



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 the November and May 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

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

Anne Arundel County Public Schools		Early Childhood Progress Report: Pre-K & K			
2015-2016 School Year		Fall			
Student: William T Student ID: 111222 Grade: K Teacher: M. Smith		Annapolis Elementary 123 Blue Street Annapolis, MD 21401 Principal: Scott Jones School Phone: (410) 222-2222			
Grading Codes		Attendance		Marking Period	
CD - Consistently Demonstrates Skills/Behaviors Independently		Tardy/Early Dismissal	1	2	3
PR - Progressing in the Development of Skills/Behaviors with Teacher Guidance and Support		Days Absent			
ND - Needs Development		Days Present			
		Days Enrolled			
		Fall		Spring	
Language and Literacy		Science			
Listens to learn		Asks questions and defines problems			
Speaks to communicate		Uses tools to carry out investigations			
Problem solves to read new words		Observes, gathers and interprets data			
Demonstrates reading foundational skills		Constructs experiments, designs solution			
Comprehends literary texts		Social Studies			
Comprehends informational texts		Describes roles of community members			
Acquires and uses new vocabulary		Identifies geographic representations			
Uses decoding strategies		Demonstrates understanding of citizenship			
Responds to text in a variety of ways		Understands basic economic ideas			
Writes to communicate		Fine Arts			
Writes using conventions		Participates and responds to music			
Mathematics		Participates and responds to visual arts			
Solves mathematical problems		Participates in movement and dance			
Compares numbers		Uses artistic thinking strategies			
Uses models to convey understanding		Physical Development and Health			
Counts objects		Understands safe living rules			
Demonstrates rote counting skills		Understands healthy habits			
Compares and describes attributes		Identifies the benefits of skills practice/fitness			
Demonstrates understanding of numeracy		Uses large and small muscles to perform tasks			
EXPECTED STUDENT BEHAVIORS					
Respect for Myself		Respect for Learning			
Follow rules and directions of adults		Stays on task			
Shows responsibility		Participates in activities and discussions			
Respect for Others		Respect for Property			
Treats others respectfully		Uses computer			
Cooperates with others		Respects property			
TEACHERS COMMENTS					

Student Expectations →

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 consonants sounds • Uses ending consonant sounds • Writes letter(s) for most consonants and short vowel sounds



George Arlotto, Ed.D. Superintendent of Schools

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