Everett Public Schools Elementary Progress Report

| Student: | Student ID: | School: | 1 |
|--------------------------|-------------|----------|---|
| GradeLevel: Kindergarten | Year: | Teacher: | |

| Attendance | S1 S2 | 2 Support Services | | | Keys for Academic Pe | rformanc | æ | | |
|---------------|-----------|---|---|--------------|---|---------------|---------------|---|-------|
| Days Absent | | Not enrolled any support service | es | 1 Belov | v performance expectations at this time | 2 | Approachin | g performance expectations at this time | |
| Days Tardy | | | | 3 Meet | ng performance expectations at this time | 4 | Exceeding | performance expectations at this time | |
| Days Present | | | | NA Not a | ssessed at this time | IEP | Individualiz | zed Education Plan | |
| Term Comments | | Key for 21st Cer | ntury Skills | | Mathematics | | | | S1 S2 |
| | | C Consistently | O Often | | Counting and Cardinality | | | | |
| | | S Sometimes | R Rarely | | Compares numbers: identifies whether the numbers. | er of object | ts in one gro | up is greater than, less than, or equal to | |
| | | 21st Century Skills | | S1 S2 | the number of objects in another group; compares | | | | |
| | | Citizenship | | | Knows number names and the count sequence: The significant of the significant o | | | | |
| | | Follows limits and expectations | | | number (instead of beginning at 1); writes number numeral 0-20. | rs from U to | 20; represei | nts a number of objects with a written | |
| | | Solves social problems | | | Counts to tell the number of objects: understand | ls the last n | number name | e said tells the number of objects counted: | |
| | | Collaboration | | | counts to answer 'how many?' questions about as | | | , | |
| | | Interacts with peers | | | Operations and Algebraic Thinking | | | | |
| | | Balances needs of self and others | | | Understands addition as putting together and ad | ding to, and | d subtraction | as taking apart and taking from; | |
| | | Communication | | | decomposes numbers less than or equal to 10; flue | ently adds a | and subtracts | within 5. | |
| | | Engages in conversations | | | Numbers and Operations in Base Ten | | | | |
| | | Creativity | | | Understands/models numbers 11-19 as ten ones | and some | more ones to | gain foundation for place value. | |
| | | Thinks symbolically | | | Measurement and Data | | | | |
| | | Critical Thinking | | | Describe and compare measurable attributes. | | | | HH |
| | | Solves problems | | | Classify objects and count the number of objects | in each ca | tegory. | | |
| | | Growth Mindset | | | Geometry | | | | |
| | | • Persists | | | Identifies and describes shapes. | | | | HH |
| | | Manages feelingsTakes care of own needs appropriat | -oly | | Analyzes, compares, creates and composes shap | | | | |
| | | Attends and engages | .e.iy | | Reasoning, Problem Solving, and Communication Participates in math problem solving activities. | ation | | | |
| | | - Attende and engages | | | · · · · · · · · · · · · · · · · · · · | | | | HH |
| | | | | | Identifies the information in a math problem. Identifies the guestion to be answered. | | | | HH |
| | | | | | • Identifies the question to be answered. Mathematics Progress + Sign | .:6: . | √ Standy | Minimal | |
| | | | | | | | Steady | – Minimal | |
| | | | | | Speaking and Listening | | | | S1 S2 |
| | | | | | Comprehension and Collaboration | | | | |
| | | | Participates in conversations with partners about topics/texts, follows rules for discussion, and exchanges ideas | | | | | | |
| | | | Asks and answers questions to clarify ideas or gath Presentation of Knowledge and Ideas | er informati | ion | | | | |
| | | | | | Adds description, detail, and speaks clearly about | ideas | | | |
| | | | | | | | ✓ Steady | – Minimal | |
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| Ensuring (| each stud | lent learns to high standards | 5. | | | | | | |

| Reading | S1 S2 | Student: | 2 |
|---|-------|---|-------|
| Print Concepts | | Science | S1 S2 |
| • Understands the organization of print; knows left to right, top to bottom, and spacing between word • Recognizes and names all upper and lowercase letters of the alphabet Phonological Awareness | | Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Animals can be classified by their structures, behaviors and what they need to survive. (Kit: Animals Two by Two) | |
| Demonstrates understanding of spoken words, syllables, and sounds (phonemes) Phonics and Word Recognition Means and applies and applies and applies are decades words words are specified. | | From Molecules to Organisms: Structures and Function | |
| Knows and applies grade-level phonics; decodes words; reads common high -frequency words by sight Fluency Reads emergent-reader texts with purpose and understanding | | Crosscutting Concepts: Physical properties of objects affect the way they move on a flat surface and how they move on ramps (Kit: Balls and Ramps) • Matter and its Interactions: Structures and Properties of Matter • Motion and Stability: Forces and | |
| Language/Vocabulary • Determines or clarifies meanings of unknown or multiple-meaning word | | Interactions Engineering Design with application of NGSS Science and Engineering Practices and NGSS | |
| We Jideas and Details With support, asks and answers questions about details in a text; retells familiar stories and identifies the main topic of an informational text with details • With support, identifies characters, settings, and major events in a story; describes the connection between two ideas or pieces of information with informational texts Craft and Structure | | Crosscutting Concepts: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Engineering Design Challenges: Building Bridges, Towers and Ramps) • Matter and its Interactions: Structures and Properties of Matter • Motion and Stability: Forces and Interactions • Engineering Design | |
| Asks and answers questions about unknown words • Recognizes common types and parts of a text • With support, names the author and illustrator of a text; defines the role of author/illustrator in telling the story or | | Science Progress + Significant Steady - Minimal Social Studies | S1 S2 |
| presenting information Integration of Knowledge and Ideas | | Social Studies • Civics - Understands the purpose of rules in the classroom and school community • History - Creates | |
| • With support, describes the relationship between illustrations and the text • With support, identifies the reasons an author gives to support points in a text • With support, compares/contrasts experiences of characters in stories and between two informational texts on the same topic | | timelines showing events in sequence Social Studies Progress + Significant Steady - Minimal | |
| Range of Reading and Level or Text Complexity | | Health and Fitness Health and Fitness | S1 S2 |
| Actively engages in grade level appropriate reading activities with purpose and understanding Reading Progress + Significant ✓ Steady - Minimal | | Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness | |
| Writing | S1 S2 | Students will exhibit responsible personal and social behavior that respects self and others. | |
| Text Types and Purposes | | Health and Fitness Progress + Significant ✓ Steady - Minimal | |
| Uses a combination of drawing, dictating, and writing to compose informative/explanatory text with details | | Visual Art | S1 S2 |
| Uses a combination of drawing, dictating, and writing to narrate events in order with details | | Visual Art ● Demonstrates and applies visual art skills and concepts ● Uses creative process to develop ideas | |
| Uses a combination of drawing, dictating, and writing to compose opinion writing with details Production and Distribution of Writing | | Visual Art Progress + Significant ✓ Steady - Minimal | |
| With support, focuses on topic, responds to questions/suggestions; adds details to strengthen writing With | | Music | S1 S2 |
| support from adults, explores various digital tools to produce and publish writing | | Demonstrates and applies music skills and concepts | 3 |
| Research to Build and Present Knowledge | | Contributes to positive group activities by participating appropriately | 3 |
| • Participates in shared research and writing projects • With support, recalls or gathers information from provided sources to answer a question | | Music Progress + Significant ✓ Steady - Minimal | |
| Conventions of Standard English | | | |
| Prints upper and lowercase letters • Uses conventions of standard English grammar and usage when writing (common nouns, verbs, plural, question words, prepositions) • Uses capitalization, punctuation, and spelling when writing (first letter of word in sentence, pronoun 'I', end punctuation, spells phonetically Writing Progress + Significant ✓ Steady - Minimal | | | |
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