

Everett Public Schools Elementary Progress Report		Student:		Student ID:		School:		1			
		Grade Level: Grade 1		Year:		Teacher:					
Attendance		S1	S2	Support Services		Key for Academic Performance					
Days Absent				Not enrolled in any support services.		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						*	Not evaluated at this time				
Current Term Comments				Key for Behaviors that Promote Learning		Mathematics					
No comments were provided.		C Consistently		O Often		1. Operations and Algebraic Thinking □ □ Represents and solves problems involving addition and subtraction. Understands and applies properties of operations and the relationship between addition and subtraction. Adds and subtracts within 20. Works with addition and subtraction equations. 2. Number and Operations in Base Ten □ □ Extends the counting sequence to 120 (starting at any number). Understands place value. Uses place value understanding and properties of operations to add and subtract; adds within 100; adds and subtracts multiples of 10 from multiples of 10 less than 100. 3. Measurement and Data □ □ Measures lengths indirectly and by iterating length units. Tells and writes time to the half hour. Represents and interprets data; collects and represents data; asks and answers questions about data. 4. Geometry □ □ Reasons with shapes and their attributes: distinguishes between defining attributes and non-defining attributes; composes two-dimensional shapes or three dimensional shapes to create composite shapes; partitions circles and rectangles into two and four equal shares and describes the shares using halves, fourths, and quarters. 5. Reasoning, Problem Solving, and Communication □ □ Participates in math problem solving activities Identifies the information in a math problem Identifies the question to be answered Mathematics Progress + Significant ✓ Steady — Minimal □ □					
		S Sometimes		R Rarely							
		Behaviors That Promote Learning		S1 S2							
		1. Cooperative Worker									
		Cooperates and interacts positively with others		□ □							
		Participates actively and appropriately		□ □							
		Respects property of school and others		□ □							
		Respects rights, feelings and ideas of others		□ □							
		Solves problems with peers effectively		□ □							
		Follows school/classroom rules		□ □							
		2. Quality Worker									
		Shows willingness to try		□ □							
		Shows persistence		□ □							
		Keeps work space and materials organized		□ □							
		Strives to produce quality work		□ □							
3. Self Directed Learner											
Works independently		□ □									
Follows directions		□ □									
Completes classwork on time		□ □									
Returns home assignments on time		□ □									
Makes productive use of class time		□ □									
Reflects, sets goals, and evaluates progress		□ □									
Is prepared with materials and ready to work		□ □									
				Communication S1 S2 1. Comprehension and Collaboration □ □ Participates and follows rules in collaborative conversations; responds to comments or questions of others through multiple exchanges Asks and answers questions to clarify, about details, or to gather more information 2. Presentation of Knowledge and Ideas □ □ Describes people, places, things and events; expresses ideas clearly Adds drawings or other visuals to descriptions Produces complete sentences when appropriate to task and situation Communication Progress + Significant ✓ Steady — Minimal □ □							
Ensuring each student learns to high standards.											

Reading		S1	S2	Student:		2
1. Key Ideas and Details		☐	☐			
Asks and answers questions about key details in a text						
Retells stories or main topic with key details; understands the central message or lesson						
Describes characters, settings, and events in a story with key details; describes connections between two individuals, events, ideas and information with informational text						
2. Craft and Structure		☐	☐			
Identifies words and phrases in stories or poems that suggest feeling or appeal to the senses; asks and answers questions to determine or clarify the meaning of words or phrases						
Explains differences between stories and informational text; uses text features in locating information						
Identifies who is telling the story; distinguishes information provided by pictures, illustrations or words						
3. Integration of Knowledge and Ideas		☐	☐			
Uses illustrations and details to describe characters, setting, events or key ideas in a text						
Uses the reasons an author gives to support points in a text						
Compares/contrasts adventures and experiences of characters in two stories or texts on same topic						
4. Range of Reading and Level or Text Complexity		☐	☐			
Reads and comprehends grade 1 literature and informational texts independently and proficiently						
5. Print Concepts & Phonological Awareness		☐	☐			
Understands the organization of print and features of a sentence						
Understands spoken words, syllables, and sounds (phonemes): long and short vowels, blends sounds						
Isolates, pronounces, segments, and sequences sounds (beginning, middle, and ending sounds)						
6. Phonics and Word Recognition		☐	☐			
Applies grade-level phonics in decoding; uses digraphs, vowel teams, syllables, patterns and endings						
Recognizes and reads grade-appropriate irregularly spelled words						
7. Fluency		☐	☐			
Reads with sufficient accuracy, fluency, rate, and expression						
Uses context or rereading to confirm or self-correct word						
8. Language/Vocabulary		☐	☐			
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases; understands word relationships; uses context, attributes, and adjectives, and word parts						
Reading Progress + Significant ✓ Steady — Minimal		☐	☐			
Writing		S1	S2			
1. Text Types and Purposes		☐	☐			
Writes opinion pieces: introduces the topic/book, states opinion, supplies reason and provides closure		☐	☐			
Writes informative/explanatory texts: names a topic, supplies facts, and provides closure		☐	☐			
Writes narratives: sequences events; includes details about events; uses signal words; provides closure		☐	☐			
2. Production and Distribution of Writing		☐	☐			
With guidance, focuses on topic, responds to questions/suggestions; adds details to strengthen writing						
With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers						
3. Research to Build and Present		☐	☐			
Participates in shared research and writing projects						
With guidance, recalls or gathers information from provided sources to answer a question						
4. Conventions of Standard English		☐	☐			
Uses conventions of standard English grammar and usage (nouns, verbs, pronouns, adjectives, prepositions, conjunctions)						
Uses capitalization, punctuation, and spelling (capitalizes dates, names, first of sentence; end punctuation; phonetic and irregular spellings)						
Writing Progress + Significant ✓ Steady — Minimal		☐	☐			
Science		S1	S2			
1. Understands Scientific Concepts and Principles						
Earth Systems, Structures, and Processes: Earth materials can be sorted by their properties. Humans use earth materials for different purposes (Kit: Pebbles, Sand, and Silt)		☐	☐			
Properties and Change: Solids and liquids have different properties. Solids and liquids may change when they interact with each other (Kit: Solids and Liquids)		☐	☐			
Structure and Function of Living Organisms: Plants have identifiable parts (root, stem, leaf, bud, flower, seed) and have basic needs (Kit: New Plants)		☐	☐			
Engineering Design: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – A Sticky Situation: Designing Walls)		☐	☐			
2. Systems: Identify parts of living and non-living systems		☐	☐			
3. Inquiry: Answer questions by making observations or trying things out		☐	☐			
4. Application: Use simple tools and materials to solve problems in creative ways		☐	☐			
Science Progress + Significant ✓ Steady — Minimal		☐	☐			
Social Studies		S1	S2			
1. Social Studies		☐	☐			
Civics: Understands the purpose of rules in the classroom and school community						
Economics: Understands families make choices to meet needs and wants						
Geography: Uses maps and globes; Understands how environment shapes how families live						
History: Creates timelines showing events in a sequence						
Social Studies Progress + Significant ✓ Steady — Minimal		☐	☐			
Fitness		S1	S2			
1. Fitness						
Developing appropriate motor and sport skills		☐	☐			
Safely, actively, and appropriately engages in a variety of physical activities		☐	☐			
Fitness Progress + Significant ✓ Steady — Minimal		☐	☐			
Health		S1	S2			
1. Health		☐	☐			
Developing understanding of disease control, personal safety, family/cultural/environmental dynamics, and proper social skills and the impact on health						
Health Progress + Significant ✓ Steady — Minimal		☐	☐			
Visual Art		S1	S2			
1. Visual Art		☐	☐			
Demonstrates and applies visual art skills and concepts						
Uses creative process to develop ideas						
Visual Art Progress + Significant ✓ Steady — Minimal		☐	☐			
Music		S1	S2			
1. Music						
Demonstrates and applies music skills and concepts		☐	☐			
Contributes to positive group activities by participating appropriately		☐	☐			
Music Progress + Significant ✓ Steady — Minimal		☐	☐			