

|                                                      |  |                      |  |                                         |  |                                                                                                                                                                                                                                                                                                                                         |  |                                               |  |   |  |                                                   |  |                          |  |
|------------------------------------------------------|--|----------------------|--|-----------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|--|---|--|---------------------------------------------------|--|--------------------------|--|
| Everett Public Schools<br>Elementary Progress Report |  | Student:             |  | Student ID:                             |  | School:                                                                                                                                                                                                                                                                                                                                 |  | 1                                             |  |   |  |                                                   |  |                          |  |
|                                                      |  | Grade Level: Grade 1 |  | 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                                |  | Represents and solves problems involving addition and subtraction.                                                                                                                                                                                                                                                                      |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Understands and applies properties of operations and the relationship between addition and subtraction.                                                                                                                                                                                                                                 |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Adds and subtracts within 20.                                                                                                                                                                                                                                                                                                           |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Works with addition and subtraction equations.                                                                                                                                                                                                                                                                                          |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | 2. Number and Operations in Base Ten                                                                                                                                                                                                                                                                                                    |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Extends the counting sequence to 120 (starting at any number).                                                                                                                                                                                                                                                                          |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Understands place value.                                                                                                                                                                                                                                                                                                                |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Uses place value understanding and properties of operations to add and subtract; adds within 100; adds and subtracts multiples of 10 from multiples of 10 less than 100.                                                                                                                                                                |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | 3. Measurement and Data                                                                                                                                                                                                                                                                                                                 |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Measures lengths indirectly and by iterating length units.                                                                                                                                                                                                                                                                              |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Tells and writes time to the half hour.                                                                                                                                                                                                                                                                                                 |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Represents and interprets data; collects and represents data; asks and answers questions about data.                                                                                                                                                                                                                                    |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | 4. Geometry                                                                                                                                                                                                                                                                                                                             |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Reasons with shapes and their attributes: distinguishes between defining attributes and non-defining attributes; composes two-dimensional shapes or three dimensional shapes to create composite shapes; partitions circles and rectangles into two and four equal shares and describes the shares using halves, fourths, and quarters. |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | 5. Reasoning, Problem Solving, and Communication                                                                                                                                                                                                                                                                                        |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Participates in math problem solving activities                                                                                                                                                                                                                                                                                         |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Identifies the information in a math problem                                                                                                                                                                                                                                                                                            |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Identifies the question to be answered                                                                                                                                                                                                                                                                                                  |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Mathematics Progress + Significant ✓ Steady — Minimal                                                                                                                                                                                                                                                                                   |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Communication                                                                                                                                                                                                                                                                                                                           |  |                                               |  |   |  | S1 S2                                             |  |                          |  |
|                                                      |  |                      |  |                                         |  | 1. Comprehension and Collaboration                                                                                                                                                                                                                                                                                                      |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Participates and follows rules in collaborative conversations; responds to comments or questions of others through multiple exchanges                                                                                                                                                                                                   |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Asks and answers questions to clarify, about details, or to gather more information                                                                                                                                                                                                                                                     |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | 2. Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                                                  |  |                                               |  |   |  | <input type="checkbox"/>                          |  | <input type="checkbox"/> |  |
|                                                      |  |                      |  |                                         |  | Describes people, places, things and events; expresses ideas clearly                                                                                                                                                                                                                                                                    |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Adds drawings or other visuals to descriptions                                                                                                                                                                                                                                                                                          |  |                                               |  |   |  |                                                   |  |                          |  |
|                                                      |  |                      |  |                                         |  | Produces complete sentences 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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--------------------------|----------|--|---|
| <b>1. Key Ideas and Details</b>                                                                                                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Asks and answers questions about key details in a text                                                                                                                                                                           |  |                          |                          |          |  |   |
| Retells stories or main topic with key details; understands the central message or lesson                                                                                                                                        |  |                          |                          |          |  |   |
| Describes characters, settings, and events in a story with key details; describes connections between two individuals, events, ideas and information with informational text                                                     |  |                          |                          |          |  |   |
| <b>2. Craft and Structure</b>                                                                                                                                                                                                    |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Identifies words and phrases in stories or poems that suggest feeling or appeal to the senses; asks and answers questions to determine or clarify the meaning of words or phrases                                                |  |                          |                          |          |  |   |
| Explains differences between stories and informational text; uses text features in locating information                                                                                                                          |  |                          |                          |          |  |   |
| Identifies who is telling the story; distinguishes information provided by pictures, illustrations or words                                                                                                                      |  |                          |                          |          |  |   |
| <b>3. Integration of Knowledge and Ideas</b>                                                                                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Uses illustrations and details to describe characters, setting, events or key ideas in a text                                                                                                                                    |  |                          |                          |          |  |   |
| Uses the reasons an author gives to support points in a text                                                                                                                                                                     |  |                          |                          |          |  |   |
| Compares/contrasts adventures and experiences of characters in two stories or texts on same topic                                                                                                                                |  |                          |                          |          |  |   |
| <b>4. Range of Reading and Level or Text Complexity</b>                                                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Reads and comprehends grade 1 literature and informational texts independently and proficiently                                                                                                                                  |  |                          |                          |          |  |   |
| <b>5. Print Concepts &amp; Phonological Awareness</b>                                                                                                                                                                            |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Understands the organization of print and features of a sentence                                                                                                                                                                 |  |                          |                          |          |  |   |
| Understands spoken words, syllables, and sounds (phonemes): long and short vowels, blends sounds                                                                                                                                 |  |                          |                          |          |  |   |
| Isolates, pronounces, segments, and sequences sounds (beginning, middle, and ending sounds)                                                                                                                                      |  |                          |                          |          |  |   |
| <b>6. Phonics and Word Recognition</b>                                                                                                                                                                                           |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Applies grade-level phonics in decoding; uses digraphs, vowel teams, syllables, patterns and endings                                                                                                                             |  |                          |                          |          |  |   |
| Recognizes and reads grade-appropriate irregularly spelled words                                                                                                                                                                 |  |                          |                          |          |  |   |
| <b>7. Fluency</b>                                                                                                                                                                                                                |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Reads with sufficient accuracy, fluency, rate, and expression                                                                                                                                                                    |  |                          |                          |          |  |   |
| Uses context or rereading to confirm or self-correct word                                                                                                                                                                        |  |                          |                          |          |  |   |
| <b>8. Language/Vocabulary</b>                                                                                                                                                                                                    |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Determines or clarifies the meaning of unknown and multiple-meaning words and phrases; understands word relationships; uses context, attributes, and adjectives, and word parts                                                  |  |                          |                          |          |  |   |
| <b>Reading Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Writing                                                                                                                                                                                                                          |  | S1                       | S2                       |          |  |   |
| <b>1. Text Types and Purposes</b>                                                                                                                                                                                                |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Writes opinion pieces: introduces the topic/book, states opinion, supplies reason and provides closure                                                                                                                           |  |                          |                          |          |  |   |
| Writes informative/explanatory texts: names a topic, supplies facts, and provides closure                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Writes narratives: sequences events; includes details about events; uses signal words; provides closure                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| <b>2. Production and Distribution of Writing</b>                                                                                                                                                                                 |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| With guidance, focuses on topic, responds to questions/suggestions; adds details to strengthen writing                                                                                                                           |  |                          |                          |          |  |   |
| With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers                                                                                                                           |  |                          |                          |          |  |   |
| <b>3. Research to Build and Present</b>                                                                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Participates in shared research and writing projects                                                                                                                                                                             |  |                          |                          |          |  |   |
| With guidance, recalls or gathers information from provided sources to answer a question                                                                                                                                         |  |                          |                          |          |  |   |
| <b>4. Conventions of Standard English</b>                                                                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Uses conventions of standard English grammar and usage (nouns, verbs, pronouns, adjectives, prepositions, conjunctions)                                                                                                          |  |                          |                          |          |  |   |
| Uses capitalization, punctuation, and spelling (capitalizes dates, names, first of sentence; end punctuation; phonetic and irregular spellings)                                                                                  |  |                          |                          |          |  |   |
| <b>Writing Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Science                                                                                                                                                                                                                          |  | S1                       | S2                       |          |  |   |
| <b>1. Understands Scientific Concepts and Principles</b>                                                                                                                                                                         |  |                          |                          |          |  |   |
| Earth Systems, Structures, and Processes: Earth materials can be sorted by their properties. Humans use earth materials for different purposes (Kit: Pebbles, Sand, and Silt)                                                    |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Properties and Change: Solids and liquids have different properties. Solids and liquids may change when they interact with each other (Kit: Solids and Liquids)                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Structure and Function of Living Organisms: Plants have identifiable parts (root, stem, leaf, bud, flower, seed) and have basic needs (Kit: New Plants)                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Engineering Design: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – A Sticky Situation: Designing Walls) |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| <b>2. Systems: Identify parts of living and non-living systems</b>                                                                                                                                                               |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| <b>3. Inquiry: Answer questions by making observations or trying things out</b>                                                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| <b>4. Application: Use simple tools and materials to solve problems in creative ways</b>                                                                                                                                         |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| <b>Science Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Social Studies                                                                                                                                                                                                                   |  | S1                       | S2                       |          |  |   |
| <b>1. Social Studies</b>                                                                                                                                                                                                         |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Civics: Understands the purpose of rules in the classroom and school community                                                                                                                                                   |  |                          |                          |          |  |   |
| Economics: Understands families make choices to meet needs and wants                                                                                                                                                             |  |                          |                          |          |  |   |
| Geography: Uses maps and globes; Understands how environment shapes how families live                                                                                                                                            |  |                          |                          |          |  |   |
| History: Creates timelines showing events in a sequence                                                                                                                                                                          |  |                          |                          |          |  |   |
| <b>Social Studies Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                              |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Health and Fitness                                                                                                                                                                                                               |  | S1                       | S2                       |          |  |   |
| <b>1. Health and Fitness</b>                                                                                                                                                                                                     |  |                          |                          |          |  |   |
| Students will demonstrate competency in a variety of motor skills and movement patterns                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance                                                                                                               |  | <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                                                                                             |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Students will exhibit responsible personal and social behavior that respects self and others                                                                                                                                     |  | <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"/> |          |  |   |
| <b>Health and Fitness Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Visual Art                                                                                                                                                                                                                       |  | S1                       | S2                       |          |  |   |
| <b>1. Visual Art</b>                                                                                                                                                                                                             |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Demonstrates and applies visual art skills and concepts                                                                                                                                                                          |  |                          |                          |          |  |   |
| Uses creative process to develop ideas                                                                                                                                                                                           |  |                          |                          |          |  |   |
| <b>Visual Art Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |
| Music                                                                                                                                                                                                                            |  | S1                       | S2                       |          |  |   |
| <b>1. Music</b>                                                                                                                                                                                                                  |  |                          |                          |          |  |   |
| 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"/> |          |  |   |
| <b>Music Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                       |  | <input type="checkbox"/> | <input type="checkbox"/> |          |  |   |