



# Transitional Kindergarten Report Card

# Chico Unified School District

Student:

Year:

D.O.B.:

### Attendance

Tri.1 Tri.2 Tri.3

Days Absent			
Days Tardy			

Teacher:

School:

## Benchmark Assessment

### English Language Arts

#### Foundational Reading Skills

Possible	Tri. 1	Tri. 2	Tri. 3
Recognizes name in print	Y/N	(Y)	(Y)
Concepts About Print	11		(7)
Letter Names- Uppercase	26		(10) (20)
Letter Names- Lowercase	26		(10) (20)
Letter Sounds	26		(10) (20)

#### Writing

Possible	Tri. 1	Tri. 2	Tri. 3
Writes Name Correctly	Y/N		(Y) (Y)

### Mathematics

#### Skills

Possible	Tri. 1	Tri. 2	Tri. 3
Extend basic patterns	5	(3)	(5) (5)
Name basic colors	11	(11)	(11) (11)
Rote count	30	(10)	(15) (20)
1:1 correspondence 0-10	11	(5)	(8) (10)
Recognize numerals 0-10	11		(5) (11)

### Motor Skills

Possible	Tri. 1	Tri. 2	Tri. 3
Holds and uses writing tools correctly	Y/N		(Y) (Y)
Holds and uses scissors correctly	Y/N		(Y) (Y)
Can run, hop, and jump	Y/N		(Y) (Y)

Grayed out boxes reflect skills that are not assessed at that time.

### English Language Development

Test Below Administered to English Learners Only

Summative ELPAC	This Year
English skills: 1-Minimally Developed, 2-Somewhat Developed, 3-Moderately Developed, 4-Well Developed.	

### Comments

Trimester 1

Trimester 2

Trimester 3

Tri 1	Tri 2	Tri 3

**A mark of '0' indicates no evidence of the skill or behavior.**

Student:

<b>Social Emotional</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Responsible Conduct as a Group Member</b>	Follows simple group expectations with support	Carries out group expectations with reminders	Follow group expectations on own	Makes new group expectations
<b>Self Control of Feelings and Behavior</b>	Expresses feelings with adult help	Uses simple strategies to regulate behavior	Uses negotiation or compromise to regulate behaviors	Uses strategies to regulate feelings and behaviors to prevent acting impulsively
<b>Relationships and Social Interaction with Peers</b>	Participates in cooperative play with one or two friends	Initiates sustained cooperative play	Organizes in planning play with several peers	Addresses the needs of others during cooperative play
<b>Social and Emotional Understanding</b>	Identifies own or others feelings	Communicates with support about feelings or behavior	Communicates what will happen as a result of a feeling	Demonstrates consideration for the thoughts or feelings of others
<b>Conflict Negotiation</b>	Uses words in conflict with adult assistance	Uses words in some conflicts, sometimes needs adult assistance	Uses words to solve conflicts on own	Carries out solutions to conflicts without adult assistance

Tri 1	Tri 2	Tri 3

<b>Literacy</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Interest in Literacy</b>	Looks at books page by page or participates in stories, songs, and rhyming games with adult support	Initiates interacting with books, stories, songs, and rhyming games	Retells, draws pictures, or acts out stories	Initiates literacy activities related to classroom and own experiences or interests
<b>Comprehension of Age-Appropriate Text</b>	Makes comments or questions about text in books or the environment	Shows knowledge of main characters, events, or ideas in familiar text	Shows knowledge and understanding of details in text including order of events or cause and effect	Shows understanding of text by summarizing, comparing, or inferring about people, objects, or events
<b>Concepts About Print</b>	Shows awareness of how books are handled	Shows understanding that print and symbols carry meaning	Shows understanding of how to follow print on a page of text	Shows understanding that print is organized into units
<b>Phonological Awareness</b>	Plays with sounds in words or rhymes; sings simple songs; or repeats simple nursery rhymes	Shows awareness of larger units of language (e.g., words, syllables)	Blends and segments larger units of language with or without pictures or objects	Blends and segments smaller units of language with or without pictures or objects
<b>Letter and Word Knowledge</b>	Identifies some letters by name	Identifies ten or more letters and understands letters make up words	Identifies most uppercase and lowercase letters and understands that letters correspond to sounds in words	Knows all alphabet letters and sounds of most consonants and many vowels; and identifies frequently used words

Tri 1	Tri 2	Tri 3

<b>Math</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Patterning</b>	Matches and tries creating simple sequences that are experienced	Extends an existing simple repeating pattern (2 elements)	Creates, copies, or extends complex patterns (3+ elements)	Identifies repeating unit and can translate pattern into other forms
<b>Measurement</b>	Identifies differences between two objects, using or understanding comparative words	Explores the properties of objects through either standard or nonstandard units	Measures objects using equal size units (without gaps) and counts units	Orders 3 or more objects by directly comparing them using a measurable property
<b>Shapes</b>	Identifies or names several shapes in the environment	Recognizes shapes when in different orientations or parts of other objects	Describes several shapes and the differences between them	Names, describes, and compares two and some three-dimensional shapes
<b>Number Sense of Math Operations</b>	Understands that adding objects makes more or taking away objects makes fewer or less	Counts to add or subtract one or two objects in a group of at least four objects	Solves simple addition or subtraction word problems using fingers, objects, or mentally	Shows and solves + and - problems up to 10 and understands numbers can be decomposed in more than one way
<b>Number Sense of Quantity</b>	Identifies small quantities up to three without counting	Counts up to five objects using 1:1 correspondence and recites numbers in order up to 10	Solves simple problems by counting to 10 objects with 1:1 correspondence and recites numbers up to 20	Recites numbers in order to 100; counts up to 20 objects; reads and writes numerals to 20
<b>Classification</b>	Sorts objects into two groups based on one attribute, not always accurately	Sorts objects accurately into two or more groups based on one attribute	Sorts objects accurately into two or more groups based on one attribute, and can re-sort into new groups	Sorts and describes objects and their groups by subtle attributes