

## Grade TK Student Progress Report Information

*Students are evaluated based on their achievement of the grade-level skills, strategies, and concepts identified in the California content standards. The marks for each reporting period indicate the student's progress toward expectations.*

### English Language Arts Achievement

#### Reading:

##### Literature

- With prompting and support, uses knowledge of literary elements (characters, setting, one or more events), narrative structures (stories, poems), to think, talk, and write about the meaning of texts.
- With prompting and support, participates in group reading activities with purpose and understanding.

##### Informational Text

- With prompting and support, uses knowledge of informational text features (front cover, back cover) to think, talk, and write about the ideas and information in texts.
- With prompting and support, participates in group reading activities with purpose and understanding. .

#### Writing: Opinion Pieces, Informative/Explanatory Texts, and Narratives

- Uses a combination of drawing, dictating, and emerging understanding of the alphabetic code to share ideas and information with an audience.
- With guidance and support from adults and peers, develops and strengthens writing by adding details to pictures and/or writing.

#### Speaking and Listening

- With prompting and support, engages in collaborative conversations to explore and make meaning of texts, ideas, and information in a variety of settings and with a variety of partners.
- Uses language with increasing competence to describe familiar people, places, things and events.

#### Language

- Uses grade-appropriate Standard English grammar (understand the difference between a question and a comment), conventions (writes a letter or letters for most initial consonant sounds), and academic language to support reading, writing and speaking.

#### Foundational Skills

- Applies understanding of how print (book-handling behaviors, functions of print and illustrations), sounds (isolate initial sounds, count syllables in words), and language (match most consonant sounds to letter symbols, read and write some common high frequency words) work to read familiar emergent texts with accuracy and fluency.
- **Foundational Skills- Spanish**  
Applies understanding of how print (book-handling behaviors, functions of print and illustrations), sounds (initial sounds, clap syllables in words), and language (match vowels and most consonant sounds to letter symbols, read and write commonly used words i.e. la, mi, yo) work to read familiar emergent texts with accuracy and fluency.

### Mathematics Achievement

#### Counting and Cardinality

- Counts to 30 by ones.
- Counts forward, a given an initial number, 0 – 9.
- Writes numbers from 0 to 10.
- Connects counting to cardinality.
- Compares the number of objects (up to 5) in one group from another group.
- Compares two numbers between 1 and 5.

#### Operations and Algebraic Thinking

- Represents addition and subtraction with objects, drawings, sounds, verbal explanations within 10.
- Solves addition and subtraction problems (sums up to 10) using objects.
- Decomposes numbers less than or equal to 5.

#### Measurement and Data

- Counts and sorts objects.

#### Geometry

- Describes objects in the environment using names of shapes.
- Correctly names shapes regardless of orientation.
- Analyzes and compares 2 and 3-dimensional shapes.
- Models shapes in the world.

#### The 8 Standards for Mathematical Practice

1. Makes sense of problems and perseveres in solving them.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasons of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.

8. Looks for and expresses regularity in repeated reasoning.
<b>History/Social Science Achievement</b>
<ul style="list-style-type: none"> <li>• Begins to understand that being a good citizen involves action in certain ways.</li> <li>• Recognizes the American flag as an important symbol.</li> <li>• Begins to understand jobs that people do and that some people and events happened in the past.</li> <li>• Begins to understand concepts of before and after, first, next, and last.</li> </ul>
<b>Science Achievement</b>
<b>Physical Sciences</b>
<ul style="list-style-type: none"> <li>• Observes and describes the properties of different materials.</li> </ul>
<b>Life Sciences</b>
<ul style="list-style-type: none"> <li>• Observes and describes the variety of common animals.</li> </ul>
<b>Earth Sciences</b>
<ul style="list-style-type: none"> <li>• Observes and describes living things (trees).</li> </ul>
<b>The 8 Science and Engineering Practices (as outlined in Next Generation Science Standards) for every grade level:</b>
<ol style="list-style-type: none"> <li>1. Asks questions (for science) and defines problems (for engineering).</li> <li>2. Develops and uses models.</li> <li>3. Plans and carries out investigations.</li> <li>4. Analyzes and interprets data.</li> <li>5. Uses mathematics and computational thinking.</li> <li>6. Constructs explanations (for science) and designs solutions (for engineering).</li> <li>7. Engages in argument from evidence.</li> <li>8. Obtains, evaluates, and communicates information.</li> </ol>
<b>Visual and Performing Arts Achievement</b>
<b>Dance, Music, Theatre, Visual Arts</b>
<ul style="list-style-type: none"> <li>• Dance: Demonstrates range of motion.</li> <li>• Music: Sings and performs rhythms, tempos, and dynamics.</li> <li>• Theatre: Uses body, face, and voice to portray a character.</li> <li>• Visual Arts: Identifies line, color, shape, and pattern.</li> </ul>
<b>Physical Education Achievement</b>
<b>Movement Skills and Patterns</b>
<ul style="list-style-type: none"> <li>• Demonstrates emergent locomotor and non-locomotor skills, (running, jumping, twisting, bending etc.) including moving in space without bumping or falling</li> </ul>
<b>Physical Fitness</b>
<ul style="list-style-type: none"> <li>• Performs moderate to vigorous activities two to three times per week with emphasis on music and dance.</li> <li>• Develops and maintains muscular strength and endurance skills using climbing equipment and simple games.</li> </ul>
<b>Health Achievement</b>
<ul style="list-style-type: none"> <li>• Development of health literacy through: acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; an understanding of the process of growth and development; informed use of health-related information, products and services.</li> </ul>
<b>For English Learners: English Language Development (ELD)</b>
<ul style="list-style-type: none"> <li>• English learners have expectations for developing English language proficiency. Students are expected to advance at least one level of English language proficiency each year. English language proficiency levels are described in the California ELD Standards.</li> <li>• The Expected Overall Proficiency Level (OPL) indicates this student's minimum expectation for overall English language proficiency <i>by the end of the current school year</i>, and is based on the student's initial English language proficiency level upon enrolling in the district.</li> <li>• Written Expression: English proficiency level based on student writing (written language) – <i>for the current reporting period</i>.</li> <li>• Oral Expression: English proficiency level based on student oral language output (spoken language) - <i>for the current reporting period</i>.</li> <li>• Progress is indicated by comparing Written and Oral Expression for the current reporting period to the end-of-year OPL expectation.</li> </ul>