

Everett Public Schools Elementary Progress Report		Student:		Student ID:		School:		1							
		Grade Level: Grade 5		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		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						<input type="checkbox"/>		<input type="checkbox"/>	
						Understands the place value system.									
						Performs operations with multi-digit whole numbers and with decimals to hundredths.									
						3. Number and Operations--Fractions						<input type="checkbox"/>		<input type="checkbox"/>	
						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						<input type="checkbox"/>		<input type="checkbox"/>	
						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						<input type="checkbox"/>		<input type="checkbox"/>	
						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						<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									
						Summarizes a written text read aloud or information presented in diverse media and formats									
						Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence									
						2. Presentation of Knowledge and Ideas						<input type="checkbox"/>		<input type="checkbox"/>	
						Reports on a topic or text or presents an opinion; sequences ideas logically, uses facts and details; speaks clearly at an appropriate pace									
						Includes multimedia components and visual displays in presentations to enhance main ideas or themes									
						Adapts speech to a variety of contexts and tasks; uses formal English when appropriate to task and situation									
						Communication Progress + Significant ✓ Steady — Minimal						<input type="checkbox"/>		<input type="checkbox"/>	
Ensuring each student learns to high standards.															

Reading		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				Structure and Function of Living Organisms: Humans are complex organisms, made of cells that work together and are organized according to function (Kit: Human Body Systems)				<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				Force and Motion: Apply an understanding of energy, force, friction, and properties of materials to design a solution to technological problems (Kit: Motion and Design)				<input type="checkbox"/>	<input type="checkbox"/>
2. Craft and Structure		<input type="checkbox"/>	<input type="checkbox"/>	Ecosystems: Organisms are linked to each other and to their environments in a web of relationships. Humans may affect ecosystems in many ways (Kit: Ecosystems)				<input type="checkbox"/>	<input type="checkbox"/>
Determines meaning of general academic and content-specific words/phrases as they are used in text				Engineering Design: Solve problems by asking questions, making observations, gathering information, and designing/testing/comparing solutions (Kit: EiE – Attraction is Obvious: Designing Maglev Systems)				<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 importance of civic participation in United States government; Understands how the United States government is organized into three branches					
5. Phonics and Word Recognition		<input type="checkbox"/>	<input type="checkbox"/>	Economics: Understands how the colonial economic system was influenced by laws and trade					
Knows and apply grade-level phonics and word analysis skills in decoding words				Geography: Constructs and uses maps to learn about early United States history; Analyzes how migration impacts land and cultures					
6. Fluency		<input type="checkbox"/>	<input type="checkbox"/>	History: Uses multiple perspectives to learn about United States history					
Reads with sufficient accuracy, fluency, rate, and expression; includes prose and poetry				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					
Uses context and rereading to confirm or self-correct words				Social Studies Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>
7. Language/Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	Fitness				S1	S2
Uses knowledge of language and conventions; expands/combines/reduces sentences; compares uses of English				1. Fitness					
Determines or clarifies meanings of words using context, affixes, root words, reference materials; understands figurative language and word relationships; uses grade appropriate vocabulary				Demonstrates developmentally appropriate motor and sport skills				<input type="checkbox"/>	<input type="checkbox"/>
Reading Progress + Significant ✓ Steady — Minimal		<input type="checkbox"/>	<input type="checkbox"/>	Understands fitness information				<input type="checkbox"/>	<input type="checkbox"/>
Writing		S1	S2	Safely, actively, and appropriately engages in a variety of physical activities				<input type="checkbox"/>	<input type="checkbox"/>
1. Text Types and Purposes		<input type="checkbox"/>	<input type="checkbox"/>	Fitness Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>
Writes opinion pieces on topics or texts, supporting a point of view with reasons				Health				S1	S2
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		<input type="checkbox"/>	<input type="checkbox"/>	1. Health				<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"/>	Developing understanding of disease control, personal safety, family/cultural/environmental dynamics, and proper social skills and the impact on health.					
2. Production and Distribution of Writing		<input type="checkbox"/>	<input type="checkbox"/>	Health Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>
Produces clear, coherent, and organized writing appropriate to task, purpose, and audience				Visual Art				S1	S2
Develops and strengthen writing by planning, revising, editing, rewriting, or trying a new approach				1. Visual Art				<input type="checkbox"/>	<input type="checkbox"/>
Uses technology to produce/publish, interact and collaborate; has command of keyboarding skills typing at least 2 pages per sitting				Demonstrates and applies visual art skills and concepts					
3. Research to Build and Present Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	Uses creative process to develop ideas				<input type="checkbox"/>	<input type="checkbox"/>
Conducts short research projects that use several sources to investigate different aspects of a topic				Visual Art Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>
Gathers relevant information; uses print/digital sources; summarizes/paraphrases in notes/work; provides source list				Music				S1	S2
Draws evidence from literary or informational texts to support analysis, reflection, and research				1. Music					
4. Range of Writing		<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates and applies music skills and concepts				<input type="checkbox"/>	<input type="checkbox"/>
Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences				Contributes to positive group activities by participating appropriately				<input type="checkbox"/>	<input type="checkbox"/>
5. Conventions of Standard English		<input type="checkbox"/>	<input type="checkbox"/>	Music Progress + Significant ✓ Steady — Minimal				<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"/>						