

Everett Public Schools Elementary Progress Report		Student:		Student ID:		School:		1							
		Grade Level: Grade 4		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		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									
						Paraphrases portions of a text or information presented in diverse media and formats; identifies reasons and evidence a speaker provides to support particular points									
						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 in an organized manner; uses facts, details and appropriate pacing									
						Adds audio recordings and visual displays to presentations to enhance the main ideas or themes									
						Differentiates between situations that call for formal/informal English									
						Communication Progress + Significant ✓ Steady — Minimal						<input type="checkbox"/>		<input type="checkbox"/>	
Ensuring each student learns to high standards.															

Reading		S1	S2	Student:		2
<b>1. Key Ideas and Details</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Science</b>		<b>S1</b> <b>S2</b>
Refers to details and examples explicitly and when drawing inferences in literary and informational text				<b>1. Understands Scientific Concepts and Principles</b>		
Determines a theme ( story, drama, poem) or main idea from details in the text; summarizes the text				Properties and Change: Matter occupies space and has mass. Changes of state occur when matter is heated or cooled (Kit: Changes of State)		<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				Earth Systems, Structures, and Processes: The surface of the earth changes over time. Rocks and fossils provide evidence of change (Kit: Reading the Environment)		<input type="checkbox"/> <input type="checkbox"/>
<b>2. Craft and Structure</b>		<input type="checkbox"/>	<input type="checkbox"/>	Earth Systems, Structures, and Processes: Water has an important role in shaping the land. Humans interact with natural elements to affect changes in the landscape (Kit: Land and Water)		<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 – A Stick in the Mud: Evaluating a Landscape)		<input type="checkbox"/> <input type="checkbox"/>
Explain 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				<b>2. Systems: Analyze a system in terms of subsystems and large, more inclusive systems</b>		<input type="checkbox"/> <input type="checkbox"/>
Compares/contrasts points of view within stories or topics including first- and secondhand accounts				<b>3. Inquiry: Plan investigations, including field studies, systematic observations, models, and controlled experiments</b>		<input type="checkbox"/> <input type="checkbox"/>
<b>3. Integration of Knowledge and Ideas</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>4. Application: Work individually and collaboratively to design and produce a product to solve a problem</b>		<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				<b>Science Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/> <input type="checkbox"/>
Explains how an author uses reasons and evidence to support points				<b>Social Studies</b>		<b>S1</b> <b>S2</b>
Compares/contrasts themes/topics in myths and literature; integrates information from two similar texts				<b>1. Social Studies</b>		<input type="checkbox"/> <input type="checkbox"/>
<b>4. Range of Reading and Level or Text Complexity</b>		<input type="checkbox"/>	<input type="checkbox"/>	Civics: Understands rights and responsibilities of citizens in the Washington State Constitution; Understands how governments are organized into local, state, tribal and national levels		
Reads and comprehends literature and informational texts in the grades 4–5 text complexity band				Economics: Understands how Washington State's economy is influenced by environment and population		
<b>5. Phonics and Word Recognition</b>		<input type="checkbox"/>	<input type="checkbox"/>	Geography: Understands physical and cultural characteristics of regions in the Pacific Northwest		
Applies grade-level phonics and word analysis skills in decoding words				History: Uses multiple perspectives to learn about Washington State History		
<b>6. Fluency</b>		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies Skills: Creates and uses questions to conduct research on an issue or event; Uses multiple primary and secondary sources to find information and draw conclusions		
Reads with sufficient accuracy, fluency, purpose, rate, and expression; include prose and poetry				<b>Social Studies Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/> <input type="checkbox"/>
Uses context and rereading to confirm or self-correct words				<b>Fitness</b>		<b>S1</b> <b>S2</b>
<b>7. Language/Vocabulary</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>1. Fitness</b>		
Uses knowledge of language and its conventions; chooses words and phrases for effect; uses formal/informal English based on context				Developing appropriate motor and sport skills		<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				Safely, actively, and appropriately engages in a variety of physical activities		<input type="checkbox"/> <input type="checkbox"/>
<b>Reading Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/>	<input type="checkbox"/>	<b>Fitness Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/> <input type="checkbox"/>
<b>Writing</b>		<b>S1</b>	<b>S2</b>	<b>Health</b>		<b>S1</b> <b>S2</b>
<b>1. Text Types and Purposes</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>1. Health</b>		<input type="checkbox"/> <input type="checkbox"/>
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information		<input type="checkbox"/>	<input type="checkbox"/>	Developing understanding of disease control, personal safety, family/cultural/environmental dynamics, and proper social skills and the impact on health.		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		<input type="checkbox"/>	<input type="checkbox"/>	<b>Health Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/> <input type="checkbox"/>
Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing		<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art</b>		<b>S1</b> <b>S2</b>
<b>2. Production and Distribution of Writing</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>1. Visual Art</b>		<input type="checkbox"/> <input type="checkbox"/>
Produces clear, coherent, organized writing, to task, purpose, and audience				Demonstrates and applies visual art skills and concepts		
Develops and strengthens writing by planning, revising and editing				Uses creative process to develop ideas		
Uses technology to produce/publish; has command of keyboarding skills typing at least 1 page per sitting				<b>Visual Art Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/> <input type="checkbox"/>
<b>3. Research to Build and Present</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Music</b>		<b>S1</b> <b>S2</b>
Conducts short research projects that involve investigation of different aspects of the topic				<b>1. Music</b>		
Recalls relevant information; uses print/digital sources, takes notes, categorizes and provides source list				Demonstrates and applies music skills and concepts		<input type="checkbox"/> <input type="checkbox"/>
Draws evidence from literary or informational texts to support analysis, reflection, and research				Contributes to positive group activities by participating appropriately		<input type="checkbox"/> <input type="checkbox"/>
<b>4. Range of Writing</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Music Progress</b> + Significant   ✓ Steady   — Minimal		<input type="checkbox"/> <input type="checkbox"/>
Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences						<input type="checkbox"/> <input type="checkbox"/>
<b>5. Conventions of Standard English</b>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
Demonstrates command of the conventions of standard English grammar and usage						<input type="checkbox"/> <input type="checkbox"/>
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"/>			<input type="checkbox"/> <input type="checkbox"/>