



Progress Report



Progress Report



Name: _____ Date: _____

O - Outstanding N - Needs Improvement W - Working on Skill

Social and Personal Progress

- ___ Completes all tasks
- ___ Follows directions
- ___ Obeys rules
- ___ Respects others
- ___ Participates in activities
- ___ Shares well with others
- ___ Known first and last name
- ___ Follows routines

Academic Progress

- ___ Recognizes numbers 1 to ____
- ___ Known how to say ABCs
- ___ Recognizes ABCs
- ___ Known primary colors
- ___ Can count up to ____
- ___ Known basic shapes
- ___ Understands sizes (big/small)
- ___ Known letters in name

Motor Skills

- ___ Can hold and use a crayon/pencil
- ___ Can scribble and draw
- ___ Can hold and use a scissors
- ___ Can stack blocks
- ___ Can kick a ball
- ___ Can throw a ball
- ___ Can hop and jump
- ___ Traces lines accurately

Comments: _____



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Comments: _____

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**United States. Congress. Senate.
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Understanding Early Years Education across the UK Diane Boyd, Nicky Hirst, 2015-09-07 The four nations of the UK each have distinctive policy and curricula in relation to Early Childhood Education and Care ECEC This new textbook offers a comprehensive look at early years education in England Northern Ireland Scotland and Wales bringing the curriculum frameworks for each country together in one place Drawing on the cultural and practical pedagogy of each curriculum this book aims to develop students understanding of the development care education health well being and upbringing of young children across the UK in a social pedagogical and policy context Divided into two sections the first examines each country's learning and teaching requirements in detail within a policy context The book then explores the similarities and differences between the curricula focusing on key areas such as play the indoor and outdoor learning environment the family and assessment Accessible and engaging this book will help students to analyse and question practice both in their own country and across all four Home Nations Features include case studies to illustrate practice and a frequently asked questions section in each chapter to clarify key points and opportunities for reflection and debate Including contributions from expert practitioners in each country this text is essential reading for all students studying early childhood and will help them to understand the impact of policy on children and families across the UK **Early Childhood Education** ERIC Clearinghouse on Early Childhood Education, 1973 **Proceedings of the Parliament of South Australia** South Australia. Parliament, 1914 DHHS Publication No. (OHDS)., 1983 **First Year Progress Report of a Project in Nursery School Education for Environmentally Deprived Spanish-American Children**, 1967 **ERIC Educational Documents Index, 1966-69: Major descriptors**, 1970 **On Reading and Writing** Clay M. Starlin, 1982 A measurement rather than method focus to reading and writing instruction

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