

## Sixth Grade Progress Report [redacted] Spring

Student: [redacted]  
Advisor: [redacted]  
Grade: Sixth Grade  
Birthday: [redacted]

### Introduction

This Semester Report presents a set of goals that reflect the progression of skills, approaches, and accomplishments we expect students to meet by the end of the current reporting periods (fall and spring.) It is a reflection, as well, of each teacher's knowledge and consideration of the range of capabilities that students will have at different stages of development. Due to developmental differences among children, it is expected that some students may achieve proficiency in some skill areas earlier, while others will do so later.

For each subject area, specific skills, approaches, and/or accomplishments are presented in the form of individual class goals. After observing the student at work and reviewing a wide range of indicators of progress, including class work, homework, and individual assessments, each teacher describes the student's progress -- in terms of each goal -- on the assessment continuum discussed below.

### Terms

These categories reflect the degree to which the child has acquired the skill, behavior, and/or knowledge described by each of the grade level goals listed.

**(NY) Not Yet.....** The skills, approaches or concepts are not yet demonstrated.

**(DV) Developing.....** The skills, approaches or concepts are demonstrated either inconsistently or only with support.

**(ME) Meets Expectations.....** The child's progress in meeting this goal is within the continuum of expectations for the grade.

**(EE) Exceeds Expectations.....** The child possesses significant ability in this area exceeding the expectations of the grade.

**(AC) Area of Concern.....** The child may need specific and individualized support, instruction and/or intervention to meet this goal.

**(NA) Not Applicable.....** The teacher has not yet introduced the child to the necessary instruction to meet this goal or this class was only one semester.

## Math/Science

Through this course, students will positively identify as mathematical thinkers and problem solvers. From meaningful classroom experiences in safe learning environments, students will reach back to inventory and make sense of the mathematics they have learned previously and reach forward to capture the new skills and concepts necessary for high school algebra and geometry. All math units within Park Day Middle School align with the national common core standards and are taught using the best practices of progressive education. In addition to preparing students for future math classes, we hope to develop, in each student, a disposition toward using and appreciating mathematical thinking.

Science classes are designed to capitalize on student curiosity about the natural world. A focus of this year will be placing phenomena within a larger context of systems and cycles. Students will be invited to use their multiple intelligences to show understanding of scientific concepts. Our middle school meaningfully integrates the California Next Generation Science Standards. We aim to build our students' ability to problem-solve such that in sixth grade students will understand how observation contributes to scientific inquiry and by the 8th grade, students will be adept at not just following the scientific method, but creating their own procedures.

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs	ME	ME
Comes to class prepared with appropriate materials	ME	ME
Follows directions in class and/or on handouts	ME	ME
Constructively participates in class and group work	ME	ME
Manages time effectively	DV	DV
Builds respectful and deep relationships with peers and instructor	ME	ME
<b>Content Awareness</b>		
Makes sense of problems and perseveres in solving them	ME	ME
Constructs viable arguments and critiques the reasoning of others	ME	ME
Attends to precision	ME	ME
Analyzes data using measures of center and variability	ME	ME
Converts and compares fractions, decimals, and percents	NA	ME
Asks scientifically answerable questions	ME	ME
Takes accurate measurements	ME	ME
Designs models of earth and climate phenomena	NA	ME
Records detailed observations	ME	ME

Accurately applies scientific vocabulary	ME	ME
Displays numerical data on number lines, histograms, and coordinate planes	ME	ME
Reasons to find area of various polygons	ME	ME
Represents the cycles in earth's systems	ME	ME
Uses ratio reasoning to solve problems	NA	ME
Computes fluently with multi-digit numbers and finds common factors and multiples	ME	ME
	ME	ME

**Fall Comments:**

[REDACTED] is an intuitive mathematical and scientific thinker, with a quick grasp of skills and concepts. Her interest in problem solving guides her through challenging thinking, and she has grown in her comfort with getting started on open-ended tasks. She is working on not getting deterred by initial challenges and noticing mathematical structure in order to discover more efficient methods.

Though [REDACTED] sometimes distracts herself and classmates by talking about topics that are not related to math or science, she responds well to reminders to get back on task. She has made progress in self-monitoring so that she can catch herself chatting and get back to work. She sometimes underestimates her own abilities and surprises herself with what she can achieve when focused.

**Spring Comments:**

[REDACTED] describes herself as a hard working, interested, understanding student of math and science. She is driven by understanding, seeking deeper structures and connections of the skills and topics we cover. [REDACTED] has come a long way this semester in recognizing her own strengths and therefore sticking with and through challenging work. She showcased her problem-solving skills with a high score on the Math Olympiads contest.

[REDACTED] is an excellent collaborator, which she showcased on her partner project for the Estimation Fair. She completed multiple unit conversions and created a great presentation of her work. At times she got along so well with group-mates that off-topic conversations or jokes continued to be a bit of a challenge.

I wish [REDACTED] continued inquiry and discovery in 7th grade.

## Humanities

Sixth grade humanities is an integrated social studies and language arts program combining the reading, writing, listening, and speaking skills of language arts with the content of social studies. The course reflects California sixth-grade Common Core Standards and Park Day School’s commitment to a progressive education that values critical thinking, empathy, creative expression, self-discovery, and social justice.

Our history studies began with a project-based activity overviewing the different aspects of civilizations, which resulted in the creation of individual civilizations expressing unique work approaches and interests. Then we began our study of hominids and early humans, and learned about Ancient Civilizations including Egypt, Kush, Sumer, Indus Valley, and China. Students have learned foundational skills such as how to read for information and identify important facts in nonfiction texts, note taking for chapters and presentations, and a variety of approaches to studying for assessments.

During the second half of the year we continued reading I Am Malala, and also read Oakland Tales and a book group selection of their choosing. In reading responses, students practiced annotating using signposts, an approach they will continue in seventh grade. Our genre studies for writing this year have included metaphor poems, personal narratives, letter writing, expository essays, and historical fiction. We ended with an extensive research project that was scaffolded with over ten steps leading them through finding quality sources, evaluating the credibility of web sources, paraphrasing and practicing note-taking, outlining and organizing subtopics, and crafting paragraphs. The paper was accompanied by an Interactive Museum Piece that was designed and built either in the Innovation Workshop or at home.

Ancient Civilization Night and gifting the books written and illustrated for the kindergarten pals were

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs	ME	ME
Comes to class prepared with appropriate materials	ME	EE
Follows directions in class and/or on handouts	ME	EE
Constructively participates in class and group work	DV	ME
Manages time effectively	ME	ME
Builds respectful and deep relationships with peers and instructor	ME	ME
<b>Content Awareness</b>		
Cites specific, relevant evidence to support claims	ME	ME
Writes informational texts with effective organization	ME	EE
Utilizes understanding of plot structure & character development in writing and literature analysis	ME	EE

Uses dialogue, sequencing, precise language, and descriptive details effectively in writing	EE	EE
Takes useful notes in different formats	ME	ME
Uses and creates timelines to build chronological understanding	ME	ME
Uses maps to understand geographic relationships and build geographic understanding	ME	ME
Applies strategies to comprehend, interpret, and appreciate texts including informational texts and literature.	ME	EE
Finds “just-right” books and dives deeply into reading	ME	EE
Gathers, paraphrases, and synthesizes information from a variety of credible sources in independent research	NA	EE
Analyzes artifacts and primary sources, understands the relationship between primary and secondary sources	NA	ME
Demonstrates understanding of early human evolution and society	ME	ME
Demonstrates understanding of ancient river valley civilizations	ME	ME

**Fall Comments:**

[REDACTED] is an exceptional student in Humanities, who often puts her all into her work. At times she can get off track and immersed in social distractions, however, with reminders she gets back to being a role model with her effort and care. A goal for [REDACTED] is to keep that twinkle in her eye, yet also embrace the side of her that is a serious student who has substantial contributions to offer about the topic at hand. [REDACTED] has high expectations for herself as a writer, and will sometimes get overwhelmed and say she hasn’t received enough direction. Revisiting directions, prewriting activities, rubrics, and checklists, will get her back on track. After getting through all of the steps of the writing process, her published narrative was above grade level in all areas. Her expository essay about what she is most thankful for, focused on all of the special people in her life, and was organized with many heartfelt supporting details. Her reading responses are also thorough and well done, and she seems engaged in learning about the distant past as well as current events. She is consistent about getting her assignments in on time and being prepared for class. [REDACTED] is a well-rounded student, and I look forward to hearing more of her thoughts and insights as the year progresses.

**Spring Comments:**

[REDACTED] describes herself as a Humanities student who is a writer, hardworking, and also . . . indecisive. She came up with those words after a lot of time and consulting with the teachers. Her difficulty deciding on things such as topics, answers, and ways to start her work may stem from the high standards she sets for herself as well as some worry about failing. Once she gets going, she works steadfastly and creates beautiful and thoughtful work. Being recognized with the We Write Here award and publishing her writing online was a proud moment for her that she celebrated with the teachers quietly and which gave her more confidence and momentum with her writing process. An avid reader, the book that impacted her the most this year was The Art of Racing in the Rain because it made her, “Think about life in a different way.” Her research report on Ancient Egyptian Architecture was thorough and well organized, with an extensive bibliography. Clearly, she learned a lot about the topic and from the process. Building the pyramid game in the Innovation Workshop turned out to be more difficult than she expected but the final product was “pretty nice” by her own



standards. We think she did an amazing job! [REDACTED] reflected that she wished she managed her time a little better and plans on taking that lesson with her into seventh grade. We would also like to see her step into even more of a leadership role next year by sharing her thoughts more and embracing her strong academic side. She already leads with a quiet example on how to put forth best effort and persevere through challenges. It has been a joy getting to know [REDACTED] this year as a student and person, and we are excited to see what she accomplishes in the years to come.

## Spanish

We started this semester by learning numbers 0-1000 as well as conjugating the irregular verb *ir*, the verb *tener* and the verb *gustar*. Students learned the 100 most frequently used words in Spanish. Some additional skills the students learned this year included the placement of adjectives, sentence structure, and grammatical rules in Spanish. 6<sup>th</sup> graders also learn the cultural tradition of *Quinceñeras* and learned about the contribution Dolores Huerta did with her work.

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs	ME	ME
Comes to class prepared with appropriate materials	ME	ME
Follows directions in class and/or on handouts	ME	ME
Constructively participates in class and group work	ME	ME
Manages time effectively	ME	ME
Builds respectful and deep relationships with peers and instructor	ME	ME
<b>Content Awareness</b>		
Effectively uses classroom phrases	ME	ME
Effectively uses articles	ME	ME
Effectively uses nouns	ME	ME
Effectively uses adjectives	ME	ME
Effectively uses subject pronouns	ME	ME
Effectively conjugates regular -ar, -er, -ir verbs in present tense	ME	ME
Effectively conjugates the verb <i>ir</i> (to go) and the verb <i>tener</i> (to have) in the present tense		ME
Effectively incorporates vocabulary learned when speaking and writing	ME	ME
Effectively identifies weather, months and seasons	ME	ME
Effectively understands and knows numbers from 0-1,000	ME	ME
Effectively identifies basic foods and classroom materials		ME

### Fall Comments:

[REDACTED] is enthusiastic and comes to class eager to learn. She comes to class prepared with her materials and is learning concepts quickly. She is very thorough with her work and shows pride in her progress. [REDACTED] has good pronunciation and is always willing to participate. Because she is



comfortable with the skills she has learned, she regularly helps her peers. She consistently uses her reference notes for guidance and will ask for help when needed. I'm enjoying having her in class.

**Spring Comments:**

[REDACTED] put a lot of effort into the second semester. When [REDACTED] understood the rhythm of the class, she became more comfortable participating. [REDACTED] continued to grow in her understanding of Spanish. She steadily picked up new concepts, vocabulary and conjugations throughout the year. [REDACTED] came to class prepared and was very thorough with her work. She made great progress in Spanish this year and I enjoyed having her in class.

-



## Drama

An ensemble is born! This term we built on the structures and skills of first term. We continued to play warm up games, followed by skill based exercises, and close out the day with a “big game/scene” and a reflection. Students have grown in their ability to work effectively as a group both with and without words. They have also increased their abilities to use theater vocabulary and specific observations to reflect on their own work and the work of others. GERALD AND PIGGIE adaptations remained a highlight of the term, mainly due to having an authentic, and appreciative audience, and because the students took full responsibility for the entire process and product. ANNE FRANK proved to be a moving unit in which both the historical context and the psychological mindset of the characters were explored. After such intense work, it has been thrilling to spend the last part of the term focused on traditional improv games such as Burger Flipper, Party Quirks, Park Bench and more. There was a lot of making the “invisible visible,” and, “showing, not telling” going on!

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs	ME	ME
Comes to class prepared with appropriate materials	ME	ME
Follows directions in class and/or on handouts	ME	ME
Constructively participates in class and group work	ME	ME
Manages time effectively	ME	ME
Builds respectful and deep relationships with peers and instructor	ME	ME
<b>Content Awareness</b>		
Expresses individual interpretation within given circumstances	ME	EE
Demonstrate a Sense of Occasion	ME	ME
Identifies the Point of Occasion	ME	ME
Engages with the Point of Concentration	EE	EE
Appropriately employs theatrical conventions	ME	ME
Backs up choices with evidence	EE	ME
Accurate and precise evaluation of self	ME	ME
Accurate and precise evaluation of others	EE	ME
Responsive to feedback/side coaching	ME	EE

### Fall Comments:



had a strong term in drama this Fall. She is always attentive, and eager to play our warm up games particularly the whole group games, such as Zap which require a quick response. She also enjoys the more technical elements of the class, and I see her working hard to improve her acting and improv technique, by incorporating lessons from our mini-lectures. skills of perception, as evidenced in her journals and her reflections, demonstrate that she is getting as much out of each assignment as possible. Participating in the whole group conversation is sometimes a challenge for but I encourage her to keep pushing herself, as we gain so much when she shares her insights. I have also noticed an increased willingness to volunteer or go first in our improv games and acting exercises. Way to take risks and enter your stretch zone Avanti!

**Spring Comments:**

is a prepared scene mate and a creative and present improve partner. Her work on ANNE FRANK demonstrated a true understanding of the skills we worked on this term in both character development and use of space. As the year progressed she was able to immerse herself more and more into the scenes (whether serious or hilarious) and I noticed that she stopped “breaking.” also pays close attention to the POC, had integrity in all our games, and is committed to helping the ensemble succeed. Avanti

## Music

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs	ME	
Comes to class prepared with appropriate materials	ME	
Follows directions in class and/or on handouts	ME	
Constructively participates in class and group work	DV	
Manages time effectively	DV	
Builds respectful and deep relationships with peers and instructor	ME	
<b>Content Awareness</b>		
Demonstrates improved instrumental technique	ME	
Demonstrates an understanding of music theory	DV	
Demonstrates deepening awareness of rhythm and timing	ME	
Actively participates and contributes to lessons	ME	
Works independently on teacher directed tasks	ME	
Works cooperatively with others	ME	
Takes artistic risks	DV	

### Fall Comments:

[REDACTED] is a thinking student. She participates appropriately and actively in music class, although occasionally she requires a little help from the teacher. [REDACTED] is beginning to read, write, and identify some grade-level beats, dynamics and rhythm concepts. She also has developed her composition skills and technique on the instruments (xylophones, percussion instruments), as well as a great sense of melody. [REDACTED] participates with enthusiasm when playing instruments. [REDACTED] can perform instrument and singing parts, with teacher prompts, and read, write, and identify all grade level beat and rhythm concepts of composition using pentatonic scales. With teacher support [REDACTED] has knowledge and comprehension of technical vocabularies such as bourdon, ostinato, and harmony.

## Visual Art

The Spring Semester Project: *Self Portrait and Identity*.

Students, using their name as a starting point, created their identity maps. They thought about the question, "Who am I?" to investigate what makes their identity. Students learned the grid method technique to create their self-portrait. They used a variety of pencils to create gray values, as well as shading, blending and highlighting to create a realistic portrait. The second project was creating an abstract/ cubism portrait. Students designed and built their sculpture out of cardboard.

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs		ME
Comes to class prepared with appropriate materials		NA
Follows directions in class and/or on handouts		ME
Constructively participates in class and group work		ME
Manages time effectively		ME
Builds respectful and deep relationships with peers and instructor		ME
<b>Studio Practice</b>		
Consistently sets-up and cleans-up workspace		ME
Explores beyond the assignment		ME
Ability to be productive on a social environment		ME
<b>Studio Learning</b>		
Shows attention to demonstration on techniques and lecture		ME
Able to research and find information on topic of study		NA
Understand the relationship between art and world history, as well as personal stories		ME
Can envision and express personal ideas in works		ME
Applies the array of techniques learned		ME
Engages and persists in projects		ME
Can reflect, take feedback and re-work on work (discussion and reflection)		ME
Finishes projects in timely way		ME
Able to critique (observe, interpret, explain and evaluate) artwork using the elements and design principles of art vocabulary		ME

### Comments:

**Spring Comments:**

[REDACTED] is an outstanding art student. She follows directions and works well independently. She comes to class ready to learn and use her creative talents. [REDACTED] is both friendly and respectful. She has a positive attitude and enjoys learning. She has exceptional skills in drawing. Her portraiture reflects her skills at blending, shading and highlighting in order to create a three-dimensional appearance. I'm proud of her continuous tenacity to achieve her vision as an artist. In addition, she was able to easily design and build her 3/D: abstract/cubism portrait and it seems as though she enjoyed doing it. I look forward to seeing [REDACTED] creativity in the seventh grade. Great job, [REDACTED]

## Physical Education

In the final semester of PE, we've focused on fitness, sportsmanship, traditional and non-traditional games, and teamwork. We worked on the fundamental skills of ultimate frisbee, volleyball, soccer, and basketball and continued to work on showing sportsmanship in competitive games. We also incorporated more fitness days into our routine in order to work on cardiovascular endurance, flexibility, muscular strength and muscular endurance. Through these fitness days, students were taught how to workout safely and were given routines and activities, which were designed to increase their likelihood of exercising on their own in the future.

	Fall	Spring
<b>Approach to Learning</b>		
Constructively advocates for own learning needs	ME	ME
Comes to class prepared with appropriate materials	ME	ME
Follows directions in class and/or on handouts	ME	ME
Constructively participates in class and group work	EE	ME
Manages time effectively	ME	ME
Builds respectful and deep relationships with peers and instructor	EE	ME
<b>Content Awareness</b>		
Comes prepared for class (on time and dressed)	ME	ME
Puts forth best effort, while achieving, to do their best by participating in units	EE	ME
Recognizes the value of Physical Education for health, enjoyment, challenge. or social interaction	ME	ME
Demonstrates competency in a variety of motor skills and movement patterns.	ME	ME
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	ME	EE
Exhibits responsible personal and social behavior that respects self and others.	ME	EE

### Fall Comments:

It has been wonderful to get to know [REDACTED] in PE class this semester. [REDACTED] always arrives to class prepared, willing to learn, and is eager to participate. [REDACTED] has a positive attitude about physical activity, and I am very happy with the effort that she puts forth in all of the games that we play. I would love to have [REDACTED] join one of our after school sports teams this year, she is a great athlete and a wonderful student!

### Spring Comments:

I really enjoyed getting to know [REDACTED] this year in PE. She works hard, supports her classmates, and truly enjoys participating in class. I was also very proud of the growth that [REDACTED] showed in our

athletics program through track and field. She is a phenomenal athlete, and I look forward to seeing her shine next year. Way to go, [REDACTED]