

Everett Public Schools Elementary Progress Report	Student:		Student ID:		School:		1	
	GradeLevel: Grade 2		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 21st Century Skills Citizenship • Follows limits and expectations • Solves social problems Collaboration • Interacts with peers • Balances needs of self and others Communication • Engages in conversations Creativity • Thinks symbolically Critical Thinking • Solves problems Growth Mindset • Persists • Manages feelings • Takes care of own needs appropriately • Attends and engages	O Often				Operations and Algebraic Thinking • Represents and solves problems involving addition and subtraction within 100: one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. • Fluently adds and subtracts within 20. • Works with equal groups of objects to gain foundation for multiplication.				<input type="checkbox"/>	<input type="checkbox"/>
	R Rarely				Numbers and Operations in Base Ten • Understands place value; reads, writes, counts and compares numbers to 1,000 • Uses place value understanding and properties of operations to add and subtract: fluently within 100 using place value strategies; adding up to four two-digit numbers; within 1,000 using concrete models or drawings and strategies; mentally adds tens and hundreds to multiples of tens and hundreds; explains why strategies work using place value and the properties of operations.				<input type="checkbox"/>	<input type="checkbox"/>
		S1	S2		Measurement and Data • Measures and estimates lengths in standard units, to include determining how much longer one object is than another. • Relates addition and subtraction to length including in word problems involving lengths that are given in the same units. • Works with time to the nearest five minutes, and with money counting to up to one dollar in all increments. • Represents and interprets data: generates measurement data and shows the measurements by making a line plot; draws a picture graph and a bar graph to represent a data set with up to four categories; solves simple put-together, take-apart, and compares problems using information presented in a bar graph.				<input type="checkbox"/>	<input type="checkbox"/>
					Geometry • Reasons with shapes and their attributes: recognizes, identifies, and draws shapes; partitions rectangles into rows and columns of same-size squares and counts to find the total number of them; partitions circles and rectangles, describes partitions, and understands equal shares may have different shapes.				<input type="checkbox"/>	<input type="checkbox"/>
					Reasoning, Problem Solving, and Communication • Demonstrates mathematical thinking to solve problems.				<input type="checkbox"/>	<input type="checkbox"/>
					Mathematics Progress + Significant ✓ Steady – Minimal				<input type="checkbox"/>	<input type="checkbox"/>
					Speaking and Listening				S1	S2
					Comprehension and Collaboration • Participates and follows rules in collaborative conversations; responds to comments or questions of others through multiple exchanges • Recounts or describes main ideas and details from information presented in diverse media and formats; asks and answers questions to clarify, gathers information, or deepens understanding				<input type="checkbox"/>	<input type="checkbox"/>
					Presentation of Knowledge and Ideas • Tells a story or recounts an experience with facts, relevant and descriptive details; speaks clearly and in complete sentences • Creates audio recordings of stories or poems; adds drawings or visual displays to clarify ideas, thoughts, and feelings • Produces complete sentences when appropriate to task and situation				<input type="checkbox"/>	<input type="checkbox"/>
					Speaking and Listening Progress + Significant ✓ Steady – Minimal				<input type="checkbox"/>	<input type="checkbox"/>

Ensuring each student learns to high standards.

Reading		S1	S2	Student:		2
Phonics and Word Recognition		<input type="checkbox"/>	<input type="checkbox"/>	Science		S1 S2
• Applies grade-level phonics and decoding of words • Recognizes and reads grade-appropriate irregularly and commonly spelled words		<input type="checkbox"/>	<input type="checkbox"/>	Earth and Space Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Explore properties of air and the role of air in predicting weather (Kit: Air and Weather)		<input type="checkbox"/> <input type="checkbox"/>
Fluency		<input type="checkbox"/>	<input type="checkbox"/>	• Earth’s Systems – Weather and Climate • Earth’s Place in the Universe – The Universe and its Stars		<input type="checkbox"/> <input type="checkbox"/>
• Reads with sufficient accuracy, fluency, rate, and expression to support comprehension • Uses context or rereads to confirm or self-correct word		<input type="checkbox"/>	<input type="checkbox"/>	Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Study a butterfly life cycle: egg, larva, caterpillar, chrysalis, and adult (Kit: The Life Cycle of the Butterfly)		<input type="checkbox"/> <input type="checkbox"/>
Language/Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	• From Molecules to Organisms: Structures and Processes • Biological Evolution: Unity and Diversity – Natural Selection and Adaptation		<input type="checkbox"/> <input type="checkbox"/>
• Uses knowledge of language, its convention, and formal/informal uses • Determines or clarifies meanings of words using context, root words, prefixes, resources ; understands word relationships		<input type="checkbox"/>	<input type="checkbox"/>	Engineering Design, Physical Science and Life 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 – The Best of Bugs: Designing Hand Pollinators)		<input type="checkbox"/> <input type="checkbox"/>
Key Ideas and Details		<input type="checkbox"/>	<input type="checkbox"/>	• Matter and its Interactions – Structure and Properties of Matter • Ecosystems: Interactions, Energy and Dynamics – Interdependent Relationships in Ecosystems • Engineering Design		<input type="checkbox"/> <input type="checkbox"/>
• Asks and answers questions to demonstrate understanding of key details in a text • Recounts stories, fables, and folktales; determines the central message or moral; identifies the topic and focus of paragraphs within a multiparagraph informational text • Describes how characters in a story respond to events and challenges; describes the connection between a series of events, ideas/concepts, or steps in procedures within an informational text		<input type="checkbox"/>	<input type="checkbox"/>	Science Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
Craft and Structure		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies		S1 S2
• Describes how words and phrases supply rhythm and meaning in a story, poem, or song; determines the meaning of words and phrases in informational text • Describes the overall structure of a story; knows and uses various text features to locate facts or information in a text • Knows different points of view of characters; identifies the main purpose of an informational text and what the author wants to answer, explain, or describe		<input type="checkbox"/>	<input type="checkbox"/>	• Civics: Understands the purpose of rules in the classroom and school community • Economics: Understands that choosing among goods and services have costs and benefits to a local economy • Geography: Gains information from maps and globes; Understands that people in their community impact the local environment • History: Creates a timeline showing major community events in sequence • Social Studies Skills: Uses questions to find information in technology and print resources		<input type="checkbox"/> <input type="checkbox"/>
Integration of Knowledge and Ideas		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
• Uses information from illustrations and words in a print or digital text to understand characters, setting, or plot; explains how specific images contribute to and clarify a text • Describes how reasons support specific points the author makes in a text • Compares/contrasts two or more versions of the same story, or the most important points presented by two texts on the same topic		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness		S1 S2
Range of Reading and Level or Text Complexity		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness		<input type="checkbox"/> <input type="checkbox"/>
• Reads and comprehends grade 2 literature and informational texts independently and proficiently		<input type="checkbox"/>	<input type="checkbox"/>	• Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness		<input type="checkbox"/> <input type="checkbox"/>
Reading Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>	• Students will exhibit responsible personal and social behavior that respects self and others.		<input type="checkbox"/> <input type="checkbox"/>
Writing		S1	S2	Health and Fitness Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
Text Types and Purposes		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art		S1 S2
• Writes informative/explanatory texts: introduces a topic, uses facts and definitions, and a concluding statement or section		<input type="checkbox"/>	<input type="checkbox"/>	• Demonstrates and applies visual art skills and concepts • Uses creative process to develop ideas		<input type="checkbox"/> <input type="checkbox"/>
• Writes narratives: includes elaborated events, details to describe actions, thoughts, and feelings; uses temporal words to show sequence; provides closure		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
• Writes opinion pieces: introduces the topic or book, states an opinion, supplies reasons that support the opinion, uses linking words and a concluding statement or section		<input type="checkbox"/>	<input type="checkbox"/>	Music		S1 S2
Production and Distribution of Writing		<input type="checkbox"/>	<input type="checkbox"/>	• Demonstrates and applies music skills and concepts		<input type="checkbox"/> <input type="checkbox"/>
• With guidance, focuses on topic and strengthens writing by revising and editing • With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers		<input type="checkbox"/>	<input type="checkbox"/>	• Contributes to positive group activities by participating appropriately		<input type="checkbox"/> <input type="checkbox"/>
Research to Build and Present		<input type="checkbox"/>	<input type="checkbox"/>	Music Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
• Participates in shared research and writing projects • Recalls or gathers information from experience and provided sources to answer a question		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
Conventions of Standard English		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
• Uses conventions of standard English grammar and usage • Uses conventions of standard English capitalization, punctuation, and spelling		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
Writing Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>