



## ***Preschool Progress Report: September 2010-January 2011***

***Student's Name:*** \*\*\*\*\*

***Teacher's Name:*** *Crystal Moore / Candy Poirier*

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***Please note that 3 and 4 year olds develop at varying rates. It is also normal for a preschooler to demonstrate a specific skill one day, then not be able to demonstrate that skill the next. Knowledge and skill acquisition is an ongoing experience. Most skills presented at preschool are practiced over several months.***

### ***Assessment Indicators***

#### **Beginning**

This skill is just beginning to develop. The student is being introduced to the skill and requires teacher assistance and guidance. The student is progressing at an expected level.

#### **Developing**

This skill is developing. The student requires occasional teacher assistance and is progressing with some independence.

#### **Independent**

The student independently demonstrates an understanding of this skill.

#### **Not Expected**

The student is not expected to acquire the skill at this time.

#### **Not Assessed**

This skill has not been assessed at this time.

### ***Exceptionalities***

#### **ED = Experiencing Difficulty**

The student is experiencing difficulty accomplishing tasks using this skill. More time is needed for the student to develop this skill. The student is not progressing at an expected level.

#### **E = Exemplary**

This skill is at a level and quality that significantly exceeds expectations for the student's current level of study.

## GENERAL COMMENTS

\*\*\*\*\* is a delight! He has an enthusiasm for each day, and always has a story or a piece of knowledge to share with us, which usually makes us laugh! He is a wonderful helper in the classroom. He is eager to volunteer when a teacher or student requests help, and many times he sees a need and helps without being asked. \*\*\*\*\* is very aware of classroom rules. He enjoys playing dramatic games, especially ones that involve dressing up in character. He becomes deeply involved in his pretend play and has a wonderful imagination!

## EMERGING LITERACY SKILLS

|   | Beginning | Developing | Independent |
|---|-----------|------------|-------------|
| Recognizes name                             |           | ✓          |             |
| Recognizes some letters                     | ✓         |            |             |
| Traces a line                               |           |            | ✓           |
| Writes name                                 | ✓         |            |             |
| Speaks clearly                              |           |            | ✓           |
| Shows evidence of comprehension             |           |            | ✓           |
| Enjoys and recites nursery rhymes and poems |           |            | ✓           |

## COMMENTS

\*\*\*\*\* began the year not recognizing his name, or the letters in it. By November, he was able to not only recognize his name, but write the letter 'G'. He has taken an interest in letters and writing and enjoys the challenge of tracing lines and letters. We have been providing him with extra activities during free play that meet these interests.

\*\*\*\*\* loves story time and is a focused listener. He requests extra stories, and has lots to share when we discuss them. He particularly enjoys oral stories that involve actions!

## MATHEMATICS COMMENTS

There are a number of Mathematic concepts we've been working on that children are expected to master at this age. These include counting by rote up to 10, recognizing and naming at least 6 shapes, categorizing and sorting objects based on a single criterion, as well as concepts of before and after, more and less, and big and little. \*\*\*\*\* is developing at an expected level in all of these concepts.

Other concepts are introduced and practiced, with the understanding that these concepts will not be mastered immediately, but over time, even into the Kindergarten year. These skills include: recognizing numbers (up to 10), interpreting a map, completing puzzles of 25 pieces, exploring weight and quantity, and counting up to 10 objects.

## SCIENCE

|                | Beginning | Developing | Independent |
|----------------|-----------|------------|-------------|
| Shows interest |           |            | ✓           |
| Participates   |           |            | ✓           |

## COMMENTS

We've introduced the different body parts, as well as the heart and lungs, explored the 5 senses, and discovered different characteristics of air and weather. We've enjoyed doing class experiments that involve watching chemical reactions.

\*\*\*\*\* enjoys science activities and experiments, as well as discussing science facts.

**PHYSICAL EDUCATION**

|                                      |    | Beginning | Developing | Independent |
|--------------------------------------|----|-----------|------------|-------------|
| Participates                         |    |           |            | ✓           |
| Follows directions and instructions  |    |           |            | ✓           |
| Participates in group games          |    |           |            | ✓           |
| Follows the rules for games          |    |           |            | ✓           |
| Bounces a ball and catches it        |    |           |            | ✓           |
| Skips in rhythm                      | NA |           |            |             |
| Manipulates stairs, alternating feet |    |           |            | ✓           |
| Hops                                 | NA |           |            |             |
| Walks on a balance beam              |    |           |            | ✓           |

**COMMENTS**

\*\*\*\*\* absolutely loves the wrestling time we began this fall. He'll ask frequently if it's time to wrestle yet. He's excellent at remembering and following the rules we outlined, as well as listening to the 'referee.' This time of day allows \*\*\*\*\* to release some of his extra energy. Group games are a favourite of his, and he becomes enthusiastically involved.

## ART

|                           | Beginning | Developing | Independent |
|---------------------------|-----------|------------|-------------|
| Participates in:          |           |            |             |
| • Gluing                  |           |            | ✓           |
| • Cutting                 | ✓         |            |             |
| • Painting                |           |            | ✓           |
| • Drawing                 | ✓         |            |             |
| • Playdough               |           |            | ✓           |
| Able to:                  |           |            |             |
| • Manipulate small pieces |           |            | ✓           |
| • String beads            |           |            | ✓           |

## COMMENTS

\*\*\*\*\* doesn't choose art or craft activities often during free play. However, if we have a special activity set-up, he is always keen to participate. He enjoys messy activities, such as ones that involve shaving cream, paint, etc. \*\*\*\*\* doesn't show much interest in cutting activities that require scissors, but he has age appropriate fine motor skills that support him when cutting does capture his interest.

## MUSIC

|  | Beginning | Developing | Independent |
|--|-----------|------------|-------------|
| Shows interest                           |           |            | ✓           |
| Participates                             |           |            | ✓           |
| Listens to and performs songs as a group |           |            | ✓           |

## COMMENTS

Music at preschool encompasses many different activities. We sing classic songs, such as 'Buckle my Shoe,' or 'Wheels on the Bus,' and new songs, like 'Drivin' in my Car,' and 'The Monkey Song.'  
 We read story books that are songs, and listen to music stories that require making noise with an instrument at appropriate times. We also listen to instrumental music and move our bodies to the rhythm and sound of the song or accompany the dance with scarves. Students do actions to some songs with their hands, body, or instruments. Listening skills and following directions are important skills practiced during music time.

\*\*\*\*\* is an eager participant during any music or dance activities. He particularly enjoys dancing around with his friends.

| <b>Work Habits</b>  |  | <b>Rarely</b> | <b>Occasionally</b> | <b>Frequently</b> | <b>Consistently</b> |
|---|--|---------------|---------------------|-------------------|---------------------|
| Works without disturbing others                                       |  |               |                     |                   | ✓                   |
| Follows multi-step verbal directions                                  |  |               |                     |                   | ✓                   |
| Understands and follow procedures and routines quickly and cheerfully |  |               |                     |                   | ✓                   |
| Is a focused and active listener                                      |  |               |                     |                   | ✓                   |
| Respects and returns materials when finished with them                |  |               |                     |                   | ✓                   |
| Seeks adult help when needed  |  |               |                     |                   | ✓                   |
| Sits for 10 or more minutes for an activity/story                     |  |               |                     |                   | ✓                   |

### **WORK HABITS COMMENTS**

\*\*\*\*\* is very focused during any small or large group activity, very interested in what we're discussing, and an eager participant. \*\*\*\*\* is excellent at cleaning up the toys he's used, as well as at assisting his peers. \*\*\*\*\* is good at asking for teacher help when he encounters difficulty with an activity or interactions with peers.

| Social Skills   | Rarely | Occasionally | Frequently | Consistently |
|---|--------|--------------|------------|--------------|
| Demonstrates ability to take turns and share                          |        |              | ✓          |              |
| Follows rules in the classroom  |        |              |            | ✓            |
| Follows rules on the playground                                       |        |              |            | ✓            |
| Appropriately verbalizes ideas in social conflicts                    |        |              | ✓          |              |
| Communicates and interacts appropriately with other students          |        |              | ✓          |              |
| Respects other people's space   |        |              | ✓          |              |
| Is helpful to peers   |        |              |            | ✓            |
| Articulates and discusses thoughts, feelings, knowledge, and opinions |        |              | ✓          |              |
| Exhibits appropriate control over his/her feelings                    |        |              | ✓          |              |
| Aware of others' feelings and able to express empathy                 |        |              |            | ✓            |
| Tries new experiences and takes risks                                 |        |              |            | ✓            |
| Takes responsibility for own things                                   |        |              |            | ✓            |
| Demonstrates self confidence  |        |              |            | ✓            |
| Participates willingly in most activities                             |        |              |            | ✓            |
| Uses appropriate volume inside  |        |              |            | ✓            |
| Uses a friendly/respectful tone                                       |        |              |            | ✓            |

**SOCIAL SKILLS COMMENTS**

\*\*\*\*\* interacts well with both boys and girls, and is a friend to everybody in the classroom. He sometimes chooses to play by himself, and enjoys this time. He loves playing with others, and readily allows others to join his play. Sometimes entering play with others causes problems for \*\*\*\*\*, as he'll have a different idea of what should be happening in the game than those who began the play. This difficulty tends to arise when he wants to chase or be rough with the girls. This behaviour is not a concern, as it is very typical. We try to suggest other ways to involve himself in the game so as to not cause too much discontent. He is very tolerant of others when they are upsetting him and is a compassionate individual.

**PRINCIPAL'S COMMENTS**

What a great start for \*\*\*\*\*! He is a great little boy and I look forward to watching his continued growth.

High fives \*\*\*\*\*!

Mr. Jeff