MLE Standards Based Report Card Guidance for Parents

GRADE SIX

Moose Lake Community School values the reporting of student progress in order to provide families with accurate and useful information on student achievement each trimester. Our standards based report card identifies the major learning goals that students will be expected to achieve within each subject area at each grade level. This approach in reporting more accurately shows how much a student knows and is able to do.

The standard proficiency level for each assessed grade level area is as follows:

E = Exceeds Grade Level Standard: The student exhibits knowledge and understanding of the concepts, skills, and processes the standard requires and can readily apply this knowledge in a variety of settings.

M = Meets Grade Level Standard: The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires.

PM = Partially Meets Grade Level Standard: The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.

DM = Does Not Meet Grade Level Standard: The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support.

The following list is a detailed description of each MN Academic Standard that can assist parents in fully understanding the components that are measured in the Moose Lake Elementary Report Card for K-6.

Grade 6 - SBG Report Card Standard and Benchmark Correlation

English-Language Arts

Fluently Reads Grade Level Text

· read grade six texts accurately and fluently to support understanding

Comprehends Grade Level Text

· assess how point of view or purpose shapes the content and style of a textread closely to determine what the text says explicitly and to make logical inferences from it

· assess how point of view or purpose shapes the content and style of a text

· integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

· delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

· analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

· read and comprehend complex literary and information texts independently and proficiently

· determine central ideas or themes of a text and analyze their development

· summarize the key supporting details and ideas

· analyze how and why individuals, events, and ideas develop and interact over the course of a text

· interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

· Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

· assess how point of view or purpose shapes the content and style of a text

· integrate and evaluate content presented in diverse media and formats

· read and comprehend complex literary and information texts independently and proficiently

Communicates Clearly in Writing

· write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

· write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

· write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences

· produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
· use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach
· use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
· conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
· gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
· draw evidence from literary or informational texts to support analysis, reflection, and research
· write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Applies Spelling, Grammar, and Writing Conventions (Grammar and Vocabulary)
· demonstrate command of the conventions of standard English grammar and usage when writing or speaking
· demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
· apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
· determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate
· demonstrate understanding of figurative language, word relationships and nuances in word meanings
· acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
· demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Speaking, Listening, Viewing, and Media Literacy (Not reported on report card)
· prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
· integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
· evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
· present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
· make strategic use of digital media and visual displays of data to express

information and enhance understanding of presentations
· adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
· critically analyze information found in electronic, print, and mass media and use a variety of these sources
· communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose

Mathematics

Number & Operation

· read, write, represent and compare positive rational numbers expressed as fractions, decimals, percents, and ratios
· write positive integers as products of factors
· understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers.
· use ratios to solve real-world and mathematical problems.
· multiply and divide decimals, fractions and mixed numbers
· solve real-world and mathematical problems using arithmetic with positive rational numbers

Algebra

· recognize and represent relationships between varying quantities
· translate from one representation to another
· use patterns, tables, graphs and rules to solve real world and mathematical problems
· use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers
· understand and interpret equations and inequalities involving variables and positive rational numbers
· use equations and inequalities to represent real world and mathematical problems
· use the idea of maintaining equality to solve equations.
· interpret solutions in the original context.

Geometry & Measurement

· calculate perimeter, area, surface area and volume of two and three dimensional figures to solve real-world and mathematical problems.
· understand and use relationships between angles in geometric figures
· choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems

Data Analysis

· use probabilities to solve real world and mathematical problems
· represent probabilities using fractions, decimals and percents.

Science: Demonstrates understanding of Science Concepts

Trimester 1

· apply and document an engineering design process that includes identifying criteria and constraints, making representations, testing and evaluation, and refining the design as needed to construct a product or system to solve a problem

· describe a system in terms of its subsystems and parts, as well as its inputs, processes and outputs
· distinguish between open and closed systems
· determine and use appropriate safe procedures, tools, measurements, graphs, and mathematical analyses to describe and investigate natural and designed systems in a physical science context
· demonstrate the conversion of units within the International System of Units (S.I. or metric) and estimate the magnitude of common objects and quantities using metric units
· identify evidence of physical changes, including changing phase or shape, and dissolving in other materials
· describe how mass is conserved during a physical change in a closed system.
· use the relationship between heat and the motion and arrangement of particles in solids, liquids and gases to explain melting, freezing, condensation, and evaporation

Trimester 2

· explain density, dissolving, compression, diffusion and thermal expansion using the particle model of matter
· distinguish between mass and weight
· for an object traveling in a straight line, graph the object's position as a function of time, and its speed as a function of time. Explain how these graphs describe the object's motion
· measure and calculate the speed of an object that is traveling in a straight line
· identify evidence of physical changes, including changing phase or shape, and dissolving in other materials

Trimester 3

· identify a common engineered system and evaluate its impact on the daily life of humans
· recognize that there is no perfect design and that new technologies have consequences that may increase some risks and decrease others
· describe the trade-offs in using manufactured products in terms of features, performance, durability and cost
· explain the importance of learning from past failures, in order to inform future designs of similar products or systems
· recognize that when the forces acting on an object are balanced, the object remains at rest or continues to move at a constant speed in a straight line, and that unbalanced forces cause a change in the speed or direction of the motion of an object
· identify the forces acting on an object and describe how the sum of the forces affects the motion of the object
· recognize that some forces between objects act when the objects are in direct contact and others, such as magnetic, electrical, and gravitational forces can act from a distance
· describe properties of waves, including speed, wavelength, frequency and amplitude

Social Studies: Demonstrates understanding of Social Studies Concepts

· pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings
· compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples
· describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process
· describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries
· describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes
· analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region
· explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota
· create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians
· explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war
· analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920
· analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries
· describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century
· describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship
· describe the political and social culture of Minnesota during World War I and how it affected Minnesotans.
· describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans
· describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor
· create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement
· identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war
· give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota's people
· describe civil rights and conservation movements in Post-World War II Minnesota,

including the role of Minnesota leaders
· describe the response of Minnesotans to global conflicts and displaced peoples since 1945
· Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries
· identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today
· evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue
· use graphic data to analyze information about a public issue in state or local government
· address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position
· define citizenship in the United States and explain that individuals become citizens by birth or naturalization
· define federalism and describe the relationship between the powers of the federal and state governments
· identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights
· identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them
· describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system
· compare and contrast the basic structures, functions and ways of funding state and local governments
· explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today
· create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information
· locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota
· describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time
· pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings
· create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal
· describe various types of income including wage, rent, interest and profit; explain

the role that the development of human capital plays in determining one's income
· describe the movement of goods and services, resources and money through markets in a market-based economy
· explain why federal and state governments regulate economic activity to promote public wellbeing

Physical Education

Performance

·pass and receive with competency while participating in small-sided/invasion games
·execute offensive strategies and tactics in invasion games such as creating open space, pivots, fakes, and give and go.
·execute defensive strategies and tactics by reducing space and angles, blocking passes, or interceptions during games
·actively participates in a variety of moderate to vigorous activities

Knowledge

·identifies the five components of fitness
·describes the importance of warm ups and cool downs before and after physical activity
·recognizes the importance of participation and enjoyment in physical activity and its importance on overall health
·uses SMART goals based on the Fitnessgram assessment and how they can improve one or more health-related fitness area

Music

Create

· create or improvise musical ideas that can be combined into a melody
· develop a composition consisting of a melody using a system of notation or recording technology
· revise a musical composition using self-reflection

Perform

· collaborate as an ensemble to refine and prepare music for presentation or performance
· perform music for an audience by responding to notation and applying musical elements and technical skills.

Respond

· describe how musical elements contribute to meaning in a musical selection
· apply collaboratively developed criteria to evaluate musical selections or performances, citing specific elements and characteristics
· share how specific musical selections relate to personal, social and emotional experiences
· explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities
· express opinions and analysis of music using grade appropriate vocabulary

Visual Arts

Creates

·I can show that I am able to try new ideas, materials, methods, and approaches when making a work of art.

Respond

·I can respond to one set of criteria; compare and contrast that criteria and use it to evaluate works of art based on the art elements and the principles of art.

Connect

·I can describe my own culture and heritage to explore personal identity when a work of art.

Present

·I can select artwork for a collection, presentation, or a portfolio based on given criteria.

Media Arts

Create

·I can develop ideas for media artworks using play and experimentation in digital formats.

Respond

·I can respond to one set of criteria; compare and contrast that criteria and use it to evaluate works of art based on the art elements and the principles of art.

Connects

·I can examine media artwork and how they impact mood and audience experience.

Present

·I can organize multiple media artworks to be combined into a single presentation.

Spanish

Communication

·Communicates effectively in order to function in a variety of situations for multiple purposes

·Understand, interpret, and analyze what is heard, read, or viewed

·Interact in spoken or written conversations to share information