Grade TK Progress Report Addendum

TK

Students are evaluated based on their achievement of the grade-level skills, strategies and concepts identified in the Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

Social Emotional Development and Approaches to Learning		
	Early Stage (3 to 4 ½ years)	Late Stage (4 to 5 ½ years)
Interactions with Peers	➢ Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support. ➢ Seek adult assistance to resolve peer conflicts or disagreements. ➢ Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share. ➢ Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer.	➢ More actively and intentionally interact and cooperate with peers in daily learning and play activities. ➢ Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict. ➢ More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities. ➢ Engage in extended collaborative problem-solving play and learning activities. Communicate with peers about how to solve a problem and help peers when needed.
Engagement	➢ Actively engage by focusing and concentrating on activities for brief periods of time with adult support. ➢ Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities; however, often need adult support to manage attention when distracted or interrupted.	➢ Actively engage by focusing and concentrating on activities for longer periods of time with less adult support. ➢ Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.
Self-Regulation	➢ Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others. ➢ Make efforts to regulate their emotions and behaviors and cope with stress with adult support. ➢ Demonstrate emerging ability to manage habitual reactions, impulsive behaviors, and delaying gratification with adult support.	➢ Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others. ➢ Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support. ➢ Manage habitual reactions, impulsive behaviors, and delaying gratification with less adult support.

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Language and Literacy Development		
	Early Stage (3 to 4 ½ years)	Late Stage (4 to 5 ½ years)
Reading	➢ Display basic book-handling behaviors and knowledge of basic print conventions, such as turning pages in a single direction and recognizing the cover and title of a book. ➢ Recognize print as something that can be read and has meaning.	➢ Display increasingly sophisticated book-handling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print. ➢ Identify the meaning of a few instances of familiar print in the environment.
Writing	➢ Write marks to represent own name. ➢ Write using scribbles that resemble letters and characters and are distinct from pictures. ➢ Experiment with grasp and body position using a variety of drawing and writing tools.	➢ Write own name nearly correctly. ➢ Write a few recognizable letters or characters to represent words or ideas. ➢ Adjust grasp and body position for increased control in drawing and writing tools.
Alphabetics and Print	➢ Match some letter names to their printed form. These will commonly be letters in the child's first name. ➢ Recognize that letters or characters have sounds.	➢ Match many letter names to their printed form (about 15 to 20 uppercase and 12 to 16 lowercase). ➢ Accurately identify or produce sounds associated with several letters or common characters with adult support.
Comprehension and Analysis of Age-Appropriate Text	Ways the child may demonstrate understanding include answering questions, labeling, describing, playing, responding with body language, and creating artwork. Children may demonstrate understanding of a text using any language they know. ➢ Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times. ➢ Demonstrate basic understanding of informational text after the child has experienced the text a few times.	Ways the child may demonstrate understanding include answering questions, labeling, describing, playing, responding with body language, and creating artwork. Children may demonstrate understanding of a text using any language they know. ➢ Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked. ➢ Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.

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Mathematics		
	Early Stage (3 to 4 ½ years)	Late Stage (4 to 5 ½ years)
Number Sense	➢ Recite numbers in order from one to ten or higher with no more than a few errors. ➢ Recognize and name a few written numerals under 10. ➢ Count five objects or more using one-to-one correspondence (one object for each number word). ➢ Answer the question "How many?" by counting. May repeat the last number word after counting but is still developing an understanding that the number name of the last object counted represents the total number of objects in the group.	➢ Recite numbers in order from one to thirty with no more than a few errors. ➢ Recognize and name all written numerals through 10. ➢ Count ten objects or more using one-to one correspondence (one object for each number word). ➢ Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.
Algebra & Functions	➢ Notice similarities and differences in the attributes of objects. Sort and classify objects by one attribute into two or more groups.	➢ Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility.
Patterning	➢ Notice and explore patterns in their environment and, with adult support, duplicate simple patterns. ➢ Create, with adult support, a simple repeating pattern.	➢ Explore, extend, and duplicate a variety of repeating patterns. ➢ Create a variety of repeating patterns or recreate existing patterns using different objects.
Fundamental Movement Skills		
	Early Stage (3 to 4 ½ years)	Late Stage (4 to 5 ½ years)
Fine Motor Manipulative Skills	➢ Show some fine motor manipulation skills that involve using hands and fingers to interact with objects used in daily life. • holds and uses scissors to cut out an approximation of a circle • buttons and unbuttons one button on their sweater • holds a pencil between the thumb and the pad of the index finger to write and draw ➢ Tend to show a preference for using one hand more than the other within a task and sometime across multiple tasks.	➢ Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life. • holds scissors with their thumb through the top hole and the index finger through the bottom hole and follows along the lines to cut • puts on a jacket, latches the zipper, and zips it • independently uses utensils when eating ➢ Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.