

# LindberghSchools

Excellence in **Learning**. Designing the **Future**.

## 6th Grade Proficiency Scales

English Language Arts

Mathematics

Science

Social Studies

## 6th Grade ELA Proficiency Scales

| Skill                  | Proficiency Scales within Skill                                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                | <ul style="list-style-type: none"> <li><a href="#">Understanding and Analyzing Text</a></li> <li><a href="#">Word Meaning</a></li> <li><a href="#">Theme</a></li> <li><a href="#">Poetic Devices</a></li> <li><a href="#">Plot Summary</a></li> </ul> |
| Writing                | <ul style="list-style-type: none"> <li><a href="#">Research</a></li> <li><a href="#">Narrative</a></li> <li><a href="#">Argumentative</a></li> <li><a href="#">Review, Revise, and Edit</a></li> </ul>                                                |
| Speaking and Listening | <ul style="list-style-type: none"> <li><a href="#">Collegial Discussions</a></li> </ul>                                                                                                                                                               |

| Unit                                                     | Proficiency Scales within Unit                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1:<br>Reading Literature                            | <ul style="list-style-type: none"> <li><a href="#">Reading: Understanding and Analyzing Text</a></li> <li><a href="#">Reading: Word Meaning</a></li> <li><a href="#">Reading: Theme</a></li> <li><a href="#">Reading: Plot Summary</a></li> </ul>                                                                                                                                    |
| Unit 2:<br>Narrative Writing                             | <ul style="list-style-type: none"> <li><a href="#">Writing: Narrative</a></li> <li><a href="#">Writing: Review, Revise, and Edit</a></li> </ul>                                                                                                                                                                                                                                      |
| Unit 3:<br>Deep Study of Character<br>through Literature | <ul style="list-style-type: none"> <li><a href="#">Reading: Understanding and Analyzing Text</a></li> <li><a href="#">Reading: Word Meaning</a></li> <li><a href="#">Reading: Plot Summary</a></li> <li><a href="#">Speaking and Listening: Collegial Discussions</a></li> </ul>                                                                                                     |
| Unit 4:<br>Literary Analysis of Character                | <ul style="list-style-type: none"> <li><a href="#">Writing: Argumentative</a></li> <li><a href="#">Writing: Review, Revise, and Edit</a></li> </ul>                                                                                                                                                                                                                                  |
| Unit 5:<br>Poetry                                        | <ul style="list-style-type: none"> <li><a href="#">Reading: Word Meaning</a></li> <li><a href="#">Reading: Theme</a></li> <li><a href="#">Reading: Poetic Devices</a></li> </ul>                                                                                                                                                                                                     |
| Unit 6:<br>Theme Analysis through<br>Literature          | <ul style="list-style-type: none"> <li><a href="#">Reading: Understanding and Analyzing Text</a></li> <li><a href="#">Reading: Theme</a></li> <li><a href="#">Reading: Plot Summary</a></li> <li><a href="#">Writing: Argumentative</a></li> <li><a href="#">Writing: Review, Revise, and Edit</a></li> <li><a href="#">Speaking and Listening: Collegial Discussions</a></li> </ul> |
| Unit 7:<br>Nonfiction Reading and Analysis               | <ul style="list-style-type: none"> <li><a href="#">Reading: Word Meaning</a></li> <li><a href="#">Writing: Research</a></li> </ul>                                                                                                                                                                                                                                                   |
| Unit 8:<br>Nonfiction Writing                            | <ul style="list-style-type: none"> <li><a href="#">Writing: Research</a></li> <li><a href="#">Writing: Argumentative</a></li> <li><a href="#">Writing: Review, Revise, and Edit</a></li> </ul>                                                                                                                                                                                       |

## Reading: Understanding and Analyzing Text

★ **6.R.1.A.** Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Analyze text at an advanced level</li> <li>Connect to real-world situations and/or additional texts</li> <li>Provide context to introduce text evidence</li> </ul>                                                                                                                                                                                                                                    |
| ME | <p><i>The student will <b>independently</b>:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infer and draw conclusions about a grade-appropriate text (claim)</li> <li><input type="checkbox"/> Cite sufficient textual evidence that supports the inference, conclusion, claim, etc.</li> <li><input type="checkbox"/> Explain what the text says explicitly using critical thinking skills to support the inference, conclusion, claim, etc.</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                        |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Summarize textual evidence to support inferences drawn from the text</li> <li>Make inferences not supported by textual evidence</li> <li>Claim or evidence is irrelevant to the text</li> </ul>                                                                                                                                                                                                       |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                    |

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## Reading: Word Meaning

★ **6.R.1.B.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use context clues and/or reference materials to determine the figurative or connotative meanings of words and phrases in above grade-appropriate text</li> <li>• Apply knowledge of root words and affixes to make meaning of familiar and unfamiliar words in above grade-appropriate text</li> </ul>                                                                                                                                                                |
| ME | <p><i>The student will <b>independently</b>:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use context clues to determine the figurative or connotative meanings of words and phrases in a grade-appropriate text</li> <li><input type="checkbox"/> Use reference materials to determine the meanings of words and phrases in a grade-appropriate text</li> <li><input type="checkbox"/> Apply knowledge of root words and affixes to make meaning of familiar and unfamiliar words in a grade-appropriate text</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Does not use context clues and incorrectly determines meaning of a word</li> <li>• Needs help determining the meaning of a word using context clues.</li> </ul>                                                                                                                                                                                                                                                                                                       |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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## Reading: Theme

★ **6.RL.1.D.a** Using appropriate text, determine the theme(s) of a text.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Determine themes within an above grade-appropriate text</li> <li>• Comparing and contrasting themes across stories, society, etc.</li> <li>• Demonstrate deeper understanding of the text</li> <li>• Connect themes to author's purpose</li> </ul>                                        |
| ME | <p><i>The student independently will:</i></p> <ul style="list-style-type: none"> <li>❑ Determine multiple themes (life lessons) within a grade-appropriate text <ul style="list-style-type: none"> <li>❑ Themes are universal to all readers (could apply to multiple texts)</li> <li>❑ Themes are not a cliché (overused statement)</li> </ul> </li> </ul>              |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                              |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Determines one theme in a text</li> <li>• Identify examples or non-examples of theme</li> <li>• Distinguish between a cliché, a lesson, or a theme</li> <li>• Identify a theme that is only applicable to a specific text (a lesson for the specific character- not universal)</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                          |

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## Reading: Poetic Devices

★ **6.RL.2.C.** Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |
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| EE                                                                                                                                                                                                                                                                                             | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Synthesizes insightful interpretations of the techniques and their impact to evoke emotions, create imagery, establish tone, or convey deeper messages</li> <li>• Provides well-supported evidence and detailed analysis of the relationships between specific word choices, figurative language, and the broader themes or messages of the text</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |
| ME                                                                                                                                                                                                                                                                                             | <p>The student will <b>independently</b> identify and explain how the following techniques contribute to meaning (may include theme) in a grade-appropriate text:</p> <table> <tr> <td> <b>Figurative Language:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Idiom</li> <li><input type="checkbox"/> Hyperbole</li> </ul> </td><td> <b>Poetic Devices:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme Scheme</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Onomatopoeia</li> </ul> </td></tr> </table> | <b>Figurative Language:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Idiom</li> <li><input type="checkbox"/> Hyperbole</li> </ul> | <b>Poetic Devices:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme Scheme</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Onomatopoeia</li> </ul> |
| <b>Figurative Language:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Idiom</li> <li><input type="checkbox"/> Hyperbole</li> </ul> | <b>Poetic Devices:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme Scheme</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Onomatopoeia</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |
| NM                                                                                                                                                                                                                                                                                             | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |
| SD                                                                                                                                                                                                                                                                                             | <p><i>Examples could include:</i></p> <p>The student begins to identify the following techniques but cannot yet explain how they contribute to meaning:</p> <table> <tr> <td> <b>Figurative Language:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Idiom</li> <li><input type="checkbox"/> Hyperbole</li> </ul> </td><td> <b>Poetic Devices:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme Scheme</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Onomatopoeia</li> </ul> </td></tr> </table>           | <b>Figurative Language:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Idiom</li> <li><input type="checkbox"/> Hyperbole</li> </ul> | <b>Poetic Devices:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme Scheme</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Onomatopoeia</li> </ul> |
| <b>Figurative Language:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Idiom</li> <li><input type="checkbox"/> Hyperbole</li> </ul> | <b>Poetic Devices:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme Scheme</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Onomatopoeia</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |
| AC                                                                                                                                                                                                                                                                                             | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |

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## Reading: Plot Summary

★ **6.RL.2.D.** Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Analyze plot development by identifying turning points and cause-and-effect relationships</li> <li>Offer insightful observations on character responses and changes by considering motivations, conflicts, growth, and relationships</li> <li>Recognize and analyze the author's viewpoint and/or purpose that contributes to their decisions about plot, character development, etc.</li> </ul>                                                                                          |
| ME | <p><i>The student will <b>independently</b> identify and describe the following elements of plot throughout a grade-appropriate text:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exposition</li> <li><input type="checkbox"/> Rising action</li> <li><input type="checkbox"/> Climax</li> <li><input type="checkbox"/> Falling Action</li> <li><input type="checkbox"/> Resolution/Denouement</li> <li><input type="checkbox"/> Conflict</li> <li><input type="checkbox"/> How characters respond or change (characterization)</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Explain the definition of some or all elements of plot</li> <li>Recalls some elements of plot; struggles to distinguish between important and unimportant details</li> <li>Identify character traits</li> </ul>                                                                                                                                                                                                                                                                           |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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## Writing: Research

★ **6.W.1.A.** Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Exclusively uses academic databases to conduct research</li> <li>• Demonstrates understanding of intellectual property principles by adhering to a standard format of citation such as correct MLA format throughout</li> <li>• Uses search terms effectively to gather varied, relevant information</li> <li>• Synthesizes information from different perspectives and sources of information</li> </ul>                                                                                                                         |
| ME | <p><i>The student will <b>independently</b>:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize several varied sources to conduct research</li> <li><input type="checkbox"/> Demonstrate understanding of credible sources (current, relevant, authority, and purpose)</li> <li><input type="checkbox"/> Avoid plagiarism by: <ul style="list-style-type: none"> <li><input type="checkbox"/> "Quoting" the source using proper direct quote conventions</li> <li><input type="checkbox"/> Citing sources using parenthetical citations (author's last name)</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Relies on limited sources to conduct research</li> <li>• Assumes reliability of sources without evaluating credibility</li> <li>• Plagiarizes by not using proper citation conventions such as quotation marks and/or parenthetical citations (author's last name)</li> </ul>                                                                                                                                                                                                                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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## Writing: Narrative

★ **6.W.2.A.a.** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative techniques. Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Utilizes advanced narrative techniques to heighten the impact of the narrative and keep readers engaged, including but not limited to: <ul style="list-style-type: none"> <li>Foreshadowing</li> <li>Flashbacks</li> <li>Flashforwards</li> <li>Symbolism</li> <li>Balancing multiple perspectives</li> <li>Unreliable narrator</li> <li>Parallel storylines</li> <li>Pacing</li> <li>Tension control</li> <li>Irony</li> <li>Dramatic irony</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                     |
| ME | <p><i>The student will <b>independently</b>:</i></p> <ul style="list-style-type: none"> <li>Follow a writing process to produce clear and coherent writing</li> <li>Develop writing with <b>narrative techniques</b>: <ul style="list-style-type: none"> <li>Exposition relevantly engages the reader by establishing a situation, setting, and narrator</li> <li>Plot is a well-structured sequence of events that flow naturally and are easy to follow.</li> <li>Resolution connects to the story's purpose. A sense of closure is shown with a new realization, insight, or a change in a character or narrator</li> <li>Sensory details are used consistently to create an immersive experience for readers</li> <li>Internal/external dialogue meaningfully develops characters, conflicts, and/or purpose of the story</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Develop writing with <b>narrative techniques</b>: <ul style="list-style-type: none"> <li>Exposition attempts to engage the reader by establishing a situation, setting, and narrator</li> <li>Plot attempts a logical order of events, but is hard to follow in places</li> <li>Resolution does not connect to the story's purpose</li> <li>Sensory details are used in parts of the story to create an experience for readers</li> <li>Internal/external dialogue attempts to develop characters, conflicts, and/or purpose of the story</li> </ul> </li> </ul>                                                                                                                                                                                                        |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Writing: Argumentative

★ **6.W.2.A.c.** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with argumentative techniques. Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Establish counterclaims and opposing viewpoints</li> <li>• Uses lead-ins to provide context to the reader</li> <li>• Evidence is analyzed in a way that adds new insight into the text</li> <li>• Conclusion leaves a lasting impression.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ME | <p><i>The student will <b>independently</b>:</i></p> <ul style="list-style-type: none"> <li>❑ Follow a writing process to produce clear and coherent writing</li> <li>❑ Develop writing with <b>argumentative techniques</b>: <ul style="list-style-type: none"> <li>❑ <b>Claim</b> includes keywords from the question and addresses the question in a complete sentence <ul style="list-style-type: none"> <li>❑ Claim and background information is introduced as appropriate to the audience, task and purpose</li> </ul> </li> <li>❑ <b>Transitions</b> are used to connect and add context on how different parts of the piece fit together, both between paragraphs and sentences</li> <li>❑ Cite sufficient and convincing textual <b>evidence</b> that supports the claim</li> <li>❑ Each piece of evidence is <b>explained</b> in a way that supports the claim (explanation)</li> <li>❑ Use formal language and avoid slang or informal terms</li> <li>❑ End with a conclusion appropriate to the piece of writing that provides closure and may restate the claim or include a call to action</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Claim may be present but not concise</li> <li>• Introduction includes information but may fail to include important details necessary for reader's understanding</li> <li>• Transitions are attempted to connect and add context on how different parts of the piece fit together, but some paragraphs and/or sentences feel disconnected</li> <li>• Insufficient evidence contains direct quoted evidence that supports the claim, but is missing citations and/or context</li> <li>• Each piece of evidence is summarized instead of analyzed</li> <li>• Formal language is not consistently used</li> <li>• Conclusion is not appropriate to the piece of writing and may not provide closure</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Writing: Review, Revise, and Edit

★ **6.W.3.A.** Review, revise, and edit writing with consideration for the task, purpose, and audience.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Independently and consistently revises by rewording or rewriting several ways before coming to a thoughtful decision</li> <li>Reviews, revises, and/or edits past writing pieces with newly learned skills</li> <li>Provides others with insightful and meaningful feedback through which to revise and edit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ME | <p>The student will <b>independently</b> review, revise, and edit their writing, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rereading and revising as appropriate to the genre or piece of writing (examples could include: sequence of events, details/facts, word choice, sentence structure, transitions, voice, audience and purpose)</li> <li><input type="checkbox"/> Editing for language conventions and correct punctuation <ul style="list-style-type: none"> <li><input type="checkbox"/> Ending punctuation</li> <li><input type="checkbox"/> Commas</li> <li><input type="checkbox"/> Quotation marks</li> <li><input type="checkbox"/> Parentheses</li> <li><input type="checkbox"/> Complete sentences</li> </ul> </li> <li><input type="checkbox"/> Utilizing available resources as necessary (Canvas lessons, feedback, thesaurus, Grammarly, etc.)</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Starting to make revisions: Students add few details or rearrange sentences to improve their writing, but may need help identifying more areas for improvement</li> <li>Beginning to consider audience and purpose: The student attempts to use appropriate words and phrases for the topic; may need support in adjusting tone or style for different readers</li> <li>Limited ability to edit for grammar: The student struggles to find and correct mistakes. They benefit from more practice and teacher guidance in editing their work</li> <li>Requires assistance using resources: Not yet independently using tools such as Canvas lessons, feedback, thesaurus, Grammarly, etc.</li> </ul>                                                                                                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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# Speaking and Listening: Collegial Discussions

★ **6.SL.1.A.** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Works to create a balanced discussion in which all voices are heard and respected equally</li> <li>• Elevates the depth of discussion with new, thoughtful questions and topics of discussion or offers highly insightful contributions that enhance the conversation</li> <li>• Demonstrates flexibility in adapting roles and maximizes group efficiency</li> <li>• Prepares extensively for a discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ME | <p><i>The student will <b>independently</b>:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare for a discussion</li> <li><input type="checkbox"/> Follow rules for collegial discussions. Examples include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing on-topic ideas</li> <li><input type="checkbox"/> Participate in the discussion by speaking audibly</li> <li><input type="checkbox"/> Use appropriate body language and eye contact to express active listening</li> <li><input type="checkbox"/> Demonstrate respect to all speakers' ideas</li> <li><input type="checkbox"/> Contributes to conversation by responding to questions, asking questions, and commenting on others responses</li> <li><input type="checkbox"/> Track progress and goals of the group and participate appropriately within their role as needed</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SD | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Sharing on-topic ideas with some support</li> <li>• Attempts to participate, but contributions may be hesitant or infrequent</li> <li>• Shows some awareness of body language and eye contact, but improvements needed for consistent active listening</li> <li>• Demonstrates some efforts to respect speakers' ideas, but may require reminders to actively respond or build on them</li> <li>• Contributes by responding to questions and commenting on others' responses; although engagement, depth of interaction, and question-asking are still developing</li> <li>• Requires assistance to understand what tasks and responsibilities they have in their role. Still learning how to participate effectively within their role</li> </ul>                                                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## 6th Grade Math Proficiency Scales

### Dividing Fractions

★ **6 NS.A.1a** Compute and interpret quotients of positive fractions.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Solve multi-step real-world problems involving division of fractions and mixed numbers</li> <li>• Divide fractions given a multi-step expression</li> <li>• Analyze and evaluate errors in a given problem</li> <li>• Explain why dividing by fractions is the same as multiplying by the reciprocal</li> </ul>                                                                     |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Divide a fraction by a fraction</b></li> <li><input type="checkbox"/> <b>Divide fractions by whole numbers</b></li> <li><input type="checkbox"/> <b>Divide fractions and mixed numbers</b></li> <li><input type="checkbox"/> <b>Solve real-world problems involving division of fractions and mixed numbers. Explain and justify.</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                        |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recognize and recall vocabulary: <i>fraction, denominator, numerator, equivalent fractions, factor, improper fraction, mixed number, reciprocal, whole number</i></li> <li>• Multiply fractions by fractions</li> <li>• Simplify fraction solutions</li> <li>• Convert mixed numbers to improper fractions</li> </ul>                                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                    |

# Integers

## ★ 6.NS.C.5 Use positive and negative numbers to represent quantities.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Solve problems using addition or subtraction of integers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between integers and non integers</li> <li><input type="checkbox"/> Graph an integer and its opposite on a number line</li> <li><input type="checkbox"/> Write integers that represent a real-world situation</li> <li><input type="checkbox"/> Compare and order integers</li> <li><input type="checkbox"/> Define absolute value as a number's distance from zero</li> <li><input type="checkbox"/> Determine the absolute value of integers</li> <li><input type="checkbox"/> Compare and order numbers with absolute value</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recognize and recall vocabulary: positive, negative, whole number</li> <li>Compare and order positive whole numbers</li> <li>Write positive whole numbers that represent a real-world situation</li> <li>Locate 0 on a number line</li> <li>Compare and order whole numbers on a number line</li> </ul>                                                                                                                                                                                                                                                                                       |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Rational Numbers

### ★ 6.NS.C Apply and extend previous understandings to rational numbers

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Graph rational ordered pairs containing fractions or decimals on the coordinate plane.</li> <li>Add, subtract, multiply, or divide rational numbers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish that a rational number is any number that can be written as a fraction</li> <li><input type="checkbox"/> Identify the absolute value and opposite of a rational number</li> <li><input type="checkbox"/> Identify and graph rational numbers (fractions and decimals) on a horizontal or vertical line</li> <li><input type="checkbox"/> Order positive and negative rational numbers (numbers that can be written as a fraction) on a number line</li> <li><input type="checkbox"/> Given a real world situation, compare rational numbers</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recognize and recall vocabulary: <i>integer, absolute value, opposite, positive, negative, whole number</i></li> <li>Graph an integer and its opposite on a number line</li> <li>Write integers that represent a real-world situation</li> <li>Compare and order integers on a number line</li> <li>Define absolute value as a number's distance from zero</li> <li>Determine the absolute value of integers</li> </ul>                                                                                                                                                                                    |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Geometry on the Coordinate Plane

★ **6.GM.A.3** Solve problems by graphing points in all four quadrants of the Cartesian coordinate plane

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of the Cartesian coordinate plane to solve problems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ME | <p><i>Independently the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graph ordered pairs on the Cartesian coordinate plane.</li> <li><input type="checkbox"/> Indicate location of ordered pairs in terms of the quadrant</li> <li><input type="checkbox"/> Reflect a point over x-axis or y-axis on the Cartesian coordinate plane and write the new ordered pair</li> <li><input type="checkbox"/> Find the distance between two points on the coordinate plane.</li> <li><input type="checkbox"/> Construct polygons in the Cartesian coordinate plane</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Graph ordered pairs in the first quadrant of the coordinate plane.</li> <li>• Identify attributes of triangles, rectangles, and squares.</li> <li>• Identify ordered pairs based on a point graphed on the Cartesian coordinate plane</li> </ul>                                                                                                                                                                                                                                                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## GCF and LCM

★ **6.NS.B** Compute with non-negative multi-digit numbers, and find the common factors and multiples

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Find the greatest common factor two numbers involving variables and exponents</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Find the greatest common factor of two numbers</b></li> <li><input type="checkbox"/> <b>Find the least common multiple of two numbers</b></li> <li><input type="checkbox"/> <b>Use distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers (e.g. <math>4(24) = 4(20) + 4(4)</math>)</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                               |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Use memory or a multiplication chart to list multiples and factors.</li> <li>Understand how multiplication and division are related.</li> <li>Understand how to multiply and divide whole numbers.</li> </ul>                                                                                                                                                                                                      |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                           |

## Understanding Algebraic Expressions

★ **6.EE1.A** Apply and extend previous understandings of arithmetic to algebraic expressions

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Solve real-world problems with multiple operations</li> <li>• Analyze and evaluate errors in a given problem</li> <li>• Uses multiple properties of operations to generate equivalent expressions</li> <li>• Solve complex multistep word problems with rational coefficients</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify the difference between an expression and an equation</b></li> <li><input type="checkbox"/> <b>Identify parts of an algebraic expression (variable, term, constant, coefficient)</b></li> <li><input type="checkbox"/> <b>Write an expression from a real world situation</b></li> <li><input type="checkbox"/> <b>Evaluate algebraic expressions with one variable using order of operations</b></li> <li><input type="checkbox"/> <b>Understand the meaning of the variable in the context of the situation by writing expressions from words</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Write numerical expressions</li> <li>• Use order of operations in a numerical expression</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Generate Equivalent Algebraic Expressions

★ **6.EE1.A** Apply and extend previous understandings of arithmetic to algebraic expressions

|    |                                                                                                                                                                                                                                                |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Apply the Distributive Property with rational coefficients and combine like terms</li> </ul>                                                                    |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Combine like terms to generate equivalent expressions</b></li> <li>☐ <b>Use distributive property to generate equivalent expressions</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                    |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Identify like terms in an expression</li> <li>• Understand how to multiply using distributive property</li> </ul>                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                |

## One-variable equations

### ★ 6.EE.1.B Reason about and solve one-variable equations

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Solve a multi-step equation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Use substitution to determine whether a given number in a specified set makes a one-variable equation true.</b></li> <li>❑ <b>Write equations using variables to represent quantities</b></li> <li>❑ <b>Understand the meaning of the variable in the context of the situation</b></li> <li>❑ <b>Solve one-step linear equations in one variable involving non-negative rational numbers using inverse operations</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Solve numerical equations</li> <li>• Solve equations without using inverse operations</li> <li>• Understand that an equal sign represents both sides of an equation are equal</li> </ul>                                                                                                                                                                                                                                                           |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## One-variable Inequalities

### ★ 6.EEI.B Reason about and solve one-variable inequalities

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Graph the solution to a compound inequality</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use substitution to determine whether a given number in a specified set makes a one-step inequality true.</li> <li><input type="checkbox"/> Understand that if any solutions exist, the solution set for an inequality consists of values that make the inequality true</li> <li><input type="checkbox"/> Recognize that inequalities may have infinitely many solutions. <ul style="list-style-type: none"> <li><input type="checkbox"/> Write an inequality of the form <math>x &gt; c</math>, <math>x &lt; c</math>, <math>x \geq c</math> or <math>x \leq c</math> to represent a constraint or condition.</li> </ul> </li> <li><input type="checkbox"/> Recognize that inequalities may have infinitely many solutions. <ul style="list-style-type: none"> <li><input type="checkbox"/> Graph the solution set of an inequality</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Compare integers using <math>&lt;</math> and <math>&gt;</math></li> <li>Graph integers on a number line</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Data and Statistics

★ **6.DSP** Use measures of center and spread to interpret and summarize data from statistical questions.

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Interpret and describe the effects of outliers using the measures of center and the the spread of data</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify a statistical question</b></li> <li><input type="checkbox"/> <b>Find the measures of center (mean, median, mode) to determine the best descriptor of data</b></li> <li><input type="checkbox"/> <b>Find the measures of variability (range, mean absolute deviation)</b></li> <li><input type="checkbox"/> <b>Create line/dot plots to use and interpret data</b></li> <li><input type="checkbox"/> <b>Create box - and - whisker plots to use and interpret data</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Analyze data from frequency tables, line plots, bar graphs, or pictographs</li> <li>Create line plots</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Ratios and Proportional Relationships

### ★ 6.RP.A Understand and use ratios to solve problems

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>• Create tables of equivalent ratios to find missing values with the use of rational numbers</li> <li>• Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation</li> </ul>                                                                                                                                                                                                                                                                                                        |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Understand a ratio as a comparison of two quantities by identifying ratios</b></li> <li><input type="checkbox"/> <b>Use multiplication and division to find equivalent ratios</b></li> <li><input type="checkbox"/> <b>Compare ratios by creating tables of equivalent ratios to find missing values and solve problems</b></li> <li><input type="checkbox"/> <b>Solve ratio problems by using a table to graph on the Coordinate Plane</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Use memory or a multiplication chart to list multiples and factors.</li> <li>• Understand how multiplication and division are related.</li> <li>• Simplify fractions</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Rates and Unit Rates

### ★ 6.RP.A Understand and solve problems involving rates and unit rates

|    |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>• Compute unit rates involving complex fractions, with like or different units.</li> </ul>                                                                                                                                                                                                                                                                                      |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Find the rate for a given scenario</b></li> <li><input type="checkbox"/> <b>Find unit rates</b></li> <li><input type="checkbox"/> <b>Solve problems involving unit rates</b></li> <li><input type="checkbox"/> <b>Solve problems involving unit prices</b></li> </ul>                                |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                            |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Understand that unit rates involve comparisons such as price per item, or miles traveled per hour.</li> <li>• Understand that money is written as a decimal to the hundredths place, and the correct placement of the dollar sign or cent sign.</li> <li>• Be able to round to the nearest whole, tenth, hundredth, or thousandth.</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                        |

## Convert Units of Measurement

★ **6.RP.A.3d** Convert measurement units within and between two systems of measurement.

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| EE | <ul style="list-style-type: none"> <li>Solve real-world application problems involving multi-step conversions between systems of measurements.</li> </ul>                                                                                                                  |
| ME | <i>Independently, the student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Convert measurement units between customary and metric units of measurement</b></li> </ul>                                                                      |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                |
| SD | <i>The student will:</i> <ul style="list-style-type: none"> <li>Convert measurements of capacity, length and weight within the customary measurement system.</li> <li>Convert measurements of capacity, length and weight within the metric measurement system.</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                            |

## Understand and Solve Percent Problems

### ★ 6.RP.A.3c Solve percent problems

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Use percentages to solve real-world problems involving taxes, sales and tips.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Understand percent as a ratio compared to 100</b></li> <li><input type="checkbox"/> <b>Convert between fractions, decimals and percentages (limited to terminating decimals and/or benchmark fractions of <math>\frac{1}{3}</math> and <math>\frac{2}{3}</math>).</b></li> <li><input type="checkbox"/> <b>Calculate a percent of a quantity as a rate per 100</b></li> <li><input type="checkbox"/> <b>Given a percent and a part, solve problems involving finding the whole</b></li> <li><input type="checkbox"/> <b>Given the percent and the whole, solve problems involving finding the part</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Convert decimals to fractions and fractions to decimals.</li> <li>Understand that parts of a whole can be expressed as a fraction or a decimal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Independent and Dependent Variables

★ **6.EEI.C** Represent and analyze quantitative relationships between dependent and independent variables.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Given a graph, write and solve an equation and analyze the graph to solve problems.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identity independent and dependent variables when given a real-world situation</b></li> <li><input type="checkbox"/> <b>Write an equation to analyze the relationship between dependent and independent variables using a table.</b></li> <li><input type="checkbox"/> <b>Analyze the relationship between the dependent and independent variables using graphs, tables, and equations and relate these representations to each other</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Understand the terms dependent and independent</li> <li>Understand equations</li> <li>Identify a variable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Geometry - Two Dimensional

★ **6.GM.A.1** Find the area of polygons by composing or decomposing the shapes into rectangles and triangles

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Solve real-word application problems involving the area of a composite figure with rational measurements.</li> </ul>                                                                                                                                                                                                                                                                             |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Find the area of polygons by composing or decomposing the shapes into rectangles or triangles</b> <ul style="list-style-type: none"> <li>❑ <b>Parallelograms</b></li> <li>❑ <b>Triangles</b></li> <li>❑ <b>Trapezoids</b></li> </ul> </li> <li>❑ <b>Apply techniques to finding area of polygons to solve real-world problems</b></li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                             |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Understand that all shapes belong to categories and subcategories           <ul style="list-style-type: none"> <li>❑ <i>Ex: A square is a rectangle but a rectangle is not a square</i></li> </ul> </li> <li>Classify figures based on properties of sides and angles</li> <li>Find the area of squares and rectangles</li> </ul>                                |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                         |

## Geometry - Three Dimensional

### ★ 6.GM.A.4 Solve problems using nets

|    |                                                                                                                                                                                                                                                                                                                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <ul style="list-style-type: none"> <li>Solve real-world application problems involving the surface area of a composite figure with rational measurements.</li> </ul>                                                                                                                                                                |
| ME | <p><i>Independently, the student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Identify three-dimensional figures using nets made up of rectangles and triangles.</b></li> <li>☐ <b>Use nets to find the surface area of three-dimensional figures whose sides are made up of rectangles and triangles.</b></li> </ul>  |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                         |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Analyze and describe the properties of prisms and pyramids.</li> <li>Apply the formula <math>A=l \times w</math> for area of a square or rectangle</li> <li>Apply the formula <math>A=\frac{1}{2} \times b \times h</math> for area of a triangle</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                     |

## 6th Grade Science Proficiency Scales

### Cell Theory

★ **6-8.LS1.A.1** Provide evidence that all living things are made of one or more cells and that a single cell must carry out all of the basic functions of life.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use evidence to explain how the structure of DNA determines the structure of the proteins that carry out these essential functions of life or create specialized cells</li> <li>• Explain the process of cellular division</li> <li>• Can design and carry out experiments or studies to determine if an unknown specimen is living or nonliving and/or to investigate the presence of cells in living things</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a claim to be supported by evidence that includes the following: <ul style="list-style-type: none"> <li>• All living things are made up of cells</li> <li>• The cell is the smallest unit that carries out all of the characteristics of living things.</li> </ul> </li> <li><input type="checkbox"/> Identify evidence from data including: <ul style="list-style-type: none"> <li>• the presence or absence of cells in living and nonliving things including, multicellular and unicellular organisms</li> <li>• different types of cells within one multicellular organism</li> <li>• Characteristics of living things</li> </ul> </li> <li><input type="checkbox"/> Use investigative tools and methods to provide evidence that due to their small size, cells cannot be seen with the unaided eye and require engineered magnification devices</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: cell, the fundamental unit of life, living, living thing, multicellular organism, nonliving, organism, unicellular organism, varied</li> <li>• Describe things that are made up of cells (living things) and things that are not made up of cells (nonliving things).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Cell Parts and Functions

★ **6-8.LS1.A.2** Develop and use a model to describe the function of a cell as a whole and the ways parts of the cells (organelles) contribute to that function

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Can apply their understanding of cellular function to real-world situations, such as disease processes or genetic disorders.</li> <li>• Can design and conduct investigations to explore the function of specific organelles or cellular processes.</li> <li>• Construct an explanation that systems of specialized cells carry out important life functions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a model to describe the function of a cell and identify the parts of cells that contribute to that function, including: <ul style="list-style-type: none"> <li>• Nucleus, chloroplasts, cell wall, mitochondria, cell membrane, &amp; function of a cell as a whole</li> </ul> </li> <li><input type="checkbox"/> Use the model to describe how different parts of a cell contribute to how the cell functions as a whole, both separately and together with other structures.</li> <li><input type="checkbox"/> Describe the relationships between the parts of a cell and their role/function within the entire cell.</li> <li><input type="checkbox"/> Identify key differences between plant and animal cells based on structure and function.</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: (cell, cell function, cell growth, cell membrane, nucleus, organelle, cell wall, chloroplast, cytoplasm, function, fundamental unit of life, Golgi apparatus, mitochondria, specialized cell, vacuole, lysosome)</li> <li>• Describe the primary role of parts of the cell (for example, nucleus, chloroplast, mitochondria, cell membrane, and cell wall)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# Interacting Body Systems

★ **6-8.LS1.A.4** Present evidence that body systems interact to carry out key body functions. Functions include:

- Providing nutrients and oxygen to cells
- Removing carbon dioxide and waste from cells and the body
- Controlling body motion, activity, and coordination
- Protection of the body and its parts

EE

*Examples could include:*

- Can synthesize knowledge of body systems and their interactions to explain how the body responds to various internal and external stimuli.
- Can articulate the impact of disruptions in one or more body systems on overall health and well-being.
- Develop a model that includes the following:
  - The functions of at least two body systems and how they contribute to the overall function of an organism
  - How those systems affect one another

ME

*The student will:*

- ☐ Make a claim to be supported that the body is a system of interacting subsystems composed of groups of cells
- ☐ Identify evidence to describe that the body has various levels of organization that work together to carry out all life functions.
  - Providing nutrients and oxygen to cells
  - Removing carbon dioxide and waste from cells and the body
  - Controlling body motion, activity, and coordination
  - Protection of the body and its parts
- ☐ Use scientific reasoning to construct an argument that connects the evidence from above to the claim that the body is a system of interacting subsystems composed of cells, tissues, organs, and organ systems.

NM

No major errors or omissions regarding score SD content and substantial success at score ME

SD

*The student will:*

- Recall and recognize terms: body, cell, circulatory system, digestive system, excretory system, function, group, interact, internal structure, function, muscular system, nervous system, organ system, respiratory system, organs, tissues, system)
- Summarize the function of various subsystems in the body system (such as circulatory, excretory, digestive, respiratory, muscular, and nervous systems)
- Describe the relationship between different subsystems of the body system

AC

Partial understanding with extensive teacher support; significant growth needed

# Photosynthesis and Cellular Respiration

★ **6-8.LS1.C.1** Use evidence to explain the role of photosynthesis and cellular respiration in the cycling of matter and the flow of energy into and out of living things

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Can apply their understanding of photosynthesis and cellular respiration to real-world situations, such as the impact of human activities on the carbon cycle</li> <li>• Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a claim that relates to the idea that photosynthesis and cellular respiration results in the cycling of matter and energy into and out of organisms</li> <li><input type="checkbox"/> Identify specific evidence to support their claim, including: <ul style="list-style-type: none"> <li>• The products and reactants of photosynthesis and cellular respiration</li> <li>• Examples of how matter moves into and out of living things</li> <li>• Examples of how energy is transferred between living things</li> </ul> </li> <li><input type="checkbox"/> Use reasoning to support an explanation for energy and matter cycling during photosynthesis</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: ATP energy, Sunlight Energy, Mitochondria, Chloroplast, photosynthesis, cellular respiration, Oxygen, Carbon Dioxide, flow, role</li> <li>• Describe the relationship between the process of photosynthesis and cellular respiration and the cycling of matter and the flow of energy in organisms</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Effects of Resource Availability

★ **LS2.A.1:** Use data to provide evidence for the effects of resource availability on organisms (individuals and populations) in an ecosystem

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use evidence to explain which factors have more impact than others on populations or individuals</li> <li>• Use evidence to explain how factors interact or are interrelated and affect a population or individual</li> <li>• Use historical evidence or trends to describe how factors have affected populations over time</li> <li>• Can design and carry out experiments or studies to investigate the effects of resource availability on ecosystems</li> </ul>                                                                                        |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organize given data for analysis and interpretation of relationships between resource availability and organisms in an ecosystem</li> <li><input type="checkbox"/> Use data to provide evidence to determine the relationships between the size of a population, the growth and survival of organisms, and resource availability.</li> <li><input type="checkbox"/> Interpret data to make predictions based on evidence of cause and effect relationships between resource availability, organisms, and organism populations.</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: biological, change, component, ecosystem, environmental change, abundant, cause, effect, environmental condition, growth, organism, population, relationship, resource, resource availability, scarce, carrying capacity, limiting factor</li> <li>• Describe the effects of varying levels of resource availability on organisms and populations</li> <li>• Organize data (charts, tables, graphs) to allow for analysis and interpretation</li> </ul>                                                                              |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# Cycles of Matter and Energy Transfer in an Ecosystem

★ **6-8.LS2.B.1** Develop a model to explain how matter and energy flow through the living and nonliving factors in an ecosystem.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Students use evidence to develop a model that includes: <ul style="list-style-type: none"> <li>The products and reactants of photosynthesis and cellular respiration</li> <li>The biosphere, atmosphere, hydrosphere, and geosphere</li> <li>Shows how carbon is being exchanged between organisms and the environment</li> <li>Shows how carbon is stored in organisms</li> </ul> </li> <li>Students construct an explanation that includes that: <ul style="list-style-type: none"> <li>Energy from photosynthesis and respiration drives the cycling of matter and the flow of energy under aerobic or anaerobic conditions within an ecosystem.</li> </ul> </li> <li>Can design and conduct experiments or studies to investigate how matter and energy flow through the living and nonliving factors in an ecosystem.</li> </ul> |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a model identifying the following components: <ul style="list-style-type: none"> <li>Organisms that can be classified as producers, consumers, and/or decomposers</li> <li>Nonliving parts of an ecosystem that can provide matter to living organisms or receive matter from living organisms</li> </ul> </li> <li><input type="checkbox"/> Define the boundaries of the ecosystem under consideration in their model</li> <li><input type="checkbox"/> Use the model to describe the following: <ul style="list-style-type: none"> <li>conservation of matter</li> <li>the flow of energy in and out of various ecosystems</li> <li>Energy transfer among producers, consumers, and decomposers</li> <li>Energy transfer between living and nonliving parts of the system</li> </ul> </li> </ul>          |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize terms: boundary, conservation of matter, cycle, ecosystem, energy, flow, living(biotic), matter, nonliving(abiotic), organism, system</li> <li>State accurate information about the cycling of matter and flow of energy in organisms and ecosystems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Ecosystem and Population Interactions

★ **6-8.LS2.C.1** Construct an argument using observation and experimentation to explain how changes in biotic and abiotic factors in an ecosystem affect populations.

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use mathematical representations such as finding the average, determining trends, and using graphical comparisons of multiple sets of provided data to support and revise explanations about factors affecting changes in organisms and populations.</li> <li>• Can design and carry out experiments or studies to further investigate how matter and energy flow through the living and nonliving factors in an ecosystem.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a claim that includes the idea that changes to biotic and abiotic components of ecosystems affect the populations.</li> <li><input type="checkbox"/> Identify and describe the given scientific evidence needed to support the claim.</li> <li><input type="checkbox"/> Use scientific reasoning to construct an argument that connects the evidence from above to the claim about the relationship between changes and patterns of changes in biotic and abiotic factors and changes in populations, including: <ul style="list-style-type: none"> <li>• Factors that affect the survival and reproduction of organisms and populations of organisms</li> <li>• Small changes in biotic and abiotic factors might cause large changes among various organisms and populations.</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: biological, change, component, ecosystem, environmental change, physical, population, population density, relationship, abiotic, biotic</li> <li>• Describe the relationship between populations and the biotic and abiotic factors in an ecosystem</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# Natural Selection

★ **6-8.LS4.B.1** Use evidence that describes how differences in genetic traits in a population increase the probability that an organism can survive and reproduce in a specific environment.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Construct an explanation based on evidence that the process of evolution primarily results from four factors: <ul style="list-style-type: none"> <li>◦ The potential for a species to increase in number</li> <li>◦ Genes change based on mutations and sexual reproduction</li> <li>◦ Competition for limited resources</li> <li>◦ Organisms with these traits will better survive and reproduce</li> </ul> </li> <li>• Can design and carry out experiments or studies to investigate how differences in genetic traits in a population increase probability that an organism can survive and reproduce in a specific environment</li> </ul>                                                                      |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a claim about the cause-and-effect relationship between the inheritance of traits increasing the chances of successful reproduction and natural selection.</li> <li><input type="checkbox"/> Identify and describe given scientific evidence needed to support the claim, including: <ul style="list-style-type: none"> <li>• Genetic variations that can be passed on to their offspring</li> <li>• The probability of survival and reproduction</li> </ul> </li> <li><input type="checkbox"/> Use reasoning to connect the evidence and support an explanation that describes the relationship between genetic variation and the success of organisms in a specific environment.</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: continuation of species, environment, genetic variation, natural selection, population, probability, reproduce, survive, trait</li> <li>• Describe how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

# Adaptations of Populations over Time

★ **6-8.LS4.C.1** Interpret data to support a claim that natural selection leads to increases and decreases in specific traits in populations over time.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Can interpret complex data sets to support a claim about natural selection leading to changes in multiple traits over time.</li> <li>• Can explain the mechanisms of natural selection (e.g., variation, inheritance, selection, time) and how they interact to drive evolutionary change.</li> <li>• Can design and carry out experiments or studies to investigate how natural selection leads to increases and decreases in specific traits in populations over time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a claim to support the following:             <ul style="list-style-type: none"> <li>• Characteristics of a species change over time</li> <li>• When environmental shifts are too extreme, populations do not have time to adapt and may become extinct</li> </ul> </li> <li><input type="checkbox"/> Identify relevant components of given data such as population change, distribution of specific traits, and environmental conditions over time.</li> <li><input type="checkbox"/> Use given data representations of the phenomena to identify cause and effect relationships</li> <li><input type="checkbox"/> Use knowledge of natural selection to analyze the data representations to provide and describe evidence that distributions of traits in populations change over time in response to changes in environmental conditions.</li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: acquired trait, adaptive characteristic, behavioral change, decrease, the emergence of life forms, increase, life form change, natural selection, population, probability, proportional, trait, trend.</li> <li>• Describe the relationship between natural selection and trends in population traits over time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Evaluating Design Solutions

★ **6-8.ETS1.B.2** Use data to evaluate different design solutions and combine the best characteristics of each into a new design to increase performance.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organize given data to determine the effectiveness of three or more solutions to a problem.</li> <li><input type="checkbox"/> Analyze data and identify relationships within the datasets, including relationships between the design solutions and the given criteria and constraints</li> <li><input type="checkbox"/> Interpret data <ul style="list-style-type: none"> <li>• Identify similarities and differences in features of solutions</li> <li>• Make a claim for which characteristics of each design best meet the given criteria and constraints</li> <li>• Use the analyzed data to identify the best features in each design that can be compiled into a new solution</li> </ul> </li> </ul> |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: characteristic, combine, criteria, data, design, design solution, determine, difference, identify, incorporate, perform, predecessor, redesign process, similarity, solution</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# Engineering Design Process

★ **6-8.ETS1.B.3** Develop and test a model, collect data, and make modifications to create the best design.

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE  | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use a computer simulation to model the impact of proposed solutions to a complex-real world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ME  | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a model that identifies the following components:             <ul style="list-style-type: none"> <li>• The problem being solved, including criteria and constraints</li> <li>• All parts of the proposed solution</li> </ul> </li> <li><input type="checkbox"/> Identify and describe the relationships between components, including:             <ul style="list-style-type: none"> <li>• The relationship between each component of the proposed solution and the functionality of the solution</li> <li>• The relationship between the problem being solved and the proposed solution</li> </ul> </li> <li><input type="checkbox"/> Use the model to generate data representing the functioning of the given proposed solution</li> <li><input type="checkbox"/> Identify the limitations of the model</li> <li><input type="checkbox"/> Describe how the data generated by the model can be used to optimize the design solution</li> </ul> |
| NM) | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SD  | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize terms: data, design, design solution, iteration, iterative process, iterative testing, model, modification, modify, optimal, promising, propose, refine, solution, test result</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| AC  | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# 6th Grade Geography Proficiency Scales

## Geographic Skills

### Geographical Study

★ **6-8.GEO.1.G.A** Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.

|    |                                                                                                                                                                                                                                                                                                      |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Create complex maps that show additional information through themes or layers</li> <li>• Uses maps, charts, graphs, or statistics to make deep connections or observations about patterns or trends</li> </ul>        |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Create basic maps</b></li> <li>❑ <b>Use and interpret maps, graphs, and statistics to understand information about the world</b></li> </ul>                                                                              |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                          |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize all applicable geographic terms (for example: location, place, region, movement, human-environment interaction, etc.)</li> <li>• Identify parts of a map</li> <li>• Recognize types of maps</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                      |

# Physical Geography of the World

## Geographical Study

★ **6-8.GEO.1.G.F** Locate the major landforms of the world.

★ **6-8.GEO.2.G.B** Describe a variety of ecosystems, and explain where they may be found.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Analyze the impact of landforms and ecosystems on people, economy, culture, etc.</li> <li>Makes deep connections between the impact of landforms and ecosystems of multiple regions around the world</li> <li>Synthesize or expand upon the material below in a way that demonstrates extended comprehensive understanding</li> </ul> |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Locate major landforms and ecosystems of the world and describe their characteristics</b></li> <li><input type="checkbox"/> <b>Examine the effects major landforms have on the climate and ecosystems of the region</b></li> </ul>                                                                              |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                        |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize all applicable terms (for example: island, mountain, river, ocean, peninsula, elevation, tropical, subtropical, desert, grassland, etc.)</li> <li>Identify various types of landforms</li> <li>Identify different ecosystems</li> </ul>                                                                                |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                    |

# Human Geography & Culture

## People, Groups, and Cultures

★ **6-8.GEO.1.PC.B** Explain how the physical and human characteristics of places and regions connect to human identities and cultures.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Make deep connections between cultures of multiple regions around the world</li> <li>• Synthesize or expand upon the material below in a way that demonstrates extended comprehensive understanding</li> </ul>                                                                                                                             |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Explain how physical and human characteristics make specific regions of the world unique</b></li> <li>❑ <b>Identify factors that influenced the development of culture (which could include history, migration, terrain, climate, etc.)</b></li> </ul>                                                                                        |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                               |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize cultural characteristics of a specific place including beliefs, language, traditions</li> <li>• Recall and recognize all applicable cultural terms (for example: indigenous people, colonialism, monotheism, diversity, etc.)</li> <li>• Describe the basic human characteristics of specific places and regions</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                           |

# Laws & Governments in World Geography

## Government Systems and Principles

★ **6-8.GEO.1.GS.A** Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Make deep connections between governments of multiple regions around the world</li> <li>• Synthesize or expand upon the material below in a way that demonstrates extended comprehensive understanding</li> </ul>                                                 |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Compare and contrast characteristics of different types of government</b></li> <li>❑ <b>Determine how different types of government affect society</b></li> </ul>                                                                                                    |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                      |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize all applicable terms (for example: democracy, communism, monarchy, totalitarianism, etc.)</li> <li>• Identify different types of governments</li> <li>• Identify the roles and responsibilities of the people related to the government</li> </ul> |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                  |

# Economic Concepts in World Geography

## Economic Concepts

★ **6-8.GEO.1.EC.A** Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Make deep connections between economies of multiple regions around the world</li> <li>• Consider long term effects or implications of economic decisions</li> <li>• Synthesize or expand upon the material below in a way that demonstrates extended comprehensive understanding</li> </ul> |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Describe key characteristics of different types of economies</b></li> <li>❑ <b>Evaluate how economic decisions affect people and government</b></li> </ul>                                                                                                                                     |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• Recall and recognize all applicable terms (for example: inflation, supply, demand, scarcity, market economy, economy, GDP, trade, natural resources, etc.)</li> <li>• Identify types of economies</li> </ul>                                                                                      |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                            |

# Current Issues in World Geography

## History: Continuity and Change

★ **6-8.GEO.1.CC.E** Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.

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| EE | <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Analyze long term consequences of a current issue</li> <li>Consider indirect effects of an issue on the region as a whole, global impact, environmental impact, economic impact, human rights, etc.</li> <li>Make deep connections between current geographic issues in multiple regions around the world</li> <li>Synthesize or expand upon the material below in a way that demonstrates extended comprehensive understanding</li> </ul> |
| ME | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify causes and effects of a current issue in world geography</b></li> <li><input type="checkbox"/> <b>Explore challenges and solutions related to a current issue</b></li> </ul>                                                                                                                                                                                                                                |
| NM | No major errors or omissions regarding score SD content and substantial success at score ME                                                                                                                                                                                                                                                                                                                                                                                                                             |
| SD | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>Recall and recognize all applicable terms (for example: human environment interaction, urbanization, deforestation, desertification, refugee, poaching, infrastructure, etc.)</li> <li>Identify specific geographic problems in a region</li> </ul>                                                                                                                                                                                              |
| AC | Partial understanding with extensive teacher support; significant growth needed                                                                                                                                                                                                                                                                                                                                                                                                                                         |