

Springfield Grading Benchmarks – SIXTH GRADE

READING

1) Independent Reading Level

Trimester	1	2	3	4
1 st	Student has achieved reading success at Level T or below.	Student has achieved reading success at Level U.	Student has achieved reading success at Level V.	Student has achieved reading success at Level W or above.
2 nd	Student has achieved reading success at Level U or below.	Student has achieved reading success at Level V.	Student has achieved reading success at Level W.	Student has achieved reading success at Level X or above.
3 rd	Student has achieved reading success at Level V or below.	Student has achieved reading success at Level W.	Student has achieved reading success at Level X.	Student has achieved reading success at Level Y or above.

Reading level based on Fountas & Pinnell Expectations for Reading.

2) Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions).

Proficiency Levels	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student applies few comprehension strategies before, during, and after reading. • Student often does not recognize when meaning has been disrupted. • Student displays little relevant thinking through discussion, notes, and writing about ideas in text. 	<ul style="list-style-type: none"> • Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted. • Student displays some relevant thinking about ideas through discussion, notes, and writing. • Responses demonstrate a partial understanding of texts. 	<ul style="list-style-type: none"> • Student applies comprehension strategies before, during, and after reading of texts at student's reading level. • Student recognizes when meaning is disrupted, chooses and uses fix-up strategies. • Discussion, notes, and writing reveal relevant thinking and understanding of texts. 	<ul style="list-style-type: none"> • Student applies comprehension strategies to extend and enhance thinking before, during, and after reading texts. • Student displays relevant and original thinking about ideas in texts through discussion, notes and writing. • Student recognizes when meaning is disrupted and applies multiple fix-up strategies.

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3) Reads with comprehension: Literal (identifies main idea, and concepts presented in text).

Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates little or no understanding of nonfiction texts. • Student demonstrates a weak understanding of fictional texts. • Retelling and responses of texts include a few minor and unrelated details that are stated in the text. • Student does not apply comprehension skills. • Student asks and answers a few literal questions. • Retelling and responses include a few minor and unrelated details that are stated in the text. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of nonfiction texts. • Student demonstrates a partial understanding of fictional texts. • Retelling and responses to texts include some relevant details that are stated in the text. • Student identifies and minimally describes some story elements. • Student inconsistently uses text features and applies skill. • Student asks and answers some literal questions. • Literal retelling and responses from texts at student's reading level. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of nonfiction and fictional texts. • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features and applies skills. • Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of texts at the student's reading level. • Student identifies the genres of stories read. • Literal retelling and responses from texts at student's reading level. • Student cites specific support to assist in interpretation of text. 	<ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding of nonfiction and fictional texts. • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and explains story structure, elements, and how they change across the text. • Student analyzes text features and applies skills. • Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message within sections of the text and in two related texts. • Literal retelling and responses from texts at student's reading level. • Student cites specific support to assist in interpretation of text.

4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

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Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding and shows difficulty retelling and responding. • Student makes few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts through retellings and responses. • Student finds some text-based clues. • Student explains a few implied ideas. • Student makes some relevant connections, predictions, and inferences. • Student applies some inferential thinking skills. 	<ul style="list-style-type: none"> • Student demonstrates inferential understanding of texts through retellings and responses. • Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. • Student makes relevant inferences and draws conclusions to analyze text. • Student applies inferential thinking skills and evaluates stated ideas in texts. • Student cites specific support to assist in interpretation of higher-level text. 	<ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding of texts through retellings and responses. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. • Student evaluates ideas and information that are implied or partially stated. • Student applies inferential thinking skills. • Student cites specific support to assist in interpretation of higher-level questions with increasing depth.

5) Demonstrates stamina during independent reading.

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Trimester	1	2	3	4
1 st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more, using available opportunities to extend reading time.
2nd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 30 or more minutes, using available opportunities to extend reading time.
3rd	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for 40 or more minutes, using available opportunities to extend reading time.

6) Reads with fluency (expression, phrasing, rate, accuracy).

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Lack of fluent reading is evident. • Reading of leveled texts is very choppy and slow. • Student attends to some spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Reading is somewhat fluent. • Student reads either very slowly or very quickly. • Reading is choppy some of the time. • Student may inaccurately phrase words. • Student attends to some ending punctuation. • Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> • Student demonstrates fluent reading. • Student reads accurately. • Student uses phrases to read longer sentences. • Student attends to some internal punctuation and most ending punctuation. • Expression is matched to text. 	<ul style="list-style-type: none"> • Student demonstrates fluent and accurate reading. • Student attends to and uses phrasing to read longer and more complex sentences. • Student attends to internal and ending punctuation. • Expression supports understanding.

7) Written responses include supportive evidence from the text.

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Trimester	1	2	3	4
ALL	Student’s written response reflects little understanding of the text read and contains little text evidence.	Student’s written response reflects a literal understanding of the text read, supported by some text evidence.	Student’s written response reflects literal and inferential understanding of the text read, with text evidence.	Student’s written response reflects an interpretive, deeper meaning of the text read (theme, analysis), supported by text evidence.

WRITING

1) Produces writing appropriate to task, purpose and audience.

Trimester	1	2	3	4
ALL	<p>Student is unable to produce clear writing appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Argument pieces to support claims with clear reasons and relevant evidence • Informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content • Narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 	<p>Student produces some clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Argument pieces to support claims with clear reasons and relevant evidence • Informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content • Narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 	<p>Student produces clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Argument pieces to support claims with clear reasons and relevant evidence • Informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content • Narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 	<p>Student produces exceptionally clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Argument pieces to support claims with clear reasons and relevant evidence • Informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content • Narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

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2) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 st	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes independently for 20 minutes or more, using available opportunities to extend writing time.
2nd	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for 30 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 40 minutes.	Student is approaching an independent writing stamina of 40 minutes.	Student can consistently write independently for 40 minutes.	Student consistently writes independently for 40 or more minutes, using available opportunities to extend writing time.

3) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> • Student rarely plans, revises, edits, rewrites, or tries a new approach. • Student does not use an organizational pattern or format relevant to units of study. • Beginnings and endings are either not evident or very weak. • Few ideas are in 	<ul style="list-style-type: none"> • Student is beginning to develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. • Student uses some organizational patterns and formats relevant to units of study. • Student uses a brief beginning or ending. • Some ideas are in logical 	<ul style="list-style-type: none"> • Student develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach. • Student uses organizational patterns relevant to units of study. • Student uses a relevant beginning, middle, and conclusion. • Ideas are organized in logical order. 	<ul style="list-style-type: none"> • Student independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a variety of new approaches, utilizing mentor texts to guide and deepen their writing. • Student chooses and uses varied organizational patterns and formats that are well- suited to units

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	<p>logical order.</p> <ul style="list-style-type: none"> • Student uses few complete sentences. 	<p>order.</p> <ul style="list-style-type: none"> • Student uses some complete sentences. • Student uses few compound or complex sentences. 	<ul style="list-style-type: none"> • Student uses complete simple and compound sentences. • Sentences are organized into well-ordered paragraphs. • Student uses some transition words to connect idea. 	<p>of study.</p> <ul style="list-style-type: none"> • Student uses an engaging introduction, body or middle, and conclusion. • Ideas are organized in logical order. • Student uses complete simple, compound, and complex sentences. • Sentences are organized into well-ordered paragraphs and sections. • Student uses transition words to connect sentences and paragraphs.
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4) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student uses simple, below-grade-level vocabulary. • Student repeats words and phrases. • Student’s writing reveals little of the writer’s feeling or personality. • Tone or style of writing is not evident. 	<ul style="list-style-type: none"> • Student uses some grade-level vocabulary. • Student’s writing reveals some of the writer’s feelings or personality. • Student uses some words, phrases, or other techniques to partially reveal tone and style. • Expression and style may be partially appropriate to the genre. 	<ul style="list-style-type: none"> • Student uses grade-level vocabulary that is appropriate. • Student uses words that are specific, interesting, and vivid. • Word choice and expression are appropriate to the genre or topic. • Student’s writing maintains consistency in style and tone, as taught in units of study. 	<ul style="list-style-type: none"> • Student tries out and uses interesting and sophisticated above-grade-level vocabulary. • Student chooses and uses words and phrases that are specific, interesting, and vivid. • Student uses figurative language. • The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.

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5) Applies grade-appropriate mechanics and grammar.

Trimester	1	2	3	4
1 st	<p>Student rarely applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Pronouns in proper case • Intensive pronouns • Punctuation to set off nonrestrictive/ parenthetical elements • Varied sentence patterns • Consistency in style and tone 	<p>Student is beginning to apply correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Pronouns in proper case • Intensive pronouns • Punctuation to set off nonrestrictive/ parenthetical elements • Varied sentence patterns • Consistency in style and tone 	<p>Student applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Pronouns in proper case • Intensive pronouns • Punctuation to set off nonrestrictive/ parenthetical elements • Varied sentence patterns • Consistency in style and tone 	<p>Student consistently applies grammar, usage, and mechanics skills and edits independently.</p> <ul style="list-style-type: none"> • Pronouns in proper case • Intensive pronouns • Punctuation to set off nonrestrictive/ parenthetical elements • Varied sentence patterns • Consistency in style and tone

6) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses reference materials as needed to support correct spelling in written work. • Student rarely applies patterns and generalizations to spell words correctly. • Student rarely uses the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> • Student is beginning to use reference materials as needed to support correct spelling in written work. • Student is beginning to apply patterns and generalizations to spell words correctly. • Student is beginning to use the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> • Student uses reference materials as needed to support correct spelling in written work. • Student applies patterns and generalizations to spell words correctly. • Student uses the word wall as a tool to apply correct spelling to his/her work. 	<p>Student consistently applies patterns and generalizations to spell words correctly in written work.</p>

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7) Applies writing skills and the writing process across the curriculum.

Trimester	1	2	3	4
ALL	Student rarely or never applies writing skills (ex. rarely rereads or revises) in other curricular areas when appropriate.	Student sometimes applies writing skills (ex. sometimes rereads , revises part of writing, may add or delete a few words, student requires teacher support) in other curricular areas when appropriate.	Student applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.	Student consistently applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.

8) Uses technology to produce and publish writing.

Trimester	1	2	3	4
1 st & 2 nd	<ul style="list-style-type: none"> • Student can only use technology with constant guidance and support to produce and publish writing. • Student demonstrates little command of keyboarding skills and is not progressing. 	<ul style="list-style-type: none"> • Student uses technology with frequent guidance and support to produce and publish writing. • Student demonstrates some command of keyboarding skills and is progressing towards typing a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Student uses technology with some guidance and support to produce and publish writing. • Student demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Student independently uses technology to produce and publish writing. • Student consistently demonstrates exceptional command of keyboarding skills to type a minimum of two pages in a single sitting.
3 rd	<ul style="list-style-type: none"> • Student can only use technology with constant guidance and support to produce and publish writing. • Student demonstrates little command of keyboarding skills and is not progressing. 	<ul style="list-style-type: none"> • Student uses technology with some guidance and support to produce and publish writing. • Student demonstrates some command of keyboarding skills and is progressing towards typing a minimum of three pages in a single sitting. 	<ul style="list-style-type: none"> • Student uses technology to produce and publish writing. • Student demonstrates sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	<ul style="list-style-type: none"> • Student uses technology to produce and publish writing, seeking additional opportunities to utilize technology to publish written work across the curriculum. • Student consistently demonstrates exceptional command of keyboarding skills to type a minimum of three pages in a single sitting.

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LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses grade-appropriate academic vocabulary. • Student rarely uses grade-appropriate conventions of standard English grammar and usage. • Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student occasionally uses grade-appropriate academic vocabulary. • Student occasionally uses grade-appropriate conventions of standard English grammar and usage. • Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student consistently uses grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style. 	Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely reports on events, topics, or text in an organized manner. • Student rarely poses or responds to questions or builds on the ideas of previous speakers. • Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate. 	<ul style="list-style-type: none"> • Student occasionally reports on events, topics, and text in an organized manner. • Student occasionally poses and responds to questions, and builds on the ideas of previous speakers. • Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	<ul style="list-style-type: none"> • Student consistently reports on events, topics, and text in an organized manner. • Student consistently poses and responds to questions, and builds on the ideas of previous speakers. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	Student has achieved grade-level expectations, and draws conclusions based on the ideas of others and incorporates them into his/her own thinking as appropriate.

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3) Paraphrases key information presented in various forms and subject.

Trimester	1	2	3	4
ALL	Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can consistently paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Students has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodality.

MATHEMATICS

Ratios & Proportional Relationships

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student is unable or rarely able to understand ratio concepts and uses ratio reasoning to solve problems (can use ratio concepts and language; knows the concept of unit rate; can use ratio and rate reasoning to solve real-world and mathematical problems) 	<ul style="list-style-type: none"> Student demonstrates partial understanding of ratio concepts and ratio reasoning when solving problems (can use ratio concepts and language; knows the concept of unit rate; can use ratio and rate reasoning to solve real-world and mathematical problems) 	<ul style="list-style-type: none"> Student consistently understands ratio concepts and uses ratio reasoning to solve problems (can use ratio concepts and language; knows the concept of unit rate; can use ratio and rate reasoning to solve real-world and mathematical problems) 	<ul style="list-style-type: none"> Student consistently understands ratio concepts and uses ratio reasoning to solve problems (can use ratio concepts and language; knows the concept of unit rate; can use ratio and rate reasoning to solve real-world and mathematical problems) and makes insightful connections to other ideas and concepts and independently challenges himself/herself

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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Ratio and Proportional Relationship skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Ratio and Proportional Relationship skills to problem solve real-world situations	Student consistently applies a variety of Ratio and Proportional Relationship skills to problem solve real-world situations	Student consistently applies a variety of Ratio and Proportional Relationship skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

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The Number System

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to apply and extend previous understandings of multiplication and division to divide fractions by fractions • Student is unable or rarely able to compute fluently with multi-digit numbers and find common factors and multiples (can fluently divide; can fluently add, subtract, multiply, and divide multi-digit decimals; can find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12) • Student is unable or rarely able to apply and extend previous understandings of numbers to the system of rational numbers (understands opposite 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when applying and extending previous understandings of multiplication and division to divide fractions by fractions • Student demonstrates partial understanding when computing multi-digit numbers and finding common factors and multiples (can fluently divide; can fluently add, subtract, multiply, and divide multi-digit decimals; can find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12) • Student demonstrates partial understanding when applying and extending previous understandings of numbers to the system 	<ul style="list-style-type: none"> • Student consistently applies and extends previous understandings of multiplication and division to divide fractions by fractions • Student consistently computes fluently with multi-digit numbers and finds common factors and multiples (can fluently divide; can fluently add, subtract, multiply, and divide multi-digit decimals; can find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12) • Student consistently applies and extends previous understandings of numbers to the system of rational numbers (understands opposite values of positive and 	<ul style="list-style-type: none"> • Student consistently applies and extends previous understandings of multiplication and division to divide fractions by fractions and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently computes fluently with multi-digit numbers and finds common factors and multiples (can fluently divide; can fluently add, subtract, multiply, and divide multi-digit decimals; can find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12) and makes insightful

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	<p>values of positive and negative numbers; understands a rational number as a point on the number line; understands ordering and absolute value of rational numbers; can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane)</p>	<p>of rational numbers (understands opposite values of positive and negative numbers; understands a rational number as a point on the number line; understands ordering and absolute value of rational numbers; can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane)</p>	<p>negative numbers; understands a rational number as a point on the number line; understands ordering and absolute value of rational numbers; can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane)</p>	<p>connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none">• Student consistently applies and extends previous understandings of numbers to the system of rational numbers (understands opposite values of positive and negative numbers; understands a rational number as a point on the number line; understands ordering and absolute value of rational numbers; can solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane) and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Number System skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Number System skills to problem solve real-world situations	Student consistently applies a variety of Number System skills to problem solve real-world situations	Student consistently applies a variety of Number System skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

Expressions & Equations

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1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to apply and extend previous understandings of arithmetic to algebraic expressions (can write and evaluate numerical expressions involving whole-number exponents; can write, read, and evaluate expressions in which letters stand for numbers; can apply the properties of operations to generate equivalent expressions; can identify when two expressions are equivalent) • Student is unable or rarely able to reason about and solve one-variable equations and inequalities (understands solving an equation or inequality as a process of answering a question; can use variables to represent numbers and write expressions when solving a real-world or mathematical problem) 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when applying and extending previous understandings of arithmetic to algebraic expressions (can write and evaluate numerical expressions involving whole-number exponents; can write, read, and evaluate expressions in which letters stand for numbers; can apply the properties of operations to generate equivalent expressions; can identify when two expressions are equivalent) • Student demonstrates partial understanding when reasoning about and solving one-variable equations and inequalities (understands solving an equation or inequality as a process of answering a question; can use variables to represent numbers and write expressions when 	<ul style="list-style-type: none"> • Student consistently applies and extends previous understandings of arithmetic to algebraic expressions (can write and evaluate numerical expressions involving whole-number exponents; can write, read, and evaluate expressions in which letters stand for numbers; can apply the properties of operations to generate equivalent expressions; can identify when two expressions are equivalent) • Student consistently reasons about and solves one-variable equations and inequalities (understands solving an equation or inequality as a process of answering a question; can use variables to represent numbers and write expressions when solving a real-world or mathematical problem) 	<ul style="list-style-type: none"> • Student consistently applies and extends previous understandings of arithmetic to algebraic expressions (can write and evaluate numerical expressions involving whole-number exponents; can write, read, and evaluate expressions in which letters stand for numbers; can apply the properties of operations to generate equivalent expressions; can identify when two expressions are equivalent) and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently reasons about and solves one-variable equations and inequalities (understands solving an equation or inequality as a process of

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	<p>and that a variable can represent an unknown number)</p> <ul style="list-style-type: none"> • Student is unable or rarely able to represent and analyze quantitative relationships between dependent and independent variables 	<p>solving a real-world or mathematical problem and that a variable can represent an unknown number)</p> <ul style="list-style-type: none"> • Student demonstrates partial understanding when representing and analyzing quantitative relationships between dependent and independent variables 	<p>and that a variable can represent an unknown number)</p> <ul style="list-style-type: none"> • Student consistently represents and analyzes quantitative relationships between dependent and independent variables 	<p>answering a question; can use variables to represent numbers and write expressions when solving a real-world or mathematical problem and that a variable can represent an unknown number) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none"> • Student consistently represents and analyzes quantitative relationships between dependent and independent variables and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Expression and Equation skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Expression and Equation skills to problem solve real-world situations	Student consistently applies a variety of Expression and Equation skills to problem solve real-world situations	Student consistently applies a variety of Expression and Equation skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

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Geometry

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
2 nd and 3 rd	<ul style="list-style-type: none"> Student is unable or rarely able to solve real-world and mathematical problems involving area, surface area, and volume (can find the area of triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; can find the volume of a right rectangular prism with fractional edge lengths; can draw polygons in a coordinate plane when given coordinates; can represent three-dimensional figures using nets) 	<ul style="list-style-type: none"> Student demonstrates partial understanding when solving real-world and mathematical problems involving area, surface area, and volume (can find the area of triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; can find the volume of a right rectangular prism with fractional edge lengths; can draw polygons in a coordinate plane when given coordinates; can represent three-dimensional figures using nets) 	<ul style="list-style-type: none"> Student consistently solves real-world and mathematical problems involving area, surface area, and volume (can find the area of triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; can find the volume of a right rectangular prism with fractional edge lengths; can draw polygons in a coordinate plane when given coordinates; can represent three-dimensional figures using nets) 	<ul style="list-style-type: none"> Student consistently solves real-world and mathematical problems involving area, surface area, and volume (can find the area of triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; can find the volume of a right rectangular prism with fractional edge lengths; can draw polygons in a coordinate plane when given coordinates; can represent three-dimensional figures using nets) and makes insightful connections to other ideas and concepts and independently challenges himself/herself

2) Expresses mathematical thinking in written and oral form.

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Trimester	1	2	3	4
2nd and 3rd	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
2nd and 3rd	Student in unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

Statistics & Probability

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student is unable or rarely able to develop understanding of statistical variability (can recognize a statistical question; understands that a set of data collected to answer 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when developing understanding of statistical variability (can recognize a statistical question; understands that a set of 	<ul style="list-style-type: none"> • Student consistently develops understanding of statistical variability (can recognize a statistical question; understands that a set of data collected to answer a statistical question has 	<ul style="list-style-type: none"> • Student consistently develops understanding of statistical variability (can recognize a statistical question; understands that a set of data collected to answer a statistical question has

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	<p>a statistical question has a distribution which can be described by its center, spread, and overall shape; can recognize that a measure of center for a numerical set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number)</p> <ul style="list-style-type: none"> • Student is unable or rarely able to summarize and describe distributions (can display numerical data in plots on a number line, including dot plots, histograms, and box plots; can summarize numerical data sets in relation to their context) 	<p>data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape; can recognize that a measure of center for a numerical set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number)</p> <ul style="list-style-type: none"> • Student demonstrates partial understanding when summarizing and describing distributions (can display numerical data in plots on a number line, including dot plots, histograms, and box plots; can summarize numerical data sets in relation to their context) 	<p>a distribution which can be described by its center, spread, and overall shape; can recognize that a measure of center for a numerical set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number)</p> <ul style="list-style-type: none"> • Student consistently summarizes and describes distributions (can display numerical data in plots on a number line, including dot plots, histograms, and box plots; can summarize numerical data sets in relation to their context) 	<p>a distribution which can be described by its center, spread, and overall shape; can recognize that a measure of center for a numerical set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none"> • Student consistently summarizes and describes distributions (can display numerical data in plots on a number line, including dot plots, histograms, and box plots; can summarize numerical data sets in relation to their context) and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Statistics and Probability skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Statistics and Probability skills to problem solve real-world situations	Student consistently applies a variety of Statistics and Probability skills to problem solve real-world situations	Student consistently applies a variety of Statistics and Probability skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

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SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH SCIENCE, PHYSICAL SCIENCE, and LIFE SCIENCE				
Trimester	1	2	3	4
ALL	<p><u>Rocks, Minerals, and Tectonic Plates:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth is a sphere composed of seemingly unchanging rock and metal, yet Earth is constantly changing; • Rocks, which are made of one or more kinds of minerals, can be identified by their properties and classified by how they are formed and changed; • The position of Earth’s continents has changed as the continents have ridden upon moving plates; earthquakes, volcanoes, and new crust are most common at the edges of these plates. <p><u>Forces and Motion:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • All motion can be explained with Newton’s laws of motion (direction, distance moved, and 	<p><u>Rocks, Minerals, and Tectonic Plates:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth is a sphere composed of seemingly unchanging rock and metal, yet Earth is constantly changing; • Rocks, which are made of one or more kinds of minerals, can be identified by their properties and classified by how they are formed and changed; • The position of Earth’s continents has changed as the continents have ridden upon moving plates; earthquakes, volcanoes, and new crust are most common at the edges of these plates. <p><u>Forces and Motion:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • All motion can be explained with Newton’s laws of motion (direction, distance moved, and speed); 	<p><u>Rocks, Minerals, and Tectonic Plates:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth is a sphere composed of seemingly unchanging rock and metal, yet Earth is constantly changing; • Rocks, which are made of one or more kinds of minerals, can be identified by their properties and classified by how they are formed and changed; • The position of Earth’s continents has changed as the continents have ridden upon moving plates; earthquakes, volcanoes, and new crust are most common at the edges of these plates. <p><u>Forces and Motion:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • All motion can be 	<p><u>Rocks, Minerals, and Tectonic Plates:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Earth is a sphere composed of seemingly unchanging rock and metal, yet Earth is constantly changing; • Rocks, which are made of one or more kinds of minerals, can be identified by their properties and classified by how they are formed and changed; • The position of Earth’s continents has changed as the continents have ridden upon moving plates; earthquakes, volcanoes, and new crust are most common at the edges of these plates.

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	<p>speed);</p> <ul style="list-style-type: none"> • Gravity affects the motion of objects; • An action force is always accompanied by an equal and opposite reaction force. <p><u>Matter:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Matter’s physical properties can be explained in terms of its particulate nature; • Matter can be described and classified as elements, compounds, and mixtures; • Matter undergoes physical and chemical changes; chemical changes involve the rearrangements of particles – atoms and molecules – that make up the matter. <p><u>Weather:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Weather includes the uneven heating of the Earth, the water cycle, relative humidity, measurement of rain, air, winds, pressure, and reading weather symbols and maps. • Rain, snow, and other 	<ul style="list-style-type: none"> • Gravity affects the motion of objects; • An action force is always accompanied by an equal and opposite reaction force. <p><u>Matter:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Matter’s physical properties can be explained in terms of its particulate nature; • Matter can be described and classified as elements, compounds, and mixtures; • Matter undergoes physical and chemical changes; chemical changes involve the rearrangements of particles – atoms and molecules – that make up the matter. <p><u>Weather:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Weather includes the uneven heating of the Earth, the water cycle, relative humidity, measurement of rain, air, winds, pressure, and reading weather symbols and maps. • Rain, snow, and other forms of precipitation come from clouds; not all clouds 	<p>explained with Newton’s laws of motion (direction, distance moved, and speed);</p> <ul style="list-style-type: none"> • Gravity affects the motion of objects; • An action force is always accompanied by an equal and opposite reaction force. <p><u>Matter:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Matter’s physical properties can be explained in terms of its particulate nature; • Matter can be described and classified as elements, compounds, and mixtures; • Matter undergoes physical and chemical changes; chemical changes involve the rearrangements of particles – atoms and molecules – that make up the matter. <p><u>Weather:</u> Student demonstrates understanding of key concepts, including:</p>	<p><u>Forces and Motion:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • All motion can be explained with Newton’s laws of motion (direction, distance moved, and speed); • Gravity affects the motion of objects; • An action force is always accompanied by an equal and opposite reaction force. <p><u>Matter:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Matter’s physical properties can be explained in terms of its particulate nature; • Matter can be described and classified as elements, compounds, and mixtures; • Matter undergoes physical and chemical
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	<p>forms of precipitation come from clouds; not all clouds produce precipitation.</p> <p>Student is unable or rarely able to communicate using acquired vocabulary.</p>	<p>produce precipitation.</p> <p>Student is beginning to communicate or sometimes communicates using acquired vocabulary.</p>	<ul style="list-style-type: none"> • Weather includes the uneven heating of the Earth, the water cycle, relative humidity, measurement of rain, air, winds, pressure, and reading weather symbols and maps. • Rain, snow, and other forms of precipitation come from clouds; not all clouds produce precipitation. <p>Student communicates using acquired vocabulary.</p>	<p>changes; chemical changes involve the rearrangements of particles – atoms and molecules – that make up the matter.</p> <p><u>Weather:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Weather includes the uneven heating of the Earth, the water cycle, relative humidity, measurement of rain, air, winds, pressure, and reading weather symbols and maps. • Rain, snow, and other forms of precipitation come from clouds; not all clouds produce precipitation. <p>Student makes insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Student communicates all scientific thinking precisely and with accurate vocabulary.</p>
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2) Applies scientific process skills (observing, recording data, experimenting, interpreting results, communicating).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).	<ul style="list-style-type: none"> • Student is beginning to learn through discovery. • Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<ul style="list-style-type: none"> • Student learns through discovery. • Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
ALL	<p>Student does not understand or rarely demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> ❖ Stone Age <ul style="list-style-type: none"> ➤ Early farmers ➤ Development of fire ➤ Stone tools ➤ Migration ➤ Stonehenge ➤ Cave art ➤ Hunters and gatherers ➤ Hominid groups ➤ Related to the Ice Age ❖ Mesopotamia <ul style="list-style-type: none"> ➤ Tigris and Euphrates Rivers ➤ Cuneiform 	<p>Student sometimes demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> ❖ Stone Age <ul style="list-style-type: none"> ➤ Early farmers ➤ Development of fire ➤ Stone tools ➤ Migration ➤ Stonehenge ➤ Cave art ➤ Hunters and gatherers ➤ Hominid groups ➤ Related to the Ice Age ❖ Mesopotamia <ul style="list-style-type: none"> ➤ Tigris and Euphrates Rivers ➤ Cuneiform 	<p>Student demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> ❖ Stone Age <ul style="list-style-type: none"> ➤ Early farmers ➤ Development of fire ➤ Stone tools ➤ Migration ➤ Stonehenge ➤ Cave art ➤ Hunters and gatherers ➤ Hominid groups ➤ Related to the Ice Age ❖ Mesopotamia <ul style="list-style-type: none"> ➤ Tigris and Euphrates Rivers ➤ Cuneiform ➤ Social hierarchy ➤ Innovations and 	<p>Student consistently demonstrates an understanding of concepts and independently applies them to other learning situations, making insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <ul style="list-style-type: none"> ❖ Stone Age <ul style="list-style-type: none"> ➤ Early farmers ➤ Development of fire ➤ Stone tools ➤ Migration ➤ Stonehenge ➤ Cave art ➤ Hunters and gatherers ➤ Hominid groups ➤ Related to the Ice Age ❖ Mesopotamia

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	<ul style="list-style-type: none"> ➤ Social hierarchy ➤ Innovations and inventions ➤ Epics ➤ Fertile Crescent ➤ Irrigation/Crops ❖ Ancient Egypt <ul style="list-style-type: none"> ➤ Mummification process/Afterlife ➤ Hieroglyphics ➤ King Tut ➤ Papyrus ➤ Nile River ➤ Three seasons: Inundation, Emergence, Harvest ➤ Polytheism ➤ Social hierarchy ❖ Ancient Greece <ul style="list-style-type: none"> ➤ Sparta and Athens ➤ Persian War (300) ➤ Parthenon ➤ Greek mythology ➤ Democracy ➤ Mediterranean ➤ Trireme ➤ Geography ➤ Golden Age ➤ Alexander the Great ➤ Sculptures ➤ Minoans/Mycenaeans ➤ Phoenicians ➤ Greek alphabet ➤ City-states ➤ Helots ➤ Peloponnesian War ➤ Xerxes 	<ul style="list-style-type: none"> ➤ Social hierarchy ➤ Innovations and inventions ➤ Epics ➤ Fertile Crescent ➤ Irrigation/Crops ❖ Ancient Egypt <ul style="list-style-type: none"> ➤ Mummification process/Afterlife ➤ Hieroglyphics ➤ King Tut ➤ Papyrus ➤ Nile River ➤ Three seasons: Inundation, Emergence, Harvest ➤ Polytheism ➤ Social hierarchy ❖ Ancient Greece <ul style="list-style-type: none"> ➤ Sparta and Athens ➤ Persian War (300) ➤ Parthenon ➤ Greek mythology ➤ Democracy ➤ Mediterranean ➤ Trireme ➤ Geography ➤ Golden Age ➤ Alexander the Great ➤ Sculptures ➤ Minoans/Mycenaeans ➤ Phoenicians ➤ Greek alphabet ➤ City-states ➤ Helots ➤ Peloponnesian War ➤ Xerxes 	<ul style="list-style-type: none"> ➤ inventions ➤ Epics ➤ Fertile Crescent ➤ Irrigation/Crops ❖ Ancient Egypt <ul style="list-style-type: none"> ➤ Mummification process/Afterlife ➤ Hieroglyphics ➤ King Tut ➤ Papyrus ➤ Nile River ➤ Three seasons: Inundation, Emergence, Harvest ➤ Polytheism ➤ Social hierarchy ❖ Ancient Greece <ul style="list-style-type: none"> ➤ Sparta and Athens ➤ Persian War (300) ➤ Parthenon ➤ Greek mythology ➤ Democracy ➤ Mediterranean ➤ Trireme ➤ Geography ➤ Golden Age ➤ Alexander the Great ➤ Sculptures ➤ Minoans/Mycenaeans ➤ Phoenicians ➤ Greek alphabet ➤ City-states ➤ Helots ➤ Peloponnesian War ➤ Xerxes ➤ Thermopylae ❖ Ancient Rome 	<ul style="list-style-type: none"> ➤ Tigris and Euphrates Rivers ➤ Cuneiform ➤ Social hierarchy ➤ Innovations and inventions ➤ Epics ➤ Fertile Crescent ➤ Irrigation/Crops ❖ Ancient Egypt <ul style="list-style-type: none"> ➤ Mummification process/Afterlife ➤ Hieroglyphics ➤ King Tut ➤ Papyrus ➤ Nile River ➤ Three seasons: Inundation, Emergence, Harvest ➤ Polytheism ➤ Social hierarchy ❖ Ancient Greece <ul style="list-style-type: none"> ➤ Sparta and Athens ➤ Persian War (300) ➤ Parthenon ➤ Greek mythology ➤ Democracy ➤ Mediterranean ➤ Trireme ➤ Geography ➤ Golden Age ➤ Alexander the Great ➤ Sculptures ➤ Minoans/Mycenaeans ➤ Phoenicians ➤ Greek alphabet ➤ City-states
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	<ul style="list-style-type: none"> ➤ Thermopylae ❖ Ancient Rome ➤ Italian peninsula/Italy ➤ Julius Caesar ➤ Augustus Caesar ➤ Byzantine Empire ➤ Ancient Olympics ➤ Republic ➤ Coliseum ➤ Trojan War ➤ Roman Architecture ➤ Plebeians and Patricians ➤ Punic War ➤ Hannibal ➤ Macedonia ➤ Romulus and Remus 	<ul style="list-style-type: none"> ➤ Thermopylae ❖ Ancient Rome ➤ Italian peninsula/Italy ➤ Julius Caesar ➤ Augustus Caesar ➤ Byzantine Empire ➤ Ancient Olympics ➤ Republic ➤ Coliseum ➤ Trojan War ➤ Roman Architecture ➤ Plebeians and Patricians ➤ Punic War ➤ Hannibal ➤ Macedonia ➤ Romulus and Remus 	<ul style="list-style-type: none"> ➤ Italian peninsula/Italy ➤ Julius Caesar ➤ Augustus Caesar ➤ Byzantine Empire ➤ Ancient Olympics ➤ Republic ➤ Coliseum ➤ Trojan War ➤ Roman Architecture ➤ Plebeians and Patricians ➤ Punic War ➤ Hannibal ➤ Macedonia ➤ Romulus and Remus 	<ul style="list-style-type: none"> ➤ Helots ➤ Peloponnesian War ➤ Xerxes ➤ Thermopylae ❖ Ancient Rome ➤ Italian peninsula/Italy ➤ Julius Caesar ➤ Augustus Caesar ➤ Byzantine Empire ➤ Ancient Olympics ➤ Republic ➤ Coliseum ➤ Trojan War ➤ Roman Architecture ➤ Plebeians and Patricians ➤ Punic War ➤ Hannibal ➤ Macedonia ➤ Romulus and Remus
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.