

Development and Learning Report: Alexander Harvey

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| Date: | 2/20/2017 |
| Class: | Just 4 Developmental Lab Pre-K #15 |
| Teacher: | G. [REDACTED] |
| Child: | Alexander Harvey |
| Areas of Development and Learning: | Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics |
| Period: | Winter 2016/2017 |

This report highlights your child's strengths in particular areas of development and learning.

Social-Emotional

* = Preliminary Levels ** = Unfinalized Levels

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| Currently, Alexander: |
| Is able to look at a situation differently or delay gratification |
| Is beginning to apply rules in new but similar situations |
| Is beginning to take responsibility for own well-being |
| Feeds self with increasing independence and adherence to social conventions |
| Assumes responsibility for personal health needs |
| Is beginning to perform complex dressing tasks |
| Follows familiar safety rules |
| Is beginning to engage with trusted adults as resources and to share mutual interests |
| Identifies basic emotional reactions of others and their causes accurately |
| Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| Establishes a special friendship with one other child, but the friendship might only last a short while |
| Initiates the sharing of materials in the classroom and outdoors |
| Is beginning to resolve social problems through negotiation and compromise |

Next Alexander will:

- Begin to control strong emotions in an appropriate manner most of the time
- Apply rules in new but similar situations
- Take responsibility for own well-being
- Begin to assume responsibility for complex feeding tasks
- Perform complex dressing tasks
- Begin to apply safety rules in new but similar situations and communicates those rules to other
- Begin to engage with trusted adults as resources and to share mutual interests
- Begin to recognize that others' feelings about a situation might be different from his or her own
- Begin to interact cooperatively in groups of four or five children
- Begin to maintain friendships for several months or more
- Begin to cooperate and share ideas and materials in socially acceptable ways
- Resolve social problems through negotiation and compromise

Physical

* = Preliminary Levels ** = Unfinalized Levels

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| Currently, Alexander: |
| Is beginning to coordinate complex movements in play and games |
| Is beginning to sustain balance during complex movement experiences |

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| Is beginning to manipulate balls or similar objects with a full range of motion |
| Uses refined wrist and finger movements |
| Is beginning to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end |

Next Alexander will:

- Coordinate complex movements in play and games
- Sustain balance during complex movement experiences
- Manipulate balls or similar objects with a full range of motion
- Begin to use small, precise finger and hand movements
- Hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

Language

* = Preliminary Levels ** = Unfinalized Levels

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| Currently, Alexander: |
| Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Is beginning to follow directions of two or more steps that relate to familiar objects and experiences |
| Is beginning to describe and tell the use of many familiar items |
| Is beginning to be understood by most people; may mispronounce new, long, or unusual words |
| Uses complete, four- to six-word sentences |
| Tells stories about other times and places that have a logical order and that include major details |
| Engages in conversations of at least three exchanges |
| Is beginning to use acceptable language and social rules while communicating with others; may need reminders |

Next Alexander will:

- Begin to respond appropriately to complex statements, questions, vocabulary, and stories
- Follow directions of two or more steps that relate to familiar objects and experiences
- Describe and tell the use of many familiar items
- Be understood by most people; may mispronounce new, long, or unusual words
- Begin to use long, complex sentences and follow most grammatical rules
- Begin to tell elaborate stories that refer to other times and places
- Begin to engage in complex, lengthy conversations (five or more exchanges)
- Use acceptable language and social rules while communicating with others; may need reminders

Cognitive

* = Preliminary Levels ** = Unfinalized Levels

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| Currently, Alexander: |
| Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| Is beginning to plan and pursue a variety of appropriately challenging tasks |
| Solves problems without having to try every possibility |
| Shows eagerness to learn about a variety of topics and ideas |
| Uses creativity and imagination during play and routine tasks |
| Is beginning to tell about experience in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |
| Is beginning to draw on everyday experiences and applies this knowledge to a similar situation |
| Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason |
| Is beginning to plan and then use drawings, constructions, movements, and dramatizations to represent ideas |
| Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes |

Next Alexander will:

Is beginning to use multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Copies simple repeating patterns

Next Alexander will:

- Verbally count to 20; count 10-20 objects accurately; know the last number states how many in all; tells what number (1-10) comes next in order by counting
- Recognize and name the number of items in a small set (up to five) instantly; combine and separate up to five objects and describe the parts
- Identify numerals to 5 by name and connect each to counted objects
- Use and respond appropriately to positional words indicating location, direction, and distance
- Describe basic two- and three dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation
- Use multiples of the same unit to measure; use numbers to compare; know the purpose of standard measuring tools
- Begin to extend and create simple repeating patterns

- Begin to sustain attention to tasks or projects over time (days to weeks); return to activities after interruptions
- Plan and pursue a variety of appropriately challenging tasks
- Begin to think problems through, considering several possibilities and analyzing results
- Begin to use a variety of resources to find answers to questions
- Begin to change plans if a better idea is thought of or proposed
- Tell about experience in order, provides details, and evaluate the experience; recall 3 or 4 items removed from view
- Draw on everyday experiences and apply this knowledge to a similar situation
- Begin to group objects by more than one characteristic at the same time; switch sorting rules when asked, and explain the reasons
- Plan and then use drawings, constructions, movements, and dramatizations to represent ideas
- Begin to plan and negotiate complex role play; join in detailed conversation about roles and actions; play may extend over several days

Literacy

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| Currently, Alexander : |
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| Fills in the missing rhyming word; generates rhyming words spontaneously |
| Shows awareness that some words begin the same way |
| Hears and shows awareness of separate syllables in words |
| Is beginning to identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order |
| Is beginning to produce the correct sounds for 10-20 letters |
| Orients book correctly; turns pages from front of the book to the back; recognizes familiar books by their covers |
| Indicates where to start reading and the direction to follow |
| Is beginning to identify story-related problems, events, and resolutions during conversations with an adult |
| Pretends to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult |
| Retells familiar stories, using pictures or props as prompts |
| Makes letter strings |
| Makes letter strings |

Next Alexander will:

- Begin to decide whether two words rhyme
- Begin to match beginning sounds of some words
- Begin to verbally separate and blend onset and rime
- Identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order
- Produce the correct sounds for 10-20 letters
- Begin to know some features of a book (title, author, illustrator); connect specific books to authors
- Begin to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
- Identify story-related problems, events, and resolutions during conversations with an adult
- Begin to pretend to read, reciting language that closely matches the text on each page and using reading-like intonation
- Begin to retell a familiar story in proper sequence, including major events and characters
- Write partially accurate name
- Exhibit early invented spelling

Mathematics

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| Currently, Alexander : |
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| Is beginning to verbally count to 20; count 10-20 objects accurately; know the last number states how many in all; tells what number (1-10) comes next in order by counting |
| Is beginning to recognize and name the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts |
| Is beginning to identify numerals to 5 by name and connects each to counted objects |
| Is beginning to use and respond appropriately to positional words indicating location, direction, and distance |
| Is beginning to describe basic two- and three dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |