

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				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 Grade 6						S1 S2	
No comments were provided.		C Consistently		O Often		<div>1. The Number System</div> <div>Computes fluently with multi-digit numbers and finds common factors and multiples.</div> <div>Adds, subtracts, multiplies and divides rational numbers.</div> <div>Solves real-world and mathematical problems involving the 4 operations with rational numbers.</div> <div>2. Expressions and Equations</div> <div>Writes, reads and evaluates expressions.</div> <div>Identifies and generates equivalent expressions.</div> <div>Writes and solves equations and inequalities.</div> <div>Solves multi-step equations with positive and negative rational numbers in any form and verify solutions. (6.EE.5)</div> <div>Solves word problems using mathematical expressions and equations to verify solutions.</div> <div>3. Ratios and Proportional Relationships</div> <div>Uses ratio reasoning to solve problems.</div> <div>Computes unit rates.</div> <div>Uses ratio and rate reasoning to solve real world and mathematical problems.</div> <div>4. Geometry</div> <div>Solves problems involving area, surface area, and volume.</div> <div>5. Statistics and Probability</div> <div>Uses random sampling to draw inferences and draws comparative inferences about two populations</div> <div>Develops understanding of statistical variability.</div> <div>Summarizes and describes distributions.</div> <div>Mathematics Progress + Significant ✓ Steady — Minimal</div> <div>Communication</div> <div>1. Comprehension and Collaboration</div> <div>Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly</div> <div>Summarizes a written text read aloud or information presented in diverse media and formats</div> <div>Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence</div> <div>2. Presentation of Knowledge and Ideas</div> <div>Reports on a topic or text or presents an opinion; sequences ideas logically; uses facts and details; speaks clearly at an appropriate pace</div> <div>Includes multimedia components and visual displays in presentations to enhance main ideas or themes</div> <div>Adapts speech to a variety of contexts and tasks; uses formal English when appropriate to task and situation</div> <div>Communication Progress + Significant ✓ Steady — Minimal</div>							
		S Sometimes		R Rarely									
		Behaviors That Promote Learning		S1 S2									
		1. Cooperative Worker											
		Cooperates and interacts positively with others		<input type="checkbox"/> <input type="checkbox"/>									
		Participates actively and appropriately		<input type="checkbox"/> <input type="checkbox"/>									
		Respects property of school and others		<input type="checkbox"/> <input type="checkbox"/>									
		Respects rights, feelings and ideas of others		<input type="checkbox"/> <input type="checkbox"/>									
		Solves problems with peers effectively		<input type="checkbox"/> <input type="checkbox"/>									
		Follows school/classroom rules		<input type="checkbox"/> <input type="checkbox"/>									
2. Quality Worker													
Shows willingness to try		<input type="checkbox"/> <input type="checkbox"/>											
Shows persistence		<input type="checkbox"/> <input type="checkbox"/>											
Keeps work space and materials organized		<input type="checkbox"/> <input type="checkbox"/>											
Strives to produce quality work		<input type="checkbox"/> <input type="checkbox"/>											
3. Self Directed Learner													
Works independently		<input type="checkbox"/> <input type="checkbox"/>											
Follows directions		<input type="checkbox"/> <input type="checkbox"/>											
Completes classwork on time		<input type="checkbox"/> <input type="checkbox"/>											
Returns home assignments on time		<input type="checkbox"/> <input type="checkbox"/>											
Makes productive use of class time		<input type="checkbox"/> <input type="checkbox"/>											
Reflects, sets goals, and evaluates progress		<input type="checkbox"/> <input type="checkbox"/>											
Is prepared with materials and ready to work		<input type="checkbox"/> <input type="checkbox"/>											
Ensuring each student learns to high standards.													

Reading	Grade 6	S1	S2	Student:	2
1. Key Ideas and Details		<input type="checkbox"/>	<input type="checkbox"/>	Science	
Cites textual evidence to support analysis of what text says explicitly; draws inferences from literary/informational text Determines theme/central idea and how conveyed through details; provides summary distinct from opinion/judgments Describes how a particular story/drama plot unfolds, and how characters respond/change; analyzes how an individual/event/idea is introduced, illustrated, and elaborated in informational text				1. Understands Scientific Concepts and Principles	
2. Craft and Structure		<input type="checkbox"/>	<input type="checkbox"/>	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)	
Determines figurative, connotative and technical meaning of words; analyzes impact of word choice on meaning and tone Analyzes how a sentence/chapter/scene/stanza fits into the overall structure of a literary text and contributes to theme, setting, or plot; analyzes how a sentence/paragraph/chapter/section fits into the overall structure of informational text and contributes to development of ideas Explains how an author develops the point of view of the narrator or speaker in literary text; determines an author's point of view or purpose with informational text				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)	
3. Integration of Knowledge and Ideas		<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)	
Compares/contrasts the reading of a story/drama/poem to listening/viewing an audio, video, or live version of text; integrates information presented in media or other formats Traces/evaluates the argument in text, distinguishing claims that are supported by reasons and evidence Compares/contrasts texts in different forms or genres in their approaches to similar themes and topics; compares/contrasts one author's presentation of events to another author				Engineering Design: Solve problems by asking questions, making observations, gathering information, and designing/testing/comparing solutions (Kit: EiE – Attraction is Obvious: Designing Maglev Systems)	
4. Range of Reading and Level or Text Complexity		<input type="checkbox"/>	<input type="checkbox"/>	2. Systems: Analyze a system in terms of subsystems and large, more inclusive systems	
Reads/comprehends grade 6 literature (literary nonfiction, stories, poems, drama) and informational texts independently				3. Inquiry: Plan investigations, including field studies, systematic observations, models, and controlled experiments	
5. Language/Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	4. Application: Work individually and collaboratively to design and produce a product to solve a problem	
Uses knowledge of language and its conventions; varies sentence patterns for meaning, interest, and style; maintains consistency in style and tone Determines or clarifies the meaning of words/phrases based on grade 6 reading content; uses context, root words, references, figurative language, word relationships, figures of speech, and accurate vocabulary				Science Progress + Significant ✓ Steady — Minimal	
Reading Progress + Significant ✓ Steady — Minimal		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	
Writing		S1	S2	1. Social Studies	
1. Text Types and Purposes		<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	
Writes opinion pieces on topics or texts, supporting a point of view with reasons				Economics: Understands how the colonial economic system was influenced by laws and trade	
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly				Geography: Constructs and uses maps to learn about early United States history; Analyzes how migration impacts land and cultures	
Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing				History: Uses multiple perspectives to learn about United States history	
2. Production and Distribution of Writing		<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	
Produces clear, coherent, and organized writing appropriate to task, purpose, and audience Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach Uses technology to produce/publish, interact and collaborate; has command of keyboarding skills typing at least 2 pages per sitting				Social Studies Progress + Significant ✓ Steady — Minimal	
3. Research to Build and Present Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness	
Conducts short research projects that use several sources to investigate different aspects of a topic Gathers relevant information; uses print/digital sources; summarizes/paraphrases in notes/work; provides source list Draws evidence from literary or informational texts to support analysis, reflection, and research				1. Health and Fitness	
4. Range of Writing		<input type="checkbox"/>	<input type="checkbox"/>	Students will demonstrate competency in a variety of motor skills and movement patterns.	
Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences				Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
5. Conventions of Standard English		<input type="checkbox"/>	<input type="checkbox"/>	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	
Demonstrates command of the conventions of standard English grammar and usage Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling				Students will exhibit responsible personal and social behavior that respects self and others	
Writing Progress + Significant ✓ Steady — Minimal		<input type="checkbox"/>	<input type="checkbox"/>	Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction	
		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness Progress + Significant ✓ Steady — Minimal	
		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art	
		<input type="checkbox"/>	<input type="checkbox"/>	1. Visual Art	
		<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates and applies visual art skills and concepts Uses creative process to develop ideas	
		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art Progress + Significant ✓ Steady — Minimal	
		<input type="checkbox"/>	<input type="checkbox"/>	Music	
		<input type="checkbox"/>	<input type="checkbox"/>	1. Music	
		<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates and applies music skills and concepts	
		<input type="checkbox"/>	<input type="checkbox"/>	Contributes to positive group activities by participating appropriately	
		<input type="checkbox"/>	<input type="checkbox"/>	Music Progress + Significant ✓ Steady — Minimal	