

RUSD Elementary Report Card

Parent Information Night

Overview

- Changes
 - Standards vs. Behaviors
 - Feedback & Reporting
 - Reading a Report Card
 - Supporting Your Child
 - Next Steps
-

Traditional Grading vs. Standards-Based Grading



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Traditional grading is easy to spot because it typically involves:

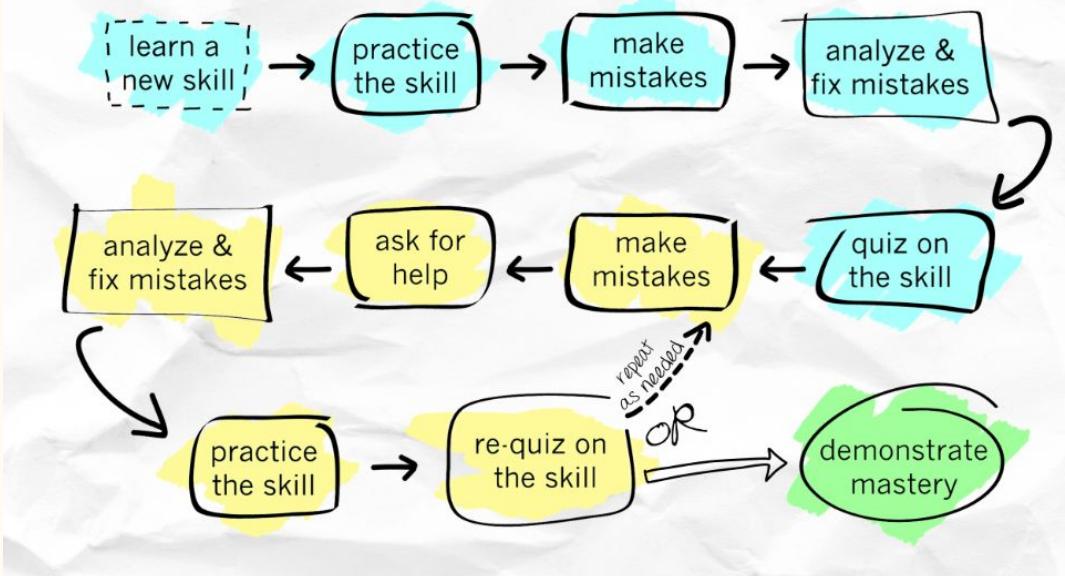
- Simple letter grades.
- Assessments based on teacher-defined criteria.
- A single overall grade per student based on a combination of related and unrelated assessments of skills, knowledge, performance and conduct over a period of time.

The main advantages of this method are simplicity and professional freedom. However, it results in a very limited measure of a student's abilities. The A on a child's report card might thrill the parents, but this grade obviously doesn't convey any precise information.

Standards-based grading overcomes this problem. **The essential qualities of standards-based grading involve:**

- Rubrics with meaningful labels.
- Assessments based on specific state, district or school-wide standards.
- Multiple scores per student: one for each standard that reflects the student's ability related to the standard at a certain moment in time.

What is standards based grading?



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What is standards-based grading? Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards- based grading is to identify what a student knows, or is able to do, in relation to pre-establish learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

How does standards-based grading differ from traditional grading? Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period. In a traditional grading system, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance. How are my child's marks determined? A student's performance on a series of assessments will be used to determine a student's overall score in a course. Practice assignments (homework) are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments should not be used as a major component of a student's academic grade.

Non-negotiable Principles of Standards-Based Grading

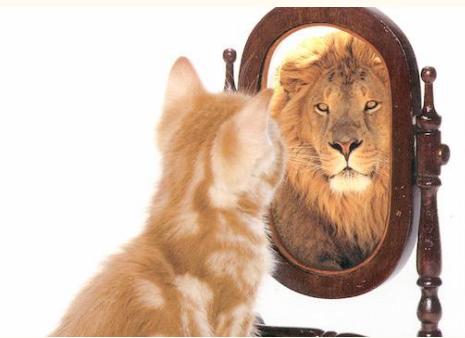


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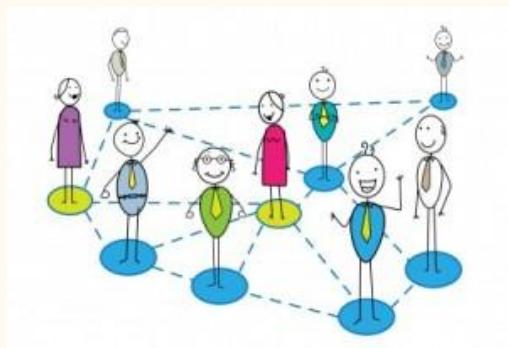
1. Focus on Achievement - other factors will be reported separately (Characteristics of Successful Learner)
2. Not everything is included in the reported achievement level - For example, daily schoolwork, projects, or homework may not be considered when determining a student's achievement to be recorded on the standards-based report card. Teachers look at student's performance on these activities to monitor student learning, identify strengths and weaknesses, and plan for future instruction.
3. Standards-Based Achievement is not based on averages - The final achievement mark on the standards-based report card represents the learning level at the end of an instructional unit. Students are not penalized for mistakes made at the beginning of the learning process

Characteristics of a Successful Learner

Intrapersonal Skills



Interpersonal Skills



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Interpersonal Skills:

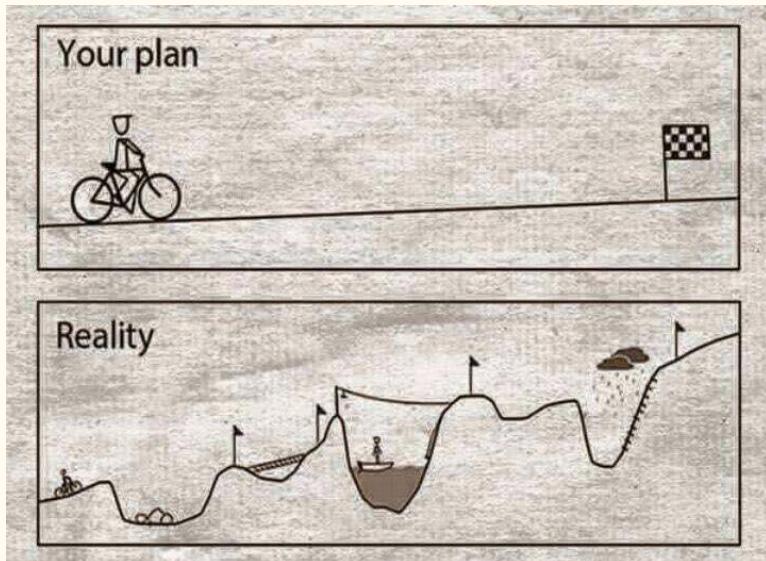
- Demonstrates respect for self/others, rules, and property
- Attentive listener
- Active participant
- Collaborative worker

Intrapersonal Skills:

- Independent worker
- Perseveres
- Demonstrates best effort
- Makes appropriate choices and takes responsibility for behavior

How do I read the report card?

Bend ~~X~~ marks → End of Year Mastery



Student Progress - Standards



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4 - Exceeds/E

Students achieving at the Exceeds level demonstrate superior academic performance. Work that is exceeding indicates an in-depth understanding or exemplary display of the skills and concepts included in the California Common Core State Standards (CCCSS).

These students:

- demonstrate broad in-depth understanding of complex concepts and skills
- make abstract, insightful, complex connections among ideas beyond the obvious
- provide extensive evidence for inferences and justification of solutions
- demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems
- communicate effectively and thoroughly, with sophistication

3 - Met/S

Met work indicates a solid understanding or display of the skills and concepts included in the California Common Core State Standards (CCCSS). This is the accepted grade-level performance.

These students:

- can extend their understanding by making meaningful, multiple connections among important ideas or concepts and provide supporting evidence for inferences and

- justification of solutions
- apply concepts and skills to solve problems using appropriate strategies
- communicate effectively

2- Nearly Met

Students achieving at the Nearly Met level demonstrate marginal academic performance.

Nearly Met work indicates a partial understanding or display of the concepts and skills included in the California Common Core State Standards (CCCSS). Students achieving at this level are approaching acceptable performance but have not achieved it.

These students:

- make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions
- apply concepts and skills to routine problem-solving situations
- communicate in limited fashion

1 - Not Met

Students achieving at the Not Met level demonstrate unacceptable academic performance.

Below basic work indicates a need for additional instructional opportunities to achieve even a basic understanding or display of the skills included in the California Common Core State Standards.

Grade Level Expectations

Level 3 reports that a student is consistently performing on grade level while Level 4 reports that a student always performs above grade-level expectations.

A student might begin the year performing at a Level 1 or Level 2 on some sub categories of reading, writing, and mathematics; it is our expectation that all students will be performing at Level 3 (on grade level) by the end of the academic year.

Remember, a mark of “3” indicates that a student is consistently performing on grade level and meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be. “Getting a 4” is not about what more a student or teacher does. It is what a student knows, and at what level he/she applies what s/he knows to new and higher-level situations that exceeds what is explicitly taught in class. The “3” is the top for the grade level and should be celebrated as such.

Student Progress - Performance



Scoring Keys

 Rocklin Unified School District Grade 1 Standards Based Progress Report																															
Student Name: Lorem Ipsum Principal: Lorem Ipsum		School: Lorem Ipsum Teacher: Lorem Ipsum	School Year: Lorem Ipsum																												
Attendance <table border="1"> <tr> <td>Days Enrolled</td> <td>NA</td> </tr> <tr> <td>Days Absent</td> <td>NA</td> </tr> <tr> <td>Days Tardy</td> <td>NA</td> </tr> </table>	Days Enrolled	NA	Days Absent	NA	Days Tardy	NA	Progress Towards End of the Year Standards <table border="1"> <tr> <td>4</td> <td>Exceeds</td> </tr> <tr> <td>3</td> <td>Met</td> </tr> <tr> <td>2</td> <td>Nearly Met</td> </tr> <tr> <td>1</td> <td>Not Met</td> </tr> <tr> <td>NA</td> <td>Not Yet Assessed</td> </tr> </table>	4	Exceeds	3	Met	2	Nearly Met	1	Not Met	NA	Not Yet Assessed	Standards of Mathematical Practice and Characteristics of a Successful Learner <table border="1"> <tr> <td>E</td> <td>Excellent</td> </tr> <tr> <td>S</td> <td>Satisfactory</td> </tr> <tr> <td>N</td> <td>Needs Improvement</td> </tr> <tr> <td>N/A</td> <td>N/A</td> </tr> </table>	E	Excellent	S	Satisfactory	N	Needs Improvement	N/A	N/A	Non-Major Areas of Mathematics, Social Studies, and Science <table border="1"> <tr> <td>*</td> <td>Taught</td> </tr> <tr> <td>NT</td> <td>Not Taught</td> </tr> </table>	*	Taught	NT	Not Taught
Days Enrolled	NA																														
Days Absent	NA																														
Days Tardy	NA																														
4	Exceeds																														
3	Met																														
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N/A	N/A																														
*	Taught																														
NT	Not Taught																														
Reporting Period		1	2	3																											
Reading Literature																															
Key Ideas and Details (RL.1-3) 3 3 3 Craft and Structure (RL.4-6) 3 3 3 Integration of Knowledge (RL.7-9) 3 3 3 Range of Reading and Level of Text Complexity (RL.10) 3 3 3																															
Informational Text																															
Key Ideas and Details (RI.1-3) 3 3 3 Craft and Structure (RI.4-6) 3 3 3 Integration of Knowledge (RI.7-9) 3 3 3 Range of Reading and Level of Text Complexity (RI.10) 3 3 3																															
Foundational Skills																															
Print Concepts (RF.1) 3 3 3 Phonological Awareness (RF.2) 3 3 3																															
Reporting Period																															
Math Major Clusters																															
Operations and Algebraic Thinking																															
Represent and solve problems involving addition (OA.1-2) 3 3 3 Add within 20 using different strategies (OA.5-6) 3 3 3 Required Fluency: add within 10 (OA.6) 3 3 3 Work with addition equations (OA.7-8) 3 3 3 Represent and solve problems involving subtraction (OA.1-2) 3 3 3 Subtract within 20 using different strategies (OA.5-6) 3 3 3 Required Fluency: subtract within 10 (OA.6) 3 3 3 Work with subtraction equations (OA.7-8) 3 3 3 Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-4) 3 3 3																															



Student Name: Student Name		School: School Name		Teacher: Teacher Name		School Year: School Year		
Attendance		Progress Towards End of the Year Standards		Standards of Mathematical Practice and Characteristics of a Successful Learner			Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	E	Excellent	*	Taught	
Days Absent	NA	2	Met	S	Satisfactory			
Days Tardy	NA	1	Nearly Met	N	Needs Improvement	NT	Not Taught	
		NA	Not Yet Assessed	NA	N/A			
Reporting Period		1	2	3	Reporting Period			
Reading					Math Major Clusters			
Literature					Operations and Algebraic Thinking			
Key Ideas and Details (RL.1-3)		3	3	3	Represent and solve problems involving addition (OA.1-2)			
Craft and Structure (RL.4-6)		3	3	3	Solve word problems within 20 using different strategies (OA.3-5)			
Integration of Knowledge (RL.7-9)		3	3	3	Required Fluency: add within 10 (OA.6)			
RANGE of Reading and Level of Text Complexity (RL.10)		3	3	3	Work with addition equations (OA.7-8)			
Key Ideas and Details (RI.1-3)		3	3	3	Represent and solve problems involving subtraction (OA.1-2)			
Craft and Structure (RI.4-6)		3	3	3	Solve word problems within 20 using different strategies (OA.3-5)			
Integration of Knowledge (RI.7-9)		3	3	3	Required Fluency: subtract within 10 (OA.4)			
RANGE of Reading and Level of Text Complexity (RI.10)		3	3	3	Work with subtraction equations (OA.7-8)			
Foundational Skills					Understand and apply properties of operations and the relationship between addition and subtraction (OA.9)			
Prior Concepts (RI.1-1)		3	3	3	Number and Operations in Base Ten			
Text Features and Awareness (RF.2)		3	3	3	Extending the counting sequence to 100 (NBT.1)			
Phonics and Word Recognition (RF.3)		3	3	3	Understand place value (NBT.2-3)			
Fluency (RF.4)		3	3	3	Use place value understanding and properties of operations to perform multi-digit arithmetic (NBT.4-6)			
Writing					Measurement and Data			
Text Types and Purposes: Opinion (W.1)		3	3	3	Measure lengths indirectly and by iterating length units (MD.1-2)			
Text Types and Purposes: Informative/Explanatory (W.2)		3	3	3	Math Supporting and Additional Clusters			
Text Types and Purposes: Narrative (W.3)		3	3	3	Measurement and Data			
Production and Distribution (W.4-6)		3	3	3	Tell and write time (MD.3)			
Research to Build and Present Knowledge (W.7-8)		3	3	3	Represent and interpret data (MD.4)			
Speaking and Listening					Geometry			
Comprehension and Collaboration (SL.1-3)		3	3	3	Reason with shapes and their attributes (G.1-3)			
Presentation of Knowledge and Ideas (SL.4-6)		3	3	3	Standards of Mathematics Practices (MP)			
Language Standards					Solve a range of complex well-posed problems in context, including routine and non-routine problems involving social studies and science			
Conventions of Standard English (L1-2)		3	3	3	Solve a range of complex well-posed problems in context, including routine and non-routine problems involving social studies and science			
Vocabulary Acquisition and Use (L4-6)		3	3	3	Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others (MP.3)			
					Analyze complex, real-world scenarios and can connect and use mathematical models to interpret and solve problems (MP.4)			

English Language Arts



Rocklin Unified School District
Grade 1 Standards Based Progress Report

Student Name: Lorem ipsum

Principal: Lorem ipsum

School: Lorem ipsum

Teacher: Lorem ipsum

School Year: Lorem ipsum

Attendance		Progress Towards End of the Year Standards		Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science		
Days Enrolled	NA	4	Exceeds	E	Excellent	*	Taught	
Days Absent	NA	3	Met	S	Satisfactory			
Days Tardy	NA	2	Nearly Met	N	Needs Improvement			
		1	Not Met	NA	Not Yet Assessed			
		NA	Not Yet Assessed	NA	Not Yet Assessed			
Reporting Period		1	2	3		1	2	3
Reading								
Literature								
Key Ideas and Details (RL.1-3)		3	3	3				
Craft and Structure (RL.4-6)		3	3	3				
Integration of Knowledge (RL.7-9)		3	3	3				
Range of Reading and Level of Text Complexity (RL.10)		3	3	3				
Foundational Skills								
Pivot Concepts (RF.1)		3	3	3				
Phonics and Decoding (RF.2)		3	3	3				
Phonics and Word Recognition (RF.3)		3	3	3				
Fluency (RF.4)		3	3	3				
Writing								
Text Types and Purposes: Opinion (W.1)		3	3	3				
Text Types and Purposes: Informative/Explanatory (W.2)		3	3	3				
Text Types and Purposes: Narrative (W.3)		3	3	3				
Production and Distribution (W.5-6)		3	3	3				
Research to Build and Present Knowledge (W.7-8)		3	3	3				
Speaking and Listening								
Comprehension and Collaboration (SL.1-3)		3	3	3				
Presentation of Knowledge and Ideas (SL.4-6)		3	3	3				
Language Standards								
Conventions of Standard English (L.1-3)		3	3	3				
Vocabulary Acquisition and Use (L.4-6)		3	3	3				
Standards of Mathematical Practices (SMP)								
Solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge from previous mathematics experiences.				S	S	S		
Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others.				S	S	S		
Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.				S	S	S		

Math



Rocklin Unified School District
Grade 1 Standards Based Progress Report

Student Name: Lorem ipsum

Principal: Lorem ipsum

School: Lorem ipsum

Teacher: Lorem ipsum

School Year: Lorem ipsum

Attendance		Progress Towards End of the Year Standards			Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	3	E	Excellent	*	Taught
Days Absent	NA	3	Met	2	S	Satisfactory	*	
Days Tardy	NA	1	Nearly Met	NA	N	Needs Improvement	NT	Not Yet Assessed
		NA	NA	NA	NA	NA	NA	NA

Reporting Period			1	2	3	Reporting Period			1	2	3
Reading						Math Major Clusters					
Literature						Operations and Algebraic Thinking					
Key Ideas and Details (RL.1-3)		3	3	3		Represent and solve problems involving addition (OA.1-2)	3	3	3		
Craft and Structure (RL.4-6)		3	3	3		Addition within 20 using different strategies (OA.5-6)	3	3	3		
Integration of Knowledge and Ideas (RL.7-9)		3	3	3		Required Fluency: add within 10 (OA.4)	3	3	3		
Range of Reading and Level of Text Complexity (RL.10)		3	3	3		Work with addition equations (OA.7-8)	3	3	3		
Key Ideas and Details (RI.1-3)		3	3	3		Represent and solve problems involving subtraction (OA.1-2)	3	3	3		
Craft and Structure (RI.4-6)		3	3	3		Subtraction within 20 using different strategies (OA.5-6)	3	3	3		
Integration of Knowledge and Ideas (RI.7-9)		3	3	3		Required Fluency: subtract within 10 (OA.4)	3	3	3		
Range of Reading and Level of Text Complexity (RI.10)		3	3	3		Work with subtraction equations (OA.7-8)	3	3	3		
Foundational Skills						Understand and apply properties of operations and the relationship between addition and subtraction (OA.3)	3	3	3		
Print Concepts (RF.1)		3	3	3		Number and Operations in Base Ten					
Letter Recognition (RF.2)		3	3	3		Extending the counting sequence to 120 (NBT.1)	3	3	3		
Phonics and Word Recognition (RF.3)		3	3	3		Understand place value (NBT. 2-3)	3	3	3		
Fluency (RF.4)		3	3	3		Use place value understanding and properties of operations to perform multi-digit arithmetic (NBT. 4-6)	3	3	3		
Writing						Measurement and Data					
Text Types and Purposes: Opinion (W.1)		3	3	3		Measure lengths indirectly and by iterating length units (MD.1-2)	3	3	3		
Text Types and Purposes: Informative/Explanatory (W.2)		3	3	3							
Text Types and Purposes: Narrative (W.3)		3	3	3							
Production and Distribution (W.5-6)		3	3	3							
Research to Build and Present Knowledge (W.7-8)		3	3	3							
Speaking and Listening											
Comprehension and Collaboration (SL.1-3)		3	3	3							
Presentation of Knowledge and Ideas (SL.4-6)		3	3	3							
Language Standards											
Conventions of Standard English (L.1-2)		3	3	3							
Vocabulary Acquisition and Use (L.4-6)		3	3	3							

Math

MAJOR CLUSTERS



Rocklin Unified School District

Grade 1 Standards Based Progress Report

Student Name: Lorem ipsum

Principal: Lorem ipsum

School: Lorem ipsum

Teacher: Lorem ipsum

School Year: Lorem ipsum

Attendance		Progress Towards End of the Year Standards			Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	5	Excellent	*	Taught	
Days Absent	NA	3	Met	4	Nearly Met	S	Satisfactory	
Days Tardy	NA	1	Not Met	NA	Not Yet Assessed	N	Needs Improvement	
NA	NA	NA	NA	NA	NA	NT	Not Taught	
Reporting Period	1	2	3					
Reading								
Literature								
Key Ideas and Details (RL.1-3)	3	3	3					
Craft and Structure (RL.4-6)	3	3	3					
Integration of Knowledge and Ideas (RL.7-9)	3	3	3					
Range of Reading and Level of Text Complexity (RL.10)	3	3	3					
Foundational Skills								
Phrase Concepts (RF.1)	3	3	3					
Decoding Accuracy and Fluency (RF.2)	3	3	3					
Phonics and Word Recognition (RF.3)	3	3	3					
Fluency (RF.4)	3	3	3					
Writing								
Text Types and Purposes: Opinion (W.1)	3	3	3					
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3					
Text Types and Purposes: Narrative (W.3)	3	3	3					
Production and Distribution (W.5-6)	3	3	3					
Research to Build and Present Knowledge (W.7-8)	3	3	3					
Language Standards								
Conventions of Standard English (L.1-2)	3	3	3					
Vocabulary Acquisition and Use (L.4-6)	3	3	3					

Math

MAJOR CLUSTERS

MINOR CLUSTERS



Rocklin Unified School District

Grade 1 Standards Based Progress Report

Student Name: Lorem ipsum

Principal: Lorem ipsum

School: Lorem ipsum

Teacher: Lorem ipsum

School Year: Lorem ipsum

Attendance		Progress Towards End of the Year Standards			Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	5	Excellent	*	Taught	
Days Absent	NA	3	Met	4	Nearly Met	5	Satisfactory	
Days Tardy	NA	1	Not Met	NA	Not Yet Assessed	NA	Needs Improvement	
NA	NA	NA	NA	NA	NA	NA	Not Taught	
Reporting Period	1	2	3					
Reading								
Literature								
Key Ideas and Details (RL.1-3)	3	3	3					
Craft and Structure (RL.4-6)	3	3	3					
Integration of Knowledge and Ideas (RL.7-9)	3	3	3					
Range of Reading and Level of Text Complexity (RL.10)	3	3	3					
Foundational Skills								
Precise Pronunciation (RF.1)	3	3	3					
Phonics and Word Recognition (RF.2)	3	3	3					
Fluency (RF.4)	3	3	3					
Writing								
Text Types and Purposes: Opinion (W.1)	3	3	3					
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3					
Text Types and Purposes: Narrative (W.3)	3	3	3					
Production and Distribution (W.5-6)	3	3	3					
Research to Build and Present Knowledge (W.7-8)	3	3	3					
Language Standards								
Conventions of Standard English (L.1-2)	3	3	3					
Vocabulary Acquisition and Use (L.4-6)	3	3	3					
Mathematics Standards								
Operations and Algebraic Thinking								
Represent and solve problems involving addition (OA.1-2)	3	3	3					
Addition within 20 using different strategies (OA.5-6)	3	3	3					
Required Fluency: add within 10 (OA.5)	3	3	3					
Work with addition equations (OA.7-8)	3	3	3					
Number and Operations In Base Ten								
Extending the counting sequence to 120 (NBT.1)	3	3	3					
Understand place value (NBT. 2-3)	3	3	3					
Use place value understanding and properties of operations to perform multi-digit arithmetic (NBT. 4-6)	3	3	3					
Measurement and Data								
Measure lengths indirectly and by iterating length units (MD.1-2)	3	3	3					
Math Supporting and Additional Clusters								
Measurement and Data								
Tell and write time (MD.3)	*	*	*					
Represent and interpret data (MD.4)	*	*	*					
Geometry								
Reason with shapes and their attributes (G.1-3)	*	*	*					

Math

MAJOR CLUSTERS

MINOR CLUSTERS

STANDARDS OF MATHEMATICAL PRACTICE



Reporting Period	1	2	3
Science			
Materials come in different forms	*	*	*
Plants and animals meet their needs in different ways	*	*	*
Weather can be observed, measured, and described	*	*	*
Investigation and questioning skills taught throughout the year in the above units			
History - Social Science			
Rights and individual responsibilities of citizenship	*	*	*
Maps, globes, and effects of location, weather, and physical environments on the way people live	*	*	*
Symbols, icons, and traditions of the United States	*	*	*
Everyday life in different times and places	*	*	*
Characteristics of frontier places and the varied backgrounds of American citizens and residents	*	*	*
Concepts of money and work in the economy	*	*	*

FIRST TRIMESTER TEACHER COMMENTS

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

SECOND TRIMESTER TEACHER COMMENTS

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

PAGE 2 (BACKSIDE)

Science

History Social Science

TAUGHT / NOT TAUGHT



Rocklin Unified School District
Grade 1 Standards Based Progress Report

Estimated Progress

Student Name: [REDACTED]

School: [REDACTED]

Principal: [REDACTED]

Teacher: [REDACTED]

School Year: [REDACTED]

Reporting Period

1

2

3

Science

*

*

*

Materials come in different forms

*

*

*

Plants and animals meet their needs in different ways

*

*

*

Weather can be observed, measured, and described

*

*

*

Investigation and questioning skills taught throughout the year in the above units

*

*

*

History - Social Science

*

*

*

Rights and individual responsibilities of citizenship

*

*

*

Maps, globes, and effects of location, weather, and physical environments on the way people live

*

*

*

Symbols, icons, and traditions of the United States

*

*

*

Everyday life in different times and places

*

*

*

Diversity of families, places, and the varied backgrounds of American citizens and residents

*

*

*

Concepts of money and work in the economy

*

*

*

FIRST TRIMESTER TEACHER COMMENTS

[REDACTED] is dummy text used primarily by typesetting industry. [REDACTED] has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing [REDACTED] passages, and more recently with desktop publishing software like Aldus PageMaker including versions of [REDACTED].

SECOND TRIMESTER TEACHER COMMENTS

[REDACTED] is simply dummy text of the printing and typesetting industry. [REDACTED] has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing [REDACTED] passages, and more recently with desktop publishing software like Aldus PageMaker including versions of [REDACTED].

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Characteristics of a Successful Learner

EXCELLENT

SATISFACTORY

NEEDS
IMPROVEMENT



Rocklin Unified School District
Grade 1 Standards Based Progress Report

Elementary Framework

Student Name: Lorem ipsum	School: Lorem ipsum	Teacher: Lorem ipsum	School Year: Lorem ipsum
Principal: Lorem ipsum			
Reporting Period	1	2	3
Science			
Materials come in different forms	*	*	*
Plants and animals meet their needs in different ways	*	*	*
Weather can be observed, measured, and described	*	*	*
Investigation and questioning skills taught throughout the year in the above units			
History - Social Science			
Rights and individual responsibilities of citizenship	*	*	*
Maps, globes, and effects of location, weather, and physical environments on the way people live	*	*	*
Symbols, icons, and traditions of the United States	*	*	*
Everyday life in different times and places	*	*	*
Diversity of families, places, and the varied backgrounds of American citizens and residents	*	*	*
Concepts of money and work in the economy	*	*	*

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Comments from Your Child's Teacher

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Talking to your child about the report card



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Talking with your child about the report card can be a positive, productive experience. The following points may help:

1. Plan to talk in a quiet place and time.
2. Start with the good news. Talk about your child's successes first.
3. For disappointing scores, ask questions so you and your child understand how a score was earned.
 - How difficult was the work?
 - Was extra help needed?
 - Would more active participation have made a difference?
4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement.
6. Work together and follow through on your plan.

Ways to Support Your Child

1. **Attend Parent Teacher Conferences.** These are held twice a year, however, a conference may be scheduled other times throughout the school year as needed.
2. **Discuss grade level expectations with your student.** It is important that both parents and students understand the specific knowledge and skills to be mastered in each grade level.
3. **Ask about the school day.** Expect more than just a one word response. Encourage details about what was learned, homework due, and upcoming events.
4. **Go over homework with your student.** It is also advantageous to go over any corrected papers or assessments.

1. Enjoying the same book or selection several times should not be discouraged – this may help promote the practice of rereading difficult material to improve comprehension as well as instill a love of reading.
2. **Help prepare for tests.** Going over information, worksheets, study guides, or rereading text is helpful and encourages good study habits. One suggestion is to have your child “teach” you what is to be tested. Remember - don’t wait until the night before the test to study!
3. **Send your child to school prepared with a positive attitude.** A restful night’s sleep, good breakfast, completed homework, all needed supplies and papers, and of course encouragement help children get off to a good start each day!

Next Steps



Parent/Teacher
Conferences
Nov. 16-20



Collect Feedback
& Finalize
Report Card
for 2016-17



Continue to support
teachers and parents in
measuring and reporting
student progress in
meaningful ways

