

Student:  
Teacher:  
Principal:



| EFFORT                |         | ACADEMIC GROWTH FOR TRIMESTER STANDARDS |         |
|-----------------------|---------|---|---------|
| Exceeding Expectation | E (+/-) | Exceeds                                 | 4 (+/-) |
| Meeting Expectation   | M(+/-)  | Meets                                   | 3 (+/-) |
| Limited Progress      | L (+/-) | Approaching                             | 2 (+/-) |
| Not Assessed          | NA      | Minimal Progress                        | 1 (+/-) |
|                       |         | Not Assessed                            | NA      |
|                       |         | Modified Instruction (IEP)              | *       |

| INTERVENTION/SUPPORT |   |   |   |
|----------------------|---|---|---|
| Trimester            | 1 | 2 | 3 |
| ELA                  |   |   |   |
| Math                 |   |   |   |
| Behavior             |   |   |   |
| Other                |   |   |   |

| ATTENDANCE |   |   |   |
|------------|---|---|---|
| Trimester  | 1 | 2 | 3 |
| Absences   |   |   |   |
| Tardies    |   |   |   |

| ENGLISH LANGUAGE ARTS - READING   | T1 | T2 | T3 |
|---|----|----|----|
| <b>READING EFFORT</b>   |    |    |    |
| <b>Literature</b>   |    |    |    |
| <ul style="list-style-type: none"> <li>Summarizes, compares and contrasts texts with common themes using details and examples</li> <li>Draws inferences from text</li> <li>Understands elements of a text including theme, character, setting, events, and narrator's point of view</li> <li>Compares and contrasts stories, myths, poems, drama, and folklore from different cultures</li> <li>Makes connections between a story's text and its illustrations</li> </ul>   |    |    |    |
| <b>Informational Text</b>   |    |    |    |
| <ul style="list-style-type: none"> <li>Determines the main idea of a text, recounts key details and explains how they support the main idea</li> <li>Compares and contrasts the most important points and key details in two texts on the same topic</li> <li>Uses evidence from two texts to write, speak, and infer about the subject knowledgeably</li> <li>Determines meaning of words and phrases</li> <li>Distinguishes own point of view from that of narrator or character</li> <li>Uses and describes text features</li> </ul>   |    |    |    |
| <b>Foundational Skills</b>  |    |    |    |
| <ul style="list-style-type: none"> <li>Knows and applies grade-level phonics and word analysis skills when decoding words</li> <li>Reads accurately and fluently to support comprehension</li> </ul>  |    |    |    |
| ENGLISH LANGUAGE ARTS – WRITING   | T1 | T2 | T3 |
| <b>WRITING EFFORT</b>   |    |    |    |
| <b>Writing</b>  |    |    |    |
| <ul style="list-style-type: none"> <li>Writes to communicate ideas and information effectively</li> <li>Writes narratives, informative texts and opinion pieces</li> <li>Writes routinely for a range of purposes and audiences</li> <li>Strengthens writing as needed by planning, revising, and editing</li> <li>Uses technology to produce and publish writing</li> <li>Conducts short research projects that build knowledge about a topic</li> <li>Demonstrates command of grade-level English grammar</li> <li>Uses correct capitalization, punctuation, and spelling in written work</li> <li>Uses grade-level appropriate vocabulary</li> </ul> |    |    |    |
| ENGLISH LANGUAGE ARTS – SPEAKING AND LISTENING  | T1 | T2 | T3 |
| <b>SPEAKING AND LISTENING EFFORT</b>  |    |    |    |
| <b>Speaking and Listening</b>   |    |    |    |
| <ul style="list-style-type: none"> <li>Effectively engages in collaborative discussions</li> <li>Summarizes a text read aloud or presented in various formats</li> <li>Determines main ideas and supporting details of text read aloud or presented in diverse media</li> <li>Creates multimedia components and visual displays in presentations/projects</li> <li>Speaks clearly with appropriate pace, volume, and expression</li> </ul>  |    |    |    |

| ENGLISH LANGUAGE ARTS – LANGUAGE   | T1 | T2 | T3 |
|--|----|----|----|
| <b>LANGUAGE EFFORT</b>   |    |    |    |
| <b>Language</b>  |    |    |    |
| <ul style="list-style-type: none"> <li>Demonstrates command of grade-level English grammar and conventions</li> <li>Uses correct capitalization, punctuation, and spelling when writing</li> <li>Uses grade-appropriate vocabulary</li> <li>Applies correct spelling of grade-level words in written work</li> </ul> |    |    |    |

| MATHEMATICS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>MATHEMATICS EFFORT</b>  |    |    |    |
| <b>Math Practices</b>  | NA |    |    |
| <ul style="list-style-type: none"> <li>Makes sense of problems and perseveres in solving them.</li> <li>Reasons abstractly and quantitatively</li> <li>Constructs viable arguments and critiques the reasoning of others.</li> <li>Models with mathematics</li> <li>Uses appropriate tools strategically</li> <li>Attends to precision</li> <li>Looks for and makes use of structure</li> <li>Looks for and expresses regularity in repeated reasoning.</li> </ul> |    |    |    |
| <b>Operations and Algebraic Thinking</b>   |    |    |    |
| <ul style="list-style-type: none"> <li>Uses the four operations with whole numbers to solve problems (+, -, x, ÷)</li> <li>Generates and analyzes patterns</li> <li>Performs operations with multi-digit numbers</li> </ul>  |    |    |    |
| <b>Number Sense and Operations in Base Ten</b>   |    |    |    |
| <ul style="list-style-type: none"> <li>Demonstrates understanding of multi-digit place value</li> <li>Performs operations with multi-digit numbers</li> </ul>  |    |    |    |
| <b>Number Sense and Operations - Fractions</b>   |    |    |    |
| <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>  |    |    |    |
| <b>Measurement and Data</b>  |    |    |    |
| <ul style="list-style-type: none"> <li>Solves problems involving measurement, perimeter, area, and volume</li> <li>Represents and interprets data</li> </ul>   |    |    |    |
| <b>Geometry</b>  |    |    |    |
| <ul style="list-style-type: none"> <li>Draws and identifies lines and angles</li> <li>Classifies shapes by properties of lines and angles</li> </ul>   |    |    |    |

| <b>SOCIAL STUDIES</b>   | <b>T1</b> | <b>T2</b> | <b>T3</b> |
|---|-----------|-----------|-----------|
| <b>SOCIAL STUDIES EFFORT</b>  |           |           |           |
| <b>Social Studies – California History</b>  |           |           |           |
| Demonstrates an understanding of, and critical thinking to, content and concepts in:  |           |           |           |
| <ul style="list-style-type: none"> <li>• Civics/Government</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul>  |           |           |           |
| <b>SCIENCE</b>  | <b>T1</b> | <b>T2</b> | <b>T3</b> |
| <b>SCIENCE EFFORT</b>   |           |           |           |
| <b>Science</b>  |           |           |           |
| Engineering integrated throughout:  |           |           |           |
| <ul style="list-style-type: none"> <li>• Energy</li> <li>• Waves</li> <li>• Structure, Function, and Information Processing</li> <li>• Earth's Systems: Processes that shape the Earth</li> </ul> |           |           |           |
| <b>PHYSICAL EDUCATION/ART/MUSIC</b>   | <b>T1</b> | <b>T2</b> | <b>T3</b> |
| <b>PHYSICAL EDUCATION EFFORT</b>  |           |           |           |
| <b>ART EFFORT</b>   |           |           |           |
| <b>MUSIC EFFORT</b>   |           |           |           |

| <b>21<sup>ST</sup> CENTURY<br/>SUCCESSFUL PRACTICES</b> |    |
|---|----|
| Almost/Always   | A  |
| Sometimes   | S  |
| Rarely  | R  |
| Not Assessed  | NA |

| <b>21<sup>ST</sup> CENTURY SUCCESSFUL PRACTICES</b>  | <b>T1</b> | <b>T2</b> | <b>T3</b> |
|--|-----------|-----------|-----------|
| <b>Self-Directed Learner</b>   | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Exhibits a growth mindset</li> <li>• Actively engages in own learning and shows perseverance and grit</li> </ul>  |           |           |           |
| <b>Community Contributor</b>   | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Collaborates cooperatively and clearly communicates to produce an outcome</li> </ul>  |           |           |           |
| <b>Complex Thinker</b>   | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Demonstrates critical thinking and uses problem solving strategies</li> </ul>   |           |           |           |
| <b>Responsible Worker</b>  | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Organizes self, uses class time effectively and produces quality work</li> <li>• Stays focused and is able to resist distractions</li> <li>• Listens to and follows directions</li> </ul> |           |           |           |
| <b>Effective Communicator</b>  | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Communicates clearly and respectfully with students and adults</li> </ul>   |           |           |           |
| <b>Effective and Ethical User of Technology</b>  | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Demonstrates grade-appropriate technology skills ethically and effectively</li> </ul>   |           |           |           |
| <b>Global Citizen</b>  | <b>NA</b> |           |           |
| <ul style="list-style-type: none"> <li>• Demonstrates respect for and an openness to people, viewpoints, and opinions</li> </ul>   |           |           |           |

| <b>AT RISK FOR:</b>                      | <b>T1</b> | <b>T2</b> | <b>T3</b> |
|--|-----------|-----------|-----------|
| <b>Not Meeting Grade Level Standards</b> |           |           |           |
| <b>Retention</b>                         |           |           |           |

|                      |  |  |  |
|----------------------|--|--|--|
| <b>Student Name:</b> |  |  |  |
| <b>COMMENTS</b>      |  |  |  |
| <b>TRIMESTER 1</b>   |  |  |  |
|                      |  |  |  |
| <b>TRIMESTER 2</b>   |  |  |  |
|                      |  |  |  |
| <b>TRIMESTER 3</b>   |  |  |  |
|                      |  |  |  |

|   |
|---|
| <b>Parent/Teacher Conference Date:</b>        |
| <b>Grade Level Assigned Next School Year:</b> |

| <b>SPECIAL EDUCATION PROGRESS ON GOALS</b> |          |          |          |
|--|----------|----------|----------|
| <b>Trimester</b>                           | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>Date</b>                                |          |          |          |