



The Early Childhood Progress Report

A Family Guide

The purpose of the progress report is to communicate the development of your child.

Combined with parent conferences and examples of student work, the progress report enables parents, teachers, and school staff to work together to help each child develop and apply the skills which lead to success and self-confidence.

The progress report is shared and discussed during the November and May parent-teacher conferences. A final copy with updated attendance and grade assignment for the next school year is sent home to the parents in June.



Grading Codes

In all content areas, a variety of assessments will be used to determine your child's progress. Observing and taking notes about students as they work, evaluating student work samples and journal entries, using performance checklists, and maintaining portfolios of student work are frequently used evaluation methods.

The following grading codes are used to communicate the current level of student performance in all areas evaluated on the Prekindergarten and Kindergarten Progress Report:

CD—Consistently Demonstrating

Your child exhibits the skills/behaviors independently or with minimal teacher support.

PR—Progressing in the development of the skill

Your child exhibits the skills/behaviors with teacher guidance and support.

ND—Needs Development

Your child exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.

Progress Report Objectives

Language and Literacy

Your child is evaluated on his/her ability to:

- Engage daily in a variety of language and literacy activities
- Engage in listening and speaking activities to develop the skills necessary to attain meaning and clearly articulate ideas
- Hear sounds and parts in words such as rhyme, syllables, and individual sounds
- Engage in blending (putting sounds together to form words) and segmenting (taking sounds in words apart)
- Develop an awareness of books and print and how they work
- Engage in phonic activities by learning letter names and letter sounds and using these skills when reading
- Read and listen to a variety of text, practice fluent reading, and retell information about what was read
- Learn new vocabulary words and use these new words in conversation
- Write using appropriate writing skills such as letters, words, spacing, and writing from left to right
- Write to communicate ideas related to personal experience and school topics

Mathematics

Your child is evaluated on his/her ability to:

- Explore number relationships by comparing and using ordinal numbers such as first, second, etc.
- Work with fractions and money (Kindergarten only)
- Identify numerals, count orally, and build sets of objects
- Add and subtract (Kindergarten only)
- Explore patterns
- Develop geometry skills and concepts by working with shapes, sorting, and using words to describe position
- Explore measurement in terms of weight, length, and capacity
- Use the calendar to explore time concepts
- Collect and analyze data by graphing and discussing the results

Science

Your child is evaluated on his/her ability to:

- Observe the world around them
- Ask questions and describe what is observed
- Seek information through reading, observation, exploration, and investigation
- Use tools to extend their senses and gather data
- Interpret data to make decisions about what is observed

Social Studies

Your child is evaluated on his/her ability to:

- Understand how rules, rights, and responsibilities are important to being a productive citizen of the United States
- Discover that people have similar customs, needs, and jobs

Fine Arts and Physical Development and Health

Students in full day Prekindergarten and Kindergarten attend art, music, and physical education classes outside of their regular classrooms. Teachers in the special areas of art, music, and physical education share information about each student's performance with their classroom teacher. This information is used in conjunction with what the classroom teacher has observed to determine each student's current level of performance on identified Progress Report objectives.

Expected Student Behaviors

Appropriate student behavior is linked to academic achievement. The behavioral objectives evaluated on the Kindergarten and Prekindergarten Progress Report provide clear goals for all students. Students are evaluated on specific behaviors in each of the following categories:

- Respect for Myself
- Respect for Others
- Respect for Learning
- Respect for Property

Anne Arundel County Public Schools | Early Childhood Progress Report—Kindergarten

Student ID: _____ School Year: _____

Teacher: _____

Principal: _____

Grade Scale	Attendance				Marking Period		Total
	1	2	3	4			
OP – Consistently Demonstrates Skills/Behaviors Independently or with Minimal Teacher Support							
PR – Progressing in the Development of Skills/Behaviors with Teacher Guidance and Support							
ND – Needs Development							
NI – No Grade							
	Tardy/Early Dismissal						
	Days Absent						
	Days Present						
	Days Enrolled						

Subject	Fall	Spring	Subject	Fall	Spring
Language and Literacy			Science		
Listens to text			Observs/Investigates		
Speaks to communicate			Uses tools to gather data		
Hears sounds in words			Describes and compares objects		
Recognizes print concepts			Describes and compares using things		
Uses phonics skills			Social Studies		
Engages in reading			Learns about people		
Acquires new vocabulary			Specifies how people live and work		
Uses reading strategies			Uses technology		
Comprehends what is read			Identifies the reason for rules		
Writes to communicate			Fine Arts		
Writes using conventions			Participates in music experiences		
Mathematics			Participates in movement and drama		
Solves problems			Uses art materials		
Explores number relationships			Responds to art		
Uses numbers and quantity			Physical Development and Health		
Uses patterns			Moves with balance and control		
Uses geometry skills and concepts			Uses eye-hand coordination		
Explores measurement			Performs self-care tasks		
Collects and analyzes data			Follows health and safety rules		
Expected Student Behaviors			Respect for Learning		
Respect for Myself			Stays on task		
Follows rules and directions of adults			Shows responsibility		
Respect for Others			Participates in activities and discussions		
Treats others respectfully			Respect for Property		
Cooperates with others			Uses computers as directed by adults		
			Respects property of school and others		

Teacher Comments

Student Expectations →

Promoted Not Promoted Assignment for Next School Year Teacher's Signature Principal's Signature (using) Date

Student expectations grow over time...

The Prekindergarten and Kindergarten Progress Reports and the support documents used by teachers are aligned with the Maryland Voluntary State Curriculum objectives and the Maryland Model for School Readiness indicators.

During each school year, children grow physically, socially, and academically. Therefore, the expectations and evaluations of student performance on grade level objectives and indicators become more rigorous as the school year and the instructional program progress. As a result of this added rigor, a child may be *Consistently Demonstrating* in a particular skill in the fall and *Progressing in the Development* of that same skill in the spring.

In addition to reporting student progress to parents, the Anne Arundel County Public Schools Kindergarten Progress Report is used to inform the Maryland State Department of Education (MSDE) about each Kindergarten student's readiness for school. The school readiness skills that must be evaluated and reported to MSDE are embedded in the Kindergarten electronic progress report. During the fall Kindergarten parent/teacher conference, your child's teacher will discuss his or her performance on the MSDE readiness for school objectives. After the fall conferences, this information will be submitted to MSDE where it will be used to plan for future Early Childhood initiatives.

These charts contain a few examples of how skill expectations grow from the fall to spring reporting periods and from one grade level to the next.

Prekindergarten Skill

Uses numbers and quantity	Fall Expectations	Spring Expectations
<i>Identifies numerals</i>	<ul style="list-style-type: none"> • 1–3 	<ul style="list-style-type: none"> • 1–9
<i>Rote counts</i>	<ul style="list-style-type: none"> • Counts to 10 • Counts during calendar activities 	<ul style="list-style-type: none"> • Counts to 31 • Counts by 10's

Kindergarten Skill

Uses numbers and quantity	Fall Expectations	Spring Expectations
<i>Identifies numerals</i>	<ul style="list-style-type: none"> • 0–5 • Writes numerals 0–5 	<ul style="list-style-type: none"> • 0–20 • Writes numerals 0–20
<i>Rote counts</i>	<ul style="list-style-type: none"> • Counts to 31 • Counts during calendar activities 	<ul style="list-style-type: none"> • Counts backwards from 10 • Counts by 5's and 10's • Counts on (to a given number)



Kevin M. Maxwell, Ph.D., *Superintendent of Schools*

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