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Student Name:

Student ID:

Grade:

Marking Period:

Printing Date:

ATTENDANCE	B1	B2	B3
Days absent	0	0	0
Days tardy	0	0	0

ENGLISH LEARNER	EL
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PROMOTION/RETENTION	B1	B2	B3
At risk of retention			
Grade recommendation			

INTERVENTION	B1	B2	B3
Reading Intervention			
Math Intervention			

KEY 1=Below Basic

2=Basic

3=Proficient

4= Advanced

Blank=Not Applicable/Not Yet Introduced

MATHEMATICS	B1	B2	B3
Operations and Algebraic Thinking			
Interpret a multiplication equation as a comparison			
Multiply or divide to solve word problems involving multiplicative comparison			
Solve multistep word problems posed with whole numbers			
Number and Operations in Base Ten			
Recognize that a digit is ten times greater than one place to the right			
Read and write multi-digit whole numbers			
Use place value to round multi-digit whole numbers to any place			
Fluently add and subtract multi-digit whole numbers			
Multiply a whole number of up to four digits by a one-digit whole number			
Solve problems involving multiplication of multi-digit numbers by two-digit numbers			
Find quotients and remainders with up to 4-digit dividends and 1-digit divisors			
Numer and Operations - Fractions			
Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$			
Compare two fractions with different numerators and different denominators			
Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$			
Add and subtract fractions by joining and separating parts of the same whole			
Decompose a fraction into a sum of fractions with the same denominator			
Add and subtract mixed numbers with like denominators			
Solve word problems involving addition and subtraction of fractions			
Multiply a fraction by a whole number			
Understand a fraction a/b as a multiple of $1/b$			
Use a/b as a multiple of $1/b$ to multiply a fraction by a whole number			
Solve word problems involving multiplication of a fraction by a whole number			
Build fractions from unit fractions by applying previous understandings of operations on whole num.			
Express equivalent fractions with denominators of 10 and 100			
Use decimal notation for fractions with denominators 10 or 100			
Compare two decimals to hundredths by reasoning about their size			
ENGLISH LANGUAGE ARTS	B1	B2	B3
Reading - Literature			
Refer to details and examples in a text when explaining the text			
Determine a theme of a story, drama, or poem; summarize the text			
Describe in depth a character, setting, or event in a story or drama			

ENGLISH LANGUAGE ARTS (Continued)	B1	B2	B3
Compare the point of view of narrations like first- and third-person			
Compare similar themes and topics in literature from different cultures			
Reading - Informational Text			
Refer to details and examples in a text when explaining what the text says			
Determine the main idea of a text and how it is supported; summarize the text			
Determine meanings of general academic and domain-specific words or phrases			
Describe the structure of events, ideas, concepts, or information in a text			
Compare a firsthand and secondhand account of the same event or topic			
Interpret information presented visually, orally, or quantitatively			
Explain how an author uses reasons and evidence to support particular points			
Reading - Foundational Skills			
Apply grade-level phonics and word analysis skills in decoding			
Fluency			
Read with accuracy and fluency to support comprehension			
Read on-level text with purpose and understanding			
Read prose and poetry orally with accuracy, appropriate rate, and expression			
Use context to confirm word recognition and understanding			
Writing			
Write opinion pieces on topics, supporting a point of view			
Introduce a topic clearly, state an opinion, and support the writer's purpose			
Provide reasons that are supported by facts and details	1		
Link opinion and reasons using words and phrases			
Provide a concluding statement related to the opinion presented	1		
Write informative/explanatory texts to convey ideas and information	2		
Introduce a topic and group related information in paragraphs and sections	1		
Develop the topic with facts, definitions, details, quotations, and examples	1		
Link ideas within categories of information using words and phrases	1		
Use precise language and domain-specific vocabulary about the topic	2		
Provide a concluding statement related to the information presented	1		
Production and Distribution of Writing			
Develop and organize writing appropriate to task, purpose, and audience	1		
Develop and strengthen writing by planning, revising, and editing	2		
Use technology to produce and publish writing and collaborate with other	2		
Research to Build and Present Knowledge			
Conduct short research projects that build knowledge through investigation			
Gather information; take notes and categorize information and list sources			
Draw evidence texts to support analysis, reflection, and research			
Speaking and Listening			
Engage effectively in a range of collaborative discussions	2		
Come to discussions prepared	2		
Follow agreed-upon rules	1		
Pose and respond to specific questions and make comments that contribute			
Review the key ideas and explain own ideas and understanding			
Paraphrase portions of a text read aloud or information from diverse media			
Identify the evidence a speaker provides to support points			
Tell a story, or an experience while speaking clearly at a good pace			
Plan and deliver a narrative presentation			
Language			
Demonstrate command English grammar when writing or speaking	2		

ENGLISH LANGUAGE ARTS (Continued)	B1	B2	B3
Form and use prepositional phrases			
Produce complete sentences, correcting fragments and run-ons			
Correctly use frequently confused words			
Form and use the progressive verb tenses.			
Demonstrate capitalization, punctuation, and spelling when writing			
Use commas and quotation marks for direct speech and quotations			
Spell grade-appropriate words correctly, consulting references as needed			
Knowledge of Language			
Choose words and phrases to convey ideas precisely			
Choose punctuation for effect			
Vocabulary Acquisition and Use			
Determine meanings of unknown and multiple-meaning words and phrases			
Use context as a clue to meanings of words or phrases			
Use common, grade-appropriate Greek and Latin affixes and roots as clues			
Understanding figurative language, word relationships, and nuances			
Explain the meaning of simple similes and metaphors			
Understand words by relating them to antonyms and synonyms			
SPANISH	B1	B2	B3
Foundational Skills - Phonics & Word Recognition			
Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas			
Reconocen los cambios necesarios en la pronunciación y ortografía cuando se añade un afixo a la palabra (ejemplo: lento, lentamente; rápido, rapidísimo).			
Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:			
Cuentan el número de sílabas.			
Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).			
Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).			
Determinan el sonido o la letra en que termina la palabra (vocal o consonante /r/ o /s/).			
Escriben el acento ortográfico si es necesario.			
Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.			
Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico de acuerdo con su significado en contexto (hacia/hacía, sabia/sabía, río/río).			
Leen palabras compuestas (abrelatas, anteojos, sacapuntas) y separan las dos palabras que las componen			
Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: Puedo correr. Debo dormir) o con la forma condicional del verbo (ejemplo: podría correr, desearía dormir).			
Identifican y emplean correctamente el copretérito o pretérito imperfecto (-ar: amaba; -er: comía; -ir: pedía) y el condicional (-ar, amaría; -er: comería; -ir: pediría).			
Identifican y emplean correctamente verbos regulares en el tiempo pretérito (ar - amó; er - comió; ir - escribió) o imperfecto (ar - amaba, er - comía, ir - escribía) y distinguen su uso.			
Usan correctamente palabras que frecuentemente se confunden (ejemplo: tubo/tuvo; sabia/savia; cocer/coser; echo/hecho).			
Identifican y emplean los verbos que terminan en -zar,- car y -gar, cambiando la a por la e y la z por c (analizar, analice), la c por qu (educar-eduque); y la g por gu (pagar-pague).			
Reconocen que se emplea el acento ortográfico en todas las palabras esdrújulas y sobreesdrújulas.			
Usan el acento diacrítico en interrogaciones, exclamaciones y para diferenciar los pronombres demostrativos de los determinativos.			

1 = Almost never 2 = Sometimes 3 = Frequently 4 = Almost always

CIVIC SKILLS AND BEHAVIORS	B1	B2	B3
PERSONAL RESPONSIBILITY			
Personally Responsible Behavior			
Makes responsible choices during free time			
Follows through on responsibilities such as class job			
Uses materials respectfully			
Shows impulse control			
Productive Work Habits			
Completes class and homework assignments			
Is organized (e.g. locates materials/items quickly and starts work)			
Participates in class and actively engages in the material			
Works independently with minimum teacher support by attempting to resolve questi			
Stays on task and shows best effort			
Caring for Others			
Voluntarily helps peers who require it (e.g. shares materials, etc.)			
Is concerned about the feelings of others (e.g. asks about a student who is upse			
Shows patience with younger children			
Caring for Group or Community			
Demonstrates concern for needs in the class or community.			
Is able to work on a project with a person who is different from him/her			
Is cooperative in group situations with peers			
Puts trash and recycling items in appropriate receptacles			
Is able to see the needs of the group as important as one's own (e.g. waits turn			
Considers effect of behavior/choices on the environment			
Does not single out or tease others based on characteristics (e.g. gender, race,			
Does not waste resources/materials			
Leadership			
Assumes leadership role in peer activities			
Is able to help make decisions that benefit the group			
Advocates for changes or improvements			
Makes choices to do what is right, even when peers make other choices			
Perspective Taking Skills			
Shows understanding for other people's feelings, ideas or actions			
Is able to interpret what peers are trying to do and understand their intentions			
Is aware of the effect of his/her behavior on others			
Critical Thinking Skills			
Is able to give reasons for his/her opinions			
Is able to separate facts from opinions			
Demonstrates problem solving skills (e.g. brainstorms multiple solutions to a pr			
Communication Skills			
Expresses needs and feelings in a constructive manner			
Listens to the ideas of others even if s/he disagrees with them			
Can succinctly present main idea or point			
Asks questions that extends what is being discussed			
Shows appropriate body language to demonstrate active listening (e.g. leans towa			
Confidently and clearly expresses her/his thoughts in front of a group			
Group Membership Skills			
Compromises with peers when situation calls for it			
Works with others to solve a problem			
Is willing to wait his/her turn			
Conflict Resolution Skills			

Student Name:

Grade Level:

1 = Almost never 2 = Sometimes 3 = Frequently 4 = Almost always

CIVIC SKILLS AND BEHAVIORS (Continued)	B1	B2	B3
Appropriately copes with aggression from others (e.g., tries to avoid a fight, w			
Expresses emotions appropriately (e.g. without becoming violent or shutting down			
Uses I messages or other respectful communication to resolve problems			
Tries to use own resources first and then seeks mediator if needed			

1. Parent Signature: _____ Date: _____

B1 Comments:

B2 Comments:

B3 Comments: