

Alder Grove Charter School Grade 6 CA Standards Progress Report

Student _____

CT _____

Year _____

Explanation of Standards:			
1	2	3	4
Beginning Not yet covered	Approaching the grade level standard	Proficient At the grade level standard	Advanced Exceeds the grade level

Math	Fall	Spring
Number Sense		
Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.		
Students calculate and solve problems involving addition, subtraction, multiplication and division.		
Algebra and Functions		
Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations and graph and interpret their results.		
Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.		
Students investigate geometric patterns and describe them algebraically.		
Measurement and Geometry		
Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.		
Students identify and describe the properties of two-dimensional figures.		
Statistics, Data Analysis, and Probability		
Students compute and analyze statistical measurements for data sets.		
Students use data samples of a population and describe the characteristics and limitations of the samples.		
Students determine theoretical and experimental probabilities and use these to make predictions about events.		
Mathematical Reasoning		
Students make decisions about how to approach problems.		
Students use strategies, skills, and concepts in finding solutions.		
Students move beyond a particular problem by generalizing to other situations.		
Language Arts		
Reading		
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. (This includes word recognition, and vocabulary and concept development.)		
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in recommended <i>Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.		
Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in recommended <i>Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.		
Writing		
Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.		
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.		

Written and Oral English Language Conventions		
Students write and speak with a command of standard English conventions appropriate to this grade level.		
Listening and Speaking		
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.		
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).		
History/Social Science		
Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution.		
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.		
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews.		
Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.		
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.		
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.		
Students analyze the geographic, political, economic, religious, and social structures in the development of Rome.		
Science (Focus on Earth Science)		
Students understand that plate tectonics explains important features of the Earth's surface and major geologic events.		
Students understand that topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment.		
Students understand that heat moves in a predictable flow from warmer objects to cooler objects until all objects are the same temperature.		
Students understand that many phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents.		
Students understand that organisms in ecosystems exchange energy and nutrients among themselves and with the environment.		
Students understand that sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.		
Investigation and Experimentation: Student understands that scientific progress is made by asking meaningful questions and conducting careful investigations.		

+Credentialed Teacher Signature _____ Date _____

Credentialed Teacher Signature _____ Date _____

First Semester Teacher Comments:

Second Semester Teacher Comments: