Holley Elementary School

Report Card
Parent Guide

Grade 6

This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

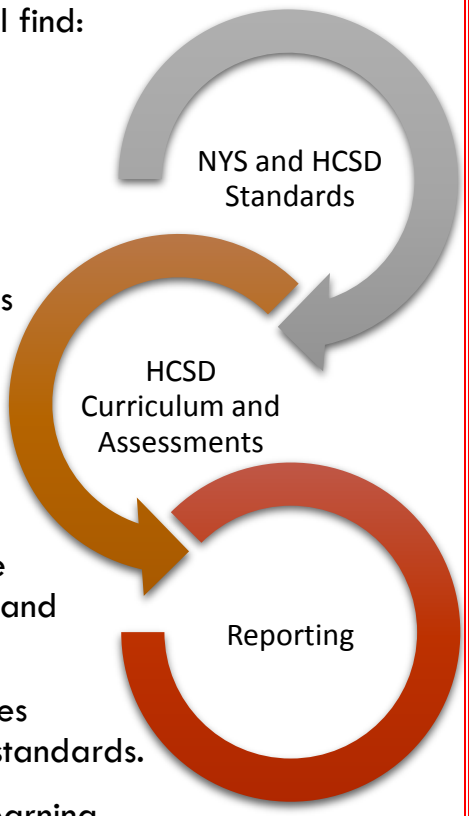
We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

Changes in Our New Report Card

The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.



Standards-Based Report Cards

There are four essential components to a standards-based system.

1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to measure learning and the extent to which a students has met the standard.
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.

Quick View

Academic Areas and Student Performance Levels

These descriptors (1-4) are used to report achievement in the NYS and District grade-level Standards.

These descriptors (A, C, I, N) are used to report student Effort and Learner Behaviors.

Current and expected reading levels are reported using a letter level from the Fountas & Pinnell Reading assessment.

2017-2018
Grade 3 Report Card
Holley Elementary
Principal: Ms. Karri D. Schiavone
3800 North Main Street
Holley, NY 14470
585-638-6318 x 2405

Student:

Teacher:

Academic Performance Level Descriptors

4 - Exceeding NYS and District Standards
3 - Meeting NYS and District Standards
2 - Working toward NYS and District Standards
1 - Not meeting NYS and District Standards
N/A - Not assessed at this time

Effort and Learner Behavior Descriptors

A - Always Demonstrates
C - Consistently Demonstrates
I - Inconsistently Demonstrates
N - Not Yet Demonstrating

Fountas and Pinnell Reading Levels
KDG - A, B, C, D / 1st Grade - E, F, G, H, I, J
2nd Grade - J, K, L, M / 3rd Grade - N, O, P
4th Grade - Q, R, S / 5th Grade - T, U, V
6th Grade - W, X, Y

Reading Level	Q1			
Current Fountas & Pinnell Reading Level	P			
English Language Arts - Reading Literature and Information	**Q1**	**Q2**	**Q3**	
Effort	C			
Asks and answers questions about a text and supports an answer or inference with text details	3			
Determines a main idea or theme and explains how key details support it	3			
Summarizes portions of a text	3			
Describes character traits, motivation and feelings using text details	3			
Describes the relationship between a series of events or ideas	N/A			
Uses context to determine the meanings of unknown words	N/A			
Identifies and uses text features to build comprehension	2			
Reads fluently and accurately to support comprehension	4			
Compares the point of view of the reader with that of the author, narrator or characters	N/A			
English Language Arts - Writing and Language	**Q1**	**Q2**	**Q3**	**Q4**
Effort	C			
Informational / Explanatory Writing	3			
Development of ideas	3			
Organization	2			
Narrative Writing	N/A			
Development of ideas	C			
Organization	N/A			
Opinion Writing	N/A			
Development of ideas	N/A			
Organization	N/A			
Across All Types of Writing	N/A			
Uses grade-level appropriate conventions (grammar, spelling, punctuation)	N/A			
Uses precise language and content-specific vocabulary	N/A			
Math Literacy	**Q1**	**Q2**	**Q3**	**Q4**
Effort	A			
Represents and solves problems using multiplication within 100 with fluency	N/A			
Represents and solves problems using division within 100 with fluency	N/A			
Understands properties of multiplication	N/A			
Understands the relationship between multiplication and division	N/A			
Uses place value to do multi-digit arithmetic by rounding numbers to the nearest 10 or 100	N/A			
Adds and subtracts fluently within 1,000	N/A			
Understands that fractions are a part of a whole	N/A			

Quick View

Learner Behaviors, Attendance and Teacher Comments

Student achievement is reported four times a year.

Learner Behaviors	Q1	Q2	Q3	Q4
Respects others' feelings and property	A			
Exercises self-control	A			
Accepts responsibility for own behavior	A			
Displays a positive attitude	A			
Cooperates and works well with others	A			
Listens effectively for information/directions	A			
Maintains appropriate voice level	A			
Stays focused during learning opportunities	A			
Works independently	A			
Seeks help when needed	A			
Uses time effectively to produce his/her best work	C			
Organizes personal and classroom materials	A			
Takes risks in learning	A			
Follows classroom routines	A			

Learner Behaviors are essential skills for becoming a successful learner.

Teacher comments will include more specific information about student progress and content covered.

COMMENTS:
Q1 **Comments by:**
Q2 **Comments by:**
Q3 **Comments by:**
Q4 **Comments by:**

Attendance area provides a record of the number of days present and days absent for each marking period.

ATTENDANCE	Q1	Q2	Q3	Q4
Days Present	44			
Days Absent	1			

Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Consistent evaluations between students

Q: How does this help communication with parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:

1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

Q: Why are not all standards listed on the report card?

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter or percentage grades?

A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:

1. Follow a teacher's individual assessment and expectations
2. Do not show a student's performance toward state and district standards or expectations
3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

Q: Can a student perform at a level 3 and then move to a lower level the next marking period?

A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:

1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show N/A?

A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.

1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.

When standards are taught, they are evaluated and will be reported on the report cards.

MATH

Ratios and Proportional Relationships • Understand ratio concepts and use ratio reasoning to solve problems. **The Number System** • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers.	**Expressions and Equations** • Apply and extend previous understandings of arithmetic to algebraic expressions.• Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables. **Geometry** • Solve real-world and mathematical problems involving area, surface area, and volume. **Statistics and Probability** • Develop understanding of statistical variability. • Summarize and describe distributions.

Below is an example of what you might see on the cover page of an assignment that has a total of 80 points.

Score: ____ / 80

Benchmark:

4: 76 – 80 points

3: 55 – 75 points

2: 26 – 54 points

1: 25 or fewer

Makes sense of problems and perseveres in solving them. _____

Clearly and precisely communicates mathematical thinking. _____

Uses mathematical strategies, models and tools appropriately. _____

Math Solutions Rubric: This rubric is designed to show students the expectations when answering mathematical equations.

	Exceeds Expectations 4	**Meets Expectations 3**	**Needs Improvement 2**	**Not Meeting Expectations 1**
Computation & Execution	All aspects of your solution were completely accurate. You used multiple representations for verifying your solution. You showed multiple ways to compute your answer.	Your computations were essentially accurate. All visual representations were complete and accurate. Your solution was essentially correct. Your work clearly supported your solution.	You made minor computational errors. Your representations were essentially correct but not accurately or completely labeled. Your inefficient choice of procedures impeded your success. The evidence for your solution was inconsistent or unclear.	Errors in computation were serious enough to flaw your solution. Your mathematical representations were inaccurate. You labeled incorrectly. Your solution was incorrect. You gave no evidence of how you arrived at your answer.
Feedback				
Strategies & Reasoning	You chose inventive or creative strategies for solving the problem. You proved that your solution was correct and that your approach was valid. You provided examples and/or counterexamples to support your solution. You used a sophisticated approach to solve the problem.	You chose appropriate, efficient strategies, and previously taught strategies. You justified each step of your work. Your representation(s) fit the task. The logic of your solution was apparent. Your process would lead to a complete, correct solution.	You used a strategy that only answers part of the question. Some of your representations accurately depicted aspects of the problem. You sometimes made leaps in your logic that were hard to follow. Your process led to a partially complete solution.	Your strategies were not appropriate for the problem. Your reasoning did not support your work. There was no apparent relationship between your representations and the task. There was no apparent logic to your solution or your approach to the problem would not lead to a correct solution.
Feedback				
Explanation	Your explanation is detailed, clear, and demonstrates an exemplary understanding that goes beyond the task. You use mathematical vocabulary that is relevant to the topic and above grade level expectations.	Your explanation is detailed, clear and demonstrates full understanding of the topic. You use mathematical vocabulary relevant to the topic that demonstrates an understanding of the topic.	Your explanation is a little difficult to understand, but includes critical components which demonstrates some understanding of the topic. You use mathematical vocabulary that demonstrates a limited understanding of the topic.	Your explanation is difficult to understand and is missing several critical components, which demonstrates little to no understanding of the topic. You use mathematical vocabulary that demonstrates no understanding of the topic.

Below are listed some of the grade 6 content indicators with explanations and examples to help clarify their meaning.

Ratios & Proportional Relationships

6.RP Understand ratio concepts and use ratio reasoning to solve problems.

- Students will use multiple forms of ratio language and ratio notation, and formalize understanding of equivalent ratios.
- Students apply reasoning when solving collections of ratio problems in real world contexts using various tools (e.g., tape diagrams, double number line diagrams, tables, equations and graphs).
- Students bridge their understanding of ratios to the value of a ratio, and then to rate and unit rate, discovering that a percent of a quantity is a rate per 100.

EXAMPLES:

c. What ratios can we say are equivalent to 2: 9?

$8:36$ *and* $20:90$

d. Come up with another possible ratio of the number Josie got incorrect to the number she got correct.

$5 \times 9 = 45$

$10:45$

e. How did you find the numbers?

Multiplied 5×2 *and* 5×9

f. Describe how to create equivalent ratios.

Multiply both numbers of the ratio by the same number (any number you choose).

The Number System

6.NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

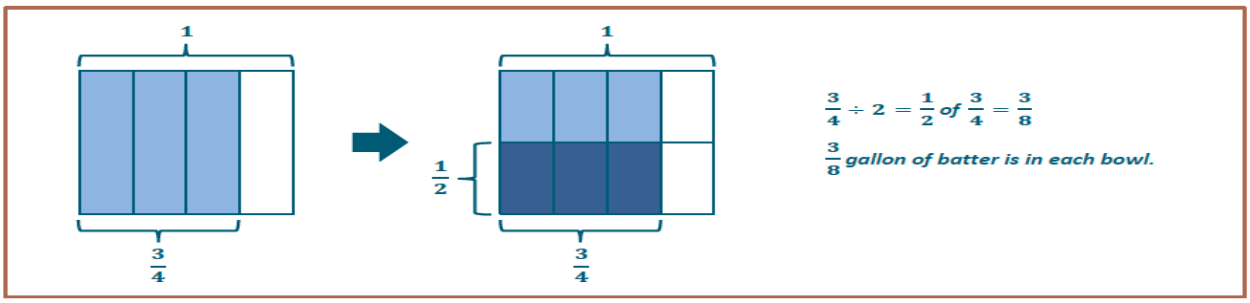
6.NS Compute fluently with multi-digit numbers and find common factors and multiples

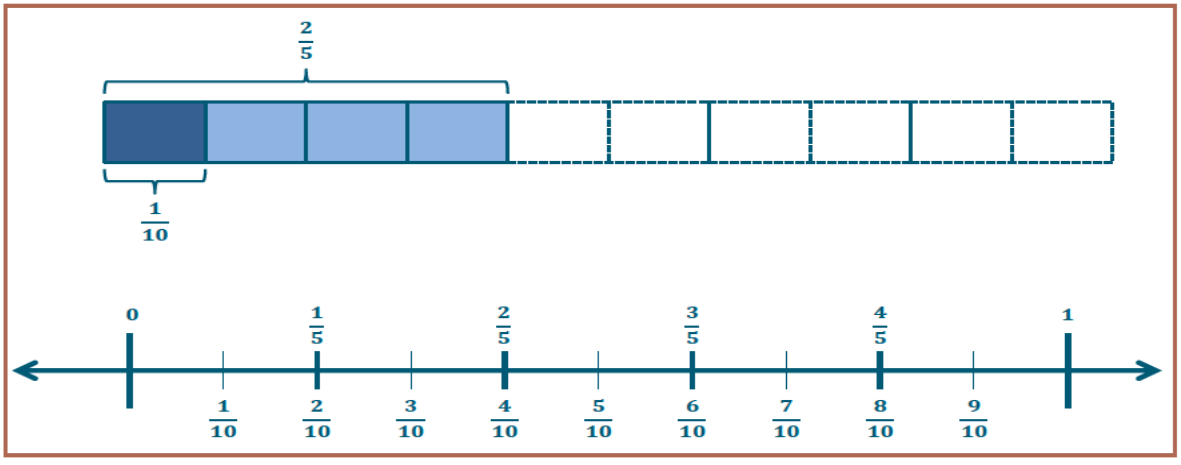
- Students complete their understanding of the four operations as they study division of whole numbers, division by a fraction and operations on multi-digit decimals.
- This expanded understanding serves to complete their study of the four operations with positive rational numbers, thereby preparing students for understanding, locating, and ordering negative rational numbers and algebraic expressions.

Examples:
These example exemplify the students complete understanding of the concepts being taught

- We said that we could also think of this problem as, "3 fourths is 2 groups of what?" Is it true that 3 fourths is 2 groups of 3 eighths? Use a repeated addition or multiplication sentence to support your response.
  - *Yes, it's true. 3 eighths plus 3 eighths is 6 eighths, which is equal to 3 fourths. → It's true.*

$2 \times \frac{3}{8} = \frac{6}{8} = \frac{3}{4}$.





Encourage students to study the models and discuss the similarities between dividing by 4 and multiplying by $\frac{1}{4}$. Students should articulate that both operations yield the same result.

6.EE Apply and extend previous understandings of arithmetic to algebraic expressions

6.EE Reason about and solve one-variable equations and inequalities

6.EE Represent and analyze quantitative relationships between dependent and independent variables

- students extend their arithmetic work to include using letters to represent numbers in order to understand that letters are simply "stand-ins" for numbers and that arithmetic is carried out exactly as it is with numbers.
- Students explore operations in terms of verbal expressions and determine that arithmetic properties hold true with expressions because nothing has changed—they are still doing arithmetic with numbers.
- Students determine that letters are used to represent specific but unknown numbers and are used to make statements or identities that are true for all numbers or a range of numbers.
- Students understand the relationships of operations and use them to generate equivalent expressions, ultimately extending arithmetic properties from manipulating numbers to manipulating expressions.
- Students read, write and evaluate expressions in order to develop and evaluate formulas. From there, they move to the study of true and false number sentences, where students conclude that solving an equation is the process of determining the number(s) that, when substituted for the variable, result in a true sentence.
- Students use arithmetic properties, identities, bar models, and finally algebra to solve one-step, two-step, and multi-step equations.

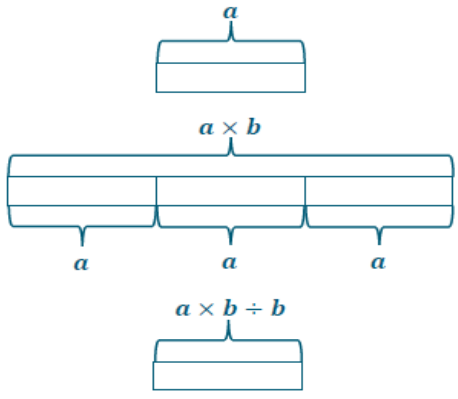
EXAMPLES:

1. **Create two equations to show the relationship between multiplication and division. These equations should be identities and include variables. Use the squares to develop these equations.**

2. **Write your equations on large paper. Show a series of tape diagrams to defend each of your equations.**

   Only one number sentence is shown there; the second number sentence and series of tape diagrams are included in the optional Discussion.

   Possible answer: $a \times b \div b = a$



   Possible answer: $a \div b \times b = a$

Geometry

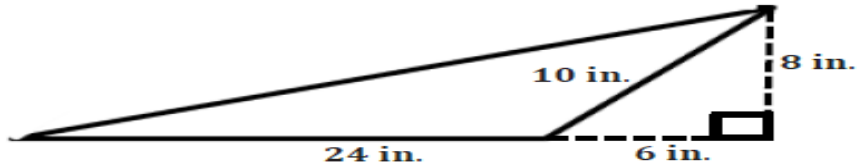
6.G Solve real-world and mathematical problems involving area, surface area, and volume

- Students utilize their previous experiences in order to understand and develop formulas for area, volume, and surface area.
- Students use composition and decomposition to determine the area of triangles, quadrilaterals, and other polygons.
- Students will extend their skills where they used coordinates and absolute value to find distances between points on a coordinate plane, students determine distance, perimeter, and area on the coordinate plane in real-world contexts.
- Students will use real-life application of the volume formula where students extend the notion that volume is additive and find the volume of composite solid figures.
- Students will apply volume formulas and use their previous experience with solving equations to find missing volumes and missing dimensions.
- Students will deconstruct the faces of solid figures to determine surface area.
- Students apply the surface area formula to real-life contexts and distinguish between the need to find surface area or volume within contextual situations.

Exercises 6–8

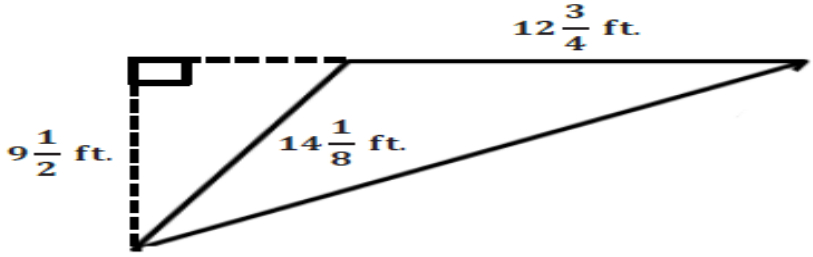
Calculate the area of each triangle. Figures are not drawn to scale.

6.



$A = \frac{1}{2}(24 \text{ in.})(8 \text{ in.}) = 96 \text{ in}^2$

7.



$A = \frac{1}{2}\left(12\frac{3}{4} \text{ ft.}\right)\left(9\frac{1}{2} \text{ ft.}\right) = \frac{1}{2}\left(\frac{51}{4} \text{ ft.}\right)\left(\frac{19}{2} \text{ ft.}\right) = \frac{969}{16} \text{ ft}^2 = 60\frac{9}{16} \text{ ft}^2$

Statistics & Probability

6.SP Develop understanding of statistical variability

6.SP Summarize and describe distributions

- Students move from simply representing data into analysis of data.
- Students begin to think and reason statistically, first by recognizing a statistical question as one that can be answered by collecting data.
- Students learn that the data collected to answer a statistical question has a distribution that is often summarized in terms of center, variability, and shape.

- Students see and represent data distributions using dot plots and histograms.
- Students will study quantitative ways to summarize numerical data sets in relation to their context and to the shape of the distribution.

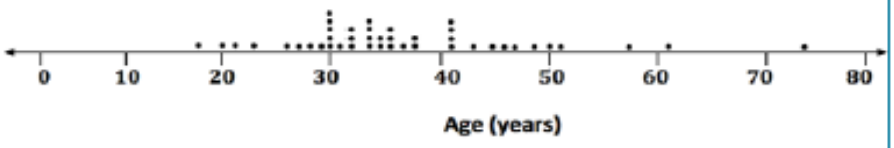
Example 1: Summary Information from Graphs

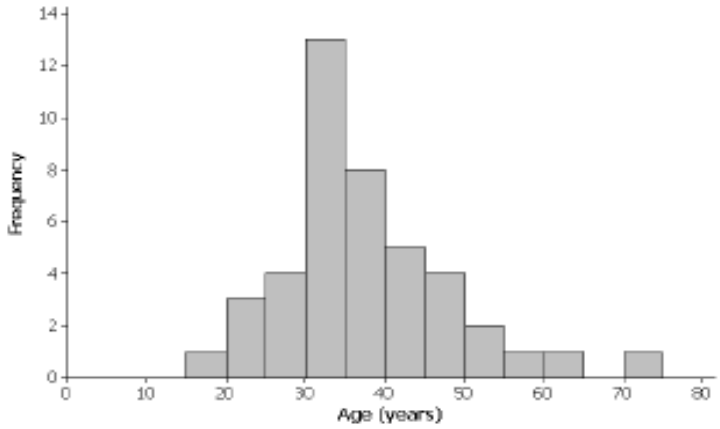
Here is a data set of the ages (in years) of 43 participants who ran in a 5-kilometer race.

20	30	30	35	36	34	38	46
45	18	43	23	47	27	21	30
32	32	31	32	36	74	41	41
51	61	50	34	34	34	35	28
57	26	29	49	41	36	37	41
38	30	30					

Here are some summary statistics, a dot plot, and a histogram for the data:

Minimum = 18, Q1 = 30, Median = 35, Q3 = 41, Maximum = 74; Mean = 36.8, MAD = 8.1





Scaffolding:

Recall that a dot plot includes a dot on a scale or number line for each value in a data set. Dots are stacked on top of one another when the same data value occurs more than once. Recall also that a histogram uses intervals of equal width on the horizontal scale and has a vertical scale that corresponds to either frequency or relative frequency. For each interval, the area of the bar is proportional to the number of observations in the interval, so the taller the bar, the greater the number of observations in that interval.

Exercises 1–7 (7 minutes)

Pose these questions one at a time. Encourage students to discuss the answers in small groups, and then discuss possible answers as part of a whole-class discussion.

Exercises 1–7

1. **Based on the histogram, would you describe the shape of the data distribution as approximately symmetric or as skewed? Would you have reached this same conclusion looking at the dot plot?**

   Both graphs show a slightly skewed right data distribution.

ELA

Grade 6

Reading: Literature

- Key Ideas and Details
- Use Craft and structure to interpret, analyze
- Range of Reading and Level of Text Complexity
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading: Informational Text

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

- Conventions of Standard English
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Reading:

Sixth Grade Reading Benchmark

Quarters	Fountas & Pinnell Reading Level
1	V
2	W
3	X
4	Y

Sixth graders will be developing skills to represent constructed responses to both fiction and non-fiction text. Writers will structure their responses to include re-statement, gist, topic appropriate details, while using proper conventions. These strategies will be used throughout the school year assist students in responding to text with detail.

Standards being assessed:

Reading: Literature

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Making evidence-based claims about texts is a core literacy and critical thinking proficiency that is an expectation at sixth grade. The skill consists of two parts. The first part is the ability to extract detailed information from texts and grasp how it is conveyed. Education and personal growth require real exposure to new information from a variety of media. Instruction should push students beyond general thematic understanding of texts into deep engagement with textual content and authorial craft. The second half of the skill is the ability to make valid claims about the new information.

Evidence Based Claims Rubric

	Exceeds Expectations 4	Meets Expectations 3	Needs Improvement 2	Not Meeting Expectations 1
Content and Analysis	Contains a clear, compelling claim. · Claim demonstrates insightful comprehension and valid precise inferences. · Overall analysis follows logically from the text	· Contains a clear claim. · Claim demonstrates sufficient comprehension and valid basic inferences. · Overall analysis follows logically from the text	Contains a claim, but it is not fully articulated. · Claim demonstrates basic literal comprehension and significant misinterpretation. · Major points of textual analysis are missing or irrelevant to accomplish purpose.	Contains a minimal claim that is not beyond correct literal repetition. · Minimal inferential analysis serving no clear purpose.
Command of Evidence	· Central claim is well-supported by textual evidence. · Use of relevant evidence is sustained throughout the entire analysis. · The core reasoning follows from evidence.	Central claim is well-supported by textual evidence. · Use of relevant evidence is generally sustained with some gaps. · The core reasoning follows from evidence	Central claim is only partially supported by textual evidence. · Analysis is occasionally supported with significant gaps or misinterpretation. · The core reasoning is tangential or invalid with respect to the evidence.	Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.
Coherence and Organization	The organization strengthens the exposition. The introduction establishes context ; the organizational strategies are appropriate for the content and purpose. · There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.	The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. · The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.	Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. · Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.	There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. · Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.

Control of Language and Grammar	· Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. · Successful and consistent stylistic choices have been made that serve the writing purpose. · Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing	· Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. · There is some evidence of stylistic choices that serve the purpose of the essay. · Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.	Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. · There are few or no attempts to develop an appropriate style. · Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.	Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. · Illustrates consistent errors of standard, grade-level appropriate writing conventions. Errors impede readability and comprehension of the writing.

Examples of Evidence Based Claim

Do schools have the right to monitor students' online activity? Use evidence from the text and/or your real life experience to support your response.

Schools do not have the right to monitor students' online activity because it is not within their realm of authority. To begin with school administration monitoring and policing students' online behavior can be seen as a violation of freedom of speech. In addition, monitoring students' online activity and behavior is the responsibility of the parents not the school administration. Furthermore, several states, including Louisiana, have adopted strict cyberbullying policies to eliminate online harrassment and bullying. For these reasons, schools should not be in charge of monitoring students' online activity and enforcing consequences.

Name MODEL Text Steve Jobs' Stanford University Commencement Address

CLAIM:	Jobs was humiliated when he was fired from Apple.	
Supporting Evidence	**Supporting Evidence**	**Supporting Evidence**
"So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating." (Reference: lines 62-63)	"I felt that I had let the previous generation of entrepreneurs down" (Reference: lines 64-65)	"I was a very public failure, and I even thought about running away from the valley." (Reference: lines 67-68)

CLAIM:	Getting fired from Apple was one of the best things that happened to Jobs.	
Supporting Evidence	**Supporting Evidence**	**Supporting Evidence**
"I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. " (Reference: lines 71-72)	"I started a company named NeXT, another company named Pixar" (Reference: lines 75-76)	"Pixar...is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance." (Reference: lines 77-78)

Name MODEL

Text Steve Jobs' Stanford University Commencement Address

In his speech to Stanford graduates in 2005, Steve Jobs tells a story "about death," because he wants the graduates to realize something he has learned from having cancer: that death is a necessary part of life, which should influence how people live. When Jobs was first diagnosed with pancreatic cancer, he was told that it was incurable and that he would not live long (107-108). Knowing he might die from cancer caused him to remember something he had thought since he was 17, that he should live every day as if it were his last (lines 95-7).

In lines 120-1, Jobs introduces his message and tells the graduates that he can state his ideas "with a bit more certainty than when death was a useful but purely intellectual concept." In paragraph 21, he states several claims that explain how he now views death. He describes Death as "the single best invention of life" and "life's change agent" because it "clears out the old to make way for the new." Jobs' story about his cancer explains something he has said earlier in paragraph 17: "Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life." Steve Jobs is telling the graduates that they should live their lives in a meaningful way, because, like him, they never know when life might end.