

Pre-K Interim Progress Report

Name: _____

Date: _____

Letter Identification

PK3.III.C.1 - Child shows awareness of letters by signing alphabet songs & recognizing some frequently encountered letters.

PK4.III.C.1 - Child recognizes and names at least 20 letters (upper- or lower-case letters).

Q	A	Z	W	S	X	E	D	C	R	F	V	T
G	B	Y	H	N	U	J	M	I	K	O	L	P
q	a	z	w	s	x	e	d	c	r	f	v	t
g	b	y	h	n	u	j	m	i	k	o	l	p

Letter Sound Identification

PK3.III.C.3 - Child produces the correct sound for the first letter of his/her name.

PK4.III.C.3 - Child produces at least 20 distinct letter-sound correspondences.

Q	A	Z	W	S	X	E	D	C	R	F	V	T
G	B	Y	H	N	U	J	M	I	K	O	L	P
q	a	z	w	s	x	e	d	c	r	f	v	t
g	b	y	h	n	u	j	m	i	k	o	l	p

Numeral Identification

PK3.V.A.5 - Child recognizes numerals 0 - 5.

PK4.V.A.5 - Child recognizes numerals 0 - 10.

3	5	1	4	8	6	2	10	7	9	0
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Number Sense

PK3.V.A.1 - Child rote counts from 1 - 10.

PK4.V.A.1 - Child rote counts from 1 - 30.

PK3.V.A.2 - Child counts up to 5 objects with one-to-one correspondence.




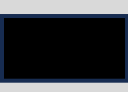

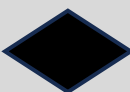



PK4.V.A.2 - Child counts up to 10 objects with one-to-one correspondence.

Child rote counted to:		Child counted objects with one-to-one correspondence up to:	
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Shape Identification

PK3.V.C.1 - Child names and describes common 2D shapes.

PK4.V.C.1 - Child names and describes common 2D shapes and names at least one solid 3D shape.

								
circle	square	triangle	rectangle	oval	rhombus	triangle	sphere	cube

Classification & Patterns

PK3.V.E.1 - Child sorts objects that are the same and different

PK4.V.E.1 - Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

PK3 - Sorts according to:	color	shape	size
PK4 - Describes to sort according to:			

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PK3.V.E.3 - Child recognizes and duplicates patterns.

PK4.V.E.3 - Child recognizes, duplicates, extends, and creates patterns.

Identifies the pattern: Yes or No	Copies the pattern: Yes or No	Extends the pattern: Yes or No	Creates a pattern: Yes or No
Type of pattern: (i.e., AB, ABB, AABB)			

Identifies Colors (No Pre-K Guidelines to support this skill)

red	blue	yellow	green	orange
purple	brown	black	white	pink

Scissor Skills

PK3.IX.B.1 - Child experiments with a variety of fine motor tasks but my lack strength and control.

PK4.IX.B.1 - Child shows control of tasks that require small-muscle strength and control.

hold scissors correctly	cuts straight lines	cuts curved lines	cuts out shapes/pictures
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Early Writing Skills (Mark as O = Often, S = Sometimes, R = Rarely)

Pre-Writing and/or Writing Skills (check accordingly)	O	S	R
Participates in free-choice drawing and writing using marks, letters, or symbols in a variety of settings (centers, activities, etc.). [I.V.A.1]			
Draws & writes for many purposes to communicate ideas using a variety of writing tools. (i.e., journals) [I.V.A.2]			
Writes own name with approximate letters. (PK3) / Writes own name with legible letters in order. (PK4) [I.V.C.1]			
Scribbles, draws pictures and people, and makes mock letters to communicate ideas. (PK3) Begins forming letters and letter strings to communicate ideas. (PK4) [I.V.C.2]			
Begins to write using letter-like forms. (PK3) Begins to write familiar words using letter-sound correspondences (ex: beginning/ending sounds). (PK4) [I.V.C.3]			
Begins to show understanding of directionality but may still start at random places. (PK3) Uses appropriate directionality when writing (e.g., top -> bottom, left -> right). (PK4) [I.V.C.4]			

Child's Name-Writing Sample at Time of Progress Report:

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Social and Emotional Checklists

Items are directly correlated to Texas Pre-K Guidelines and cover all areas within the Social and Emotional Domain. Please mark each skill/behavior as one of the following:

- **E** - Emerging (behavior is never or rarely demonstrated by the child)
- **D** - Developing (behavior is sometimes demonstrated by the child but may be inconsistent and/or require adult assistance)
- **P** - Proficient (behavior is consistently demonstrated by the child)

**A few behaviors have been pulled from the Language and Communication Domain and the Physical Development Domain, but they are relevant to the Social and Emotional expectations within the classroom setting.*

Self-Concept:

The child...	E	D	P
Respects the personal boundaries of others' space and their materials. [I.A.1]			
Identifies and names physical attributes, personal preferences, and some personal abilities. [I.A.2]			
Shows awareness of abilities and limitations by attempting to do things independently and/or requesting help from adults when needed. [I.A.3]			
Takes initiative in trying new activities and perseveres when it becomes challenging. [I.A.4]			

Self-Regulation:

The child...	E	D	P
Follows classroom and school rules with an occasional reminder from an adult. [I.B.1.a]			
Transitions appropriately from one activity to another. [I.B.1.a]			
Appropriately uses, manages, and takes care of classroom materials. [I.B.1.b]			
Cleans up materials by placing them in their appropriately labeled spaces. [I.B.1.b]			
Regulates own behavior with occasional reminders and/or assistance from an adult. [I.B.1.c]			
Waits appropriately for their turn rather than responding impulsively (verbally and/or physically). [I.B.1.c]			
Verbalizes understanding that all feelings are okay, but some behaviors may not be okay. [I.B.2.a]			
Communicates using basic emotion words (e.g., happy, sad, mad) to communicate feelings. [I.B.2.b]			
Uses appropriate strategies with or without adult guidance to decrease anger/frustration without causing harm to others. [I.B.2.c]			
Sustains attention when working with classroom materials in order to complete an activity before moving on to a new one. [I.B.3.a]			
Actively engages in an activity (e.g., Circle Time, Small Group, Read Aloud) for an age-appropriate amount of time. (*PK3 - UP TO 10 - 15 minutes by EOY. *PK4 - UP TO 20 minutes by EOY.) [I.B.3.b]			

Social Awareness:

The child...	E	D	P
Demonstrates understanding that peers and adults have feelings and preferences that may be similar and/or different from their own. [I.D.1]			

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Self-Concept:

Relationships with Others:

The child...	E	D	P
Build relationships with adults and peers through effective verbal and nonverbal communication. [I.C.1]			
Respects other's workspace and time with shared materials. [I.C.2]			
Takes responsibility for cleaning up classroom materials after use. [I.C.2]			
Initiates social interactions by seeking out peers to play with and seeking out adults to ask questions, when appropriate. [I.C.3]			
Interacts appropriately with peers during cooperative play. [I.C.4]			
Generates joint play goals and carries them out with at least one other peer. [I.C.4]			
Attempts to work out problems with a peer independently before seeking adult assistance. [I.C.5]			
Seeks adult support to resolve conflicts with peers, when needed. [I.C.5]			
Follows conflict resolution steps with adult guidance. [I.C.5]			
Shows empathy and caring for peers and demonstrates a desire to be helpful. [I.C.6]			

*Physical Development:

The child...	E	D	P
Practices good habits of personal health and hygiene (e.g., coughing/sneezing into elbow, washing hands after using the toilet and before eating). [IX.C.3] <i>* There are no PK3 outcomes for this skill.</i>			
<i>Shows ability to use the toilet appropriately with little assistance from an adult.</i>			
<i>There is no State guidance on toileting. However, a child may NOT be denied admittance to Pre-K due to not being potty trained.</i>			

*Language and Communication:

The child...	E	D	P
Follows two-step verbal directions (PK3). Follows three-step verbal directions (PK4). [II.A.2]			
Communicates needs, wants, and interests, and requests help from a peer or an adult, when needed. [II.B.1]			

Notes:

Interim Progress Report Conference

Glows:

Grows:

Parent/Guardian Comments/Concerns/Questions:

Teacher Signature

Parent/Guardian Signature

