

Sixth Grade Priority Standards

Grading Scale- English Language Arts, Mathematics, Social Studies, Science and Technology

4: Exceeds Standard 3-3.5: Meets Standard
2-2.5: Approaching Standard 1-1.5: Below Standard

English Language Arts

MLS Standard	Reporting Topic	Initial Quarter for Progress Grade
6.RL.3.D	Close Reading with Literature	1
6.RI.1.A	Informational Literacy	1
6.RL.2.D	Literary Elements (Plot)	1
6.RL.1.B	Figurative Language	1
6.W.2.A.a	Narrative Writing	1
6.RI.2.B	Point of View/Author's Purpose	1
6.W.2.A.c	Argumentative Writing & Writing Process	2
6.W.2.A.b	Informational/ Expository Writing	2

Mathematics

MLS Standard	Reporting Topic	Initial Quarter for Progress Grade
6.NS.C.6.b	Write, Interpret and Explain Rational Numbers	1
6.NS.B.4.b	Use Factors and Multiples	1
6.NS.A.1.a	Dividing Fractions by Fractions	1
6.NS.B.3	Operations with Decimals	1
6.RP.A.3.a	Solve Problems Involving Ratios and Rates.	2
6.RP.A.3.c-d	Solve Percent Problems and Convert Measurement Units.	2
6.EE1.A.2.b,d	Write and Evaluate Algebraic Expressions.	2
6.EE1.B	Write and Solve Equations and Inequalities.	3
6.EE1.C.9.a,b	Identify and Describe Relationships Between Two Variables.	3
6.GM.A.3.c	Find Distances Between Points With the Same First Coordinate or the Same Second Coordinate.	3
6.GM.A.1,2	Area of Polygons and Volume	4
6.GM.A.4.b	Find Surface Area	4
6.DSP.B.5.c	Summarize Numerical Data Sets in Relation to the Context.	4

Science

MLS Standard	Reporting Topic	Quarter Taught
ESS3.B.1	Natural Hazards	1
ETS1.A.1	Engineering Design Criteria and Constraints	1
LS2.A.2	Biotic and Abiotic	2
LS2.C.2	Ecosystem Maintenance	2
ESS3.C.2	Human Impact	3
PS4.A.2	Waves	3
PS3.A.1	Energy Transfer Potential and Kinetic	4
PS3.A.4	Thermal Energy	4
ETS1.B.1	Engineering Competing Design Solutions	4
SL.1.A	Speaking and Listening: Collaboration	1, 2, 3, 4
SL.2.C	Speaking and Listening: Presentations	1, 2, 3, 4

Social Studies

MLS Standard	Reporting Topic	Quarter Taught
6-8.WH.2.CC.B	Analyze the role early civilizations had in shaping concepts of government, law, and social order.	1
6-8.WH.2.PC.D	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.	1
6-8.WH.3.GS.A	Explain the origins, functions, and structure of governmental systems within classical civilizations.	2
6-8.WH.3.PC.B	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	2
6.W.1.A	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	2
6.W.1.A	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2
6-8.WH.4.CC.C	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia, Africa.	3
6-8.WH.4.GS.A	Explain the origins, functions, and structure of governmental systems within civilizations.	3
6-8.WH.4.PC.A	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican.	4

Technology

* The order that technology skills are taught varies based on units of instruction.

Reporting Topic	Quarter
Application Skills	Varies
Keyboarding Skills	Varies
Navigation Skills	Varies
Online Skills	Varies
Word Processing Skills	Varies

Work Habits and Social Skills

0: Often S: Sometimes R: Rarely

Work Habits	Quarter
Follow School and Classroom Procedures-Seek First to Understand, Then to be Understood	All
Listen and Follow Directions Academically-Be Proactive	All
Displays Organizational Skills-Put First Things First	All
Accepts Responsibility for Own Actions-Be Proactive	All
Uses Time Constructively-Put First Things First	All
Completes Assignments on Time-Begin With the End in Mind	All
Social Skills	Quarter
Works Cooperatively With Others-Synergize	All
Apply Problem-solving Strategies Effectively-Think Win-Win	All
Respect the Rights and Property of Others-Synergize	All

Grading Scale- Art, Music, Band and Physical Education
4: Exceeds Standard **3-3.5:** Meets Standard
2-2.5: Approaching Standard **1-1.5:** Below Standard

Art

Reporting Topic	Quarter
Synthesize and relate knowledge and personal experiences to make art.	1
Organize and develop artistic ideas and work.	1
Design or redesign objects, places, or systems that meet the identified needs of diverse users.	2
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	3
Generate and conceptualize artistic ideas and work.	2 & 4
Perceive and analyze artistic work.	3 & 4

Music

Reporting Topic	Quarter
Music Genres	Varies
Music Elements	Varies
Perform on an Instrument	Varies
Perform Independently	Varies
Improvise Rhythmic Accompaniments	Varies
Compose/arrange Short Pieces of Music	Varies
Divide and Read Notes and Rests	Varies
Treble Clef	Varies
Bass Clef	Varies
Music Copyright	Varies

Band

Reporting Topic	Quarter
Develop and refine artistic techniques and work for presentation.	Varies
Convey meaning through the presentation of artistic work.	Varies
Apply criteria to evaluate artistic work.	Varies
Relate musical ideas and works with varied context to deepen understanding.	Varies
Perceive and analyze artistic work	Varies
Interpret intent and meaning in artistic work.	Varies
Synthesize and relate knowledge and personal experiences to make music.	Varies

Physical Education

Reporting Topic	Quarter
Display good sportsmanship, citizenship, and cooperation showing respect for themselves and others while participating in all activities.	Varies
Participate in personal fitness activities to develop healthy lifestyles.	Varies
Practice appropriate procedures, rules, and safety skills during physical activities.	Varies
Participate in the principles of movement and physical fitness.	Varies
Students will have the opportunity to set and strive for personal, achievable goals.	

STANDARDS-BASED GRADING FAQs

1. My child is not at a 3, should I be concerned?

These are end of year standards. When standards are first introduced, it is to be expected that a student will not be at a 3. It is important to monitor growth on the standard as the year progresses. If you do not see growth as the year progresses, that would indicate an area your student needs more support with.

2. How do standards-based grades compare to traditional grades?

In a traditional grading system, the grade is an average of the work for the quarter. Student grades can fluctuate from quarter to quarter and throughout the quarter. A student may struggle early on in the quarter with a concept and then master the concept by the end of the quarter. However, those early grades would be part of the average and the end of quarter grade would not be an accurate reflection of the student's knowledge of the subject matter. With the standards-based approach the scores are not averaged, rather the grade would reflect where the student is in respect to the standard at grade card time. A student who begins the quarter with 1's may progress to a 2 or 3 as the quarter progresses and the grade card would reflect that the student is now a 2 or 3.

3. Where can I get additional information on the standards that are being taught and standards-based grading?

The list of priority and supporting standards that will be taught throughout the year are available on the district website.

- 1- Website: www.waynesville.k12.mo.us
- 2- Click on the "Departments" header.
- 3- Choose "Instructional Services/Curriculum"
- 4- On the menu on the left-hand side, choose "Pre-K to 6th Grade Curriculum Documents".
- 5- Choose the grade level and content area you would like to access.
- 6- Additionally, there is also a brief informational video on standards-based grading on the "Guide to Standards Based Grading" tab.
- 7- Please contact your student's school with any additional questions.

Waynesville R-VI School District

Guide to Standards Based Grading



Sixth Grade

The Waynesville School District utilizes standards-based grading for grades PK-6. The standards that are being assessed are aligned to the Missouri Learning Standards. The complete set of Missouri Learning Standards are available on the Missouri Department of Elementary and Secondary Education's website, www.dese.mo.gov.

The grade-level standards outline what students should know and be able to do by the end of the school year. As students progress through the year teachers are looking for student growth towards meeting the expectations of the standards. At grade card time, students will be marked based on where the student currently is in respect to the expectations of the standard.

During first quarter, teachers are laying the foundational base for most skills and many skills may not be formally assessed on the report card, as additional instruction is necessary before progress will be assessed for report card purposes. Please keep in mind that if your student has less than a 3 on a standard in first quarter, that does not necessarily indicate an area of concern. As the standards are end of year expectations, scores of less than 3 can be expected. The important part will be to look at student growth on the standard in subsequent quarters; continued growth is what you should be looking for. During conferences your student's teacher will discuss your student's progress on the standards and will alert you if there are standards that are an area of concern.