

Name:
ID:
Teacher:
Grade: School:

WESTFORD PUBLIC SCHOOLS

Report of Student Progress
2015-2016

	1	2	3	Total
Absent	3.0	0.0	0.0	3.0
Tardy	0	0	0	0
Dismissed	0	0	0	0

ACADEMIC KEY

- 4 Works beyond the standard
- 3 Meets the standard or term benchmark
- 2 Approaches the standard or term benchmark
- 1 Needs more time and support to develop
- N/A Not assessed at this time

ENGLISH LANGUAGE ARTS

Literature and Informational Texts	T1	T2	T3
Reads and comprehends a variety of grade level texts.			
Asks and answers questions to demonstrate understanding of key details in a text.			
Retells a variety of texts.			
Knows and uses nonfiction text features to locate key information.			
Identifies central topic or message.			

Foundational Skills	T1	T2	T3
Knows and applies grade level phonics and word analysis skills.			
Reads orally with accuracy and fluency.			

Writing	T1	T2	T3
Writes narratives to develop experiences.			
Writes opinions to support a point of view.			
Writes informative/explanatory texts to convey information.			
Begins to revise and edit.			

Speaking and Listening	T1	T2	T3
Participates in collaborative discussions.			
Asks and answers questions to seek help, get information, or deepen understanding.			
Speaks audibly and expresses thoughts, feelings, and ideas clearly.			

Language	T1	T2	T3
Uses learned spelling patterns and high frequency words in daily writing.			
Uses grade-level grammar, punctuation, and capitalization in daily writing.			
Writes legibly.			
Understands and uses grade-level vocabulary.			

SOCIAL STUDIES

Social Studies	T1	T2	T3
Demonstrates knowledge of learning standards.			
Demonstrates application of concepts and skills.			

MATHEMATICS

Operations and Algebraic Reasoning	T1	T2	T3
Uses addition/subtraction within 100 to solve word problems.			
Automatically recalls addition/subtraction facts.			
Works with equal groups of objects to gain foundations for multiplication.			

Number and Operations in Base Ten	T1	T2	T3
Identifies and understands place value to 1000.			
Counts within 1,000 by 5s, 10s, 100s.			
Reads, writes, and compares numbers up to 1000.			
Adds and subtracts within 1000.			
Demonstrates fluency with place value strategies within 100. Explains strategies used.			
Mentally adds/subtracts 10 or 100 to a given number.			

Measurement and Data	T1	T2	T3
Measures, estimates, and compares lengths in standard units.			
Tells and writes time to the nearest 5 minutes.			
Solves word problems involving money and uses appropriate notation.			
Collects, represents, and interprets measurement data.			

Geometry	T1	T2	T3
Reasons with shapes and their attributes.			

Mathematical Practice	T1	T2	T3
Makes sense of problems and perseveres in solving them.			
Models and explains using tools.			

SCIENCE

Science	T1	T2	T3
Demonstrates knowledge of content and concepts.			
Demonstrates application of skills and practices.			

If applicable, please refer to your student's IEP for progress towards his or her individual growth.

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SOCIAL SKILLS/WORK HABITS KEY

- C - Consistently
- S - Sometimes
- R - Rarely

Art	T1	T2	T3
Successfully demonstrates Art concepts and skills.			
Listens, follows directions, and cooperates with others.			

General Music	T1	T2	T3
Successfully demonstrates Music concepts and skills.			
Listens, follows directions, and cooperates with others.			

Wellness	T1	T2	T3
Demonstrates Wellness concepts and skills			
Listens, follows directions, and cooperates with others.			
Is prepared for class.			

Social Skills/Study Habits	T1	T2	T3
Interacts respectfully with others.			
Takes responsibility for actions.			
Shows self-control.			
Uses problem solving in social situations.			
Follows established routines.			
Listens and follows directions.			
Organizes and takes responsibility for belongings.			
Uses classroom materials purposefully and respectfully.			
Is willing to try new experiences and strategies.			
Makes transitions easily.			
Uses time constructively.			
Collaborates effectively with others.			
Works independently.			
Seeks help when appropriate.			
Completes homework.			