



Pre-Kindergarten Progress Report: 3 Year Old

Student Name: _____

Student ID: _____

Teacher Name: _____

Code	Meaning
M	Meets: The student consistently exhibits the skills and behaviors independently across settings
A	Approaching: The student exhibits some of the skills and behaviors; at times requiring teacher prompting or support to demonstrate understanding
D	Developing: The Student is not yet exhibiting the majority of the skills and behaviors and/or requires significant teacher prompting or support to demonstrate understanding
IE	Insufficient Evidence: The teacher does not have evidence to determine a student's mastery level for this standard because the area was recently introduced and/or has not yet been introduced

Standards identified on this progress report are from the [Virginia Early Learning and Development Standards](#) for children age 34-48 months (Early Preschool)

Approaches to Play and Learning		
	Mid-Year	End of Year
APL1. Curiosity and Initiative <ul style="list-style-type: none"> • Being a curious learner (APL 1.1) 1) Seeks out new information, asks "Why?" • Taking Initiative (APL 1.2) 1) Purposely tries different ways of doing things to see what happens 2) Makes attempts at new and challenging activities 		
APL2. Creativity and Imagination <ul style="list-style-type: none"> • Showing creativity and imagination (APL 2.1) 1) Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience 2) Begins to sequence actions in dramatic play 3) Connects dramatic play to story 		
APL3. Executive Functions and Cognitive Self-Regulation <ul style="list-style-type: none"> • Focusing and paying attention (APL 3.1) 1) With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction 2) Stays with a variety of tasks that interest them • Building working memory (APL 3.2) 		

<ul style="list-style-type: none"> ○ 1) Repeats a list of items needed for self-care or play 2) Plays simple memory and matching games 3) Remembers and follows 2-step directions to complete simple tasks ● Thinking flexibly and adapting (APL 3.3) <ul style="list-style-type: none"> 1) Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time 2) Shows ability to shift attention from one task or activity to another when necessary ● Inhibiting Responses (APL 3.4) <ul style="list-style-type: none"> 1) Seeks adult help when distressed with behavior of or interaction with a peer 2) With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) 3) Begins to inhibit impulsive behaviors with adult support ● Persisting and problem-solving (APL 3.5) <ul style="list-style-type: none"> 1) Persists in preferred tasks that may be challenging, with or without adult support 2) Remembers solutions discovered before and uses them 3) Responds to adult’s positive feedback for effort to continue trying or practicing a new skill 		
<p>APL4. Behavioral Self-Regulation</p> <ul style="list-style-type: none"> ● Managing actions and behaviors (APL 4.1) <ul style="list-style-type: none"> 1) Follows classroom rules and routines with prompting and reminders from adults 2) Uses classroom materials with adult support 		
Social and Emotional Development		
	Mid-Year	End of Year
<p>SED1. Positive Self-Concept</p> <ul style="list-style-type: none"> ● Developing self-awareness (SED 1.1) <ul style="list-style-type: none"> 1) Demonstrates awareness of self as a unique individual 2) Uses own first and family (last) name 3) Describes their physical characteristics, behavior, and abilities positively ● Developing self-confidence (SED 1.2) <ul style="list-style-type: none"> 1) Begins to experiment with their own potential 2) Shows positive self identity 3) Exhibits confidence in performance ● Becoming autonomous and independent (SED 1.3) <ul style="list-style-type: none"> 1) Transitions into unfamiliar settings with assistance of familiar adults 2) Asks for help from adults when needed, but may prefer to complete tasks independently 		
<p>SED2. Emotional Competence</p> <ul style="list-style-type: none"> ● Seeing and naming emotions in self and others (SED 2.1) <ul style="list-style-type: none"> 1) Identifies complex emotions in a book, picture, or on a person’s face ● Expressing emotions (SED 2.2) <ul style="list-style-type: none"> 1) Expresses feelings that are appropriate to the situation 2) Begins to recognize and express own emotions using words or visuals rather than actions ● Communicating feelings, wants and needs (SED 2.3) <ul style="list-style-type: none"> 1) Uses appropriate communication skills when expressing needs, wants, and feelings ● Regulating emotions (SED 2.4) <ul style="list-style-type: none"> 1) Begins to respond to an adult’s cues about regulating their emotions 2) Begins to demonstrate acceptable reaction to situations 3) Begins to understand the impact of their emotional behavior ● Showing care and concern for others (SED 2.5) <ul style="list-style-type: none"> 1) Recognizes the needs of others and responds appropriately, with support from adults 2) Relates complex emotions to self and others 		
<p>SED3. Interacting with Others</p> <ul style="list-style-type: none"> ● Developing relationships with adults (SED 3.1) <ul style="list-style-type: none"> 1) Develops positive relationships and interacts comfortably with familiar adults 2) Begins to interact with less familiar adults ● Developing relationships with other children (SED 3.2) <ul style="list-style-type: none"> 1) Builds social relationships and becomes more connected to other children 2) Shows preference for particular playmates, such as greeting friends by name 3) Makes friends and is able to name friends when asked by an adult or others 4) Expresses interest in participating in a group activity by initiating or 		

<ul style="list-style-type: none"> responding 5) Engages in shared activities or play with shared toy or material • Engaging in cooperative play (SED 3.3) <ul style="list-style-type: none"> 1) Engages in associative play 2) Begins to engage in cooperative play, playing with a few other children to carry out familiar roles 3) Includes familiar adults in dramatic play • Solving social interaction problems (SED 3.4) <ul style="list-style-type: none"> 1) Identifies and describes common social problems and may suggest some solutions 2) Uses problem-solving strategies with adult assistance 		
Communication, Language and Literacy Development		
	Mid-Year	End of Year
CLLD1.1 Communication <ul style="list-style-type: none"> • Understanding verbal and nonverbal cues (CLLD 1.1) <ul style="list-style-type: none"> 1) Demonstrates understanding by answering questions 2) Follows two-step unrelated directions 3) Understands and responds to spatial concepts 		
CLLD1.2 Communication <ul style="list-style-type: none"> • Using vocabulary and nonverbal cues to communicate (CLLD 1.2) <ul style="list-style-type: none"> 1) Begins to use complex sentences and ask simple questions 2) Answers questions from unfamiliar people including some open-ended questions 3) Uses adjectives to describe people, objects, or environments 4) Begins to use prepositions (e.g., in, on) 		
CLLD1.3 Communication <ul style="list-style-type: none"> • Learning and engaging in conversational interactions (CLLD 1.3) <ul style="list-style-type: none"> 1) Continues a conversation through several exchanges with or without adult help 2) Alternates between speaker/listener roles 3) Asks and responds to questions 		
CLLD2.1 Foundations of Reading <ul style="list-style-type: none"> • Paying attention to print as meaningful (CLLD 2.1) <ul style="list-style-type: none"> 1) Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others 2) Demonstrates an understanding of the conventions of print 3) Understands that the print communicates the message in stories or other texts 		
CLLD2.2 Foundations of Reading <ul style="list-style-type: none"> • Understanding ideas, vocabulary, and information in stories and texts (CLLD 2.2) <ul style="list-style-type: none"> 1) Asks or answers questions about what is happening in a book or story 2) Retells 1-2 key events from a story 3) Narrates a story using pictures as a guide 4) Recites from memory words, phrases, and parts of favorite stories 5) Recognizes nouns as the person, place, or thing in a sentence 		
CLLD2.3 Foundations of Reading <ul style="list-style-type: none"> • Learning spoken language is composed of smaller segments of sound (CLLD 2.3) <ul style="list-style-type: none"> 1) Imitates and enjoys rhyme and alliteration 2) With instructional support, distinguishes when two words rhyme and when two words begin with the same sound 		
CLLD2.4 Foundations of Reading <ul style="list-style-type: none"> • Learning how letters and print work to create words and meaning (CLLD 2.4) <ul style="list-style-type: none"> 1) Begins to recognize more upper, and lowercase letters if taught 2) Identifies sounds and recognizes letters associated with beginning of first name and last name 3) Begins to connect alphabet letters and corresponding sounds 4) Can often write first name from memory 		
CLLD3.1 Foundations of Writing <ul style="list-style-type: none"> • Drawing, scribbling, and writing to communicate (CLLD 3.1) 		

<p>1) Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events 2) Begins to use print in the environment as part of their writing 3) Begins to copy or write letters or numbers 4) Begins to represent all letters in their name 5) Begins to recognize name as separate from other pictures or writing produced 6) Begins to distinguish print from images or illustrations</p>		
<p>CLLD3.2 Foundations of Writing</p> <ul style="list-style-type: none"> • Developing writing habits and skills (CLLD 3.2) <ol style="list-style-type: none"> 1) Begins to revise writing in the moment based on interactions with peers and adults 2) Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas 		
<p>CLLD3.3 Foundations of Writing</p> <ul style="list-style-type: none"> • Handling writing tools (CLLD 3.3) <ol style="list-style-type: none"> 1) Begins to show increased fine motor strength in writing 2) Becomes more skillful with a variety of writing tools 		
Health and Physical Development		
	Mid-Year	End of Year
<p>HPD1. Using Senses</p> <ul style="list-style-type: none"> • Learning through all senses (HPD 1.1) <ol style="list-style-type: none"> 1) Develops the ability to use one sense to predict what they would perceive with another 2) Shows some awareness of one's own body, space, and relationship to other objects 3) Learns about ways to protect sensory body parts 		
<p>HPD2. Gross Motor</p> <ul style="list-style-type: none"> • Developing large muscle control (HPD 2.1) <ol style="list-style-type: none"> 1) Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates 2) Understands that physical fitness is important and identifies activities they enjoy doing with their family 3) Moves body in space with good coordination 4) Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps 5) Uses a variety of toys and equipment that enhance gross motor skills and coordination • Exploring the environment (HPD 2.2) <ol style="list-style-type: none"> 1) Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls 		
<p>HPD3. Fine Motor</p> <ul style="list-style-type: none"> • Using eyes and hands together (HPD 3.1) <ol style="list-style-type: none"> 1) Plays with smaller objects with increasing control 2) Draws simple shapes and figures (square, circle) and copies straight lines and circles 3) Uses tools that require strength, control, and skills of small muscles such as a fork and scissors • Developing small muscle control (HPD 3.2) <ol style="list-style-type: none"> 1) Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) 		
<p>HPD4. Physical Health and Self-Care</p> <ul style="list-style-type: none"> • Taking care of daily health needs (HPD 4.1) <ol style="list-style-type: none"> 1) Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active 2) Describes ways to participate in physical activity and provides alternatives to screen time 3) Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet 4) Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands 5) Uses a variety of strategies to calm themselves 6) Understands need for good dental hygiene, including brushing teeth • Adopting safe behaviors (HPD 4.2) <ol style="list-style-type: none"> 1) Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills 2) Tells peers and adults when dangerous situations are observed 3) Tells a trusted adult when someone gets hurt 4) Demonstrates safe behaviors by 		

<p>participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted 5) Identifies medicines and other household substances that can be harmful</p> <ul style="list-style-type: none"> ● Eating with healthy habits (HPD 4.3) <ol style="list-style-type: none"> 1) Explains that food provides energy for movement 2) Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move 3) Helps prepare nutritious snacks, serving self and others 4) Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods ● Developing healthy habits for rest and sleep (HPD 4.3) <ol style="list-style-type: none"> 1) With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping 2) Recognizes when they are tired and tells an adult 3) Gradually ends naps 		
Cognitive Development		
	Mid-Year	End of Year
<p>CD1. Science: The Natural and Physical World</p> <ul style="list-style-type: none"> ● Paying attention to the natural world (CD 1.1) <ol style="list-style-type: none"> 1) Notices and talks with adults about similarities and differences among objects and living things 2) Notices and talks with adults about changes in nature and in substances ● Testing questions and ideas(CD 1.2) <ol style="list-style-type: none"> 1) Answers questions (e.g., “What will happen if...”) to make predictions 2) With adult support, asks a question, gathers information, and makes a prediction 3) Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects 4) Uses drawing, building, and demonstrating to show thinking about an object or idea 		
<p>CD2. Social Science: People, Community, and Culture</p> <ul style="list-style-type: none"> ● Learning about ways that people interact (CD 2.1) <ol style="list-style-type: none"> 1) Communicates about family members in terms of relationships 2) Communicates about family members in terms of roles 3) Communicates about past events and changes over time 4) Communicates about the roles of people encountered in the community 5) Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows 6) Uses visual arts such as drawing, sculpting, and building to show thinking ● Understanding relationships and connections (CD 2.2) <ol style="list-style-type: none"> 1) Communicates about self as member of specific groups 2) Participates as a member of the group to work cooperatively, make plans and solves problems ● Learning about differences(CD 2.3) <ol style="list-style-type: none"> 1) Follows adult’s lead to notice and talk about differences presented in books and other media 2) Follows caregiver or educator’s model to talk accurately and respectfully about similarities and differences present in the group 		
<p>CD3.1 Mathematics</p> <ul style="list-style-type: none"> ● Comparing numbers, counting, and recognizing quantities (CD 3.1) <ol style="list-style-type: none"> 1) Names some numbers when they appear in print 2) Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” 3) Uses own fingers to show a number 4) Instantly recognizes a collection of up to 4 objects (i.e. subitizes) 5) Begins to explore one-to-one correspondence, counting up to 10 6) Counts up to 5 objects in a line 7) Compares sets of objects that range in size from 1-5, as having “more” or “fewer” 		
<p>CD3.2 Mathematics</p> <ul style="list-style-type: none"> ● Understanding number relationships and solving problems using operations (CD 3.2) <ol style="list-style-type: none"> 1) With adult help, adds (joins) two small sets of objects 2) With adult help, subtracts (separates) small sets of objects 		
<p>CD3.3 Mathematics</p> <ul style="list-style-type: none"> ● Geometric thinking and spatial reasoning (CD 3.3) <ol style="list-style-type: none"> 1) Uses words that describe and compare shapes in the environment 2) Recognizes and names a typical circle, square, and sometimes triangle 3) Matches some shapes that are different sizes or orientations with adult support 4) Describes the spatial features of objects in the classroom, home, or 		

<p>neighborhood 5) Uses words about position – “first”, “last”, “middle” – to describe the placement of a person or thing 6) Uses words about direction and distance 7) In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside)</p>		
<p>CD3.4 Mathematics</p> <ul style="list-style-type: none"> • Sorting, classifying, and patterning (CD 3.4) <ol style="list-style-type: none"> 1) Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns 2) With adult help, fills in the missing element of a pattern 		
<p>CD3.5 Mathematics</p> <ul style="list-style-type: none"> • Describing, comparing, and measuring (CD 3.5) <ol style="list-style-type: none"> 1) With adult support, makes direct comparisons of objects’ volume or length 2) With adult support, indirectly compares the length of two objects using a third object 		
<p>CD4. Fine Arts</p> <ul style="list-style-type: none"> • Exploring and expressing ideas through movement and dance (CD 4.1) <ol style="list-style-type: none"> 1) Imitates adult’s model of moving body parts in isolation or coordination 2) Uses words that describe movement 3) Follows adult’s guidance to recognize other children’s personal space, as suggested by the cultures of the children in the group 4) Repeats longer rhythm patterns 5) Imitates dance movements or patterns of movement • Learning about and through music (CD 4.2) <ol style="list-style-type: none"> 1) Shows preferences for music by requesting songs 2) Participates in conversations about music dynamics, including sound qualities and pitch (high or low) 3) Repeats longer rhythm patterns 4) Creates beats, patterns or simple melodies using the voice or simple materials in the environment 5) Sings alone and with others • Building understanding, empathy, and relationship skills through drama and theatre arts (CD 4.3) <ol style="list-style-type: none"> 1) Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger 2) When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings 3) With adult guiding dramatic play, explores character, plot and setting • Using visual arts media to express thoughts and feelings (CD 4.4) <ol style="list-style-type: none"> 1) Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles 2) Shows control and coordination with scissors 		

Comments	
Approaches to Play and Learning	
Social and Emotional Development	
Communication, Language and Literacy Development	
Health and Physical Development	
Cognitive Development	

