

St. Lucie Public Schools
Pre-Kindergarten Progress Report

School			RECORD OF ATTENDANCE	Present Excused Unexcused Tardy	<div style="border: 1px solid black; width: 50px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 2px;"></div>	Excessive unexcused tardies may count as unexcused absences.
Classroom Teacher	Phone	Date				
Student Name						
Florida I.D. #						
Grade			Explanation of Grade Marks			
			S = Satisfactory Performance - uses skill effectively P = Progress Made - help and time needed N = Not progressing as expected NA = Skill not yet introduced			

	Q1	Q2	Q3	Q4	Teacher Comments
Language & Literacy					
Listening and Understanding					
Vocabulary					
Sentences and Structure					
Conversation					
Emergent Reading					
Emergent Writing					
Mathematical Thinking					
Number Sense					
Numbers and Operations					
Patterns					
Geometry					
Spatial Relations					
Measurement and Data					
Physical Development					
Follows basic safety rules					Teacher requests a conference with the parent/guardian.
Engages in physical activities					
Initiates and completes familiar hygiene routines independently					
Shows hand control with various writing, drawing, and art tools					
Social and Emotional Development					
Expresses, identifies and responds to a range of emotions					Parent/Guardian Comments
Exhibits behavioral control with or without adult support					
Develops positive relationships with adults and peers					
Plays cooperatively with peers					
Follows classroom rules and routines					
Attends to preferred and non-preferred activities					
The areas of Science, Social Studies, Health and Art are part of your child's regular instruction; however, these subjects are not evaluated individually in Pre-K.					
					Parent/Guardian requests a conference with the teacher.

Parent/Guardian Signature: _____ Date: _____ Phone #: _____

Parent/Guardian is requested to sign this progress report and return white copy to school with the student within three(3) school days.

La traduccion en espanol de la nota explicative se puede conseguir de su escuela.

Lekol ou a gen tradiksyon senbol yo an kreyol.

St. Lucie Public Schools

Pre-Kindergarten Progress Report

Dear Parents or Guardians,

The curriculum for Pre-Kindergarten students in St. Lucie Public Schools follows the Florida Early Learning and Developmental Standards. The information below will help you understand some of the concepts included in the areas being graded under Language and Literacy and Mathematical Thinking. For further information on any part of this progress report, contact your child's teacher and visit flbt5.floridaeearlylearning.com.

Language and Literacy

Listening and Understanding includes, but is not limited to, the student's ability to:

- Engage in multiple back-and-forth interactions
- Show understanding by asking and answering questions
- Identify the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge
- Demonstrate increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play
- Follow two and three-step directions

Vocabulary includes, but isn't limited to, student's ability to:

- Know the meaning of many thousands of words including subject area words, many more than he or she routinely uses (receptive language)
- Use a large speaking vocabulary, adding new words weekly (typically has an expressive vocabulary of more than 1,500 words)

Sentences and Structure includes, but isn't limited to, student's ability to:

- Use complete sentences of five or more words
- Combine sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

Conversation includes, but isn't limited to, student's ability to:

- Engage in conversations with two to three back-and-forth exchanges
- Ask and respond to more complex statements and questions

Emergent Reading includes, but isn't limited to, student's ability to:

- Show motivation for reading
- Distinguish individual words within spoken phrases or sentences
- Combine and delete words from a compound word
- Blend and separate syllables in words
- Combine onset and rime
- Recognize and name letters and letter sounds
- Retell a story read aloud
- Ask and answer questions about a story

Emergent Writing includes, but isn't limited to, student's ability to:

- Intentionally use scribbles/writing to convey meaning (writing name on artwork, labeling, etc.)
- Write first and last name

Mathematical Thinking

Number Sense includes, but isn't limited to, student's ability to:

- Subitize up to five objects (recognize without counting)
- Count to 31
- Demonstrate 1:1 correspondence when counting objects to 15 & beyond
- Count to answer "how many?" questions up to 10 objects
- Construct and count sets of objects (one to 10 and beyond)
- Understand more, less than, or equal to 10
- Read and write some numerals one to 10

Numbers and Operations includes, but isn't limited to, student's ability to:

- Use up to eight objects, fingers, or dramatic play to solve real-world joining and separating problems
- Begin to demonstrate how to compose and decompose sets up to eight using objects, fingers and acting out

Patterns includes, but isn't limited to, student's ability to:

- Identify and extend a simple AB repeating pattern
- Duplicate a simple AB pattern using different objects
- Recognize the unit of repeat of a more complex pattern and extend the pattern (e.g. ABB or ABC)

Geometry includes, but isn't limited to, student's ability to:

- Recognize and name 2-D shapes (circle, square, triangle and rectangle) of different size and orientation
- Describe, sort and classify 2-D and 3-D shapes using some attributes such as size, sides and other properties (vertices)
- Create 2-D shapes using other shapes (E.g. putting two squares together to make a rectangle)
- Construct with 3-D shapes in the environment through play

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- Create 2-D shapes using other shapes (E.g. putting two squares together to make a rectangle)
- Construct with 3-D shapes in the environment through play

Spatial Relations includes, but isn't limited to, student's ability to:

- Describe relationships between objects and location with words and gestures (beside, next to, between, below, over and under)

Measurement and Data includes, but isn't limited to, student's ability to:

- Measure objects using standard and nonstandard measurement
- Seriate (place up to six objects in sequence by height or length)
- Represent, analyze, and discuss data (e.g. graphs, tallies)
- Begin to predict the results of data collection