Student Name	
Student ID	
Date of Birth	
Grade Level	1
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
157 Perry Avenue
Norwalk, CT 06850
Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

Attendance	T1	T2	T3	YR
Days Absent				
Times Tardy				

Academic Ratings		
C	Consistently	The student demonstrates this skill or behavior independently and across settings. They apply it with few reminders and show understanding in various situations.
P	Progressing	The student demonstrates this skill or behavior inconsistently. They may need frequent reminders and application may depend on the context or situation.
B	Beginning	The student is beginning to develop this skill or behavior and requires explicit instruction, modeling, and ongoing support to demonstrate it. Demonstrations are rare or emerging.
X	Not Assessed	This standard was not assessed for this marking period.

1st Grade English Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding strategies when reading			
Uses decoding skills to comprehend unknown words			
Recognizes high frequency words with automaticity			
Demonstrates what the text says by being able to use details from the text to explain their thinking through speaking and/or writing			
Explains the connection between people, places, events, and/or ideas change/develop over the course of a text			
Reads grade level text with accuracy, expression, and fluency			
Demonstrates comprehension: Explains, interprets, and responds critically to a variety of texts beyond a retelling			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic and can transition thoughts into writing			
Shows awareness of purpose and audience, purpose, voice, and genre			
Plans for writing; thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses proper spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Uses a variety of digital tools to produce and publish writing			

1st Grade Spanish Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding strategies when reading			
Uses decoding skills to comprehend unknown words			
Identifies syllables in spoken and written word			
Demonstrates what the text says by being able to use details from the text to explain their thinking through speaking and/or writing			
Explains the connection between people, places, events, and/or ideas change/develop over the course of a text			
Reads grade level text with accuracy, expression, and fluency			
Demonstrates comprehension: Explains, interprets, and responds critically to a variety of texts beyond a retelling			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic and can transition thoughts into writing			
Shows awareness of purpose and audience, purpose, voice, and genre			
Plans for writing; thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses proper spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Uses a variety of digital tools to produce and publish writing			

Student Name	
Student ID	
Date of Birth	
Grade Level	1
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
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Principal: Jules Douge

1st Grade Science	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in science lessons, projects, and activities			
Asks questions that can be investigated and predict reasonable outcomes			
Demonstrates understanding of science concepts by recording observations, defending thoughts, and ideas			
Organizes, catalogues, and analyzes data to support claims			
Uses or develops scientific models to explore and test scientific principles or phenomenon			

1st Grade Social Studies	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in social studies lessons, projects, and activities			
Identify facts and concepts related to compelling and supporting questions			
Determine the kinds of sources that will be helpful in answering compelling and supporting questions			
Gathers information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within communities			
Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content			

1st Grade Art	T1	T2	T3
Effort: Participates in art lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of artistic concepts			

1st Grade Music	T1	T2	T3
Effort: Participates in music lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of musical concepts			

1st Grade Physical Education	T1	T2	T3
Effort: Participates in physical education lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities			
Demonstrates skills and understanding of physical concepts			

1st Grade Mathematics	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Shows willingness to engage in mathematics problems and discourse			
Mathematical Processes: Uses manipulatives to demonstrate concepts/solve problems; Applies concepts and skills to solve problems			
Meets grade level fact expectation (fluently adds and subtracts within 20)			
Operations and Algebraic Thinking: Represents, orders, and compares numbers using a variety of models			
Operations and Algebraic Thinking: Applies understanding of addition and subtraction, counting strategies and number combinations to solve problems			
Number and Operations in Base Ten: Understands and uses place value as tens and ones and apply to addition and subtraction			
Measurement and Data: Estimates, compares, and measures length using nonstandard units			
Measurement and Data: Collects, organizes, represents and describes data; interprets data representations			
Geometry: Describes, draws, builds, and and sorts 2 and 3 dimensional shapes			
Geometry: partitions and describes shapes as half and fourth			

1st Grade Personal/Social Development	T1	T2	T3
Follows written and oral task directions			
Takes responsibility for one's own actions			
Identifies and expresses feelings in an appropriate manner			
Demonstrates self-control in a variety of settings			
Approaches challenges using a variety of strategies and demonstrates perseverance			
Maintains focus and attention during tasks and activities			
Respects others' rights, feelings, and property			
Uses strategies to manage emotions (e.g., anger, frustration, anxiety)			
Participates cooperatively in group discussions and activities			

** If your child has an Individual Education Plan (IEP), please refer to that document for assessment of mastery of instructional objectives. **

Updated September 2026

Student Name	
Student ID	
Date of Birth	
Grade Level	2
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
157 Perry Avenue
Norwalk, CT 06850
Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

Attendance	T1	T2	T3	YR
Days Absent				
Times Tardy				

Academic Ratings		
C	Consistently	The student demonstrates this skill or behavior independently and across settings. They apply it with few reminders and show understanding in various situations.
P	Progressing	The student demonstrates this skill or behavior inconsistently. They may need frequent reminders and application may depend on the context or situation.
B	Beginning	The student is beginning to develop this skill or behavior and requires explicit instruction, modeling, and ongoing support to demonstrate it. Demonstrations are rare or emerging.
X	Not Assessed	This standard was not assessed for this marking period.

2nd Grade English Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding strategies when processing text			
Uses decoding skills to comprehend unknown words to support comprehension of a text			
Actively applies word strategies to develop fluency and accuracy in reading			
Recognizes high frequency words with automaticity			
Recount stories and determine their central message, lesson, or moral			
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action			
Reads grade level text with accuracy, expression, and fluency			
Explains, interprets, and responds critically to a variety of grade-level literature			
Uses a variety of reading strategies on grade level texts to increase comprehension			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that can transition into writing			
Shows awareness of purpose and audience, purpose, voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

2nd Grade Spanish Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding strategies when processing text			
Uses decoding skills to comprehend unknown words to support comprehension of a text			
Actively applies word strategies to develop fluency and accuracy in reading			
Identifies syllables in spoken and written word			
Recount stories and determine their central message, lesson, or moral			
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action			
Reads grade level text with accuracy, expression, and fluency			
Explains, interprets, and responds critically to a variety of grade-level literature			
Uses a variety of reading strategies on grade level texts to increase comprehension			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that can transition into writing			
Shows awareness of purpose and audience, purpose, voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

Student Name	
Student ID	
Date of Birth	
Grade Level	2
Teacher	

NORWALK Public Schools

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
157 Perry Avenue
Norwalk, CT 06850
Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

2nd Grade Science	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in science lessons, projects, and activities			
Asks questions that can be investigated and predict reasonable outcomes			
Demonstrates understanding of science concepts by recording observations, defending thoughts, and ideas			
Organizes, catalogues, and analyzes data to support claims			
Uses or develops scientific models to explore and test scientific principles or phenomenon			

2nd Grade Social Studies	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in social studies lessons, projects, and activities			
Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content			
Identify facts, opinions, and concepts related to compelling and supporting questions			
Gather relevant information from one or two sources about a significant person, event, or issue in a community while using origin and structure to guide the selection			
Determine the kinds of sources that will be helpful in answering compelling and supporting questions			

2nd Grade Art	T1	T2	T3
Effort: Participates in art lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of artistic concepts			

2nd Grade Music	T1	T2	T3
Effort: Participates in music lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of musical concepts			

2nd Grade Physical Education	T1	T2	T3
Effort: Participates in physical education lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities			
Demonstrates skills and understanding of physical concepts			

2nd Grade Mathematics	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Shows willingness to engage in mathematics problems and discourse			
Mathematical Processes: Applies concepts and skills to solve problems			
Meets grade level fact expectation (fluently adds and subtracts within 100)			
Operations and Algebraic Thinking: Represents and solves problems involving addition and subtraction			
Number and Operations in Base Ten: Understands and uses place value as hundreds, tens, and ones and transfers between place representations of numerals (ex: 100 ones is one hundred)			
Number and Operations in Base Ten: Uses place value understanding, properties of operations, and representations to add and subtract using composing and decomposing of numbers			
Measurement and Data: Relates addition and subtraction to length within 100 using same units; represents whole numbers and sums and differences on a number line			
Measurement and Data: Collects, organizes, represents and describes data; interprets data representations			
Geometry: Describes, draws, and reasons about 2 dimensional shapes using specific attributes			
Geometry: Partitions shapes into two, three, or four equal shares, relating the appropriate vocabulary			

2nd Grade Personal/Social Development	T1	T2	T3
Follows written and oral task directions			
Takes responsibility for one's own actions			
Identifies and expresses feelings in an appropriate manner			
Demonstrates self-control in a variety of settings			
Approaches challenges using a variety of strategies and demonstrates perseverance			
Maintains focus and attention during tasks and activities			
Respects others' rights, feelings, and property			
Uses strategies to manage emotions (e.g., anger, frustration, anxiety)			
Participates cooperatively in group discussions and activities			
Uses time effectively to produce quality work			

** If your child has an Individual Education Plan (IEP), please refer to that document for assessment of mastery of instructional objectives. **

Student Name	
Student ID	
Date of Birth	
Grade Level	**4**
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
157 Perry Avenue
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Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

Attendance	T1	T2	T3	YR
Days Absent				
Times Tardy				

Academic Ratings		
C	Consistently	The student demonstrates this skill or behavior independently and across settings. They apply it with few reminders and show understanding in various situations.
P	Progressing	The student demonstrates this skill or behavior inconsistently. They may need frequent reminders and application may depend on the context or situation.
B	Beginning	The student is beginning to develop this skill or behavior and requires explicit instruction, modeling, and ongoing support to demonstrate it. Demonstrations are rare or emerging.
X	Not Assessed	This standard was not assessed for this marking period.

4th Grade English Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding skills to comprehend unknown words to support comprehension of a text			
Recognizes high frequency words automatically			
Use information from the text to support their explanations and inferences			
Determine central ideas or themes of a text and explains how they develop over the course of the text			
Can identify and explain how the point of view or perspective impacts a text			
Use information from the text to support their explanations and inferences			
Applies reading strategies to learn across content areas			
Explains, interprets, and responds critically to a variety of grade level literature to demonstrate comprehension			
Reads a variety of grade level text with fluency, accuracy, and expression			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that can transition into writing			
Shows awareness of purpose, audience, voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

4th Grade Spanish Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding skills to comprehend unknown words to support comprehension of a text			
Identifies syllables in spoken and written word			
Use information from the text to support their explanations and inferences			
Determine central ideas or themes of a text and explains how they develop over the course of the text			
Can identify and explain how the point of view or perspective impacts a text			
Use information from the text to support their explanations and inferences			
Applies reading strategies to learn across content areas			
Explains, interprets, and responds critically to a variety of grade level literature to demonstrate comprehension			
Reads a variety of grade level text with fluency, accuracy, and expression			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that can transition into writing			
Shows awareness of purpose, audience, voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

Student Name	
Student ID	
Date of Birth	
Grade Level	4
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
157 Perry Avenue
Norwalk, CT 06850
Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

4th Grade Science	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in science lessons, projects, and activities			
Asks questions that can be investigated and predict reasonable outcomes			
Demonstrates understanding of science concepts by recording observations, defending thoughts, and ideas			
Organizes, catalogues, and analyzes data to support claims			
Uses or develops scientific models to explore and test scientific principles or phenomenon			

4th Grade Social Studies	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in social studies lessons, projects, and activities			
Apply disciplinary knowledge and practices to demonstrate an understanding of United States geography content			
Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question			
Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources			
Gather relevant information from multiple sources about an event or issue in the United States			

4th Grade Art	T1	T2	T3
Effort: Participates in art lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of artistic concepts			

4th Grade Music	T1	T2	T3
Effort: Participates in music lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of musical concepts			

4th Grade Physical Education	T1	T2	T3
Effort: Participates in physical education lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities			
Demonstrates skills and understanding of physical concepts			

4th Grade Mathematics	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Shows willingness to engage in mathematics problems and discourse			
Mathematical Processes: Applies concepts and skills to solve multi-step problems			
Meets grade level fact expectation (addition, subtraction, multiplication, and division fact knowledge)			
Operations and Algebraic Thinking: Represents and solves problems using efficient strategies in problems (addition, subtraction, multiplication, division)			
Operations and Algebraic Thinking: Represents and solves problems that involve multiplicative comparison			
Number and Operations in Base Ten: Uses place value to reason about, describe, and compute multi digit numbers			
Number and Operations in Base Ten: Uses place value understanding to multiply whole numbers up to 4 digits by 1 digit and 2 digits by 2 digits			
Number and Operations in Base Ten: Uses place value understanding to divide whole numbers up to 4 digit dividends and one digit divisors, with both whole number quotients as well as remainders			
Fractions: Represents, compares, and orders fractions			
Fractions: Represents, compares, and orders decimals			
Fractions: Connects understanding of whole number operations to extend to fractions (add and subtract with like denominators, multiply a fraction by a whole number)			
Measurement and Data: Constructs and interprets data representations and converts units within measurement systems			
Geometry: Identifies, describes, and creates geometric shapes around specific parameters			

4th Grade Personal/Social Development	T1	T2	T3
Follows written and oral task directions			
Takes responsibility for one's own actions			
Identifies and expresses feelings in an appropriate manner			
Demonstrates self-control in a variety of settings			
Approaches challenges using a variety of strategies and demonstrates perseverance			
Maintains focus and attention during tasks and activities			
Respects others' rights, feelings, and property			
Uses strategies to manage emotions (e.g., anger, frustration, anxiety)			
Participates cooperatively in group discussions and activities			
Uses time effectively to produce quality work			

** If your child has an Individual Education Plan (IEP), please refer to that document for assessment of mastery of instructional objectives. **

Student Name	
Student ID	
Date of Birth	
Grade Level	**3**
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
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Norwalk, CT 06850
Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

Attendance	T1	T2	T3	YR
Days Absent				
Times Tardy				

Academic Ratings		
C	Consistently	The student demonstrates this skill or behavior independently and across settings. They apply it with few reminders and show understanding in various situations.
P	Progressing	The student demonstrates this skill or behavior inconsistently. They may need frequent reminders and application may depend on the context or situation.
B	Beginning	The student is beginning to develop this skill or behavior and requires explicit instruction, modeling, and ongoing support to demonstrate it. Demonstrations are rare or emerging.
X	Not Assessed	This standard was not assessed for this marking period.

3rd Grade English Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding strategies such as word parts when reading text			
Uses decoding skills to comprehend unknown words to support comprehension of a text			
Recognizes high frequency words with automaticity			
Applies reading strategies to gain a deep understanding of a text			
Reads with increased fluency and comprehension			
Explains, interprets, responds critically, and asks questions to a variety of grade level literature to demonstrate comprehension			
Explains how and why individuals/characters, events, or ideas develop and connect over the course of a text			
Can identify and explain the different parts texts through using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections			
Reads grade level text with accuracy, expression, and fluency			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that transitions into writing			
Shows awareness of purpose and audience; voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

3rd Grade Spanish Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Uses decoding strategies such as word parts when reading text			
Uses decoding skills to comprehend unknown words to support comprehension of a text			
Identifies syllables in spoken and written word			
Applies reading strategies to gain a deep understanding of a text			
Reads with increased fluency and comprehension			
Explains, interprets, responds critically, and asks questions to a variety of grade level literature to demonstrate comprehension			
Explains how and why individuals/characters, events, or ideas develop and connect over the course of a text			
Can identify and explain the different parts texts through using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections			
Reads grade level text with accuracy, expression, and fluency			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that transitions into writing			
Shows awareness of purpose and audience; voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

Student Name	
Student ID	
Date of Birth	
Grade Level	3
Teacher	

Dual Language Progress Report
2026-2027

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Fax: 203-899-2954
Principal: Jules Douge

3rd Grade Science	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in science lessons, projects, and activities			
Asks questions that can be investigated and predict reasonable outcomes			
Demonstrates understanding of science concepts by recording observations, defending thoughts, and ideas			
Organizes, catalogues, and analyzes data to support claims			
Uses or develops scientific models to explore and test scientific principles or phenomenon			

3rd Grade Social Studies	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in social studies lessons, projects, and activities			
Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content			
Explain why compelling questions about Connecticut and Local History are important to others (e.g., peers, adults)			
Explain how supporting questions help answer compelling questions in an inquiry about Connecticut history			
Identify evidence from multiple sources in response to a compelling question about Connecticut history			

3rd Grade Art	T1	T2	T3
Effort: Participates in art lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of artistic concepts			

3rd Grade Music	T1	T2	T3
Effort: Participates in music lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of musical concepts			

3rd Grade Physical Education	T1	T2	T3
Effort: Participates in physical education lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities			
Demonstrates skills and understanding of physical concepts			

3rd Grade Mathematics	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Shows willingness to engage in mathematics problems and discourse			
Mathematical Processes: Applies concepts and skills to solve problems			
Meets grade level fact expectation (fluently multiplies and divides within 100 and adds and subtracts within 1000)			
Operations and Algebraic Thinking: Represents and solves problems involving multiplication within 100			
Operations and Algebraic Thinking: Represents and solves problems involving division within 100			
Operations and Algebraic Thinking: Represents and solves problems using the four operations (addition, subtraction, multiplication, and division) and assesses the reasonableness of answers using mental math and estimation strategies			
Number and Operations in Base Ten: Uses place value understanding to: round numbers, add and subtract within 1000			
Fractions: Represents and understands fractions; reasons about and identifies fraction equivalence using visuals			
Measurement and Data: Reasons about and measures with different units, including time, volume, and mass			
Measurement and Data: Relates area to multiplication and addition			
Geometry: Reasons with shapes and their attributes			

3rd Grade Personal/Social Development	T1	T2	T3
Follows written and oral task directions			
Takes responsibility for one's own actions			
Identifies and expresses feelings in an appropriate manner			
Demonstrates self-control in a variety of settings			
Approaches challenges using a variety of strategies and demonstrates perseverance			
Maintains focus and attention during tasks and activities			
Respects others' rights, feelings, and property			
Uses strategies to manage emotions (e.g., anger, frustration, anxiety)			
Participates cooperatively in group discussions and activities			
Uses time effectively to produce quality work			

** If your child has an Individual Education Plan (IEP), please refer to that document for assessment of mastery of instructional objectives. **

Student Name	
Student ID	
Date of Birth	
Grade Level	**5**
Teacher	

Dual Language Progress Report
2026-2027

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Principal: Jules Douge

Attendance	T1	T2	T3	YR
Days Absent				
Times Tardy				

Academic Ratings		
C	Consistently	The student demonstrates this skill or behavior independently and across settings. They apply it with few reminders and show understanding in various situations.
P	Progressing	The student demonstrates this skill or behavior inconsistently. They may need frequent reminders and application may depend on the context or situation.
B	Beginning	The student is beginning to develop this skill or behavior and requires explicit instruction, modeling, and ongoing support to demonstrate it. Demonstrations are rare or emerging.
X	Not Assessed	This standard was not assessed for this marking period.

5th Grade English Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Recognizes high frequency words automatically			
Reads text closely to determine what the text says to make logical inferences from it			
Cite specific textual evidence when writing or speaking to support conclusions drawn from the text			
Interprets words and phrases as they are used in a text to demonstrate understanding			
Identify themes, summarize content, and compare and contrast different perspectives			
Explains how point of view or perspective shapes the content and style of a text			
Applies reading strategies to learn across content areas			
Explains, interprets, and responds critically to a variety of grade-level literature			
Reads grade level text with fluency, accuracy, and expression			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that can transition into writing			
Shows awareness of purpose, audience, voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

5th Grade Spanish Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Identifies syllables in spoken and written word			
Reads text closely to determine what the text says to make logical inferences from it			
Cite specific textual evidence when writing or speaking to support conclusions drawn from the text			
Interprets words and phrases as they are used in a text to demonstrate understanding			
Identify themes, summarize content, and compare and contrast different perspectives			
Explains how point of view or perspective shapes the content and style of a text			
Applies reading strategies to learn across content areas			
Explains, interprets, and responds critically to a variety of grade-level literature			
Reads grade level text with fluency, accuracy, and expression			
Writing			
Effort: Shows willingness and confidence to write			
Generates a topic that can transition into writing			
Shows awareness of purpose, audience, voice, and genre			
Plans for writing and thoughts are organized in a meaningful way			
Uses and adds details as well as precise, powerful, natural language that makes the meaning clear			
Uses sentence variety to produce a rhythm and phrasing that makes reading feel natural			
Uses appropriate spacing, capitals, periods and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to grade-level			
Uses a variety of digital tools to produce and publish writing			

Student Name	
Student ID	
Date of Birth	
Grade Level	**5**
Teacher	

Dual Language Progress Report
2026-2027

Silvermine Dual Language Magnet School
157 Perry Avenue
Norwalk, CT 06850
Phone: 203-899-2950
Fax: 203-899-2954
Principal: Jules Douge

5th Grade Science	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in science lessons, projects, and activities			
Asks questions that can be investigated and predict reasonable outcomes			
Demonstrates understanding of science concepts by recording observations, defending thoughts, and ideas			
Organizes, catalogues, and analyzes data to support claims			
Uses or develops scientific models to explore and test scientific principles or phenomenon			

5th Grade Social Studies	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in social studies lessons, projects, and activities			
Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content			
Explain how supporting questions help answer compelling questions in an inquiry about United States history			
Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States history			
Determine and gather the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions			

5th Grade Art	T1	T2	T3
Effort: Participates in art lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of artistic concepts			

5th Grade Music	T1	T2	T3
Effort: Participates in music lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of musical concepts			

5th Grade Physical Education	T1	T2	T3
Effort: Participates in physical education lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities			
Demonstrates skills and understanding of physical concepts			

5th Grade Mathematics	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Shows willingness to engage in mathematics problems and discourse			
Mathematical Processes: Applies concepts and skills to solve multi-step problems			
Meets grade level fact expectation (multiply multi-digit whole numbers and previous fact expectations)			
Operations and Algebraic Thinking: Represents and solves problems using expressions that represent situations			
Operations and Algebraic Thinking: Generates patterns and describes relationships between terms			
Number and Operations in Base Ten: Uses place value to reason about, describe, compare, and compute problems involving decimals			
Fractions: Represents and solves problems of adding, subtracting, and multiplying fractions and mixed numbers			
Fractions: Develops understanding of dividing with fractions			
Measurement and Data: Understands volume as a measurement and solves related problems			
Geometry: Classifies 2-dimensional figures based on their attributes			
Geometry: Graphs points on the coordinate plane			

5th Grade Personal/Social Development	T1	T2	T3
Follows written and oral task directions			
Takes responsibility for one's own actions			
Identifies and expresses feelings in an appropriate manner			
Demonstrates self-control in a variety of settings			
Approaches challenges using a variety of strategies and demonstrates perseverance			
Maintains focus and attention during tasks and activities			
Respects others' rights, feelings, and property			
Uses strategies to manage emotions (e.g., anger, frustration, anxiety)			
Participates cooperatively in group discussions and activities			
Uses time effectively to produce quality work			

** If your child has an Individual Education Plan (IEP), please refer to that document for assessment of mastery of instructional objectives. **

Updated September 2026

Student Name	
Student ID	
Date of Birth	
Grade Level	**KG**
Teacher	

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Attendance	T1	T2	T3	YR
Days Absent				
Times Tardy				

Academic Ratings		
C	Consistently	The student demonstrates this skill or behavior independently and across settings. They apply it with few reminders and show understanding in various situations.
P	Progressing	The student demonstrates this skill or behavior inconsistently. They may need frequent reminders and application may depend on the context or situation.
B	Beginning	The student is beginning to develop this skill or behavior and requires explicit instruction, modeling, and ongoing support to demonstrate it. Demonstrations are rare or emerging.
X	Not Assessed	This standard was not assessed for this marking period.

Kindergarten English Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Demonstrates concepts of print			
Recognizes Letters of the Alphabet			
Phonemic Awareness - Recognizes the sounds of letters			
Begins to Blend Sounds			
Recognizes high frequency vocabulary words			
Uses sight words appropriately orally and in writing			
Uses comprehension strategies to: describe, interpret, move beyond a recall of texts			
Responds to texts through drawing, discussion, and/or writing			
Communication (in stories, pictures, and words)			
Effort: Shows willingness to write			
Generates a topic and can transition thoughts into writing/drawing			
Shows awareness of purpose and audience, purpose, voice, and genre			
Thoughts are organized in a meaningful way			
Uses details and precise language to develop meaning and ideas			
Uses sentence variety to produce a rhythm and phrasing that makes the writing feel natural			
Use spacing, capitals, periods, and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to the grade level			
Letter formation - writing, illustrations and/or visuals are well-placed			

Kindergarten Spanish Language Arts	T1	T2	T3
Reading			
Effort: Shows willingness to engage in text			
Demonstrates concepts of print			
Recognizes Letters of the Alphabet			
Phonemic Awareness - Recognizes the sounds of letters			
Begins to Blend Sounds			
Identifies syllables in spoken and written word			
Uses sight words appropriately orally and in writing			
Uses comprehension strategies to: describe, interpret, move beyond a recall of texts			
Responds to texts through drawing, discussion, and/or writing			
Communication (in stories, pictures, and words)			
Effort: Shows willingness to write			
Generates a topic and can transition thoughts into writing/drawing			
Shows awareness of purpose and audience, purpose, voice, and genre			
Thoughts are organized in a meaningful way			
Uses details and precise language to develop meaning and ideas			
Uses sentence variety to produce a rhythm and phrasing that makes the writing feel natural			
Use spacing, capitals, periods, and other punctuation are well-placed to aid meaning			
Shows knowledge of basic words and spelling patterns, appropriate to the grade level			
Letter formation - writing, illustrations and/or visuals are well-placed			

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Kindergarten Science	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in science lessons, projects, and activities			
Asks questions that can be investigated and predict reasonable outcomes			
Demonstrates understanding of science concepts by recording observations, defending thoughts, and ideas			
Uses or develops scientific models to explore and test scientific principles or phenomenon			

Kindergarten Social Studies	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Participates in social studies lessons, projects, and activities			
Demonstrates an understanding of Social Sciences content and concepts			
Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content			
Gathers information to answer a question relevant to self, family, and school community			
Applies problem solving skills to develop and justify explanations			

Kindergarten Art	T1	T2	T3
Effort: Participates in art lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of artistic concepts			

Kindergarten Music	T1	T2	T3
Effort: Participates in music lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in activities with respect for self, others, and facilities			
Demonstrates skills and understanding of musical concepts			

Kindergarten Physical Education	T1	T2	T3
Effort: Participates in physical education lessons, projects, and activities			
Exhibits personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities			
Demonstrates skills and understanding of physical concepts			

Kindergarten Mathematics	T1	T2	T3
Was this subject instructed in Spanish?			
Effort: Shows willingness to engage in mathematics problems and discourse			
Mathematical Processes: Uses manipulatives to demonstrate concepts/solve problems			
Meets grade level fact expectation (fluently adds within 5)			
Counting and Cardinality: Knows number names and the count sequence			
Counting and Cardinality: Recognizes numbers and connects them to quantities; Can count to tell the number of objects up to 100			
Number Operations and Algebraic Thinking: Understand addition as putting together and adding to			
Number Operations and Algebraic Thinking: Understand subtraction as taking apart and taking from			
Number and Operations in Base Ten: Begins to understand foundations of place value up to 19			
Geometry: Describes and classifies shapes and solids (2 and 3 dimensional)			
Measurement and Data: Describe and compare measurable attributes (more than, less than)			

Kindergarten Personal/Social Development	T1	T2	T3
Follows written and oral task directions			
Takes responsibility for one's own actions			
Identifies and expresses feelings in an appropriate manner			
Demonstrates self-control in a variety of settings			
Approaches challenges using a variety of strategies and demonstrates perseverance			
Maintains focus and attention during tasks and activities			
Respects others' rights, feelings, and property			
Uses strategies to manage emotions (e.g., anger, frustration, anxiety)			
Participates cooperatively in group discussions and activities			

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