

Preschool Progress Reports

Parent Information

We want to communicate to families what it is we expect students to know and be able to do. Using a point scale will give parents accurate information on students' progress towards expectations. The goal for all students is to be proficient in all areas by the **end** of preschool, entering kindergarten. To report this information to parents, we will be using the following scale:

- 0 = no attempt (child was unable to complete or refused to attempt)
 - 1 = below basic (meaning your child is not yet approaching the expectation)
 - 2 = basic (meaning your child is approaching the expectation)
 - 3 = proficient (meaning your child has met the expectation)**
 - 4 = advanced (meaning your child has exceeded the expectation)
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At the **END** of the year, entering kindergarten, a proficient preschool student will:

Early Reading Skills

- **Identifies letters:** Student will be able to name AT LEAST 20 capital letters.
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
- **Produces letter sounds:** Student will be able to make AT LEAST 13 sounds correctly when asked "What sound does ___ make?" (Includes both "hard" and "soft" sounds for letters C and G.)
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
- **Isolates sounds:** Student will be able to repeat the first sound in a word.
- **Understands syllables:** Student will be able to clap syllables and blend syllables.
- **Identifies rhyming words:** Student will be able to consistently recognize or produce words that rhyme.
- **Applies concepts of print (Book handling and Directionality):** Student will be able to hold a book right side up, turn one page at a time starting at the front of the book, and locate the front and back covers. Student will show understanding of at least two directionality of print concepts including reading left to right, using a return sweep (moving down to a line below), and reading top to bottom on a page. Student will be able to show "how to read" by following the words on a page with their finger.
- **Developing as a reader:** Student will consistently sit and listen to a story with the class. Student will show interest in books by bringing them to adults and requesting that they are read. Student will independently "read" familiar books.

Early Math Skills

- **Rote counts:** Student will be able to start counting at 1 and count up to AT LEAST 20 without prompts and without skipping any numbers.
- **Demonstrates number sense:** Student will be able to touch and count a group of 11 objects accurately demonstrating one-to-one correspondence. Student will be able to show understanding that the last number counted is the total number of objects in the group, and be able to identify the new number after 1 object is added or removed.
- **Recognize numbers 0-20:** Student will be able to identify AT LEAST 10 numbers 0-20 in any order.
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
- **Names shapes:** Student will be able to identify AT LEAST four 2-D shapes in their environment.
2-D shapes: circle, square, rectangle, triangle, oval, diamond.
- **Identifies colors:** Student will be able to name AT LEAST 9 basic colors in their environment.
Basic colors: red, green, blue, yellow, purple, orange, pink, black, brown, gray, white
- **Uses measurement concepts:** Student will be able to correctly describe items in their environment using measurement vocabulary such as big, little, long, short, heavy, tall. Student will be able to correctly put at least 5 items in order by size, such as from long to short.
- **Sorts objects:** Student will be able to independently sort items in the environment by one attribute (size, shape, color) of their own selection, and then resort the same group of items by a different attribute.
- **Manipulates patterns:** Student will be able to continue or add on to a given pattern. Student will be able to create their own basic pattern.

Example: 

Early Writing Skills

- **Writes capital letters:** Student will be able to write AT LEAST 13 capital letters correctly.
- **Writes name correctly:** Student will be able to write their first name with correct spelling.
- **Communicates with writing:** Student will “write” with intended meaning, and use some letters in writing. Student will be able to “read” back their writing.
- **Draws/Paints/Models:** Student will frequently participate in drawing, painting, modeling and other artistic expression activities with intent to create.

Physical Development

- **Fine motor: scissor skills:** Student will cut out an object within one inch of the line while holding scissors correctly (without reminders).
- **Fine motor: appropriate pencil/crayon grasp:** Student will independently hold and use a pencil or crayon with appropriate firmness and grasp when writing or coloring.
- **Gross motor: movement skills:** Student will walk on a line at least five steps without stepping off, run with long strides while showing arm and leg opposition, jump forward using both legs, and hop on one foot at least three times.
- **Gross motor: manipulative skills:** Student will throw a ball to a target, catch a beanbag tossed to either side of the body, and run up to and kick a non-moving ball, by planting a foot next to the ball and swinging the opposite leg for a forceful kick.

Self & Social Development

- **Personal knowledge and self-identity:** Student will state first and last name, birth date, age and gender (boy or girl), and describe self and others based on physical characteristics.
- **Practices self-help and personal care skills:** Without reminders, student will independently wash hands, use tissues and fasten own clothing after using the bathroom. Student independently puts on jacket, and removes and puts on shoes.
- **Expresses pride in accomplishments:** Student will display confidence by positively communicating about his or her own skills. Student will express that he or she is good at something specific.
- **Expresses empathy:** Student will offer simple assistance, such as comfort, when observing that a peer is upset. Student will accurately label others' feelings by making a drawing, identifying an illustration in a book, or verbally labeling the feelings a peer is demonstrating.
- **Copes with feelings /exhibits self control:** Student will be able to wait turn, distract him or herself with another activity, or ask an adult for assistance when frustrated or upset. Student refrains from acting impulsively without teacher reminders or intervention.
- **Shares and takes turns:** Student willingly shares and takes turns with peers. Student will comply with adult structured procedures for taking turns.
- **Builds relationships with familiar adults:** Student will consistently cooperate with adults and engage adults in conversation. Student will initiate interactions with adults and want to assist adults with routine tasks.
- **Progresses through developmental stages of play:** Student will engage in social play with peers, including assigned roles, self-identification, and a group identity.
- **Engages in dramatic play:** Student will play defined roles in a dramatic play situation and use language to communicate to peers and adults about the pretend play in which he or she is engaged.
- **Shows curiosity and tries new things:** Student will ask questions, actively explore new materials and independently use familiar materials to investigate and learn.
- **Demonstrates concentration and persistence:** Student will continue with activities even in a distracting environment. Student will persist with chosen activities even when difficulties or frustrations are encountered.
- **Complies with teacher expectations:** Student will respect peers and their space, and follow classroom rules. Student will apply familiar rules to all places in the school, including the playground and other "specials" classes.
- **Participates in daily group activities:** Student will stay with the class until the end of group activities. Student will participate appropriately and at appropriate times.
- **Successfully completes transitions:** Student will independently transition between activities at school. Transitions include lining up, stopping activities when asked, cleaning up after snack and play times, moving between activities, moving with the group outside the classroom, and separating from familiar adults.

If you have questions about anything on this parent information sheet, please contact your child's teacher.