



Student Info	
Student ID	
Student Name	
Grade	6
Teacher	
Date	May 23, 2025

"Where life's journey takes flight!"

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	2	6	0	0
Days Present	41	79	47	87
Times Tardy	0	0	2	3
Days Enrolled	43	85	47	87

Scan the QR code or visit
<https://www.lancsd.org/Page/3011>
for more information about standards reporting.



Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

- E - Excellent**
- G - Good**
- S - Satisfactory**
- N - Needs improvement**
- U - Unsatisfactory**

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

- 4 - Thorough Understanding and Application of:**
grade level concept skills, complete Understanding, strong independent performance
- 3 - Adequate Understanding and Application of:** *of grade level concept skills, sufficient independent understanding*
- 2 - Partial Understanding and Application of:** *grade level concept skills, beginning to grasp concepts/skills*
- 1 - Minimal Understanding and Application of:**
concept skills that have been introduced
- NE - No Evidence of Understanding or Application of:** *concept skills that have been introduced*
- N/A or Gray Shading - Not Yet Introduced or Assessed**

Learner Behavior		Q1	S1	Q3	S2
LB	Learner Behavior				
SDL	Self Directed Learner				
SDL.1*	Works independently	E	E	E	E
SDL.2*	Asks for help when needed	G	E	E	E
SDL.3*	Organizes workplace	E	E	G	E
SDL.4*	Uses materials properly	E	E	E	E
SDL.5*	Uses time wisely	E	E	E	E
SDL.6*	Follows school/classroom rules and directions	E	E	E	E
CC	Community Contributor				
CC.1*	Demonstrates empathy for others	E	E	S	E
CC.2*	Shows respect and appropriate behaviors in all areas of the school community	E	E	E	E
CC.3*	Collaborates productively with others	E	E	E	E
QP	Quality Producer				
QP.1*	Work quality demonstrates the individual's best effort	G	E	E	E
QP.2*	Completes work neatly	E	E	G	E
QP.3*	Works and monitors progress toward learning goals	G	E	G	E

XXXX Has been a pleasure to have in class this year! She has made great progress on her standards. Have a wonderful summer!

Lang Arts 6		Q1	S1	Q3	S2
RI.6	Reading: Informational Text				
RI.6.1*	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	2	2	1	3
RI.6.2*	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	2	2	1	1
RI.6.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	2	2		2
RI.6.9*	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	2			2
RI.6.10*	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range		1	1	1
RL.6	Reading: Literature				
RL.6.1*	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	2	3	3	3
RL.6.2*	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	2	3	3	3
RL.6.4*	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	2	3	3	3
RL.6.10*	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range		3	3	3
W.6	Writing				
W.6.1*	Write arguments to support claims with clear reasons and relevant evidence	2		3	3
W.6.2*	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	2	4	4	4
W.6.3*	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	2	1	1	1
W.6.8*	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		3	3
W.6.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research	1	4	4	4
L.6	Language				
L.6.6*	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	2			3
SL.6	Speaking & Listening				
SL.6.1*	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on as and expressing their own clearly.	1		3	3

Mathematics 6		Q1	S1	Q3	S2
6.RP	Ratios and Proportional Relationships				
6.RP.1*	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities	NE	1	1	1
6.RP.2*	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b > 0$, and use rate language in the context of a ratio relationship	NE	1	1	1

Mathematics 6 (Continued)		Q1	S1	Q3	S2
6.RP.3*	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations	NE	1	1	4
6.NS	The Number System				
6.NS.1*	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions	2			4
6.NS.3*	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation	2	1	1	4
6.NS.4*	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor	2			2
6.NS.5*	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation	2			3
6.NS.6*	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates	2	1	1	3
6.NS.7*	Understand ordering and absolute value of rational numbers	2			
6.NS.8*	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate	NE			2
6.EE	Expressions and Equations				
6.EE.2*	Write, read, and evaluate expressions in which letters stand for numbers	2			4
6.EE.3*	Apply the properties of operations to generate equivalent expressions	2	1	1	3
6.EE.4*	Identify when two expressions are equivalent	2			3
6.EE.5*	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true	2			3
6.EE.6*	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set	2			2
6.EE.7*	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all non-negative rational numbers	2			4
6.EE.9*	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation	2			3
6.G	Geometry				
6.G.3*	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems				2
6.SP	Statistics and Probability				
6.SP.2*	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape	2			3
6.SP.4*	Display numerical data in plots on a number line, including dot plots, histograms, and box plots	2			3
6.SP.5*	Summarize numerical data sets in relation to their context	2			

Social Science 6 		Q1	S1	Q3	S2
HSS.6	History-Social Science: United States History and Geography				
HSS.6.0*	Students demonstrate/apply knowledge of grade level Social Studies content	2		3	4

Science 6 		Q1	S1	Q3	S2
SEP	Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices				
SEP.2*	Developing and using models	2	1	1	1
SEP.3*	Planning and carrying out investigations	2	1	1	1
SEP.6*	Constructing explanations and designing solutions	2	1	1	1
SEP.7*	Engaging in argument from evidence	2	1	1	1

PE 6 		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education			E	E
PE.7*	Shows respect and appropriate behaviors			E	E