



Report Card Family Guide: Grade TK

Manteca Unified Families,

We value working together to support your child's education and growth. MUSD has created the Standards Based Report Card (SBRC) as an effective communication tool between you and your child's teacher regarding your child's progress toward mastering state grade-level standards throughout the school year. These standards identify what students should know and be able to do by the end of the grade level.

This **Report Card Family Guide** has been specially designed to support MUSD families with understanding your child's report card and how you can support learning from home. One of the most impactful ways a parent/family can support is by encouraging a love of learning. Families can do this by being excited and interested about what their child is learning in class.

In this document you will find:

- Important learning standards in each subject and area for the grade level
- Guidance for families about ways they can support their child's learning
- Additional resources for families

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Overview of the Report Cards

The MUSD purpose of the standards-based report card is to clearly communicate student performance toward grade-level standards and expectations to our families. A standards-based report card is designed to provide accurate information about student performance and growth in meeting the standard. In other words, rather than focusing on a percentage or number of points obtained, standards-based reporting focuses on student understanding or competency in each standard.

All MUSD students in grades TK-6 receive marks in the following areas: Habits of Success, English Language Arts, History/Social Studies, Mathematics, Science, Physical Education, Visual and Performing Arts, and Technology. Students who are English Language Learners receive additional marks indicating their progress in learning English Language Development Standards.



Standards-Based Report Card Marks

On the Standards-Based report card, students receive marks indicating their current level of progress toward end-of-year expectations for grade-level standards. Marks on the report card are reported as the following letter abbreviations **EX, PR, AP, BE** for each of the four proficiency scale levels. Refer to the chart below to view the proficiency marks and descriptions.

MUSD K-6 Proficiency Scale	
Exceeded (EX)	Student has demonstrated mastery of grade level standards and is able to extend and apply concepts with a greater depth of understanding to new situations.
Proficient (PR)	Student demonstrates mastery of grade-level standards.
Approaching (AP)	Student shows basic understanding and is progressing toward mastery of the grade level standard.
Beginning (BE)	Student is beginning to demonstrate understanding but is not yet meeting grade-level standards.
Insufficient (IN)	Student has not demonstrated enough evidence to assess the grade-level standards.

Goal Setting with Your Student's Teacher

What is the purpose of the Goal Setting Conference?

The Goal Setting Conference provides an opportunity to establish relationships between students, teachers, and families based on feedback and support. Goal setting helps students take ownership of their learning. These conferences differ from a traditional parent-teacher conference, which only allows for discussion after teaching and learning have taken place.

Teachers share information based on the individual student such as anecdotal records, participation, work samples, formative assessments, MAP student profile data, and other relevant data.

Effective goal setting engages students in understanding how learning is measured. Student-owned goal setting, undertaken through a diversity of teaching styles and approaches, is a critical strategy to assist students in becoming lifelong learners.

Before the Goal Setting Conference:

- Make sure you have a scheduled conference time. If you need to cancel the scheduled time, contact the teacher to schedule a different time.
- Review your child's work.
- Talk with your child about their progress in school.



- Think about your child’s strengths and challenges.
- Make a list of questions about your child’s development and ways you and the teacher can help your child with some of their challenges. Examples: Is my child at the level they should be at this point in the school year? In what areas is my child excelling? How is their attendance? What can I do to help my child with upcoming work?
- Think about ways you would like to be involved in your child’s learning, so you can discuss them with the teacher.

At the Goal Setting Conference:

- Be prepared for a two-way conversation to learn about your child’s social and emotional and academic progress at school. This is also an opportunity for the teacher to learn about what your child is like at home. When you tell the teacher about your child’s skills, interests, needs and dreams, the teacher can help your child more.
- Ask to see data about your child’s attendance and academic progress at school.
- Make a goal and a plan with your child’s teacher to ensure your child’s success.
- Write down the things you and the teacher will do to support your child.
- Schedule another time to talk if you need to continue the conversation past the allotted amount of time.
- Ask your child’s teacher how best to communicate with them.

After the Goal Setting Conference:

- Talk with your child about what you learned.
- Follow up with the teacher about your child’s development and the plan that was created during the conference.



Habits of Success

At MUSD, we believe in the importance of developing students who are knowledgeable and have the attributes to be successful learners. Therefore, our goals for students include demonstration of attributes and academic performance. The Habits of Success are behaviors that lead to one's success as a student and as a productive member of society.

Demonstrates concern for the needs of others	Demonstrates impulse control and self-regulation
Interacts positively with peers, cooperates, shares	Participates cooperatively with groups
Takes initiative in seeking adult support	Engages in meaningful relationships with adults



Social-Emotional Development

How Are Social-Emotional Skills Developed?

Social-emotional development (Habits of Success) is facilitated by strong, supportive, and sustained relationships with adults and peers. Each child has their unique strengths and develops social-emotional skills over time with support from their family, peers, teacher, and community.

TK Habits of Success	What Can Families Do to Support Children?
Demonstrates concern for the needs of others	<ul style="list-style-type: none"> ● Model empathy. Show concern in your interactions with others and your child will follow suit. ● Talk about feelings and emotions. Help children recognize and label their own emotions, as well as those of others. ● Encourage face-to-face communication. Teach children to listen actively and respond empathetically when someone shares their feelings or needs
Demonstrates impulse control and self-regulation	<ul style="list-style-type: none"> ● Do five finger breathing, use feeling cards to learn how to identify feelings, use bubbles to breath, create a corner in the home where a child can go to take some time to be by themselves
Engages in meaningful relationships with adults	<ul style="list-style-type: none"> ● Model positive interactions. Demonstrate respectful and caring interactions with other adults ● Create opportunities for conversation with adults. ● Help your child build trustworthy relationships with family and/or friends.
Interacts positively with peers, cooperates and shares	<ul style="list-style-type: none"> ● Play board games (candy land), games with balls (catch, bouncing or rolling the ball to each other) or card games (go fish or matching card games) to practice taking turns and sharing materials.
Takes initiative in seeking adult support	<ul style="list-style-type: none"> ✘ Model Independence. Demonstrate how to ask for help when needed. ✘ Encourage problem solving. When child encounters a challenge, ask questions like, "What can you do?" or "Who can help?"
Participates cooperatively within groups	<ul style="list-style-type: none"> ✘ Play games that requires taking turns (board games, card games)

Additional Resources for Families

- Toolkits for parents for each age level can be found in English and Spanish at: parenttoolkit.com
- Social-Emotional Learning information can be found at: casel.org/social-and-emotional-learning and <https://allaboutyoungchildren.org/wp-content/uploads/2013/09/english-social-emotional-48-60.pdf>



Language & Literacy Development

Children will begin to develop many aspects of early literacy (reading, writing, speaking, and listening) in Transitional Kindergarten. Students will develop language and literacy through listening, talking, exploring books and print, and drawing.

TK Language & Literacy Foundations	What Can Families Do to Support Children?
Speaks clearly enough to be understood by familiar adults and children	<ul style="list-style-type: none"> • Build your child’s vocabulary by having a designated time for reading together daily. • If your child is using one-, two-, or three-word phrases, you can expand what is said by using their word(s) in a sentence and adding to it. For example, if they point to a bird in a tree and say “bird”, you can say, “That bird is in the tree!”
Uses a variety of words in everyday life	<ul style="list-style-type: none"> • Use a variety of words when you speak to your child; this will help them learn new words. • Sing, dance, and play together while talking about what is happening (“we are jumping, we are moving our bodies!”)
Demonstrates knowledge of main characters or events in a familiar story	<ul style="list-style-type: none"> • Read together and engage your child in a story by having them respond to questions, repeat phrases and predict what is going to happen next.
Displays appropriate book-handling behaviors and knowledge of print conventions	<ul style="list-style-type: none"> • Read with your child every day. Use your finger to track along the print and encourage them to do it as well.
Begin to recognize that letters have sounds. Isolate and pronounce the first sound of a word.	<ul style="list-style-type: none"> • Use creative approaches such as skywriting, Play-Doh or songs to reinforce letter-sound associations. • Visual references such as alphabet cards with pictures.
Writes first name correctly	<ul style="list-style-type: none"> • Encourage them to practice writing their full name (first and last) regularly, as well as the names of family members and even pets! • Provide different surfaces in which your child can practice writing their name (sand, paint, marker/crayon on paper, chalk.)
Match/Identify upper- and lower-case letter names to their printed form	<ul style="list-style-type: none"> • In the grocery store, make a game of matching the letters of their name to items. • While walking or driving look for letters on signs.



Additional Resources for Families

- California Prekindergarten Curriculum Frameworks: cde.ca.gov/ci/rl/cf/documents/elaelfwchapter3.pdf
- California Common Core State Standards: cde.ca.gov/re/cc
- Information for Families on Children’s Language and Literacy Development: <https://allaboutyoungchildren.org/wp-content/uploads/2013/09/english-language-literacy-48-60.pdf>

English Language Development

The English Language Development (ELD) section on the report card is only completed for students who are English Learners (ELs). The ELD section includes statements from the California English Language Development Standards, which describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.

Grade TK ELD Reported Standards	
Exchange Information and Ideas	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions
Listening Actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.
Reading/Viewing Closely	Describe ideas, events (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia
Oral Presentation	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal)
Writing (Understanding Text Structure)	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers
Writing (Understanding cohesion)	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers.

What Can Families Do to Support Students?

- Take a family outing, such as programs at public libraries and recreational centers, where they can interact with English-speaking children.



- Actively encourage friendships with English-speaking peers.
- Borrow books from the local public library.

Summative English Language Proficiency Assessments for California (ELPAC)

In addition to reporting on ELD standards each trimester, all English language learners are required by the state of California to be assessed annually using the ELPAC to report progress on English Language acquisition. This test is called the English Language Proficiency Assessment for California (ELPAC). The Summative ELPAC is taken each spring.

What is the purpose of the Summative ELPAC?

- To assess English Language Development in English learners in Transitional Kindergarten through twelfth grade
- To check their progress in learning English each year

What does the Summative ELPAC cover?

The Summative ELPAC covers listening, speaking, reading, and writing for all grades tested. The Summative ELPAC is based on California English language development standards, adopted by the State Board of Education.

When do families receive the results?

For the spring administration of the Summative ELPAC, results are available in Q Parent Connect to families each Fall.

For students new to California, the Initial ELPAC is administered in the fall. It is the required state test for English Language Proficiency (ELP) that is given to students whose primary language is a language other than English. The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important, so students get the support they need to do well in school while receiving instruction in all school subjects. The initial results are given to parents in the fall and these students will also be assessed in spring with the Summative ELPAC.

Additional Resources for Families

- More information can be found on the CA Department of Education ELPAC Resource page at cde.ca.gov/ta/tg/ep



Math & Science

Math standards taught in Transitional Kindergarten are carefully aligned with Kindergarten and Pre-K math standards. Children learn math throughout the day in small groups, individually, and together as a whole class. Children practice math together socially, using real concrete objects to count and compare. Teachers support math knowledge by modeling and asking questions, by offering many opportunities to talk about math ideas, and by asking children to show their thinking in a variety of ways.

TK Math & Science Foundations	What Can Families Do to Support Children?
Sorts and classifies objects by a given attribute	<ul style="list-style-type: none"> • Have children help with laundry by matching socks. • Sort crayons/colored pencils by color
Counts up to ten objects using 1:1 correspondence	<ul style="list-style-type: none"> • Count steps/cars/ trees on the way to school
Recites numbers in order to thirty	<ul style="list-style-type: none"> • Sing counting songs • Count objects around the house (cereal, toys, etc...)
Recognizes and names all written numerals through 10	<ul style="list-style-type: none"> • Point out numbers everywhere (phone, remote controls, clocks)
Demonstrates awareness that objects can be compared	<ul style="list-style-type: none"> • Give kids options of different fruits and talk about the differences (le: apple, banana)
Makes and describes simple patterns	<ul style="list-style-type: none"> • This can be practiced with a variety of toys or food items (like fruits or vegetables); especially when you have multiple of the same item. For example: racecar, racecar, dinosaur, racecar, racecar, dinosaur; or apple, banana, orange, apple, banana, orange, etc.
Able to name primary shapes	<ul style="list-style-type: none"> • When walking to school, identify the different shapes you see. (e.g., stop signs, yield signs, window signs, houses, etc...) • Show your child a shape and have them create that shape with playdoh • Build different structures with blocks and identify the shape of each piece. • Identify shapes in your home (the table is round, the door is a rectangle, the package is square, the egg is an oval)
Record observations in various ways with adult assistance	<ul style="list-style-type: none"> • Model different ways of recording (pictures, notetaking)



Demonstrates curiosity and simple questioning about the environment	<ul style="list-style-type: none">• Show them the world (travel, go camping, visit museums, or explore other cultures together)• Wonder aloud: Share your own curiosities by saying things like, “I wonder why leaves are green?”
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Additional Resources for Families

- California Mathematics Resources for Parents and Guardians: cde.ca.gov/re/cc/mathinfoparents.asp
- California Common Core State Standards: cde.ca.gov/re/cc
- Information for Families on Children’s Development of Number Sense: <https://allaboutyoungchildren.org/wp-content/uploads/2013/09/english-number-sense-48-60.pdf>



Physical Development & Health

The goals of health education are to supplement and reinforce discussions about health in the home and community and to teach knowledge and skills necessary for children to make health-promoting decisions. Students in transitional kindergarten will be evaluated on Personal and Community Health and Growth and Development.

TK Physical Development & Health Foundations	What Can Families Do to Support Children?
Sustains physical activity	<ul style="list-style-type: none"> • Emphasize fun sports or activities. The more fun they have, the more likely they'll continue. • Make physical activity a family affair. Go for walks, hikes, or bike rides together. • Be a role model. Children who see their parents enjoying sports and activities are more likely to participate.
Uses fine motor skills to write, cut and dress	<ul style="list-style-type: none"> • Provide opportunities to develop their fine motor skills such as cooking together, playdough, beading/lacing, etc. • Play games such as Operation or pretend play using a dentist or doctor's kit that contains age-appropriate tweezers. • Write letters or make cards for friends and family. Encourage your child to include a phrase like, "Happy Birthday!" "Get well soon!" or "Thank you!" and sign their work.
Demonstrates increasing ability and body coordination in a variety of locomotor skills	<ul style="list-style-type: none"> • Pushing pedals to move a bike (one foot must follow the other), scooter, or pedal car. • Lifting and throwing balls into hoops or destroying block towers; bowling. • Crawling under a blanket fort and climbing over a pillow mountain.
Demonstrates directional awareness	<ul style="list-style-type: none"> • Play games like "Simon Says" with directional instructions.
Demonstrates and practices personal hygiene skills	<ul style="list-style-type: none"> • Model good hygiene skills • Consistency and positive reinforcement will help establish lifelong hygiene habits.

Additional Resources for Families

- For healthy recipes on a budget: eatfresh.org
- For information on child development, safety, and health: bit.ly/posparentingtips
- For information on children's physical development: <https://allaboutyoungchildren.org/wp-content/uploads/2013/09/english-physical-development-48-60.pdf>



Visual & Performing Arts

Visual and performing arts are an essential part of learning in the 21st century. In TK-6 classrooms, arts education can be uniquely integrated with state standards. This integration allows teachers to deepen students' understanding in various subjects by incorporating dance, music, theatre, visual arts, and media arts into their lessons.

TK Visual & Performing Arts Foundations
Engages in art activities using a variety of tools and resources.
Sings repetitive patterns or parts of age-appropriate songs from memory.

What Can Families Do to Support Students?

- Encourage your child to sing, play music, dance, draw, paint, and play imaginary games with friends, siblings, or by themselves
- Take your child to art exhibits at school, in museums, online, and more
- Talk to your child about visual and performing arts they experience and give them plenty of time to think about: *What's going on in this picture? What's going on in this performance? What do you see that makes you say that? What more can we/you find?*
- Encourage your child to participate in performances and arts-related programs.
- Talk to your child's regular classroom teacher and share what their interests are at home.



FAQ for Grading Students w/ Individualized Education Plans (IEPs)

1. Do teachers provide Progress Reports* on IEP Goals as well as a Standards-Based Report Card**?

Yes. A student's family should be notified of their student's progress on IEP goals. If a student with a disability is participating in the general education curriculum, the student must receive a report card that reflects their progress.

NOTE: *The student's IEP goals are not the basis for their grades on Report Cards.*

2. Who provides the grades on a student's Standards-Based Report Card?

The teacher of record is responsible for providing grades on the report card and may do so in consultation with a student's other teachers. The Special Education teacher is responsible for providing Progress Reports on IEP goals and may do so in consultation with a student's General Education teacher. Additionally, the Special Teacher provides Progress Reports on IEP goals to families at the same time as the report card (i.e. at the end of each trimester).

3. Should the teacher indicate on a report card that the student has a disability?

No. The nature of a student's disability should not be named or identified on a report card. Nor should the students' specialized instructional setting or services be described. In a report card, ONLY student performance on the curriculum should be noted.

4. Do accommodations affect grades (Proficiency Levels) on a Report Card?

No. Accommodations do NOT affect Report Card grades. An accommodation is a change to the teaching or testing procedures, student response, or other attributes to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. An accommodation does not fundamentally alter or lower the standard or expectation of the course, standard or test.

5. How does behavior, attendance, and task completion factor into a student's grade?

Standards based grading is based on mastery of standards. Therefore, behavior, attendance, and incomplete work should not be incorporated into a student's grade.

***Progress Reports** indicate progress on the IEP goals designed to designate necessary learning for a student to access and progress in the general education curriculum.

****Report Cards** provide measures of a student's progress in the general education curriculum and are provided to parents to indicate their child's progress or level of achievement in specific classes, course content, or curriculum.

Adapted from Riverside SELPA "Guidelines for Grading Students with Disabilities" p. 10-20

