

Everett Public Schools Elementary Progress Report		Student:	Student ID:	School:	1
		Grade Level: Grade 3	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				S1	S2		
No comments were provided.		C	Consistently	O	Often	1. Operations and Algebraic Thinking				<input type="checkbox"/>	<input type="checkbox"/>	
		S	Sometimes	R	Rarely	Represents and solves problems involving multiplication and division; interprets products and quotients of whole numbers; uses multiplication and division within 100 to solve word problems; determines the unknown whole number in a multiplication or division equation relating three whole numbers. Understands properties of multiplication and the relationship between multiplication and division. Multiplies and divides within 100. Solves problems involving the four operations and identifies and explains patterns in arithmetic.						
		Behaviors That Promote Learning			S1	S2	2. Number and Operations in Base Ten				<input type="checkbox"/>	<input type="checkbox"/>
		1. Cooperative Worker					Uses place value understanding and properties of operations to perform multi-digit arithmetic: rounds to the nearest 10 or 100; fluently adds and subtracts within 1,000 using strategies and algorithms; multiplies one-digit whole number by multiples of 10 in the range of 10 - 90.					
		Cooperates and interacts positively with others			<input type="checkbox"/>	<input type="checkbox"/>	3. Number and Operations--Fractions				<input type="checkbox"/>	<input type="checkbox"/>
		Participates actively and appropriately			<input type="checkbox"/>	<input type="checkbox"/>	Develops understanding of fractions as numbers: partitioning into equal parts; a number on the number line; explains equivalence of fractions and compares fractions by reasoning about their size.					
		Respects property of school and others			<input type="checkbox"/>	<input type="checkbox"/>	4. Measurement and Data				<input type="checkbox"/>	<input type="checkbox"/>
		Respects rights, feelings and ideas of others			<input type="checkbox"/>	<input type="checkbox"/>	Solves problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects: tells and writes time to the nearest minute and measures time intervals in minutes; solves word problems involving time; adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes.					
		Solves problems with peers effectively			<input type="checkbox"/>	<input type="checkbox"/>	Represents and interprets data: constructs scaled picture graphs and scaled bar graphs, and solves one- and two-step "how many more" and "how many less" problems using information from scaled bar graphs; generates measurement data to the quarter-inch and displays data in a line plot.					
		Follows school/classroom rules			<input type="checkbox"/>	<input type="checkbox"/>	Geometric measurement: understands concepts of area and relates area to multiplication and to addition. Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures, and solves real world and mathematical problems involving perimeter.					
		2. Quality Worker					5. Geometry				<input type="checkbox"/>	<input type="checkbox"/>
		Shows willingness to try			<input type="checkbox"/>	<input type="checkbox"/>	Reasons with shapes and their attributes: understands different categories of shapes may share attributes, and that shared attributes can define a larger category; partitions shapes into parts with equal areas.					
		Shows persistence			<input type="checkbox"/>	<input type="checkbox"/>	6. Reasoning, Problem Solving, and Communication				<input type="checkbox"/>	<input type="checkbox"/>
		Keeps work space and materials organized			<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems					
		Strives to produce quality work			<input type="checkbox"/>	<input type="checkbox"/>	Mathematics Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>
		3. Self Directed Learner					Communication				S1	S2
		Works independently			<input type="checkbox"/>	<input type="checkbox"/>	1. Comprehension and Collaboration				<input type="checkbox"/>	<input type="checkbox"/>
		Follows directions			<input type="checkbox"/>	<input type="checkbox"/>	Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly					
		Completes classwork on time			<input type="checkbox"/>	<input type="checkbox"/>	Determines the main ideas and details from a text read aloud or diverse media and formats; asks and answers questions about information					
		Returns home assignments on time			<input type="checkbox"/>	<input type="checkbox"/>	2. Presentation of Knowledge and Ideas				<input type="checkbox"/>	<input type="checkbox"/>
Ensuring each student learns to high standards.		Is prepared with materials and ready to work			<input type="checkbox"/>	<input type="checkbox"/>	Reports on a topic or text, tells a story, or recounts an experience with facts and descriptive details					
							Creates audio recordings of stories or poems; adds visual displays for facts and details					
							Speaks in complete sentences					
							Communication Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>

Reading		S1	S2	Student:		2	
<b>1. Key Ideas and Details</b> Asks and answers questions in literary and informational texts, referring explicitly to the text Recounts stories, fables, folktales, myths, or key details for an informational text; determines the central message, lesson, moral or main idea of the text Describes characters and how their actions contribute to the story; describes the relationship between a series of events/concepts/steps in an informational text		<input type="checkbox"/>	<input type="checkbox"/>				
<b>2. Craft and Structure</b> Determines the meaning of words, phrases, general academic and domain-specific vocabulary used in a text Refers to parts of stories, dramas, and poems ; uses text features and search tools to locate information about a topic Distinguishes one's own point of view from that of the narrator, character, or author of a text		<input type="checkbox"/>	<input type="checkbox"/>				
<b>3. Integration of Knowledge and Ideas</b> Explains how a text's illustrations contribute to words within a story or informational text Describes the logical connection between sentences and paragraphs in a text (compare/contrast, cause-effect...) Compares/contrasts story elements, as well as most important points with details from two texts on the same topic		<input type="checkbox"/>	<input type="checkbox"/>				
<b>4. Range of Reading and Level or Text Complexity</b> Reads and comprehends grade 3 literature and informational texts independently and proficiently		<input type="checkbox"/>	<input type="checkbox"/>				
<b>5. Phonics and Word Recognition</b> Applies grade-level phonics and high frequency words		<input type="checkbox"/>	<input type="checkbox"/>				
<b>6. Fluency</b> Reads with sufficient accuracy, fluency, purpose, rate, and expression		<input type="checkbox"/>	<input type="checkbox"/>				
<b>7. Language/Vocabulary</b> Uses knowledge of language and its conventions; chooses words and phrases for effect; recognizes difference between spoken and written English Determines or clarifies meanings of words using context, affixes, root words, resources; understands word relationships; uses grade appropriate vocabulary		<input type="checkbox"/>	<input type="checkbox"/>				
<b>Reading Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				
Writing		S1	S2				
<b>1. Text Types and Purposes</b> Writes opinion pieces on topics or texts, supporting a point of view with reasons Writes informative/explanatory texts to examine a topic and convey ideas and information clearly Writes narratives to develop real or imagined experiences or events using effective technique, details and sequenced events		<input type="checkbox"/>	<input type="checkbox"/>				
<b>2. Production and Distribution of Writing</b> Produces writing appropriate to task and purpose Develops and strengthens writing by planning, revising and editing Uses technology to produce writing, publish writing, interact, and collaborate with peers on writing		<input type="checkbox"/>	<input type="checkbox"/>				
<b>3. Research to Build and Present</b> Conducts short research projects Recalls or gathers information from print and digital sources; takes notes and sorts evidence		<input type="checkbox"/>	<input type="checkbox"/>				
<b>4. Range of Writing</b> Writes routinely over extended time frames		<input type="checkbox"/>	<input type="checkbox"/>				
<b>5. Conventions of Standard English</b> 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"/>				
<b>Writing Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				
Science		S1	S2				
<b>1. Understands Scientific Concepts and Principles</b> Structure and Function of Living Organisms: Plants and animals have characteristics and basic needs for survival (Kit: Structures of Life) Properties and Change: Properties of materials may be identified by the use of physical and chemical tests (Kit: Chemical Tests) Transfer, Transformation, and Conservation: Force and Energy: Pitch and volume are determined by the rate of vibration. Sound travels. (Kit: Sound) Engineering Design: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – To Get to the Other Side: Designing Bridges)		<input type="checkbox"/>	<input type="checkbox"/>				
<b>2. Systems: Analyze a system in terms of subsystems and large, more inclusive systems</b>		<input type="checkbox"/>	<input type="checkbox"/>				
<b>3. Inquiry: Carry out investigations by using instruments, observing, recording, and drawing conclusions</b>		<input type="checkbox"/>	<input type="checkbox"/>				
<b>4. Application: Develop a solution to a problem by using the design process</b>		<input type="checkbox"/>	<input type="checkbox"/>				
<b>Science Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				
Social Studies		S1	S2				
<b>1. Social Studies</b> Civics: Understands a community is made up of people with different cultural perspectives Economics: Understands economic systems are influenced by laws, values and customs of a culture Geography: Understands cultural characteristics of regions in North America; Understands elements all cultures share History: Understands how various cultural groups have shaped history Social Studies Skills: Uses questions to find information in technology and print resources		<input type="checkbox"/>	<input type="checkbox"/>				
<b>Social Studies Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				
Health and Fitness		S1	S2				
<b>1. Health and Fitness</b> Students will demonstrate competency in a variety of motor skills and movement patterns. Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness Students will exhibit responsible personal and social behavior that respects self and others Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction		<input type="checkbox"/>	<input type="checkbox"/>				
<b>Health and Fitness Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				
Visual Art		S1	S2				
<b>1. Visual Art</b> Demonstrates and applies visual art skills and concepts Uses creative process to develop ideas		<input type="checkbox"/>	<input type="checkbox"/>				
<b>Visual Art Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				
Music		S1	S2				
<b>1. Music</b> Demonstrates and applies music skills and concepts Contributes to positive group activities by participating appropriately		<input type="checkbox"/>	<input type="checkbox"/>				
<b>Music Progress</b> + Significant    ✓ Steady    — Minimal		<input type="checkbox"/>	<input type="checkbox"/>				