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in order to construct explanations about their world. This approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. They are provided opportunities to have direct experience with common objects, materials, and living things in their environments. Instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. This prepares our students to apply scientific concepts, principles, and theories pertaining to the physical setting living environment.

#### Understands Science Content

4) Understands grade-level concepts of the physical setting (weather and climate), the living environment (populations and ecosystems), and the human body (circulatory, respiratory, and excretory systems) with distinction.

**3) Understands grade-level concepts of the physical setting (weather and climate), the living environment (populations and ecosystems), and the human body (circulatory, respiratory, and excretory systems).**

2) Partially understands grade-level concepts of the physical setting (weather and climate), the living environment (populations and ecosystems), and the human body (circulatory, respiratory, and excretory systems).

1) Does not understand grade-level concepts of the physical setting (weather and climate), the living environment (populations and ecosystems), or the human body (circulatory, respiratory, and excretory systems).

#### **SOCIAL STUDIES**

The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. When appropriate, the grade 5 program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies.

#### Understands Social Studies Content

4) Understands grade-level concepts of the history, geography, economy, and government of The United States, Canada, and Latin America with distinction.

3) Understands grade-level concepts of the history, geography, economy, and government of The United States, Canada, and Latin America.

2) Partially understands grade-level concepts of the history, geography, economy, and government of The United States, Canada, and Latin America.

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1) Does not understand grade-level concepts of the history, geography, economy, and government of The United States, Canada, or Latin America.

#### **TECHNOLOGY**

##### Basic Computer Concepts & Skills

4) Meets grade-level Basic Computer Skills benchmark standards with distinction.

**3) Meets grade-level Basic Computer Skills benchmark standards.**

2) Partially meets grade-level Basic Computer Skills benchmark standards.

1) Does not meet grade-level Basic Computer Skills benchmark standards.

#### **LEARNING BEHAVIORS**

The following learning behaviors are indicators that support both academic and character development. They are attributes that promote this development both in and out of the classroom as well as among peers or educators.

##### Engagement

4) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process with distinction.

**3) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.**

2) Is partially involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.

1) Is not involved (i.e. attends to instruction, listens, questions, etc.) in the learning process.

##### Respect

4) Meets class and school expectations in showing consideration for oneself, others, and learning with distinction.

**3) Meets class and school expectations in showing consideration for oneself, others, and learning.**

2) Partially meets class and school expectations in showing consideration for oneself, others, and learning.

1) Does not meet class or school expectations in showing consideration for oneself, others, or learning.

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#### Responsibility

4) Demonstrates a willingness to follow through with learning and behavioral expectations with distinction.

**3) Demonstrates a willingness to follow through with learning and behavioral expectations.**

2) Partially demonstrates a willingness to follow through with learning and behavioral expectations.

1) Does not demonstrate a willingness to follow through with learning or behavioral expectations.

#### Organization

4) Maintains materials independently and is able to transition efficiently with distinction.

**3) Maintains materials independently and is able to transition efficiently.**

2) Partially maintains materials independently and is able to transition efficiently.

1) Does not maintain materials independently or is able to transition efficiently.

#### **ART**

Students make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

#### Art Concepts

4) Understands art concepts and uses materials and techniques to solve assigned art problems. Incorporates their own ideas. Artwork shows freedom, confidence, and flexibility.

**3) Recognizes art concepts and applies them in an expressive way. Often incorporates original ideas. Works independently with little reminding.**

2) Developing understanding of art concepts. Needs prompting to stay on task. 1) Beginning to understand art concepts. Requires assistance by teacher.

#### Art Skills

4) Controls art materials and art tools and uses them in appropriate and creative ways within a variety of techniques and processes. Uses tools and materials in an inventive way.

**3) Can identify different materials and techniques and uses them appropriately within the art process.**

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2) Developing appropriate skills and techniques.

1) Has basic control of materials. Minimal application of skills.

**MUSIC**

Students compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Musical Concepts & Skills

4) Has developed a thorough understanding of beat, rhythm, pitch, melodic direction, tempo, dynamics and standard notation with expression and accuracy, to a level of distinction.

**3) Is continuing to develop and is maintaining an understanding of the elements of music with expression and accuracy, consistent with this course of study.**

2) Is beginning to develop an understanding of the elements of music, consistent with this course of study.

1) Is not yet developing an understanding of the elements of music.

**BAND**

Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Performance Concepts & Skills

4) Consistently performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.

**3) Usually performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.**

2) Sometimes performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.

1) Rarely performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.

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#### PHYSICAL EDUCATION

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

##### Skills & Technique

4) Always applies effective skills with no observable errors in technique

**3) Consistently applies effective skills with few observable errors in technique**

2) Occasionally applies correct technique

1) Skill technique is not yet sufficient resulting in ineffective performance

##### Physical Fitness Warm Up

4) Effectively, consistently and enthusiastically performs warm up consisting of health related physical fitness concepts

**3) Effectively and consistently performs warm up consisting of health related physical fitness concepts**

2) Occasionally performs warm up consisting of health related physical fitness concepts with encouragement

1) Not yet able to perform warm up consisting of health related physical fitness concepts with out constant teacher intervention

##### Appropriate Participation & Competition

4) Always demonstrates fair play and appropriate competitive and cooperative behavior. Participates safely and demonstrates self-control and respect for the positive experience of others. Is comfortable in leadership roles.

**3) Consistently participates safely, demonstrating self-control, fair play and respect for others**

2) Occasionally participates safely, maintaining self-control, and respect for others with teacher intervention

1) Students lack self-control and/or need reminders and encouragement from others to participate in a safe, fair, energetic and/or respectful manner.

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Rules, Terminology & Strategies

4) Student always applies effective strategic play and is able to make decisive decision to effectively adjust to game situations. Students apply rules, conventions of play and terminology in all forms of assessment

**3) Students consistently apply appropriate offensive and defensive skills in relation to dynamics of game situations**

2) Students demonstrate a general understanding of the activity but need assistance from others to correctly apply rules, conventions, terminology and/or scoring.

1) Students consistently demonstrate incorrect application of rules, conventions, terminology and/or scoring. Students rely on direction from others to play correctly.