

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.



Los Angeles Unified School District
College-Prepared Career-Ready for All
TRANSITIONAL KINDERGARTEN (TK) PROGRESS REPORT
ELEMENTARY SCHOOL NAME

Principal: Year:

Format 2 EL

Reporting Period	1st	2nd	3rd
Days Present:			
Days Absent:			
Days Tardy:			

Student Name: District Student ID: DOB: Teacher Name: Language Classification: Grade: Room #:

Academic Subjects	1st	2nd	3rd
Language and Literacy			
Mathematics Content and Mathematical Practices			
Science			
History-Social Studies			
Visual and Performing Arts			
Physical Development			
Health Education			

Alphabets and word print recognition – upper and lowercase alphabet recognition

TK-K Standards Alignment Document

3.0 Alphabets and Word/Print Recognition		Reading Standards: Foundational Skills
At around 48 months	At around 60 months	<ul style="list-style-type: none"> Print Concepts Phonics and Word Recognition
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text . a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. ¹ c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	3.3 Begin to recognize that letters have sounds.	Other standards covered under "Reading Standards: Foundational Skills" for Kindergarten: Fluency 4. Read emergent-reader texts with purpose and understanding.

CA PLF Vol. 1, Language and Literacy: Alphabets and Word/Print Recognition

3.0 Alphabets and Word/Print Recognition	At around 48 months of age	At around 60 months of age
Children begin to recognize letters of the alphabet.	Children begin to recognize letters of the alphabet.	Children extend their recognition of letters of the alphabet.
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	3.1 Recognize own name or other common words in print.
Examples	Examples	Examples
<ul style="list-style-type: none"> Kavita communicates, "That's my name" while indicating the letter <i>K</i> on Karen's name card on the helper chart. Itoboy indicates a word beginning with the letter <i>B</i> and says, "That's my letter." The child responds appropriately when the teacher holds up a card with the first letter of his or her name and says, "Everyone whose name begins with this letter (the first letter of the child's name), put on your jacket." 	<ul style="list-style-type: none"> The child recognizes his or her name on a sign-in sheet, helper chart, artwork, or name tag (e.g., name tag, label for the cubby, or place at the table). The child recognizes common or familiar words (e.g., room or the) covered in print. 	<ul style="list-style-type: none"> The child recognizes his or her name on a sign-in sheet, helper chart, artwork, or name tag (e.g., name tag, label for the cubby, or place at the table). The child recognizes common or familiar words (e.g., room or the) covered in print.
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
Examples	Examples	Examples
<ul style="list-style-type: none"> When putting the "I" puzzle piece into the alphabet puzzle, the child says, "That's a I." The child traces over sandpaper letters, saying the matching letter name for some letters. The child names some letters in storybooks, logos, or on artwork. The child says, "I want all the A's," when sorting through a container of letters, picking out the A shapes. 	<ul style="list-style-type: none"> When shown an upper- or lowercase letter, the child can say its name. The child says letter names when attending to different words, such as own name, friends' names, or frequently seen signs. During circle time the child indicates or points to the correct letter on a chart when the teacher prompts with the name of the letter. 	<ul style="list-style-type: none"> When shown an upper- or lowercase letter, the child can say its name. The child says letter names when attending to different words, such as own name, friends' names, or frequently seen signs. During circle time the child indicates or points to the correct letter on a chart when the teacher prompts with the name of the letter.
3.3 Begin to recognize that letters have sounds.	3.3 Begin to recognize that letters have sounds.	3.3 Begin to recognize that letters have sounds.
Examples	Examples	Examples
<ul style="list-style-type: none"> The child makes the correct sound for the first letter in his name. 	<ul style="list-style-type: none"> The child makes the correct sound for the first letter in his name. 	<ul style="list-style-type: none"> The child makes the correct sound for the first letter in his name.

See the content area chapters from the [CA Preschool Learning Foundations](#) volumes 1, 2, and 3 for examples of student behavior and work for each TK content standard.

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

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

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