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|--|--|----------------------|--|---|--|---|--|---|--|---|--|---|--|--------------------------|--|
| 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 | | | | 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 | | | | | | ★ | | Not evaluated at this time | | | | | | | |
| Current Term Comments | | | | Key for Behaviors that Promote Learning | | Mathematics Grade 4 | | | | | | 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 | | Uses the four operations with whole numbers to solve problems . | | | | | | | | | |
| | | | | | | Gains familiarity with factors and multiples to 100. | | | | | | | | | |
| | | | | | | Generates and analyzes patterns. | | | | | | | | | |
| | | | | | | 2. Number and Operations in Base Ten | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Generalizes place value understanding for multi-digit whole numbers. | | | | | | | | | |
| | | | | | | Uses place value understanding of properties of operations to perform multi-digit arithmetic including adding and subtracting multi-digit numbers, and multiplying up to four digits by a one-digit number, and multiplying two-digit numbers using and explaining a variety of strategies. | | | | | | | | | |
| | | | | | | 3. Number and Operations--Fractions | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Extends understanding of fraction equivalence and ordering. | | | | | | | | | |
| | | | | | | Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers including solving word problems involving addition and subtraction of fractions referring to the same whole, and multiplication of a fraction by a whole number. | | | | | | | | | |
| | | | | | | 4. Measurement and Data | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit: knows relative sizes of measurement units within one system of units; uses the four operations to solve word problems; applies the area and perimeter formulas for rectangles in real world and mathematical problems. | | | | | | | | | |
| | | | | | | Represents and interprets data: makes line plots to display data sets of measurements in fractions of a unit; solves problems involving addition and subtraction of fractions by using information presented in line plots. | | | | | | | | | |
| | | | | | | Geometric measurement: understands concepts of angle and measures angles: recognizes angle measure as additive, and solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems. | | | | | | | | | |
| | | | | | | 5. Geometry | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Draws and identifies lines and angles, and classifies (two-dimensional) shapes by properties of their lines and angles including recognizing, identifying, and drawing lines of symmetry. | | | | | | | | | |
| | | | | | | 6. Reasoning, Problem Solving, and Communication | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems | | | | | | | | | |
| | | | | | | Mathematics Progress + Significant ✓ Steady — Minimal | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Communication | | | | | | S1 S2 | | | |
| | | | | | | 1. Comprehension and Collaboration | | | | | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| | | | | | | Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly | | | | | | | | | |
| | | | | | | Determines the main ideas and details from a text read aloud or diverse media and formats; asks and answers questions about information | | | | | | | | | |
| | | | | | | 2. Presentation of Knowledge and Ideas | | | | | | <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"/> | |
| Ensuring each student learns to high standards. | | | | | | | | | | | | | | | |

| Reading | | Grade 4 | | S1 | | S2 | | Student: | | 2 | | | |
|--|--|---------|--|--------------------------|--------------------------|--|--|----------|--|---|--|--------------------------|--------------------------|
| 1. Key Ideas and Details | | | | <input type="checkbox"/> | <input type="checkbox"/> | Science | | | | | | S1 | S2 |
| Refers to details and examples explicitly and when drawing inferences in literary and informational text | | | | | | 1. Understands Scientific Concepts and Principles | | | | | | | |
| Determines a theme (story, drama, poem) or main idea from details in the text; summarizes the text | | | | | | Structure and Function of Living Organisms: Plants and animals have characteristics and basic needs for survival (Kit: Structures of Life) | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes a character, setting, or event with specific details; explains events, procedures, ideas, or concepts (including what happened and why) based on specific information | | | | | | Properties and Change: Properties of materials may be identified by the use of physical and chemical tests (Kit: Chemical Tests) | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Craft and Structure | | | | <input type="checkbox"/> | <input type="checkbox"/> | Transfer, Transformation, and Conservation: Force and Energy: Pitch and volume are determined by the rate of vibration. Sound travels. (Kit: Sound) | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Determines meaning of general academic and domain-specific words/phrases as they are used in a text | | | | | | 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"/> |
| Explains major differences between poems, drama, prose; refers to elements of poems and drama; describes the overall structure of events/ideas/concepts in an informational text | | | | | | 2. Systems: Analyze a system in terms of subsystems and large, more inclusive systems | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Compares/contrasts points of view within stories or topics including first- and secondhand accounts | | | | | | 3. Inquiry: Carry out investigations by using instruments, observing, recording, and drawing conclusions | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Integration of Knowledge and Ideas | | | | <input type="checkbox"/> | <input type="checkbox"/> | 4. Application: Develop a solution to a problem by using the design process | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes connections between the text of a story/drama/visual/oral presentation; interprets information presented visually/orally/quantitatively in informational text | | | | | | Science Progress + Significant ✓ Steady — Minimal | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains how an author uses reasons and evidence to support points | | | | | | Social Studies | | | | | | S1 | S2 |
| Compares/contrasts themes/topics in myths and literature; integrates information from two similar texts | | | | | | 1. Social Studies | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Range of Reading and Level or Text Complexity | | | | <input type="checkbox"/> | <input type="checkbox"/> | Civics: Understands a community is made up of people with different cultural perspectives | | | | | | | |
| Reads and comprehends grade 4 literature and informational texts independently and proficiently | | | | | | Economics: Understands economic systems are influenced by laws, values and customs of a culture | | | | | | | |
| 5. Phonics and Word Recognition | | | | <input type="checkbox"/> | <input type="checkbox"/> | Geography: Understands cultural characteristics of regions in North America; Understands elements all cultures share | | | | | | | |
| Applies grade-level phonics and word analysis skills in decoding words | | | | | | History: Understands how various cultural groups have shaped history | | | | | | | |
| 6. Fluency | | | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies Skills: Uses questions to find information in technology and print resources | | | | | | | |
| Reads with sufficient accuracy, fluency, purpose, rate, and expression; includes prose and poetry | | | | | | Social Studies Progress + Significant ✓ Steady — Minimal | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses context and rereading to confirm or self-correct words | | | | | | Health and Fitness | | | | | | S1 | S2 |
| 7. Language/Vocabulary | | | | <input type="checkbox"/> | <input type="checkbox"/> | 1. Health and Fitness | | | | | | | |
| Uses knowledge of language and its conventions; chooses words and phrases for effect; uses formal/informal English based on context | | | | | | Students will demonstrate competency in a variety of motor skills and movement patterns. | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Determines or clarifies meanings of words using context, affixes, root words, resources; understands figurative language and word relationships; uses grade appropriate vocabulary | | | | | | Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading Progress + Significant ✓ Steady — Minimal | | | | <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"/> |
| Writing | | | | S1 | S2 | Students will exhibit responsible personal and social behavior that respects self and others | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. Text Types and Purposes | | | | <input type="checkbox"/> | <input type="checkbox"/> | Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes opinion pieces on topics or texts, supporting a point of view with reasons | | | | | | Health and Fitness Progress + Significant ✓ Steady — Minimal | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes informative/explanatory texts to examine a topic and convey ideas and information clearly | | | | | | Visual Art | | | | | | S1 | S2 |
| Writes narratives to develop real or imagined experiences or events using effective technique, details and sequenced events | | | | | | 1. Visual Art | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Production and Distribution of Writing | | | | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates and applies visual art skills and concepts | | | | | | | |
| Produces writing appropriate to task and purpose | | | | | | Uses creative process to develop ideas | | | | | | | |
| Develops and strengthens writing by planning, revising and editing | | | | | | Visual Art Progress + Significant ✓ Steady — Minimal | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses technology to produce writing, publish writing, interact, and collaborate with peers on writing | | | | | | Music | | | | | | S1 | S2 |
| 3. Research to Build and Present | | | | <input type="checkbox"/> | <input type="checkbox"/> | 1. Music | | | | | | | |
| Conducts short research projects | | | | | | Demonstrates and applies music skills and concepts | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Recalls or gathers information from print and digital sources; takes notes and sorts evidence | | | | | | Contributes to positive group activities by participating appropriately | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Range of Writing | | | | <input type="checkbox"/> | <input type="checkbox"/> | Music Progress + Significant ✓ Steady — Minimal | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes routinely over extended time frames | | | | | | | | | | | | | |
| 5. Conventions of Standard English | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| Demonstrates command of the conventions of standard English grammar and usage | | | | | | | | | | | | | |
| Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling | | | | | | | | | | | | | |
| Writing Progress + Significant ✓ Steady — Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |