

**Achievement Scale:** Indicates student progress toward achieving end-of-the-year grade-level, State, and District learning standards.

<p><b>4 – Met</b> Student demonstrates thorough understanding of the Transitional Kindergarten standards and is well prepared for the rigors of Kindergarten next school year.</p>	<p><b>3 – Developing</b> Student demonstrates adequate understanding of the Transitional Kindergarten standards and is prepared for the rigors of Kindergarten next school year.</p>	<p><b>2 – Beginning</b> Student demonstrates partial understanding of the Transitional Kindergarten standards. The child will need further support in Kindergarten to reach grade level standards.</p>
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**NOTES:** An X in any academic category signals an area that was not taught or assessed during this trimester. It is very likely that students will not receive 4's during the first and possibly second trimesters of the report card. The teachers are measuring based on end of year mastery of these standards. At **Risk of Retention:** A check means that your child is at risk of being retained.

**Math Standards**  
In Transitional Kindergarten students move from intuitive, every day mathematics to mathematics taught in school. In addition to highlighting math skills such as number sense and measurement, TK teachers support the development of mathematical reasoning (e.g., representing, relating, analyzing, and explaining).

**Counting and Cardinality**

- Know number names 0-10.
- Writes numbers 0-10.

**Operations and Algebraic Thinking**

- Counts orally to 30
- Counts 20 objects in sequence.

**Measurement**

- Has a working knowledge of weight, length, and capacity.

**Geometry**

- Know the names of shapes and be able to identify them.

**Science, History/Social Science, Physical Education, Music, Art, and English Language Development** are important subjects. For more information on these grade level standards as well as the ones listed, see the state website:  
<http://www.cde.ca.gov/be/st/ss>

**English Language Arts Standards**  
TK students are growing in their ability to communicate with others, express ideas, and reason using language. They are beginning to represent thoughts and ideas using written symbols. Their ability to attend to a variety of texts including both literary (e.g., comprehend characters, setting, sequence of events) and expository texts (e.g., comprehend, sequence, identify facts) is also developing. A balance of explicit instruction and student-initiated learning is important to exposing children to standards-based instruction.

- Recognize upper case alphabet letters**
- Recognize lower case alphabet letters**
- Knows letter sounds**
- Retells familiar stories**

**Writing**  
In TK the teacher provides early opportunities for and guidance in developing increased control in writing and drawing, writing letter or letter-like shapes to represent words or ideas, and writing the first name correctly build a foundation for kindergarten skills related to drawing, dictating, and writing to compose opinion pieces, informative/explanatory texts, and narration of a single event.

- Write own name**
- Draws pictures to express ideas**
- Dictates story related to drawing**

**Speaking, Listening, & Language**  
In TK early listening and speaking opportunities focused on vocabulary and grammar build a foundation for kindergarten standards related to comprehension and collaboration, presentation of knowledge, vocabulary acquisition and demonstration of the conventions of standard English.

- Listens attentively**
- Follows one and two step oral directions**
- Expresses knowledge of content using a variety of vocabulary**
- Asks academic questions related to content**
- Speaks in complete sentences**

**Social and Emotional Development**  
A focal point of the TK year is social-emotional development. Students learn to identify and regulate emotions, establish and sustain their relationships with others, and work in collaboration to achieve program goals.

- Express needs, wants, & feelings in appropriate ways**
- Shows increasing confidence & independence in a variety of tasks & routines**
- Exhibits impulse control & self-regulation**
- Takes responsibility for own actions**
- Follows classroom rules & procedures**
- Engages in cooperative activities with peers**
- Shares materials or space s/he is using**