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| Everett Public Schools Elementary Progress Report | Student: | Student ID: | School: | 1 |
| | GradeLevel: Grade 3 | Year: | Teacher: | |

| | | | | | | | |
|--------------|----|----|------------------|-------------------------------|---|-----|---|
| Attendance | S1 | S2 | Support Services | Keys for Academic Performance | | | |
| Days Absent | | | Highly Capable. | 1 | Below performance expectations at this time | 2 | Approaching performance expectations at this time |
| Days Tardy | | | | 3 | Meeting performance expectations at this time | 4 | Exceeding performance expectations at this time |
| Days Present | | | | NA | Not assessed at this time | IEP | Individualized Education Plan |

| Term Comments | Key for 21st Century Skills | | Mathematics | | Grade 4 | | S1 | S2 | | | | |
|---|---|--------------|-------------|--------|--|---|---|----|--------------------------|--------------------------|--------------------------|--------------------------|
| | C | Consistently | O | Often | Operations and Algebraic Thinking | | | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | S | Sometimes | R | Rarely | <ul style="list-style-type: none">• Uses the four operations with whole numbers to solve problems.• Gains familiarity with factors and multiples to 100.• Generates and analyzes patterns. | | | | | | | |
| | 21st Century Skills | | | | S1 | S2 | Number and Operations in Base Ten | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Citizenship | | | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">• Generalizes place value understanding for multi-digit whole numbers.• Uses place value understanding of properties of operations to perform multi-digit arithmetic including adding and subtracting multi-digit numbers, and multiplying up to four digits by a one-digit number, and multiplying two-digit numbers using and explaining a variety of strategies. | | | | | |
| | <ul style="list-style-type: none">• Impacts others positively• Actively involved in addressing issues | | | | <input type="checkbox"/> | <input type="checkbox"/> | Number and Operations - Fractions | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Collaboration | | | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">• Extends understanding of fraction equivalence and ordering.• Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers including solving word problems involving addition and subtraction of fractions referring to the same whole, and multiplication of a fraction by a whole number.• Understands decimal notation for fractions and compares decimal fractions to hundredths. | | | | | |
| | <ul style="list-style-type: none">• Works interdependently• Learns and contributes to learning of others• Purposeful in working with others | | | | <input type="checkbox"/> | <input type="checkbox"/> | Measurement and Data | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Communication | | | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">• Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit: knows relative sizes of measurement units within one system of units; uses the four operations to solve word problems; applies the area and perimeter formulas for rectangles in real world and mathematical problems.• Represents and interprets data: makes line plots to display data sets of measurements in fractions of a unit; solves problems involving addition and subtraction of fractions by using information presented in line plots.• Geometric measurement: understands concepts of angle and measures angles: recognizes angle measure as additive, and solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems. | | | | | |
| | <ul style="list-style-type: none">• Interacts well with others• Conveys meaning and gains understanding• Utilizes digital environment appropriately | | | | <input type="checkbox"/> | <input type="checkbox"/> | Geometry | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Creativity | | | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">• Draws and identifies lines and angles, and classifies (two-dimensional) shapes by properties of their lines and angles including recognizing, identifying, and drawing lines of symmetry. | | | | | |
| | <ul style="list-style-type: none">• Generates ideas• Determines approaches• Uses ingenuity and imagination | | | | <input type="checkbox"/> | <input type="checkbox"/> | Reasoning, Problem Solving, and Communication | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Critical Thinking | | | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">• Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems | | | | | |
| | <ul style="list-style-type: none">• Generates questions• Evaluates information and arguments• Makes connections and identifies patterns• Reasons and constructs knowledge• Problem solves and applies in the real world | | | | <input type="checkbox"/> | <input type="checkbox"/> | Mathematics Progress + Significant ✓ Steady – Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Growth Mindset | | | | <input type="checkbox"/> | <input type="checkbox"/> | Speaking and Listening | | | | S1 | S2 |
| | <ul style="list-style-type: none">• Shows tenacity, perseverance and resilience• Self-regulates• Advocates for self | | | | | | Comprehension and Collaboration | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | <ul style="list-style-type: none">• Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly• Determines the main ideas and details from a text read aloud or diverse media and formats; asks and answers questions about information | | | | | | |
| | | | | | | Presentation of Knowledge and Ideas | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | | | | <ul style="list-style-type: none">• Reports on a topic or text, tells a story, or recounts an experience with facts and descriptive details• Creates audio recordings of stories or poems; adds visual displays for facts and details• Speaks in complete sentences | | | | | | |
| | | | | | | Speaking and Listening Progress + Significant ✓ Steady – Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| Ensuring each student learns to high standards. | | | | | | | | | | | | |

| Reading | Grade 4 | S1 | S2 | Student: | 2 |
|--|---------|--------------------------|--------------------------|---|---|
| Phonics and Word Recognition | | <input type="checkbox"/> | <input type="checkbox"/> | Science | S1 S2 |
| <ul style="list-style-type: none"> Applies grade-level phonics and word analysis skills in decoding words | | <input type="checkbox"/> | <input type="checkbox"/> | Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Plants and animals have characteristics and basic needs for survival (Kit: Structures of Life) | <input type="checkbox"/> <input type="checkbox"/> |
| Fluency | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> From Molecules to Organisms: Structures and Processes Heredity: Inheritance and Variation of Traits Biological Evolution: Unity and Diversity - Adaptation | |
| Language/Vocabulary | | <input type="checkbox"/> | <input type="checkbox"/> | Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Sounds are caused by vibrations. Pitch and volume are determined by the rate of vibration. Sound travels and is transmitted better through some materials than others. (Kit: Sound) | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"> Uses knowledge of language and its conventions; chooses words and phrases for effect; uses formal/ informal English based on context Determines or clarifies meanings of words using context, affixes, root words, resources; understands figurative language and word relationships; uses grade appropriate vocabulary | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Waves and Their Applications in Technologies for Information Transfer Energy | |
| Key Ideas and Details | | <input type="checkbox"/> | <input type="checkbox"/> | Engineering Design and Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – To Get to the Other Side: Designing Bridges) | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"> Refers to details and examples explicitly and when drawing inferences in literary and informational text Determines a theme (story, drama, poem) or main idea from details in the text; summarizes the text Describes a character, setting, or event with specific details; explains events, procedures, ideas, or concepts (including what happened and why) based on specific information | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Motion and Stability: Forces and Interactions Engineering Design | |
| Craft and Structure | | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Science | |
| <ul style="list-style-type: none"> Determines meaning of general academic and domain-specific words/phrases as they are used in a text Explains major differences between poems, drama, prose; refers to elements of poems and drama; describes the overall structure of events/ideas/concepts in an informational text Compares/contrasts points of view within stories or topics including first- and secondhand accounts | | <input type="checkbox"/> | <input type="checkbox"/> | Science Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> <input type="checkbox"/> |
| Integration of Knowledge and Ideas | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | S1 S2 |
| <ul style="list-style-type: none"> Makes connections between the text of a story/drama/visual/oral presentation; interprets information presented visually/orally/quantitatively in informational text Explains how an author uses reasons and evidence to support points Compares/contrasts themes/topics in myths and literature; integrates information from two similar texts | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | <input type="checkbox"/> <input type="checkbox"/> |
| Range of Reading and Level or Text Complexity | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Civics: Understands a community is made up of people with different cultural perspectives Economics: Understands economic systems are influenced by laws, values and customs of a culture Geography: Understands cultural characteristics of regions in North America; Understands elements all cultures share History: Understands how various cultural groups have shaped history Social Studies Skills: Uses questions to find information in technology and print resources | |
| Overall Progress Reading | | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Social Studies | |
| Reading Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> <input type="checkbox"/> |
| Writing | | S1 | S2 | Health and Fitness | S1 S2 |
| Text Types and Purposes | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"> Writes informative/explanatory texts to examine a topic and convey ideas and information clearly Writes narratives to develop real or imagined experiences or events using effective technique, details and sequenced events Writes opinion pieces on topics or texts, supporting a point of view with reasons | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness Students will exhibit responsible personal and social behavior that respects self and others. | <input type="checkbox"/> <input type="checkbox"/> |
| Production and Distribution of Writing | | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Health and Fitness | |
| <ul style="list-style-type: none"> Produces writing appropriate to task and purpose Develops and strengthens writing by planning, revising and editing Uses technology to produce writing, publish writing, interact, and collaborate with peers on writing | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> <input type="checkbox"/> |
| Research to Build and Present | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | S1 S2 |
| <ul style="list-style-type: none"> Conducts short research projects Recalls or gathers information from print and digital sources; takes notes and sorts evidence | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | <input type="checkbox"/> <input type="checkbox"/> |
| Range of Writing | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Demonstrates and applies visual art skills and concepts Uses creative process to develop ideas | |
| <ul style="list-style-type: none"> Writes routinely over extended time frames | | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Art | |
| Conventions of Standard English | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"> Demonstrates command of the conventions of standard English grammar and usage Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling | | <input type="checkbox"/> | <input type="checkbox"/> | Music | S1 S2 |
| Overall Progress Writing | | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates and applies music skills and concepts | <input type="checkbox"/> <input type="checkbox"/> |
| Writing Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Demonstrates and applies music skills and concepts | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Contributes to positive group activities by participating appropriately | <input type="checkbox"/> <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Contributes to positive group activities by participating appropriately | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Music | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Music Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> <input type="checkbox"/> |