



Learning Progress Form (to be filled out by PreK program)

Child's Name: Last _____ First _____ Date of Birth: ____/____/____

Elementary School* where child will attend Kindergarten (Baltimore County only): _____

*Elementary school can be found using the [school locator tool](#)

Child has IEP Child has IFSP

Gender: Male Female

Parent/Guardian #1 Name: Last _____ First _____

Parent/Guardian #2 Name: Last _____ First _____

Language(s) Spoken at Home: _____

Completed by: (Your Name): _____ Date: ____/____/____

Program Name: _____ Program Phone Number: (____) _____

Program Address: _____

City: _____ State: _____ Zip: _____

Type of Program Head Start Child Care Center Family Child Care Private Nursery School ABC Program Other

Parent Signature to indicate consent for release of this information _____

Learning Styles (please check all that apply):

Prefer to play: alone with a friend in small groups **Is capable of working:** independently in a group

Comments: _____

The purpose of this form is to articulate the child's progress in preschool and readiness for kindergarten.

- Identify the child's overall progress within each domain as Satisfactory or Needs Support.
- Write a comment for areas that you would like to share additional information.
- Return completed forms for children attending an BCPS kindergarten to the elementary school the child will attend for kindergarten, or give to the parent to share with the school

Detailed information about the learning domains and the early learning standards can be found in [Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8](#).

| Learning Domain | Standards | Satisfactory | Needs Support | Comments (Optional) |
|---|-----------|--------------|---------------|---------------------|
| Social Foundations Guide to Pedagogy pp, 22, 82-4, Appendix 132-166 | | | | |
| Awareness and expression of emotion - Recognizes, expresses, responds to emotions of self and others | SF 1.1 | | | |
| Relationships with adults - Seeks support as needed | SF 1.2 | | | |
| Cooperation with peers - Plays or works with others - Demonstrates socially competent behavior | SF 2.6 | | | |
| Conflict resolution - Negotiates to solve problems with others | SF 1.3 | | | |
| Self-control - Maintains attention to a task | SF 2.2 | | | |
| Working memory - Responds to directions - Follows routines independently | SF 2.3 | | | |
| Initiative - Willing to try new things - Shows eagerness and curiosity | SF 2.5 | | | |

| Learning Domain | Standards | Satisfactory | Needs Support | Comments (Optional) |
|---|--------------------------------|--------------|---------------|---------------------|
| Language and Literacy Guide to Pedagogy pp.22, 87-94, Appendix 5-53 | | | | |
| Reading Comprehends and responds to read aloud – Makes predictions – Retells story | LL 1.1 LL .1.a LL .1.c | | | |
| Demonstrates understanding of spoken words and sounds - Identifies sounds in spoken words - Recognizes rhyming words | LL 1.2 LL 1.2.a LL1.2.d | | | |
| Demonstrates letter recognition skills – Recognizes and names some upper and lower case letters – Recognizes some letter-sound correspondence | LL 1.3 LL 1.3.c LL 1.3.b | | | |
| Speaking and Listening Communicates effectively in a variety of situations – Uses language to express needs and emotions – Participates in conversations | LL 2.1 LL 2.1.a LL 2.1.b | | | |
| Emergent writing Prints letters in own name | LL 3.1.a | | | |
| Uses drawing, dictation and writing for a variety of purposes | LL 3.1.c | | | |
| Language Beginning to use conventions of grammar | LL 4.1 | | | |
| Uses expanding vocabulary | LL 4.2 | | | |
| Mathematics Guide to Pedagogy pp. 25, 94-97, Appendix 54-76 | | | | |
| Number Sense Rote counts to 20 | MA 1.1.a | | | |
| Recognizes number quantities | MA 1.1.d, e | | | |
| Matches numerals with sets of objects | MA 1.1.g | | | |
| Number Operations Uses manipulatives to solve simple | MA 2.1.a | | | |
| Measurement Sorts, classifies and compares objects | MA 3.1 | | | |
| Describes and compares measurable attributes | MA 3.2 | | | |
| Geometry Describes two- and three-dimensional shapes | MA 4.1 | | | |
| Science Guide to Pedagogy pp. 25, 97-99, Appendix 90-101 | | | | |
| Asks questions about the world around him/her | SC 1.1.a | | | |
| Uses observation to describe a variety of objects | SC 1.1.b | | | |
| Social Studies Guide to Pedagogy pp. 25, 99-100, Appendix 77-89 | | | | |
| Government – Demonstrates understanding of rules | SS 1.1.a | | | |
| History – Demonstrates understanding of past, present, and future | SS 2.1 | | | |
| Physical Well-being and Motor Development Guide to Pedagogy pp. 25, 84-87, Appendix 102-115 | | | | |
| Physical Education Demonstrates the ability to use large muscles to perform tasks - Uses locomotor skills with balance and control - Uses non-locomotor skills with balance and control | PD 1.1.b PD 1.1.c | | | |
| Demonstrates the ability to use small muscles to perform tasks - Coordinates the movement of hands, fingers and wrists - Uses classroom tools and writing instruments | PD 1.2.a PD 1.1.b,c | | | |
| Health Understands and follows basic safety rules | PD 2.1.a,b | | | |
| Completes personal care tasks | PD 2.2.a | | | |
| The Arts Guide to Pedagogy pp. 25, 101-102, Appendix 116-131 | | | | |
| Music Demonstrates awareness of and responds to the characteristics of musical sounds through voice, body movements, and instruments. | FA 1.1 | | | |
| Visual Arts Identifies, describes, experiments with, and creates images and forms from observation, memory, imagination, and feelings. | FA2.1 | | | |
| Theater Uses a variety of theatrical elements and conventions to demonstrate themes about life experience, ideas, and feelings. | FA3.1 | | | |
| Dance Demonstrates knowledge of how elements of dance are used to communicate meaning. | FA4.1 | | | |