| Name: |
|-------------|
| Student ID: |
| School: |
| Teacher: |
| Principal: |
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Cambrian School District Kindergarten Report Card California Content Standards



 Year:
 Reporting Periods
 Attendance
 T1
 T2
 T3

 T1 = 1st Trimester
 Days Tardy
 T2 = 2nd Trimester
 Days Absent
 T3 = 3rd Trimester
 Days Independent Study

| The Affordation Service of the Commission Control and Commission Commission Service (Commission Service) and the Commission Service Services (Commission Services) and the Commission Services (Comm | T3 = 3rd Trimes | ster | Days Independent Study | | | | | | | | |
|--|---|---|---|------------------|--------------|--|--|--|--|--|--|
| Fey Term Profitation Prof | standards. If your child is meeting the expectations outlined in these standards, they will be well prepared for 1st grade. For detailed information about the proficiency levels | | | | | | | | | | |
| Poolitement | | | | | | | | | | | |
| Level | - | | | | | | | | | | |
| English Language Development can be viewed at the Collations Department of Education weetle at this photomy and provided and provided provided and provided provided provided and provided provi | Level | standards identified on the Grade K Report Card. English Learners will also receive additional marks for their level of proficiency in the English language | | | | | | | | | |
| Fremity Case Prefer Case P | Standards | | | | ubject and | | | | | | |
| Student demonstrates to Thorough continue optim understanding of current grade level shorted. | | | | | | | | | | | |
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| Profitation Consistently marks the developmentally appropriate level of behavior of the standard. | Dueficien sud | | | | | | | | | | |
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| Visual & Performance Arts T1 T2 T3 Music: Creative Engagement | <u> </u> | 1 1 21 | | | | | | | | | |
| Music: Creative Engagement | | | | | | | | | | | |
| | | | П | 12 | 13 | | | | | | |
| Art: Creative Engagement | | | | | | | | | | | |
| | Art: Creative Er | ngagement | | | | | | | | | |

| | | | | i Beginning stag | U | | | | | |
|--|---|--------------------------|---|---|--|--|--|--|--|--|
| | | | | | 2 Somewhat developed 1 Beginning stage | | | | | |
| | | | | 4 Well developed 3 Moderately developed | | by increasing one level from prior year. | | | | |
| .551 5410 | 5141 | VVIIIIGII | O TOTALI | | | | | | | |
| Test Date | Oral | | | ELPAC Level Descriptors Key | | Met Progress | | | | |
| | guage Proficiency Assessment | | | | | | | | | |
| | is, experiences and key details from oblies basic literacy skills in reading ar | , , | i muirimedia | | | | | | | |
| paraphrasing | • | · - | | | | | | | | |
| - | opinion to persuade and negotiate us | ` | nversations in all settings ering detailed questions, restating and | | | | | | | |
| | discussions in all settings by taking t | | • | | | | | | | |
| English Language Development Standards | | | | | T2 | Т3 | | | | |
| / | _ , | Not assessed this period | | T1 | | | | | | |
| Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginn to understand and use academic vocabulary and other features of academic language. | | | | | | | | | | |
| Moderately De | veloped | | 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. | | | | | | | |
| Well Developed | d | | 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. | | | | | | | |
| Proficiency L | evel Indicators for English Lan | - , | | | | | | | | |
| | *** ENGLISH I | ANGUAGE DEVELOP | MENT (applies to English Lear | ners only) *** | | | | | | |
| | | | | | | | | | | |
| 3rd Trimeste | r | | | | | | | | | |
| | | | | | | | | | | |
| 2nd Trimeste | er en | | | | | | | | | |
| On d Titue 1 | | | | | | | | | | |
| | | | | | | | | | | |
| 1st Trimeste | r | | | | | | | | | |
| Teacher's | Comments | | | | | | | | | |
| Gross Motor Sk | rills | | | | | | | | | |
| Physical Ed | adeanon — | | | | 12 | - 13 | | | | |
| Physical E | ducation | | | Ti | T2 | T3 | | | | |