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| Everett Public Schools Elementary Progress Report | Student: | | Student ID: | | School: | | 1 | |
| | GradeLevel: Grade 5 | | Year: | | Teacher: | | | |

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|--------------|--|----|----|------------------|--|-------------------------------|---|--|--|-----|---|--|--|
| Attendance | | S1 | S2 | Support Services | | Keys for Academic Performance | | | | | | | |
| Days Absent | | | | | | 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 | | |

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|---|--|--------------|---|--------|--------------------------|--------------------------|--|--|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Term Comments | Key for 21st Century Skills | | | | Mathematics | | | | | | S1 | S2 | | |
| | C | Consistently | O | Often | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | S | Sometimes | R | Rarely | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | 21st Century Skills | | | | S1 | S2 | | | | | | | | |
| | Citizenship | | | | <input type="checkbox"/> | <input type="checkbox"/> | Operations and Algebraic Thinking | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Impacts others positively | | | | | | • Writes and interprets numerical expressions. | | | | | | | |
| | • Actively involved in addressing issues | | | | | | • Analyzes patterns and relationships to be able to create and graph ordered pairs. | | | | | | | |
| | Collaboration | | | | <input type="checkbox"/> | <input type="checkbox"/> | Number and Operations in Base Ten | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Works interdependently | | | | | | • Understands the place value system. | | | | | | | |
| | • Learns and contributes to learning of others | | | | | | • Performs operations with multi-digit whole numbers and with decimals to hundredths. | | | | | | | |
| | • Purposeful in working with others | | | | | | Number and Operations - Fractions | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | Communication | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Uses equivalent fractions as a strategy to add and subtract fractions in arithmetic and word problems. | | | | | | | |
| | • Interacts well with others | | | | | | • Applies and extends previous understandings of multiplication and division to multiply and divide fractions. | | | | | | | |
| | • Conveys meaning and gains understanding | | | | | | Measurement and Data | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Utilizes digital environment appropriately | | | | | | • Converts like measurement units within a given measurement system to solve multi-step real world problems. | | | | | | | |
| | Creativity | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Represents and interprets data to display data sets of measurements in fractions of a unit; solves problems involving information presented in line plots. | | | | | | | |
| | • Generates ideas | | | | | | • Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition. | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Determines approaches | | | | | | Geometry | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Uses ingenuity and imagination | | | | | | • Graphs points on the coordinate plane to solve and represent real-world and mathematical problems. | | | | | | | |
| | Critical Thinking | | | | <input type="checkbox"/> | <input type="checkbox"/> | • Classifies two-dimensional figures into categories based on their properties. | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Generates questions | | | | | | Reasoning, Problem Solving, and Communication | | | | | | | |
| | • Evaluates information and arguments | | | | | | • Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems. | | | | | | | |
| | • Makes connections and identifies patterns | | | | | | Mathematics Progress | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Reasons and constructs knowledge | | | | | | + Significant ✓ Steady – Minimal | | | | | | | |
| | • Problem solves and applies in the real world | | | | | | Speaking and Listening | | | | | | S1 | S2 |
| | Growth Mindset | | | | <input type="checkbox"/> | <input type="checkbox"/> | Comprehension and Collaboration | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Shows tenacity, perseverance and resilience | | | | | | • Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly | | | | | | | |
| | • Self-regulates | | | | | | • Summarizes a written text read aloud or information presented in diverse media and formats | | | | | | | |
| | • Advocates for self | | | | | | • Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | Presentation of Knowledge and Ideas | | | | | | | |
| | | | | | | | • Reports on a topic or text or presents an opinion; sequences ideas logically; uses facts and details; speaks clearly at an appropriate pace | | | | | | | |
| | | | | | | | • Includes multimedia components and visual displays in presentations to enhance main ideas or themes | | | | | | | |
| | | | | | | | • Adapts speech to a variety of contexts and tasks; uses formal English when appropriate to task and situation | | | | | | | |
| | | | | | | | Speaking and Listening Progress | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | + Significant ✓ Steady – Minimal | | | | | | | |
| Ensuring each student learns to high standards. | | | | | | | | | | | | | | |

| Reading | S1 | S2 | Student: | 2 |
|---|--------------------------|--------------------------|--|--------------------------|
| Phonics and Word Recognition | <input type="checkbox"/> | <input type="checkbox"/> | Science | S1 S2 |
| <ul style="list-style-type: none"> Knows and apply 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 | <input type="checkbox"/> |
| Fluency | <input type="checkbox"/> | <input type="checkbox"/> | Crosscutting Concepts: Organisms are linked to each other and to their environments in a web of relationships. Humans may affect ecosystems in many ways (Kit: Ecosystems) | |
| <ul style="list-style-type: none"> 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"/> | <ul style="list-style-type: none"> Ecosystems: Interactions, Energy and Dynamics From Molecules to Organisms: Structures and Processes Earth and Human Activity Energy | |
| Language/Vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | Physical Science with application of NGSS Science and Engineering Practices and NGSS | <input type="checkbox"/> |
| <ul style="list-style-type: none"> 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"/> | Crosscutting Concepts: Apply an understanding of energy, force, friction, and properties of materials to design a solution to technological problems (Kit: Motion and Design) | |
| Key Ideas and Details | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Motion and Stability: Forces and Interactions Energy | |
| <ul style="list-style-type: none"> 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"/> | Engineering Design with application of NGSS Science and Engineering Practices and NGSS | <input type="checkbox"/> |
| Craft and Structure | <input type="checkbox"/> | <input type="checkbox"/> | Crosscutting Concepts: Solve problems by asking questions, making observations, gathering information, and designing/testing/comparing solutions (Kit: EIE – Designing Maglev Systems) | |
| <ul style="list-style-type: none"> 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"/> | <ul style="list-style-type: none"> Motion and Stability: Forces and Interactions Engineering Design | |
| Integration of Knowledge and Ideas | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Science | |
| <ul style="list-style-type: none"> 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"/> | Science Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> |
| Range of Reading and Level or Text Complexity | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | S1 S2 |
| Overall Progress Reading | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | <input type="checkbox"/> |
| Reading Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Civics: Understands importance of civic participation in United States government; Understands how the United States government is organized into three branches Economics: Understands how the colonial economic system was influenced by laws and trade Geography: Constructs and uses maps to learn about early United States history; Analyzes how migration impacts land and cultures History: Uses multiple perspectives to learn about United States 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 | |
| Writing | S1 | S2 | Overall Progress Social Studies | |
| Text Types and Purposes | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies Progress + Significant ✓ Steady – Minimal | <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 of real or imagined experiences; uses effective techniques, details and sequencing Writes opinion pieces on topics or texts, supporting a point of view with reasons | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | S1 S2 |
| Production and Distribution of Writing | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Produces clear, coherent, and organized writing appropriate to task, purpose, and audience Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach Uses technology to produce/publish, interact and collaborate; has command of keyboarding skills typing at least 2 pages per sitting | <input type="checkbox"/> | <input type="checkbox"/> | Students will demonstrate competency in a variety of motor skills and movement patterns and apply knowledge of motor concepts, principles, strategies, and tactics related to movement and performance. Students will exhibit responsible personal and social behavior that respects self and others. | <input type="checkbox"/> |
| Research to Build and Present Knowledge | <input type="checkbox"/> | <input type="checkbox"/> | Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Conducts short research projects that use several sources to investigate different aspects of a topic Gathers relevant information; uses print/digital sources; summarizes/paraphrases in notes/work; provides source list Draws evidence from literary or informational texts to support analysis, reflection, and research | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Health and Fitness | |
| Range of Writing | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | S1 S2 |
| Conventions of Standard English | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | <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"/> | <ul style="list-style-type: none"> Demonstrates and applies visual art skills and concepts Uses creative process to develop ideas | |
| Overall Progress Writing | <input type="checkbox"/> | <input type="checkbox"/> | Overall Progress Art | |
| Writing Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> |
| | | | Music | S1 S2 |
| | | | Demonstrates and applies music skills and concepts | <input type="checkbox"/> |
| | | | <ul style="list-style-type: none"> Demonstrates and applies music skills and concepts | <input type="checkbox"/> |
| | | | Contributes to positive group activities by participating appropriately | <input type="checkbox"/> |
| | | | <ul style="list-style-type: none"> Contributes to positive group activities by participating appropriately | <input type="checkbox"/> |
| | | | Overall Progress Music | |
| | | | Music Progress + Significant ✓ Steady – Minimal | <input type="checkbox"/> |