


Name:		Cambrian School District Grade 1 Report Card California Content Standards				
Student ID:						
School:						
Teacher:						
Principal:						
Year:						
Reporting Periods			Attendance	T1	T2	T3
T1 = 1st Trimester		Days Tardy				
T2 = 2nd Trimester		Days Absent				
T3 = 3rd Trimester		Days Independent Study				
The Grade 1 Report Card is a tool for the Cambrian School District (CSD) to communicate with you regarding your child’s progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, they will be well prepared for 2nd grade. For detailed information about the proficiency levels for each standard listed, please see the online CSD Report Card Family Guide.						
Key Terms		Descriptions				
Proficiency Level Indicators		Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 1 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.				
Standards		Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ .				
Report Card Family Guide		The CSD Report Card Family Guide provides an overview of each content area subject and describes proficiency indicators for the selected standards.				
Proficiency Level Indicators for Content Standards						
4	Exceeds current standard		Student demonstrates a thorough and in-depth understanding of current grade level standard.			
3	Meets current standard		Student consistently demonstrates mastery of standard.			
2	Approaching standard		Student shows some understanding of the standard and is attempting to consistently meet the standard.			
1	Not yet approaching standard		Student needs more practice in understanding the standard.			
/	Standard not assessed this grading period					
Proficiency Level Indicators for Successful Learner Behaviors						
Proficient	Consistently meets behavior standard.					
Developing	Sometimes meets behavior standard.					
Emerging	Rarely meets behavior standard.					
Cambrian Successful Learner Behaviors				T1	T2	T3
Demonstrates best effort (Perseverance)						
Demonstrates creative thinking and problem solving (Innovator & Problem Solver)						
Demonstrates self-control (Communicator)						
Displays a growth mindset when encountering challenges (Perseverance)						
Follows classroom behavior expectations (Collaborator)						
Follows school behavior expectations (Collaborator)						
Manages time effectively to complete classwork (Problem Solver)						
Organizes work and materials (Problem Solver)						
Shows respect for self, others, and property, “Follows the group plan” (Collaborator)						
Uses technology responsibly to learn, create, and participate. (Innovator & Problem Solver)						
Uses technology to create and curate digital resources and digital work products. (Communicator)						
Works cooperatively (Collaborator)						
Works independently (Innovator & Problem Solver)						
English Language Arts				T1	T2	T3
Reading						
Recounts stories and identifies the central message; identifies the main topic in informational texts						
Reads accurately and comprehends grade level texts						
Uses grade level phonics and word analysis skills						
Writing						
Writes narratives about events in the correct order; includes details, and provides a sense of closure						
Writes informative/explanatory pieces; introduces the topic, supplies facts to develop points, and provides a sense of closure						
Writes opinion pieces; introduces a topic,states an opinion supported by reasons, and provides a concluding statement						
Uses grade level writing conventions for capitalization, punctuation, and spelling						
Fine motor						
Speaking and Listening						
Participates in discussions, asks and answers questions about topics and texts (Communicator & Collaborator)						
Mathematics				T1	T2	T3
Mathematical Learning Behaviors						
Reasons about problems, explains thinking, and considers thinking of others (Problem Solver)						
Mathematical Skills						
Adds and subtracts within 20 using various strategies						
Counts, reads, writes and represents 120						
Composes, decomposes, and compares two digit numbers by tens and ones						
Adds within 100 using the understanding of tens and ones; mentally finds 10 more or 10 less than a two-digit number						
Orders and compares objects; measures lengths using repeating units						
Tells and writes time to the hour and half-hour						
Uses tables, picture graphs and bar graphs to show and understand data						
Uses the attribute understanding to build, draw, compose and decompose 2D and 3D shapes						
Science and Engineering				T1	T2	T3
Physical Science: Sound and Light						
Earth Science: Changes in the Sky						
Life Science: Plants and Animals						
Engineering: designs or builds a device that solves a specific problem (Innovator)						
Participates, records and shares scientific observations, thoughts, and ideas in the form of pictures, drawings, and/or writing (Collaborator)						

History/Social Studies				T1	T2	T3
Differentiates between life now and life in the past						
Demonstrates map skills by describing the location of people, places, and environments and locating geographic features						
Understands the role of government, rights, and responsibilities						
Understands how heroic figures contribute and make a difference						
Visual & Performance Arts				T1	T2	T3
Music: Creative engagement						
Art: Creative engagement						
Physical Education				T1	T2	T3
Participation						
Gross Motor Skills						
Teacher's Comments						
1st Trimester						
2nd Trimester						
3rd Trimester						
*** ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners only) ***						
Proficiency Level Indicators for English Language Development (ELD) Standards						
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.				
Moderately Developed		Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.				
Beginning to Develop		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				
English Language Development Standards				T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions						
Expresses an opinion to persuade and negotiate using basic learned phrases in conversations in all settings						
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing						
Describes ideas, experiences and key details from a variety of grade level texts and multimedia						
Understands and applies how writers and speakers use language						
Knows and applies basic literacy skills in reading and writing						
English Language Proficiency Assessments for CA (ELPAC) Scores						
Test Date	Oral	Written	Overall	ELPAC Level Descriptors Key		Met Progress by increasing one level from prior year.
				4 Well developed		
				3 Moderately developed		
				2 Somewhat developed		
				1 Beginning stage		