

# SNOHOMISH SCHOOL DISTRICT RIVERVIEW ELEMENTARY NEW STUDENT REGISTRATION FORM

Date \_\_\_\_\_

DO NOT WRITE IN SHADED AREA - FOR OFFICE USE ONLY

STUDENT SCHOOL NUMBER [REDACTED]	SCHOOL ENTRY DATE 3-3-14	MEDICAL ALERT	HOMEROOM NUMBER	LOCKER NUMBER	BUS ROUTE AM _____ PM _____
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☐ Yes ☒ No Has any member of your family ever been enrolled in the Snohomish School District?

STUDENT NAME: Legal Last Name [REDACTED]		Legal First Name [REDACTED]		Also known as: [REDACTED]	
BIRTHDATE (Month/Day/Year) [REDACTED]	GENDER (M/F) M	BIRTHPLACE: City KIRKLAND	State WA	Country KING	GRADE LEVEL 2
DISTRICT RESIDENT? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Ethnicity & Race Information Please see Last Page for State & Federally Required Information			US CITIZEN <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Resident District		PRIMARY LANGUAGE SPOKEN AT HOME <input type="checkbox"/> English <input checked="" type="checkbox"/> Other <u>Spanish</u>			

PRIMARY HOUSEHOLD (parent/guardian where student resides)			PHONE #1 (include area code)		PHONE #2 (include area code)	
Legal Last Name	Legal First Name	Middle Name	[REDACTED]		<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell	
[REDACTED]			<input type="checkbox"/> Please check if unlisted		<input type="checkbox"/> Please check if unlisted	
Legal Last Name	Legal First Name	Middle Name	PHONE #1 (include area code)		PHONE #2 (include area code)	
[REDACTED]			<input type="checkbox"/> Home <input type="checkbox"/> Work <input checked="" type="checkbox"/> Cell		<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell	
[REDACTED]			<input type="checkbox"/> Please check if unlisted		<input type="checkbox"/> Please check if unlisted	
STUDENT LIVES WITH			<input checked="" type="checkbox"/> Both parents <input type="checkbox"/> Father/Stepmother <input type="checkbox"/> Guardian <input type="checkbox"/> Father only <input type="checkbox"/> Mother/Stepfather <input type="checkbox"/> Agency <input type="checkbox"/> Mother only <input type="checkbox"/> Grandparent <input type="checkbox"/> Self <input type="checkbox"/> Stepfather/Stepmother <input type="checkbox"/> Other			
RESIDENT ADDRESS	[REDACTED]		Apt #	City	State	ZIP
MAILING ADDRESS (If different from above)	[REDACTED]		Apt #	P O Box	City	State
[REDACTED]			[REDACTED]			

SECOND HOUSEHOLD (non-custodial parent/guardian not residing with student)			PHONE #1 (include area code)		PHONE #2 (include area code)	
Legal Last Name	Legal First Name	Middle Name	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell		<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell	
[REDACTED]			<input type="checkbox"/> Please check if unlisted		<input type="checkbox"/> Please check if unlisted	
(non-custodial parent/guardian not residing with student)			PHONE #1 (include area code)		PHONE #2 (include area code)	
Legal Last Name	Legal First Name	Middle Name	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell		<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell	
[REDACTED]			<input type="checkbox"/> Please check if unlisted		<input type="checkbox"/> Please check if unlisted	
FAMILY EMAIL ADDRESS			RELATIONSHIP TO STUDENT			
[REDACTED]			<input type="checkbox"/> Both parents <input type="checkbox"/> Father/Stepmother <input type="checkbox"/> Guardian <input type="checkbox"/> Father only <input type="checkbox"/> Mother/Stepfather <input type="checkbox"/> Agency <input type="checkbox"/> Mother only <input type="checkbox"/> Grandparents <input type="checkbox"/> Self <input type="checkbox"/> Stepfather/Stepmother <input type="checkbox"/> Other			
SECOND HOUSEHOLD MAILING ADDRESS			(Street/PO Box, City, State, ZIP)		ADDITIONAL MAILINGS REQUESTED	
[REDACTED]			[REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	

SCHOOL PREVIOUSLY ATTENDED <u>Robert Frost Elementary</u>	SCHOOL DISTRICT PREVIOUSLY ATTENDED <u>KIRKLAND WA</u>	PREVIOUS SCHOOL LOCATION (City and State) <u>KIRKLAND WA</u>
HAS STUDENT EVER ATTENDED SNOHOMISH DISTRICT SCHOOLS? <input checked="" type="checkbox"/> No		DATE ATTENDED (Month/Year)
YES NAME OF SCHOOL(S) ATTENDED		

IS THERE A JOINT-CUSTODY OR PARENTING PLAN IN EFFECT?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If yes, plan must be on file with the school)	<input type="checkbox"/> Copy Attached
IS THERE A RESTRAINING ORDER IN EFFECT?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If yes, legal papers must be on file with the school)	<input type="checkbox"/> Copy Attached
Restraining order is against: <input type="checkbox"/> Mother <input checked="" type="checkbox"/> Father <input type="checkbox"/> Other		

Please complete additional registration information on back...

HAS THE STUDENT EVER BEEN SUSPENDED FOR A WEAPONS VIOLATION? ☐ Yes ☒ No Date: \_\_\_\_\_

HAS YOUR CHILD EVER QUALIFIED FOR OR BEEN ENROLLED IN A SPECIAL ED PROGRAM? ☐ Yes ☒ No

☐ Yes ☒ No

HAS YOUR CHILD EVER BEEN RETAINED? ☐ Yes ☒ No

HAS YOUR CHILD EVER QUALIFIED FOR OR HAD A 504 PLAN? ☐ Yes ☒ No

☐ Yes ☒ No

If yes, at what grade level(s) \_\_\_\_\_

HAS YOUR CHILD EVER PARTICIPATED IN: ☐ Title ☐ LAP ☐ Gifted ☐ ELL ☐ Other \_\_\_\_\_

DOES STUDENT ATTEND CHILD CARE?

☐ Before school ☐ After school ☐ Before and after school

CHILD CARE PROVIDER Name \_\_\_\_\_ Address \_\_\_\_\_ Phone Number \_\_\_\_\_

ADDITIONAL CHILD CARE ARRANGEMENTS (Please provide information to school in writing) \_\_\_\_\_

PLEASE LIST OTHER SIBLINGS ATTENDING SNOHOMISH PUBLIC SCHOOLS

Last Name

First Name

School

Grade

SPECIAL INSTRUCTIONS REGARDING RELIGIOUS BELIEFS (Please provide information to school in writing) \_\_\_\_\_

### STUDENT RELEASE AUTHORIZATION

When injury, illness or other non-emergency situations occur involving your child, we want to be able to quickly reach families or other responsible adults. In the event we cannot reach a parent/guardian, please list persons you trust who are available during the day to provide care for your child.

PRIMARY CONTACT (other than parent/guardian)

RELATIONSHIP TO CHILD

PHONE #1 (include area code)

PHONE #2 (include area code)

☐ Home ☐ Work ☒ Cell

☐ Home ☐ Work ☐ Cell

Nice

Street

City

State

ZIP

SECONDARY CONTACT (other than parent/guardian)

RELATIONSHIP TO CHILD

PHONE #1 (include area code)

PHONE #2 (include area code)

☐ Home ☐ Work ☐ Cell

☐ Home ☐ Work ☐ Cell

SECONDARY CONTACT ADDRESS

Street

City

State

ZIP

**STUDENT RELEASE AUTHORIZATION:** In the event that the school is unable to contact the parent/guardian, I authorize that my child may be released to the person(s) listed above.

Legal Parent/Guardian Signature \_\_\_\_\_

Date 2/26/2014

**EMERGENCY MEDICAL AUTHORIZATION:** I understand that in the event of accident or illness, every effort will be made to contact parent/guardian immediately. If parent/guardian cannot be reached, I authorize school authorities to obtain emergency care for my child.

Legal Parent/Guardian Signature \_\_\_\_\_

Date 2/26/2014

*Continue to next page for Ethnicity & Race Information*

## ETHNICITY & RACE

School Districts in Washington State are required to report student data by ethnicity and race categories to the state's Office of Superintendent of Public Instruction (OSPI). Ethnicity and race categories used in our district are the same as are used in all Washington school districts. They are set by the federal government, the Washington State Legislature, and OSPI and are required for enrollment. **Please answer both question #1 & #2**

**Please complete the following:**

1. Is your child of Hispanic or Latino origin?

☐ **NO**, my child is not Hispanic or Latino

**OR**

**YES**, my child is Hispanic or Latino – (check all that apply)

☐ Cuban ☐ Puerto Rican ☒ South American ☐ Dominican

☐ Mexican/Mexican American/Chicano ☐ Latin American ☐ Spaniard

☐ Central American ☐ Other Hispanic/Latino

2. What race do you consider your child (check all that apply)

African American	Vietnamese	<input type="checkbox"/> Jamestown S'Klallam	Samish
White / Caucasian	<b>Other Asian</b>	<input type="checkbox"/> Kalispel	Sauk-Suiattle
Asian Indian	Native Hawaiian	<input type="checkbox"/> Lower Elwha Klallam	Shoalwater Bay
Cambodian	Fijian	<input type="checkbox"/> Lummi	Skokomish
Chinese	Guamanian/Chamorro	<input type="checkbox"/> Makah	Snoqualmie
Filipino	Mariana Islander	<input type="checkbox"/> Muckleshoot	Spokane
Hmong	Melanesian	<input type="checkbox"/> Nisqually	Squaxin Island
Indonesian	Micronesian	<input type="checkbox"/> Nooksack	Stillaguamish
Japanese	Samoan	<input type="checkbox"/> Port Gamble S'Klallam	Suquamish
Korean	Tongan	<input type="checkbox"/> Puyallup	Swinomish
Laotian	<input type="checkbox"/> <b>Other Pacific Islander</b>	<input type="checkbox"/> Quileute	Tulalip
Malaysian	Alaska Native	<input type="checkbox"/> Quinault	Yakama
Pakistani	Chehalis		<b>Other Washington Indian</b>
Singaporean	Colville		<b>Other American Indian*/Alaska Native</b>
Taiwanese	Cowlitz		
Thai	Hoh		

*\*American refers to both North & South America*

Legal Parent/Guardian Signature of Verification: \_\_\_\_\_ Date: \_\_\_\_\_









<u>TYPE</u>	<u>DESCRIPTION</u>	<u>TOTAL</u>
Compliant	Diphtheria, Tet	1
	Hepatitis B	1
	HIB	1
	Measles	1
	Mumps	1
	Pertussis	1
	Pneumococcal	1
	Polio	1
	Rubella	1
	Tdap Booster	1
	Varicella	1
	Total:	11
Student Doses	Diphtheria, Tet	6
	Hepatitis B	3
	HIB	4
	Measles	2
	Mumps	2
	Pertussis	6
	Pneumococcal	4
	Polio	4
	Rubella	2
	Tdap Booster	1
	Varicella	2
	Total:	36
	Male:	1
	Total Students Printed:	1

\*\*\*\*\* End of report \*\*\*\*\*



SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Profile Information

Address:		Birthdate:		Entity:	409/SNOHOMISH SENIOR HIGH SCHOOL
		Age:	14	Advisor:	
School Email:		Gender:	Male	Counselor:	
Home Email:		Language:	Spanish	Disc. Officer:	
Phone #:		Student ID:			
Second Phone #:		Internal ID:			
Third Phone #:					

Family Members

Family 1	Address: Same as Student			Phone #:	
Relationship	Name	Second Phone #	Third Phone #		
Father					
	Guardian Email:				
Mother					
	Guardian Email:				
Sibling		(Grade: 09)			
	School Email:				
	Home Email:				

Emergency Contacts

Relationship	Name	Address	Phone #	Second Phone #	Third Phone #
Cousin		Not Known			

Attendance Detail

224/CENTENNIAL MIDDLE SCHOOL  
Parent

Date	Day	Notify	-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
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Attendance Types

Attendance Reasons

## SNOHOMISH SENIOR HIGH SCHOOL

## Grade 09

## Schedule

Term	Prd	Class	Description	Dept	Subj	Days	Room	Teacher	Credit
1 2	1	SCI211/13	BIOLOGY OF THE LIVING EARTH A	SC	S1	MTWRF	C202	D Lewarne	0.500
3 4	1	SCI212/14	BIOLOGY OF THE LIVING EARTH B	SC	S1	MTWRF	C202	D Lewarne	0.500
1 2	2	PEH201/21	HEALTH EDUCATION	PE	P3	MTWRF	GYM	L Bone	0.500
3 4	2	MAT112/24	ALGEBRA 1B	MA	M1	MTWRF	D106	R Gadwa	0.500
1 2	3	MAT111/31	ALGEBRA 1A	MA	M1	MTWRF	D106	R Gadwa	0.500
3 4	3	WLS102/32	SPANISH 1B	WL	W1	MTWRF	A205	S Mullen deland	0.500
1 2	5	WLS101/53	SPANISH 1A	WL	W1	MTWRF	A205	S Mullen deland	0.500
3 4	5	ENG102/52	ENGLISH 9B	EN	E1	MTWRF	E130	M Metzger	0.500
1 2	6	ENG101/23	ENGLISH 9A	EN	E1	MTWRF	E130	M Metzger	0.500
3 4	6	PEH109/62	STRENGTH TRAINING	PE	P2	MTWRF	WTRM	J Armstrong	0.500

## Discipline

Offense	Classroom	Parent	Offense	Entry
Action Description	Entity Referral	Notified	Date Time Location	Date Time

## Academic History

Entity	School Year	Grade Level	Class	Description	Dept	Subj	Terms	Grades	T1:D	M2:C+	T2:B+	S1:C
224 CENTENNIAL MIDDLE	2019	07	EDPROD/61	DIGITAL PRODUCT	EL		1 2	M1:C	T1:D	M2:C+	T2:B+	S1:C
224 CENTENNIAL MIDDLE	2019	07	EPFIT7/21	PERSONAL FIT 7	7E		1 2	M1:B+	T1:A	M2:B+	T2:A	S1:A
224 CENTENNIAL MIDDLE	2019	07	FOC700/24	CITIZENSHIP	7C		4 4			M4:A	T4:A	
224 CENTENNIAL MIDDLE	2019	07	POT700/23	TECHNOLOGY	7C		3 3	M3:B+	T3:A			
224 CENTENNIAL MIDDLE	2019	07	LAR700/34	LANGUAGE ARTS	7C		1 4	M1:C+	T1:D+	M2:D+	T2:C	S1:C
								M3:D	T3:C	M4:C+	T4:C+	S2:C+
224 CENTENNIAL MIDDLE	2019	07	LFR700/62	HEALTH FITNESS	7P		3 4	M3:B	T3:B	M4:C+	T4:C	S2:C+
224 CENTENNIAL MIDDLE	2019	07	MAR700/51	MATH 7	78	MAR	1 4	M1:B	T1:C	M2:C+	T2:C	S1:C
								M3:B	T3:B	M4:B	T4:B	S2:B
224 CENTENNIAL MIDDLE	2019	07	SCR700/41	LIFE SCIENCE	7C		1 4	M1:B	T1:C	M2:C	T2:C	S1:C
								M3:C	T3:C	M4:C	T4:C	S2:C
224 CENTENNIAL MIDDLE	2019	07	WSH700/10	WA ST HISTORY	7C		1 4	M1:F	T1:C	M2:F	T2:D	S1:D
								M3:D	T3:C	M4:C	T4:D	S2:D
224 CENTENNIAL MIDDLE	2020	08	EDPR78/31	DIGITAL PRO 78	EL		1 2	M1:A	T1:A	M2:C	T2:B	S1:B
224 CENTENNIAL MIDDLE	2020	08	EKA800/31	KITCHEN ACADEMY	8E		1 2	M1:	T1:	M2:	T2:	S1:
224 CENTENNIAL MIDDLE	2020	08	ELEAD8/32	LEADERSHIP	EL		3 4	M3:A	T3:A	M4:A	T4:A	S2:A
224 CENTENNIAL MIDDLE	2020	08	ETEAM8/12	TEAM SPORTS	8E		3 4	M3:B	T3:A	M4:A	T4:	S2:A
224 CENTENNIAL MIDDLE	2020	08	HIR800/50	HISTORY	8C		1 4	M1:A	T1:C	M2:B	T2:B	S1:C
								M3:C+	T3:B	M4:A	T4:A	S2:A
224 CENTENNIAL MIDDLE	2020	08	LAR800/41	LANGUAGE ARTS	8C		1 4	M1:B	T1:C+	M2:C	T2:C	S1:C
								M3:D	T3:B	M4:A	T4:B	S2:B
224 CENTENNIAL MIDDLE	2020	08	LFR800/11	HEALTH FITNESS	8P		1 2	M1:C	T1:C+	M2:C+	T2:C+	S1:C+
224 CENTENNIAL MIDDLE	2020	08	MAR800/62	MATH 8	78	MAR	1 4	M1:D	T1:C	M2:B	T2:C	S1:C
								M3:D	T3:C	M4:A	T4:	S2:A
224 CENTENNIAL MIDDLE	2020	08	PAT800/13	PATRIOT PERIOD	PP		1 4	M1:	T1:	M2:	T2:	S1:
								M3:	T3:	M4:	T4:	S2:



SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Academic History

Entity	School Year	Grade Level	Class	Description	Dept	Subj	Terms	Grades				
224 CENTENNIAL MIDDLE	2020	08	SCR800/23	SCIENCE 8	8C		1 - 4	M1:D+ M3:C+	T1:C T3:B-	M2:B M4:A	T2:C T4:	S1:C S2:A

Test Scores

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/19	000	SMAT				SBA Math

Section: Score - Score

Rows	Score	Level
(1) SBA Math	2490	L2

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/19	000	SELA				SBA ELA

Section: Score - Score

Rows	Score	Level
(1) SBA ELA	2500	L2

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/18	000	SMAT				SBA Math

Section: Score - Score

Rows	Score	Level
(1) SBA Math	2544	L2

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/18	000	SELA				SBA ELA

Section: Score - Score

Rows	Score	Level
(1) SBA ELA	2484	L2

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/17	000	SMAT				SBA Math

Section: Score - Score

Rows	Score	Level
(1) SBA Math	2381	L1

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/17	000	SELA				SBA ELA

Section: Score - Score

Rows	Score	Level
(1) SBA ELA	2436	L1

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/17	000	MSP	2011	05	MSP	Measure of Student Progress

Section: 1 - 5-Met Standard

Rows	Met	Met	Met
	MSP	MSP	MSP
	Read	Math	Sci
(1) Results -->			Y

SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Test Scores

Section: 2 5 Reading

READ READ  
Scale Level  
Score

Comp Analz

Rows  
(1) Results >

Section: 6 5 Mathematics

MATH MATH  
Scale Level  
Score

Numbe Measu Probs Conce

Rows  
(1) Results >

Section: 8 - 5 Science

SCI SCI  
Scale Level  
Score

Systm Inqui Applc

Rows  
(1) Results >

409 L3

Test Date	Entity	Test	Edition	Level	Form	Test Name
11/01/16	000	WELPA	2016	K12		WELPA

Section: Score - Score

Rows  
(1) Score  
Score Level  
L1

Test Date	Entity	Test	Edition	Level	Form	Test Name
06/01/16	113	SMAT				SBA Math

Section: Score Score

Rows  
(1) SBA Math  
Score Level  
2477 2

Test Date	Entity	Test	Edition	Level	Form	Test Name
06/01/16	113	SELA				SBA ELA

Section: Score Score

Rows  
(1) SBA ELA  
Score Level  
2409 1

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/16	000	SMAT				SBA Math

Section: Score Score

Rows  
(1) SBA Math  
Score Level

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/16	000	SELA				SBA ELA

Section: Score Score

Rows  
(1) SBA ELA  
Score Level  
2409 L1

Test Date	Entity	Test	Edition	Level	Form	Test Name
06/01/15	000	SMAT				SBA Math

Section: Score Score

SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Test Scores

Rows		Score	Level			
(1) SBA Math		2415	L2			
Test Date	Entity	Test	Edition	Level	Form	Test Name
06/01/15	000	SBA ELA				SBA ELA
Section: Score		Score				
Rows		Score	Level			
(1) SBA ELA		2265	L1			
Test Date	Entity	Test	Edition	Level	Form	Test Name
04/15/15	000	WELPA	2014	K12		WELPA
Section: Score - Score						
Rows		Score	Level			
(1) Score		512	3			

Activities

\*\*\*\*\* End of report \*\*\*\*\*





Centennial Middle School  
 3000 S Machias Road  
 Snohomish, WA 98290  
 Josh Rosenbach, Principal  
 360-563-4525

2019-2020

Grade: 08

2019-2020 Report Card

Period	Course	Teacher	M1	T1	M2	T2	S1	M3	T3	M4	T4	S2
01	TEAM SPORTS Is a pleasure to have in class	Stutesman						B-	A-	A		A
01	HEALTH FITNESS	DREHER	C	C+	C+	C+	C+					
02	SCIENCE 8 Have a great summer!	STOCKER	D+	C	B-	C	C	C+	B-	A		A
03	DIGITAL PRO 78	COWAN	A	A	C	B-	B-					
03	LEADERSHIP Is a pleasure to have in class	MCNEIL						A	A	A	A	A
04	LANGUAGE ARTS Go Panthers!	LACY	B-	C+	C	C	C	D	B-	A	B	B
05	HISTORY Be educated. Be safe. Be kind.	SIMICICH	A-	C-	B	B-	C	C+	B	A	A	A
06	MATH 8 I am pleased with student's progress	STEVENSON	D	C-	B	C	C-	D	C-	A		A

Semester 2 GPA: 3.833

Cumulative GPA: 2.619





Date	0	1	2	3	4	5	6	7	Type/Reason
10/01/19		X	X					X	Absent Excused;Parent Call
11/04/19		X	X					X	Absent Excused;Parent Call
11/07/19						X			Tardy;
12/02/19		X	X	X	X	X	X	X	Absent Excused;Illness
01/21/20			X	X	X	X	X	X	Absent Excused;Early Checkout
01/22/20		X							Tardy;
01/23/20						X			Tardy;
01/24/20							X		Absent Excused;Early Checkout
02/05/20		X							Tardy;
02/10/20		X							Tardy;
02/21/20		X	X	X	X	X	X		Absent Excused;Vacation
02/24/20		X	X	X	X	X	X	X	Absent Excused;Vacation
02/25/20		X	X	X	X	X	X	X	Absent Excused;Vacation
06/01/20					X				No Contact/Enga;
06/15/20			X		X				No Contact/Enga;

Excused	Tardy	Unexcused	School Year 2019-2020
5.88	5.00	0.00	(09/04/2019-06/19/2020)



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: **7**  
 Test Date: **Spring 2019**

School: **Centennial Middle (31201\_4395)**  
 District: **Snohomish School D (31201)**

# English Language Arts Test Results: Smarter Balanced Assessment

## English Language Arts Test Score

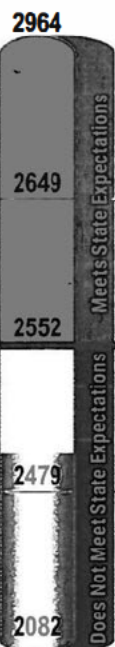
**2500**  
**Level 2**

English language arts score of 2500  
 (Level 2) **nearly meets** grade level  
 expectations for seventh grade students.

### How does this score compare to other seventh grade students?

- Your child's school average was 2589
- Your child's district average was 2599
- The state average was 2573

Score:  
**2500**



Each Level below is a category of student achievement with grade-level skills and knowledge in English language arts. Students who earn a **Level 3** or **Level 4** are likely on track for success with higher grade level learning expectations.

**Level 4** students **exceed** the grade level expectations in English language arts.

**Level 3** students **meet** the grade level expectations in English language arts.

**Level 2** students **nearly meet** the grade level expectations in English language arts.

**Level 1** students **do not yet meet** the grade level expectations in English language arts.

## FAQs

### What is the English Language Arts Test?

This test is aligned to the state learning standards for English language arts. These are the learning expectations for students in each grade in reading, writing, language, speaking, and listening. This test is one way to measure student achievement of reaching the learning expectations.

The standards describe what students should know at each grade to graduate high school ready for college and the workplace. The standards can be found at: <http://www.k12.wa.us/ELA/Standards.aspx>

### What are the Claims?

Claims are broad statements of the skills and knowledge students should know and be able to apply in English language arts.

How your child performed in each claim is found in the columns to the right. Your child's performance in each claim contributes to the English language arts test score.

### Where can I find more information?

Parent Guides can be found at: <http://testscoreguide.org/wa/>.

Please contact your child's school for more information.

### How did Diego perform on the different claims of the test?

#### Claim 1: Reading



**Below  
Standard**

Your child did not yet show an ability to read literary and informational texts closely and analytically.

The Reading Claim includes the ability to understand central ideas and to reason and support with evidence.

#### Claim 2: Writing



**At/Near  
Standard**

Your child showed some ability to produce effective and well-grounded writing.

The Writing Claim includes the ability to produce well-organized and supported writing for various audiences.

#### Claim 3: Listening



**At/Near  
Standard**

Your child showed some ability to employ effective listening skills.

The Listening Claim includes the ability to use listening skills for a range of purposes and audiences.

#### Claim 4: Research/Inquiry



**At/Near  
Standard**

Your child showed some ability to investigate topics and analyze, integrate, and present information.

The Research Claim includes the ability to find key information and use relevant details to support ideas and opinions.





Student Name: [REDACTED]  
 State Student ID [REDACTED]  
 Grade: 7  
 Test Date: Spring 2019

School: Centennial Middle (31201\_4395)  
 District: Snohomish School D (31201)

# Mathematics Test Results: Smarter Balanced Assessment

## Mathematics Test Score

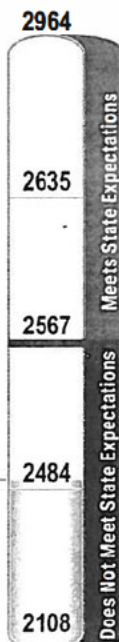
**2490**  
 Level 2

[REDACTED] mathematics score of 2490 (Level 2) **nearly meets** grade level expectations for seventh grade students.

How does this score compare to other seventh grade students?

- Your child's school average was 2568
- Your child's district average was 2583
- The state average was 2558

Score:  
 2490



Each Level below is a category of student achievement with grade-level skills and knowledge in mathematics. Students who earn a **Level 3** or **Level 4** are likely on track for success with higher grade level learning expectations.

**Level 4** students **exceed** the grade level expectations in mathematics.

**Level 3** students **meet** the grade level expectations in mathematics.

**Level 2** students **nearly meet** the grade level expectations in mathematics.

**Level 1** students **do not yet meet** the grade level expectations in mathematics.

## FAQs

### What is the Mathematics Test?

This test is aligned to the state learning standards for mathematics. These are the learning expectations for students in each grade in areas such as fractions, measurement, geometry, statistics, and algebraic thinking. This test is one way to measure student achievement of reaching the learning expectations.

The standards describe what students should know at each grade to graduate high school ready for college and the workplace. The standards can be found at <http://www.k12.wa.us/Mathematics/Standards.aspx>

### What are the Claims?

Claims are broad statements of the skills and knowledge students should know and be able to apply in mathematics.

How your child performed in each claim is found in the columns to the right. Your child's performance in each claim contributes to the mathematics test score.

### Where can I find more information?

Parent Guides can be found at <http://testscoreguide.org/wa/>.

Please contact your child's school for more information.

## How did Diego perform on the different claims of the test?

### Claim 1: Concepts and Procedures



Below  
 Standard

Your child did not yet show an ability to apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

The Concepts and Procedures Claim includes skills such as understanding why math procedures work and doing math calculations correctly.

### Claims 2&4: Problem Solving and Modeling & Data Analysis



Below  
 Standard

Your child did not yet show an ability to solve well-posed problems, analyze real-world scenarios, and construct and use mathematical models to interpret and solve problems.

The Problem Solving and Modeling & Data Analysis Claim includes skills such as correctly using math tools (rulers, diagrams, etc.) and creating graphs.

### Claim 3: Communicating Reasoning



At/Near  
 Standard

Your child showed some ability to clearly and precisely construct arguments to support their own reasoning and to critique the reasoning of others.

The Communicating Reasoning Claim includes skills such as identifying incorrect math thinking and knowing how to correct the thinking.





**Centennial Middle School**  
**3000 S Machias Road**  
**Snohomish, WA 98290**  
 Josh Rosenbach, Principal  
 360-563-4525

**2018-2019**

**Grade: 07**

**2018-19 Report Card**

Period	Course	Teacher	M1	T1	M2	T2	S1	M3	T3	M4	T4	S2
01	WASH HISTORY	CROSS	F	C-	F	D	D	D	C	C-	D	D
	Is a pleasure to have in class											
	Some assignments are missing or incomplete											
02	PERSONAL FIT 7	MILLER	B+	A	B+	A	A					
02	CITIZENSHIP	MCNEIL								A	A	
	Is a pleasure to have in class											
	Brings a positive attitude to class											
02	TECHNOLOGY	COWAN						B+	A-			
03	LANGUAGE ARTS	WILLIAMS K	C+	D+	D+	C-	C-	D	C	C+	C+	C+
	Thanks for a great year!											
04	LIFE SCIENCE	WEBBER	B	C	C	C	C	C-	C	C-	C	C
	Is a pleasure to have in class											
	Student is easily distracted by others											
	He/she needs to socialize less during class											
05	MATH 7	HAYES	B	C	C+	C	C	B	B	B	B	B
	Is a pleasure to have in class											
06	DIGITAL PRODUCT	COWAN	C-	D	C+	B+	C					
06	HEALTH FITNESS	VANCE						B	B-	C+	C	C+
	reflects combined fitness and health class work											

**Semester 2 GPA: 2.408**

**Cumulative GPA: 2.263**

Date	0	1	2	3	4	5	6	Type/Reason
09/20/18		X	X	X	X	X	X	Absent Excused;Illness
10/04/18			X	X				Absent Excused;Doctor's Note
11/08/18							X	Absent Excused;Early Checkout
11/13/18		X						Tardy;
12/12/18		X	X	X	X	X	X	Absent Excused;Illness
02/20/19						X	X	Absent Excused;Early Checkout
02/25/19						X	X	Absent Excused;Early Checkout
05/17/19		X	X	X	X	X	X	Absent Excused;Illness
05/21/19							X	Absent, Other-s;School Related
05/31/19						X		Tardy;
06/13/19							X	Absent Excused;Early Checkout

Excused	Tardy	Unexcused	School Year 2017-2018
4.33	2.00	0.00	(09/05/2018 thru 06/21/2019)





Encuesta sobre el idioma del hogar  
Estado de Washington  
Programa de enseñanza bilingüe de transición

Nombre del alumno		Fecha
Escuela		Grado
SSID		Sexo
1. <input type="checkbox"/> Sí <input type="checkbox"/> No	¿En su hogar se habla otro idioma que no es inglés?	
Si es afirmativo, indique cuál(es) idioma(s)	Idioma(s) que habla con mayor frecuencia: El padre _____ La madre _____ El tutor _____	
2. <input type="checkbox"/> Sí <input type="checkbox"/> No	¿El primer idioma de su hijo es otro idioma que no es inglés?	
Si es afirmativo, indique cuál(es) idioma(s)	_____	
Nombre del padre o tutor _____ Teléfono _____		
Dirección _____ Ciudad _____ Código _____		
País de origen del alumno _____		
Firma del padre o tutor _____ Fecha _____		
<b>De conformidad con WAC392-160-005.</b> <ul style="list-style-type: none"><li>• "Idioma principal" significa el idioma que el alumno (no necesariamente los padres, tutores u otros) usa con más frecuencia) para comunicarse en su hogar.</li><li>• "Alumno que reúne los requisitos" significa un alumno que cumple con las siguientes condiciones:<ul style="list-style-type: none"><li>(a) El principal idioma del alumno tiene que ser otro idioma que no es inglés y</li><li>(b) Los conocimientos de inglés del alumno deben ser tan deficientes o nulos que le afecta al aprendizaje.</li></ul></li></ul>		

SI LA RESPUESTA A LA PREGUNTA **NÚMERO DOS** ANTERIOR FUE "**SÍ**": REMITA AL ALUMNO A QUE LE HAGAN EL EXAMEN DE DOMINIO DEL INGLÉS DE WASHINGTON.

<b>Conteste lo siguiente:</b>
A. _____ ¿Durante cuántos meses asistió el alumno a una escuela en Estados Unidos (grados K – 12) antes de inscribirse en este distrito?
B. _____ ¿Durante cuántos meses recibió el alumno educación formal fuera de los Estados Unidos en su idioma materno (equivalentes a los grados K – 12) antes de inscribirse en este distrito?
<b>Guía:</b> <ul style="list-style-type: none"><li>• Un (1) año escolar = diez (10) meses.</li><li>• "Educación formal" no incluye escuelas en campamentos para refugiados ni otros programas no acreditados.</li><li>• "Idioma materno" significa el idioma dominante de la familia.</li></ul>



Home Language Survey  
Washington State  
Transitional Bilingual Instructional Program

Student's Name	[REDACTED]	Date	[REDACTED]
School	[REDACTED]	Grade	2
SSID	[REDACTED]	Gender	M
1. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is a language other than English spoken in the home?		
If yes, list language(s)	Language(s) most often used by : Father <u>spanish</u> <u>English</u> Mother <u>spanish</u> Guardian _____		
2. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is your child's first language a language other than English?		
If yes, list language(s)	<u>spanish</u>		
Parent or Guardian's Name [REDACTED]			
Address <u>USA</u> City _____ Zip _____			
Student's Country of Origin [REDACTED]			
Parent or Guardian's Signature [REDACTED] Date <u>2/26/2014</u>			
<b>Reference to WAC392-160-005.</b> <ul style="list-style-type: none"><li>• "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.</li><li>• "Eligible student" means any student who meets the following two conditions:<ul style="list-style-type: none"><li>(a) The primary language of the student must be other than English; and</li><li>(b) The student's English skills must be sufficiently deficient or absent to impair learning.</li></ul></li></ul>			

IF THE ANSWER TO QUESTION **NUMBER TWO** ABOVE WAS "**YES**": REFER THE STUDENT FOR TESTING ON THE WASHINGTON LANGUAGE PROFICIENCY PLACEMENT TEST.

**Please Complete the Following:**

A. \_\_\_\_\_ For how many months has the student attended school in the United States (grades K – 12) before enrolling in this district?

B. \_\_\_\_\_ For how many months has the student received formal education outside the United States in his/her native language (equivalent to grades K – 12) before enrolling in this district?

**Guidance:**

- One (1) school year = ten (10) months.
- "Formal education" does not include refugee camp schools or other unaccredited programs for children.
- "Native Language" refers to the family's dominant language.



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 6  
 Test Date: Spring 2018

State of Washington  
 Office of Superintendent of Public Instruction  
**OSPI**

School: Riverview Elementary (31201\_3561)  
 District: Snohomish School D (31201)

## Family Report

# Smarter Balanced ELA/Literacy Assessment Results

## ELA/Literacy Score

2484

### How does this compare?

The student's ELA/Literacy scale score is 2484. This score is lower than the average score of sixth graders in your child's school, lower than that of sixth graders in your child's district, and lower than that of sixth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that they would receive a score between 2461 and 2507.

**Score:**  
 2484 ± 23

District Average: 2559

School Average: 2554

State Average: 2539

2937

**Level 4** The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2618

**Level 3** The student has met the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after completing high school coursework.

2531

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2457

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2079

## FAQs

### What is the Smarter Balanced ELA/Literacy Assessment?

This assessment is aligned to the academic standards for ELA/literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

### What is a claim?

ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

### Where can I find more information about the student score?

A test score guide can be found at:  
<http://testscoreguide.org/wa/>

## How did [REDACTED] perform on the different claims of the test?

### Claim 1: Reading



**Below  
Standard**

Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

### Claim 2: Writing



**At/Near  
Standard**

Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.

### Claim 3: Listening



**At/Near  
Standard**

Student may be able to employ effective listening skills for a range of purposes and audiences.

### Claim 4: Research/Inquiry



**At/Near  
Standard**

Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 6  
 Test Date: Spring 2018

## Smarter Balanced Mathematics Assessment Results

### Mathematics Score

**2544**

#### How does this compare?

[REDACTED] Mathematics scale score is 2544. This score is similar to the average score of sixth graders in your child's school, lower than that of sixth graders in your child's district, and similar to that of sixth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that [REDACTED] would receive a score between 2523 and 2565.

**Score:**  
**2544±21**

District Average: 2566

School Average: 2545

State Average: 2542

2911

**Level 4** The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2610

**Level 3** The student has met the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after completing high school coursework.

2552

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2473

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2103

## FAQs

#### What is the Smarter Balanced Mathematics Assessment?

This assessment is aligned to the academic standards for mathematics. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

#### What is a claim?

Mathematical claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

#### Where can I find more information about the student score?

A test score guide can be found at:  
<http://testscoreguide.org/wa/>

### How did Diego perform on the different claims of the test?

#### Claim 1: Concepts and Procedures



At/Near  
Standard

Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

#### Claims 2&4: Problem Solving and Modeling & Data Analysis



At/Near  
Standard

Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.

#### Claim 3: Communicating Reasoning



At/Near  
Standard

Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.





Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: **04**  
 Test Date: **Spring 2016**

School: **Riverview Elementa (31201\_3561)**  
 District: **Snohomish Sd (31201)**

State of Washington

Office of

**Superintendent of Public Instruction**

**OSPI**

## Family Report

# Smarter Balanced ELA/Literacy Assessment Results

## ELA/Literacy Score

**2409**

### How does this compare?

Diego's ELA/Literacy score is 2409. This is lower than the average score of fourth graders in his school, lower than that of fourth graders in his district, and lower than that of fourth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that Diego would receive a score between 2383 and 2435.

District Average: 2486

State Average: 2484

School Average: 2474

**Score:**  
**2409±26**

2867

2533

2473

2416

2032

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

## FAQs

### What is the Smarter Balanced ELA/Literacy Assessment?

This assessment is aligned to the academic standards for ELA/literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

### What is a claim?

ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

### How did Diego perform on the different claims of the test?

#### Claim 1: Reading



**Below  
Standard**

Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

#### Claim 2: Writing



**At/Near  
Standard**

Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.

#### Claim 3: Listening



**Below  
Standard**

Student has difficulty employing effective listening skills for a range of purposes and audiences.

#### Claim 4: Research/Inquiry



**At/Near  
Standard**

Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 04  
 Test Date: Spring 2016

School: Riverview Elementa (31201\_3561)  
 District: Snohomish Sd (31201)

State of Washington

Office of

Superintendent of Public Instruction

OSPI

## Family Report

# Smarter Balanced Mathematics Assessment Results

## Mathematics Score

**2477**

### How does this compare?

Mathematics score is 2477. This score is lower than the average score of fourth graders in his school, lower than that of fourth graders in his district, and lower than that of fourth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that [REDACTED] would receive a score between 2460 and 2494.

District Average: 2502

School Average: 2498

State Average: 2495

Score:  
2477±17

2834

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

2549

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

2485

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

2411

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

2090

## FAQs

### What is the Smarter Balanced Mathematics Assessment?

This assessment is aligned to the academic standards for mathematics. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

### What is a claim?

Mathematical claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

### How did Diego perform on the different claims of the test?

#### Claim 1: Concepts and Procedures



At/Near  
Standard

Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

#### Claims 2&4: Problem Solving and Modeling & Data Analysis



At/Near  
Standard

Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.

#### Claim 3: Communicating Reasoning



At/Near  
Standard

Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.





Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 3  
 Test Date: Spring 2015

School: Riverview Elementa (31201\_3561)  
 District: Snohomish School D (31201)

State of Washington

Office of

Superintendent of Public Instruction

**OSPI**

## Family Report

# Smarter Balanced Mathematics Assessment Results

## Mathematics Score

**2415**

### How does this compare?

Mathematics score is 2415.  
 This score is lower than the average score of third graders in his school, lower than third graders in his district and lower than third graders statewide.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that [REDACTED] would receive a score between 2398 and 2432.

Score:  
2415±17

School Average: 2454

District Average: 2452

State Average: 2447

2621

2501

2436

2381

2189

Meets State Standards

Does Not Meet State Standards

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

## FAQs

### What is the Smarter Balanced Mathematics Assessment?

This assessment is aligned to new academic standards for mathematics. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

### What is a claim?

Mathematical claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

### How did Diego perform on the different claims of the test?

#### Claim 1: Concepts and Procedures



At/Near  
Standard

Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

#### Claims 2&4: Problem Solving and Modeling & Data Analysis



Below  
Standard

Student has difficulty solving a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student has difficulty analyzing complex, real-world scenarios and has difficulty constructing and using mathematical models to interpret and solve problems.

#### Claim 3: Communicating Reasoning



At/Near  
Standard

Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 3  
 Test Date: Spring 2015

School: Riverview Elementa (31201\_3561)  
 District: Snohomish School D (31201)

State of Washington

Office of

Superintendent of Public Instruction

OSPI

## Family Report

# Smarter Balanced ELA/Literacy Assessment Results

## ELA/Literacy Score

**2265**

### How does this compare?

ELA/Literacy score is 2265.

This score is lower than the average score of third graders in his school, lower than third graders in his district and lower than third graders statewide.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that [REDACTED] would receive a score between 2232 and 2298.

District Average: 2448

State Average: 2435

School Average: 2413

Score:  
2265±33

2623

2490

2432

2367

2114

Meets State Standards

Does Not Meet State Standards

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

## FAQs

### What is the Smarter Balanced English Language Arts/Literacy Assessment?

This assessment is aligned to new academic standards for ELA/literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

### What is a claim?

ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

### How did Diego perform on the different claims of the test?

#### Claim 1: Reading



Below  
Standard

Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

#### Claim 2: Listening and Speaking



Below  
Standard

Student has difficulty employing effective speaking and listening skills for a range of purposes and audiences.

#### Claim 3: Writing



Below  
Standard

Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.

#### Claim 4: Research/Inquiry



Below  
Standard

Student has difficulty engaging in research and inquiry to investigate topics, and to analyze, integrate, and present information.





# Lake Washington School District – Student Registration Form

<b>Parent/guardian #1</b> Last Name _____ First Name _____ Employer <u>Post Office</u>	<input type="checkbox"/> Mother <input checked="" type="checkbox"/> Father <input type="checkbox"/> Stepmother <input type="checkbox"/> Stepfather <input type="checkbox"/> Other	<b>Parent/Guardian #1 Phones with area code</b> Check if unlisted <input type="checkbox"/> Home Phone: _____ Work Phone: _____ Cell Phone: _____ Email Address: _____
<b>Parent/guardian #2</b> Last Name _____ First Name _____ Employer _____	<input checked="" type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Stepmother <input type="checkbox"/> Stepfather <input type="checkbox"/> Other	<b>Parent/Guardian #2 Phones with area code</b> Check if unlisted <input type="checkbox"/> Home Phone: _____ Work Phone: _____ Cell Phone: _____ Email Address: _____

## Second Household Mailing Information (if different from primary address)

Street _____		Apt # _____	
City _____	State _____	Zip _____	
Mailing Address (if different from above)			
Street _____	PO Box _____	Apt # _____	City _____ State _____ Zip _____
<b>Parent/guardian #3</b> Last Name _____ First Name _____ Employer _____	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Stepmother <input type="checkbox"/> Stepfather <input type="checkbox"/> Other	<b>Parent/Guardian #3 Phones with area code</b> Check if unlisted <input type="checkbox"/> Home Phone: _____ Work Phone: _____ Cell Phone: _____ Email Address: _____	
<b>Parent/guardian #4</b> Last Name _____ First Name _____ Employer _____	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Stepmother <input type="checkbox"/> Stepfather <input type="checkbox"/> Other	<b>Parent/Guardian #4 Phones with area code</b> Check if unlisted <input type="checkbox"/> Home Phone: _____ Work Phone: _____ Cell Phone: _____ Email Address: _____	

Verification of Information: The information on this form is true and accurate as of this date. I understand that falsification of information to achieve enrollment or assignment may be cause for revocation of the student's enrollment or assignment to a school in Lake Washington School District.

**Legal Parent/Guardian Signature** \_\_\_\_\_ **Date** 2/2/2011

For Office  
Use Only

School Entry Date _____	Student ID # _____	Advisor Name _____	Kindergarten Placement AM _____ PM _____ ADK _____ (Circle one)	B/D Verified (Initial) _____
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# Lake Washington School District - Student Registration Form

School \_\_\_\_\_

Today's Date 2/2/2011

## Student Information

Legal Last Name [REDACTED]	Legal First Name [REDACTED]	Legal Middle Name [REDACTED]	Also known as
Birthdate (M/D/Y) [REDACTED]	Gender (M/F) M	Birthplace: City KIRKLAND	State WA
Country King	Grade Level		
Student Social Security # (Optional)	Primary Language Spoken at Home <input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other	US Citizen <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Has your child ever been in programs such as:
	Years in Country	<input type="checkbox"/> Highly Capable <input type="checkbox"/> Special Education <input type="checkbox"/> 504 Accommodation <input type="checkbox"/> English Lang. Learner	<input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Speech/Language <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Other

Ethnic Code: The district is required to report the following information to the state. (Categories are determined by the state and federal government).

Question 1: Is your child of Hispanic or Latino origin? (Check all that apply)

- ☐ Not Hispanic/Latino  
☐ Cuban  
☐ Dominican  
☐ Spaniard  
☐ Puerto Rican  
☐ Mexican/Mexican American/Chicano  
☐ Central American  
☐ South American  
☒ Latin American  
☐ Other Hispanic/Latino

Question 2: What race do you consider your child? (Check all that apply)

- |   |                                       |   |  |   |  |
|---|---------------------------------------|---|--|---|--|
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Native Hawaiian        | <input type="checkbox"/> Alaska Native       | <input type="checkbox"/> Quileute       | <input type="checkbox"/> Other Washington Indian |
| <input type="checkbox"/> White                  | <input type="checkbox"/> Cambodian    | <input type="checkbox"/> Fijian                 | <input type="checkbox"/> Chehalis            | <input type="checkbox"/> Quinault       | <input type="checkbox"/> Other American Indian   |
|   | <input type="checkbox"/> Chinese      | <input type="checkbox"/> Guamanian or Chamorro  | <input type="checkbox"/> Colville            | <input type="checkbox"/> Samish         |  |
|   | <input type="checkbox"/> Filipino     | <input type="checkbox"/> Mariana Islander       | <input type="checkbox"/> Cowlitz             | <input type="checkbox"/> Sauk-Suiattle  |  |
|   | <input type="checkbox"/> Hmong        | <input type="checkbox"/> Melanesian             | <input type="checkbox"/> Hoh                 | <input type="checkbox"/> Shoalwater     |  |
|   | <input type="checkbox"/> Indonesian   | <input type="checkbox"/> Micronesian            | <input type="checkbox"/> Jamestown           | <input type="checkbox"/> Skokomish      |  |
|   | <input type="checkbox"/> Japanese     | <input type="checkbox"/> Samoan                 | <input type="checkbox"/> Kalispel            | <input type="checkbox"/> Snoqualmie     |  |
|   | <input type="checkbox"/> Korean       | <input type="checkbox"/> Tongan                 | <input type="checkbox"/> Lower Elwha         | <input type="checkbox"/> Spokane        |  |
|   | <input type="checkbox"/> Laotian      | <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> Lummi               | <input type="checkbox"/> Squaxin Island |  |
|   | <input type="checkbox"/> Malaysian    |   | <input type="checkbox"/> Makah               | <input type="checkbox"/> Stillaguamish  |  |
|   | <input type="checkbox"/> Pakistani    |   | <input type="checkbox"/> Muckleshoot         | <input type="checkbox"/> Suquamish      |  |
|   | <input type="checkbox"/> Singaporean  |   | <input type="checkbox"/> Nisqually           | <input type="checkbox"/> Swinomish      |  |
|   | <input type="checkbox"/> Taiwanese    |   | <input type="checkbox"/> Nooksack            | <input type="checkbox"/> Tulalip        |  |
|   | <input type="checkbox"/> Thai         |   | <input type="checkbox"/> Port Gamble Klallam | <input type="checkbox"/> Yakama         |  |
|   | <input type="checkbox"/> Vietnamese   |   | <input type="checkbox"/> Puyallup            |   |  |
|   | <input type="checkbox"/> Other Asian  |   |  |   |  |

## Previous School Information

Number of previous schools attended: _____	Last school student attended (include year, grade and address of former school): _____
Has your child ever enrolled in a school or schools in Washington state)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what school(s) and year(s) attended? _____	
Has your child ever attended Lake Washington School District (including Headstart, Readystart or Pre-school)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what school and year(s) attended? _____	

## Primary Household Information - Resident Address - where student resides

[REDACTED]		Apt #	[REDACTED]
[REDACTED]		Housing Development	
Street	PO Box	Apt #	
City	State	Zip	



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 5  
 Test Date: Spring 2017

School: Riverview Elementa (31201\_3561)  
 District: Snohomish Sd (31201)

## Smarter Balanced ELA/Literacy Assessment Results

### ELA/Literacy Score

**2436**

District Average: 2529  
 School Average: 2523  
 State Average: 2518

#### How does this compare?

[REDACTED] ELA/Literacy scale score is 2436. This score is lower than the average score of fifth graders in your child's school, lower than that of fifth graders in your child's district, and lower than that of fifth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that [REDACTED] would receive a score between 2413 and 2459.

Score:  
 2436±23

2916

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

2582

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

2502

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

2442

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

2056

## FAQs

#### What is the Smarter Balanced ELA/Literacy Assessment?

This assessment is aligned to the academic standards for ELA/literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

#### What is a claim?

ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

#### Where can I find more information about the student score?

A test score guide can be found at:  
<http://testscoreguide.org/wa/>

### How did Diego perform on the different claims of the test?

#### Claim 1: Reading



Below  
Standard

Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

#### Claim 2: Writing



At/Near  
Standard

Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.

#### Claim 3: Listening



Below  
Standard

Student has difficulty employing effective listening skills for a range of purposes and audiences.

#### Claim 4: Research/Inquiry



At/Near  
Standard

Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



Student Name: [REDACTED]  
 State Student ID: [REDACTED]  
 Grade: 5  
 Test Date: Spring 2017

School: Riverview Elementa (31201\_3561)  
 District: Snohomish Sd (31201)

State of Washington

Office of

Superintendent of Public Instruction

**OSPI**

## Family Report

# Smarter Balanced Mathematics Assessment Results

## Mathematics Score

**2381**

District Average: 2526

State Average: 2520

School Average: 2510

Score:  
2381±30

2891

2579

2528

2455

2095

**Level 4** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

**Level 3** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

**Level 2** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

**Level 1** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

## How does this compare?

[REDACTED] Mathematics scale score is 2381.

This score is lower than the average score of fifth graders in your child's school, lower than that of fifth graders in your child's district, and lower than that of fifth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that [REDACTED] would receive a score between 2351 and 2411.

## FAQs

### What is the Smarter Balanced Mathematics Assessment?

This assessment is aligned to the academic standards for mathematics. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

### What is a claim?

Mathematical claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

### Where can I find more information about the student score?

A test score guide can be found at:  
<http://testscoreguide.org/wa/>

## How did Diego perform on the different claims of the test?

### Claim 1: Concepts and Procedures



Below  
Standard

Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.

### Claims 2&4: Problem Solving and Modeling & Data Analysis



Below  
Standard

Student has difficulty solving a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student has difficulty analyzing complex, real-world scenarios and has difficulty constructing and using mathematical models to interpret and solve problems.

### Claim 3: Communicating Reasoning



Below  
Standard

Student has difficulty clearly and precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others.





Student Name:   
State Student ID:   
Grade:   
Test Date:

5   
Spring 2017

School: Riverview Elementa (31201\_3561)   
District: Snohomish Sd (31201)

State of Washington   
Office of   
Superintendent of Public Instruction

OSPI

## Family Report

# Measurements of Student Progress Science Results

## Science Score

409

### How does this compare?

Science score is 409. This falls within the score range of 400-431 (Level 3), which meets state standards. This score is similar to the average score of fifth graders in your child's school, similar to that of fifth graders in your child's district, and similar to that of fifth graders statewide.

Score:   
409

District Average: 416

State Average: 411

School Average: 407



**Level 4** A student performing at the **Advanced Level** is able to make predictions about changes in a familiar simple system; plan simple scientific investigations with most of the necessary steps and use relevant data from a given simple investigation to support conclusions; propose and evaluate solutions to technological design problems; and demonstrate strong understanding of grade band concepts in physical, earth and space, and life science.

**Level 3** A student performing at the **Proficient Level** is able to recognize the inputs and outputs of a familiar simple system; plan simple scientific investigations with some of the necessary steps and use some data to support conclusions; determine how to test the effectiveness of a proposed solution to a technological design problem; and demonstrate understanding of grade band concepts in physical, earth and space, and life science.

**Level 2** A student performing at the **Basic Level** is able to recognize the subsystems of a familiar simple system; identify variables and summarize the results for a simple scientific investigation, suggest a plan for gathering information to solve a technological design problem in an uncomplicated context; and demonstrate emerging understanding of grade-band concepts in physical, earth and space, and life science.

**Level 1** A student performing at the **Below Basic Level** is able to identify a part of a familiar, simple system; name a variable that should be kept the same in a simple scientific investigation; and demonstrate limited understanding of grade-band concepts in physical, earth and space, and life science.

## FAQs

### What is the Science Measurements of Student Progress?

The Science Measurements of Student Progress includes selected response and constructed response items that gather evidence of a student's understanding of the Washington State 2009 K-12 Science Learning Standards.

### Where can I find more information on state tests?

For more information about state testing, please visit [www.k12.wa.us/StateTesting](http://www.k12.wa.us/StateTesting).

For statewide, district and school results, please visit the Washington State Report Card at <http://reportcard.ospi.k12.wa.us>.

For more information on assessment graduation requirements, please visit [www.k12.wa.us/GraduationRequirements](http://www.k12.wa.us/GraduationRequirements).

### How did Diego perform on the different areas of the test?

Below, in each subject area, you'll find a percentage that indicates how performed on specific sections of a test. Next to that, you'll find the percent of points needed to be proficient, which is the state target for all students. For more specific information about score reports, please visit <http://www.k12.wa.us/assessment/StateTesting/ScoreReport.aspx>.

#### Systems

Analyze a system in terms of subsystems, inputs and outputs.

Percent of   
Total Points   
Earned

67%

Proficiency   
Range

83-83%

#### Inquiry

Use inquiry processes to plan simple scientific investigations, including controlled experiments and field studies, and use the results to draw conclusions.

50%

50-70%

#### Application

Apply scientific concepts and technological design processes to plan solutions to problems. Demonstrate understanding of careers in scientific fields.

43%

57-86%

#### Domains of Science

Apply knowledge of states of matter, transfers of energy, Earth's place in the Solar System, formation of earth materials and fossils, structures and behaviors of organisms, food webs in ecosystems, and characteristics that can be inherited.

68%

68-84%





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**FROST ELEMENTARY**  
**Progress Report for** [REDACTED]

Date: 02/27/2014

Course: ELM201 / KIN SECOND GRADE

Teacher: ROY KINDELBERGER

**Subject: Reading Literature**

	S1	S2
Skill: Key Ideas and Details (identify key details, summarize text, characters, settings, & events in stories)	3	
Event: 02/07/2014 Fun For Marge		
Event: 01/10/2014 The Tale Of Duck And Tiger	3	3
Event: 11/13/2013 Unit 1 Test	2.5	2.5
Event: 10/18/2013 The Picnic Comprehension	2	2
Skill: Craft and Structure (story vocabulary, text types, point of view)	2	
Event: 01/10/2014 The Tale Of Duck And Tiger	2	2
Event: 11/13/2013 Unit 1 Test	2.5	2.5
Skill: Integration of Knowledge and Ideas (illustrations/multi-media, compare & contrast two or more stories)	3	
Event: 01/10/2014 The Tale Of Duck And Tiger	3	3
Event: 11/13/2013 Unit 1 Test	2	2

**Subject: Reading Informational Text**

Skill: Key Ideas and Details (identify key details, topic, connections in text)	2.5	
Event: 01/10/2014 Jungle Hunter	2	2
Event: 12/04/2013 Sharks Test	3	3
Event: 11/13/2013 Note Taking	2.5	2.5
Skill: Craft and Structure (vocabulary, text features, connections in text)	3	
Event: 01/10/2014 Jungle Hunter	3	3
Skill: Integration of Knowledge and Ideas (illustrations, supporting reasons, compare texts)	/	

**Subject: Reading Foundational Skills**

Skill: Phonics and Word Recognition (recognizes and reads written sounds, syllables, and words)	3	
Skill: Grade Adjustment	-	
Event: 11/13/2013 Unit 1 Test	2.5	2.5
Event: 11/13/2013 Nonsense Words	4	4
Skill: Fluency	3	
Event: 02/07/2014 Fun For Marge		
Event: 01/20/2014 Winter DIBELS	3	3
Event: 12/04/2013 Sharks Passage	2.5	2.5
Event: 11/06/2013 The Farmer's Market	3	3
Event: 10/18/2013 The Picnic Fluency	3	3
Event: 09/13/2013 Fall Dibels Fluency	2.5	2.5

**Subject: Writing**

Skill: Opinion/Point of View and Research	/	
Event: 01/31/2014 Best Outdoor Activity		3
Event: 01/31/2014 Ice Cream		3
Skill: Informative/Explanatory and Research	/	
Skill: Narrative and Research	3	
Event: 01/20/2014 Thanksgiving	3	3
Event: 01/20/2014 Small Moment	3	3
Event: 01/20/2014 How to Books	3.5	3.5
Event: 01/20/2014 Beginning Middle End	3.5	3.5
Event: 01/20/2014 Student's Choice	2.5	2.5
Skill: Writing Process and Use of Technology	/	
Skill: Conventions	3.5	
Event: 01/31/2014 Best Outdoor Activity		2.5
Event: 01/31/2014 Ice Cream		2.5
Event: 01/20/2014 First Report Card	3.5	3.5

**Subject: Speaking & Listening**

Skill: Listening Comprehension and Presentation of Knowledge and Ideas

**Subject: Mathematical Reasoning**

Skill: Problem Solving	/	
Skill: Addition and Subtraction within 20	3	
Event: 01/20/2014 First CDSA		
Event: 10/18/2013 Topic 2 Test	3.5	3.5
Event: 10/18/2013 Topic 3 Test	3	3



**FROST ELEMENTARY**  
**Progress Report for** [REDACTED]

Date: 02/27/2014

**Subject: Mathematical Reasoning (... Continued)**

Skill: Addition and Subtraction within 20	3	
Event: 10/18/2013 Topic 4 Test	3	3
Skill: Multiplication Foundations		
Skill: Place Value	2.5	
Event: 01/20/2014 First CDSA	2.5	2.5
Event: 11/24/2013 Topic 10 Test	2.5	2.5
Event: 11/13/2013 Unit 5 Test	2.5	2.5
Skill: Operations and Place Value	/	
Event: 10/25/2013 Greater than, Less than, Equal	/	
Skill: Shape Attributes	/	
Skill: Measurement (length)	/	
Skill: Addition and Subtraction with Length	3	
Event: 01/31/2014 Unit 7 Test		
Event: 01/20/2014 Topic 8 Test	3.5	3.5
Event: 01/20/2014 Topic 6 Test	3	3
Skill: Time and Money	/	
Skill: Data Representation	/	

**Subject: Scientific Reasoning**

Skill: Physical Science	/	
Skill: Earth and Space Science	3.5	
Event: 01/20/2014 CDSA	3	3
Event: 01/12/2014 Sandpaper	3	3
Event: 01/12/2014 Frozen Rocks	3.5	3.5
Event: 01/12/2014 Soil and Rocks	3.5	3.5
Event: 01/12/2014 Pebbles Sand and Silt CDSA		
Event: 11/17/2013 Sandpaper	3	3
Event: 11/13/2013 Sand And Clay	4	4
Event: 10/25/2013 Sand Gravel Pebble	3	3
Skill: Life Science	/	
Skill: Processes: Systems, Inquiry, Application	3	
Event: 01/20/2014 CDSA	3	3

**Subject: Social Studies**

Skill: Civics	3.5	
Event: 10/18/2013 Chapter 1 Test	3.5	3.5
Event: 10/18/2013 Chapter 2 Test		
Skill: Economics	/	
Skill: Geography	/	
Skill: History	/	

**Subject: Information and Communication Technology**

Skill: Applies technology skills	3	
Event: 01/20/2014 First Report Card	3	3

**Subject: Culture and the Arts**

Skill: Art: Demonstrates understanding of concepts and skills	3	
Event: 01/20/2014 First Report Card	3	3

**Subject: Career Planning and Life Management**

Skill: Future school and/or career plan		
Event: 01/20/2014 First Report Card		

**Subject: INTERDISCIPLINARY SKILLS AND ATTRIBUTES**

Skill: Academic Thinking Skills and Strategies (questions critically, displays creative and innovative thinking, solves problems effectively, makes connections across disciplines)	3	
Event: 01/20/2014 First Report Card	3	3
Skill: Local and Global Citizenship Skills (contributes to the well-being of others, appreciates and understands diverse cultures, languages, and peoples)	4	
Event: 01/20/2014 First Report Card	4	4
Skill: Communication and Collaboration Skills (offers ideas and makes contributions, works well with others, respects and values others)	4	
Event: 01/20/2014 First Report Card	4	4
Skill: Personal Attributes (exhibits strong work ethic, stays organized and engaged, understands and accepts personal choices and consequences, manages time effectively, completes and turns in homework, demonstrates flexibility)	4	



## Date: 02/27/2014

4  
4 4

Y  
Y

S1	S2
3	

[illegible]

S1	S2
3	

3	3
3	3
3	3
3	3
3	3
3	3
3	3
3	3
2	2
3	3
3	3
3	3
3	3
3	3
3	3

S1	S2
3.5	

3.5	3.5
3.5	3.5
3.5	3.5
4	4
3.5	3.5
3.5	3.5





**FROST ELEMENTARY**  
**Progress Report for** [REDACTED] [REDACTED]

Date: 02/27/2014

Subject: Physical Education (... Continued)

Skill: Physical Education (Effort)	3.5	
Event: 12/09/2013 Tennis	3.5	3.5
Event: 12/04/2013 Tennis day 1	3	3
Event: 11/22/2013 Flag tag	3.5	3.5
Event: 11/19/2013 Gymnastics	3	3
Event: 11/14/2013 Gymnastics and obstacle course	3.5	3.5
Event: 11/08/2013 Gymnastics	3	3
Event: 11/05/2013 Obstacle course		
Event: 10/28/2013 Stations	3.5	3.5
Event: 10/23/2013 Pindown	3	3
Event: 10/17/2013 Omnikin balls	3	3
Event: 10/14/2013 Omnikin balls		
Event: 10/09/2013 Omnikin balls	3.5	3.5
Event: 10/04/2013 Goldmine on scooters	3.5	3.5
Event: 10/01/2013 Presidential fitness stations	3.5	3.5
Event: 09/26/2013 Mile-run	2.5	2.5
Not participating 100%		
Event: 09/23/2013 Rock wall and scooters	3.5	3.5
Event: 09/18/2013 Pacer Running Test	3	3
Event: 09/10/2013 Mile-run practice and football	3	3





# Snohomish School District

2017-18

Grade

6

Student: [REDACTED]

Teacher: Allison Cummings

Principal: Tamera Jones

Date Printed: June 15, 2018

	S1	S2		Total
Present	85	88	Present	173
Absent	1	1	Absent	2
Tardy	1	0	Tardy	1

Tardies and absences affect performance

## Academic Key for Common Core & District Standards

- 4 - Consistently working at standards beyond grade level
- 3 - Meeting semester grade level standards
- 2 - Approaching semester grade level standards
- 1 - Significantly below grade level standards
- N/A - Not assessed at this time

## Key for Demonstrates Effort

- 4 - Exemplary Effort
- 3 - Consistent Effort
- 2 - Inconsistent Effort
- 1 - Minimal Effort

## Receiving Support Services

English Language Learner	Yes	Yes
LAP		
Title I		
Highly Capable		
Individualized Education Program		

## English Language Arts

### S1 - Comments

#### English Language Arts

Writing: The major focus in writing has been using the writing process, specifically how to make and use an outline to help formulate multi-paragraph essays, self-edit for grammar and conventions. Students are also working on writing good introductions/thesis statements and conclusions, along with organized paragraphs. Reading: We have had a strong focus on literary elements, and using annotation skills to aid comprehension. [REDACTED] is working hard to meet grade level standards.

### S2 - Comments

#### English Language Arts

[REDACTED] has grown in his ability to create and share ideas in front of the class. This level of discourse will continue to help him as he begins middle school. He is actively using sentence frames to organize his thinking and share them in a way that is clearly supported with evidence from the text. In addition, he is using the frames within his own writing. [REDACTED] is developing a sense of voice in his writing. He is continuing to work on his grammar usage to create pieces that flow for the reader. Keep up your reading and writing over the summer!

## English Language Arts - Reading

	S1	S2
<b>Literary Text</b>	3	2
- Cites evidence to analyze what the text says explicitly and what it infers		
- Summarizes how a story's plot unfolds as characters develop		
- Compares and contrasts various forms of texts and media		
<b>Informational Text</b>	3	3
- Summarizes text not using opinions or judgments		
- Compares authors' views of common events		
- Cites evidence to analyze what the text says explicitly and what it infers		
<b>Demonstrates Effort in Reading</b>	3	3

## English Language Arts - Writing

Text Types and Purposes	3	3
- Writes arguments to support claims with clear reasons and relevant evidence		
- Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information		
- Writes a narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences		
- Writes to communicate ideas and information effectively, applying greater detail to the structure of their writing		
<b>Production and Distribution</b>	3	3
- Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		
- Plans, revises, edits, and rewrites or tries a new approach to develop and strengthen writing		
<b>Research to Build and Present Knowledge</b>	N/A	3
- Conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate		
- Gathers information from multiple print and digital sources and quotes or paraphrases the data and conclusions of others		
- Draws evidence from literary or informational texts to support analysis, reflection, and research		
<b>Language - Grammar and Conventions</b>	3	3
- Demonstrates command of the grade-level conventions of standard English grammar and usage		
- Applies correct capitalization, punctuation, and spelling of grade-level words in written work		
<b>Language - Vocabulary and Word Choice</b>	3	3
- Acquires and uses grade-level vocabulary		
<b>Demonstrates Effort in Writing</b>	3	3





Music		
<b>S1 Music Comments, if necessary:</b>		
<b>S2 Music Comments, if necessary:</b>		
	<b>S1</b>	<b>S2</b>
<b>Music Performance Skills</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Demonstrates age-appropriate awareness of pitch and vocal performance</li> <li>- Exhibits age-appropriate awareness of beat and rhythmic performance</li> <li>- Shows an understanding of grade level music concepts, terminology, and proper instrument playing techniques.</li> </ul>		
<b>Demonstrates Effort in Music</b>	<b>3</b>	<b>3</b>

Mathematics		
<b>S1 - Comments</b>		
<b>Mathematics</b> In math, this semester our focus has been on addition, subtraction, multiplication and division of complex fractions, adding, subtracting, multiplying and dividing decimals, order of operations. Within each of these skills there are sub-skills that have also been reviewed and retaught such as: multiples, factors, exponents, powers of ten. These skills have been practiced using algorithms and story problems. [REDACTED] is approaching grade level standards.		
<b>S2 - Comments</b>		
<b>Mathematics</b> [REDACTED] has continued to make progress in his understanding and mastery of expected learning outcomes during this reporting period. He demonstrates an understanding of statistics and probability. He has a good understanding of ratios and proportional relationships. Next year, [REDACTED] can continue to advocate for himself by asking for help if he doesn't understand something or asking for an extension in order to challenge his thinking.		
Mathematics		
	<b>S1</b>	<b>S2</b>
<b>Ratio &amp; Proportional Relationships</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Understands ratio concepts and uses reasoning to solve problems</li> </ul>		
<b>The Number System</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Applies and extends previous understandings of multiplication and division to divide fractions by fractions</li> <li>- Computes fluently with multi-digit numbers and finds common factors and multiples</li> <li>- Applies and extends previous understandings of numbers to the system of rational numbers</li> </ul>		
<b>Expressions &amp; Equations</b>	<b>N/A</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Applies and extends previous understandings of arithmetic to algebraic expressions</li> <li>- Reasons about and solves one-variable equations and inequalities</li> <li>- Represents and analyzes quantitative relationships between dependent and independent variables</li> </ul>		
<b>Geometry</b>	<b>N/A</b>	<b>2</b>
<ul style="list-style-type: none"> <li>- Solves real-world and mathematical problems involving area, surface area, and volume</li> </ul>		
<b>Statistics &amp; Probability</b>	<b>3</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>- Develops understanding of statistical variability (mean, median, mode)</li> <li>- Summarizes and describes distributions</li> </ul>		
<b>Demonstrates Effort in Math</b>	<b>2</b>	<b>3</b>

Student: [REDACTED]

## Readiness to Learn

### S1 - Comments

#### Readiness to Learn

██████ is a pleasure to have in class. He puts sincere effort into all of his work, completing each assignment with quality in mind. ██████ is consistently on task and shows perseverance in all he does. He can improve his reading comprehension and writing skills by reading books with a higher literacy level, as well as paying close attention to detail and expanding on his thoughts when writing. ██████ is always ready to help other students in need, and shows a true willingness to learn and try. Keep up the great work, ██████

### S2 - Comments:

#### Readiness to Learn

██████ has matured well this year, academically and socially. He assumes responsibility well and has a good attitude. We have so enjoyed him being a part of our learning community this year!

### Key for Readiness to Learn

C = Consistently  
U = Usually  
I = Inconsistently

	S1	S2
<b>Learner Behaviors</b>	C	C
<ul style="list-style-type: none"><li>- Respects others' rights, feelings, and property</li><li>- Accepts responsibility for own behavior</li><li>- Exercises self-control</li><li>- Follows directions</li></ul>		
<b>Work Habits</b>	C	C
<ul style="list-style-type: none"><li>- Organizes self and materials</li><li>- Approaches challenges using a variety of strategies</li><li>- Uses time effectively to produce quality work</li><li>- Completes work assignments on-time</li></ul>		

Student: ████████████████████



# Snohomish School District

2015-16

Grade

4

Student: [REDACTED]

Teacher: Christine Helmke

Principal: Tamera Jones

Date Printed: June 13, 2016

	S1	S2		Total
Present	84	85	Present	169
Absent	3	1	Absent	4
Tardy	1	0	Tardy	1

Tardies and absences affect performance

Academic Key for Common Core & District Standards		
4 - Consistently working at standards beyond grade level		
3 - Meeting semester grade level standards		
2 - Approaching semester grade level standards		
1 - Significantly below grade level standards		
N/A - Not assessed at this time		
Key for Demonstrates Effort		
4 - Exemplary Effort      2 - Inconsistent Effort		
3 - Consistent Effort      1 - Minimal Effort		
Receiving Support Services		
English Language Learner	Yes	Yes
LAP		
Title I		
Highly Capable		
Individualized Education Program		
English Language Arts		
S1 - Comments		
<p><b>English Language Arts</b></p> <p>[REDACTED] puts a lot of effort into his reading. I appreciate his willingness to approach any task with a positive attitude and to try his best. [REDACTED] works to assure [REDACTED] met his reading goal each week in our book clubs. [REDACTED] would benefit from practicing books that are 'just right' for [REDACTED]. Practicing books that are on his level will enable him quickly improve his reading skills.</p> <p>[REDACTED] and I will focus on strengthen his writing by making sure they have proper conventions (grammar, spelling, and punctuation). We will also focus on organization. [REDACTED] has great ideas for writing pieces</p>		
S2 - Comments		
<p><b>English Language Arts</b></p> <p>[REDACTED] has grown as a reader this year. I have appreciated his [REDACTED] when approaching any reading task. He has been [REDACTED] in his ability to use details and examples from his reading to explain his thinking and support his understanding of the text. [REDACTED] currently reads below grade level benchmark expectation. [REDACTED] student that with continued reading practice at [REDACTED] reading ability and comprehension will continue to grow. [REDACTED] has great ideas for his writing. As he becomes more confident in applying his grammar skills, his conventions will improve.</p>		

English Language Arts - Reading		
	S1	S2
Foundational Skills	2	2
<ul style="list-style-type: none"> <li>- Knows and applies grade-level word analysis skills in decoding words and their meaning</li> <li>- Reads fluently and accurately to support comprehension</li> </ul>		
Literary Text	2	2
<ul style="list-style-type: none"> <li>- Compares and contrasts common themes and points of view across different texts</li> <li>- Understands elements of a text including theme, character, setting, events, and point of view of narrator</li> <li>- Summarizes text</li> </ul>		
Informational Text	3	2
<ul style="list-style-type: none"> <li>- Determines the main idea of a text and explains how it is supported by key details; summarizes the text</li> <li>- Compares and contrasts first hand and second hand accounts of the same event or topic</li> <li>- Describes the overall structure of texts or parts of texts (eg. comparison, cause/effect, chronological, problem/solution)</li> </ul>		
Demonstrates Effort in Reading	3	3
English Language Arts - Writing		
Text Types and Purposes	2	2
<ul style="list-style-type: none"> <li>- Writes to communicate ideas and information effectively, applying greater detail to their writing</li> <li>- Writes narratives, informative texts, and opinion pieces to examine a topic and convey ideas</li> </ul>		
Production and Distribution	2	2
<ul style="list-style-type: none"> <li>- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</li> <li>- Strengthens writing by planning, revising, editing, rewriting, and publishing</li> </ul>		
Research to Build and Present Knowledge	2	2
<ul style="list-style-type: none"> <li>- Conducts short research projects that build knowledge through investigation of different aspects of a topic</li> <li>- Takes notes when gathering information from print/digital sources and personal experiences</li> <li>- Categorizes information and provides a list of sources</li> </ul>		
Language - Grammar and Conventions	2	2
<ul style="list-style-type: none"> <li>- Demonstrates command of the grade-level conventions of standard English grammar and usage</li> <li>- Applies correct capitalization, punctuation, and spelling of grade-level words in written work</li> </ul>		
Language - Vocabulary and Word Choice	2	2
<ul style="list-style-type: none"> <li>- Acquires and uses grade-level vocabulary</li> </ul>		
Demonstrates Effort in Writing	3	3



English Language Arts - Listening / Speaking		
	S1	S2
Comprehension and Collaboration	2	3
<ul style="list-style-type: none"> <li>- Effectively participates in discussions with partners and in groups</li> <li>- Summarizes a text read aloud or information presented in various formats</li> </ul>		
Presentation of Knowledge and Ideas	2	2
<ul style="list-style-type: none"> <li>- Presents information, including opinions, with appropriate facts and relevant descriptive details</li> <li>- Speaks clearly with appropriate pace, volume, and expression, giving attention to context and audience</li> </ul>		
Demonstrates Effort in Listening / Speaking	3	3
Physical Education		
S1 PE Comments, if necessary:		
S2 PE Comments, if necessary:		
	S1	S2
PE Performance Skills	3	3
<ul style="list-style-type: none"> <li>- Displays age-appropriate movement, motor concepts, and manipulative skills</li> <li>- Exhibits age-appropriate understanding of physical fitness and health concepts</li> <li>- Demonstrates sportsmanship, participates fully, and works cooperatively in a safe manner</li> </ul>		
Demonstrates Effort in PE	3	3

Science/Social Studies/Art		
S1 Science, SS, Art Comments, if necessary:		
<b>Science / Social Studies / Art</b> [redacted] completed a Washington State Regional group project which included research and creating a poster display. I will support [redacted] in future project assignments so he is able to meet the deadlines. During science, we have completed various engineering and design challenges. We have also completed Mystery Science experiences.		
S2 Science, SS, Art Comments, if necessary:		
<b>Science / Social Studies / Art</b> [redacted] was engaged in our scientific exploration of Earth Materials (specifically rocks and minerals). He also showed enthusiasm as we have worked on circuits, magnets and electricity. We have completed many STEM (Engineering) challenges this year that provide opportunities to apply our critical thinking strategies. [redacted] contributed as a wagon train group member as we traveled the Oregon Trail as pioneers. [redacted] produced an impressive Power Point presentation which shared his knowledge about a famous person. I am proud of [redacted] artistic endeavors this year.		
Science		
	S1	S2
Science Skills	3	3
<ul style="list-style-type: none"> <li>- Demonstrates an understanding of scientific content and concepts</li> <li>- Applies process skills in problem solving to develop and justify explanations</li> </ul>		
Demonstrates Effort in Science	3	3
Social Studies		
Social Studies Skills	3	3
<ul style="list-style-type: none"> <li>- Demonstrates an understanding of social studies content and concepts</li> <li>- Applies critical thinking to extend understanding of content and concepts</li> </ul>		
Demonstrates Effort in Social Studies	3	3
Art		
Art Performance Skills	3	3
- Demonstrates understanding of art elements and principles		
Demonstrates Effort in Art	3	3

Student: [redacted]

**Music****S1 Music Comments, if necessary:****S2 Music Comments, if necessary:**

	S1	S2
Music Performance Skills	3	4
<ul style="list-style-type: none"> <li>- Demonstrates age-appropriate awareness of pitch and vocal performance</li> <li>- Exhibits age-appropriate awareness of beat and rhythmic performance</li> <li>- Shows an understanding of grade level music concepts, terminology, and proper instrument playing techniques</li> </ul>		
Demonstrates Effort in Music	3	4

**Mathematics****S1 - Comments****Mathematics**

I appreciate the effort [REDACTED] always displays when approaching any mathematical problem. He is a careful thinker who uses his previously acquired math skills to solve new problems. [REDACTED] has a strong understanding of number place values. He also understands the concepts of multiplication and division. We will continue to build [REDACTED] ability to multiply and divide larger numbers using a variety of methods [REDACTED] would benefit from continue to reinforce his basic mathematical facts. He is a capable mathematician. I appreciate his positive attitude toward math!

**S2 - Comments****Mathematics**

[REDACTED] has been working to build his mathematical knowledge and understanding this year. This has included a lot of work with fractions, decimals, division, and multi-digit multiplication. [REDACTED] is a confident mathematician who strives to demonstrate his mathematical comprehension in a variety of ways. I am proud of his growth. Keep working hard [REDACTED]! Areas for growth: fractional concepts and operations, prime numbers, composite numbers, multiple and factors.

Mathematics		
	S1	S2
Operations and Algebraic Thinking	3	2
<ul style="list-style-type: none"> <li>- Uses the four operations with whole numbers to solve problems (+, -, x, ÷)</li> <li>- Demonstrates familiarity with factors and multiples</li> </ul>		
Numbers and Operations in Base Ten	3	3
<ul style="list-style-type: none"> <li>- Uses place value understanding to perform multi-digit arithmetic</li> <li>- Understands multi-digit whole numbers</li> </ul>		
Number and Operations - Fractions	3	2
<ul style="list-style-type: none"> <li>- Adds and subtracts fractions</li> <li>- Demonstrates understanding of fraction equivalence and ordering</li> <li>- Demonstrates an understanding of the relationship between fractions and decimals</li> </ul>		
Measurement and Data	N/A	2
<ul style="list-style-type: none"> <li>- Solves problems involving measurement (perimeter, area, and volume)</li> <li>- Represents and interprets data (graphs)</li> </ul>		
Geometry	N/A	2
<ul style="list-style-type: none"> <li>- Draws and identifies lines and angles</li> <li>- Understands concepts of angles and angle measurements</li> <li>- Classifies shapes by properties of lines and angles</li> </ul>		
Demonstrates Effort in Math	4	3

## Readiness to Learn

### S1 - Comments

#### Readiness to Learn

I have enjoyed getting to know [REDACTED] so far this year. He is very kind and considerate to both his classmates and his teacher. [REDACTED] is always willing to help in any way needed. [REDACTED] is a ready learner. He is an attentive listener. I appreciate that [REDACTED] is always willing to put forth his best effort when approaching any task.

### S2 - Comments:

#### Readiness to Learn

It has been my pleasure to have [REDACTED] in my fourth grade class. He comes to school each day with a smile and a positive attitude. [REDACTED] puts consistent effort into his work. He regularly follows all classroom rules and expectations. He contributes insightful ideas to our classroom discussions. [REDACTED] is very helpful to me and other students, as well. He has a great sense of humor and is very kind and caring. I will miss him a lot next year. Be sure to come visit me!

### Key for Readiness to Learn

C = Consistently  
U = Usually  
I = Inconsistently

	S1	S2
Learner Behaviors	C	C
<ul style="list-style-type: none"><li>- Respects others' rights, feelings, and property</li><li>- Accepts responsibility for own behavior</li><li>- Exercises self-control</li><li>- Follows directions</li></ul>		
Work Habits	C	U
<ul style="list-style-type: none"><li>- Organizes self and materials</li><li>- Approaches challenges using a variety of strategies</li><li>- Uses time effectively to produce quality work</li><li>- Completes work assignments on-time</li></ul>		

Student: [REDACTED]

# Lake Washington School District Progress Report

## First Grade

This represents an evaluation of your child's work over the course of the last grading period. Various classroom assessments were used during this reporting period to determine academic achievement at one of the following grade level expectations:

Overall Skill and Concept Development reflected by: 4 = Exceeds Standard 3 = At Standard 2 = Approaching Standard 1 = Not at Standard

/ = Not Evaluated

Y = Yes

\* = Addendum Attached

Half-points indicate partial success with more difficult content.

Student: [REDACTED]

Grade 01

Teacher: ANDREA PLANELLAS

School: FROST ELEMENTARY

Period	1st	2nd	Period	1st	2nd
Days Absent	1	10	Days Tardy	0	0

### INTERDISCIPLINARY SKILLS AND ATTRIBUTES

Academic Thinking Skills and Strategies			Local and Global Citizenship Skills		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
Questions critically and thinks creatively	2.5	2.5	Exhibits civic responsibility	3	3
Solves problems effectively	3	3	Maintains a local / global perspective	3	3
Communication and Collaboration Skills			Personal Attributes		
Offers ideas and makes contributions	2.5	2.5	Exhibits strong work ethic	3.5	4
Works well with others	3.5	4	Takes personal responsibility	4	4
Respects and values others	3	3.5	Demonstrates resiliency	3	3

### INTERDISCIPLINARY CONTENT KNOWLEDGE

#### Literacy and Language

Students write clearly and effectively in English for a variety of audiences and purposes and read, interpret, analyze and evaluate both literary and information texts. Students understand and apply commonly accepted rules and conventions of the English language.

Writing			Reading		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
Writing-Content	3	3	Reading-Phonemic Awareness	3	/
Writing-Organization	2	2.5	Reading-Phonics	2.5	2.5
Writing-Style	2	2.5	Reading-Comprehension	2.5	3
Writing-Conventions	2	2	Reading-Oral Fluency	3	2.5
Writing-Applied Spelling	3	2.5			





**Student:** [REDACTED]  
**Teacher:** ANDREA PLANELLAS

**Grade Level:** 01  
**School:** FROST ELEMENTARY

### Mathematical and Scientific Reasoning

*Students develop thinking and application skills that enable them to understand and apply mathematical and scientific principles and concepts, solve problems, and reason and communicate both mathematically and scientifically.*

Mathematics			Science		
GRADING PERIOD			GRADING PERIOD		
	1st	2nd		1st	2nd
Number and operations	3	2.5	Physical Science	/	1.5
Algebra	/	2.5	Life Science	/	2
Geometry/Meanurement	3	3	Earth and Space Science	2.5	/
Data Analysis/Statistics/Probability	/	3	Processes: Systems, Inquiry, Application	2	2

### Information and Communication Technology

*Students demonstrate information, communication, and media literacy and understand the relationship of technology to productivity and quality of life. Students present information for a variety of audiences and purposes using a range of information and communication technology tools*

GRADING PERIOD			1st	2nd
Applies technology skills			3	3
Library (Effort)			3	3

### Social Studies

*Students understand U.S. and world geography, history, and current events in a global context; evaluate structure and function of economic and governmental systems in the U.S. and in the world. Each of these areas is studied through the specific content areas of sense of self, home and school life, local community, people and places.*

GRADING PERIOD			1st	2nd
Civics			3	/
Economics			/	3

### Culture and the Arts

*Students understand and apply the basic concepts of design, music, literature, art, dance and drama and communicate artistically.*

GRADING PERIOD			1st	2nd
Art: Demonstrates understanding of concepts and skills			3	3
Music (Effort)			3	3



**Student:** [REDACTED]

**Grade Level:** 01

**Teacher:** ANDREA PLANELLAS

**School:** FROST ELEMENTARY

**Career Planning and Life Management**

*Students develop a future school and/or career plan and develop healthy habits that include physical fitness and emotional well being.*

GRADING PERIOD		
	1st	2nd
<i>Develop a future school and/or career plan</i>	I	Y
<i>Physical Education (Effort)</i>	3	3.5

**Projects / Units Completed (First Grading Period)**

Art: Painting, cutting, gluing, coloring, Art Decent activities

Reading: Scott Foresman Units 1, 2, and 3, Read Well, Reading Strategies,

Writing: Recounts

Math: EnvisionTopics 2 - 8, Number Operations (Addition and Subtraction) and Geometry

Social Studies: Getting Along, Learning From Each Other, Rules, Who Helps Us At School

Science: Air and Weather Unit

Technology: logging on, Netbooks, Accelerated Reader for independent readers, headsprout, WORD

Music :Exploring a variety of music elements through movement, song, and instrumental play.

PE: Scooters, omnikin balls, fitness, pacer test, cooperative games, gymnastics, and mile-run.

**Projects / Units Completed (Second Grading Period)**

Seasonal art, art docent projects, painting, gluing, cutting, artist studies

Scott Foresman Units 4,5, and 6, Flexible Reading Groups, Writing Recounts and Journals, Spell Well

Envision Math: Numbers/Operations, Algebra, Geometry/Measurement, Data/Probability/Statistics

Geography and maps, needs and wants, families, groups

Solids and Liquids, New Plants: Basic needs and parts of plants

Technology: logging on, Headsprout, Accelerated Reader for independent readers, Microsoft Word

PE: Health, juggling, step-aerobics, yoga, soccer, fitness, volleyball, bowling and basketball.



Student: [REDACTED]

Grade Level: 01

Teacher: ANDREA PLANELLAS

School: FROST ELEMENTARY

**Teacher Comments**

***First Grading Period***

I absolutely love having [REDACTED] in my class this year. He is an excellent listener and is a role model for others in the classroom. I can always count on [REDACTED] to be following directions and working hard. I have been very impressed with [REDACTED] in the area of reading. He is becoming a reader. In writing he is beginning to write full sentences on his own. He does a great job sounding words out and figuring out how to spell them on his own. In math, [REDACTED] can add simple sums independently. I have been so impressed with [REDACTED] this year. I am excited to watch his continued growth as the school year continues.

***Second Grading Period***

[REDACTED] I am so proud of all you have learned this year. You have worked extremely hard, especially in the area of reading. You have become a reader!! Read a lot over the summer and remember to practice your math facts. Good luck in second grade!

**Supportive Program**

**YOUR CHILD IS IN A SUPPORTIVE PROGRAM IF ONE OF THESE AREAS IS MARKED:**

- ☐ SPECIAL EDUCATION
- ☐ SAFETY NET
- ☒ ENGLISH LANGUAGE LEARNER
- ☐ QUEST





# Lake Washington School District Progress Report

## Kindergarten

This represents an evaluation of your child's work over the course of the last grading period. Various classroom assessments were used during this reporting period to determine academic achievement at one of the following grade level expectations:

**Overall Skill and Concept Development reflected by:** 4 = Exceeds Standard 3 = At Standard 2 = Approaching Standard 1 = Not at Standard

/ = Not Evaluated

Y = Yes

\* = Addendum Attached

Half-points indicate partial success with more difficult content.

**Student:** [REDACTED]

**Grade:** K2

**Teacher:** JEFF ERICKSON

**School:** FROST ELEMENTARY

Period	1st	2nd	Period	1st	2nd
Days Absent	1	6	Days Tardy	0	0

### INTERDISCIPLINARY SKILLS AND ATTRIBUTES

Academic Thinking Skills and Strategies			Local and Global Citizenship Skills		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Questions critically and thinks creatively</i>	3	3	<i>Exhibits civic responsibility</i>	3	3
<i>Solves problems effectively</i>	3	3	<i>Maintains a local / global perspective</i>	3	3
Communication and Collaboration Skills			Personal Attributes		
<i>Offers ideas and makes contributions</i>	3	3	<i>Exhibits strong work ethic</i>	3	3
<i>Works well with others</i>	3	3	<i>Takes personal responsibility</i>	3	3
<i>Respects and values others</i>	3	3	<i>Demonstrates resiliency</i>	3	3

### INTERDISCIPLINARY CONTENT KNOWLEDGE

#### Literacy and Language

*Students write clearly and effectively in English for a variety of audiences and purposes and read, interpret, analyze and evaluate both literary and information texts. Students understand and apply commonly accepted rules and conventions of the English language.*

Writing			Reading		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Writing-Content</i>	3	3	<i>Reading-Phonemic Awareness</i>	2.5	2.5
<i>Writing-Organization</i>	2.5	2.5	<i>Reading-Phonics</i>	2	2.5
<i>Writing-Applied Spelling</i>	3	2.5	<i>Reading-Comprehension</i>	2	3

**Student:** [REDACTED]
**Grade Level:** K2  
**Teacher:** JEFF ERICKSON
**School:** FROST ELEMENTARY

### Mathematical and Scientific Reasoning

*Students develop thinking and application skills that enable them to understand and apply mathematical and scientific principles and concepts, solve problems, and reason and communicate both mathematically and scientifically.*

Mathematics			Science		
GRADING PERIOD			GRADING PERIOD		
	1st	2nd		1st	2nd
<i>Number and operations</i>	3.5	3	<i>Physical Science</i>	/	3
<i>Algebra</i>	3	3	<i>Life Science</i>	/	2.5
<i>Geometry/Measurement</i>	1.5	2.5	<i>Processes: Systems, Inquiry</i>		2.5

### Information and Communication Technology

*Students demonstrate information, communication, and media literacy and understand the relationship of technology to productivity and quality of life. Students present information for a variety of audiences and purposes using a range of information and communication technology tools*

GRADING PERIOD				
	1st	2nd		
<i>Applies technology skills</i>	3	3		
<i>Library (Effort)</i>	3	3		

### Social Studies

*Students understand U.S. and world geography, history, and current events in a global context; evaluate structure and function of economic and governmental systems in the U.S. and in the world. Each of these areas is studied through the specific content areas of sense of self, home and school life, local community, people and places.*

GRADING PERIOD				
	1st	2nd		
<i>Civics</i>	3	3		

### Culture and the Arts

*Students understand and apply the basic concepts of design, music, literature, art, dance and drama and communicate artistically.*

GRADING PERIOD				
	1st	2nd		
<i>Art: Demonstrates understanding of concepts and skills</i>	3	3		
<i>Music (Effort)</i>	3	3		

**Student:** [REDACTED]

**Grade Level:**

K2

**Teacher:** JEFF ERICKSON

**School:**

FROST ELEMENTARY

**Career Planning and Life Management**

*Students develop a future school and/or career plan and develop healthy habits that include physical fitness and emotional well being.*

**GRADING PERIOD**

**1st**

**2nd**

*Develop a future school and/or career plan*

/

Y

**Projects / Units Completed (First Grading Period)**

Library: Literature appreciation, book care & checkout, circulation procedures

Music : steady beat, singing melodies with others, start and stop. Beginning instrument play.

**Projects / Units Completed (Second Grading Period)**

Library: Literature appreciation, book care & checkout, circulation procedures

Music: Steady beat, singing simple songs, start stop, and group music room skills are a focus.



**Student:** [REDACTED]

**Grade Level:** K2

**Teacher:** JEFF ERICKSON

**School:** FROST ELEMENTARY

**Teacher Comments**

***First Grading Period***

I have had such a great pleasure getting to know [REDACTED] these past few months. He always has a big smile to greet the day and works hard on every task. I hope he keeps up the great work and I am positive he will do great things in the future.

***Second Grading Period***

Words cannot express how I feel about this little guy. I love every bone in his body. He is the hardest worker in the class and might have the biggest heart. He is polite, respectful, and a role model for his peers. I will miss him terribly and expect nothing but greatness from him. Thank you for all your hard work and have a wonderful summer.

**Supportive Program**

***YOUR CHILD IS IN A SUPPORTIVE PROGRAM IF ONE OF THESE AREAS IS MARKED:***

- ☐ SPECIAL EDUCATION
- ☐ SAFETY NET
- ☐ ENGLISH LANGUAGE LEARNER
- ☐ QUEST

Riverview Elementary  
New Student Parent Evaluation Form

Student Name



Grade 2

Dear Parents/Guardian:

To help us better meet the needs of your child, please complete this questionnaire carefully.

My Child:

- ☐ Has hearing problems.
- ☐ Has vision problems.
- ☐ Wears glasses for reading or seeing the board.
- ☐ Was prescribed glasses in the past, but doesn't wear them for school usually.
- ☐ Has had a professional vision exam from an optometrist or ophthalmologist within the last three years. (Note: This does not include visual screenings by a school nurse or at a family practitioner or pediatrician's office.)
- ☐ Has any health conditions or a 504 plan that impact the student's educational or transportation needs.
- ☐ Worked with a school counselor, school psychologist, or school social worker.
- ☐ Participated in LAP or Title I for reading or math.
- ☐ Received Special Education services – *your child has an IEP*
  - ☐ *Speech or language*
  - ☐ *Reading*
  - ☐ *Math*
  - ☐ *Written language*
  - ☐ *Behavior/social skills*
- ☐ *Was retained. He/she repeated \_\_\_\_\_ grade.*
- ☐ *Has been in a highly capable program.*

Is there anything else we should know that will help us select a teacher for your child or plan for your child?

*NONE*

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**CERTIFICATE (BINDER) OF PROPERTY INSURANCE**

This is to certify that [REDACTED] is insured for the coverage

Name of Policyholder(s)

and Provisions of a Deluxe Homeowner under H37-268-301485-40 for \$235,000  
(Type of policy) (Policy number) (Amount)

Subject to a deductible of \$2,000 for a period of one year from 02/25/2014 to 02/25/2015  
(Amount) Date Date

For property located at [REDACTED]

Hurricane Deductible (if applicable) \_\_\_\_\_ Wind/Hail (if applicable) \$2,000

Annual Premium \$839.00 PAID IN FULL NO

Replacement Cost Coverage ☐ Yes ☒ No

Endorsement Effective Date 02/25/2014

Expanded Replacement Cost ☐ Yes ☒ No

Functional Replacement ☐

Loss, if any, payable to the insured and the  
"Mortgagee/Loss Payee" Shown below as their  
interest may appear.

Mail address if different from property address.

MOVEMENT MORTGAGE LLC

Loan #: 1777571

Isaoa

As Their Interests May Appear

841 Seahawk Cir

Virginia Beach, VA 23452-7809

This certification or verification of insurance is not an insurance policy and does not amend, extend or alter the coverage afforded by the policies listed here. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate or verification of insurance may be issued or may pertain, the insurance afforded by the policies described herein is subject to all the terms, exclusions and conditions of such policies.

Billing Address:

LIBERTY MUTUAL

PO BOX 8400

DOVER NH 03821-8400

For mortgage company and loss payee  
inquiries call or write:

1-800-409-0733

PO BOX 29017

PHOENIX, AZ 85038

*Dexter R. Long*

Secretary

*David McJannet*

President

Dated: 02/26/2014 at: \_\_\_\_\_

*Stephen J. McAnnis*

Countersigned  
AUTHORIZED REPRESENTATIVE





# LAKE WASHINGTON SCHOOL DISTRICT #414

PO Box 97039, Redmond, WA 98073-9739

5

**Permanent Record Information** (to be transferred within district; copy only to be sent outside of district)

Student Name [REDACTED] Birth Date \_\_\_\_\_ Sex \_\_\_\_\_  
School entered from: \_\_\_\_\_ Records sent to: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____

**ATTENDANCE RECORD** (See student conference form for scholastic information)

Grade	School	Teacher's Name	Date Entered	Date Discharged	Days Present	Days Absent
K	Frost	Erickson	9.6.11	6.28.12	172	7
1	Frost	Planellas	9.5.12	6.19.13	169	11
2	Frost	MFK	9.3.13	3.4.14		

+



Attendance Information for the 2017 School Year

Advisor: ACummings

Student Name: [REDACTED] M.

[REDACTED] GRD:05 SCHOOL: 113 CALENDAR: 113 HM PHN: [REDACTED] 0  
PRC ENRL: 100 HM ROOM: P2 HMRM TCHR: DEdgbert ADVISOR: ACummings GUARDIAN: [REDACTED] WK PHN: [REDACTED]  
DATE 1 2 NTFD TYPE/REASON  
12/16/16 X N Absent Unex;  
01/03/17 X X N Absent Excused; Illness  
01/03/2017 COMMENT: fever/vomiting  
02/21/17 X X N Absent Excused; Illness  
02/21/2017 COMMENT: fever  
TOTAL [REDACTED] 2.00 DAYS EXCUSED; 1.00 DAYS UNEXCUSED; .00 DAYS OTHER; .00 PRDS TARDY;

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Attendance Information for the 2016 School Year

Advisor: CHelmke

Student Name: [REDACTED], [REDACTED] M. 0118200

GRD:04 SCHOOL: 113 CALENDAR: 113 HM PHN: [REDACTED] C [REDACTED]  
PRC ENRL: 100 HM ROOM: [REDACTED] HMRM TCHR: [REDACTED] ADVISOR: CHelmke GUARDIAN: De [REDACTED] WK PHN: [REDACTED]

ENTITY	ENTRY DATE	ENTRY CODE	SCHOOL	WTHDRWL DATE	WTHDRWL CODE	SCHL_YR	DELT ENT
--------	------------	------------	--------	--------------	--------------	---------	----------

113	03/03/2014	C	113				
-----	------------	---	-----	--	--	--	--

DATE	1	2
------	---	---

10/19/15	X	
----------	---	--

10/19/2015 COMMENT: vomiting

11/10/15	X	X
----------	---	---

11/10/2015 COMMENT: stomach/going to dr.

12/17/15	X	
----------	---	--

12/18/15	X	
----------	---	--

12/18/2015 COMMENT: stomach flu

01/08/16	X	
----------	---	--

05/06/16	X	X
----------	---	---

05/06/2016 COMMENT: ill per dad

06/16/16	X	X
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06/16/2016 COMMENT: stomach flu

TOTAL	[REDACTED]	[REDACTED]	5.00 DAYS EXCUSED;	.00 DAYS UNEXCUSED;	.00 DAYS OTHER;	1.00 PRDS TARDY;
			177.00 SCHOOL DAYS;	177.00 DAYS POSSIBLE;	172.00 DAYS PRESENT;	5.00 DAYS ABSENT



Attendance Information for the 2015 School Year

Advisor: RBeach

Student Name: [REDACTED], [REDACTED] M. 0118200

GRD:03 SCHOOL: 113 CALENDAR: 113 HM PHN: [REDACTED]  
PRC ENRL: 100 HM ROOM: P7 HMRM TCHR: JFODGE ADVISOR: RBeach GUARDIAN: [REDACTED] WK PHN:

ENTITY	ENTRY DATE	ENTRY CODE	SCHOOL	WTHDRWL DATE	WTHDRWL CODE	SCHL YR	DEFLT ENT
--------	------------	------------	--------	--------------	--------------	---------	-----------

113	03/03/2014	C	113				
-----	------------	---	-----	--	--	--	--

DATE	1	2
------	---	---

12/01/14	X	X
----------	---	---

12/01/2014 COMMENT: cold symptoms

12/02/14	X	X
----------	---	---

12/02/2014 COMMENT: cold symptoms

01/29/15	X	X
----------	---	---

03/30/15	X	X
----------	---	---

03/30/2015 COMMENT: cold symptoms

05/26/15	X	X
----------	---	---

05/26/2015 COMMENT: got bit by a dog in the ear/stitches

05/27/15	X	X
----------	---	---

05/27/2015 COMMENT: got bit by a dog in the ear/stitches

05/28/15	X	X
----------	---	---

05/28/2015 COMMENT: got bit by a dog in the ear/stitches

05/29/15	X	X
----------	---	---

05/29/2015 COMMENT: got bit by a dog in the ear/stitches

TOTAL [REDACTED] M.

7.00 DAYS EXCUSED;

1.00 DAYS UNEXCUSED;

.00 DAYS OTHER;

.00 PRDS TARDY;

175.00 SCHOOL DAYS;

175.00 DAYS POSSIBLE;

167.00 DAYS PRESENT;

8.00 DAYS ABSENT

NTFD TYPE/REASON

N Absent Excused; Illness

N Absent Excused; Illness

N Absent Unex;

N Absent Excused; Illness

N Absent Excused; Other Reason

N Absent Excused; Other Reason

N Absent Excused; Other Reason

N Absent Excused; Other Reason





Attendance Information for the 2014 School Year

██████████ M. GRD:02 SCHOOL: 113 CALENDAR: 113 HM PHN: ██████████ 0920499  
PRC ENRL: 100 HM ROOM: RV007 HMRM TCHR: JThoreson ADVISOR: JThoreson GUARDIAN: ██████████ WK PHN:  
DATE 1 2 NTFD TYPE/REASON  
04/01/14 X X N Absent Unex;  
05/23/14 X X N Absent Excused; Other Reason  
05/23/2014 COMMENT: family day  
05/30/14 X X N Absent Excused; Illness  
05/30/2014 COMMENT: stomachache  
TOTAL ██████████ 2.00 DAYS EXCUSED; 1.00 DAYS UNEXCUSED; .00 DAYS OTHER; .00 PRDS TARDY;

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# Snohomish School District

2016-17

Grade

**5**

Student: [REDACTED]

Teacher: Debra Edgbert

Principal: Tamera Jones

Date Printed: June 20, 2017

	S1	S2		Total
Present	83	87	Present	170
Absent	2	1	Absent	3
Tardy	0	0	Tardy	0

Tardies and absences affect performance

Academic Key for Common Core & District Standards		
4 - Consistently working at standards beyond grade level		
3 - Meeting semester grade level standard\$		
2 - Approaching semester grade level standards		
1 - Significantly below grade level standards		
N/A - Not assessed at this time		
Key for Demonstrates Effort		
4 - Exemplary Effort	2 - Inconsistent Effort	
3 - Consistent Effort	1 - Minimal Effort	
Receiving Support Services		
English Language Learner	Yes	Yes
LAP		
Title I		
Highly Capable		
Individualized Education Program		
English Language Arts		
S1 - Comments		
<b>English Language Arts</b> [REDACTED] has very good ideas that he is eager to share in writing. He has a good start for his narrative story that needs to be expanded to include description for his characters and setting. Punctuation and grammar need to be a focus as well. [REDACTED] consistently gets all spelling words correct on his tests. You can view his writing in his OneNote notebook in Office 365. [REDACTED] is showing growth in the understanding of both literary and informational text but needs to focus in these areas. He is working at speaking up during class discussions. He is a hard worker.		
S2 - Comments		
<b>English Language Arts</b> [REDACTED] has worked hard in reading and showed more than a year's growth in his latest STAR test. Continued practice will help him meet standard. He is writing narratives, informative essays and persuasive pieces but needs to concentrate on organizing his ideas.		

English Language Arts - Reading		
	S1	S2
<b>Foundational Skills</b>	3	3
<ul style="list-style-type: none"> <li>- Knows and applies grade-level word analysis skills in decoding words</li> <li>- Reads accurately and fluently to support comprehension</li> </ul>		
<b>Literary Text</b>	2	2
<ul style="list-style-type: none"> <li>- Accurately quotes from a text when drawing inferences</li> <li>- Understands the elements and structure of literature</li> <li>- Uses details from the text to determine a theme of a story, drama, or poem</li> <li>- Compares and contrasts two or more characters, settings, or events</li> </ul>		
<b>Informational Text</b>	2	2
<ul style="list-style-type: none"> <li>- Determines the main idea of a text and explains how it is supported by key details; summarizes the text</li> <li>- Accurately quotes to explain what the text says explicitly and what it implies</li> </ul>		
<b>Demonstrates Effort in Reading</b>	3	3
English Language Arts - Writing		
<b>Text Types and Purposes</b>	3	3
<ul style="list-style-type: none"> <li>- Writes to communicate ideas and information effectively, applying greater detail to their writing</li> <li>- Writes narratives, informative texts, and opinion pieces to examine a topic and convey ideas</li> </ul>		
<b>Production and Distribution</b>	3	2
<ul style="list-style-type: none"> <li>- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</li> <li>- Strengthens writing by planning, revising, editing, rewriting, and publishing</li> </ul>		
<b>Research to Build and Present Knowledge</b>	3	3
<ul style="list-style-type: none"> <li>- Conducts short research projects that use several sources to build knowledge through investigation of different aspects of a topic</li> <li>- Takes notes when gathering information from print/digital sources and personal experiences</li> <li>- Summarizes or paraphrases information in notes and provides a list of sources</li> </ul>		
<b>Language - Grammar and Conventions</b>	2	3
<ul style="list-style-type: none"> <li>- Demonstrates command of the grade-level conventions of standard English grammar and usage</li> <li>- Applies correct capitalization, punctuation, and spelling of grade-level words in written work</li> </ul>		
<b>Language - Vocabulary and Word Choice</b>	2	3
<ul style="list-style-type: none"> <li>- Acquires and uses grade-level vocabulary</li> </ul>		
<b>Demonstrates Effort in Writing</b>	3	3

English Language Arts - Listening / Speaking		
	<b>S1</b>	<b>S2</b>
<b>Comprehension and Collaboration</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Participates effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly</li> <li>- Summarizes a text read aloud or information presented in various formats</li> </ul>		
<b>Presentation of Knowledge and Ideas</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Presents information, including opinions, with appropriate facts and relevant descriptive details</li> <li>- Speaks clearly with appropriate pace, volume, and expression, giving attention to context and audience</li> </ul>		
<b>Demonstrates Effort in Listening / Speaking</b>	<b>3</b>	<b>3</b>
Physical Education		
<b>S1 PE Comments, if necessary:</b>		
<b>S2 PE Comments, if necessary:</b>		
<b>Physical Education</b>	<b>S1</b>	<b>S2</b>
<b>PE Performance Skills</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Displays age-appropriate movement, motor concepts, and manipulative skills</li> <li>- Exhibits age-appropriate understanding of physical fitness and health concepts</li> <li>- Demonstrates sportsmanship, participates fully, and works cooperatively in a safe manner</li> </ul>		
<b>Demonstrates Effort in PE</b>	<b>3</b>	<b>3</b>

Science/Social Studies/Art		
<b>S1 Science, SS, Art Comments, if necessary:</b>		
<b>Science / Social Studies / Art</b> is meeting standard in both science/technology and social studies. He is using technology in all content areas, is working on keyboarding, and participated in a day of code. He is completing all tasks with his group in Galleons. We will have more specific science instruction this semester with the FOSS science kits.		
<b>S2 Science, SS, Art Comments, if necessary:</b>		
<b>Science / Social Studies / Art</b> is meeting standard in both science and social studies.		
Science		
	<b>S1</b>	<b>S2</b>
<b>Science Skills</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Demonstrates an understanding of scientific content and concepts</li> <li>- Applies process skills in problem solving to develop and justify explanations</li> </ul>		
<b>Demonstrates Effort in Science</b>	<b>3</b>	<b>3</b>
Social Studies		
<b>Social Studies Skills</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Demonstrates an understanding of social studies content and concepts</li> <li>- Applies critical thinking to extend understanding of content and concepts</li> <li>- Applies map skills</li> </ul>		
<b>Demonstrates Effort in Social Studies</b>	<b>3</b>	<b>3</b>
Art		
<b>Art Performance Skills</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Demonstrates understanding of art elements and principles</li> </ul>		
<b>Demonstrates Effort in Art</b>	<b>3</b>	<b>3</b>

Student:



Music		
<b>S1 Music Comments, if necessary:</b>		
<b>S2 Music Comments, if necessary:</b>		
	<b>S1</b>	<b>S2</b>
<b>Music Performance Skills</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>- Demonstrates age-appropriate awareness of pitch and vocal performance</li> <li>- Exhibits age-appropriate awareness of beat and rhythmic performance</li> <li>- Shows an understanding of grade level music concepts, terminology, and proper instrument playing techniques</li> </ul>		
<b>Demonstrates Effort in Music</b>	<b>3</b>	<b>3</b>

Mathematics		
<b>S1 - Comments</b>		
<b>Mathematics</b> [REDACTED] has a great math mind and is working at standard in all areas.		
<b>S2 - Comments</b>		
<b>Mathematics</b> [REDACTED] is meeting standard in all areas of math. Keep up the great work!		
Mathematics		
	<b>S1</b>	<b>S2</b>
<b>Operations and Algebraic Thinking</b>	<b>3</b>	<b>3</b>
- Writes and interprets numerical expressions ( Eg: $(2+6)+4$ )		
<b>Number Sense and Operations in Base Ten</b>	<b>3</b>	<b>3</b>
- Understands place value in multi-digit whole numbers and decimals to the hundredths - Performs operations with multi-digit whole numbers and with decimals to the hundredths		
<b>Number and Operations - Fractions</b>	<b>3</b>	<b>3</b>
- Adds and subtracts fractions using equivalent fractions as a strategy - Multiplies and divides fractions		
<b>Measurement and Data</b>	<b>3</b>	<b>3</b>
- Converts like units within a given measurement system - Represents and interprets data (graphs) - Understands concepts of volume		
<b>Geometry</b>	<b>3</b>	<b>3</b>
- Graphs points on a coordinate plane to solve problems - Classifies two dimensional figures based on properties		
<b>Demonstrates Effort in Math</b>	<b>3</b>	<b>3</b>

Student: [REDACTED]

## Readiness to Learn

### S1 - Comments

#### Readiness to Learn

██████ is a consistently good worker in the class. He comes to school ready to learn and gets to work in an efficient and conscientious manner. His steady progress is due to his diligence. ██████ is a great team member who works very well with groups and partners.

### S2 - Comments:

#### Readiness to Learn

██████ continues to be a good worker in class and prides himself on his excellent math skills. He is continually pushing himself to know more. He works well with groups but needs to stay focused on the task at hand to maximize his learning.

### Key for Readiness to Learn

C = Consistently

U = Usually

I = Inconsistently

Readiness to Learn	S1	S2
<b>Learner Behaviors</b>	C	C
- Respects others' rights, feelings, and property		
- Accepts responsibility for own behavior		
- Exercises self-control		
- Follows directions		
<b>Work Habits</b>	C	C
- Organizes self and materials		
- Approaches challenges using a variety of strategies		
- Uses time effectively to produce quality work		
- Completes work assignments on-time		






Student: ██████████



# Snohomish School District

2014-15

Grade

3

Student: [REDACTED]

Teacher: Robert Beach

Principal: Tamera Jones

Date Printed: June 9, 2015

	S1	S2		Total
Present	85	79	Present	164
Absent	2	6	Absent	8
Tardy	0	0	Tardy	0

Tardies and absences affect performance

Academic Key for Common Core & District Standards			
4 - Consistently working at standards beyond grade level			
3 - Meeting semester grade level standards			
2 - Approaching semester grade level standards			
1 - Significantly below grade level standards			
N/A - Not assessed at this time			
Key for Demonstrates Effort			
4 - Exemplary Effort		2 - Inconsistent Effort	
3 - Consistent Effort		1 - Minimal Effort	
Receiving Support Services			
English Language Learner	Yes	Yes	
LAP			
Title I			
Highly Capable			
Individualized Education Program			
English Language Arts			
S1 - Comments			
<b>English Language Arts</b> The reading goal for Third Graders is to read a minimum of 100 minutes weekly outside of class. The Third Grade winter benchmark for reading fluency is 100 words per minute. [REDACTED] should work on his reading fluency and comprehension. He also needs to effectively edit and add details to writing.			
S2 - Comments			
<b>English Language Arts</b> [REDACTED] needs to continue to work on reading fluency and comprehension. He should continue reading daily throughout the summer.			
English Language Arts - Listening / Speaking			
	S1	S2	
Comprehension and Collaboration	3	2	
<ul style="list-style-type: none"><li>- Participates in discussions with partners and in groups</li><li>- Determines the main ideas and supporting details of text or information presented orally</li></ul>			
Presentation of Knowledge and Ideas	3	3	
<ul style="list-style-type: none"><li>- Presents information with appropriate facts and relevant descriptive details</li><li>- Speaks clearly with appropriate pace, volume, and expression</li></ul>			
Demonstrates Effort in Listening / Speaking	3	3	

English Language Arts - Reading		
	S1	S2
Foundational Skills	2	2
- Knows and applies grade-level phonics and word analysis skills in decoding words - Reads fluently and accurately to support comprehension		
Literary Text	2	2
- Recounts stories to include story elements - Compares and contrasts the themes, settings, and plots of stories - Asks and answers questions using evidence from the text		
Informational Text	2	2
- Determines the main idea of a text and recounts the key details - Compares and contrasts key details in two texts on the same topic - Uses text features and search tools (glossaries, table of contents, indexes) - Asks and answers questions using evidence from the text		
Demonstrates Effort in Reading	2	3
English Language Arts - Writing		
Text Types and Purposes	2	2
- Writes to communicate ideas and information effectively, applying greater detail to their writing - Writes narratives, informative texts, and opinion pieces		
Research to Build and Present Knowledge	3	3
- Conducts short research projects that build knowledge about a topic - Takes brief notes when gathering information from print, digital sources, and personal experiences		
Production and Distribution	3	2
- With guidance and support, strengthens writing by planning, revising, editing, and publishing writing		
Language - Grammar and Conventions	2	2
- Demonstrates command of the grade-level conventions of standard English grammar and usage - Applies correct capitalization, punctuation, and spelling of grade-level words in written work		
Language - Vocabulary and Word Choice	2	2
- Acquires and uses grade-level vocabulary		
Demonstrates Effort in Writing	3	3



Mathematics		
S1 - Comments		
<b>Mathematics</b> This semester we have worked on 3 digit addition and subtraction, multiplication/division, solving word problems, and we've started fractions. During second semester we will focus on fractions, geometry, measurement and data. [REDACTED] needs to work on fluently adding and subtracting within 1,000.		
S2 - Comments		
<b>Mathematics</b> [REDACTED] is mostly at grade level in math. He needs to work on solving word problems involving multiplication, division, addition and subtraction. He also needs to recognize and solve problems involving area and perimeter.		
Mathematics		
	S1	S2
Operations and Algebraic Thinking	3	3
- Uses the four operations with whole numbers to solve problems (+, -, x, ÷) - Represents and solves problems involving multiplication and division - Multiplies and divides whole numbers fluently and understands the relationship between multiplication and division		
Number Sense and Operations in Base Ten	2	3
- Uses place value understanding to perform multi-digit arithmetic - Adds and subtracts whole numbers fluently		
Number Sense and Operations - Fractions	3	3
- Demonstrates an understanding of fractions as numbers		
Measurement and Data	2	2
- Tells and writes time - Solves problems involving measurement, such as intervals of time, liquid volume, and mass - Represents and interprets data (graphs) - Demonstrates an understanding of area and perimeter		
Geometry	N/A	3
- Recognizes, composes, and partitions shapes		
Demonstrates Effort in Math	3	3

Science/Social Studies/Art		
S1 Science, SS, Art Comments, if necessary:		
<b>Science / Social Studies / Art</b> In third grade students will learn to read maps, learn about cultures in the United States and learn about First Nations of North America. In Science students will be studying new plants and the physics of sound.		
S2 Science, SS, Art Comments, if necessary:		
<b>Science / Social Studies / Art</b> [REDACTED] has been actively engaged in Science Social Studies and Art.		
Science		
	S1	S2
Science Skills	N/A	3
- Demonstrates an understanding of scientific content and concepts - Applies process skills in problem solving to develop and justify explanations		
Demonstrates Effort in Science	N/A	3
Social Studies		
Social Studies Skills	3	3
- Demonstrates an understanding of social studies content and concepts - Applies critical thinking to extend understanding of content and concepts		
Demonstrates Effort in Social Studies	3	3
Art		
Art Performance Skills	3	3
- Demonstrates understanding of art elements and principles		
Demonstrates Effort in Art	3	3

Student: [REDACTED]

Music		
<b>S1 Music Comments, if necessary:</b>		
<b>S2 Music Comments, if necessary:</b>		
	S1	S2
Music Performance Skills	3	3
<ul style="list-style-type: none"> <li>- Demonstrates age-appropriate awareness of pitch and vocal performance</li> <li>- Exhibits age-appropriate awareness of beat and rhythmic performance</li> <li>- Shows an understanding of grade level music concepts, terminology, and proper instrument playing techniques</li> </ul>		
Demonstrates Effort in Music	3	3
<b>Physical Education</b>		
<b>S1 PE Comments, if necessary:</b>		
<b>S2 PE Comments, if necessary:</b>		
	S1	S2
PE Performance Skills	3	3
<ul style="list-style-type: none"> <li>- Displays age-appropriate movement, motor concepts, and manipulative skills</li> <li>- Exhibits age-appropriate understanding of physical fitness and health concepts</li> <li>- Demonstrates sportsmanship, participates fully, and works cooperatively in a safe manner</li> </ul>		
Demonstrates Effort in PE	3	3

Student: XXXXXXXXXX

Readiness to Learn		
<b>S1 - Comments</b>		
<b>Readiness to Learn</b> <span style="background-color: black; color: black;">XXXXXXXXXX</span> works hard in class and is focused during instruction and independent work time. He has a positive attitude and is always willing to learn.		
<b>S2 - Comments:</b>		
<b>Readiness to Learn</b> <span style="background-color: black; color: black;">XXXXXXXXXX</span> has a positive and respectful attitude about learning. He is a good listener and he gets along with other students. He needs to learn how to ask questions if he does not understand something. It has been a pleasure to have <span style="background-color: black; color: black;">XXXXXXXXXX</span> in my class.		
<b>Key for Readiness to Learn</b>		
C = Consistently U = Usually I = Inconsistently		
	S1	S2
Leamer Behaviors	C	C
<ul style="list-style-type: none"> <li>- Respects others' rights, feelings, and property</li> <li>- Accepts responsibility for own behavior</li> <li>- Exercises self-control</li> <li>- Listens attentively</li> </ul>		
Work Habits	C	C
<ul style="list-style-type: none"> <li>- Organizes self and materials</li> <li>- Follows directions</li> <li>- Approaches challenges using a variety of strategies</li> <li>- Uses time effectively to produce quality work</li> </ul>		



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