

Everett Public Schools Elementary Progress Report	Student:	Student ID:	School: Emerson Elementary	1
	GradeLevel: Kindergarten	Year:	Teacher:	

Attendance	S1	S2	Support Services	Keys for Academic Performance			
Days Absent		0.00		1	Below performance expectations at this time	2	Approaching performance expectations at this time
Days Tardy		0.00		3	Meeting performance expectations at this time	4	Exceeding performance expectations at this time
Days Present		0.00		NA	Not assessed at this time	IEP	Individualized Education Plan

Term Comments	Key for 21st Century Skills - Spanish DL		Mathematics - Spanish DL		S1	S2	
	C	Consistently	O	Often			
	S	Sometimes	R	Rarely			
	21st Century Skills				S1	S2	
	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							
Counting and Cardinality							
• Compares numbers: identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; compares two written numerals.						☐	☐
• Knows number names and the count sequence: counts to 100 by ones and by tens; counts forward from a given number (instead of beginning at 1); writes numbers from 0 to 20; represents a number of objects with a written numeral 0-20.						☐	☐
• Counts to tell the number of objects: understands the last number name said tells the number of objects counted; counts to answer 'how many?' questions about as many as 20 items.						☐	☐
Operations and Algebraic Thinking							
• Understands addition as putting together and adding to, and subtraction as taking apart and taking from; decomposes numbers less than or equal to 10; fluently adds and subtracts within 5.						☐	☐
Numbers and Operations in Base Ten							
• Understands/models numbers 11-19 as ten ones and some more ones to gain foundation for place value.						☐	☐
Measurement and Data							
• Describe and compare measurable attributes.						☐	☐
• Classify objects and count the number of objects in each category.						☐	☐
Geometry							
• Identifies and describes shapes.						☐	☐
• Analyzes, compares, creates and composes shapes.						☐	☐
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						☐	☐
Speaking and Listening - Spanish DL						S1	S2
Everett Grade K ELA Speaking and Listening CCSS							
Comprehension and Collaboration						☐	☐
• Participates in conversations with partners about topics/texts, follows rules for discussion, and exchanges ideas							
• Asks and answers questions to clarify ideas or gather information							
Presentation of Knowledge and Ideas						☐	☐
• Adds description, detail, and speaks clearly about ideas							
Speaking and Listening - Progress + Significant ✓ Steady – Minimal						☐	☐
Ensuring each student learns to high standards.							

Reading - Spanish DL		S1	S2	Student:		2
Print Concepts		☐	☐	Science - Spanish DL		S1 S2
• Understands the organization of print; knows left to right, top to bottom, and spacing between word				Life Science with application of NGSS Science and Engineering Practices and NGSS		☐ ☐
• Recognizes and names all upper and lowercase letters of the alphabet				Crosscutting Concepts: Animals can be classified by their structures, behaviors and what they need to survive. (Kit: Animals Two by Two)		
Phonological Awareness		☐	☐	• From Molecules to Organisms: Structures and Function		
• Demonstrates understanding of spoken words, syllables, and sounds (phonemes)		☐	☐	• Earth and Human Activity: Natural Resources		
Phonics and Word Recognition		☐	☐	• Heredity: Inheritance and Variation of Traits		
• Knows and applies grade-level phonics; decodes words; reads common high -frequency words by sight		☐	☐	Physical Science with application of NGSS Science and Engineering Practices and NGSS		☐ ☐
Fluency		☐	☐	Crosscutting Concepts: Physical properties of objects affect the way they move on a flat surface and how they move on ramps (Kit: Balls and Ramps)		
• Reads emergent-reader texts with purpose and understanding		☐	☐	• Matter and its Interactions: Structures and Properties of Matter		
Key Ideas and Details				• Motion and Stability: Forces and Interactions		
• With support, asks and answers questions about details in a text; retells familiar stories and identifies the main topic of an informational text with details				Engineering Design with application of NGSS Science and Engineering Practices and NGSS		☐ ☐
• With support, identifies characters, settings, and major events in a story; describes the connection between two ideas or pieces of information with informational texts		☐	☐	Crosscutting Concepts: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions		
Craft and Structure				(Engineering Design Challenges: Building Bridges, Towers and Ramps)		
• Asks and answers questions about unknown words				• Matter and its Interactions: Structures and Properties of Matter		
• Recognizes common types and parts of a text				• Motion and Stability: Forces and Interactions		
• With support, names the author and illustrator of a text; defines the role of author/illustrator in telling the story or presenting information		☐	☐	• Engineering Design		
Integration of Knowledge and Ideas		☐	☐	Science - Progress		☐ ☐
• With support, describes the relationship between illustrations and the text				Social Studies - Spanish DL		S1 S2
• With support, identifies the reasons an author gives to support points in a text				Social Studies		☐ ☐
• With support, compares/contrasts experiences of characters in stories and between two informational texts on the same topic				• Civics - Understands the purpose of rules in the classroom and school community		
Range of Reading and Level or Text Complexity		☐	☐	• History - Creates timelines showing events in sequence		
• Actively engages in grade level appropriate reading activities with purpose and understanding				Social Studies - Progress		☐ ☐
Overall Progress Reading				Health and Fitness		S1 S2
Reading - Progress		☐	☐	Health and Fitness		☐ ☐
Writing - Spanish DL		S1	S2	• Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness		☐ ☐
Text Types and Purposes		☐	☐	• Students will exhibit responsible personal and social behavior that respects self and others.		☐ ☐
• Uses a combination of drawing, dictating, and writing to compose informative/explanatory text with details		☐	☐	Health and Fitness Progress		☐ ☐
• Uses a combination of drawing, dictating, and writing to narrate events in order with details		☐	☐	Visual Art		S1 S2
• Uses a combination of drawing, dictating, and writing to compose opinion writing with details		☐	☐	Visual Art		☐ ☐
Production and Distribution of Writing		☐	☐	• Demonstrates and applies visual art skills and concepts		
• With support, focuses on topic, responds to questions/suggestions; adds details to strengthen writing				• Uses creative process to develop ideas		
• With support from adults, explores various digital tools to produce and publish writing				Visual Art Progress		☐ ☐
Research to Build and Present Knowledge		☐	☐	Music		S1 S2
• Participates in shared research and writing projects				Music		☐ ☐
• With support, recalls or gathers information from provided sources to answer a question		☐	☐	• Demonstrates and applies music skills and concepts		☐ ☐
Conventions of Standard Spanish		☐	☐	• Contributes to positive group activities by participating appropriately		☐ ☐
• Prints upper and lowercase letters				Music Progress		☐ ☐
• Uses conventions of standard Spanish grammar and usage when writing (common nouns, verbs, plural, question words, prepositions)				Writing - Progress		☐ ☐
• Uses capitalization, punctuation, and spelling when writing (first letter of word in sentence, pronoun 'I', end punctuation, spells phonetically)				Writing - Progress		☐ ☐
Overall Progress Writing				Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		☐ ☐
Writing - Progress		☐	☐	Writing - Progress		