

Everett Public Schools Elementary Progress Report		Student:		Student ID:		School:		1							
		Grade Level: Grade 5		Year:		Teacher:									
Attendance		S1 S2		Support Services		Key for Academic Performance									
Days Absent				Highly Capable		1		Below performance expectations at this time		2		Approaching performance expectations at this time			
Days Tardy						3		Meeting performance expectations at this time		4		Exceeding performance expectations at this time			
Days Present						★		Not evaluated at this time							
Current Term Comments				Key for Behaviors that Promote Learning		Mathematics Grade 6						S1 S2			
No comments were provided.		C Consistently		O Often		<div>1. The Number System</div> <div>Computes fluently with multi-digit numbers and finds common factors and multiples.</div> <div>Adds, subtracts, multiplies and divides rational numbers.</div> <div>Solves real-world and mathematical problems involving the 4 operations with rational numbers.</div> <div>2. Expressions and Equations</div> <div>Writes, reads and evaluates expressions.</div> <div>Identifies and generates equivalent expressions.</div> <div>Writes and solves equations and inequalities.</div> <div>Solves multi-step equations with positive and negative rational numbers in any form and verify solutions. (6.EE.5)</div> <div>Solves word problems using mathematical expressions and equations to verify solutions.</div> <div>3. Ratios and Proportional Relationships</div> <div>Uses ratio reasoning to solve problems.</div> <div>Computes unit rates.</div> <div>Uses ratio and rate reasoning to solve real world and mathematical problems.</div> <div>4. Geometry</div> <div>Solves problems involving area, surface area, and volume.</div> <div>5. Statistics and Probability</div> <div>Uses random sampling to draw inferences and draws comparative inferences about two populations</div> <div>Develops understanding of statistical variability.</div> <div>Summarizes and describes distributions.</div> <div>Mathematics Progress + Significant ✓ Steady — Minimal</div> <div>Communication</div> <div>1. Comprehension and Collaboration</div> <div>Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly</div> <div>Summarizes a written text read aloud or information presented in diverse media and formats</div> <div>Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence</div> <div>2. Presentation of Knowledge and Ideas</div> <div>Reports on a topic or text or presents an opinion; sequences ideas logically; uses facts and details; speaks clearly at an appropriate pace</div> <div>Includes multimedia components and visual displays in presentations to enhance main ideas or themes</div> <div>Adapts speech to a variety of contexts and tasks; uses formal English when appropriate to task and situation</div> <div>Communication Progress + Significant ✓ Steady — Minimal</div>						S1 S2			
		S Sometimes		R Rarely											
		Behaviors That Promote Learning		S1 S2											
		1. Cooperative Worker													
		Cooperates and interacts positively with others													
		Participates actively and appropriately													
		Respects property of school and others													
		Respects rights, feelings and ideas of others													
		Solves problems with peers effectively													
		Follows school/classroom rules													
2. Quality Worker															
Shows willingness to try															
Shows persistence															
Keeps work space and materials organized															
Strives to produce quality work															
3. Self Directed Learner															
Works independently															
Follows directions															
Completes classwork on time															
Returns home assignments on time															
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.															

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