

Everett Public Schools Elementary Progress Report		Student:		Student ID:		School:		1	
		Grade Level: Grade 4		Year:		Teacher:			
Attendance S1 S2		Support Services		Key for Academic Performance					
Days Absent Days Tardy Days Present		Highly Capable		1 Below performance expectations at this time 3 Meeting performance expectations at this time * Not evaluated at this time		2 Approaching performance expectations at this time 4 Exceeding performance expectations at this time			
Current Term Comments		Key for Behaviors that Promote Learning		Mathematics <i>Grade 5</i> S1 S2					
No comments were provided.		C Consistently O Often S Sometimes R Rarely		1. Operations and Algebraic Thinking ☐ ☐					
		Behaviors That Promote Learning S1 S2		Writes and interprets numerical expressions. Analyzes patterns and relationships to be able to create and graph ordered pairs.					
		1. Cooperative Worker		2. Number and Operations in Base Ten ☐ ☐					
		Cooperates and interacts positively with others ☐ ☐		Understands the place value system. Performs operations with multi-digit whole numbers and with decimals to hundredths.					
		Participates actively and appropriately ☐ ☐		3. Number and Operations--Fractions ☐ ☐					
		Respects property of school and others ☐ ☐		Uses equivalent fractions as a strategy to add and subtract fractions in arithmetic and word problems. Applies and extends previous understandings of multiplication and division to multiply and divide fractions.					
		Respects rights, feelings and ideas of others ☐ ☐		4. Measurement and Data ☐ ☐					
		Solves problems with peers effectively ☐ ☐		Converts like measurement units within a given measurement system to solve multi-step real world problems. Represents and interprets data to display data sets of measurements in fractions of a unit; solves problems involving information presented in line plots. Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition.					
		Follows school/classroom rules ☐ ☐		5. Geometry ☐ ☐					
		2. Quality Worker		Graphs points on the coordinate plane to solve and represent real-world and mathematical problems. Classifies two-dimensional figures into categories based on their properties.					
		Shows willingness to try ☐ ☐		6. Reasoning, Problem Solving, and Communication ☐ ☐					
		Shows persistence ☐ ☐		Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems					
		Keeps work space and materials organized ☐ ☐		Mathematics Progress + Significant ✓ Steady — Minimal ☐ ☐					
		Strives to produce quality work ☐ ☐		Communication S1 S2					
		3. Self Directed Learner		1. Comprehension and Collaboration ☐ ☐					
Works independently ☐ ☐		Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly Paraphrases portions of a text or information presented in diverse media and formats; identifies reasons and evidence a speaker provides to support particular points							
Follows directions ☐ ☐		2. Presentation of Knowledge and Ideas ☐ ☐							
Completes classwork on time ☐ ☐		Reports on a topic or text, tells a story, or recounts an experience in an organized manner; uses facts, details and appropriate pacing Adds audio recordings and visual displays to presentations to enhance the main ideas or themes Differentiates between situations that call for formal/informal English							
Returns home assignments on time ☐ ☐		Communication Progress + Significant ✓ Steady — Minimal ☐ ☐							
Makes productive use of class time ☐ ☐									
Reflects, sets goals, and evaluates progress ☐ ☐									
Is prepared with materials and ready to work ☐ ☐									
Ensuring each student learns to high standards.									

Reading	Grade 5	S1	S2	Student:	2
1. Key Ideas and Details		☐	☐	Science	
Quotes accurately from a literary/ informational text to explain what the text infers or says explicitly Determines theme/main ideas in literature/ informational text with details; summarizes texts Compares/contrasts two or more characters, settings, or events in a story/drama; explains the relationships between two or more individuals/events/ ideas/concepts in informational texts		☐	☐	1. Understands Scientific Concepts and Principles Properties and Change: Matter occupies space and has mass. Changes of state occur when matter is heated or cooled (Kit: Changes of State) ☐ ☐ Earth Systems, Structures, and Processes: The surface of the earth changes over time. Rocks and fossils provide evidence of change (Kit: Reading the Environment) ☐ ☐ Earth Systems, Structures, and Processes: Water has an important role in shaping the land. Humans interact with natural elements to affect changes in the landscape (Kit: Land and Water) ☐ ☐ Engineering Design: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – A Stick in the Mud: Evaluating a Landscape) ☐ ☐	
2. Craft and Structure		☐	☐	2. Systems: Analyze a system in terms of subsystems and large, more inclusive systems ☐ ☐	
Determines meaning of general academic and content-specific words/phrases as they are used in text Explains how a series of chapters, scenes, or stanzas provide the overall structure of a story, drama, or poem; compares/contrasts the overall structure of events/ideas/concepts in two or more texts Describes how a narrator's or speaker's point of view influences how events are described; analyzes multiple accounts of the same event or topic, comparing and contrasting the point of view represented		☐	☐	3. Inquiry: Plan investigations, including field studies, systematic observations, models, and controlled experiments ☐ ☐	
3. Integration of Knowledge and Ideas		☐	☐	4. Application: Work individually and collaboratively to design and produce a product to solve a problem ☐ ☐	
Analyzes visual/multimedia elements' impact on meaning, tone and beauty; draws from print/digital sources Identifies how an author uses reasons and evidence to support points in an informational text Compares/contrasts genre/themes; integrates information from several texts on same topic		☐	☐	Science Progress + Significant ✓ Steady — Minimal ☐ ☐	
4. Range of Reading and Level or Text Complexity		☐	☐	Social Studies	
Reads and comprehends grade 5 literature (stories, dramas, poetry) and informational texts independently		☐	☐	1. Social Studies ☐ ☐	
5. Phonics and Word Recognition		☐	☐	Civics: Understands rights and responsibilities of citizens in the Washington State Constitution; Understands how governments are organized into local, state, tribal and national levels Economics: Understands how Washington State's economy is influenced by environment and population Geography: Understands physical and cultural characteristics of regions in the Pacific Northwest History: Uses multiple perspectives to learn about Washington State History Social Studies Skills: Creates and uses questions to conduct research on an issue or event; Uses multiple primary and secondary sources to find information and draw conclusions	
6. Fluency		☐	☐	Social Studies Progress + Significant ✓ Steady — Minimal ☐ ☐	
Reads with sufficient accuracy, fluency, rate, and expression; includes prose and poetry Uses context and rereading to confirm or self-correct words		☐	☐	Health and Fitness	
7. Language/Vocabulary		☐	☐	1. Health and Fitness	
Uses knowledge of language and conventions; expands/combines/reduces sentences; compares uses of English Determines or clarifies meanings of words using context, affixes, root words, reference materials; understands figurative language and word relationships; uses grade appropriate vocabulary		☐	☐	Students will demonstrate competency in a variety of motor skills and movement patterns ☐ ☐ Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance ☐ ☐ Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness ☐ ☐ Students will exhibit responsible personal and social behavior that respects self and others ☐ ☐ Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction ☐ ☐	
Reading Progress + Significant ✓ Steady — Minimal ☐ ☐		☐	☐	Health and Fitness Progress + Significant ✓ Steady — Minimal ☐ ☐	
Writing		S1	S2	Visual Art	
1. Text Types and Purposes		☐	☐	1. Visual Art ☐ ☐	
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information		☐	☐	Demonstrates and applies visual art skills and concepts	
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		☐	☐	Uses creative process to develop ideas	
Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing		☐	☐	Visual Art Progress + Significant ✓ Steady — Minimal ☐ ☐	
2. Production and Distribution of Writing		☐	☐	Music	
Produces clear, coherent, organized writing, to task, purpose, and audience Develops and strengthens writing by planning, revising and editing Uses technology to produce/publish; has command of keyboarding skills typing at least 1 page per sitting		☐	☐	1. Music	
3. Research to Build and Present		☐	☐	Demonstrates and applies music skills and concepts ☐ ☐ Contributes to positive group activities by participating appropriately ☐ ☐	
Conducts short research projects that involve investigation of different aspects of the topic Recalls relevant information; uses print/digital sources, takes notes, categorizes and provides source list Draws evidence from literary or informational texts to support analysis, reflection, and research		☐	☐	Music Progress + Significant ✓ Steady — Minimal ☐ ☐	
4. Range of Writing		☐	☐		
Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences		☐	☐		
5. Conventions of Standard English		☐	☐		
Demonstrates command of the conventions of standard English grammar and usage Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling		☐	☐		
Writing Progress + Significant ✓ Steady — Minimal ☐ ☐		☐	☐		