

Student: _____
Student ID: _____
Homeroom: _____
School: _____

Attendance Summary By Term:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
2	0	0	0	0	0	2	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
Score	S	P	C

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
COMMENTS			
Comments			
SOCIAL-EMOTIONAL LEARNING CONTINUUM			
SELF-MANAGEMENT			
Expresses emotions constructively and shows awareness of the feelings and needs of others			
Finishes tasks within a given time			
Attempts tasks independently and seeks help when needed			
Attempts new experiences			
Continues to try when task is challenging			
SELF-AWARENESS			
Identifies personal interests, skills, and achievements			
Demonstrates personal best effort			
Is aware of personal actions and modifies behavior with support			
SOCIAL AWARENESS			
Understands that people have different points of view			
Follows classroom routines and procedures			

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
Makes and keeps friends through play and group activities			
RELATIONSHIP SKILLS			
Demonstrates active listening along with appropriately initiating, joining, and interrupting conversations with adults and peers			
Demonstrates cooperation in play and classroom activities			
Learns and uses strategies for resolving conflicts with peers			
SOCIAL AND EMOTIONAL LEARNING COMMENTS			
Social and Emotional Learning Comments			
READING			
KEY IDEAS/DETAILS			
Names the main topic of a text and retells familiar stories using details about characters, setting, and major events			
CRAFT/STRUCTURE			
Uses text features (e.g., table of contents, illustrations, diagrams, glossaries, charts, and captions) to gain understanding			
INTEGRATION OF KNOWLEDGE AND IDEAS			
Compares and contrasts similar texts			
FOUNDATIONAL SKILLS			
Reads grade-level texts with accuracy and fluency using multiple strategies (e.g., chunking, using first-letter sound, picture clues, and sentence meaning) in order to understand the text			

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
RANGE OF READING			
Understands grade-level texts in a variety of genres (e.g., folk tales, fairy tales, and science texts)			
WRITING			
TYPES AND PURPOSES			
Writes a narrative with a beginning, middle, and end			
Writes an informational text on a topic			
Writes an opinion piece with an introduction, supplies a reason			
PRODUCTION AND DISTRIBUTION			
Responds to suggestions about writing and adds details			
Uses a variety of digital tools to collaborate, produce, and publish			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Participates in shared research and writing projects			
LISTENING/SPEAKING			
COMPREHENSION AND COLLABORATION			
Participates in small and large-group conversations respectfully, builds on ideas of others, and expresses own ideas			
PRESENTATION OF KNOWLEDGE AND IDEAS			
Speaks audibly and uses complete sentences to express ideas and feelings			
LANGUAGE			
CONVENTIONS OF STANDARD ENGLISH			
Speaks and writes using grade-appropriate conventions and spelling			
VOCABULARY ACQUISITION AND USE			
Determines the meaning of new, unknown, and multiple-meaning words			
ENGLISH LANGUAGE ARTS COMMENTS			
English Language Arts Comments			
MATHEMATICS			
OPERATIONS AND ALGEBRAIC THINKING			
Understands the relationship between addition and subtraction (e.g., $9 - 5 = 4$ and $4 + 5 = 9$)			
Solves addition problems using numbers between zero and 20			
Solves subtraction problems using numbers between zero and 20			
MEASUREMENT			
Measures length using non-standard units.			
GEOMETRY			
Works with two- and three-dimensional shapes and their attributes			
NUMBER AND OPERATIONS IN BASE 10			
Understands that a two-digit number shows amounts of tens and ones (e.g., $52 = 5$ tens and 2 ones)			
MATH PRACTICES			
Makes sense of problems and perseveres in solving them: students realize that mathematics involves solving problems in multiple ways using concrete objects and/or pictures			

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
Constructs viable arguments and critiques the reasoning of others 1			
Uses appropriate tools strategically: when solving a problem, students begin to consider the available tools (e.g., objects, drawings, and estimation)			
Attends to precision: students begin to accurately calculate, measure, and communicate with precise math language			
MATHEMATICS COMMENTS			
Mathematics Comments			
SCIENCE			
CONTENT			
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			
PROCESS SKILLS			
Records observations and data with pictures, numbers, or written statements			
Draws accurate diagrams and labels			
Performs investigations to answer a question or test a prediction			
SCIENCE COMMENTS			
Science Comments			
SOCIAL STUDIES			
Demonstrates an understanding of content, concepts, and vocabulary			
Applies critical thinking and cultural awareness in discussions			
SOCIAL STUDIES COMMENTS			
Social Studies Comments			
MUSIC			
Participates appropriately in singing, listening, instrument, and movement			
Demonstrates skills in musical concepts (e.g., steady beat, rhythm, and pitch)			
PHYSICAL EDUCATION			
Demonstrates self-control of body, voice, and personal space			
Demonstrates age-appropriate, motor-skill development			