

Overview

What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. It is the goal that all students meet these standards by the end of their **sixth-grade** year.

Literacy Goals

As students pursue the literacy goals throughout their sixth-grade year, they will become increasingly independent in their reading while being challenged by more difficult texts.

Reading

Students read and understand a variety of materials. Students are expected to use various reading strategies with increasing independence on more difficult texts as the year progresses.

- **Suggestions:** *Ensure that your child is reading at a level at which he/she can read fluently. You can assist your child by reading and discussing books or magazines together. Ask your child to summarize what he/she has read and compare and contrast the book with others previously read.*

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students think about what the author is trying to say and then communicate those thoughts in their own writing or conversations. Students should understand that the author’s point of view may influence the message. Students should be able to draw conclusions and support them with details from things they read, hear, or view.

- **Suggestions:** *Read magazine and newspaper articles or editorials together and ask your child what he/she thinks about the issues. Have him/her explain their reasons for taking a position.*

Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources. Students know where to look and how to access information, such as searching the Internet. They focus on what is important to their topic. Student compare and credit different sources.

- **Suggestions:** *Work with your child to use the Internet to search information. Computers are available at the library and the librarian can help your child get started. Read the information online and discuss the quality of the information and its important points. Your child could take brief notes on index cards of important points from the on-line search.*

Students read and recognize literature as a record of human experience. Students should read, listen to, discuss, and compare a variety of types of literature representing a number of different cultures. They should be able to figure out the main characters, communicate the main story line and summarize the story, focusing on main ideas.

- **Suggestions:** *Encourage your child to expand his/her reading to include books that represent a variety of perspectives. Discuss the similarities and differences among the books and ways in which those stories reflect different cultures and ethnic groups.*

Writing

Students write and speak for a variety of purposes and audiences. Students should be able to write letters, stories, nonfiction reports, and directions. They should be able to organize writing so it has an inviting introduction, a logical progression of ideas, and a purposeful conclusion. Students should be able to create multiple-paragraph compositions that begin with thesis statements and focus on main ideas. Compositions should be supported with relevant details and examples that consider purpose and audience. Students’ writing should demonstrate a command of conventional spelling, mechanics, and punctuation.

- **Suggestions:** *Write with your child or encourage your child to write independently for a variety of purposes and audiences, such as e-mail messages, notes, cards, letters, lists, and other fun writing opportunities, such as keeping a writing log; writing a story, play, or comic book to share with friends and family; and keeping a vacation log.*

Students write and speak using conventional grammar usage, sentence structure, punctuation, capitalization, and spelling. Students should be able to recognize correct grammatical sentence structure, punctuation, and capitalization.

- **Suggestions:** *Write letters, lists, and notes for and with your child. Let him/her see how writing is used in everyday life.*

Social Sciences Goals

Geography: Students focus on world geography, mapping, cultures, resources, population, people, and understand how the environment affects people and how we affect the environment.

- **Suggestions:** *Get your child into the "map habit" by having maps and atlases around the house. Watch the news, the Discovery Channel, and National Geographic, or see an IMAX film at the Museum of Nature and Science. Talk with your student about the world and what is going on in it. Find your house on Google Earth. Set an example by recycling or riding RTD instead of driving. Talk to your child about the importance of conservation. Think about our own environment and culture compared to those in other places and countries.*

Mathematics Goals

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the sixth-grade year, an overall view of the students' progress and mastery of standards will determine the level of proficiency attained. By the end of the sixth-grade year, students should have met the following goals.

Number Sense: Students use numbers in various forms to solve problems. They find equivalent forms for fractions, decimals, and percents and use benchmarks to estimate them.

- **Suggestions:** *Play the factor game and the product game with your student. Ask about winning strategies for these games. With your student, find examples of how fractions, decimals, and percents are used in newspapers, on radio, and on television. When shopping or eating out, have your student estimate the tax or tip.*

Algebraic Thinking: Students represent, describe, and predict patterns using numbers, graphs, and tables.

- **Suggestions:** *Encourage your student to look for patterns, describe the patterns, and make predictions based on patterns.*

Data and Probability: Students read, interpret, organize and draw conclusions from data (information). They compute and compare the chances of various outcomes of an event.

- **Suggestions:** *Have your student look for uses of graphs, tables and charts in magazines, newspapers, or on TV. Discuss the ways the data are displayed. Other activities can include games of chance and probability such as cards or dice. Look at the lottery and discuss your actual chances of winning.*

Geometry: Students recognize and use shapes and their properties to make mathematical arguments and to solve problems. They identify and use properties of angles solve problems.

- **Suggestions:** *Have your student practice estimating and then measuring angles. Look for and discuss interesting shapes.*

Measurement: Students find the area and perimeter of triangles, rectangles, parallelograms, and circles.

- **Suggestions:** *Have your student practice measuring with a ruler. Encourage your student to estimate lengths and then use measuring tools to measure exactly. Have your student find the area of his/her bedroom floor, and use it as a reference to estimate other areas.*

Computation: Students develop understanding and skill with all four operations (+, -, x, /) on fractions and decimals and solve a variety of percent problems. They develop fluency with paper and pencil computation, calculator use, mental calculation and estimation and choose among these when solving problems.

- **Suggestions:** *Encourage your student to use paper and pencil and/or calculators to solve real-life computations such as tax on purchases, discounts and allowances. Your student may be using different methods for computing with fractions than ones you learned. Encourage your student to explain his/her methods to you.*

Science Goals

Scientific Investigation: Students ask scientifically oriented questions, gather and organize information, and formulate explanations based upon evidence. Finally, they learn to communicate the results of their findings.

- **Suggestions:** *Talk to your child about what he/she is learning and most important, what questions he/she has asked about the topic. When your child gives you an opinion about something he/she has read, challenge him/her to explain the answers based upon evidence. Encourage your child to enter a science fair.*

Earth and Space Science: Students study geology, astronomy, water resources and climate and weather.

- **Suggestions:** *Visit some unique sites in the area, such as Red Rocks Amphitheater or the Gates Planetarium at the Museum of Nature and Science. Along with your child, closely observe the world around you by charting the night sky or looking at the area around a river bed. Pay attention to how your family consumes water and develop your own family water conservation plan.*

Nature of Science: Students understand that scientific knowledge changes as new knowledge is acquired and current ideas are modified. By learning about what scientists do, students come to understand how advances in science develop.

- **Suggestions:** *With your child, watch television programs such as Nova or Animal Planet. Watch a scientist at work. Note what the scientist is asking, what he/she is finding out, and how he/she goes about doing the job.*

English Language Development

If your student is identified as an English language learner you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

Parent Guide to Standards- Based Reporting

Grade 6

Denver Public Schools