



Live Oak Unified School District

REPORT TO PARENTS – TRANSITIONAL KINDERGARTEN

Student Name: _____

School Year: _____

Date of Birth: _____
School: _____

Teacher: _____
Principal: _____

English Proficiency Level: **LEP** ☐ **RFEP** ☐
CELDT Proficiency: _____

PERFORMANCE LEVELS (for Academic and Learning Behaviors)	
4	Advanced Performance Level
3	Proficient Performance Level
2	Approaching Performance Level
1	Minimal Performance Level
	Not Assessed

EFFORT	
E	Excellent
G	Good
S	Satisfactory
I	Improving
N	Needs Improvement
U	Unsatisfactory

ATTENDANCE	T1	T2	T3
Days Enrolled			
Days Absent			
Days Tardy			
Attendance Impacting Academics (including early check-outs)			

READING Modified Curriculum T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/>	T1	T2	T3
Overall Performance			
Effort			
Foundational Skills			
Understands concepts of print (left to right, spacing, top to bottom)			
Recognizes rhymes			
Identifies 5 to 10 high frequency words			
Identifies own written name			
Alphabetic Principle RF1			
UPPER: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z (Goal = 26/26)			
Lower: a b c d e f g h i j k l m n o p q r s t u v w x y z (Goal = 18/26)			
Literature/Informational Text			
Asks and answers questions about story or key details in a text			
Identifies characters and some major events in text			
With prompting and support, student can retell/sequence stories			

SPEAKING & LISTENING; LANGUAGE	T1	T2	T3
Overall Performance			
Effort			
Expresses thoughts, feelings, and ideas clearly			
Participates in discussions, asking and answering questions about the topic			
Describes familiar people, places, things, events			
Uses complete sentences when speaking			

ENGLISH LANGUAGE DEVELOPMENT ALP <input type="checkbox"/> Trans. <input type="checkbox"/>	T1	T2	T3
Overall Performance			
Effort/Participation			
Interacting in Meaningful Ways			
Learning About How English Works			
Using Foundational Literacy Skills			

WRITING Modified Curriculum T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/>	T1	T2	T3
Overall Performance			
Effort			
Uses drawing, dictating and writing to compose text			
Prints some upper case and lower case letters accurately (Goal = 18)			
Produces and publishes simple writing			

SOCIAL STUDIES	T1	T2	T3
Overall Performance			
Effort			

SCIENCE	T1	T2	T3
Overall Performance			
Effort			

MATHEMATICS Modified Curriculum T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/>	T1	T2	T3
Overall Performance			
Effort			
Mathematical Practice			
Makes and discusses patterns			
Counting and Cardinality			
Counts by ones to 30 (T1=10, T2=20, T3=30)			
Recognizes numbers to 20			
Write numbers from 0 to 10 in order			
Represent and count a number of objects with a written numeral 0 to 10			
Compare simple sets of objects to tell more/less/equal			
Geometry			
Identifies and describes and shapes (circle, square, triangle, rectangle)			
Compares and creates shapes			

Parent/Guardian Attended Conference: <input type="checkbox"/>	
COMMENTS	Trimester 1
Parent/Guardian Signature:	

Colors	T1	T2	T3
Recognizes and names colors (red, orange, yellow, green, blue, purple, pink, gray, brown, black, white)			

PHYSICAL EDUCATION	T1	T2	T3
Effort			

LEARNER BEHAVIORS	T1	T2	T3
States and recognizes name			
Stays on task and uses time efficiently			
Can transition between activities			
Displays independence			
Solves own problems appropriately			
Displays self-control			
Shares and takes turns			
Shows respect to classroom materials			
Number of Citations			

SPECIAL PROGRAMS	T1	T2	T3
Reading Intervention			
Math Intervention			
RSP			
SDC			
Speech			
Enrichment			

COMMENTS	Trimester 2

COMMENTS	Trimester 3
Placement for Next Year: Grade	