

Kindergarten Progress Report

Approaches to Learning—Self-Regulation	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Self-Control of Feelings and Behavior	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors	Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success
Engagement and Persistence	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	Pursues simple multi-step activities, following the steps through to completion	Completes complex multi-step activities, making and adjusting plans as needed
Shared Use of Space and Materials	Shows awareness that other children might want to use materials, by taking action to control the materials	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children	Follows expectations or procedures for sharing, most of the time, without adult prompting	Offers to share space or materials with other in the absence of explicit expectations for sharing	Shows concern about everyone being treated fairly in collaborative activities with others	Engages in sustained collaborative activities that involve mutual assistance
Social and Emotional Development	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Identity of Self in Relation to Others	Expresses simple ideas about self and connection to others	Describes self or other based on physical characteristics	Describes own preferences or feelings; <i>and</i> Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others	Describes and compares self and others using personality characteristics	Identifies and evaluates strengths and weaknesses by comparing self with others
Social and Emotional Understanding	Identifies own or others' feelings	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior	Communicates ideas about why one has a feeling or what will happen as a result of a feeling	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts	Compares people's personality traits; <i>and</i> Demonstrates consideration for the thoughts or feelings of others	Uses understanding of another's personality traits to explain and predict their behavior
Relationships and Social Interactions with Familiar Adults	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	Seeks familiar adult's ideas or explanations about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with a familiar adult	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

Relationships and Social Interactions with Peers	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends	Demonstrates understand of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)	Explains own feelings, thoughts, and opinions to other children
Language and Literacy	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Understanding of Language (Receptive)	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen	Shows understanding that language can be used to express different intentions; <i>and</i> Demonstrates understanding of word play, jokes, and riddles	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
Responsiveness to Language	Responds to one-step requests or questions involving an action that will happen right away	Carries out one-step request that relates to a new or unfamiliar activity or situation	Carries out multi-step requests that involve a familiar activity or routine	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions	Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)
Communication and Use of Language (Expressive)	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of words forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; <i>and</i> Adapts own speech to the level of the listener	Uses most of the grammar of adult-like speech; <i>and</i> Converses about a broad range of abstract ideas and concepts
Reciprocal Communication and Conversation	Engages in brief back-and-forth communication, using short phrases and sentences	Engages in brief conversations with a shared focus	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas	Builds on both concrete and abstract ideas of others during extended conversations	Seeks additional information during extended conversations in order to understand and build on the ideas of others; <i>and</i> Displays appropriate turn taking and social conventions of conversation
Interest in Literacy	Looks at books page by page; <i>or</i> Participates, from beginning to end in listening to stories, singing songs, or playing rhyming	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts	Engages in independent and shared book reading; <i>and</i> Uses text to research topics of interest;

	games, when supported by an adult					<i>and</i> Participates in adult-led discussions exploring literature
Comprehension of Age-Appropriate Text	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
Concepts About Print	Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	Demonstrates understanding that print is organized into units, such as letters, sounds, and words	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation
Phonological Awareness	Engages actively in play with sounds in words or rhymes, <i>or</i> Sings simple songs, <i>or</i> Repeats simple nursery rhymes	Demonstrates awareness of larger units of language (e.g., words, syllables)	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; <i>and</i> Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects	Blends smaller units of language (e.g., onsets and rimes) with or without the support of pictures or objects; <i>and</i> Segments smaller units of language (e.g., onsets and rimes) with or without the support of pictures or objects	Matches initial and final sounds of words; <i>and</i> Segments and blends initial and final phonemes of words	Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words
Letter and Word Knowledge	Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies ten or more letters (not necessarily at the same time); <i>and</i> Shows understanding that letters make up words	Identifies most uppercase and most lowercase letters (not necessarily at the same time); <i>and</i> Shows understanding that letters correspond to sounds in words	Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; <i>and</i> Identifies frequently-used words (e.g., the, of, is, to, you, she, my)	Assembles or splits apart words to make new words; <i>and</i> Identifies both short vowel sounds and long vowel sounds for most vowels
Emergent Writing	Makes scribble marks or simple drawings that represent people, things, or events	Writes letter-like shapes or a few letters to represent own name or words	Writes own name, but may make errors	Writes several words or a few simple phrases, but may make errors	Writes and composes simple sentences to communicate ideas to others	Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events

Cognition: Math	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Classification	Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into two or more groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information
Number Sense of Quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20	Recites numbers in order up to 100 by ones and by tens, starting at any given number; <i>and</i> Counts at least 20 objects correctly using one-to-one correspondence; <i>and</i> Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); <i>and</i> Reads and writes numerals 0-20	Counts beyond 100, starting at any given number; <i>and</i> Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; <i>and</i> Reads and writes two digit numerals up to 100
Number Sense of Math Operations	Attends to or explores changes in numbers or objects	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; <i>and</i> Demonstrates understanding that numbers (10 or smaller) can be decomposed in more than one way (i.e., $7=5+2$, $7=6+1$)	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction
Measurement	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)	Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)	Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units	Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units

Patterning	Matches simple sequences that are seen, heard, or experienced	Attempts to create simple repeating patterns (with two elements)	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Creates, copies, or extends complex patterns (with three or more elements)	Identifies smallest repeating unit of the pattern; <i>and</i> Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)	Identifies growing patterns (i.e. patterns that increase with every repetition) by describing geometric progressions
Shapes	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them	Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); <i>and</i> Creates representations of shapes based on knowledge of defining attributes
Cognition: Science	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Cause and Effect	Acts on objects to cause a specific result	Acts in a way that take into account an anticipated result	Offers possible explanations for why certain actions or behaviors result in specific results	Shows understanding that variation in actions or degrees of actions with the same objects or materials cause different results	Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect	Conducts investigations to gather evidence to support ideas about causes of observable events
Inquiry Through Observation and Investigation	Engages in sustained explorations	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest	Uses information from resources (e.g., print or digital) to expand on observations	Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics
Documentation and Communication of Inquiry	Communicate similarities or differences in the characteristics of objects	Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations	Includes details when recording observations or investigations	Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawing; <i>and</i> Communicates about findings, related ideas, or simple explanations	Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others	Constructs thoughtful explanations based on recorded evidence and communicates explanations to others
Knowledge of the Natural World	Identifies basic characteristics of living things, earth materials, or events in the	Demonstrates awareness of basic needs and processes that are unique to living things	Demonstrates an awareness of differences among living things, earth materials, or events	Demonstrates knowledge of categories of living things, earth materials, or events in	Demonstrates knowledge of what living things (plants, animals, and humans) need to	Demonstrates knowledge of patterns that can be predicted in living things (e.g., life

	environment (e.g., how they look, feel, sound, or behave)	(e.g., need for water and food; change and growth)	in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)	the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)	survive; and Demonstrates knowledge of the relationship between what living things need to survive and where they live	cycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)
History-Social Science	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Sense of Time	Communicates about or acts out events that just happened; and Asks about activities that will happen soon	Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen	Relates past events to one another or to the present; and Plans for the near future	Distinguishes what happened a long time ago from what happened in the recent past or Distinguishes what will happen in the near future from what will happen much later	Anticipates events in the weekly schedule, or Describes the way things were in own past, or Predicts future events related to personal experience, or Describes age differences among people (such as family members)	Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future
Sense of Place	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)	Recognizes the routes between familiar locations	Communicates about the relative distances between familiar locations, including details about those locations	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics with them	Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent	Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments
Ecology	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)	Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)	Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)	Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering reducing pollution, erosion)
Conflict Negotiation	Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict	Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict	Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs	Considers the needs and interests of others when there is a conflict or Attempts to negotiate a compromise	Proposes, negotiates and carries out solutions to conflicts without adult assistance	Anticipates and avoids potential conflicts, especially when interacting with friends

Responsible Conduct as a Group Member	Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity	Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end	Follows through with group expectations during extended activities, on own most of the time	Communicates about group expectations; <i>and</i> Cooperates with others in carrying out group expectations	Participates in making new group expectations; <i>and</i> Demonstrates understanding of the differences between fair and unfair expectations, at times protesting when expectations seem unfair	Demonstrates understanding that group expectations are to ensure people's welfare

	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Art	Does not participate in classroom activities	Follows simple directions and requests	Understands simple art concepts (e.g., colors, color mixing, painting, cutting, etc.)	Creates artistic representations using detail, shape, or color	Creates increasingly complex artistic representations using detail, shape, or color	Manipulates tools in skillful ways when creating artistic representations

	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Music	Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments	Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments	Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)	Creates sound through instruments, voice, or with objects independently <i>or</i> Demonstrates understanding of how and where music is used within everyday life experiences	Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects <i>or</i> Identifies details in music hear or constructed

	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Spanish	Does not participate during class activities; <i>and</i> Shows little understanding of the Spanish language	Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles	Responds to simple requests, greetings or directions	Begins to use one- to two- word Spanish phrases while participating in classroom activities, with a model	Spontaneously uses simple Spanish vocabulary and phrases during classroom activities	Inquires about additional Spanish vocabulary and phrases related to ongoing classroom activities

Physical Development	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Perceptual— Motor Skills and Movement Concepts	Tries different ways to coordinate movements of large or small body parts	Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces	Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements	Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance
Gross Locomotor Movement Skills	Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground	Coordinates and controls individual locomotor movements, with some success	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities	Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)	Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities
Gross Motor Manipulative Skills	Manipulates objects using one or more body parts, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities	Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities
Fine Motor Manipulative Skills	Manipulates objects with one hand while stabilizing the objects with the other hand or with another part of the body	Manipulates objects with both hands doing different movements	Manipulates objects using hands with strength, accuracy, and coordination	Performs with efficiency a variety of tasks that require precise manipulation of small objects	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand