TK Progress Report Grading Support

TK instruction teaches the CA Preschool Learning Foundations (PLF) and prepares students for success K-12. The TK progress report is a tool to record and to share how children are developing in skills acquisition along the Pre-K to K learning continuum. Students receive a mark for each area in the progress report. Students are not expected to meet kindergarten standards until the end of their upcoming kindergarten year.

STATIES & CONSTRUCTION	Los Angeles Unified School District College-Prepared Career-Ready for All TRANSTIONAL KINDERGARTEN TKI PROGRESS REPORT	Alphabetics and word print recognition – upper and lowercase alphabet recognition						
Student Name: District Student ID:	ELEMENTARY SCHOOL NAME Principal: Year: Format 2 EL Reporting Period 1st 2nd 3rd Days Absent:	TK-K Stan	TK-K Standards Alignment Document					
DOB: Language Cl Teacher Name:	assification: Days Tardy: Grade: Room #:		Reading Standards: Foundational Skills					
		3.0 Alphabetics and Word/Print	3.0 Alphabetics and Word/Print Recognition		Print Concepts			
Academic Subjects Demonstrates Knowledge of Preschool Foundations in alignment with the California 1st 2nd 3rd State Standards					Phonics and Word Recognition			
Language and Likeracy	Vrites own name	At around 48 months	At around 60 months		By the end of kindergarten			
	Alphabetics and word print recognition - upper and lowercase alphabet recognition		3.1 Recognize own name or other	· · · ·				
	Phonological awareness - letter sounds	own name.	common words in print.	1. Demonstrate understanding of the organization and basic feature				ic feature:
	Phonologicial awareness - beginning sound awareness				of print.			
	Phonological awareness - onset and rime awareness		 Recognize and name all upper- and lowercase letters of the 					
	Phonological awareness- orally blends and segments words			alphabet. Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.				
	Shows increased interest in books		3.2 Match more than half of				bille in	
	Uses descriptive words to describe events	their printed form.	uppercase letter names and more than half of lowercase				ans in	
	Writing strategies demonstrate increased control in drawing and letter formation							
Mathematics Content and Mathematical Practices	Demonstrates understanding of number relationships and operations in their everyday environment		letter names to their printed form.	correspondences by producing the primary or many of the				
	Demonstrates understanding of sorting and classifying objects in their overyday environments		most frequent sound for each consonant. b. Associate the long and short sounds with common spellings					
	Demonstrates understanding of comparing, ordering, and measuring objects							
	Identifies and uses a variety of shapes in their everyday environment			(graphemes) for the five major vowels.*				
	Counts orally 1-20		3.3 Begin to recognize that	 Read common high-frequency words by sight (e.g., the, of, to, www.cha.gov				
	Counts to 10 with one to one correspondence	letters have sounds. you, she, my, is, are, do, does) d. Distinguish between similarly spelled words by identifyin						
	Ability to see and determine groups of objects up to 4			 Distinguish between similarly spened words by identifying the sounds of the letters that differ. 				
	Sorts and classifies objects by attributes				Other standards covered under "Reading Standards: Foundational			
	Recognizes, duplicates, and extends patterns	Skills" for Kindergarten:					Jaras. Founda	lional
Science	Physical Science - demonstrates knowledge of physical properties of materials and the water cycle	Fluercy						
	Life Science - demonstrates knowledge of how different types of plants and animals inhabit the earth		Read emergent-reader texts with purpose and understanding.					nding.
	Earth Science - demonstrates knowledge of how the earth is composed of land, air, and water							
History-Social Studies	Demonstrates understanding of concepts like responsibility and cooperation							
	Demonstrates understanding of democratic participation like rules, tum-taking, and respecting the property and feelings of the larger group	CA PLF Vol. 1, Language and Literacy:						
	Demonstrates understanding towards the feelings of others							
	Demonstrates ability to negotiate and problem solve when conflict arises with adults or peers	Alphabetics and Word/Print Recognition						
	Demonstrates increasing ability to relate past events and current experiences.	3.0 Alphabetics and Word/Print Recognition						
Visual and Performing Arts	Dance - Coordinates body movements with tempo and timing when moving in space	A approace and work of year and work of the cognition A around 8 months of age A around 8 months of age						
	Music - Sings with repetitive patterns and whole songs alone and with others		Children begin to recognize letters Children extend their recognition					
	Theatre – Demonstrates extended role play skills with increased imagination and creativity Visual Arts – Creates representative drawings or paintings using art elements such as lines,	of the alphabet.*						
	textures, or perspectives	 Recognize the first letter of ow name. 	n 3.1 Recognize own name or other common words in print.		See the	cont	ent ar	еа
Physical Development	Demonstrates fundamental moving skills of balance, walking, running, and hopping	Examples	Examples			<u> </u>		~ .
	Shows increasing fine motor manipulation such as in-hand manipulation, writing, and cutting	 Kavita communicates, "That's my name" indicating the letter K on Karen's name co 	while • The child recognizes his or her name on a		chapter	's troi	m the	CA
Health Education	Demonstrates basic knowledge of hygiene, nutrition, school safety, and community rules Academic Scores Key	the helper chart.	(e.g., name tag, label for the cubby, or place	at		-		
E - Declaring (40 months) D	Academic Scores Key	 Bobby indicates a word beginning with th B and says, "That's my letter." 	e letter the table of the child for an eizes common or familiar wo	rds	Prescho	iol I e	arninc	Y

:= Exploring (48 months) B = Building (60 months) D = Developing (emerging kinder skills) I = Integrating (kinder skills) District ID> <Last Name, First Name Middle Name> <if applicable, centered, Office Copy> <Pace x of 2>

How do I determine what mark to give my TK student?

chapters from the <u>CA</u> <u>Preschool Learning</u> <u>Foundations</u> volumes 1, 2, and 3 for examples of student behavior and work for each TK content standard.

Identify the PLF set that aligns with the progress report line item.

For example, the progress report line item "Alphabetics and word print recognition – upper and lowercase alphabet" is a match to the the PLF substrand, Alphabetics and Word/Print Recognition.

What skill level is your TK student currently displaying?

- Is the TK student demonstrating skills of the 48 month PLF? See PLF 48 month 3.1 and 3.2 and bulleted student examples from the CA PLF vol. 1 if needed. If TK student is at this developmental stage, assign a mark of E, exploring.
- Has the student mastered the 60 month PLF skills 3.1, 3.2, and 3.3? If yes, assign a mark of B, building.
- Is the student beginning to demonstrate early kindergarten skills, assign a mark of D, developing.
- Is the student working on expectations of mid-later kindergarten standards development? Assign a mark of I, integrating.