

Development and Learning Report: Alano Rodriguez

Date: March 31, 2017

Class: Kindergarten

Teacher: Susan James

Child: Alano Rodriguez

Areas of Development and Learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics

Period: Winter 2016/2017 - Finalized Checkpoint Level

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

Social-Emotional

Currently, Alano:
Comforts self by seeking out special object or person
Accepts redirection from adults
Seeks to do things for self
Is beginning to engage with trusted adults as resources and to share mutual interests
Is beginning to demonstrate concern about the feelings of others
Initiates, joins in, and sustains positive interactions with a small group of two to three children
Is beginning to play with one or two preferred playmates
Is beginning to take turns
Seeks adult help to resolve social problems

Next Alano will:

- Begin to be able to look at a situation differently or delay gratification
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Begin to demonstrate confidence in meeting own needs
- Begin to engage with trusted adults as resources and to share mutual interests
- Demonstrate concern about the feelings of others
- Begin to interact cooperatively in groups of four or five children
- Play with one or two preferred playmates
- Take turns

- Begin to suggest solutions to social problems

Physical

Currently, Alano:

Is beginning to coordinate increasingly complex movements in play and games

Sustains balance during simple movement experiences

Manipulates balls or similar objects with flexible body movements

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 Alano will:

- Coordinate increasingly complex movements in play and games
- Begin to sustain balance during complex movement experiences
- Begin to 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

Currently, Alano:

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

Describes and tells the use of many familiar items

Is understood by most people; may mispronounce new, long, or unusual words

Is beginning to use long, complex sentences and follow most grammatical rules; use common verbs and nouns (including plural nouns)

Is beginning to tell stories about other times and places that have a logical order and that include major details

Is beginning to engage in conversations of at least three exchanges

Is beginning to use acceptable language and basic social rules during communication with others

Next Alano will:

- Begin to respond appropriately to complex statements, questions, vocabulary, and stories asking questions when needed; offer opposites for frequently occurring verbs and adjectives; understand the difference between similar action verbs
- Follow directions of two or more steps that relate to familiar objects and experiences
- Begin to incorporate new, less-familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly use new meanings for familiar words
- Begin to pronounce multisyllabic or unusual words correctly; speak audibly
- Use long, complex sentences and follow most grammatical rules; use common verbs and nouns (including plural nouns)
- Tell stories about other times and places that have a logical order and that include major details
- Engage in conversations of at least three exchanges
- Use acceptable language and basic social rules during communication with others

Cognitive

Currently, Alano:
Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Plans and pursues a variety of appropriately challenging tasks
Is beginning to solve problems without having to try every possibility
Shows eagerness to learn about a variety of topics and ideas
Is beginning to change plans if a better idea is thought of or proposed
Is beginning to tell about experience in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Draws on everyday experiences and applies this knowledge to a similar situation
Groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason
Is beginning to plan and then use drawings, constructions, movements, and dramatizations to represent ideas
Is beginning to act out familiar or imaginary scenarios; may use props to stand for something else

Next Alano will:

- Begin to sustain attention to tasks or projects over time (days to weeks); return to activities after interruptions
- Begin to plan and pursue own goal until it is reached
- Solve problems without having to try every possibility
- Begin to use a variety of resources to find answers to questions; participate in grade-appropriate research projects
- 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
- Begin to generate a rule, strategy, or idea from one learning experience and apply it in a new context
- 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
- Act out familiar or imaginary scenarios; may use props to stand for something else

Literacy

Currently, Alano:
Is beginning to decide whether two words rhyme
Shows awareness that some words begin the same way
Shows awareness of separate words in sentences
Not yet applying phonics rules and structural analysis to decode text
Recognizes as many as 10 letters, especially those in own name
Not yet using letter-sound knowledge
Is beginning to know some features of a book (e.g., title, author, illustrator); connects specific books to authors
Is beginning to indicate where to start reading and the direction to follow
Asks and answers questions about the text; refers to pictures
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
Is beginning to retell familiar stories and recount details from a nonfiction text using pictures or props as prompts
Not yet using context clues to read and comprehend texts
Not yet reading fluently
Writes letter strings
Uses drawing, dictation, and early invented spelling to convey a message
Not yet writing using conventions

Next Alano will:

- ' Decide whether two words rhyme
- ' Begin to match beginning sounds of some words
- ' Begin to show awareness of separate syllables in words
- ' Begin to show understanding that a specific sequence of letters represents a spoken word
- ' Begin to identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order
- ' Begin to identify the sounds of a few letters
- ' Know some features of a book (e.g., title, author, illustrator); connect specific books to authors
- ' Indicate where to start reading and the direction to follow
- ' Begin to 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
- ' Retell familiar stories and recount details from a nonfiction text using pictures or props as prompts
- ' Begin to use different strategies to make meaning from print: determine patterns in text; use known words; ask questions; sound out words; and use frequently occurring affixes and inflections
- ' Begin to read and comprehend emergent reader texts and other print materials
- ' Begin to write partially accurate first name

- ' Begin to produce very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback as needed
- ' Begin to print many upper- and lowercase letters; write a letter or combination of letters for most consonants and short vowel sounds; use basic capitalization (first word in a sentence and the pronoun /); write simple words phonetically based on knowled

Mathematics

Currently, Alano:
Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
Is beginning to make sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Identifies numerals to 5 by name and connects each to counted objects
Not yet understanding and using place value and base ten
Not yet applying properties of mathematical operations and relationships
Not yet applying number combinations and mental number strategies in mathematical operations
Is beginning to use and respond appropriately to positional words indicating location, direction, and distance
Identifies a few basic shapes (circle, square, triangle)
Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Knows usual sequence of basic daily events
Is beginning to create and read simple graphs; use simple comparison and ordinal terms to describe findings
Is beginning to extend and create simple repeating patterns

Next Alano will:

- ' Begin to use number names while counting to 100 by ones and tens; count 30 objects accurately; tell what number comes before and after a specified number up to 20
- ' Make sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same (equal); count all or count on to find out how many
- ' Begin to identify numerals to 10 by name and connect each to counted objects
- ' Begin to indicate base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
- ' Begin to solve addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
- ' Begin to add and subtract whole numbers fluently within 5
- ' Use and respond appropriately to positional words indicating location, direction, and distance
- ' Begin to describe basic two- and three dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation
- ' Begin to use measurement words and some standard measurement tools accurately
- ' Begin to relate time to daily routines and schedule
- ' Create and read simple graphs; use simple comparison and ordinal terms to describe findings
- ' Extend and create simple repeating patterns