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|--|---------------------|-------------|----------|---|
| Everett Public Schools Elementary Progress Report | Student: | Student ID: | School: | 1 |
| | GradeLevel: Grade 4 | 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 5 | | S1 | S2 | | | | |
|---|--|--------------|-------------|--------------------------|--|--|---|----|--------------------------|--------------------------|--------------------------|--------------------------|
| | C | Consistently | O | Often | Operations and Algebraic Thinking | | | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | S | Sometimes | R | Rarely | • Writes and interprets numerical expressions. • Analyzes patterns and relationships to be able to create and graph ordered pairs. | | | | | | | |
| | 21st Century Skills | | | | S1 | S2 | Number and Operations in Base Ten | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Citizenship | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Understands the place value system. • Performs operations with multi-digit whole numbers and with decimals to hundredths. | | | | | |
| | • Impacts others positively | | | | | | Number and Operations - Fractions | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Actively involved in addressing issues | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Uses equivalent fractions as a strategy to add and subtract fractions in arithmetic and word problems. • Applies and extends previous understandings of multiplication and division to multiply and divide fractions. | | | | | |
| | Collaboration | | | | | | Measurement and Data | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Works interdependently | | | | | | • Converts like measurement units within a given measurement system to solve multi-step real world problems. • Represents and interprets data to display data sets of measurements in fractions of a unit; solves problems involving information presented in line plots. • Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition. | | | | | |
| | • Learns and contributes to learning of others | | | | <input type="checkbox"/> | <input type="checkbox"/> | Geometry | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Purposeful in working with others | | | | | | • Graphs points on the coordinate plane to solve and represent real-world and mathematical problems. • Classifies two-dimensional figures into categories based on their properties. | | | | | |
| Communication | | | | <input type="checkbox"/> | <input type="checkbox"/> | Reasoning, Problem Solving, and Communication | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| • Interacts well with others | | | | | | • Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems. | | | | | | |
| • Conveys meaning and gains understanding | | | | <input type="checkbox"/> | <input type="checkbox"/> | Mathematics Progress | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| • Utilizes digital environment appropriately | | | | | | + Significant ✓ Steady – Minimal | | | | | | |
| Creativity | | | | <input type="checkbox"/> | <input type="checkbox"/> | Speaking and Listening | | | | S1 | S2 | |
| • Generates ideas | | | | | | Comprehension and Collaboration | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| • Determines approaches | | | | | | • Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly | | | | | | |
| • Uses ingenuity and imagination | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Paraphrases portions of a text or information presented in diverse media and formats; identifies reasons and evidence a speaker provides to support particular points | | | | | | |
| Critical Thinking | | | | | | Presentation of Knowledge and Ideas | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| • Generates questions | | | | | | • Reports on a topic or text, tells a story, or recounts an experience in an organized manner; uses facts, details and appropriate pacing • Adds audio recordings and visual displays to presentations to enhance the main ideas or themes | | | | | | |
| • Evaluates information and arguments | | | | | | • Differentiates between situations that call for formal/informal English | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| • Makes connections and identifies patterns | | | | <input type="checkbox"/> | <input type="checkbox"/> | Speaking and Listening Progress | | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| • Reasons and constructs knowledge | | | | | | + Significant ✓ Steady – Minimal | | | | | | |
| • Problem solves and applies in the real world | | | | | | | | | | | | |
| Growth Mindset | | | | | | | | | | | | |
| • Shows tenacity, perseverance and resilience | | | | | | | | | | | | |
| • Self-regulates | | | | | | | | | | | | |
| • Advocates for self | | | | | | | | | | | | |
| Ensuring each student learns to high standards. | | | | | | | | | | | | |

| Reading | | Grade 5 | | S1 | S2 | Student: | | 2 |
|---|--|---------|--|--------------------------|--------------------------|---|--|---|
| Phonics and Word Recognition | | | | <input type="checkbox"/> | <input type="checkbox"/> | Science | | S1 S2 |
| • Knows and apply grade-level phonics and word analysis skills in decoding words | | | | <input type="checkbox"/> | <input type="checkbox"/> | Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Matter occupies space and has mass. Changes of state occur when matter is heated or cooled (Kit: Changes of State) | | <input type="checkbox"/> <input type="checkbox"/> |
| Fluency | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Matter and its Interactions • Energy • Engineering Design | | <input type="checkbox"/> <input type="checkbox"/> |
| • Reads with sufficient accuracy, fluency, rate, and expression; includes prose and poetry • Uses context and rereading to confirm or self-correct words | | | | <input type="checkbox"/> | <input type="checkbox"/> | Earth and Space Science & Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Water has an important role in shaping the land. Humans interact with natural elements to affect changes in the landscape (Kit: Land and Water) | | <input type="checkbox"/> <input type="checkbox"/> |
| Language/Vocabulary | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Matter and its Interactions • Earth’s Place in the Universe • Earth’s Systems • Earth and Human Activity | | <input type="checkbox"/> <input type="checkbox"/> |
| • Uses knowledge of language and conventions; expands/combines/reduces sentences; compares uses of English • Determines or clarifies meanings of words using context, affixes, root words, reference materials; understands figurative language and word relationships; uses grade appropriate vocabulary | | | | <input type="checkbox"/> | <input type="checkbox"/> | Engineering Design 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 – A Stick in the Mud: Evaluating a Landscape) | | <input type="checkbox"/> <input type="checkbox"/> |
| Key Ideas and Details | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Earth and Human Activity • Engineering Design | | <input type="checkbox"/> <input type="checkbox"/> |
| • Quotes accurately from a literary/ informational text to explain what the text infers or says explicitly • Determines theme/main ideas in literature/ informational text with details; summarizes texts • Compares/contrasts two or more characters, settings, or events in a story/drama; explains the relationships between two or more individuals/events/ ideas/concepts in informational texts | | | | <input type="checkbox"/> | <input type="checkbox"/> | Science Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| Craft and Structure | | | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | | S1 S2 |
| • Determines meaning of general academic and content-specific words/phrases as they are used in text • Explains how a series of chapters, scenes, or stanzas provide the overall structure of a story, drama, or poem; compares/contrasts the overall structure of events/ideas/concepts in two or more texts • Describes how a narrator’s or speaker’s point of view influences how events are described; analyzes multiple accounts of the same event or topic, comparing and contrasting the point of view represented | | | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | | <input type="checkbox"/> <input type="checkbox"/> |
| Integration of Knowledge and Ideas | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Civics: Understands rights and responsibilities of citizens in the Washington State Constitution; Understands how governments are organized into local, state, tribal and national levels • Economics: Understands how Washington State's economy is influenced by environment and population • Geography: Understands physical and cultural characteristics of regions in the Pacific Northwest • History: Uses multiple perspectives to learn about Washington State History • Social Studies Skills: Creates and uses questions to conduct research on an issue or event; Uses multiple primary and secondary sources to find information and draw conclusions | | <input type="checkbox"/> <input type="checkbox"/> |
| • Analyzes visual/multimedia elements’ impact on meaning, tone and beauty; draws from print/digital sources • Identifies how an author uses reasons and evidence to support points in an informational text • Compares/contrasts genre/themes; integrates information from several texts on same topic | | | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| Range of Reading and Level or Text Complexity | | | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | | S1 S2 |
| • Reads and comprehends grade 5 literature (stories, dramas, poetry) and informational texts independently | | | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | | <input type="checkbox"/> <input type="checkbox"/> |
| Reading Progress + Significant ✓ Steady – Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness | | <input type="checkbox"/> <input type="checkbox"/> |
| Writing | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Students will exhibit responsible personal and social behavior that respects self and others. | | <input type="checkbox"/> <input type="checkbox"/> |
| Text Types and Purposes | | | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| • Writes informative/explanatory texts to examine a topic and convey ideas and information clearly | | | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | | S1 S2 |
| • Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing | | | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | | <input type="checkbox"/> <input type="checkbox"/> |
| • Writes opinion pieces on topics or texts, supporting a point of view with reasons and information | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Demonstrates and applies visual art skills and concepts • Uses creative process to develop ideas | | <input type="checkbox"/> <input type="checkbox"/> |
| Production and Distribution of Writing | | | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| • Produces clear, coherent, organized writing, to task, purpose, and audience • Develops and strengthens writing by planning, revising and editing • Uses technology to produce/publish; has command of keyboarding skills typing at least 1 page per sitting | | | | <input type="checkbox"/> | <input type="checkbox"/> | Music | | S1 S2 |
| Research to Build and Present | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Demonstrates and applies music skills and concepts | | <input type="checkbox"/> <input type="checkbox"/> |
| • Conducts short research projects that involve investigation of different aspects of the topic • Recalls relevant information; uses print/digital sources, takes notes, categorizes and provides source list • Draws evidence from literary or informational texts to support analysis, reflection, and research | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Contributes to positive group activities by participating appropriately | | <input type="checkbox"/> <input type="checkbox"/> |
| Range of Writing | | | | <input type="checkbox"/> | <input type="checkbox"/> | Music Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| • Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Conventions of Standard English | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| • 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"/> | | | |
| Writing Progress + Significant ✓ Steady – Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | |