

**ACHIEVEMENT LEVELS**

**A = AT OR ABOVE** - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

**M = MINIMAL ASSISTANCE IS NEEDED**

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

**P = PROGRESSING: NEEDS ASSISTANCE**

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

**N = NEEDS IMPROVEMENT**

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

**X = NOT YET COVERED**

**WORK HABITS**

**C = CONSISTENTLY**

**MT = MOST OF THE TIME**

**S = SOMETIMES**

**R = RARELY**

**ENGLISH LANGUAGE ARTS**

COMMON CORE STATE STANDARDS

***Foundational Skills for Reading***

**Knows Concepts About Print:** In Transitional Kindergarten, readers learn to follow the print from left to right and top to bottom along with the difference between a letter, a word, a picture, and the first and last letters of a word.

**Phonological Awareness:** Students learn to recognize rhyming words (cat-hat), to count words in a sentence, to blend and segment syllables in a word (e.g., pen-cil), to identify the first and last sounds of a spoken words, and to correctly repeat three random sounds (e.g., /f/, /s/, /t/).

**Names Upper and Lowercase Letters:** Students know and can name nearly all letters of the alphabet when they see them.

**Matches Sounds to Letters:** TK students are expected to know the most common sound for most consonants and the short vowel sounds (e.g., can, let, hit, hop, cup).

**Reads High-Frequency Words:** (e.g., I, A, a, mom, dad, cat, the)

***Reading Comprehension***

**Retells Familiar Stories:** With prompting from the teacher, they include important key details, such as character's names, the setting, the problem, and the solution. They use the illustrations as well as the words to identify what is happening. The retell with prompting and support as needed.

**Asks and Answers Questions about a Text:** Students learn to talk about both stories and informational nonfiction text. They learn to respond to specific questions about the text, and, with support, learn to ask simple questions about familiar stories and characters as well.

**Retells Details of Nonfiction/Informational Text:** With prompting and support, TK students retell details and identify simple cause and effect relationships by answering why questions. Information may come from both the text and the pictures.

**Compares Stories and Story Elements:** With help, students compare and contrast two story elements (e.g., two characters, two problems) from familiar stories.

**Compares Information on Two Related Topics:** With help, students compare and contrast two informational topics (e.g., a frog and a toad).

## Writing

**Writing:** TK students draw, tell, and write opinions about favorite things, information and how-to pieces where they supply information about a group topic, and narrative stories about personal experiences.

**Writes First and Last Name:** TK students learn to write both their first and last names with correct letters and formation (capital letter first followed by lowercase letters; e.g., Ken not KEN)

**Capitalization and Punctuation:** Students are expected to write their own name with a capital letter at the beginning and all lowercase letters thereafter. In addition, they learn to capitalize the word *I*. They add ending punctuation to each sentence and can point to a period, question mark, and exclamation mark when prompted.

**Prints Letters Correctly:** TK students need to both name letters and form them correctly as formation is an important awareness of how letters look and how small differences are important (e.g., the only difference between an “n” and an “h” is the height of the stick).

**Uses Drawing, Labeling, and Some Phonetic Spelling When Writing:** TK students learn to draw and label as well as to stretch words and write the sounds they hear in order (e.g., *said* may be written as *s* until the student hears more sounds and writes *sd* or *sed*).

## Language

**Uses Learned Vocabulary:** Students learn new words across the day in all subjects and are expected to use those new words when talking with others.

## Speaking and Listening

**Participates in Conversations of Multiple Exchanges:** With prompting and support, students learn how to discuss a variety of topics with others by not only sharing ideas but also responding to others’ ideas in a conversation.

**Asks and Answers Questions to Get Information or Help:** TK students learn to both ask and answer questions in order to get help or to get information.

**Describes Familiar People, Places, Things, and Events:** With prompting and support, students learn to describe familiar people, places, things, and events (e.g., what happened, who was there).

## MATHEMATICS

COMMON CORE STATE STANDARDS

Transitional Kindergarten students learn to count to 30 and write numbers to 10. Teachers introduce the idea of “zero” to students. Counting and comparing numbers lays a foundation for adding and subtracting. Students sort and classify groups of objects (by color, shape, size and other attributes) and identify and use four basic shapes.

Here are some of the typical mathematical questions /tasks transitional kindergartners work on in class. These are also great for asking/doing at home.

### Counting and Cardinality

Count the cubes. How many? Count the bears. Which number shows how many bears?

Are there more red cubes or blue cubes? How do you know?

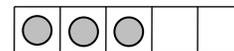
Count the pictures of turtles. Now draw a rock for each turtle. Count to 30 [or 15, or 20], starting at one.

Count out 8 squares [cubes, bears, counters]. These 7 cubes make a train. Count up as I put on more cubes.

### Operations and Algebraic Thinking

Listen to the stories. Use your counters and your five-frame: I saw 3 cars in the parking lot. One car drove away. How many cars are left?

five-frame showing “3 cars”



I put 2 apples in a bag. Then I put in 3 more apples. How many apples are in the bag?

### Number and Operations in Base Ten

Show me [5 cubes, 7 cubes, 4 cubes] zero cubes. What do zero ladybugs on a rock look like? Which is less [or more]—zero or one? How do you know?

### Measurement and Data

What color is this [black, white, red, yellow, green, blue, orange, purple, pink, brown]?

Which bear is bigger/smaller? Put all the green cubes together. Find the squares [rectangles, triangles, circles] in this group of shapes.

### Geometry

What is this shape called [square, triangle, rectangle, or circle]? Draw a triangle for me [or a square, rectangle, or circle].

