

Elem Teachers – Entering Report Card Grades and Comments

Please use the Chrome browser for inputting grades.

Start by clicking Post Grades

IC Sandbox

If you want to practice entering grades, we have an IC sandbox system setup for teachers. **This is for practice only.** Grades entered into sandbox system are not live and will not display on the official report cards nor will they be copied over to the live system. Same username and password.

[Click here](#) for the IC sandbox or use QR Code below.



Post by Standard (default view)

Select the term and Homeroom course
(Note: Dual Language Teachers: Please select homeroom sections 940 or 950 only)

Start by clicking Post Grades

Click Post by Student to enter rubric scores for one student at a time. See next page.

Select the standard to enter rubric grades for.

DO NOT enter comments on the individual standards. See next page for comments.

Select the rubric grade

Click SAVE when done

13

Click Save often.

Post by Student

Select the term and Homeroom course
(Note: Dual Language Teachers: Please select homeroom sections 940 or 950 only)

Select the student

Click for mass fill of grade.

Select the rubric scores

Comments are ONLY to be entered under the last grading items. Comments are only available to the homeroom teacher. See pages 3-9 for new process on entering comments.

Note: When selecting a student, it takes about 30 seconds for the screen to display all of the standards.

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Click Save often.

[Click here](#) for the full elem teacher instructional manual or use the QR code below.

QR code linking to the full elem teacher instructional manual.

Printing Elementary Report Cards

Custom Elementary Report Card

Parameters
Choose from the list of parameters below.

Calendar:	Post Road Elementary 18-19 !
Grade Level:	***SELECT*** !
Term:	***SELECT*** !
Homeroom Teacher:	***SELECT*** !
Homeroom Section:	***SELECT*** !
Student:	! <input style="width: 15px; height: 15px;" type="button" value="..."/>
Enrollment End Date:	3/12/2019 <input style="width: 15px; height: 15px;" type="button" value="..."/>
Sort By:	Student Name Alpha
Language:	English Only
Display Attendance	Yes
Check Roster End Date:	Yes

Note:
! Required Value.

Output
Choose from the list of output choices below and select 'Submit Request'.

Adobe Acrobat Preview Output

Custom Computer Specialists, Inc. ©2008 All Rights Reserved.

Screen definitions

- **Calendar:** Verify the correct Calendar Year is selected
- **Grade Level:** Select the Grade Level
- **Term:** select the term (1st, 2nd, 3rd)
- **Homeroom Teacher:** Select teacher name or select All
- **Homeroom Section:** Select All (**Dual Language Teachers: Please select 940 or 950 only**)
- **Student:** Select student name or select All
- **Enrollment Date:** Leave default date
- **Sort By:** Select
 - Student Name Alpha (teachers should leave this choice selected)
 - Homeroom Teacher, Student Name Alpha (use if printing entire grade level from main office)
- **Language:** select
 - English only (System will print out an English report card for all students on roster regardless of home language).
 - Home Primary Language (System will print out a Spanish Language report card ONLY for students whose home language is indicated as Spanish. FYI – home language information is indicated on the student roster screen on Infinite Campus).
 - English and Spanish (System will print out English and Spanish report cards at same time)
- **Display Attendance:** default is Yes (please do not change it, unless main office wants that)
- **Check Roster End Date:** Default Yes

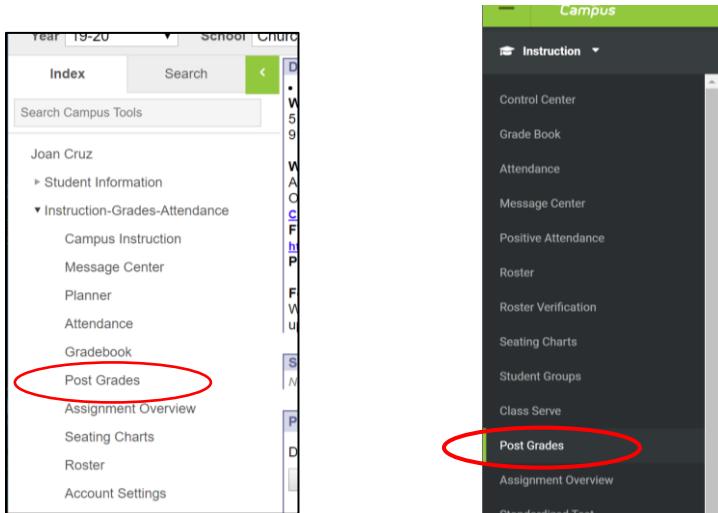
Click Submit Request – PDF file will generate (which you can save, print, etc.)

Entering Elementary Report Card Comments in Infinite Campus

The elementary report card comments are separated out into the following areas:

- Behavior (teachers will select from a scripted set of comments – between 1 to 3 comments)
- Reading (teachers will select from a scripted set of comments – between 1 to 3 comments)
- Writing (teachers will select from a scripted set of comments – between 1 to 3 comments)
- Math (teachers will select from a scripted set of comments – between 1 to 3 comments)
- General Comments (teachers are able write their own personalized free form comments between 1 and 2 sentences)

In the Post Grades section (same process as previous years)

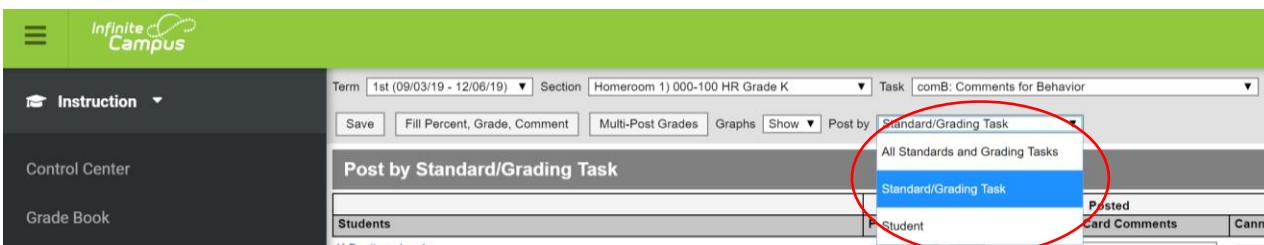


Under Post By, select (depending on your personal preference for entering comments):

Option 1: Standard/Grading Task (see page 4 for more info)

Or

Option 2: Student (see page 5 for more info)



Option 1

Post By: **Standard/Grading Task** is selected

Under Task – select comment area you want to work on for the entire roster (scroll to the bottom of list). There are 5 areas to select from: Behavior, Reading, Writing, Math and General Comments

Click **Fill Percent, Grade, Comment** to fill the information down to all students.

Double check the comment area that you selected.

Next to each student's name – click on **Manage** (this will display the canned comment dialog box – **see page 6**).

For the **General Comments** area – teachers are able write their own personalized free form comments.

Between 1 and 2 sentences. Recommend typing the comment in MS Word first and then copy/paste into the box.

See page 6

Option 2

Post By: **Student** is selected

Select the student you want to work on

Scroll down to the bottom of screen to locate the comment areas.

Click **Manage** for Behavior, Reading, Writing and Math comments area (this will display the canned comment dialog box – see page 4).

The screenshot shows the 'Post by Student' section of the Infinite Campus software. At the top, there is a dropdown menu labeled 'Student' with 'B' selected. Below this, there is a table titled 'Post by Student' with columns for Term, Standard/Grading Task, Percent, Grade, Posted, Report Card Comments, Canned Comment, In Progress Grade, and Evidence. The table lists various tasks for the first term, each with a 'Manage' button. A large red box highlights the 'Comments' sections: 'Comments for Behavior', 'Comments for Reading', 'Comments for Writing', 'Comments for Mathematics', and 'General Comments'. Each of these sections has a 'Manage' button. A red arrow points from the 'General Comments' section to a callout box containing instructions for writing comments.

See page 6

General Comments area – teachers are able write their own personalized free form comments.

Between 1 and 2 sentences.

Recommend typing the comment in MS Word first and then copy/paste into the box.

Scripted Comments Screen

Enter the comments code or scroll through comment menu and check off the comment boxes. ***Only select the English comment codes. The comments will be automatically translated for the Spanish language report cards.***

Click Save.
See more info at bottom of this page.

Two options to select scripted comments – (UPDATED Feb 2020)

1. Enter the code numbers (**separate each code with a comma**) and click **Add**. The comment choices will get a check box. ***Only select the English comment codes. The comments will be automatically translated for the Spanish language report cards.***

Please select between 1 to 3 scripted comments per area (Behavior, Reading, Writing, Math)

Click Save

or

2. Scroll down the list and click the check boxes. Comment codes in the 100s are for Behavior; Comment codes in the 200s are for Reading; Comment codes in the 300s are for Writing; Comment codes in the 400s are for Math.

Only select the English comment codes. The comments will be automatically translated for the Spanish language report cards.

Please select between 1 to 3 scripted comments per area (Behavior, Reading, Writing, Math)

Click Save

Continue to next page

The comments will then display in the comment boxes on the screen.

The brackets [] with the comment code will not print on the report card.

The parenthesis () with the comment code will print on the report card (only used for the Spanish version of the comments).

Example:

Option 1: Post by Standard/Grading

The screenshot shows the Infinite Campus software interface. The top navigation bar includes 'Infinite Campus', 'Instruction', 'Task comb: Comments for Behavior', 'Save', 'Fill Percent, Grade, Comment', 'Multi-Post Grades', 'Graphs', 'Show', 'Post by Standard/Grading Task', and 'Church Street Elementa...'. The left sidebar lists various modules: Control Center, Grade Book, Attendance, Message Center, Positive Attendance, Roster, Roster Verification, Seating Charts, Student Groups, Class Serve, Post Grades, Assignment Overview, Standardized Test, Reports, and Custom Links and Reports. The main content area is titled 'Post by Standard/Grading Task' and displays a table with columns for Students, Percent, Grade, Report Card Comments, and Canned Comment. The 'Report Card Comments' column contains two rows of comments. The first comment is in English: '[100EB] A kind, caring friend who makes an effort to help others. [101EB] Is a thoughtful and generous student. [102EB] Implements problem solving strategies in social situations.' The second comment is in Spanish: '[100SB] Un amigo amable, quien se esfuerza por ayudar a los demás. (100SB). [101SB] Es un estudiante pensativo y generoso. (101SB). [102SB] Implementa estrategias para la solución de problemas en situaciones sociales. (102SB)'. Red arrows point from the text boxes containing the comments to the corresponding explanatory text on the right.

The scripted comments display in the comment boxes on the screen.

The brackets [] with the comment code will not print on the report card.

The parenthesis () with the comment code will print on the report card (only used for the Spanish version of the comments).

If you made a mistake, delete the comments out of the box and redo the comments for the specific area per the directions on the previous pages.

Please see next page for information on the General Comments area.

Example:

Option 2: Post by Student

The scripted comments display in the comment box on the screen.

The brackets [] with the comment code inside will not print on the report card.

The parenthesis () with the comment code inside will print on the report card (they only used for the Spanish version of the comments).

If you made a mistake, delete the comments out of the box and redo the comments for the specific area per the directions on previous

General Comments area – teachers are able write their own personalized free form comments.

Between 1 and 2 sentences.

Recommend typing the comment in MS Word first and then copy/paste into the box.

Note: The general comments are not automatically translated for the Spanish language report cards. For the general comments, teachers should include both the English and Spanish translation into the general comment box.

For mis-spelled words in the General Comments area – they will display with a red squiggle line. Right click on the word and the spell checker will appear and you can select the correct spelling or manually fix it.

Example of Elem Report Card with the Comment Areas Displaying

Page 1 remains the same

Comment boxes will appear at the end of page 2 and go into page 3

Grade K Report Card 2019-2020 for :																																																																																																							
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Page 2 of 3																																																																																																							
Comments for Reading Term 3: Reads and analyzes grade level text independently. Reading assessments show growth in all areas. Due to an extended absence, the student's performance cannot be evaluated at this time. Term 2: Would benefit from reading for at least 30 minutes daily to ensure growth in stamina, fluency, and comprehension. Would benefit from reading daily to ensure growth in stamina, fluency, and comprehension. Utilizes reading strategies with confidence and consistency. PROMOTED TO NEXT GRADE IN DOUBT(Y=IN DOUBT) <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td colspan="3">Term</td> </tr> <tr> <td></td> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> </table> PROMOTED TO NEXT GRADE (Y=PROMOTED) <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Promoted to next grade</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> </table> Comments for Behavior Term 3: A kind, caring friend who makes an effort to help others. Is a thoughtful and generous student. Implements problem solving strategies in social situations. Term 2: Respects others. Works well as a partner and teammate. Is developing positive relationships with peers. Term 1: Continues to show steady growth in social and cooperative skills with consistent guidance and support. Working on positive ways to interact with peers. Consistently puts forth best effort and enjoys collaborating with peers. Comments for Writing Term 3: Consistently uses the writing strategies taught in class. Beginning to incorporate writing strategies taught. Needs support to incorporate writing strategies taught. Term 2: Needs support to incorporate writing strategies taught and maintain stamina. Uses anchor charts and available resources to revise and edit writing. Independently chooses to revise writing based on rubrics and feedback. Term 1: Needs teacher support to complete writing tasks. Requires some prompting and support to complete writing tasks. Organizes writing effectively.									Term				1st	2nd	3rd	Promoted to next grade					1st	2nd	3rd																																																																																
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This example has 3 scripted comments selected for each term. You may select between 1 and 3 scripted comments per comment area.

Grade K Report Card 2019-2020 for :							
Comments for Mathematics Term 3: Enjoys math and continues to be successful. Approaches problem solving situations with confidence. Needs to develop self confidence in taking risks. Term 2: Has a good attitude toward math and is making some progress. Demonstrates steady growth in math skills. Enjoys math and would benefit from practicing math strategies. Term 1: Consistently applies math strategies taught. Benefits from reminders to plan, use, and monitor math strategies. Working on asking for help when appropriate.							
General Comments Term 3: This would be an area for free forms comments by the teacher. This would be an area for free forms comments by the teacher. This would be an area for free forms comments by the teacher. Term 2: This would be an area for free forms comments by the teacher. This would be an area for free forms comments by the teacher. This would be an area for free forms comments by the teacher. Term 1: This would be an area for free forms comments by the teacher. This would be an area for free forms comments by the teacher. This would be an area for free forms comments by the teacher.							
Page 3 of 3							

The comments will be ordered this way for each comment area (most recent comments at the top of each comment box).

- Term 3
- Term 2
- Term 1

Comment Codes

Note: the Spanish comment codes are informational only and do not need to be selected for the comment boxes. The English comment codes will automatically translate when the Spanish version of the report card is printed.

Area	Code	Comments
Behavior	100EB	[100EB] A kind, caring friend who makes an effort to help others.
Behavior	100SB	[100SB] Un amigo amable, quien se esfuerza por ayudar a los demás. (100SB)
Behavior	101EB	[101EB] Is a thoughtful and generous student.
Behavior	101SB	[101SB] Es un estudiante considerado y generoso. (101SB)
Behavior	102EB	[102EB] Implements problem solving strategies in social situations.
Behavior	102SB	[102SB] Implementa estrategias para la solución de problemas en situaciones sociales. (102SB)
Behavior	103EB	[103EB] Respects others.
Behavior	103SB	[103SB] Respeta a los demás. (103SB)
Behavior	104EB	[104EB] Works well as a partner and teammate.
Behavior	104SB	[104SB] Trabaja bien con un compañero y de equipo. (104SB)
Behavior	105EB	[105EB] Is developing positive relationships with peers.
Behavior	105SB	[105SB] Está desarrollando relaciones positivas con los compañeros. (105SB)
Behavior	106EB	[106EB] Continues to show steady growth in social and cooperative skills with consistent guidance and support.
Behavior	106SB	[106SB] Continúa mostrando un crecimiento estable con las habilidades sociales y de cooperación con guía y apoyo consistente. (106SB)
Behavior	107EB	[107EB] Working on positive ways to interact with peers.
Behavior	107SB	[107SB] Trabaja de maneras positivas para interactuar con los compañeros. (107SB)
Behavior	108EB	[108EB] Consistently puts forth best effort and enjoys collaborating with peers.
Behavior	108SB	[108SB] Se esfuerza consistentemente y disfruta colaborar con sus compañeros. (108SB)
Behavior	109EB	[109EB] Works diligently and consistently across all academic areas with a high level of dedication.
Behavior	109SB	[109SB] Trabaja meticulosamente y consistentemente en todas las áreas académicas para mejorar el trabajo. (109SB)
Behavior	110EB	[110EB] Seeks ways to improve work.
Behavior	110SB	[110SB] Busca formas de mejorar su trabajo. (110SB)
Behavior	111EB	[111EB] Benefits from reminders to work neatly and carefully.
Behavior	111SB	[111SB] Se beneficia de recordatorios para trabajar limpiamente y cuidadosamente. (111SB)
Behavior	112EB	[112EB] Always shows leadership qualities and an eagerness to learn throughout the day.
Behavior	112SB	[112SB] Siempre muestra cualidades de liderazgo y es ansioso por aprender en el transcurso del día. (112SB)
Behavior	113EB	[113EB] Demonstrates a positive attitude for learning.
Behavior	113SB	[113SB] Demuestra una actitud positiva hacia el aprendizaje. (113SB)
Behavior	114EB	[114EB] Has a positive attitude toward school.

Behavior	114SB	[114SB] Tiene una actitud positiva hacia la escuela. (114SB)
Behavior	115EB	[115EB] Has a positive attitude toward school and learning, even when the work feels hard.
Behavior	115SB	[115SB] Tiene una actitud positiva hacia la escuela y para aprender, incluso cuando piensa que el trabajo es difícil. (115SB)
Behavior	116EB	[116EB] Consistently demonstrates a positive attitude throughout the day.
Behavior	116SB	[116SB] Demuestra consistentemente una actitud positiva a lo largo del día escolar. (116SB)
Behavior	117EB	[117EB] Enthusiastic and motivated to learn.
Behavior	117SB	[117SB] Entusiasta y motivado por aprender. (117SB)
Behavior	118EB	[118EB] Is an enthusiastic learner who takes on challenges with an eager attitude.
Behavior	118SB	[118SB] Es una aprendiz entusiasta quien acepta desafíos con una actitud entusiasmada. (118SB)
Behavior	119EB	[119EB] An engaged, eager learner who puts in consistent effort.
Behavior	119SB	[119SB] Un estudiante involucrado, entusiasmado quien se esfuerza consistentemente. (119SB)
Behavior	120EB	[120EB] Approaches tasks in a confident manner.
Behavior	120SB	[120SB] Acepta las tareas de una manera confiable. (120SB)
Behavior	121EB	[121EB] Is gaining confidence and beginning to take an active role in learning.
Behavior	121SB	[121SB] Esta obteniendo confianza y comenzando a tomar un papel activo en el aprendizaje. (121SB)
Behavior	122EB	[122EB] Enjoys enrichment activities.
Behavior	122SB	[122SB] Disfruta actividades de enriquecimiento. (122SB)
Behavior	123EB	[123EB] Asks for help when needed.
Behavior	123SB	[123SB] Pide ayuda cuando la necesita. (123SB)
Behavior	124EB	[124EB] Working on asking for help when needed.
Behavior	124SB	[124SB] Trabajando en pedir ayuda cuando es necesaria. (124SB)
Behavior	125EB	[125EB] Please be mindful of attendance.
Behavior	125SB	[125SB] Por favor sea consciente de la asistencia. (125SB)
Behavior	126EB	[126EB] Please be mindful of arriving to school on time.
Behavior	126SB	[126SB] Por favor sea consciente de llegar a la escuela puntualmente. (126SB)
Behavior	127EB	[127EB] Has made a successful transition to the new school year.
Behavior	127SB	[127SB] Ha logrado una transición exitosa al nuevo año escolar. (127SB)
Behavior	128EB	[128EB] Adjusting nicely to routines and expectations.
Behavior	128SB	[128SB] Se adapta muy bien a las rutinas y expectativas. (128SB)
Behavior	129EB	[129EB] Is continuing to transition to the new grade level expectations.
Behavior	129SB	[129SB] Continúa transicionando a las expectativas del nuevo grado. (129SB)
Behavior	130EB	[130EB] Consistently follows classroom rules and expectations and is a role model for others.
Behavior	130SB	[130SB] Obedece las reglas del salón y las expectativas consistentemente y es un modelo a seguir para los demás. (130SB)
Behavior	131EB	[131EB] Benefits from reminders to follow classroom rules and expectations.

Behavior	131SB	[131SB] Se beneficia de recordatorios para obedecer las reglas y expectativas del salón. (131SB)
Behavior	132EB	[132EB] Benefits from frequent reminders and redirection to follow classroom rules and expectations.
Behavior	132SB	[132SB] Se beneficia de recordatorios frecuentes y redirección para obedecer las reglas y expectativas del salón. (132SB)
Behavior	133EB	[133EB] Benefits from reminders to stay on task.
Behavior	133SB	[133SB] Se beneficia de recordatorios para permanecer enfocado en la tarea. (133SB)
Behavior	134EB	[134EB] Needs reminders throughout the day to follow the classroom rules and procedures.
Behavior	134SB	[134SB] Necesita recordatorios a lo largo del día para seguir las reglas y procedimientos del salón. (134SB)
Behavior	135EB	[135EB] Uses class time wisely.
Behavior	135SB	[135SB] Usa el tiempo de clase inteligentemente. (135SB)
Behavior	136EB	[136EB] At times, socializing gets in the way of productive learning.
Behavior	136SB	[136SB] A veces, la socialización obstaculiza el aprendizaje productivo. (136SB)
Behavior	137EB	[137EB] Is easily distracted and distracts others.
Behavior	137SB	[137SB] Se distrae fácilmente y distrae a los demás. (137SB)
Behavior	138EB	[138EB] Working on organizational skills to become more efficient.
Behavior	138SB	[138SB] Trabaja en habilidades organizacionales para ser más eficiente. (138SB)
Behavior	139EB	[139EB] Requires significant teacher support with organization.
Behavior	139SB	[139SB] Requiere un apoyo significativo del profesor con la organización. (139SB)
Behavior	140EB	[140EB] Must devote more focused time on learning tasks.
Behavior	140SB	[140SB] Debe dedicar más tiempo enfocado a las tareas de aprendizaje. (140SB)
Behavior	141EB	[141EB] Contributes useful, meaningful information during classroom discussions.
Behavior	141SB	[141SB] Contribuye con información útil y significativa durante las discusiones en el salón de clases. (141SB)
Behavior	142EB	[142EB] Is becoming more of an active participant in class.
Behavior	142SB	[142SB] Se está convirtiendo en un participante más activo en la clase. (142SB)
Behavior	143EB	[143EB] Seems reluctant to participate in classroom discussions, but has valuable ideas to contribute.
Behavior	143SB	[143SB] Parece reacio a participar en las discusiones en el salón de clases, pero tiene ideas valiosas para contribuir. (143SB)
Behavior	144EB	[144EB] Has made steady progress.
Behavior	144SB	[144SB] Ha logrado un progreso constante. (144SB)
Reading	200ER	[200ER] Reads and analyzes grade level text independently.
Reading	200SR	[200SR] Lee y analiza texto independiente al nivel del grado. (200SR)
Reading	201ER	[201ER] Reading assessments show growth in all areas.
Reading	201SR	[201SR] Las evaluaciones de lectura muestran crecimiento en todas las áreas. (201SR)

Reading	202ER	[202ER] Reading assessments reflect some inconsistencies.
Reading	202SR	[202SR] Las evaluaciones de lectura reflejan algunas inconsistencias. (202SR)
Reading	203ER	[203ER] Due to an extended absence, the student's performance cannot be evaluated at this time.
Reading	203SR	[203SR] Debido a una ausencia prolongada, el rendimiento del estudiante no puede ser evaluado en este momento. (203SR)
Reading	204ER	[204ER] Would benefit from reading for at least 30 minutes daily to ensure growth in stamina, fluency, and comprehension.
Reading	204SR	[204SR] Se beneficiaría de leer por lo menos por 30 minutos diariamente para asegurar crecimiento en resistencia, fluidez y comprensión. (204SR)
Reading	205ER	[205ER] Would benefit from reading for at least 20 minutes daily to ensure growth in stamina, fluency, and comprehension.
Reading	205SR	[205SR] Se beneficiaría de leer por lo menos por 20 minutos diariamente para asegurar crecimiento en resistencia, fluidez y comprensión. (205SR)
Reading	206ER	[206ER] Would benefit from reading for at least 15 minutes daily to ensure growth in stamina, fluency, and comprehension.
Reading	206SR	[206SR] Se beneficiaría de leer por lo menos por 15 minutos diariamente para asegurar crecimiento en resistencia, fluidez y comprensión. (206SR)
Reading	207ER	[207ER] Would benefit from reading daily to ensure growth in stamina, fluency, and comprehension.
Reading	207SR	[207SR] Se beneficiaría de leer diariamente para asegurar crecimiento en resistencia, fluidez y comprensión. (207SR)
Reading	208ER	[208ER] Consistently applies reading comprehension strategies taught.
Reading	208SR	[208SR] Aplica consistentemente estrategias de comprensión de lectura enseñadas. (208SR)
Reading	209ER	[209ER] Utilizes reading strategies with confidence and consistency.
Reading	209SR	[209SR] Utiliza estrategias de lectura con confianza y consistencia. (209SR)
Reading	210ER	[210ER] Requires significant teacher support to practice strategies taught.
Reading	210SR	[210SR] Requiere un apoyo significativo para practicar las estrategias enseñadas. (210SR)
Reading	211ER	[211ER] Improving analysis of text.
Reading	211SR	[211SR] Mejorando el análisis de texto. (211SR)
Reading	212ER	[212ER] Working on reading carefully to ensure understanding of both text and questions about it.
Reading	212SR	[212SR] Trabajando en leer cuidadosamente para asegurar entendimiento de ambos texto y preguntas al respecto. (212SR)
Reading	213ER	[213ER] Work often demonstrates misunderstanding of texts.
Reading	213SR	[213SR] El trabajo a menudo demuestra malentendidos de textos. (213SR)
Reading	214ER	[214ER] Does not consistently monitor for meaning while reading.
Reading	214SR	[214SR] No supervisa constantemente el significado mientras lee. (214SR)
Reading	215ER	[215ER] Thoughtful participant in discussions about texts.
Reading	215SR	[215SR] Participante reflexivo en discusiones sobre textos. (215SR)
Reading	216ER	[216ER] Forms opinions about a text and can state evidence to support thinking.

Reading	216SR	[216SR] Forma opiniones sobre un texto y puede indicar evidencia para apoyar el pensamiento. (216SR)
Reading	217ER	[217ER] Recalls details and expresses ideas clearly.
Reading	217SR	[217SR] Recuerda detalles y expresa ideas con claridad. (217SR)
Reading	218ER	[218ER] Provides detailed written and oral responses.
Reading	218SR	[218SR] Proporciona respuestas detalladas por escrito y orales. (218SR)
Reading	219ER	[219ER] Provides detailed written responses to text and incorporates text evidence to support thinking.
Reading	219SR	[219SR] Proporciona respuestas detalladas por escrito al texto e incorpora pruebas de texto para apoyar el pensamiento. (219SR)
Reading	220ER	[220ER] Struggles to provide written responses to the text.
Reading	220SR	[220SR] Lucha por proporcionar respuestas escritas al texto. (220SR)
Reading	221ER	[221ER] Working on rereading responses to make sure that they make sense.
Reading	221SR	[221SR] Trabajar en volver a leer respuestas para asegurarse de que tengan sentido. (221SR)
Reading	222ER	[222ER] Able to make inferences while reading.
Reading	222SR	[222SR] Capaz de hacer inferencias durante la lectura. (222SR)
Reading	223ER	[223ER] Self-monitors while reading to catch miscues.
Reading	223SR	[223SR] Se auto-monitorea mientras lee para captar errores. (223SR)
Reading	224ER	[224ER] Uses contextual cues while reading.
Reading	224SR	[224SR] Utiliza señales contextuales durante la lectura. (224SR)
Reading	225ER	[225ER] Is expanding vocabulary by focusing on unfamiliar words in order to improve reading comprehension.
Reading	225SR	[225SR] Está ampliando el vocabulario centrándose en palabras desconocidas con el fin de mejorar la comprensión de la lectura. (225SR)
Reading	226ER	[226ER] Uses knowledge of letter-sound relationships and word parts to decode words in the text.
Reading	226SR	[226SR] Utiliza el conocimiento de las relaciones letra-sonido y las partes de palabras para decodificar palabras en el texto. (226SR)
Reading	227ER	[227ER] Errors in decoding affect meaning and require significant prompting and support.
Reading	227SR	[227SR] Los errores en la decodificación afectan al significado y requieren una indicación y soporte significativos. (227SR)
Reading	228ER	[228ER] Uses punctuation to read fluently with expression.
Reading	228SR	[228SR] Utiliza la puntuación para leer con fluidez con la expresión. (228SR)
Writing	300EW	[300EW] Due to an extended absence, the student's performance cannot be evaluated at this time.
Writing	300SW	[300SW] Debido a una ausencia prolongada, el rendimiento del estudiante no puede ser evaluado en este momento. (300SW)
Writing	301EW	[301EW] Consistently uses the writing strategies taught in class.
Writing	301SW	[301SW] Utiliza constantemente las estrategias de escritura que se enseñan en clase. (301SW)
Writing	302EW	[302EW] Beginning to incorporate writing strategies taught.
Writing	302SW	[302SW] Comenzando a incorporar estrategias de escritura enseñadas. (302SW)

Writing	303EW	[303EW] Beginning to incorporate writing strategies taught and maintain stamina.
Writing	303SW	[303SW] Comenzando a incorporar estrategias de escritura enseñadas y mantener la resistencia. (303SW)
Writing	304EW	[304EW] Needs support to incorporate writing strategies taught.
Writing	304SW	[304SW] Necesita apoyo para incorporar estrategias de escritura. (304SW)
Writing	305EW	[305EW] Needs support to incorporate writing strategies taught and maintain stamina.
Writing	305SW	[305SW] Necesita apoyo para incorporar estrategias de escritura enseñadas y mantener la resistencia. (305SW)
Writing	306EW	[306EW] Uses strategies to strengthen writing skills.
Writing	306SW	[306SW] Utiliza estrategias para fortalecer las habilidades de escritura. (306SW)
Writing	307EW	[307EW] Shows evidence of applying skills taught in mini lessons to independent work.
Writing	307SW	[307SW] Muestra evidencia de la aplicación de habilidades que se enseñan en mini lecciones al trabajo independiente. (307SW)
Writing	308EW	[308EW] Uses anchor charts and available resources to revise and edit writing.
Writing	308SW	[308SW] Utiliza gráficos de anclaje y recursos disponibles para revisar y editar la escritura. (308SW)
Writing	309EW	[309EW] Benefits from reminders to use anchor charts and available resources to revise and edit writing.
Writing	309SW	[309SW] Beneficios de recordatorios para usar gráficos de anclaje y recursos disponibles para revisar y editar la escritura. (309SW)
Writing	310EW	[310EW] Independently chooses to revise writing based on rubrics and feedback.
Writing	310SW	[310SW] De forma independiente elige revisar la escritura en función de las rúbricas y los comentarios. (310SW)
Writing	311EW	[311EW] Able to extend a story across multiple pages.
Writing	311SW	[311SW] Capaz de extender una historia a través de varias páginas. (311SW)
Writing	312EW	[312EW] Made great strides in building stamina for writing.
Writing	312SW	[312SW] Hizo grandes avances en el desarrollo de resistencia para la escritura. (312SW)
Writing	313EW	[313EW] Maintains stamina during independent writing.
Writing	313SW	[313SW] Mantiene la resistencia durante la escritura independiente. (313SW)
Writing	314EW	[314EW] Can be apprehensive about beginning a writing task, but with the use of word lists, checklists, and visual supports will start.
Writing	314SW	[314SW] Puede ser aprehensivo acerca de comenzar una tarea de escritura, pero con el uso de listas de palabras, listas de comprobación y apoyos visuales se iniciará. (314SW)
Writing	315EW	[315EW] Writing continues to improve, although it can be difficult to get started with a writing task.
Writing	315SW	[315SW] La escritura sigue mejorando, aunque puede ser difícil comenzar con una tarea de escritura. (315SW)
Writing	316EW	[316EW] Needs teacher support to complete writing tasks.

Writing	316SW	[316SW] Necesita apoyo del maestro para completar las tareas de escritura. (316SW)
Writing	317EW	[317EW] Consistently uses the writing process to publish a variety of genres.
Writing	317SW	[317SW] Utiliza constantemente el proceso de escritura para publicar una variedad de géneros. (317SW)
Writing	318EW	[318EW] Requires some prompting and support to complete writing tasks.
Writing	318SW	[318SW] Requiere un poco de prontitud y apoyo para completar las tareas de escritura. (318SW)
Writing	319EW	[319EW] Organizes writing effectively.
Writing	319SW	[319SW] Organiza la escritura de manera eficaz. (319SW)
Writing	320EW	[320EW] Requires some support to organize writing effectively.
Writing	320SW	[320SW] Requiere cierto apoyo para organizar la escritura de manera efectiva. (320SW)
Writing	321EW	[321EW] Benefits from use of graphic organizers to plan and organize writing.
Writing	321SW	[321SW] Beneficios del uso de organizadores gráficos para planificar y organizar la escritura. (321SW)
Writing	322EW	[322EW] Writes sentences that are sequential and meaningful.
Writing	322SW	[322SW] Escribe oraciones que son secuenciales y significativas. (322SW)
Writing	323EW	[323EW] Writes using complex sentences.
Writing	323SW	[323SW] Escribe usando oraciones complejas. (323SW)
Writing	324EW	[324EW] Writes using basic sentences.
Writing	324SW	[324SW] Escribe usando oraciones básicas. (324SW)
Writing	325EW	[325EW] Beginning to understand and use appropriate sentence structure.
Writing	325SW	[325SW] Comenzando a entender el uso apropiado de la estructura de oraciones. (325SW)
Writing	326EW	[326EW] Benefits from sentence starters with writing tasks.
Writing	326SW	[326SW] Se beneficia de iniciadores de oraciones con tareas de escritura. (326SW)
Writing	327EW	[327EW] Use of descriptive language is strong, allowing the audience to clearly visualize what is written.
Writing	327SW	[327SW] El uso del lenguaje descriptivo es sólido, permitiendo a la audiencia visualizar claramente lo que está escrito. (327SW)
Writing	328EW	[328EW] Uses descriptive language in writing.
Writing	328SW	[328SW] Uso de lenguaje descriptivo en la escritura. (328SW)
Writing	329EW	[329EW] Beginning to use descriptive language in writing.
Writing	329SW	[329SW] Comenzando a usar lenguaje descriptivo en la escritura. (329SW)
Writing	330EW	[330EW] Includes details that help readers understand the story.
Writing	330SW	[330SW] Incluye detalles que ayuda a los lectores a entender la historia. (330SW)
Writing	331EW	[331EW] Integrates new vocabulary into writing.
Writing	331SW	[331SW] Integra nuevo vocabulario en la escritura. (331SW)
Writing	332EW	[332EW] Demonstrates a strong sense of voice and audience in writing.
Writing	332SW	[332SW] Demuestra un sólido sentido de voz y audiencia en la escritura. (332SW)
Writing	333EW	[333EW] Expresses voice in writing.

Writing	333SW	[333SW] Expresa voz en la escritura. (333SW)
Writing	334EW	[334EW] Beginning to apply spelling strategies taught in written work.
Writing	334SW	[334SW] Comenzando a aplicar las estrategias de deletreo en el trabajo escrito. (334SW)
Writing	335EW	[335EW] Needs to apply spelling strategies to written work.
Writing	335SW	[335SW] Necesita aplicar las estrategias de deletreo al trabajo escrito. (335SW)
Writing	336EW	[336EW] Needs to reread work and edit carefully.
Writing	336SW	[336SW] Necesita volver a leer el trabajo y editarlo cuidadosamente. (336SW)
Writing	337EW	[337EW] Uses multiple research strategies to gather and sort information.
Writing	337SW	[337SW] Usa estrategias de investigación múltiples para obtener y separar información. (337SW)
Writing	338EW	[338EW] Beginning to use research strategies to gather and sort information.
Writing	338SW	[338SW] Comenzando a usar estrategias de investigación para obtener y separar información. (338SW)
Writing	339EW	[339EW] Enjoys sharing writing pieces.
Writing	339SW	[339SW] Disfrutar compartir piezas escritas. (339SW)
Writing	340EW	[340EW] Takes pride in written work.
Writing	340SW	[340SW] Se enorgullece del trabajo escrito. (340SW)
Math	400EM	[400EM] Enjoys math and continues to be successful.
Math	400SM	[400SM] Disfruta matemáticas y continua siendo exitoso. (400SM)
Math	401EM	[401EM] Approaches problem solving situations with confidence.
Math	401SM	[401SM] Acepta situaciones de solución de problemas con confianza. (401SM)
Math	402EM	[402EM] Needs to develop self confidence in taking risks.
Math	402SM	[402SM] Necesita desarrollar la auto-confianza al aceptar riesgos. (402SM)
Math	403EM	[403EM] Has a good attitude toward math and is making steady progress.
Math	403SM	[403SM] Tiene una buena actitud hacia las matemáticas y está logrando un progreso estable. (403SM)
Math	404EM	[404EM] Has a good attitude toward math and is making some progress.
Math	404SM	[404SM] Tiene una buena actitud hacia las matemáticas y está logrando cierto progreso. (404SM)
Math	405EM	[405EM] Masters math concepts and chooses to work on challenging problems.
Math	405SM	[405SM] Domina los conceptos matemáticos y elige trabajar en problemas desafiantes. (405SM)
Math	406EM	[406EM] Demonstrates steady growth in math skills.
Math	406SM	[406SM] Demuestra un crecimiento estable con las habilidades matemáticas. (406SM)
Math	407EM	[407EM] Enjoys math and would benefit from practicing math strategies.
Math	407SM	[407SM] Disfruta de las matemáticas y se beneficiaría de practicar las estrategias matemáticas. (407SM)
Math	408EM	[408EM] Consistently applies math strategies taught.
Math	408SM	[408SM] Aplica consistentemente las estrategias matemáticas enseñadas. (408SM)

Math	409EM	[409EM] Consistently plans, uses and monitors math strategies.
Math	409SM	[409SM] Planea consistentemente, usa y monitorea las estrategias matemáticas. (409SM)
Math	410EM	[410EM] Benefits from reminders to plan, use, and monitor math strategies.
Math	410SM	[410SM] Se beneficia de recordatorios para planear, usar y monitorear las estrategias matemáticas. (410SM)
Math	411EM	[411EM] Benefits from small group instruction to build number sense and word problem solving skills.
Math	411SM	[411SM] Se beneficia de la instrucción en grupo pequeño para desarrollar el sentido numérico y habilidades para resolver problemas de palabras. (411SM)
Math	412EM	[412EM] Benefits from small group and one to one instruction to reinforce concepts taught.
Math	412SM	[412SM] Se beneficia de la instrucción en grupo pequeño e individual para reforzar los conceptos enseñados. (412SM)
Math	413EM	[413EM] Requires intensive teacher support to complete tasks.
Math	413SM	[413SM] Requiere el apoyo intensivo del profesor para completar tareas. (413SM)
Math	414EM	[414EM] Working on asking for help when appropriate.
Math	414SM	[414SM] Trabajando en pedir ayuda cuando es apropiado. (414SM)
Math	415EM	[415EM] Consistently uses a variety of addition and subtraction strategies to problem solve and explain thinking.
Math	415SM	[415SM] Usa consistentemente una variedad de estrategias de suma y resta para resolver problemas y explicar el pensamiento. (415SM)
Math	416EM	[416EM] Uses a variety of addition and subtraction strategies to complete problem-solving tasks.
Math	416SM	[416SM] Usa una variedad de estrategias de la suma y la resta para completar tareas de solución de problemas. (416SM)
Math	417EM	[417EM] Requires some support to use a variety of addition and subtraction strategies to problem solve.
Math	417SM	[417SM] Requiere cierto apoyo para usar una variedad de estrategias de suma y resta para resolver problemas. (417SM)
Math	418EM	[418EM] Requires significant support to use a variety of addition and subtraction strategies to problem solve.
Math	418SM	[418SM] Requiere un apoyo significativo para usar una variedad de estrategias de suma y resta para resolver problemas. (418SM)
Math	419EM	[419EM] Demonstrates a strong understanding of the relationship between addition and subtraction.
Math	419SM	[419SM] Demuestra un entendimiento sólido de las relaciones entre la suma y la resta. (419SM)
Math	420EM	[420EM] Demonstrates a strong understanding of the relationship between multiplication and division.
Math	420SM	[420SM] Demuestra un sólido entendimiento de las relaciones entre la multiplicación y división. (420SM)
Math	421EM	[421EM] Consistently uses a variety of multiplication and division strategies to problem solve and explain thinking.

Math	421SM	[421SM] Usa consistentemente una variedad de estrategias de multiplicación y división para resolver problemas y explicar su pensamiento. (421SM)
Math	422EM	[422EM] Uses a variety of multiplication and division strategies to complete problem-solving tasks.
Math	422SM	[422SM] Usa una variedad de estrategias de multiplicación y división para completar tareas de solución de problemas. (422SM)
Math	423EM	[423EM] Requires some support to use a variety of multiplication and division strategies to problem solve.
Math	423SM	[423SM] Requiere cierto apoyo para usar una variedad de estrategias de multiplicación y división para resolver problemas. (423SM)
Math	424EM	[424EM] Requires significant support to use a variety of multiplication and division strategies to problem solve.
Math	424SM	[424SM] Requiere un apoyo significativo para usar una variedad de estrategias de multiplicación y división para resolver problemas. (424SM)
Math	425EM	[425EM] Consistently applies math strategies to help solve multi-step word problems.
Math	425SM	[425SM] Aplica consistentemente estrategias matemáticas para ayudar a resolver problemas de palabras de multi-pasos. (425SM)
Math	426EM	[426EM] Solves real world mathematical problems.
Math	426SM	[426SM] Resuelve problemas matemáticos del mundo real. (426SM)
Math	427EM	[427EM] Has made great strides in using math strategies and solving word problems.
Math	427SM	[427SM] Ha obtenido grandes logros en el uso de las estrategias matemáticas y solución de problemas de palabras. (427SM)
Math	428EM	[428EM] Extends thinking and makes mathematical connections to solve real world problems.
Math	428SM	[428SM] Extiende el pensamiento y hace conexiones matemáticas para resolver problemas del mundo real. (428SM)
Math	429EM	[429EM] Explains mathematical thinking in writing when solving word problems.
Math	429SM	[429SM] Explica el pensamiento matemático por escrito cuando resuelve problemas de palabras. (429SM)
Math	430EM	[430EM] Benefits from the use of manipulatives to understand and solve problems.
Math	430SM	[430SM] Se beneficia del uso de manipulatives para entender y resolver problemas. (430SM)
Math	431EM	[431EM] Independently checks answers to multi-step word problems to ensure they are reasonable and make sense.
Math	431SM	[431SM] Revisa independientemente las respuestas para problemas de palabras de multi-pasos para asegurarse de que son razonables y tiene sentido. (431SM)
Math	432EM	[432EM] Checks answers to ensure they are reasonable and make sense.
Math	432SM	[432SM] Revisa las respuestas para asegurarse de que son razonables y tiene sentido. (432SM)
Math	433EM	[433EM] Answers the entire question when solving problems.
Math	433SM	[433SM] Responde a toda la pregunta cuando resuelve problemas. (433SM)

Math	434EM	[434EM] Benefits from reminders to answer the entire question when solving problems.
Math	434SM	[434SM] Se beneficia de recordatorios para responder a toda la pregunta cuando resuelve problemas. (434SM)
Math	435EM	[435EM] Working on reading questions carefully to ensure answers are accurate and make sense.
Math	435SM	[435SM] Trabaja en leer las preguntas cuidadosamente para asegurarse de que sean correctas y tenga sentido. (435SM)
Math	436EM	[436EM] Working on self-monitoring and catching own mistakes so that class assignments and tests reflect understanding.
Math	436SM	[436SM] Trabaja en el auto-monitoreo y captar sus propios errores para que las asignaciones de la clase y pruebas reflejen entendimiento. (436SM)
Math	437EM	[437EM] Working on choosing the appropriate math operation to solve word problems.
Math	437SM	[437SM] Trabaja en elegir la operación matemática para resolver problemas de palabras. (437SM)
Math	438EM	[438EM] Enjoys our daily math lessons and demonstrates strong number sense, as well as uses various mental math strategies.
Math	438SM	[438SM] Disfruta nuestras lecciones de matemáticas diarias y demuestra un sentido numérico sólido, al igual que usa varias estrategias matemáticas mentales. (438SM)
Math	439EM	[439EM] Uses mental math to solve problems.
Math	439SM	[439SM] Usa matemáticas mental para resolver problemas. (439SM)
Math	440EM	[440EM] Consistently applies place value understanding when solving problems.
Math	440SM	[440SM] Aplica consistentemente el entendimiento del valor numérico cuando resuelve problemas. (440SM)
Math	441EM	[441EM] Requires support to apply place value understanding when solving problems.
Math	441SM	[441SM] Requiere apoyo para aplicar entendimiento del valor numérico cuando resuelve problemas. (441SM)
Math	442EM	[442EM] Demonstrates a limited understanding of place value concepts.
Math	442SM	[442SM] Demuestra un entendimiento limitado de los conceptos del valor numérico. (442SM)
Math	443EM	[443EM] Reads, writes, and compares numbers appropriately.
Math	443SM	[443SM] Lee, escribe, y compara los números apropiadamente. (443SM)
Math	444EM	[444EM] Reads, writes and compares numbers with support.
Math	444SM	[444SM] Lee, escribe, y compara los números con apoyo. (444SM)
Math	445EM	[445EM] Analyzes patterns and relationships.
Math	445SM	[445SM] Analiza patrones y relaciones. (445SM)
Math	446EM	[446EM] Uses strategies to solve basic math facts.
Math	446SM	[446SM] Usa estrategias para resolver tablas matemáticas. (446SM)
Math	447EM	[447EM] Working on building fluency in math.
Math	447SM	[447SM] Trabaja en el desarrollo de fluidez en matemáticas. (447SM)
Math	448EM	[448EM] Uses strategies to solve basic math facts with support.

Math	448SM	[448SM] Usa estrategias para resolver tablas matemáticas básicas con apoyo. (448SM)
Math	449EM	[449EM] Working on strengthening skills to solve basic math facts.
Math	449SM	[449SM] Trabaja en fortalecer habilidades para resolver tablas matemáticas básicas. (449SM)
Math	450EM	[450EM] Would benefit from practicing addition and subtraction math facts from 0-20.
Math	450SM	[450SM] Se beneficia de practicar las tablas matemáticas de la suma y la resta del 0-20. (450SM)
Math	451EM	[451EM] Would benefit from consistent practice with multiplication and division facts to 100.
Math	451SM	[451SM] Se beneficiaría de la práctica consistente de las tablas de la multiplicación y división hasta el 100. (451SM)
Math	452EM	[452EM] Would benefit from consistent practice with multiplication facts.
Math	452SM	[452SM] Se beneficiaría de la practicar consistentemente las tablas de la multiplicación. (452SM)
Math	453EM	[453EM] Would benefit from consistent practice with division facts.
Math	453SM	[453SM] Se beneficiaría de la práctica consistente de las tablas de la división. (453SM)
Math	454EM	[454EM] Would benefit from daily practice in counting.
Math	454SM	[454SM] Se beneficiaría de la práctica diaria del conteo. (454SM)
Math	455EM	[455EM] Would benefit from daily practice with math facts to gain automaticity.
Math	455SM	[455SM] Se beneficiaría de la práctica diaria de las tablas matemáticas para ganar automaticidad. (455SM)
Math	456EM	[456EM] Due to an extended absence, the student's performance cannot be evaluated at this time.
Math	456SM	[456SM] Debido a una ausencia prolongada, el desempeño del estudiante no puede ser evaluado en este momento. (456SM)