

Richmond Friends School Sixth Grade Evaluation

Student's Name _____

Date _____

Teacher's Name _____

Academic School Year 2007-2008

Days Tardy _____

Days Absent _____

Language Arts

Consistently

Usually

Developing
Skills

Support
Required

Applicable
Not

Comments

<i>Listening and Speaking</i>						
* Read aloud grade-level-appropriate poems and literary and informational texts fluently, accurately, and with appropriate timing, changes in voice, and expression.						
* Identify the tone, mood, and emotion conveyed in the oral communication.						
* Select a focus, organizational structure, and point of view for an oral presentation.						
* Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.						
* Deliver oral responses to literature that: develop an interpretation that shows careful reading, understanding, and insight, organize the presentation around several clear ideas, premises, or images, develop and justify the interpretation through the use of examples from the text.						
<i>Handwriting</i>						
* Write smoothly and legibly in cursive, forming letters and words that can be read by others.						

* Leave adequate space between letters and between words.						
* Write legibly in printing.						
Reading						
* Identify and interpret figurative language (including similes and metaphors) and words with multiple meanings.						
* Critique the believability of characters and the degree to which a plot is believable or realistic.						

Consistently
 Usually
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 Support Required
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Comments

* Make reasonable statements and conclusions about a text, supporting them with evidence from the text.						
* Identify different types (genres) of fiction and describe the major characteristics of each form.						
* Identify the main problem or conflict of the plot and explain how it is resolved.						
* Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.						
* Define tone, setting, characters, plot, conflict, and point of view and how they are presented in written works.						
Writing						
* Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.						
* Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins,						

tabs, spacing, columns, and page orientation.						
* Write informational pieces of several paragraphs that: engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the purpose of the composition.						
* Use note-taking skills when completing research for writing.						
* Review and revise one's own writing, as well as others, for meaning and clarity.						

	Consistently	Usually	Developing Skills	Support Required	Not Applicable	Comments
* Use a thesaurus to identify alternative word choices and meanings.						
* Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: state the thesis or purpose, explain the situation, organize the composition clearly, and offer evidence to support arguments and conclusions.						
* Write narratives that: establish and develop a plot and setting and present a point of view that is appropriate to the stories, include sensory details and clear language to develop plot and character, and use a range of narrative devices, such as dialogue or suspense.						
* Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation;						

establish a main idea or topic; develop the topic with simple facts, details, examples, and explanations; use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.						
* Write persuasive compositions that: state a clear position on a proposition or proposal, support the position with organized and relevant evidence and effective emotional appeals, and anticipate and address reader concerns and counterarguments.						
* Use varied word choices to make writing interesting.						
* Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.						
* Spell correctly frequently misspelled words.						
* Use correct capitalization.						
* Use simple, compound, and complex sentences.						

Mathematics

Consistently

Usually

Developing Skills

Support Required

Applicable Not

Comments

<i>Number Sense</i>						
* Understand and apply the basic concept of negative.						
* Convert between any two representations of numbers (fractions, decimals, and percents) without the use of a calculator.						
* Find the least common multiple and the greatest common factor of whole numbers. Use them to solve problems with fractions.						

* Interpret the absolute value of a number as the distance from zero on a number line and find the absolute value of real numbers.						
Computation						
* Use mental arithmetic to add or subtract simple fractions and decimals.						
* Explain how to multiply and divide fractions and perform the calculations.						
* Multiply and divide positive and negative decimals.						
* Add and subtract positive and negative decimals.						
Algebra						
* Interpret and evaluate expressions that use grouping symbols such as parentheses.						
* Use variables in expressions describing geometric quantities.						

	Consistently	Usually	Developing Skills	Support Required	Applicable Not	Comments
* Identify and graph ordered pairs in the four quadrants of the coordinate plane.						
Geometry						
* Draw quadrilaterals and triangles from given information about them.						
* Identify and draw vertical, adjacent, complementary, and supplementary angles and describe these angle relationships.						
* Identify and draw two-dimensional shapes that are similar.						
* Use the properties of complementary, supplementary, and vertical angles to solve problems involving an unknown angle.						

* Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.						
Measurement						
* Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.						
* Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters.						
* Know common estimates of π (3.14,) and use these values to estimate and calculate the circumference and the area of circles.						
Problem Solving						
* Compare the mean, median, and mode for a set of data and explain which measure is most appropriate in a given context.						
* Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.						
* Apply strategies and results from simpler problems to solve more complex problems.						
* Decide whether a solution is reasonable in the context of the original situation.						

Science

Consistently

Usually

Developing Skills

Support Required

Applicable Not

Comments

* Recognize and explain that hypotheses are valuable, even if they turn out not to be true, if they lead to fruitful investigations.						
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* Organize information in simple tables and graphs and identify relationships they reveal.						
* Identify, explain, and discuss some effects human activities, such as the creation of pollution, have on weather and the atmosphere.						
* Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound.						
* Investigate, using a prism for example, that light is made up of a mixture of many different colors of light, even though the light is perceived as almost white.						
* Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.						
* Investigate and explain that all living things are composed of cells whose details are usually visible only through a microscope.						
* Describe how life on Earth depends on energy from the sun.						

Social Studies

Consistently

Usually

Developing Skills

Support Required

Not Applicable

Comments

* Describe medieval society and explain the political, social, and economic organization provided by the feudal system.						
* Analyze the diverse points of view and interests of those involved in the Crusades and						

give examples of the changes brought about by the Crusades.						
* Recognize the diverse perspectives, ideas, interests, and personalities that brought about the Renaissance in Europe.						
* Describe the development of Mesoamerican civilizations — such as the Mayas and Aztecs in Mexico and the Incas in South America — prior to contact with Europeans.						
* Develop and compare timelines that identify major people, events, and developments in the history of Europe and the Americas.						
* Analyze the distribution of natural resources in the world.						
* Analyze how countries have benefited from trade in different historical periods.						
* Give examples of how religious beliefs and philosophical ideas have spread from one culture to another.						
* Differentiate between factual and fictional historical accounts.						

	Consistently	Usually	Developing Skills	Support Required	Applicable	Not Applicable	Comments
* Use data gathered from a variety of information resources to compare different forms of government in Europe and the Americas.							
* Explain the components of most maps, and make a map utilizing these components.							
* Identify the names and locations of countries and major cities in Europe and the Western Hemisphere.							
* Compare and contrast							

cultural patterns -such as language, religion, and ethnicity- between different cultures.						
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Arts

	Consistently	Usually	Developing Skills	Support Required	Applicable	Not Applicable	Comments
<i>Fine Arts</i>							
* Participate in art activities.							
* Identify and incorporate artistic principles, such as repetition, symmetry, and contrast in artwork.							
* Explore new media.							
<i>Music</i>							
* Participate in singing activities.							
* Identify and use musical terminology, such as pitch, dynamics, and tempo when discussing music.							

Physical Development and Education

	Consistently	Usually	Developing Skills	Support Required	Applicable	Not Applicable	Comments
<i>Small and Large Muscle Control</i>							
* Throw and catch balls.							
* Run and jump.							
* Hop and skip.							
* Hand-eye coordination.							
* Coordination and balance.							
<i>Physical Education</i>							
* Follow rules in game play.							
* Explain why physical activity leads to better health.							
* Choose appropriate physical activities to promote muscle conditioning and exercise.							

Social/Emotional Development

	Consistently	Usually	Developing Skills	Support Required	Applicable Not	Comments
* Accept responsibility for own actions.						
* Observe rules of classroom.						
* Listen to others in discussions.						
* Participate cooperatively in activities.						
* Respect the need to keep self/others safe.						
* Interact responsibly with others.						
* Express thoughts and feelings appropriately.						
* Take satisfaction in accomplishments.						
* Respect the right of others to work undisturbed.						

Work Habits

	Consistently	Usually	Developing Skills	Support Required	Applicable Not	Comments
* Attention span adequate for good comprehension.						
* Assume responsibility for completion of class work.						
* Seek help when it is realistically needed.						
* Work well independently.						
* Work well with others.						
* Follow directions.						
* Use time constructively.						
* Show personal investment in work.						