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|--|--|----------------------|----|---|--|--|--|---|--|--|
| 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 | | | | Highly Capable | | | | | | |
| Days Tardy | | | | | | | | | | |
| Days Present | | | | | | | | | | |
| Current Term Comments | | | | Key for Behaviors that Promote Learning | | Mathematics Grade 5 S1 S2 | | | | |
| No comments were provided. | | C Consistently | | O Often | | 1. Operations and Algebraic Thinking | | | | |
| | | S Sometimes | | R Rarely | | Writes and interprets numerical expressions. | | | | |
| | | | | | | Analyzes patterns and relationships to be able to create and graph ordered pairs. | | | | |
| | | | | | | 2. Number and Operations in Base Ten | | | | |
| | | | | | | Understands the place value system. | | | | |
| | | | | | | Performs operations with multi-digit whole numbers and with decimals to hundredths. | | | | |
| | | | | | | 3. Number and Operations--Fractions | | | | |
| | | | | | | Uses equivalent fractions as a strategy to add and subtract fractions in arithmetic and word problems. | | | | |
| | | | | | | Applies and extends previous understandings of multiplication and division to multiply and divide fractions. | | | | |
| | | | | | | 4. Measurement and Data | | | | |
| | | | | | | Converts like measurement units within a given measurement system to solve multi-step real world problems. | | | | |
| | | | | | | Represents and interprets data to display data sets of measurements in fractions of a unit; solves problems involving information presented in line plots. | | | | |
| | | | | | | Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition. | | | | |
| | | | | | | 5. Geometry | | | | |
| | | | | | | Graphs points on the coordinate plane to solve and represent real-world and mathematical problems. | | | | |
| | | | | Classifies two-dimensional figures into categories based on their properties. | | | | | | |
| | | | | 6. Reasoning, Problem Solving, and Communication | | | | | | |
| | | | | Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems | | | | | | |
| | | | | Mathematics Progress + Significant ✓ Steady — Minimal | | | | | | |
| | | | | Communication S1 S2 | | | | | | |
| | | | | 1. Comprehension and Collaboration | | | | | | |
| | | | | 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 | | | | | | |
| | | | | 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 | | | | | | |
| Ensuring each student learns to high standards. | | | | | | | | | | |

| Reading | | Grade 5 | | S1 | | S2 | | Student: | | 2 | |
|---|--|---------|--|--------------------------|--------------------------|---|--|----------|--|--------------------------|--------------------------|
| 1. Key Ideas and Details | | | | <input type="checkbox"/> | <input type="checkbox"/> | Science | | | | S1 | S2 |
| Quotes accurately from a literary/ informational text to explain what the text infers or says explicitly | | | | | | 1. Understands Scientific Concepts and Principles | | | | | |
| Determines theme/main ideas in literature/ informational text with details; summarizes texts | | | | | | 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"/> |
| Compares/contrasts two or more characters, settings, or events in a story/drama; explains the relationships between two or more individuals/events/ ideas/concepts in informational texts | | | | | | 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"/> |
| 2. Craft and Structure | | | | <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 content-specific words/phrases as they are used in 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"/> |
| Explains how a series of chapters, scenes, or stanzas provide the overall structure of a story, drama, or poem; compares/contrasts the overall structure of events/ideas/concepts in two or more texts | | | | | | 2. Systems: Analyze a system in terms of subsystems and large, more inclusive systems | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes how a narrator's or speaker's point of view influences how events are described; analyzes multiple accounts of the same event or topic, comparing and contrasting the point of view represented | | | | | | 3. Inquiry: Plan investigations, including field studies, systematic observations, models, and controlled experiments | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Integration of Knowledge and Ideas | | | | <input type="checkbox"/> | <input type="checkbox"/> | 4. Application: Work individually and collaboratively to design and produce a product to solve a problem | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyzes visual/multimedia elements' impact on meaning, tone and beauty; draws from print/digital sources | | | | | | Science Progress + Significant ✓ Steady — Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies how an author uses reasons and evidence to support points in an informational text | | | | | | Social Studies | | | | S1 | S2 |
| Compares/contrasts genre/themes;integrates information from several texts on same topic | | | | | | 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 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 grade 5 literature (stories, dramas, poetry) and informational texts independently | | | | | | Economics: Understands how Washington State's economy is influenced by environment and population | | | | | |
| 5. Phonics and Word Recognition | | | | <input type="checkbox"/> | <input type="checkbox"/> | Geography: Understands physical and cultural characteristics of regions in the Pacific Northwest | | | | | |
| Knows and apply grade-level phonics and word analysis skills in decoding words | | | | | | History: Uses multiple perspectives to learn about Washington State History | | | | | |
| 6. Fluency | | | | <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, 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 | | | | | | Fitness | | | | S1 | S2 |
| 7. Language/Vocabulary | | | | <input type="checkbox"/> | <input type="checkbox"/> | 1. Fitness | | | | | |
| Uses knowledge of language and conventions; expands/combines/reduces sentences; compares uses of English | | | | | | Developing appropriate motor and sport skills | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Determines or clarifies meanings of words using context, affixes, root words, reference materials; 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"/> |
| Reading Progress + Significant ✓ Steady — Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> | Fitness Progress + Significant ✓ Steady — Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing | | | | S1 | S2 | Health | | | | S1 | S2 |
| 1. Text Types and Purposes | | | | | | 1. Health | | | | <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"/> | Health Progress + 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"/> | Visual Art | | | | S1 | S2 |
| 2. Production and Distribution of Writing | | | | <input type="checkbox"/> | <input type="checkbox"/> | 1. Visual Art | | | | <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 | | | | | | Visual Art Progress + Significant ✓ Steady — Minimal | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Research to Build and Present | | | | <input type="checkbox"/> | <input type="checkbox"/> | Music | | | | S1 | S2 |
| Conducts short research projects that involve investigation of different aspects of the topic | | | | | | 1. Music | | | | | |
| 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"/> |
| 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 and shorter timeframes for specific tasks, purposes and audiences | | | | | | | | | | | |
| 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"/> | | | | | | |