

### Transitional Kindergarten Student Progress Report

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.

<b>Student Name</b>		<b>Student ID</b>	
<b>Academic Year</b>		<b>Teacher</b>	

To the Parent or Guardian of:

<b>Attendance</b>	E01	E02	E03
Days Enrolled			
Days Absent			
Days Tardy			

<b>English Language Arts</b>	E01	E02	E03
<b>Reading</b> —Listens and responds to increasingly complex literary and informational texts. Reads a range of grade appropriate literary and informational texts to construct and convey meaning.			
<b>Writing</b> —With appropriate support, conveys information and ideas in writing for a range of purposes and audiences.			
<b>Speaking and Listening</b> —With appropriate support, employs effective speaking and listening skills for a range of purposes and audiences.			
<b>Language</b> —Demonstrates increasing command of academic language and the conventions of English when reading, writing, and speaking.			
<b>Foundational Skills</b> —Applies grade-appropriate word analysis skills to support accurate and fluent reading.			
<b>Mathematics</b>			
<b>Counting and Cardinality</b> —Knows number names, counts and compares the number of objects.			
<b>Operations and Algebraic Thinking</b> —Understands addition and subtraction as adding to and taking apart.			
<b>Measurement and Data</b> —Counts and sorts objects.			
<b>Geometry</b> —Describes and compares shapes.			
<b>Standards for Mathematical Practice</b> —Applies the mathematical practices.			
<b>History/Social Sciences</b>			
Demonstrates understanding of the History/Social Science content and standards.			
<b>Science</b>			
Demonstrates understanding of science content and concepts.			
Applies science practices to develop scientific understanding.			

<b>Visual and Performing Arts</b>	E01	E02	E03
<b>Visual Arts</b> —Demonstrates understanding of appropriate standards.			
<b>Performing Arts (Dance, Music, Theater)</b> —Demonstrates understanding of appropriate standards.			
<b>Physical Education</b>			
Performs and demonstrates knowledge of motor skills and movement patterns.			
Maintains and demonstrates knowledge of physical fitness concepts.			
<b>Health</b>			
Demonstrates knowledge, attitudes and skills in ways that are health enhancing and increase health literacy.			
<b>English Language Development For English Learners</b>			
Expected Overall English Proficiency Level (by the end of the current school year).			
Written Expression (current reporting period).			
Oral Expression (current reporting period).			
<b>Social, Citizenship, and Learning Skills</b>			
Respects people, rights, feelings, perspectives, and property.			
Engages actively in learning and contributes to the learning community.			
Demonstrates critical thinking, reasoning, and problem solving.			
Takes responsibility for and perseveres in learning.			
<b>Comments</b>			

<b>Signatures</b>	Date
Teacher:	

<b>Progress Toward Standards</b>	<b>Reporting Periods</b>	<b>English Language Development for English Learners: English Language Proficiency Levels</b>
4: Exceeding grade level expectations for this reporting period 3: Meeting grade level expectations for this reporting period 2: Approaching grade level expectations for this reporting period 1: Beginning progress towards grade level expectations for this reporting period NA: Not assessed at this time	E01—Elementary Reporting Period 1 E02—Elementary Reporting Period 2 E03—Elementary Reporting Period 3  <b>Social, Citizenship, and Learning Skills</b> C: Consistently; S: Sometimes; R: Rarely	A: Advanced ELD EA: Early Advanced ELD I: Intermediate ELD EI: Early Intermediate ELD B: Beginning ELD NA: Not assessed 1,2,3: Progress within ELD level