

Everett Public Schools Elementary Progress Report	Student:		Student ID:		School:		1	
	GradeLevel: Grade 2		Year:		Teacher:			

Attendance	S1	S2	Support Services	Keys 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				NA	Not assessed at this time		

Term Comments	Key for 21st Century Skills		Mathematics		Grade 3		S1	S2
21st Century Skills Citizenship • Follows limits and expectations • Solves social problems Collaboration • Interacts with peers • Balances needs of self and others Communication • Engages in conversations Creativity • Thinks symbolically Critical Thinking • Solves problems Growth Mindset • Persists • Manages feelings • Takes care of own needs appropriately • Attends and engages	C Consistently	O Often	Operations and Algebraic Thinking				<input type="checkbox"/>	<input type="checkbox"/>
	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.				<input type="checkbox"/>	<input type="checkbox"/>
	21st Century Skills		S1	S2	Numbers and Operations in Base Ten			
			<input type="checkbox"/>	<input type="checkbox"/>	• 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 onedigit whole number by multiples of 10 in the range of 10 - 90.			
			<input type="checkbox"/>	<input type="checkbox"/>	Numbers and Operations - Fractions			
			<input type="checkbox"/>	<input type="checkbox"/>	• 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.			
			<input type="checkbox"/>	<input type="checkbox"/>	Measurement and Data			
			<input type="checkbox"/>	<input type="checkbox"/>	• 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.			
			<input type="checkbox"/>	<input type="checkbox"/>	• Represents and interprets data: constructs scaled picture graphs and scaled bar graphs, and solves oneand 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.			
			<input type="checkbox"/>	<input type="checkbox"/>	• 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.			
			<input type="checkbox"/>	<input type="checkbox"/>	Geometry			
			<input type="checkbox"/>	<input type="checkbox"/>	• 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.			
			<input type="checkbox"/>	<input type="checkbox"/>	Reasoning, Problem Solving, and Communication			
			<input type="checkbox"/>	<input type="checkbox"/>	• Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems.			
			<input type="checkbox"/>	<input type="checkbox"/>	Mathematics Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	Speaking and Listening		S1	S2	
		<input type="checkbox"/>	<input type="checkbox"/>	Comprehension and Collaboration		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	• 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				
		<input type="checkbox"/>	<input type="checkbox"/>	Presentation of Knowledge and Ideas		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	• 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				
		<input type="checkbox"/>	<input type="checkbox"/>	Speaking and Listening Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>	

Ensuring each student learns to high standards.

Reading	Grade 3	S1	S2	Student:	2
Key Ideas and Details		<input type="checkbox"/>	<input type="checkbox"/>	Science	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> Asks and answers questions in literary and informational texts, referring explicitly to the text Recounts stories, fables, folktales, myths, or key details for an informational text; determines the central message, lesson, moral or main idea of the text 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"/>	Earth and Space Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Explore properties of air and the role of air in predicting weather (Kit: Air and Weather) <ul style="list-style-type: none"> Earth's Systems – Weather and Climate Earth's Place in the Universe – The Universe and its Stars 	<input type="checkbox"/> <input type="checkbox"/>
Craft and Structure		<input type="checkbox"/>	<input type="checkbox"/>	Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Study a butterfly life cycle: egg, larva, caterpillar, chrysalis, and adult (Kit: The Life Cycle of the Butterfly) <ul style="list-style-type: none"> From Molecules to Organisms: Structures and Processes Biological Evolution: Unity and Diversity – Natural Selection and Adaptation 	<input type="checkbox"/> <input type="checkbox"/>
Integration of Knowledge and Ideas		<input type="checkbox"/>	<input type="checkbox"/>	Engineering Design, Physical Science and Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: 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) <ul style="list-style-type: none"> Matter and its Interactions – Structure and Properties of Matter Ecosystems: Interactions, Energy and Dynamics – Interdependent Relationships in Ecosystems Engineering Design 	<input type="checkbox"/> <input type="checkbox"/>
Range of Reading and Level or Text Complexity		<input type="checkbox"/>	<input type="checkbox"/>	Science Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
Phonics and Word Recognition		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	<input type="checkbox"/> <input type="checkbox"/>
Fluency		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies <ul style="list-style-type: none"> Civics: Understands the purpose of rules in the classroom and school community Economics: Understands that choosing among goods and services have costs and benefits to a local economy Geography: Gains information from maps and globes; Understands that people in their community impact the local environment History: Creates a timeline showing major community events in sequence Social Studies Skills: Uses questions to find information in technology and print resources 	<input type="checkbox"/> <input type="checkbox"/>
Language/Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> Uses knowledge of language and its conventions; chooses words and phrases for effect; recognizes difference between spoken and written English Determines or clarifies meanings of words using context, affixes, root words, resources; understands word relationships; uses grade appropriate vocabulary 		<input type="checkbox"/>	<input type="checkbox"/>		
Reading Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>		
Writing		S1	S2	Health and Fitness	S1 S2
Text Types and Purposes		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness <ul style="list-style-type: none"> Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness Students will exhibit responsible personal and social behavior that respects self and others. 	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> Writes informative/explanatory texts: introduces a topic, uses facts and definitions, and a concluding statement or section Writes narratives: includes elaborated events, details to describe actions, thoughts, and feelings; uses temporal words to show sequence; provides closure 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 		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
Production and Distribution of Writing		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art	S1 S2
<ul style="list-style-type: none"> With guidance, focuses on topic and strengthens writing by revising and editing With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers 		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art <ul style="list-style-type: none"> Demonstrates and applies visual art skills and concepts Uses creative process to develop ideas 	<input type="checkbox"/> <input type="checkbox"/>
Research to Build and Present		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> Participates in shared research and writing projects Recalls or gathers information from experience and provided sources to answer a question 		<input type="checkbox"/>	<input type="checkbox"/>	Music	S1 S2
Conventions of Standard English		<input type="checkbox"/>	<input type="checkbox"/>	Music <ul style="list-style-type: none"> Demonstrates and applies music skills and concepts Contributes to positive group activities by participating appropriately 	<input type="checkbox"/> <input type="checkbox"/>
Writing Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>	Music Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>