

Student: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Homeroom: \_\_\_\_\_  
School: \_\_\_\_\_

**Attendance Summary By Term:**

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0	0	0

**Academic Performance Level for Progress Levels**

Name	Area of strength	Progressing	Area of concern	Exceeded standard	Met standard	Did not meet standard	Not taught or not assessed
Score	S	P	C	X	M	N	NA

**Academic Performance Level for SEL Progress Levels**

Name	Area of strength	Progressing	Area of concern	Not taught or not assessed
Score	S	P	C	NA

**Purpose:**  
The purpose of this progress report is to communicate students' social-emotional learning and academic progress based on PAUSD expectations and as informed by the Common Core State Standards. It highlights current performance levels, student strengths, and areas for continued growth.

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
<b>COMMENTS</b>			
Comments			
<b>SOCIAL-EMOTIONAL LEARNING CONTINUUM</b>			
<b>SELF-MANAGEMENT</b>			
Uses strategies to manage and moderate emotions in various situations			
Makes effective choices to complete learning tasks			
Works independently and seeks help when needed			
Engages willingly in new experiences			
Persists when faced with challenges and tries different approaches			
<b>SELF-AWARENESS</b>			
Identifies personal strengths and areas to improve upon			
Demonstrates personal best effort			
Is aware of personal actions and modifies behavior with support			
<b>SOCIAL AWARENESS</b>			
Understands that individuals in communities have different points of view			

**ELEMENTARY SCHOOL STANDARDS**

	Term		
	T1	T2	T3
Follows classroom routines and procedures and supports classmates			
Forms positive relationships with classmates; develops skills for working with partners and teams			
<b>RELATIONSHIP SKILLS</b>			
Demonstrates active listening in conversations with adults and peers			
Demonstrates cooperation in play and classroom activities			
Learns and uses strategies for resolving conflicts with peers			
<b>SOCIAL AND EMOTIONAL LEARNING COMMENTS</b>			
Social and Emotional Learning Comments			
<b>READING</b>			
<b>KEY IDEAS/DETAILS</b>			
Identifies the central message in fictional texts and recounts using details about characters, setting, and main events			
Identifies the main topic by finding key ideas in multiple informational paragraphs			
<b>CRAFT/STRUCTURE</b>			
Uses text features (e.g., subheadings, diagrams, captions, charts, glossaries, and indexes) to gain understanding			
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
Compares and contrasts the most important points in similar texts			

**ELEMENTARY SCHOOL STANDARDS**

	Term		
	T1	T2	T3
<b>FOUNDATIONAL SKILLS</b>			
Reads grade-level texts with accuracy and fluency using multiple strategies (e.g. sounding out and rereading) in order to understand the text			
<b>RANGE OF READING</b>			
Understands grade-level texts in a variety of genres (e.g., folk tales, fairy tales, and science texts)			
<b>WRITING</b>			
<b>TYPES AND PURPOSES</b>			
Writes a sequenced narrative with details			
Writes an informational text on a topic with an introduction and conclusion			
Writes an opinion piece with an introduction and conclusion.			
<b>PRODUCTION AND DISTRIBUTION</b>			
Revises and edits a piece of writing with assistance			
Uses a variety of digital tools to collaborate, produce, and publish			
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
Participates in research and writing projects			
<b>RANGE OF WRITING</b>			
Writes routinely over extended and shorter time frames for a variety of purposes			
<b>LISTENING/SPEAKING</b>			
<b>COMPREHENSION AND COLLABORATION</b>			
Participates in small and large-group conversations respectfully, builds on ideas of others, and expresses own ideas			
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
Speaks audibly in complete sentences to tell a story			
<b>LANGUAGE</b>			
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
Speaks and writes using grade-appropriate conventions and spelling			
<b>VOCABULARY ACQUISITION AND USE</b>			
Determines the meaning of new, unknown, and multiple-meaning words			
<b>ENGLISH LANGUAGE ARTS COMMENTS</b>			
English Language Arts Comments			
<b>MATHEMATICS</b>			
<b>OPERATIONS AND ALGEBRAIC THINKING</b>			
Solves problems with addition using numbers between zero and 100			
Solves problems with subtraction using numbers between zero and 100			
Understands the relationship between addition and subtraction			
<b>MEASUREMENT</b>			
Measures and estimates length using standard units (e.g., inches and centimeters)			
<b>GEOMETRY</b>			
Recognizes 2D and 3D shapes by their attributes and angles			
<b>NUMBER AND OPERATIONS IN BASE 10</b>			
Understands place value to 1,000 (e.g., 945 = 9 hundreds, 4 tens, and 5 ones)			

**ELEMENTARY SCHOOL STANDARDS**

	Term		
	T1	T2	T3
<b>MATH PRACTICES</b>			
Makes sense of problems and perseveres in solving them: students realize that mathematics involves planning an approach and solving problems in multiple ways			
Constructs viable arguments and critiques the reasoning of others 2			
Uses appropriate tools strategically: when solving a problem, students understand which tools are the most appropriate to use (e.g., objects, drawings, and estimation)			
Attends to precision: students begin to accurately calculate, measure, and communicate with precise math language			
<b>MATHEMATICS COMMENTS</b>			
Mathematics Comments			
<b>SCIENCE</b>			
<b>CONTENT</b>			
Demonstrates an understanding of content and concepts in physical science			
Demonstrates an understanding of content and concepts in earth science			
Demonstrates an understanding of content and concepts in life science			
<b>PROCESS SKILLS</b>			
Makes predictions based on observed patterns rather than random guessing			
Writes or draws descriptions of a sequence of steps, events and observation			
Participates in guided scientific investigations and discussions			
<b>SCIENCE COMMENTS</b>			
Science Comments			
<b>SOCIAL STUDIES</b>			
Demonstrates an understanding of content, concepts, and vocabulary			
Applies critical thinking and cultural awareness in discussions			
<b>SOCIAL STUDIES COMMENTS</b>			
Social Studies Comments			
<b>ART</b>			
Creatively expresses original ideas in a variety of media			
<b>MUSIC</b>			
Participates appropriately in singing, listening, instrument, and movement			
Demonstrates skills in musical concepts (e.g., steady beat, rhythm, and pitch)			
<b>PHYSICAL EDUCATION</b>			
Demonstrates self-control of body, voice, and personal space			
Demonstrates age-appropriate, motor-skill development			