



**What is an indicator and what does each mean?**

Portrait of a Learner Indicators		
N	S	C
Does Not Yet Demonstrate	Sometimes Demonstrates	Consistently Demonstrates

What is the same as before?	What has changed?
<ul style="list-style-type: none"> <li>Students' proficiency will still be evaluated using four levels of performance.</li> <li>Each standard and cluster level will continue to communicate scores of 4, 3, 2, or 1.</li> </ul>	<ul style="list-style-type: none"> <li>Each subject area will communicate a letter symbol indicator.</li> <li>The report card will communicate proficiency with fewer skills/standards; only priority standards will be reported on going forward.</li> </ul>



This guide has been created to provide parents/guardians with the following information about the Palos Heights School System's Standards Based Report Cards. Over the past two years, we have worked to strengthen our student report card in efforts to serve as a better communication tool for our families while honoring the critical components of a standards based system.

Reporting student progress is an essential part of the communication and partnership between home and school. We believe that it is our district's professional responsibility to provide parents and students with information that accurately reflects a student's level of performance and progress in meeting academic and social standards. In the classroom, this will continue to include direct feedback to all students to clearly communicate where each child is in the learning progression. To improve consistency on graded assessments across the building, student scores of 4, 3, 2, or 1 will be based on standard expectations.

4 EXCEEDS  
3 PROFICIENT  
2 DEVELOPING  
1 BEGINNING

Our report card is designed to provide a "snapshot" of grade-level standards and communicates an individual student's progress toward independently meeting those expectations. Standards-based grading measures the mastery of a learning target. To assist our families in better understanding this approach, Independence Junior High School has adopted a hybrid approach. Each subject area on the report card will continue to communicate scores of 4, 3, 2, or 1 at the **standard** and **cluster** level. We have now added a letter grade to represent the students' overall mastery for each **subject**, based upon the average scores for each cluster group of standards. The overall **subject** grades will be determined as follows:

A = 4.0 - 3.6  
B = 3.59 - 3.2  
C = 3.19 - 2.8  
D = <2.79



# Independence Junior High School

## 6th Grade Report Card

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### 2025-2026 TRIMESTER 1 REPORT CARD

#### ATTENDANCE T1 T2 T3

ABSENT	0	0	0
LATE	0	0	0

#### SUBJECT INDICATORS

A	4.0-3.6
B	3.59-3.2
C	3.19-2.8
D	<2.79

#### ACADEMIC INDICATORS

4	EXCEEDS
3	PROFICIENT
2	DEVELOPING
1	BEGINNING

#### PORTRAIT OF A LEARNER INDICATORS

C	CONSISTENTLY DEMONSTRATES
S	SOMETIMES DEMONSTRATES
D	DOES NOT YET DEMONSTRATE

#### CLASSES

#### T1 T2 T3

<b>ELA 6</b> Jessica Gabriel	<b>C</b>		
<b>Reading Literature</b>	<b>3</b>		
Cite textual evidence to support analysis of what the text says directly as well as inferences drawn from the text.	4		
Find the theme of a text and how it is revealed through details; provide a summary of the text without opinions or judgments.	4		
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1		
<b>Reading Informational</b>	<b>4</b>		
Cite textual evidence to support analysis of what the text directly says as well as inferences drawn from the text.	4		
Determine a central idea of a text and how it is revealed through particular details; provide a summary of the text without opinions or judgments.	4		
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	4		
<b>Writing</b>	<b>2</b>		
Write arguments to support claims with clear reasons and relevant evidence.	1		
Examine a topic while conveying ideas through organization and analysis to create relevant explanatory writing.	1		
Write narratives to develop real or imagined experiences or events using effective descriptive details, logical event sequences, and dialogue.	4		
<b>Language</b>	<b>3</b>		
Demonstrate command of standard English grammar when writing.	3		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	3		

#### CLASSES

#### T1 T2 T3

<b>Math 6</b> Sharon Rosynek	<b>A</b>		
<b>Geometry</b>	<b>3</b>		
Find area of triangles, quadrilaterals, and polygons by solving real world problems.	3		
Find surface area of figures using nets and apply these techniques to solve real-world and mathematical problems.	3		
<b>Ratios and Proportions</b>	<b>4</b>		
Understand the concept of a ratio using ratio language.	4		
Use ratio and rate reasoning to solve real-world and mathematical problems.	4		
<b>The Number System</b>	<b>4</b>		
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.	3		
Multi-digit decimal operations.	4		
Find the greatest common factor of two whole numbers.	4		
Use positive and negative numbers to represent quantities in real-world context.	4		
Understanding rational numbers and their opposites on a number line.	4		
Understand ordering and absolute value of rational numbers.	4		
Solve real-world and mathematical problems by graphing points in all quadrants and use coordinates and absolute value to find distances with shared x- or y-values.	4		
<b>Expressions and Equations</b>	<b>4</b>		
Write, read, and evaluate expressions using whole number exponents and variables.	4		
Generate equivalent expressions.	4		



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CLASSES	T1	T2	T3
<b>Science 6</b> Carolyn Rolla	<b>D</b>		
<b>Life Science</b>	<b>3</b>		
Constructing Explanations and Arguing from Evidence	3		
Developing, Using, and Analyzing Models/data	4		
Planning and Carrying Out Investigations	4		
Obtaining, Evaluating, and Communicating Information	1		
<b>Earth/Space</b>	<b>3</b>		
Constructing Explanations and Arguing from Evidence	4		
Developing, Using, and Analyzing Models/data	2		
Planning and Carrying Out Investigations	4		
Obtaining, Evaluating, and Communicating Information	2		
<b>Physical Science</b>	<b>2</b>		
Constructing Explanations and Arguing from Evidence	2		
Developing, Using, and Analyzing Models/data	1		
Planning and Carrying Out Investigations	1		
Obtaining, Evaluating, and Communicating Information	4		
<b>Social Studies 6</b> Andrew Janotta	<b>D</b>		
<b>History</b>	<b>2</b>		
Describe and/or explain multiple causes and effects of historical events.	2		
Use evidence to explain historical events.	2		
<b>Geography</b>	<b>1</b>		
Compare and contrast the cultural and geographical characteristics of different places and regions.	1		
Explain how geographical characteristics affect human settlements.	1		

CLASSES	T1	T2	T3
<b>STEM 6</b> Anthony Marinello	<b>C</b>		
<b>Innovative Designer</b>	<b>3</b>		
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	3		
<b>Creative Communicator</b>	<b>3</b>		
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	3		
<b>Global Collaborator</b>	<b>2</b>		
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	2		
<b>Engineering Design</b>	<b>4</b>		
Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	4		
Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	4		
Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	4		
Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	4		



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CLASSES T1 T2 T3

<b>Art 6</b> Moira Donahue	A		
<b>Creating</b>	3		
Student is open to learning new techniques, taking the teacher's feedback to advance their piece, and persevering through any obstacles.	3		
Student can implement the Elements of Art and/or Principles of Design to create a unique piece of artwork.	3		
<b>Responding</b>	3.7		
Student can use the vocabulary taught in the lesson to discuss an artwork.	3		
Student can interpret intent and meaning of an artistic work.	4		
Student can identify the Elements of Art and/or Principles of Design used in an artwork.	4		
<b>Connecting</b>	4		
Student can relate knowledge and personal experiences to their art piece.	4		
Student can relate artistic ideas and works with societal, cultural, and historical context.	4		
Student can create a unique piece that represents their personality and uniqueness.	4		
<b>Band 6</b> Brian Everson	D		
<b>Performance</b>	1		
Perform grade level rhythms.	1		
Perform grade level notations	1		
Perform with grade level tone quality.	1		
Perform with grade level musicianship.	1		
<b>Music 6</b> Lauren Weaver	B		
<b>Performance</b>	3.3		
Perform grade level rhythms.	4		
Perform musical selections with proper technique.	3		
Create original media.	3		
<b>Music Literacy and Response</b>	3.3		
Read and notate rhythm and pitches.	3		
Analyze pieces of music using musical vocabulary.	4		
Connect music to other arts, history and culture.	3		

CLASSES T1 T2 T3

<b>Physical Education</b> Paula Stepaniuk	B		
<b>Develops a Variety of Motor Skills</b>	3		
Demonstrates appropriate form in a variety of health-related fitness activities.	3		
Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.	4		
Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games.	1		
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	4		
<b>Applies Knowledge Related to Movement and Fitness Concepts</b>	4		
Demonstrates problem-solving skills in a variety of games and activities.	4		
Identifies and compares the components of health and skill-related fitness.	4		
Applies knowledge of skill-related fitness to different types of physical activity.	4		
<b>Develops Personal Skills, Identifies Personal Benefits of Movement, and Chooses to Engages in Physical Activity</b>	3		
Participates in a variety of physical activities that can positively affect personal health.	4		
Sets goals to participate in physical activities based on examining individual ability.	2		
Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	3		



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**2025-2026 TRIMESTER 1 REPORT CARD**

PORTRAIT OF A LEARNER

T1 T2 T3

<b>CITIZENSHIP</b>			
Follows classroom expectations	S		
<b>COMMUNICATION</b>			
Advocates for one's own learning	D		
<b>INNOVATION</b>			
Uses available resources to be successful	C		
<b>PERSEVERENCE</b>			
Completes work on time	C		
<b>WELLNESS</b>			
Demonstrates self control	S		

GENERAL COMMENTS