Transitional Kindergarten

**REPORT TO PARENTS**

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|  | **School** **Teacher** | **Explanation of Rubric**    **Academic Skills Developmental Skills (\*)**  M = Mastery X = Expected development  NM = Non-mastery T = Needs more time to  / = Not assessed at this time develop |

**Student**

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| **STANDARD** | **1** | **2** |  | **STANDARD** | **1** | **2** |
| **RELIGION** |  |  | Identify the meaning of common words found in a narrative text |  |  |
| Pray the Sign of the Cross |  |  |
| Identify common types of narrative texts (e.g. book, poem, song) |  |  |
| Pray Grace before meals |  |  |
| Identify God as the Creator of all things |  |  |
| Identify the front cover and back cover of a book |  |  |
| Identify Jesus as the Son of God |  |  |
| Identify the members of the Holy Family |  |  |
| Identify additional parts of a book (e.g. title page, author, illustrator, page number) |  |  |
| Identify the Bible as the Word of God |  |  |
| Retell familiar stories from Scripture (e.g.  The Story of Creation, The Birth of Jesus) |  |  |
| With prompting and support, categorize key details of a familiar narrative text |  |  |
| Participate in liturgies (\*) |  |  |
| With prompting and support, compare and contrast key details of a familiar narrative text |  |  |
| **ENGLISH / LANGUAGE ARTS** |  |  |
| **Print Concepts** |  |  |
| Follow words from left to right, top to bottom, page by page |  |  | Actively engage in group narrative reading activities with purpose and understanding (\*) |  |  |
| Distinguish between a letter and a word |  |  | **Informational Text** |  |  |
| Recognize and name all upper and lower case letters |  |  | Recall key details from informational pictures |  |  |
| **Phonological Awareness** |  |  | Recall key details from a familiar informational text |  |  |
| Recognize and produce rhyming words |  |  |
| Count, blend, and segment syllables in spoken words |  |  | With prompting and support, identify the main topic of a familiar and unfamiliar informational text |  |  |
| Blend and segment onsets and rimes of single-syllable spoken words |  |  |
| With prompting and support, answer questions about key details in a familiar and unfamiliar informational text |  |  |
| **Phonics and Word Recognition** |  |  |
| Recognize own name and other common words in print |  |  |
| Identify the meaning of common words found in an informational text |  |  |
| Match all uppercase and lowercase letter names to their printed form |  |  |
| Identify common types of informational texts (e.g. newspaper, magazine, sign) |  |  |
| Associate sounds with letters |  |  |
| Identify short vowel sounds |  |  | With prompting and support, categorize key details of a familiar informational text |  |  |
| Identify primary sound for each consonant |  |  |
| Recognize high frequency words by site |  |  | With prompting and support, compare and contrast key details of a familiar informational text |  |  |
| **Literature** |  |  |
| Recall key details from narrative pictures |  |  |
| Recall key details from a familiar narrative text |  |  | Actively engage in group informational reading activities with purpose and understanding (\*) |  |  |
| Retell familiar narrative stories |  |  |
| Sequence the events depicted in narrative pictures |  |  | **Writing** |  |  |
| Use appropriate tripod or quadropod grip for increased control in drawing and writing |  |  |
| Sequence the events of a familiar narrative text |  |  |
| Draw pictures to represent language |  |  |
| With prompting and support, answer questions about key details in familiar and unfamiliar narrative texts (characters, setting, major events) |  |  | Participate in simple journaling through drawing and dictation (\*) |  |  |
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| **STANDARD** | **1** | **2** |  | **STANDARD** | | | **1** | **2** |
| Participate in shared writing activities (\*) |  |  | Solve addition and subtraction word problems within 5 using objects, drawings, and acting out situations | | |  |  |
| Trace and copy letters and words in print |  |  |
| Write first name |  |  |
| **Speaking and Listening** |  |  | **Number and Operations in Base Ten** | | |  |  |
| Follow agreed-upon rules for discussions |  |  | Compose and decompose a ten using single objects | | |  |  |
| Use appropriate language and style for different settings (e.g. church, classroom, playground) |  |  |
| **Measurement** | **and** | **Data** |  |  |
| Compare two objects by a measureable attribute (e.g. length, weight, capacity) | | |  |  |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood |  |  |
| Sort and classify objects into given categories | | |  |  |
| Speak in complete sentences using age- appropriate language |  |  | Name the days of the week and months of the year | | |  |  |
| Recite short poems, rhymes, and songs |  |  | Demonstrate concepts of time (e.g. morning, afternoon, yesterday, today, tomorrow) | | |  |  |
| **Language** |  |  |
| Understand and use-age appropriate grammar |  |  | With prompting and support, collect and interpret data in pictographs | | |  |  |
| Use frequently occurring nouns and verbs |  |  | **Geometry** | | |  |  |
| Form regular plural nouns orally by adding  /s/ or /es/ |  |  | Identify, describe, and build common-two dimensional shapes | | |  |  |
| Understand and use question words (e.g.  who, what, where, when, why, how) |  |  | Describe objects in the environment using names of common two-dimensional shapes | | |  |  |
| Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with) |  |  | Describe the relative positions of objects (e.g. above, below, beside) | | |  |  |
| Recognize, describe, extend, and create a repeating pattern | | |  |  |
| Produce and expand complete sentences in shared language activities |  |  |
| **SCIENCE** | | |  |  |
| Write a letter or letters for some consonant and short-vowel sounds |  |  | **Physical Science** | | |  |  |
| Describe objects in terms of materials they are made of (e.g. wood, cloth, paper, plastic, metal) | | |  |  |
| **Vocabulary** |  |  |
| Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes |  |  |
| Identify common physical properties of objects (e.g. size, color, shape, texture) | | |  |  |
| Understand and use accepted words for categories of objects in everyday life |  |  | Sort and classify objects by their common physical properties | | |  |  |
| Understand and use both simple and complex words that describe the relations between objects |  |  | Explore sound, heat, light, and movement (\*) | | |  |  |
| **Life Science** | | |  |  |
| Name common plants and animals | | |  |  |
| **MATHEMATICS** |  |  |
| Identify plants and animals as living things | | |  |  |
| **Counting and Cardinality** |  |  | Describe the appearance, movement, and habitat of common animals | | |  |  |
| Count to 30 by ones |  |  |
| Write numbers from 0 to 10 |  |  | Describe the appearance of common plants | | |  |  |
| Represent a number of objects with a written numeral 0-10 |  |  | Describe the stages of life (e.g. birth, growth, death) | | |  |  |
| Understand the relationship between numbers and quantities |  |  | Explore the structures of plants and animals (\*) | | |  |  |
| Understand that each successive number name refers to a quantity that is one larger |  |  | **Earth Science** | | |  |  |
| Identify and describe the four seasons | | |  |  |
| Count up to 10 objects arranged in different configurations |  |  | Identify and describe types of weather | | |  |  |
| Explore objects in the solar system (\*) | | |  |  |
| Given a number from 0-10, count out that many objects |  |  | **Investigation and Experimentation** | | |  |  |
| Ask and seek answers to questions about their environment (\*) | | |  |  |
| Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (using groups with 10 objects or less) |  |  |
| Use the five senses to make observations | | |  |  |
| Communicate observations orally and visually | | |  |  |
| **Operations and Algebraic Thinking** |  |  | **SOCIAL STUDIES** | | |  |  |
| Represent addition and subtraction with objects, drawings, and acting out situations |  |  |
| **Citizenship** | | |  |  |
| Identify traits of a good citizen | | |  |  |
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| **STANDARD** | **1** | **2** |  | **STANDARD** | **1** | **2** |
| Identify and describe models of good citizenship |  |  | Create two- and three-dimensional works of art |  |  |
| Connect being a good citizen in the  classroom to being a good citizen in the  community |  |  | Represent objects, people, or events in works of art |  |  |
| Identify images in own works of art |  |  |
| Identify and explain common jobs in the school and local community |  |  | Express self through art (\*) |  |  |
| **Music** |  |  |
| **Geography** |  |  | Identify and describe basic elements in music (e.g. tempo, rhythm, dynamics, pitch) |  |  |
| Identify the relative location of places in the school and community |  |  |
| Identify common musical instruments |  |  |
| Compare and contrast maps and globes |  |  | Use movements to demonstrate an awareness of tempo and rhythm |  |  |
| Create a map of the classroom or other familiar room |  |  |
| Play instruments to demonstrate an awareness of tempo, rhythm, dynamics, and pitch |  |  |
| **History** |  |  |
| Categorize time intervals (e.g. days, weeks, months) |  |  |
| Use singing to demonstrate an awareness of temp, rhythm, dynamics, and pitch |  |  |
| Demonstrate an understanding of past, present, future by sharing autobiographical accounts (e.g. last Christmas, today at recess, an upcoming holiday) |  |  |
| Sing age-appropriate songs from memory |  |  |
| Demonstrate appropriate performance and audience skills (\*) |  |  |
| Explain the purpose of holidays |  |  | **Drama** |  |  |
| **PHYSICAL EDUCATION** |  |  | Use the vocabulary of theatre (e.g. character, setting, actor, audience) |  |  |
| **Safety** |  |  |
| Use materials appropriately |  |  | Identify the different between real and imaginary characters |  |  |
| Participate in emergency drills |  |  |
| Perform imitative movements (e.g. freeze, statues, and mirrors) |  |  |
| **Fine Motor** |  |  |
| Use tools for their purpose (e.g. rolling pin, cookie cutters, utensils, scissors, etc.) |  |  |
| Engage in pretend play with others (\*) |  |  |
| Act out assigned roles |  |  |
| Build and construct with materials |  |  |
| Create and act out new roles using own imagination |  |  |
| Squeeze, pinch, button, zip, snap, and stir |  |  |
| Cut shapes, objects, and lines |  |  |
| **SOCIAL–EMOTIONAL SKILLS** |  |  |
| Trace and write letters |  |  |
| Use dominant hand most of the time (\*) |  |  | **Self -awareness** |  |  |
| **Gross Motor Skills** |  |  | Identify body parts and their functions |  |  |
| Balance |  |  | Identify different feeling |  |  |
| Run, jump, hop, skip, climb |  |  | Use words to describe own feelings |  |  |
| Move forward, backward, and side to side |  |  | Demonstrate a positive self-image (\*) |  |  |
| Throw and catch |  |  | Begin to develop an awareness of own abilities (\*) |  |  |
| Pour from containers |  |  |
| **Physical Activity** |  |  | **Interpersonal Awareness** |  |  |
| Distinguish right from left |  |  | Compare and contrast their physical characteristics with those of others |  |  |
| Understand and use personal space (\*) |  |  |
| Participate in individual and group physical activities (\*) |  |  | Compare and contrast their feelings with those of others |  |  |
| **Health** |  |  | Understand the role of teacher as a type of caregiver |  |  |
| Identify healthy foods |  |  |
| Explain the need for rest and exercise |  |  | **Self-regulation** |  |  |
| Develop endurance in physical activities (\*) |  |  | Take care of physical needs (e.g. dressing, restroom use, hygiene) |  |  |
| **FINE ARTS** |  |  |
| Follow social and classroom rules |  |  |
| **Visual Art** |  |  |
| Respond positively to redirection from adults |  |  |
| Name common art materials (e.g. clay, paint, crayons) |  |  |
| Accept responsibility for own behavior (\*) |  |  |
| Connect actions to consequences |  |  |
| Name primary and secondary colors |  |  |
| Accept changes in environment (e.g.  separation form family, transitions, field trips, substitutes, etc) (\*) |  |  |
| Identify lines, shapes, and space in works of art |  |  |
| Make color combinations |  |  |
| Complete a task |  |  |
| Use two-dimensional shapes to create works of art |  |  |
| Keep personal space and classroom areas orderly |  |  |
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| |  |  |  | | --- | --- | --- | | **STANDARD** | **1** | **2** | | **Self-expression** |  |  | | Communicate preferences |  |  | | Make choices |  |  | | **Communication** |  |  | | Ask for help when needed (\*) |  |  | | Use verbal and nonverbal communication effectively (\*) |  |  | | Develop age-appropriate attention span (\*) |  |  | | Follow one and two-step directions |  |  | | **Social Interaction** |  |  | | Participate positively and cooperatively in group activities (\*) |  |  | | Share and take turns (\*) |  |  | | Use polite words (\*) |  |  | | Help others (\*) |  |  | | Resolve peer conflict (\*) |  |  | | Actively and intentionally play with peers (\*) |  |  | | Engage in games and group play (\*) |  |  | | Initiate play and lead cooperative experiences (\*) |  |  | | Play with a common purpose (\*) |  |  | | |  | | --- | | **TEACHER COMMENTS** | | Semester 1: Parent Signature: | | Semester 2:  Parent Signature: | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **ATTENDANCE** | **1** | **2** | | Days Absent |  |  |  | | Days Tardy |  |  |  | |