

PARENT GUIDE
TO THE NORTHWOOD &
VILLAGE ELEMENTARY
REPORT CARD
GRADE 6



This Report Card, aligned with the New York State Common Core Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect *achievement*. *Achievement* is measured by student's performance at a single point in time and how well the student performs against a standard. We also need to help you understand the *progress* your child is making. *Progress* is measured by how much "gain" or "growth" a student makes over time and compares the child only to him/herself. The narrative in the Report Card, parent conferences, informal communication, and work sent home help provide you with information about your child's progress.

This Parent Guide was written to assist you in understanding how your child is scored on the elementary Report Card.

- **Content Descriptors:** These are used for the various subject areas. They are scores of 1, 2, 3 and 4 with descriptions that help parents understand what each number truly signifies. In addition, the meanings of the scores of 1-4 in each trimester are also articulated.
- **Behavior Descriptors:** These are used for work habits and behaviors, which are different than the subject areas.

Finally, we recognize that the standards in mathematics are unfamiliar and at times, can be difficult to understand; even beginning at first grade some are wordy or specific to particular concepts. This guide provides information to explain **some** of the more complex math indicators entail so you can understand the areas in which your child is struggling or mastering. It also explains the mathematical **thinking** we are working toward developing, along with specific grade level **content**.

1-4 CONTENT DESCRIPTORS FOR THE SUBJECT AREAS

For the trimesters 1 and 2, students are evaluated based **on their progress toward** end-of-year standard/benchmark. For the final trimester in June, the score reflects their **actual achievement** in relation to that standard/benchmark.

4 Exceeds Standards

- **Trimester 1:** The student is already or nearly achieving the end-of-year standard/benchmark.
- **Trimester 2:** The student is already achieving the end-of-year standard/benchmark.
- **Trimester 3:** Student demonstrates a deeper understanding of grade level standards and application of skills is that is well beyond the grade level standard/benchmark.

3 Meets Standards Independently

- **Trimester 1 and 2:** The student is making consistent and adequate progress **toward** achieving end-of-year standard/benchmark. At this point in time, the student is where they need to be so that by the end of the year, he/she will meet the end of year standard/benchmark.
- **Trimester 3:** Score of 3 reflects that the student is actually meeting the standard/benchmark.
 - Student demonstrates consistent application of skills
 - Student independently applies grade level standards and skills.

2 Partially Meets Standards

- **Trimester 1 and 2:** Student is making progress yet is below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** A score of 2 indicates that the student's actual achievement only partially meets the standard/benchmark.
 - Student needs assistance to use grade level standards and skills
 - Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
 - Student is progressing in understanding, however, the skills are not yet mastered

1 Does Not Meet Standards

- **Trimester 1 and 2:** Student may be making some progress, but is well below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** Score 1 indicates that the student's actual achievement is below the standard/benchmark.
 - Student needs continued support; may struggle even with assistance
 - Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level

DESCRIPTORS FOR WORK HABITS AND BEHAVIORS

Students receive the following scores, separate from the subject areas, for work habits and behaviors.

- 3 demonstrates
- 2 occasionally demonstrates
- 1 has difficulty demonstrating

MATH Grades 1 - 6

The math section of the Progress Report contains

- 3 Mathematical Thinking indicators
- Additional content indicators for the most important math concepts in the grade level

In each Progress Report, the first 3 indicators are Mathematical Thinking indicators. Please see them below:

1. **Make sense of problems and perseveres in solving them.**

Teachers will be looking for the following evidence:

- The student explained the problem and showed perseverance by making sense of the problem.
- The student selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.
- The student checked their answer using another method.

2. **Clearly and precisely communicates mathematically thinking.**

Teachers will be looking for the following evidence:

- The student was precise by clearly describing their actions and strategies, while showing understanding and using grade level appropriate vocabulary in their process of finding solutions and can compare their process to peers alternative process.
- The student expressed and justified their opinion using a variety of numbers, pictures, charts, and words.
- The student connects quantities to written symbols and creates a logical representation with precision.

3. **Use mathematical strategies, models and tools appropriately.**

Teachers will be looking for the following evidence:

- The student selected multiple efficient tools and correctly represented the tools to reason and justify their response.
- The student was able to explain why their tool/model was efficient.

The content will be changing as the year progresses, but our practice/thinking expectations remain consistent. For example, when students have finished up units on multiplication and division of whole numbers, we will consider the first indicator to be

- *Makes sense of multiplication and division problems and perseveres in solving them.*

The next trimester students may have finished fractions. At that point, the first indicator is considered to be

- *Makes sense of fraction problems and perseveres in solving them.*

Below we have listed some of the Grade 6 math content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Standard: Apply and extend previous understandings of numbers to the system of rational numbers

Teachers will be looking for evidence such as:

- Students continue this understanding by using visual models and equations to divide whole numbers by fractions and fractions by fractions to solve word problems.
- Students use rational numbers (fractions, decimals, and integers) to represent real world contexts and understand the meaning of 0 in each situation.
- Students extend the number line to represent all rational numbers.
- Students recognize that a number and its opposite are equidistance from zero. The opposite sign (–) shifts the number to the opposite side of 0
- Students identify the four quadrants and are able to identify the quadrant for an ordered pair based on the signs of the coordinates.
- Students are able to plot all rational numbers on a number line (either vertical or horizontal) or identify the values of given points on a number line.
- Students use inequalities to express the relationship between two rational numbers, understanding that the value of numbers is smaller moving to the left on a number line.

Examples:

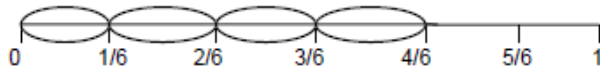
Susan has $\frac{2}{3}$ of an hour left to make cards. It takes her about $\frac{1}{6}$ of an hour to make each card. About how many can she make?

This problem can be modeled using a number line.

1. Start with a number line divided into thirds.



2. The problem wants to know how many sixths are in two-thirds. Divide each third in half to create sixths



3. Each circled part represents $\frac{1}{6}$. There are four sixths in two-thirds; therefore, Susan can make 4 cards.

Context: You are making a recipe that calls for $\frac{2}{3}$ cup of yogurt. You have $\frac{1}{2}$ cup of yogurt from a snack pack. How much of the recipe can you make?

Explanation of Model:

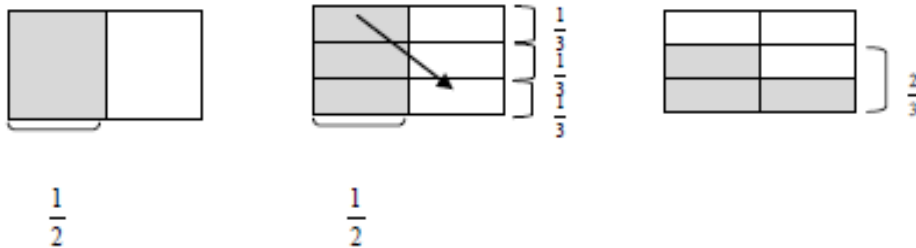
The first model shows $\frac{1}{2}$ cup. The shaded squares in all three models show $\frac{1}{2}$ cup.

The second model shows $\frac{1}{2}$ cup and also shows $\frac{1}{3}$ cups horizontally.

The third model shows $\frac{1}{2}$ cup moved to fit in only the area shown by $\frac{2}{3}$ of the model.

$\frac{2}{3}$ is the new referent unit (whole).

3 out of the 4 squares in the $\frac{2}{3}$ portion are shaded. A $\frac{1}{2}$ cup is only $\frac{3}{4}$ of a $\frac{2}{3}$ cup portion, so you can only make $\frac{3}{4}$ of the recipe.



Standard: Understand ratio concepts and use ratio reasoning to solve problems

Teachers will be looking for evidence such as:

- Students understand that ratio is a comparison of two numbers or quantities.
- Students understand that percents are a special type of rate. Students find percents in the same ways they would solve rates and proportions.
- Students understand that rates are a relationship between two units of measure.
- Students should also solve real-life problems involving measurement units that need to be converted. Representing these measurement conversions with models such as ratio tables, t-charts or double number line diagrams will help students internalize the size relationships between same system measurements and relate the process of converting to the solution of a ratio.
- Multiplicative reasoning is used when finding the missing element in a proportion.
- Ratios and rates are used in ratio tables and graphs to solve problems.
- Students use tables to compare ratios.
- Students recognize the use of ratios, unit rate and multiplication in solving problems.
- Students should be able to plot ratios as ordered pairs.

Please Note -Although algorithms provide efficient means for finding solutions, the cross-product algorithm commonly used for solving proportions will not aid in the development of proportional reasoning. Delaying the introduction of rules and algorithms will encourage thinking about multiplicative situations instead of indiscriminately applying rules. The goal is understanding. The examples are on the next page.

3 cans of pudding cost \$2.48 at Store A and 6 cans of the same pudding costs \$4.50 at Store B. Which store has the better buy on these cans of pudding? Various strategies could be used to solve this problem:

- A student can determine the unit cost of 1 can of pudding at each store and compare.
- A student can determine the cost of 6 cans of pudding at Store A by doubling \$2.48.
- A student can determine the cost of 3 cans of pudding at Store B by taking $\frac{1}{2}$ of \$4.50.

Using ratio tables develops the concept of proportion. By comparing equivalent ratios, the concept of proportional thinking is developed and many problems can be easily solved.

Store A	
3 cans	6 cans
\$2.48	\$4.96

Store B	
6 cans	3 cans
\$4.50	\$2.50

Here is another problem where students may use similar strategies to those above. For this one, they may choose to add other information (such as \$400) to the chart to help them determine the interest for \$450. They may also think about \$450 as being \$200 + \$200 + \$50.

A credit card company charges 17% interest on any charges not paid at the end of the month. Make a ratio table to show how much the interest would be for several amounts. If your bill totals \$450 for this month, how much interest would you have to pay if you let the balance carry to the next month? Show the relationship on a graph and use the graph to predict the interest charges for a \$300 balance.

Charges	\$1	\$50	\$100	\$200	\$450
Interest	\$0.17	\$8.50	\$17	\$34	?

At Books Unlimited, 3 paperback books cost \$18. What would 7 books cost? How many books could be purchased with \$54?

To find the price of 1 book, divide \$18 by 3. One book is \$6. To find the price of 7 books, multiply \$6 (the cost of one book times 7 to get \$42. To find the number of books that can be purchased with \$54, multiply \$6 times 9 to get \$54 and then multiply 1 book times 9 to get 9 books.

Number of Books	Cost
1	6
3	18
7	42
9	54

Standard: Apply and extend previous understandings of arithmetic to algebraic expressions.

Teachers will be looking for evidence such as:

- Students write expressions from verbal descriptions or context using letters and numbers.
- Students understand order is important.
- Students demonstrate an understanding of like terms as quantities being added or subtracted with the same variables and exponents.
- Students can identify the parts of an algebraic expression including variables, coefficients, constants, and the names of operations (sum, difference, product, and quotient).
- Students can solve an equation by substituting in a value for x .
- Students generate equivalent expressions using the associative, commutative, and distributive properties.

Examples:

It costs \$100 to rent the skating rink plus \$5 per person. The cost for any number (n) of people could be found by the expression, $100 + 5n$. What is the cost for 25 people?

$3x + 4x$ are like terms and can be combined as $7x$; however, $3x + 4x^2$ are not.

- Are the expressions equivalent? How do you know?

$4m + 8$
Solution:

$4(m+2)$

$3m + 8 + m$

$2 + 2m + m + 6 + m$

Expression	Simplifying the Expression	Explanation
$4m + 8$	$4m + 8$	Already in simplest form
$4(m+2)$	$4(m+2)$ $4m + 8$	Distributive property
$3m + 8 + m$	$3m + 8 + m$ $3m + m + 8$ $(3m + m) + 8$ $4m + 8$	Combined like terms
$2 + 2m + m + 6 + m$	$2 + 2m + m + 6 + m$ $2 + 6 + 2m + m + m$ $(2 + 6) + (2m + m + m)$ $8 + 4m$ $4m + 8$	Combined like terms

Adapted from <http://www.katm.org/baker/pages/common-core-resources.php>