



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.



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 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.

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:

- 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

Student expectations grow over time...

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.

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.

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



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