

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

Attendance Summary By Term:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	1	0	0	0	0	0	1

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
COMMENTS			
Comments			
SOCIAL-EMOTIONAL LEARNING CONTINUUM			
SELF-MANAGEMENT			
Chooses appropriate language and voice to convey responses and opinions to a range of adults and peers			
Manages time and materials effectively to complete learning tasks			
Shows initiative to complete tasks independently using a variety of strategies			
Engages in new experiences and applies learning from these experiences to new situations			
Persists with tasks when faced with challenges and adapts approach where first attempts are not successful			
SELF-AWARENESS			
Describes personal strengths and challenges and identify skills for growth			
Demonstrates and recognizes personal best effort			

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
Is aware that personal actions affect others, modifies behavior, and accepts constructive input for improvement			
SOCIAL AWARENESS			
Appreciates the value of diverse perspectives			
Follows classroom routines and procedures and is a positive influence			
Forms and maintains positive relationships with classmates			
RELATIONSHIP SKILLS			
Demonstrates active listening and appropriate responses			
Contributes to the successful completion of group tasks through cooperation and compromise			
Uses a range of conflict-resolution strategies to negotiate positive outcomes to problems			
SOCIAL AND EMOTIONAL LEARNING COMMENTS			
Social and Emotional Learning Comments			
READING			
KEY IDEAS/DETAILS			
Discusses the central theme in fictional texts using details and inferences about characters, setting, and plot events			
Summarizes a variety of informational texts using details and inferences about events, procedures, ideas, or concepts			

ELEMENTARY SCHOOL STANDARDS

	Term		
	T1	T2	T3
CRAFT/STRUCTURE			
Compares and contrasts different accounts of the same event			
Describes overall structure in fiction and nonfiction texts			
INTEGRATION OF KNOWLEDGE AND IDEAS			
Compares and contrasts similar themes, topics, and patterns of events			
Combines a variety of information from two sources in order to write or speak about a topic knowledgeably			
FOUNDATIONAL SKILLS			
Reads grade-level texts with expression, accuracy, and fluency			
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 narratives of real and imagined experiences using descriptive details with clear event sequences			
Writes informational texts in paragraphs to clearly share facts and ideas			
Writes opinion pieces supporting a point of view with reasons and facts			
PRODUCTION AND DISTRIBUTION			
Plans, revises, and edits writing			
Uses a variety of digital tools to collaborate, produce, and publish			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Conducts short research projects using note-taking, summarizing, and paraphrasing skills			
Draws evidence from literary or informational texts, providing a list of sources			
RANGE OF WRITING			
Writes routinely over extended and shorter time frames			
LISTENING/SPEAKING			
COMPREHENSION AND COLLABORATION			
Engages in small and large-group conversations respectfully			
PRESENTATION OF KNOWLEDGE AND IDEAS			
Speaks clearly with appropriate pacing to report on a topic or text, tell a story, or recount an experience in an organized manner			
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			

ELEMENTARY SCHOOL STANDARDS

	Term		
	T1	T2	T3
MATHEMATICS			
OPERATIONS AND ALGEBRAIC THINKING			
Uses the four operations to solve multi-step word problems			
Finds all factor pairs for a whole number in the range 1-100			
MEASUREMENT			
Solves problems using measurements with a variety of units			
GEOMETRY			
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles			
NUMBER AND OPERATIONS IN BASE 10			
Uses place value understanding to perform multi-digit operations			
FRACTIONS			
Calculates and explains fraction equivalence			
Applies understanding of addition, subtraction, and multiplication to fractions			
Understands and compares decimal fractions with denominators of 10 and 100			
MATH PRACTICES			
Makes sense of problems and perseveres in solving them: students discuss problem-solving strategies and recognize the connections between them and use different strategies to check their own work			
Constructs viable arguments and critiques the reasoning of others: students explain and defend their own thinking, respond to others' explanations, and ask appropriate questions			
Uses appropriate tools strategically: when solving a problem, students understand which tools are the most appropriate to use (e.g., objects, diagrams, and estimation)			
Attends to precision: students 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			
Differentiates observations from inference (interpretation)			
Formulates and justifies predictions based on cause-and-effect relationship			
Conducts multiple trials to test a prediction and draws conclusions			
Follows a set of written instructions for a scientific investigation			
SCIENCE COMMENTS			
Science Comments			

ELEMENTARY SCHOOL STANDARDS

	Term		
	T1	T2	T3
SOCIAL STUDIES			
Demonstrates an understanding of content, concepts, and vocabulary			
Applies critical thinking and cultural awareness in discussions			
SOCIAL STUDIES COMMENTS			
Social Studies Comments			
ART			
Creatively expresses original ideas in a variety of media			
MUSIC			
Student participates and applies instrumental and/or vocal skills			
Demonstrates facility on an instrument and/or voice while performing alone and as part of a larger group			
Demonstrates knowledge of musical concepts (e.g., simple rhythms, basic note reading, and note names)			
PHYSICAL EDUCATION			
Demonstrates self-control of body, voice, and personal space			
Demonstrates age-appropriate motor and manipulative skill development			
Demonstrates age-appropriate level of fitness and understanding of health concepts			