

Everett Public Schools Elementary Progress Report	Student:		Student ID:		School:		1	
	GradeLevel: Grade 1		Year: 2017-2018		Teacher:			

Attendance		S1	S2	Support Services		Keys for Academic Performance			
Days Absent						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						NA	Not assessed at this time		

Term Comments	Key for 21st Century Skills				Mathematics				S1	S2
	C	Consistently	O	Often						
	S	Sometimes	R	Rarely						
	21st Century Skills				S1	S2				
	Citizenship						Operations and Algebraic Thinking			
	• Follows limits and expectations						• Adds and subtracts within 20.			
	• Solves social problems						• Represents and solves problems involving addition and subtraction.			
	Collaboration						• Understands and applies properties of operations and the relationship between addition and subtraction.			
	• Interacts with peers						• Works with addition and subtraction equations.			
	• Balances needs of self and others						Numbers and Operations in Base Ten			
	Communication						• Extends the counting sequence to 120 (starting at any number).			
	• Engages in conversations						• Understands place value.			
	Creativity						• 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.			
	• Thinks symbolically						Measurement and Data			
	Critical Thinking						• Measures lengths indirectly and by iterating length units.			
	• Solves problems						• Tells and writes time to the half hour.			
	Growth Mindset						• Represents and interprets data; collects and represents data; asks and answers questions about data.			
	• Persists						Geometry			
	• Manages feelings						• 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.			
	• Takes care of own needs appropriately						Reasoning, Problem Solving, and Communication			
	• Attends and engages						• Participates in math problem solving activities.			
							• Identifies the information in a math problem.			
							• Identifies the question to be answered.			
							Mathematics Progress + Significant ✓ Steady – Minimal			
							Speaking and Listening			
							Comprehension and Collaboration			
							• 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			
							Presentation of Knowledge and Ideas			
							• 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			
							Speaking and Listening Progress + Significant ✓ Steady – Minimal			

Ensuring each student learns to high standards.

Reading		S1	S2	Student:		2
<b>Key Ideas and Details</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Science</b>		S1 S2
<ul style="list-style-type: none"> <li>Asks and answers questions about key details in a text</li> <li>Retells stories or main topic with key details; understands the central message or lesson</li> <li>Describes characters, settings, and events in a story with key details; describes connections between two individuals, events, ideas and information with informational text</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Physical Science:</b> Solids and liquids have different properties. Solids and liquids may change when they interact with each other ( <b>Kit: Solids and Liquids</b> )		<input type="checkbox"/> <input type="checkbox"/>
<b>Craft and Structure</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Earth and Space Science:</b> Earth materials can be sorted by their properties. Humans use earth materials for different purposes ( <b>Kit: Pebbles, Sand, and Silt</b> )		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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</li> <li>Explains differences between stories and informational text; uses text features in locating information</li> <li>Identifies who is telling the story; distinguishes information provided by pictures, illustrations or words</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Engineering Design and Physical Science:</b> Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions ( <b>Kit: EIE – A Sticky Situation: Designing Walls</b> )		<input type="checkbox"/> <input type="checkbox"/>
<b>Integration of Knowledge and Ideas</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Student applying the NGSS Science and Engineering Practices:</b> Asking Questions, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Engaging in Argument From Evidence, Obtaining, Evaluating and Communicating Information		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Uses illustrations and details to describe characters, setting, events or key ideas in a text</li> <li>Uses the reasons an author gives to support points in a text</li> <li>Compares/contrasts adventures and experiences of characters in two stories or texts on same topic</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Student processing the NGSS Crosscutting Concepts:</b> Patterns, Cause and Effect (mechanism and explanation), Scale, Proportion and Quantity, Systems and System Models, Energy and Matter (flow, cycles and conservation), Structure and Function, Stability and Change		<input type="checkbox"/> <input type="checkbox"/>
<b>Range of Reading and Level or Text Complexity</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Science Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
<b>Print Concepts</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies</b>		S1 S2
<b>Phonological Awareness</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies</b>		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Understands spoken words, syllables, and sounds (phonemes): long and short vowels, blends sound</li> <li>Isolates, pronounces, segments, and sequences sounds (beginning, middle, and ending sounds)</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Civics: Understands the purpose of rules in the classroom and school community</li> <li>Economics: Understands families make choices to meet needs and wants</li> <li>Geography: Uses maps and globes; Understands how environment shapes how families live</li> <li>History: Creates timelines showing events in a sequence</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
<b>Phonics and Word Recognition</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Applies grade-level phonics in decoding; uses digraphs, vowel teams, syllables, patterns and endings</li> <li>Recognizes and reads grade-appropriate irregularly spelled words</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness</b>		S1 S2
<b>Fluency</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness</b>		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Reads with sufficient accuracy, fluency, rate, and expression</li> <li>Uses context or rereading to confirm or self-correct word</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Students will exhibit responsible personal and social behavior that respects self and others.</li> <li>Students will demonstrate competency in a variety of motor skills and movement patterns and apply knowledge of motor concepts, principles, strategies, and tactics related to movement and performance.</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
<b>Language/Vocabulary</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases; understands word relationships; uses context, attributes, and adjectives, and word parts</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art</b>		S1 S2
<b>Reading Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art</b>		<input type="checkbox"/> <input type="checkbox"/>
<b>Writing</b>		S1	S2	<ul style="list-style-type: none"> <li>Demonstrates and applies visual art skills and concepts</li> <li>Uses creative process to develop ideas</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
<b>Text Types and Purposes</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Writes opinion pieces: introduces the topic/book, states opinion, supplies reason and provides closure</li> <li>Uses a combination of drawing, dictating, and writing to narrate events in order with details</li> <li>Uses a combination of drawing, dictating, and writing to compose informative/explanatory text with details</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Music</b>		S1 S2
<b>Production and Distribution of Writing</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Music</b>		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>With guidance, focuses on topic, responds to questions/suggestions; adds details to strengthen writing</li> <li>With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Demonstrates and applies music skills and concepts</li> <li>Contributes to positive group activities by participating appropriately</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
<b>Research to Build and Present Knowledge</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>Music Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Participates in shared research and writing projects</li> <li>With guidance, recalls or gathers information from provided sources to answer a question</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>			
<b>Conventions of Standard English</b>		<input type="checkbox"/>	<input type="checkbox"/>			
<ul style="list-style-type: none"> <li>Uses conventions of standard English grammar and usage (nouns, verbs, pronouns, adjectives, prepositions, conjunctions)</li> <li>Uses capitalization, punctuation, and spelling (capitalizes dates, names, first of sentence; end punctuation; phonetic and irregular spellings)</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>			
<b>Writing Progress</b> + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>			