

# Stockton Unified School District REPORT TO PARENTS

Student:  
Year:

Teacher:  
School:

Grade: K

## EXPLANATION OF MARKS

| Grading Rubric for Common Core State Standards   |
|--|
| 4 Above Standard    2 Near Standard<br>3 At Standard        1 Below Standard<br>NA = Not Assessed at this time<br>AC = Area of Concern if applicable |
| White rows are <u>only</u> completed to indicate an area of concern (AC) for the student   |

| Habits of Success |                   |
|-------------------|-------------------|
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Foundational Skills</b> - Reads with sufficient accuracy and fluency to support comprehension         |    |    |    |
| Demonstrates mastery of phonological awareness   |    |    |    |
| Demonstrates mastery of consonant and short vowel sounds   |    |    |    |
| Demonstrates mastery of kindergarten high frequency words  |    |    |    |
| Demonstrates a basic knowledge of long vowels with silent e  |    |    |    |
| <b>Speaking/Listening</b>  |    |    |    |
| Speaks clearly and expresses thoughts, feelings, and ideas clearly                                       |    |    |    |
| Describes familiar people, places, things, and events  |    |    |    |
| Confirms understanding of text read aloud by asking and answering questions                              |    |    |    |
| Participates in conversations in small and large groups  |    |    |    |
| <b>Language</b>  |    |    |    |
| Prints many upper and lower case letters   |    |    |    |
| Demonstrates a command of the grade-level conventions  |    |    |    |
| <b>Reading</b> - With prompting and support demonstrates understanding of literary and non-fiction texts |    |    |    |
| Recognizes text types (story, poems, fantasy, realistic, etc.)   |    |    |    |
| Engages in group reading activities with purpose and understanding                                       |    |    |    |
| <b>Writing</b> - With guidance and support from adults   |    |    |    |
| Uses a combination of drawing, dictation, and writing, to compose opinion narrative and informative text |    |    |    |

| MATHEMATICS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Counting and Cardinality</b>                         |    |    |    |
| Counts to 100 by ones and tens                          |    |    |    |
| Writes numbers 0-20                                     |    |    |    |
| Represents numbers 0-20                                 |    |    |    |
| Counts to tell the number of objects                    |    |    |    |
| Compares numbers  |    |    |    |
| <b>Operations and Algebraic Thinking</b>                |    |    |    |
| Adds and subtracts with 10 using objects or drawings    |    |    |    |
| Fluently adds and subtracts within 5                    |    |    |    |
| <b>Number and Operations in Base 10</b>                 |    |    |    |
| Composes and decomposes number 11-19                    |    |    |    |
| <b>Measurement and Data</b>                             |    |    |    |
| Describes and compares the length and weight of objects |    |    |    |
| Classifies objects into given categories                |    |    |    |
| <b>Geometry</b>   |    |    |    |
| Analyzes, compares, creates, and composes shapes        |    |    |    |

| SOCIAL STUDIES                             | T1 | T2 | T3 |
|--|----|----|----|
| <b>Our County, Our Community, Our Time</b> |    |    |    |

| SCIENCE                          | T1 | T2 | T3 |
|----------------------------------|----|----|----|
| <b>Earth, Physical, and Life</b> |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| TECHNOLOGY  | T1 | T2 | T3 |
|---|----|----|----|
| <b>Technology</b>                                   |    |    |    |
| Digital Citizenship and Cyber Safety                |    |    |    |
| Demonstrates safe and cooperative use of technology |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 362-395 | 396-423 | 424-479 |
| Reading  |         |         |         |
| On Track Target                                    | 362-372 | 373-441 | 412-454 |
| Math   |         |         |         |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

# REPORT TO PARENTS (Cont.)

Student:  
Year:

Teacher:  
School:

Grade: K

## Teacher Comments

1<sup>st</sup> Trimester

Attendance – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

2<sup>nd</sup> Trimester

Attendance – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

3<sup>rd</sup> Trimester

Attendance – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ Grade for the 2023-2024 School Year

# Stockton Unified School District REPORT TO PARENTS

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 1**

## EXPLANATION OF MARKS

| Grading Rubric for Common Core State Standards   |                  |
|--|------------------|
| 4 Above Standard   | 2 Near Standard  |
| 3 At Standard  | 1 Below Standard |
| NA = Not Assessed at this time   |                  |
| AC = Area of Concern if applicable   |                  |
| White rows are <u>only</u> completed to indicate an area of concern (AC) for the student |                  |

| Habits of Success |                   |
|-------------------|-------------------|
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Foundational Skills</b> - Reads with sufficient accuracy and fluency to support comprehension |    |    |    |
| Demonstrates mastery of phonological awareness   |    |    |    |
| Demonstrates mastery of decoding words in isolation and in text                                  |    |    |    |
| Demonstrates mastery of grade level high frequency words   |    |    |    |
| Demonstrates a basic knowledge of syllables  |    |    |    |
| Demonstrates mastery of reading text with understanding  |    |    |    |
| <b>Speaking/Listening</b>  |    |    |    |
| Produces complete sentences  |    |    |    |
| Asks and answers questions about key details of information presented                            |    |    |    |
| Participates in conversations in small and large groups  |    |    |    |
| <b>Language</b>  |    |    |    |
| Demonstrates a command of the grade-level conventions  |    |    |    |
| Prints all upper- and lowercase letters  |    |    |    |
| Demonstrates understanding of word relationships and meanings                                    |    |    |    |
| Produces and expands complete sentences  |    |    |    |
| Spells untaught words phonetically   |    |    |    |
| <b>Reading</b> - Demonstrates understanding of literary and non-fiction texts                    |    |    |    |
| Retells familiar stories including key details   |    |    |    |
| Identifies the main topic and key details  |    |    |    |
| Asks and answers questions about text  |    |    |    |
| <b>Writing</b> - With guidance and support from adults   |    |    |    |
| Uses writing to state an opinion, supply a reason and closure                                    |    |    |    |
| Uses writing to name a topic and state facts with closure  |    |    |    |
| Writes to recount a sequence of events with details and closure                                  |    |    |    |

| MATHEMATICS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Operations and Algebraic Thinking</b>                          |    |    |    |
| Represents and solves problems involving addition and subtraction |    |    |    |
| Fluently adds and subtracts within 10                             |    |    |    |
| <b>Number and Operations in Base 10</b>                           |    |    |    |
| Counts, reads, and writes numbers to 120                          |    |    |    |
| Understands tens and ones   |    |    |    |
| Compares two-digit numbers  |    |    |    |
| Adds and subtracts within 100 using models or drawings            |    |    |    |
| Mentally identifies 10 more or 10 less than a given number        |    |    |    |
| <b>Measurement and Data</b>                                       |    |    |    |
| Measures and compares length                                      |    |    |    |
| Organizes, represents, and interprets data                        |    |    |    |
| <b>Geometry</b>   |    |    |    |
| Composes two-dimensional and three-dimensional shapes             |    |    |    |
| Divides circles and rectangles into halves and fourths            |    |    |    |

| SOCIAL STUDIES                              | T1 | T2 | T3 |
|---|----|----|----|
| <b>Citizenship, Culture and Our Country</b> |    |    |    |

| SCIENCE                          | T1 | T2 | T3 |
|----------------------------------|----|----|----|
| <b>Earth, Physical, and Life</b> |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| TECHNOLOGY  | T1 | T2 | T3 |
|---|----|----|----|
| <b>Technology</b>   |    |    |    |
| Digital Citizenship and Cyber Safety                                |    |    |    |
| Illustrates and communicates original ideas using digital resources |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 434-457 | 458-479 | 480-536 |
| Reading  |         |         |         |
| On Track Target                                    | 402-412 | 413-454 | 455-496 |
| Math   |         |         |         |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

**REPORT TO PARENTS (Cont.)**

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 1**

**Teacher Comments**

**1<sup>st</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**2<sup>nd</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**3<sup>rd</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ **Grade for the 2023-2024 School Year**

# Stockton Unified School District REPORT TO PARENTS

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 2**

## EXPLANATION OF MARKS

| Grading Rubric for Common Core State Standards   |
|--|
| 4 Above Standard    2 Near Standard<br>3 At Standard        1 Below Standard<br>NA = Not Assessed at this time<br>AC = Area of Concern if applicable |
| White rows are <i>only</i> completed to indicate an area of concern (AC) for the student   |

| Habits of Success |                   |
|-------------------|-------------------|
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Foundational Skills</b> - Reads with sufficient accuracy and fluency           |    |    |    |
| Words Per Minute Target = Fall-51 / Winter-72 / Spring-89                         |    |    |    |
| Demonstrates mastery of decoding words in isolation and in text                   |    |    |    |
| Demonstrates mastery of grade 2 high frequency words                              |    |    |    |
| <b>Speaking/Listening</b>   |    |    |    |
| Asks and answers questions about what a speaker says to deepen understanding      |    |    |    |
| Gives and follows three- and four-step oral directions                            |    |    |    |
| Participates in conversations in small and large groups                           |    |    |    |
| <b>Language</b>   |    |    |    |
| Demonstrates understanding of word relationships and meanings                     |    |    |    |
| Produces, speaks, expands, rearranges complete, simple, and compound sentences    |    |    |    |
| Demonstrates command of the conventions of standard English Prints legibly        |    |    |    |
| <b>Reading</b> - Demonstrating understanding of literary and non-fiction texts    |    |    |    |
| Acknowledge points of view of characters and retells the whole story with details |    |    |    |
| Identifies the main topic and retells key details                                 |    |    |    |
| Asks and answers questions about text   |    |    |    |
| Compares and contrasts two texts  |    |    |    |
| <b>Writing</b> - With guidance and support from adults                            |    |    |    |
| Uses writing to compose opinion pieces and narrative stories                      |    |    |    |
| Uses writing to compose information about a topic using facts                     |    |    |    |
| Revises and edits written work  |    |    |    |

| MATHEMATICS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Operations and Algebraic Thinking</b>                                 |    |    |    |
| Solves one- and two- step addition and subtraction word problems         |    |    |    |
| Fluently adds and subtracts within 20                                    |    |    |    |
| <b>Number and Operations in Base 10</b>                                  |    |    |    |
| Understands hundreds, tens, and ones                                     |    |    |    |
| Counts within 1,000 by 1's, 2's, 5's, 10's and 100's                     |    |    |    |
| Reads and writes numbers to 1000   |    |    |    |
| Fluently adds and subtracts within 100                                   |    |    |    |
| Solves addition and subtraction problems within 1,000                    |    |    |    |
| <b>Measurement and Data</b>  |    |    |    |
| Measures, compares, and estimates length                                 |    |    |    |
| Solves problems involving dollars, quarters, dimes, nickels, and pennies |    |    |    |
| <b>Geometry</b>  |    |    |    |
| Recognizes and draws shapes with specific attributes                     |    |    |    |
| Divide circles and rectangles into halves, thirds, and fourths           |    |    |    |

| SOCIAL STUDIES                      | T1 | T2 | T3 |
|-------------------------------------|----|----|----|
| <b>People Who Make a Difference</b> |    |    |    |

| SCIENCE                          | T1 | T2 | T3 |
|----------------------------------|----|----|----|
| <b>Earth, Physical, and Life</b> |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| TECHNOLOGY  | T1 | T2 | T3 |
|---|----|----|----|
| <b>Technology</b>   |    |    |    |
| Digital Citizenship and Cyber Safety  |    |    |    |
| Collaboratively uses a variety of technologies to produce a digital presentation or product |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 489-512 | 513-536 | 537-560 |
| Reading  |         |         |         |
| On Track Target                                    | 428-440 | 441-496 | 497-506 |
| Math   |         |         |         |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

# REPORT TO PARENTS (Cont.)

Student:  
Year:

Teacher:  
School:

Grade: 2

## Teacher Comments

### 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ Grade for the 2023-2024 School Year

# Stockton Unified School District REPORT TO PARENTS

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 3**

## EXPLANATION OF MARKS

| Grading Rubric for Common Core State Standards   |                  |
|--|------------------|
| 4 Above Standard   | 2 Near Standard  |
| 3 At Standard  | 1 Below Standard |
| NA = Not Assessed at this time   |                  |
| AC = Area of Concern if applicable   |                  |
| White rows are <i>only</i> completed to indicate an area of concern (AC) for the student |                  |

| Habits of Success |                   |
|-------------------|-------------------|
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Foundational Skills</b> - Reads with sufficient accuracy and fluency to support comprehension  |    |    |    |
| Words Per Minute Target = Fall-71 / Winter-92 / Spring-107  |    |    |    |
| Knows and applies grade-level phonics and word analysis skill in decoding words   |    |    |    |
| Demonstrates mastery of grade level high frequency words  |    |    |    |
| <b>Speaking/Listening</b>   |    |    |    |
| Presents information with appropriate facts and relevant details  |    |    |    |
| Expresses complete thoughts, feelings, and ideas clearly  |    |    |    |
| Participates in conversations in small and large groups   |    |    |    |
| <b>Language</b>   |    |    |    |
| Explains the function of nouns, pronouns, verbs, adjectives, and adverbs  |    |    |    |
| Produces simple, compound, and complex sentences  |    |    |    |
| Demonstrates command of the conventions of standard English (capitalization, punctuation, and spelling when writing, speaking, reading, or listening) |    |    |    |
| Acquires and uses grade-level appropriate vocabulary  |    |    |    |
| <b>Reading</b> - Demonstrates understanding of literary and non-fiction texts   |    |    |    |
| Determines the main idea of a text; recounts the key details and explains how they support the main idea within the narrative text                    |    |    |    |
| Asks and answers questions to clarify and comprehend informational text   |    |    |    |
| <b>Writing</b> - Producing clear and purposeful writing   |    |    |    |
| Writes to communicate ideas and information effectively   |    |    |    |
| Strengthens writing by planning, revising, and editing  |    |    |    |
| Cites evidence or relevant information from text  |    |    |    |
| Recalls information by taking brief notes and sorts evidence  |    |    |    |

| MATHEMATICS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Operations and Algebraic Thinking</b>                         |    |    |    |
| Fluently multiplies and divides within 100                       |    |    |    |
| Solves problems involving the four operations (+, -, x, ÷)       |    |    |    |
| Uses number patterns to simplify mathematics                     |    |    |    |
| <b>Number and Operations in Base 10</b>                          |    |    |    |
| Fluently adds and subtracts within 1,000                         |    |    |    |
| <b>Number and Operations - Fractions</b>                         |    |    |    |
| Understands and represents unit fractions on the number line     |    |    |    |
| Explains equivalent fractions ( $\frac{1}{2} = \frac{2}{4}$ )    |    |    |    |
| <b>Measurement and Data</b>                                      |    |    |    |
| Understands and solves problems involving area, mass, and volume |    |    |    |
| Solves real-world math problems involving perimeter              |    |    |    |
| <b>Geometry</b>  |    |    |    |
| Divides shapes into equal parts with areas                       |    |    |    |

| SOCIAL STUDIES               | T1 | T2 | T3 |
|------------------------------|----|----|----|
| <b>Continuity and Change</b> |    |    |    |

| SCIENCE                          | T1 | T2 | T3 |
|----------------------------------|----|----|----|
| <b>Earth, Physical, and Life</b> |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| TECHNOLOGY  | T1 | T2 | T3 |
|---|----|----|----|
| <b>Technology</b>   |    |    |    |
| Digital Citizenship and Cyber Safety  |    |    |    |
| Finds and evaluates information about a current or historical person or event using digital resources |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 511-544 | 545-560 | 561-602 |
| Reading  |         |         |         |
| On Track Target                                    | 449-463 | 464-506 | 507-516 |
| Math   |         |         |         |

# REPORT TO PARENTS (Cont.)

Student:  
Year:

Teacher:  
School:

Grade: 3

## Teacher Comments

### 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ Grade for the 2023-2024 School Year



# Stockton Unified School District REPORT TO PARENTS

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 4**

## EXPLANATION OF MARKS

|  |
|--|
| Grading Rubric for Common Core State Standards   |
| 4 Above Standard    2 Near Standard<br>3 At Standard        1 Below Standard<br>NA = Not Assessed at this time<br>AC = Area of Concern if applicable |
| White rows are <i>only</i> completed to indicate an area of concern (AC) for the student   |

|                   |                   |
|-------------------|-------------------|
| Habits of Success |                   |
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Foundational Skills</b> - Reads with sufficient accuracy and fluency to support comprehension |    |    |    |
| Words Per Minute Target = Fall-94 / Winter-112 / Spring-123                                      |    |    |    |
| Knows and applies grade-level phonics and word analysis skill in decoding words                  |    |    |    |
| <b>Speaking/Listening</b>  |    |    |    |
| Comes prepared to engage in collaborative conversations  |    |    |    |
| Adds audio recordings and visual displays to presentations                                       |    |    |    |
| Presents information with appropriate facts and relevant details                                 |    |    |    |
| Expresses complete thoughts, feelings, and ideas clearly   |    |    |    |
| <b>Language</b>  |    |    |    |
| Uses language conventions when writing, speaking, reading, or listening                          |    |    |    |
| Demonstrates understanding of word relationships and meanings                                    |    |    |    |
| <b>Reading</b> - Demonstrates understanding of literary and non-fiction texts                    |    |    |    |
| Refers to details in the text to explain the main idea and draw inferences                       |    |    |    |
| Determines theme and describes character, setting, or event                                      |    |    |    |
| <b>Writing</b> - Produces clear and purposeful writing   |    |    |    |
| Strengthens writing by planning, revising, editing and rewriting                                 |    |    |    |
| Cites evidence or relevant information from text   |    |    |    |
| Recalls information by taking brief notes and sorts evidence                                     |    |    |    |
| Demonstrates command of keyboarding skills to type one page in a single sitting                  |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 557-578 | 579-602 | 603-629 |
| Reading  |         |         |         |
| On Track Target                                    | 465-481 | 482-516 | 517-526 |
| Math   |         |         |         |

| MATHEMATICS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Operations and Algebraic Thinking</b>  |    |    |    |
| Uses the four operations ( +, -, x, ÷ ) with whole numbers to solve problems by using drawings and/or equations |    |    |    |
| Understands factors and multiples   |    |    |    |
| <b>Number and Operations in Base 10</b>   |    |    |    |
| Fluently adds and subtracts multi-digit numbers   |    |    |    |
| Multiplies and divides four digits by a one-digit number  |    |    |    |
| Multiplies two two-digit numbers  |    |    |    |
| <b>Number and Operations - Fractions</b>  |    |    |    |
| Models equivalent fractions and compares fractions with unlike denominators                                     |    |    |    |
| Adds and subtracts fractions with like denominators   |    |    |    |
| Uses models and equations to multiply fraction by a whole number  |    |    |    |
| Understands a decimal notation for fractions and compares decimals  |    |    |    |
| <b>Measurement and Data</b>   |    |    |    |
| Solves problems involving measurements and conversions of units   |    |    |    |
| Understands the concepts and can measure angles   |    |    |    |
| <b>Geometry</b>   |    |    |    |
| Draws and identifies line and angles  |    |    |    |
| Classifies shapes by properties of their lines and angles   |    |    |    |

| SOCIAL STUDIES            | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>California History</b> |    |    |    |

| SCIENCE                          | T1 | T2 | T3 |
|----------------------------------|----|----|----|
| <b>Earth, Physical, and Life</b> |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| TECHNOLOGY  | T1 | T2 | T3 |
|---|----|----|----|
| <b>Technology</b>                                       |    |    |    |
| Digital Citizenship and Cyber Safety                    |    |    |    |
| Produces a media-rich digital story about a local event |    |    |    |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

# REPORT TO PARENTS (Cont.)

Student:  
Year:

Teacher:  
School:

Grade: 4

**Teacher Comments**

**1<sup>st</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**2<sup>nd</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**3<sup>rd</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ Grade for the 2023-2024 School Year

# Stockton Unified School District REPORT TO PARENTS

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 5**

## EXPLANATION OF MARKS

| Grading Rubric for Common Core State Standards   |
|--|
| 4 Above Standard    2 Near Standard<br>3 At Standard        1 Below Standard<br>NA = Not Assessed at this time<br>AC = Area of Concern if applicable<br>White rows are <u>only</u> completed to indicate an area of concern (AC) for the student |

| Habits of Success |                   |
|-------------------|-------------------|
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Foundational Skills</b> - Reads with sufficient accuracy and fluency to support comprehension |    |    |    |
| Words Per Minute Target = Fall-110 / Winter-127 / Spring-139                                     |    |    |    |
| Knows and applies grade-level phonics and word analysis skill in decoding words                  |    |    |    |
| <b>Speaking/Listening</b>  |    |    |    |
| Comes prepared to engage in collaborative conversations  |    |    |    |
| Summarizes text read aloud or information presented  |    |    |    |
| Adds audio recordings and visual displays to presentations                                       |    |    |    |
| Presents information with appropriate facts and relevant details                                 |    |    |    |
| Expresses complete thoughts, feelings, and ideas clearly   |    |    |    |
| <b>Language</b>  |    |    |    |
| Uses language conventions when writing, speaking, reading, or listening                          |    |    |    |
| Demonstrates understanding of word relationships and meanings                                    |    |    |    |
| <b>Reading</b> - Demonstrates understanding of literary and non-fiction texts                    |    |    |    |
| Refers to details in the text to explain the main idea and draw inferences                       |    |    |    |
| Determines theme and summarizes text   |    |    |    |
| Compares and contrasts settings or events  |    |    |    |
| <b>Writing</b> - Produces clear and purposeful writing   |    |    |    |
| Strengthens writing by planning, revising, editing, and rewriting                                |    |    |    |
| Cites evidence or relevant information from text   |    |    |    |
| Recall information by taking brief notes and sorts evidence                                      |    |    |    |
| Demonstrates command of keyboarding skills to type two pages in a single sitting                 |    |    |    |

| MATHEMATICS  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Operations and Algebraic Thinking</b>   |    |    |    |
| Understands and writes numerical expressions   |    |    |    |
| <b>Number and Operations in Base 10</b>  |    |    |    |
| Fluently multiplies multi-digit whole numbers  |    |    |    |
| Reads, writes, compares and rounds decimals to the thousandths   |    |    |    |
| Uses models to perform operations with decimals to the hundredths  |    |    |    |
| <b>Number and Operations - Fractions</b>   |    |    |    |
| Uses equivalent fractions to add and subtract fractions with unlike denominators                                       |    |    |    |
| Uses models or equations to solve real world problems involving addition, subtraction, and multiplication of fractions |    |    |    |
| Uses models or equations to solve real world problems involving division of unit fractions and non-zero whole numbers  |    |    |    |
| <b>Measurement and Data</b>  |    |    |    |
| Converts like measurements   |    |    |    |
| Understands the concept of volume as it relates to multiplication and addition   |    |    |    |
| <b>Geometry</b>  |    |    |    |
| Graphs points on the coordinate plane to solve real world problems   |    |    |    |
| Classifies two-dimensional figures into categories   |    |    |    |

| SOCIAL STUDIES   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Exploration, Expansion, and the American Revolution</b> |    |    |    |

| SCIENCE                          | T1 | T2 | T3 |
|----------------------------------|----|----|----|
| <b>Earth, Physical, and Life</b> |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| TECHNOLOGY  | T1 | T2 | T3 |
|---|----|----|----|
| <b>Technology</b>   |    |    |    |
| Digital Citizenship and Cyber Safety  |    |    |    |
| Designs and manages individual or group learning projects using digital planning tools with teacher support |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 581-608 | 609-629 | 630-640 |
| Reading  |         |         |         |
| On Track Target                                    | 480-497 | 498-526 | 527-540 |
| Math   |         |         |         |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

**REPORT TO PARENTS (Cont.)**

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 5**

**Teacher Comments**

**1<sup>st</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**2<sup>nd</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**3<sup>rd</sup> Trimester**

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ **Grade for the 2023-2024 School Year**

# Stockton Unified School District REPORT TO PARENTS

**Student:**  
**Year:**

**Teacher:**  
**School:**

**Grade: 6**

## EXPLANATION OF MARKS

| Grading Rubric for Common Core State Standards   |                  |
|--|------------------|
| 4 Above Standard   | 2 Near Standard  |
| 3 At Standard  | 1 Below Standard |
| NA = Not Assessed at this time   |                  |
| AC = Area of Concern if applicable   |                  |
| White rows are <u>only</u> completed to indicate an area of concern (AC) for the student |                  |

| Habits of Success |                   |
|-------------------|-------------------|
| O                 | Outstanding       |
| S                 | Satisfactory      |
| N                 | Needs Improvement |

| ENGLISH LANGUAGE ARTS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Listening/Speaking</b>   |    |    |    |
| Comes prepared to engage in collaborative conversations                       |    |    |    |
| Interprets information presented in diverse media and formats                 |    |    |    |
| Plans and delivers an informative/explanatory presentation                    |    |    |    |
| Includes multimedia components and visual displays to presentations           |    |    |    |
| <b>Language</b>   |    |    |    |
| Uses language conventions when writing, speaking, reading, or listening       |    |    |    |
| Demonstrates understanding of word relationships and meanings                 |    |    |    |
| <b>Reading - Demonstrates understanding of literary and non-fiction texts</b> |    |    |    |
| Cites textual evidence to summarize or draw inferences from text              |    |    |    |
| Determines theme, plot, and central idea of a text                            |    |    |    |
| Describes how characters change or responds to the plot                       |    |    |    |
| Defines and evaluates the argument and specific claims in a text              |    |    |    |
| <b>Writing - Produces clear and purposeful writing</b>                        |    |    |    |
| Strengthens writing by planning, revising, editing, or rewriting approach     |    |    |    |
| Gathers relevant information, states thesis and cites evidence from sources   |    |    |    |
| Uses technology to produce and publish writing or short research projects     |    |    |    |
| Writes for a range of discipline-specific tasks, purposes, and audiences      |    |    |    |
| Demonstrates keyboarding skills to type three pages in a single sitting       |    |    |    |

| MATHEMATICS   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Ratios and Proportional Relationships</b>                                |    |    |    |
| Uses ratio and rate reasoning to solve real-world problems                  |    |    |    |
| <b>The Number System</b>  |    |    |    |
| Solves problems involving divisions of fractions                            |    |    |    |
| Fluently adds, subtracts, multiplies, and divide multi-digit decimals       |    |    |    |
| Uses positive and negative numbers to represent real-world quantities       |    |    |    |
| Solve real-world problems by graphing points on the coordinate plane        |    |    |    |
| <b>Expressions and Equations</b>  |    |    |    |
| Writes and evaluates expressions with exponents                             |    |    |    |
| Reads, writes, and evaluates expressions in which letters stand for numbers |    |    |    |
| Identifies and generates equivalent expressions                             |    |    |    |
| Solves one-variable equations and inequalities                              |    |    |    |
| Analyzes the relationship between dependent and independent variables       |    |    |    |
| <b>Geometry</b>   |    |    |    |
| Solves real-world problems involving area, surface area, and volume         |    |    |    |
| <b>Statistics and Probability</b>   |    |    |    |
| Summarizes and describes the distribution of data sets                      |    |    |    |

| SOCIAL STUDIES               | T1 | T2 | T3 |
|------------------------------|----|----|----|
| <b>Ancient Civilizations</b> |    |    |    |

| SCIENCE  | T1 | T2 | T3 |
|----------|----|----|----|
| Earth    |    |    |    |
| Life     |    |    |    |
| Physical |    |    |    |

| VISUAL AND PERFORMING ARTS                   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Dance, Music, Theatre, and Visual Art</b> |    |    |    |

| PHYSICAL EDUCATION        | T1 | T2 | T3 |
|---------------------------|----|----|----|
| <b>Physical Education</b> |    |    |    |

| ENGLISH LANGUAGE DEVELOPMENT  | T1 | T2 | T3 |
|---|----|----|----|
| ELPAC Level: Beginning Stage (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) Well Developed (Level 4) |    |    |    |
| <b>Emerging = 1, Expanding = 2-3, Bridging = 4</b>  |    |    |    |
| Listening   |    |    |    |
| Speaking  |    |    |    |
| Reading   |    |    |    |
| Writing   |    |    |    |

| i-Ready SCORES (on track grade level target range) |         |         |         |
|--|---------|---------|---------|
|  | Fall    | Winter  | Spring  |
| On Track Target                                    | 598-615 | 616-640 | 641-653 |
| Reading  |         |         |         |
| On Track Target                                    | 495-513 | 514-540 | 541-564 |
| Math   |         |         |         |

| TECHNOLOGY   | T1 | T2 | T3 |
|--|----|----|----|
| <b>Technology</b>  |    |    |    |
| Digital Citizenship and Cyber Safety   |    |    |    |
| Evaluates digital resources to determine credibility, timeliness, and accuracy |    |    |    |

| HABITS OF SUCCESS                                       | T1 | T2 | T3 |
|---|----|----|----|
| Works independently and asks for help when needed       |    |    |    |
| Works/shares/plays respectfully and cooperatively       |    |    |    |
| Exercises self-control and follows rules and directions |    |    |    |
| Demonstrates organizational skills                      |    |    |    |
| Actively participates in learning                       |    |    |    |
| Completes classwork                                     |    |    |    |

# REPORT TO PARENTS (Cont.)

Student:  
Year:

Teacher:  
School:

Grade: 6

## Teacher Comments

### 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_ Grade for the 2023-2024 School Year