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 discussed during parent-teacher conferences.

A final copy with updated attendance and grade assignment for the next school year is mailed home to parents in June.
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 Demonstrates**
Your child exhibits the skills/behaviors independently or with minimal teacher support.

**PR—Progressing in the Development**
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.

### 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:
- Identify numerals, count orally, and build sets of objects
- Add and subtract
- 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
- 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 Prekindergarten and Kindergarten 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
The Prekindergarten and Kindergarten Progress Reports and the support documents used by teachers are aligned with the Maryland College and Career Readiness Standards.

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.

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.

<table>
<thead>
<tr>
<th>Writes using conventions</th>
<th>Fall Expectations</th>
<th>Spring Expectations</th>
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<tr>
<td>Represents writing as</td>
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<tr>
<td>pictures, letters,</td>
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<tr>
<td>letter strings, and/or</td>
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<tr>
<td>words (L.PK.2c)</td>
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<tr>
<td>Pictures</td>
<td>• Draws recognizable pictures</td>
<td>• Draws a recognizable picture</td>
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<td>Letter-like shapes</td>
<td>• Draws shapes that resemble letters</td>
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<tr>
<td>Letters</td>
<td>• Writes random letters</td>
<td>• Writes familiar words</td>
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<tr>
<td></td>
<td>• Uses consonants to represent sounds in word (e.g. “bl” for ball)</td>
<td>• Uses beginning consonants sounds</td>
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<tr>
<td></td>
<td>• Recognize some letters on a keyboard</td>
<td>• Uses ending consonant sounds</td>
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<tr>
<td>Kindergarten</td>
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<tr>
<td>Represents writing as</td>
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<tr>
<td>pictures</td>
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<tr>
<td>Letter strings</td>
<td>• Draws recognizable pictures</td>
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<tr>
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<td>• Writes letter strings</td>
<td>• Expectation beyond this level in Spring</td>
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<tr>
<td>Letter to represent</td>
<td>• Random use of consonants to represent sounds in words</td>
<td>• Uses beginning consonants sounds</td>
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<tr>
<td>phonemes (L.K.2c)</td>
<td></td>
<td>• Uses ending consonant sounds</td>
</tr>
<tr>
<td></td>
<td>• Writes letter(s) for most consonants and short vowel sounds</td>
<td>• Writes letter(s) for most consonants and short vowel sounds</td>
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</tbody>
</table>

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.

George Arlotto, Ed.D. Superintendent of Schools
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