



**Pre-Kindergarten Progress Report: 4 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 44-60 months (Later Preschool)

Approaches to Play and Learning		
	Mid-Year	End of Year
<b>APL1. Curiosity and Initiative</b> <ul style="list-style-type: none"> <li>• <b>Being a curious learner (APL 1.1)</b> 1) Shows curiosity and seeks new information by asking questions 2) Shows eagerness to learn about a variety of topics</li> <li>• <b>Taking Initiative (APL 1.2)</b> 1) Chooses different ways to explore the environment based on prior experiences with tools and actions 2) Suggests new ideas for play and activities and follows through with self-direction and independence 3) Seeks new challenges with familiar materials and activities independently</li> </ul>		
<b>APL2. Creativity and Imagination</b> <ul style="list-style-type: none"> <li>• <b>Showing creativity and imagination (APL 2.1)</b> 1) Represents reality through the arts and with art materials 2) Utilizes realistic and open-ended materials in cooperative play 3) Shows purpose and inventiveness in play and uses open-ended materials in cooperative play</li> </ul>		
<b>APL3. Executive Functions and Cognitive Self-Regulation</b> <ul style="list-style-type: none"> <li>• <b>Focusing and paying attention (APL 3.1)</b> 1) Focuses attention on tasks and activities for longer periods of time with increasing independence 2) Sustains attention and engagement on a task that interests them for long periods of time 3) Attends to adult-initiated tasks that are not based on their interests</li> <li>• <b>Building working memory (APL 3.2)</b></li> </ul>		

<p>1) Remembers several steps in a sequence to complete multi-step directions 2) Remembers actions that go with stories or songs 3) Teaches another child the steps taken for a given action</p> <ul style="list-style-type: none"> <li>• <b>Thinking flexibly and adapting (APL 3.3)</b> 1) Adapts to new rules in a game or activity 2) Considers ideas from adults and other children in finding a solution or strategy 3) Demonstrates flexibility and adaptability with limited adult prompting 4) Responds consistently to adult suggestions to try out different activities</li> <li>• <b>Inhibiting Responses (APL 3.4)</b> 1) Controls impulses with more independence 2) Uses strategies to help control own actions</li> <li>• <b>Persisting and problem-solving (APL 3.5)</b> 1) Sometimes persists in less preferred activities with and without adult support 2) Figures out more than one solution to a problem</li> </ul>		
<p><b>APL4. Behavioral Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• <b>Managing actions and behaviors (APL 4.1)</b> 1) Uses classroom materials appropriately 2) Follows classrooms rules and routines with minimal adult prompting 3) Manages actions, words and behaviors with increasing independence</li> </ul>		
<b>Social and Emotional Development</b>		
	<b>Mid-Year</b>	<b>End of Year</b>
<p><b>SED1. Positive Self-Concept</b></p> <ul style="list-style-type: none"> <li>• <b>Developing self-awareness (SED 1.1)</b> 1) Describes themselves 2) Positively identifies self as a member of a specific culture or group that fits into the larger world picture 3) Shares other identifying information 4) Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people</li> <li>• <b>Developing self-confidence (SED 1.2)</b> 1) Displays pride in their accomplishments</li> <li>• <b>Becoming autonomous and independent (SED 1.3)</b> 1) Acts independently in unfamiliar settings with unfamiliar adults 2) Attempts to complete tasks independently 3) Asks for support from adults only when needed</li> </ul>		
<p><b>SED2. Emotional Competence</b></p> <ul style="list-style-type: none"> <li>• <b>Seeing and naming emotions in self and others (SED 2.1)</b> 1) Begins to recognize their own emotions before reacting 2) Communicates how other children or adults may be feeling and why</li> <li>• <b>Expressing emotions (SED 2.2)</b> 1) Recognizes appropriate reaction to situations 2) Uses words and respectful language to express thoughts and emotions</li> <li>• <b>Communicating feelings, wants and needs (SED 2.3)</b> 1) Demonstrates confidence in meeting own needs 2) Seeks and accepts help when needed</li> <li>• <b>Regulating emotions (SED 2.4)</b> 1) Uses a variety of strategies to self-sooth or solve problems 2) Exhibits emotional control with or without adult support</li> <li>• <b>Showing care and concern for others (SED 2.5)</b> 1) Comforts others in distress 2) Recognizes the emotions of peers and responds with empathy and compassion 3) Begins to understand the reasons for others emotions and responds appropriately</li> </ul>		
<p><b>SED3. Interacting with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Developing relationships with adults (SED 3.1)</b> 1) Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults 2) Comfortable with being with less familiar adults in a safe setting</li> <li>• <b>Developing relationships with other children (SED 3.2)</b> 1) Demonstrates strategies for participating in social play with peers 2) Plays with peers in a coordinated manner including assigning roles, materials and actions 3) Maintains friendships over time 4) Responds to the needs of others and tries to help others with simple tasks</li> </ul>		

<ul style="list-style-type: none"> <li>● <b>Engaging in cooperative play (SED 3.3)</b> 1) Builds on cooperative play, communication and working memory skills by engaging in dramatic play with several other children by taking on a particular role in a shared theme</li> <li>● <b>Solving social interaction problems (SED 3.4)</b> 1) Engages in prosocial behavior such as cooperating, composing, turn-taking and resolving social conflict 2) Expresses feelings and needs in conflict situations 3) Uses problem solving strategies independently or with adult prompting when feeling angry or frustrated</li> </ul>		
<b>Communication, Language and Literacy Development</b>		
	<b>Mid-Year</b>	<b>End of Year</b>
<b>CLLD1.1 Communication</b> <ul style="list-style-type: none"> <li>● <b>Understanding verbal and nonverbal cues (CLLD 1.1)</b> 1) Answers questions and adds comments relevant to the topic 2) Begins to demonstrate an understanding of implied messages based on speaker's tone or gestures 3) Understands and responds to words for descriptive concepts 4) Follows 2-3 step related directions and some new directions related to familiar and daily routines 5) Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events</li> </ul>		
<b>CLLD1.2 Communication</b> <ul style="list-style-type: none"> <li>● <b>Using vocabulary and nonverbal cues to communicate (CLLD 1.2)</b> 1) Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences 2) Answers open-ended questions comfortably 3) Retells stories and events in sequence with multiple details</li> </ul>		
<b>CLLD1.3 Communication</b> <ul style="list-style-type: none"> <li>● <b>Learning and engaging in conversational interactions (CLLD 1.3)</b> 1) Begins to match language to contexts 2) Engages in multiple back and-forth conversations with adults in ways that can be goal directed 3) Asks and responds to questions with accurate information</li> </ul>		
<b>CLLD2.1 Foundations of Reading</b> <ul style="list-style-type: none"> <li>● <b>Paying attention to print as meaningful (CLLD 2.1)</b> 1) Distinguishes among a variety of texts and their purposes 2) Begins to track individual words in text or braille by pointing or touching</li> </ul>		
<b>CLLD2.2 Foundations of Reading</b> <ul style="list-style-type: none"> <li>● <b>Understanding ideas, vocabulary, and information in stories and texts (CLLD 2.2)</b> 1) Listens and responds to a variety of texts and media 2) Tells fictional or personal stories sequentially and with 3 or more details 3) Begins to understand cause and effect relationships in fiction and nonfiction texts 4) Predicts what will happen next in an unfamiliar story 5) Uses new words learned through listening to stories</li> </ul>		
<b>CLLD2.3 Foundations of Reading</b> <ul style="list-style-type: none"> <li>● <b>Learning spoken language is composed of smaller segments of sound (CLLD 2.3)</b> 1) Begins to rhyme and produce rhymes of simple words 2) Begins to orally segment and combine compound words 3) Begins to segment and combine syllables 4) Begins to identify the initial and final sound in words</li> </ul>		
<b>CLLD2.4 Foundations of Reading</b> <ul style="list-style-type: none"> <li>● <b>Learning how letters and print work to create words and meaning (CLLD 2.4)</b> 1) For many, with instructional support, matches the sound with the corresponding letter 2) For many, with instructional support, matches the letter with the corresponding sound 3) Recognizes many upper and lower case letters 4) Will use a combination of letters and symbols to represent words</li> </ul>		

<p><b>CLLD3.1 Foundations of Writing</b></p> <ul style="list-style-type: none"> <li><b>Drawing, scribbling, and writing to communicate (CLLD 3.1)</b> <ol style="list-style-type: none"> <li>Begins to use initial letter sounds to represent a whole word</li> <li>Begins to represent the initial and final sounds to represent a word</li> <li>Retells or reads their writing to others</li> <li>Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced</li> <li>Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right</li> <li>Begins to copy names of familiar people and objects</li> </ol> </li> </ul>		
<p><b>CLLD3.2 Foundations of Writing</b></p> <ul style="list-style-type: none"> <li><b>Developing writing habits and skills (CLLD 3.2)</b> <ol style="list-style-type: none"> <li>Continues to revise writing in the moment based on interactions with peers and adults</li> <li>Begins to revise by adding details to drawings/writings to express their ideas</li> <li>Begins to make a plan for the writing they will produce</li> </ol> </li> </ul>		
<p><b>CLLD3.3 Foundations of Writing</b></p> <ul style="list-style-type: none"> <li><b>Handling writing tools (CLLD 3.3)</b> <ol style="list-style-type: none"> <li>Begins to use a comfortable and efficient three finger grip to control a variety of writing tools</li> <li>Uses a variety of digital tools to write or draw</li> </ol> </li> </ul>		
<b>Health and Physical Development</b>		
	<b>Mid-Year</b>	<b>End of Year</b>
<p><b>HPD1. Using Senses</b></p> <ul style="list-style-type: none"> <li><b>Learning through all senses (HPD 1.1)</b> <ol style="list-style-type: none"> <li>Uses sensory information to guide motions and interactions with objects and other people</li> <li>Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others</li> </ol> </li> </ul>		
<p><b>HPD2. Gross Motor</b></p> <ul style="list-style-type: none"> <li><b>Developing large muscle control (HPD 2.1)</b> <ol style="list-style-type: none"> <li>Demonstrates more coordinated movement when jumping for height and distance, hopping, and running</li> <li>Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time</li> <li>Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and level</li> </ol> </li> <li><b>Exploring the environment (HPD 2.2)</b> <ol style="list-style-type: none"> <li>Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination</li> </ol> </li> </ul>		
<p><b>HPD3. Fine Motor</b></p> <ul style="list-style-type: none"> <li><b>Using eyes and hands together (HPD 3.1)</b> <ol style="list-style-type: none"> <li>Uses objects with ease</li> <li>Draws smaller figures and includes more detail</li> </ol> </li> <li><b>Developing small muscle control (HPD 3.2)</b> <ol style="list-style-type: none"> <li>Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control</li> <li>Manages self help routines such as dressing self</li> </ol> </li> </ul>		
<p><b>HPD4. Physical Health and Self-Care</b></p> <ul style="list-style-type: none"> <li><b>Taking care of daily health needs (HPD 4.1)</b> <ol style="list-style-type: none"> <li>Takes more responsibility for personal hygiene and self-care skills</li> <li>Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes</li> <li>Consistently uses strategies to calm themselves when needed</li> </ol> </li> <li><b>Adopting safe behaviors (HPD 4.2)</b> <ol style="list-style-type: none"> <li>Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules</li> <li>Participates in safety practices by helping to use car seat restraints and helmets</li> <li>Identifies people in the community who can help them</li> <li>Identifies emergency and non-emergency situations</li> </ol> </li> <li><b>Eating with healthy habits (HPD 4.3)</b> <ol style="list-style-type: none"> <li>Makes healthy eating choices both independently and with support</li> <li>Follows picture recipes to prepare a simple snack</li> <li>Demonstrates an increasing</li> </ol> </li> </ul>		

<ul style="list-style-type: none"> <li>understanding of the ways in which healthy food helps the body grow, like saying, “milk makes my bones strong.”</li> <li><b>Developing healthy habits for rest and sleep (HPD 4.3)</b> <ol style="list-style-type: none"> <li>Independently starts and participates in sleep routines</li> <li>Can describe why sleep keeps us healthy</li> </ol> </li> </ul>		
<b>Cognitive Development</b>		
	<b>Mid-Year</b>	<b>End of Year</b>
<p><b>CD1. Science: The Natural and Physical World</b></p> <ul style="list-style-type: none"> <li><b>Paying attention to the natural world (CD 1.1)</b> <ol style="list-style-type: none"> <li>Compares and categorizes observable phenomena</li> <li>Imitates and uses adults' words and ideas when talking about the physical and natural worlds</li> <li>Shows detail in drawings, constructions, demonstrations to show thinking</li> </ol> </li> <li><b>Testing questions and ideas(CD 1.2)</b> <ol style="list-style-type: none"> <li>Uses many sources (e.g., pictures, books) to gather information</li> <li>With adult guidance, plans and conducts investigations</li> <li>Analyzes results, draws conclusions, and communicates results</li> <li>Collaborates with others to conduct investigations</li> </ol> </li> </ul>		
<p><b>CD2. Social Science: People, Community, and Culture</b></p> <ul style="list-style-type: none"> <li><b>Learning about ways that people interact (CD 2.1)</b> <ol style="list-style-type: none"> <li>Communicates about the roles of people in the community encountered directly (teacher) and roles introduced through pictures, books and other media</li> <li>Uses props and dramatic play to show growing awareness of things and events in the larger world</li> <li>Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections</li> </ol> </li> <li><b>Understanding relationships and connections (CD 2.2)</b> <ol style="list-style-type: none"> <li>Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team</li> <li>Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group</li> <li>With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions</li> </ol> </li> <li><b>Learning about differences(CD 2.3)</b> <ol style="list-style-type: none"> <li>Learns simple vocabulary of other languages spoken in home, classroom, or school community</li> <li>Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences</li> <li>With adult help, notices and communicates about different family structures represented in the group</li> <li>Communicates about own family's culture and traditions and accepts that children and families are different</li> </ol> </li> </ul>		
<p><b>CD3.1 Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Comparing numbers, counting, and recognizing quantities (CD 3.1)</b> <ol style="list-style-type: none"> <li>Counts forward to 20 by memory</li> <li>Counts backwards from 5</li> <li>Shows accuracy in demonstrating one to-one correspondence for up to 10 objects</li> <li>Counts up to 10 objects in a line</li> <li>Answers the question “How many?” for up to 10 objects</li> <li>Counts out 10-20 objects in a line from a larger group</li> <li>Instantly recognizes a collection of up to 10 objects</li> <li>Uses words that mean zero such as “nothing” or “none”</li> <li>Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects</li> <li>Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same”</li> <li>Arranges images with 3 or more different quantities of objects in correct order</li> </ol> </li> </ul>		
<p><b>CD3.2 Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Understanding number relationships and solving problems using operations (CD 3.2)</b> <ol style="list-style-type: none"> <li>Solves addition (joining) problems using manipulatives</li> <li>Solves subtraction (separating) problems using manipulatives</li> <li>With adult help, uses “counting on” as a strategy to solve addition (joining) problems</li> <li>With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems</li> </ol> </li> </ul>		
<p><b>CD3.3 Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Geometric thinking and spatial reasoning (CD 3.3)</b> <ol style="list-style-type: none"> <li>Uses smaller shapes to compose larger and different shapes</li> <li>Correctly names squares, rectangles and triangles regardless of size or orientation</li> <li>Describes attributes of two and three dimensional shapes</li> <li>Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to”</li> </ol> </li> </ul>		

<p><b>CD3.4 Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Sorting, classifying, and patterning (CD 3.4)</b> <ol style="list-style-type: none"> <li>1) Identifies, duplicates, extends, and creates simple repeating patterns</li> <li>2) Fills in missing elements of simple, repeating patterns</li> <li>3) Recognizes, names and extends simple repeating patterns</li> <li>4) Describes quantitative changes</li> </ol> </li> </ul>		
<p><b>CD3.5 Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Describing, comparing, and measuring (CD 3.5)</b> <ol style="list-style-type: none"> <li>1) Directly compares the length or volume of two objects</li> <li>2) Uses comparative language to describe and compare objects using attributes</li> <li>3) With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is.</li> <li>4) With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</li> <li>5) With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure</li> <li>6) With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic</li> <li>7) With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured</li> <li>8) With instruction, shows an awareness of time by talking about events with words such as before, after, and later</li> </ol> </li> </ul>		
<p><b>CD4. Fine Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Exploring and expressing ideas through movement and dance (CD 4.1)</b> <ol style="list-style-type: none"> <li>1) Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences</li> <li>2) Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion</li> <li>3) Changes tempo of movements in response to changes in tempo or beat of music</li> <li>4) Follows directions or example to stop moving on cue</li> <li>5) Reproduces dance steps or movements several times</li> <li>6) Uses dance to communicate ideas or feelings</li> </ol> </li> <li>• <b>Learning about and through music (CD 4.2)</b> <ol style="list-style-type: none"> <li>1) Creates original lyrics and songs</li> <li>2) Keeps a steady beat for 8-16 counts by patting body parts or using small instruments</li> <li>3) Draws to represent patterns in sound</li> <li>4) Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships</li> </ol> </li> <li>• <b>Building understanding, empathy, and relationship skills through drama and theatre arts (CD 4.3)</b> <ol style="list-style-type: none"> <li>1) Uses props and dramatic play to explore roles and events in the larger community and world</li> <li>2) Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play</li> </ol> </li> <li>• <b>Using visual arts media to express thoughts and feelings (CD 4.4)</b> <ol style="list-style-type: none"> <li>1) Begins to draw with planning and purpose to show or tell a story about something in their experience</li> <li>2) Draws the human form with more accuracy and detail</li> <li>3) Begins to describe art and the story it tells</li> <li>4) With adult help, chooses media to match the intention of the art</li> </ol> </li> </ul>		

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

