

<i>Everett Public Schools</i> 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	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 <i>Grade 5</i>					
No comments were provided.		C	Consistently		O	Often					
		S	Sometimes		R	Rarely					
		Behaviors That Promote Learning				S1	S2				
		1. Cooperative Worker						1. Operations and Algebraic Thinking			
		Cooperates and interacts positively with others				<input type="checkbox"/>	<input type="checkbox"/>	Writes and interprets numerical expressions.			
		Participates actively and appropriately				<input type="checkbox"/>	<input type="checkbox"/>	Analyzes patterns and relationships to be able to create and graph ordered pairs.			
		Respects property of school and others				<input type="checkbox"/>	<input type="checkbox"/>	2. Number and Operations in Base Ten			
		Respects rights, feelings and ideas of others				<input type="checkbox"/>	<input type="checkbox"/>	Understands the place value system.			
		Solves problems with peers effectively				<input type="checkbox"/>	<input type="checkbox"/>	Performs operations with multi-digit whole numbers and with decimals to hundredths.			
		Follows school/classroom rules				<input type="checkbox"/>	<input type="checkbox"/>	3. Number and Operations--Fractions			
2. Quality Worker						Uses equivalent fractions as a strategy to add and subtract fractions in arithmetic and word problems.					
Shows willingness to try				<input type="checkbox"/>	<input type="checkbox"/>	Applies and extends previous understandings of multiplication and division to multiply and divide fractions.					
Shows persistence				<input type="checkbox"/>	<input type="checkbox"/>	4. Measurement and Data					
Keeps work space and materials organized				<input type="checkbox"/>	<input type="checkbox"/>	Converts like measurement units within a given measurement system to solve multi-step real world problems.					
Strives to produce quality work				<input type="checkbox"/>	<input type="checkbox"/>	Represents and interprets data to display data sets of measurements in fractions of a unit; solves problems involving information presented in line plots.					
3. Self Directed Learner						Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition.					
Works independently				<input type="checkbox"/>	<input type="checkbox"/>	5. Geometry					
Follows directions				<input type="checkbox"/>	<input type="checkbox"/>	Graphs points on the coordinate plane to solve and represent real-world and mathematical problems.					
Completes classwork on time				<input type="checkbox"/>	<input type="checkbox"/>	Classifies two-dimensional figures into categories based on their properties.					
Returns home assignments on time				<input type="checkbox"/>	<input type="checkbox"/>	6. Reasoning, Problem Solving, and Communication					
Makes productive use of class time				<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems					
Reflects, sets goals, and evaluates progress				<input type="checkbox"/>	<input type="checkbox"/>	Mathematics Progress + Significant ✓ Steady — Minimal					
Is prepared with materials and ready to work				<input type="checkbox"/>	<input type="checkbox"/>	Communication					
						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				<input type="checkbox"/>	<input type="checkbox"/>	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												<input type="checkbox"/>	<input type="checkbox"/>
5. Conventions of Standard English				<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"/>
Writing Progress + Significant ✓ Steady — Minimal				<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>