

Progress Report

Social and Emotional Development

Works and plays cooperatively with others.	
Follows classroom rules and routines.	
Accepts responsibility for behavior.	
Clearly communicates needs and feelings.	
Recognizes the needs of others.	
Demonstrates growing empathy.	
Displays a positive attitude towards self.	
Displays a positive attitude towards learning.	

Literacy

Identifies all uppercase and lowercase letters.	
Identifies correct letter sounds.	
Demonstrates phonemic awareness.	
Recognizes and writes first and last name.	
Uses phonetic spelling when writing.	
Writes all letters of the alphabet correctly.	

Science

Participates in class discussions.	
Asks and pursues questions through simple investigations.	
Makes simple observations.	
Makes accurate predictions of the outcome.	

Creativity

Explores various roles in dramatic play.	
Participates in musical activities.	
Plans, works cooperatively and creates drawings, paintings, and other art projects.	

Approaches To Learning

Demonstrates an appropriate attention span.	
Completes activities and works in a timely manner.	
Participates in class discussions.	
Seeks alternative approaches to problem solving.	

Language

Follows multiple step instructions.	
Speaks and takes turns during conversational.	

Mathematics

Writes numbers 1-20 correctly.	
Demonstrates one to one correspondence.	
Counts to 50 by ones.	
Identifies and creates simple patterns.	
Identifies and describes shapes.	
Solves simple addition and subtraction problems.	

Physical Health

Demonstrates gross motor skills.	
Demonstrates fine motor skills.	
Correctly grips a pencil.	
Uses scissors properly.	
Independently ties coat.	
Independently ties shoes.	

Kindergarten Evaluation Comments

Gary D. Borich, Kathleen S. Fenton



Kindergarten Evaluation Comments:

A Report on Longitudinal Evaluations of Preschool Programs, 1974 *A Formative Evaluation of the Michigan Educational Assessment Program Kindergarten Special Study for 1975-76* Shirley Marie Willard, 1976 A Report on Longitudinal Evaluations of Preschool Programs United States. Children's Bureau, 1974 *A Report on Longitudinal Evaluations of Preschool Programs: Longitudinal evaluations* United States. Children's Bureau, 1974 *Preschool Assessment* Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise reviews of over 100 instruments *A Teacher's Guide to Preschool Reading Instruction* William Blanton, 1973 **Kodaly in the Kindergarten Classroom** Micheal Houlahan, Philip Tacka, 2015-03-06 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries Kod ly in the Kindergarten Classroom is the first comprehensive handbook to update and apply the Kod ly concepts to teaching music in early childhood classrooms Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for kindergarteners particular developmental stages but also one which integrates vertically between kindergarten and elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching kindergarteners to sing move play instruments and develop music literacy skills In addition Kod ly in the Kindergarten Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Over 100 children s books are incorporated into Kod ly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early

childhood music teachers everywhere **Preschool Reading Instruction** William E. Blanton,1972 **Federal Register**,2013-05 *Unified Kindergarten and First-grade Teaching*, by S. C. Parker and Alice Temple Samuel Chester Parker,Alice Temple,1925 Unified, Kindergarten and First-Grade Teaching Samuel Chester parker, Alice Temple,1925

Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education Olivia Saracho,2015-08-01 Researchers educators professional organizations administrators parents and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs This interest has developed swiftly during the last decades The National Association for the Education of Young Children NAEYC and the National Association of Early Childhood Specialists in State Departments of Education NAECS SDE developed a position statement titled Early childhood curriculum assessment and program evaluation Building an effective accountable system in programs for children birth through age 8 to address related trends issues guiding principles and values Appropriate and well designed evaluations need to address several audiences including researchers educators policy makers children and parents They need to encourage the implementation of a strong foundation that improves the quality of the children s education Child assessment and program evaluation can lead to effective results and better accountability for preschool kindergarten and primary school programs The purpose of this volume is to share a collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education It provides a review and critical analysis of the literature on assessment and evaluation of programs children teachers and settings The volume begins with a brief introductory chapter that presents the reader with a map of the area laying out the issues and alternatives and linking these to the chapters that follow It addresses several areas including 1 understanding assessment and evaluation with young children 2 schools and assessment implications 3 teacher evaluation and professional development 4 social relationships and assessment 5 content areas in early education assessment 6 technology and assessment and 7 conclusion with future research directions in assessment and evaluation in early childhood education The volume is of interest to researchers educators policy makers university faculty graduate students and general readers who are interested in research on assessment and evaluation in early childhood education The chapters are authored by established scholars in the field

PREP Report ,1972 Resources in Education ,1999 **Research in Education** ,1974 **Early Childhood Education** Petr G. Grotewell,Yanus R. Burton,2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or

primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child's first sense of self or the building of a first identity Because this is a crucial part of children's makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

Energy Research Abstracts, 1993 **The Appraisal of Teaching** Gary D. Borich, Kathleen S. Fenton, 1977 *Evaluation and Decision Models with Multiple Criteria* Raymond Bisdorff, Luis C. Dias, Patrick Meyer, Vincent Mousseau, Marc Pirlot, 2015-06-09 This book showcases a large variety of multiple criteria decision applications MCDAs presenting them in a coherent framework provided by the methodology chapters and the comments accompanying each case study The chapters describing MCDAs invite the reader to experiment with MCDA methods and perhaps develop new variants using data from these case studies or other cases they encounter equipping them with a broader perception of real world problems and how to overcome them with the help of MCDAs

A Preschool Nutrition Education Curriculum, 1981 Abstract A curriculum for preschool nutrition education is designed around 7 basic nutrition concept areas food and nutrients nutrient needs nutrition and health nutrition and the life cycle food handling food selection and food as a resource The primary emphasis is on learning through experiences requiring children to use their senses There are 7 unit plans collections of activities which can be used to teach a concept based on a chosen subject and corresponding daily lesson plans which use some of the suggested activities from the unit plan to structure a day's activities Each lesson plan lists goals behavioral objectives materials needed and learning activities Also included are annotated bibliographies of preschool children's books preschool curriculum materials audiovisuals and other teaching materials

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