

<b>Everett Public Schools</b> <b>Elementary Progress Report</b>	<b>Student:</b>		<b>Student ID:</b>		<b>School:</b>		<b>1</b>	
	<b>GradeLevel:</b> Grade 5		<b>Year:</b>		<b>Teacher:</b>			

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 6		S1	S2		
	C	Consistently	O	Often	<b>Reasoning, Problem Solving, and Communication</b> • Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems.				<input type="checkbox"/>	<input type="checkbox"/>
	S	Sometimes	R	Rarely	<b>The Number System</b> • Computes fluently with multi-digit numbers and finds common factors and multiples. • Adds, subtracts, multiplies and divides rational numbers. • Solves real-world and mathematical problems involving the 4 operations with rational numbers.				<input type="checkbox"/>	<input type="checkbox"/>
	<b>21st Century Skills</b>				S1	S2				
	<b>Citizenship</b>				<input type="checkbox"/>	<input type="checkbox"/>				
	• Impacts others positively									
	• Actively involved in addressing issues									
	<b>Collaboration</b>				<input type="checkbox"/>	<input type="checkbox"/>				
	• Works interdependently									
	• Learns and contributes to learning of others									
	• Purposeful in working with others									
	<b>Communication</b>				<input type="checkbox"/>	<input type="checkbox"/>				
	• Interacts well with others									
	• Conveys meaning and gains understanding									
	• Utilizes digital environment appropriately									
	<b>Creativity</b>				<input type="checkbox"/>	<input type="checkbox"/>				
• Generates ideas										
• Determines approaches										
• Uses ingenuity and imagination										
<b>Critical Thinking</b>				<input type="checkbox"/>	<input type="checkbox"/>					
• Generates questions										
• Evaluates information and arguments										
• Makes connections and identifies patterns										
• Reasons and constructs knowledge										
• Problem solves and applies in the real world										
<b>Growth Mindset</b>				<input type="checkbox"/>	<input type="checkbox"/>					
• Shows tenacity, perseverance and resilience										
• Self-regulates										
• Advocates for self										
<b>Mathematics Progress</b> + Significant    ✓ Steady    – Minimal <input type="checkbox"/> <input type="checkbox"/>										
<b>Speaking and Listening</b> <input type="checkbox"/> <input type="checkbox"/>										
<b>Comprehension and Collaboration</b> • Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly • Summarizes a written text read aloud or information presented in diverse media and formats • Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence										
<b>Presentation of Knowledge and Ideas</b> • 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										
<b>Speaking and Listening Progress</b> + Significant    ✓ Steady    – Minimal <input type="checkbox"/> <input type="checkbox"/>										
<b>Ensuring each student learns to high standards.</b>										

Reading	Grade 6	S1	S2	Student:	2
<b>Language/Vocabulary</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Science</b>	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Uses knowledge of language and its conventions; varies sentence patterns for meaning, interest, and style; maintains consistency in style and tone</li> <li>• Determines or clarifies the meaning of words/phrases based on grade 6 reading content; uses context, root words, references, figurative language, word relationships, figures of speech, and accurate vocabulary</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts:</b> Organisms are linked to each other and to their environments in a web of relationships. Humans may affect ecosystems in many ways <b>(Kit: Ecosystems)</b> <ul style="list-style-type: none"> <li>• Ecosystems: Interactions, Energy and Dynamics</li> <li>• From Molecules to Organisms: Structures and Processes</li> <li>• Earth and Human Activity</li> <li>• Energy</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Key Ideas and Details</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts:</b> Apply an understanding of energy, force, friction, and properties of materials to design a solution to technological problems <b>(Kit: Motion and Design)</b> <ul style="list-style-type: none"> <li>• Motion and Stability: Forces and Interactions</li> <li>• Energy</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Cites textual evidence to support analysis of what text says explicitly; draws inferences from literary/ informational text</li> <li>• Determines theme/central idea and how conveyed through details; provides summary distinct from opinion/ judgments</li> <li>• Describes how a particular story/drama plot unfolds, and how characters respond/change; analyzes how an individual/event/idea is introduced, illustrated, and elaborated in informational text</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Engineering Design with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts:</b> Solve problems by asking questions, making observations, gathering information, and designing/testing/comparing solutions <b>(Kit: EiE – Designing Maglev Systems)</b> <ul style="list-style-type: none"> <li>• Motion and Stability: Forces and Interactions</li> <li>• Engineering Design</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Craft and Structure</b>		<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Science	
<ul style="list-style-type: none"> <li>• Determines figurative, connotative and technical meaning of words; analyzes impact of word choice on meaning and tone</li> <li>• Analyzes how a sentence/chapter/scene/stanza fits into the overall structure of a literary text and contributes to theme, setting, or plot; analyzes how a sentence/paragraph/chapter/section fits into the overall structure of informational text and contributes to development of ideas</li> <li>• Explains how an author develops the point of view of the narrator or speaker in literary text; determines an author’s point of view or purpose with informational text</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Science Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<b>Integration of Knowledge and Ideas</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies</b>	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Compares/contrasts the reading of a story/drama/poem to listening/viewing an audio, video, or live version of text; integrates information presented in media or other formats</li> <li>• Traces/evaluates the argument in text, distinguishing claims that are supported by reasons and evidence</li> <li>• Compares/contrasts texts in different forms or genres in their approaches to similar themes and topics; compares/contrasts one author’s presentation of events to another author</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies</b>	<input type="checkbox"/> <input type="checkbox"/>
<b>Range of Reading and Level or Text Complexity</b>		<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Civics: Understands importance of civic participation in United States government; Understands how the United States government is organized into three branches</li> <li>• Economics: Understands how the colonial economic system was influenced by laws and trade</li> <li>• Geography: Constructs and uses maps to learn about early United States history; Analyzes how migration impacts land and cultures</li> <li>• History: Uses multiple perspectives to learn about United States history</li> <li>• 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</li> </ul>	
<b>Overall Progress Reading</b>		<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Social Studies	
<b>Reading Progress</b>	+ Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies Progress</b>	+ Significant ✓ Steady – Minimal <input type="checkbox"/> <input type="checkbox"/>
<b>Writing</b>		<b>S1</b>	<b>S2</b>	<b>Health and Fitness</b>	<b>S1 S2</b>
<b>Text Types and Purposes</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness</b>	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Writes informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing</li> <li>• Writes opinion pieces on topics or texts, supporting a point of view with reasons</li> </ul>		<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"/> <input type="checkbox"/>
<b>Production and Distribution of Writing</b>		<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"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Produces clear, coherent, and organized writing appropriate to task, purpose, and audience</li> <li>• Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach</li> <li>• Uses technology to produce/publish, interact and collaborate; has command of keyboarding skills typing at least 2 pages per sitting</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Health and Fitness	
<b>Research to Build and Present Knowledge</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness Progress</b>	+ Significant ✓ Steady – Minimal <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Conducts short research projects that use several sources to investigate different aspects of a topic</li> <li>• Gathers relevant information; uses print/digital sources; summarizes/paraphrases in notes/work; provides source list</li> <li>• Draws evidence from literary or informational texts to support analysis, reflection, and research</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art</b>	<input type="checkbox"/> <input type="checkbox"/>
<b>Range of Writing</b>		<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Demonstrates and applies visual art skills and concepts</li> <li>• Uses creative process to develop ideas</li> </ul>	
<b>Conventions of Standard English</b>		<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Art	
<ul style="list-style-type: none"> <li>• Demonstrates command of the conventions of standard English grammar and usage</li> <li>• Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art Progress</b>	+ Significant ✓ Steady – Minimal <input type="checkbox"/> <input type="checkbox"/>
<b>Overall Progress Writing</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Music</b>	<b>S1 S2</b>
<b>Writing Progress</b>	+ Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates and applies music skills and concepts	<input type="checkbox"/> <input type="checkbox"/>
				<ul style="list-style-type: none"> <li>• Demonstrates and applies music skills and concepts</li> <li>• Contributes to positive group activities by participating appropriately</li> <li>• Contributes to positive group activities by participating appropriately</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
				Overall Progress Music	
				<b>Music Progress</b>	+ Significant ✓ Steady – Minimal <input type="checkbox"/> <input type="checkbox"/>