

Anchorage School District Standards Based Progress Report Grade 6

<p style="text-align: center;">Standards Achievement <i>(Progress reporting quarters 1,2,3) (Achievement reporting quarter 4)</i></p> <p>4 Advanced 3 Proficient 2 Making progress toward proficiency 1 Making little or no progress toward proficiency N/A Not Assessed at this time</p>	<p style="text-align: center;">Shows Effort <i>(All reporting quarters)</i></p> <p>4 Consistently 3 Often 2 Seldom 1 Not Yet</p>	<p style="text-align: center;">Grade Level Expectations <i>(Alaska and district)</i> www.asdk12.org</p> <p><i>All assessments are based on grade-level, appropriate curriculum for science.</i></p>
<p>Note: Students are progressing toward end-of-the-year state and district standards in science. For the first three reporting quarters, the student's progress toward those standards is assessed. <i>Students who are making good progress (2) are well on their way to achieving proficiency (3) in a standard by the end of the year.</i></p>		

Science Focus = Scale and Structure

LIFE Science – There is No Away	1 st	2 nd	3 rd	4 th
The student understands water, land use, and community issues relating to waste management.				
The student understands that waste materials can change forms, but cannot be destroyed.				
EARTH Science - Astronomy	1 st	2 nd	3 rd	4 th
The student understands that eight planets of very different sizes, compositions and features move around the sun in nearly circular orbits.				
The student understands that the moon orbits around the earth once in about 28 days which changes how much of the illuminated portion of the moon is visible from earth.				
PHYSICAL Science - Structures	1 st	2 nd	3 rd	4 th
The student understands the form of an object or system is frequently related to its function.				
The student understands that engineering principles and properties of materials must be taken into account in designing solutions to problems.				
INQUIRY	1 st	2 nd	3 rd	4 th
The student builds models and understands that making changes to them suggests how a real system might work if the same changes were made to it.				
EVIDENCE	1 st	2 nd	3 rd	4 th
The student identifies and differentiates fact from opinion in the reasoning process and supports it with evidence.				
COMMUNICATION	1 st	2 nd	3 rd	4 th
The student understands that clear communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about worldwide scientific discoveries.				
SHOWS EFFORT	1 st	2 nd	3 rd	4 th
The students actively engages in all class work.				