

|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|--------------------------------------------------------------------|--|----------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|--|
| <b>Everett Public Schools</b><br><b>Elementary Progress Report</b> |  | Student:             |    | Student ID:                                                                                                                                                                                                        |  | School:                                                                                                                                                                                                                                                                                                                                          |  | 1 |  |  |
|                                                                    |  | Grade Level: Grade 2 |    | 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 3 S1 S2                                                                                                                                                                                                                                                                                                                        |  |   |  |  |
| No comments were provided.                                         |  | C Consistently       |    | O Often                                                                                                                                                                                                            |  | 1. Operations and Algebraic Thinking                                                                                                                                                                                                                                                                                                             |  |   |  |  |
|                                                                    |  | S Sometimes          |    | R Rarely                                                                                                                                                                                                           |  | Represents and solves problems involving multiplication and division; interprets products and quotients of whole numbers; uses multiplication and division within 100 to solve word problems; determines the unknown whole number in a multiplication or division equation relating three whole numbers.                                         |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Understands properties of multiplication and the relationship between multiplication and division.                                                                                                                                                                                                                                               |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Multiplies and divides within 100.                                                                                                                                                                                                                                                                                                               |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Solves problems involving the four operations and identifies and explains patterns in arithmetic.                                                                                                                                                                                                                                                |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | 2. Number and Operations in Base Ten                                                                                                                                                                                                                                                                                                             |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Uses place value understanding and properties of operations to perform multi-digit arithmetic: rounds to the nearest 10 or 100; fluently adds and subtracts within 1,000 using strategies and algorithms; multiplies one-digit whole number by multiples of 10 in the range of 10 - 90.                                                          |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | 3. Number and Operations--Fractions                                                                                                                                                                                                                                                                                                              |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Develops understanding of fractions as numbers: partitioning into equal parts; a number on the number line; explains equivalence of fractions and compares fractions by reasoning about their size.                                                                                                                                              |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | 4. Measurement and Data                                                                                                                                                                                                                                                                                                                          |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Solves problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects: tells and writes time to the nearest minute and measures time intervals in minutes; solves word problems involving time; adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes. |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Represents and interprets data: constructs scaled picture graphs and scaled bar graphs, and solves one- and two-step "how many more" and "how many less" problems using information from scaled bar graphs; generates measurement data to the quarter-inch and displays data in a line plot.                                                     |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Geometric measurement: understands concepts of area and relates area to multiplication and to addition.                                                                                                                                                                                                                                          |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures, and solves real world and mathematical problems involving perimeter.                                                                                                                                            |  |   |  |  |
|                                                                    |  |                      |    |                                                                                                                                                                                                                    |  | 5. Geometry                                                                                                                                                                                                                                                                                                                                      |  |   |  |  |
|                                                                    |  |                      |    | Reasons with shapes and their attributes: understands different categories of shapes may share attributes, and that shared attributes can define a larger category; partitions shapes into parts with equal areas. |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | 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                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | Participates and follows rules in collaborative conversations; responds to comments or questions of others through multiple exchanges                                                                              |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | Recounts or describes main ideas and details from information presented in diverse media and formats; asks and answers questions to clarify, gathers information, or deepens understanding                         |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | 2. Presentation of Knowledge and Ideas                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | Tells a story or recounts an experience with facts, relevant and descriptive details; speaks clearly and in complete sentences                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | Creates audio recordings of stories or poems; adds drawings or visual displays to clarify ideas, thoughts, and feelings                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | Produces complete sentences when appropriate to task and situation                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
|                                                                    |  |                      |    | Communication Progress + Significant ✓ Steady — Minimal                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |
| Ensuring each student learns to high standards.                    |  |                      |    |                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                  |  |   |  |  |

| Reading <i>Grade 3</i>                                                                                                                                                      |  | S1                       | S2                       | Student:                                                                                                                                                                                                                                  |  | S1                       | S2                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--------------------------|
| <b>1. Key Ideas and Details</b>                                                                                                                                             |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>1. Understands Scientific Concepts and Principles</b>                                                                                                                                                                                  |  |                          |                          |
| Asks and answers questions in literary and informational texts, referring explicitly to the text                                                                            |  |                          |                          | Force and Motion: Force makes things move: Observe and compare balanced systems, rotational motion, wheel and axel systems (Kit: Balance and Motion)                                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recounts stories, fables, folktales, myths, or key details for an informational text; determines the central message, lesson, moral or main idea of the text                |  |                          |                          | Earth Systems, Structures and Processes. Explore properties of air and the role of air in predicting weather (Kit: Air and Weather)                                                                                                       |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Describes characters and how their actions contribute to the story; describes the relationship between a series of events/concepts/steps in an informational text           |  | <input type="checkbox"/> | <input type="checkbox"/> | Structure and Function of Living Organisms: Observe a butterfly life cycle: egg, larva, caterpillar, chrysalis, and adult (Kit: The Life Cycle of the Butterfly)                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2. Craft and Structure</b>                                                                                                                                               |  |                          |                          | Engineering Design: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – The Best of Bugs: Designing Hand Pollinators) |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Determines the meaning of words, phrases, general academic and domain-specific vocabulary used in a text                                                                    |  |                          |                          | <b>2. Systems: See how parts of objects, plants, and animals are connected and work together</b>                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Refers to parts of stories, dramas, and poems ; uses text features and search tools to locate information about a topic                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>3. Inquiry: Carry out investigations by using instruments, observing, recording, and drawing conclusions</b>                                                                                                                           |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguishes one's own point of view from that of the narrator, character, or author of a text                                                                             |  |                          |                          | <b>4. Application: Develop a solution to a problem by using the design process</b>                                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3. Integration of Knowledge and Ideas</b>                                                                                                                                |  |                          |                          | <b>Science Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                              |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Explains how a text's illustrations contribute to words within a story or informational text                                                                                |  |                          |                          | <b>Social Studies</b>                                                                                                                                                                                                                     |  | S1                       | S2                       |
| Describes the logical connection between sentences and paragraphs in a text (compare/contrast, cause-effect...)                                                             |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>1. Social Studies</b>                                                                                                                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Compares/contrasts story elements, as well as most important points with details from two texts on the same topic                                                           |  |                          |                          | Civics: Understands role of government and civic involvement in a local community                                                                                                                                                         |  |                          |                          |
| <b>4. Range of Reading and Level or Text Complexity</b>                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> | Economics: Understands that choosing among goods and services have costs and benefits to a local economy                                                                                                                                  |  |                          |                          |
| Reads and comprehends grade 3 literature and informational texts independently and proficiently                                                                             |  |                          |                          | Geography: Gains information from maps and globes; Understands that people in their community impact the local environment                                                                                                                |  |                          |                          |
| <b>5. Phonics and Word Recognition</b>                                                                                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> | History: Creates a timeline showing major community events in sequence                                                                                                                                                                    |  |                          |                          |
| Applies grade-level phonics and high frequency words                                                                                                                        |  |                          |                          | Social Studies Skills: Uses questions to find information in technology and print resources                                                                                                                                               |  |                          |                          |
| <b>6. Fluency</b>                                                                                                                                                           |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Social Studies Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                       |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Reads with sufficient accuracy, fluency, purpose, rate, and expression                                                                                                      |  |                          |                          | <b>Health and Fitness</b>                                                                                                                                                                                                                 |  | S1                       | S2                       |
| <b>7. Language/Vocabulary</b>                                                                                                                                               |  |                          |                          | <b>1. Health and Fitness</b>                                                                                                                                                                                                              |  |                          |                          |
| Uses knowledge of language and its conventions; chooses words and phrases for effect; recognizes difference between spoken and written English                              |  |                          |                          | Students will demonstrate competency in a variety of motor skills and movement patterns                                                                                                                                                   |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Determines or clarifies meanings of words using context, affixes, root words, resources; understands word relationships; uses grade appropriate vocabulary                  |  |                          |                          | Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Reading Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                |  | <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"/> |
| <b>Writing</b>                                                                                                                                                              |  | S1                       | S2                       | Students will exhibit responsible personal and social behavior that respects self and others                                                                                                                                              |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>1. Text Types and Purposes</b>                                                                                                                                           |  | <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"/> |
| Writes opinion pieces: introduces the topic or book, states an opinion, supplies reasons that support the opinion, uses linking words and a concluding statement or section |  |                          |                          | <b>Health and Fitness Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                   |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes informative/explanatory texts: introduces a topic, uses facts and definitions, and a concluding statement or section                                                 |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Visual Art</b>                                                                                                                                                                                                                         |  | S1                       | S2                       |
| Writes narratives: includes elaborated events, details to describe actions, thoughts, and feelings; uses temporal words to show sequence; provides closure                  |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>1. Visual Art</b>                                                                                                                                                                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2. Production and Distribution of Writing</b>                                                                                                                            |  | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates and applies visual art skills and concepts                                                                                                                                                                                   |  |                          |                          |
| With guidance, focuses on topic and strengthens writing by revising and editing                                                                                             |  |                          |                          | Uses creative process to develop ideas                                                                                                                                                                                                    |  |                          |                          |
| With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers                                                                      |  |                          |                          | <b>Visual Art Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                           |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3. Research to Build and Present</b>                                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Music</b>                                                                                                                                                                                                                              |  | S1                       | S2                       |
| Participates in shared research and writing projects                                                                                                                        |  |                          |                          | <b>1. Music</b>                                                                                                                                                                                                                           |  |                          |                          |
| Recalls or gathers information from experience and provided sources to answer a question                                                                                    |  | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates and applies music skills and concepts                                                                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4. Conventions of Standard English</b>                                                                                                                                   |  |                          |                          | Contributes to positive group activities by participating appropriately                                                                                                                                                                   |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses conventions of standard English grammar and usage                                                                                                                      |  |                          |                          | <b>Music Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                                                                                |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses conventions of standard English capitalization, punctuation, and spelling                                                                                              |  |                          |                          |                                                                                                                                                                                                                                           |  |                          |                          |
| <b>Writing Progress</b> + Significant   ✓ Steady   — Minimal                                                                                                                |  | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                           |  |                          |                          |