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Name:	
Student ID:	
School:	
Teacher:	
Principal:	
Year:	

Cambrian School District Grade 1 Report Card California Content Standards



Reporting Periods
T1 = 1st Trimester
Days Tardy
T2 = 2nd Trimester
Days Absent
T3 = 2nd Trimester

	ter	Days Tardy					
T2 = 2nd Trimes		Days Absent					
T3 = 3rd Trimes		Days Independent Study					
	eport Card is a tool for the Cambrian School District (CSD) to commu neeting the expectations outlined in these standards, they will be we						
	, please see the online CSD Report Card Family Guide.	ili prepared for zha grade. For defalled i	i ilomianon about	The proficiency	levels for each		
Key Terms	Descriptions						
Proficiency	Proficiency Level Indicators are used to report where students are in	n meeting the end-of-vegr expectations	s All students rece	ive proficiency i	ndicators for		
	the standards identified on the Grade 1 Report Card. English Learne						
Indicators	related to the CA ELD Standards.			-			
Standards	Standard statements identify what students should know and be at				subject and		
Dan and Onced	English Language Development can be viewed at the California De	partment of Education website at http://	//www.cae.ca.gov/	De/ST/SS/.			
Report Card Family Guide	The CSD Report Card Family Guide provides an overview of each co	ontent area subject and describes profi	ciency indicators t	for the selected	standards.		
,	evel Indicators for Content Standards						
	/ Level Indicators for Content Standards Student demonstrates a thorough and in-depth understanding of current grade level						
4	Exceeds current standard	standard.	ini dopin dildoron	arianig or carror	ii grado lovoi		
3	Meets current standard	Student consistently demonstrates mo	astery of standard.				
2	Approaching standard	Student shows some understanding o	f the standard and	d is attempting to	o consistently		
		meet the standard.					
	Not yet approaching standard	Student needs more practice in under	standing the stand	dard.			
	Standard not assessed this grading period						
	evel Indicators for Successful Learner Behaviors						
Proficient	Consistently meets behavior standard.						
Developing	Sometimes meets behavior standard.						
<u> </u>	Rarely meets behavior standard.						
Cambrian	Successful Learner Behaviors		Tl	T2	T3		
Demonstrates I	best effort (Perseverance)						
Demonstrates	creative thinking and problem solving (Innovator & Problem Solver)						
Demonstrates:	self-control (Communicator)						
Displays a grov	vth mindset when encountering challenges (Perseverance)						
Follows classro	om behavior expectations (Collaborator)						
Follows school	behavior expectations (Collaborator)						
Manages time	effectively to complete classwork (Problem Solver)						
	and materials (Problem Solver)						
Shows respect	for self, others, and property, "Follows the group plan" (Collaborator)	•					
	gy responsibly to learn, create, and participate. (Innovator & Problem						
Uses technolog	gy to create and curate digital resources and digital work products. (
Uses technolog	gy to create and curate digital resources and digital work products. (tively (Collaborator)						
Uses technolog Works coopera Works indepen	gy to create and curate digital resources and digital work products. (t tively (Collaborator) dently (Innovator & Problem Solver)						
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History/So	cial Studies			TI	T2	Т3	
-	petween life now and life in the past						
Demonstrates features	map skills by describing the location of p	eople, places, and environn	nents and locating geographic				
Understands th	ne role of government, rights, and respon	sibilities					
Understands h	ow heroic figures contribute and make a	difference					
Visual & Pe	erformance Arts			Tl	T2	T3	
Music: Creative	engagement						
Art: Creative er	ngagement						
Physical Ed	ducation			Tl	T2	Т3	
Participation							
Gross Motor Sk	ills						
Teacher's (Comments						
1st Trimeste	r						
2nd Trimeste	er -						
3rd Trimeste	r						
	*** ENGLISH LAN	GUAGE DEVELOPM	1ENT (applies to English Lea	ırners onlv) **	**		
Proficiency L	evel Indicators for English Langue						
Well Developed	Students at this level have well developed English skills for the domain. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.						
Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropric to their age and grade level.							
Beginning to D	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.						
		Not assessed this period					
	juage Development Standards			T1	T2	T3	
	discussions in all settings by taking turns		·				
•	pinion to persuade and negotiate using	·					
and paraphras							
	s, experiences and key details from a vai	· · ·	l multimedia				
	nd applies how writers and speakers use						
	plies basic literacy skills in reading and w guage Proficiency Assessments fo	-					
	<u> </u>		Overall	EL DAOL evel De		Met Progress	
Test Date	Oral	Written	Overall	4 Well developed		by increasing	
				3 Moderately developed		one level from prior year.	
				2 Somewhat developed			
				1 Beginning stage			