

Everett Public Schools Elementary Progress Report	Student:		Student ID:		School:		1	
	GradeLevel: Grade 3		Year:		Teacher:			

Attendance	S1	S2	Support Services	Keys for Academic Performance			
Days Absent				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		S1	S2
C Consistently S Sometimes O Often R Rarely 21st Century Skills Citizenship • Impacts others positively • Actively involved in addressing issues Collaboration • Works interdependently • Learns and contributes to learning of others • Purposeful in working with others Communication • Interacts well with others • Conveys meaning and gains understanding • Utilizes digital environment appropriately Creativity • Generates ideas • Determines approaches • Uses ingenuity and imagination Critical Thinking • Generates questions • Evaluates information and arguments • Makes connections and identifies patterns • Reasons and constructs knowledge • Problem solves and applies in the real world Growth Mindset • Shows tenacity, perseverance and resilience • Self-regulates • Advocates for self						

Speaking and Listening		S1	S2
Comprehension and Collaboration			
• 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			
Presentation of Knowledge and Ideas			
• 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			
Comprehension and Collaboration			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
Presentation of Knowledge and Ideas			
Speaking and Listening Progress + Significant ✓ Steady – Minimal			

Ensuring each student learns to high standards.

Reading		S1	S2	Student:		2
Phonics and Word Recognition		☐	☐	Science		S1 S2
Applies grade-level phonics and high frequency words		☐	☐	Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Plants and animals have characteristics and basic needs for survival (Kit: Structures of Life)		☐ ☐
Fluency		☐	☐	- From Molecules to Organisms: Structures and Processes - Heredity: Inheritance and Variation of Traits - Biological Evolution: Unity and Diversity - Adaptation		
Language/Vocabulary		☐	☐	Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Sounds are caused by vibrations. Pitch and volume are determined by the rate of vibration. Sound travels and is transmitted better through some materials than others. (Kit: Sound)		☐ ☐
- 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		☐	☐	- Waves and Their Applications in Technologies for Information Transfer - Energy		
Key Ideas and Details		☐	☐	Engineering Design and Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: 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)		☐ ☐
- 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		☐	☐	- Motion and Stability: Forces and Interactions - Engineering Design		
Craft and Structure		☐	☐	Overall Progress Science		
- 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		☐	☐	Science Progress + Significant ✓ Steady – Minimal		☐ ☐
Integration of Knowledge and Ideas		☐	☐	Social Studies		S1 S2
- 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, causeeffect...) - Compares/contrasts story elements, as well as most important points with details from two texts on the same topic		☐	☐	Social Studies		☐ ☐
Range of Reading and Level or Text Complexity		☐	☐	- 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		
Overall Progress Reading		☐	☐	Overall Progress Social Studies		
Reading Progress + Significant ✓ Steady – Minimal		☐	☐	Social Studies Progress + Significant ✓ Steady – Minimal		☐ ☐
Writing		S1	S2	Health and Fitness		S1 S2
Text Types and Purposes		☐	☐	Health and Fitness		☐ ☐
- 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 - Writes opinion pieces on topics or texts, supporting a point of view with reasons		☐	☐	- Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness - Students will exhibit responsible personal and social behavior that respects self and others.		☐ ☐
Production and Distribution of Writing		☐	☐	Overall Progress Health and Fitness		
- 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		☐	☐	Health and Fitness Progress + Significant ✓ Steady – Minimal		☐ ☐
Research to Build and Present		☐	☐	Visual Art		S1 S2
- Conducts short research projects - Recalls or gathers information from print and digital sources; takes notes and sorts evidence		☐	☐	Visual Art		☐ ☐
Range of Writing		☐	☐	- Demonstrates and applies visual art skills and concepts - Uses creative process to develop ideas		
Conventions of Standard English		☐	☐	Overall Progress Art		
- Demonstrates command of the conventions of standard English grammar and usage - Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling		☐	☐	Visual Art Progress + Significant ✓ Steady – Minimal		☐ ☐
Overall Progress Writing		☐	☐	Music		S1 S2
Writing Progress + Significant ✓ Steady – Minimal		☐	☐	Demonstrates and applies music skills and concepts		☐ ☐
				Demonstrates and applies music skills and concepts		
				Contributes to positive group activities by participating appropriately		☐ ☐
				Contributes to positive group activities by participating appropriately		
				Overall Progress Music		
				Music Progress + Significant ✓ Steady – Minimal		☐ ☐