

Takoma Park Child Development Center

Explorers Progress Report

Child:

Teachers:

Date:

Key:

- P = Proficient (Child consistently demonstrates behavior or skill)
- I+ = Regular Progress (Child frequently demonstrates behavior or skill)
- I = In Progress (Child occasionally demonstrates behavior or skill)
- N = Not Yet (Child does not yet demonstrate behavior or skill)
- * = Indicates that a skill has not yet been introduced.

Language Development	January	June
Follows directions of two or more steps that relates 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		
Uses complete four- to-six word sentences		
Recognizes words with same beginning sound		
Responds appropriately to specific vocabulary and simple statements, questions, and stories		
Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs		
Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)		
Literacy Development	January	June
Fills in the missing rhyming word; gives rhyming words on their own		
Decides whether two words rhyme		
Shows awareness that some words begin the same way		
Recognizes and names as many as 10 letters, especially those in own name		
Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order. If the child cannot identify all 26 letters, please indicate which ones they do not identify:		
Identifies the sounds of a few letters		
Produces the correct sounds for 10-20 letters		
Uses drawing, dictation, and letter strings to convey a message		
Matches beginning sounds of some words		
Shows interest in books		
Talks about books		
Retells stories, acts out, or draws pictures about stories		
Shows hand preference. If yes, which hand?		
Writes own name		
Can spell own name aloud		

Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors		
Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their cover		
Ask and answers questions about the text; refers to pictures		
Identifies 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 pages, using pictures to order the events; may need prompts from adult		
Dictates description of drawings		
Mathematical Thinking	January	June
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		
Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the part		
Counts 10 objects		
Identifies numerals to 5 by name and connects each to counted object		
Makes a set of 1-5 objects		
Tells which set has more, less, or that they are equal		
Reads numerals 1-10		
Sorts objects by color, shape, and size		
Recognizes circles, triangles, squares		
Understands and uses positional words such as over, under, beside, top, bottom, etc.		
Tells which object is longer, shorter, etc.		
Recognizes and continues a simple pattern		
Cognitive Development	January	June
Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions		
Plans and pursues a variety of appropriately challenging tasks		
Attends and engages in activities with peers or teachers		
Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions		
Shows persistence when participating in tasks		
Solves problems without having to try every possibility		
Shows curiosity and motivation		
Shows eagerness to learn about a variety of topics and ideas		
Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view		
Draws on everyday experiences and applies this knowledge to a similar situation		
Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)		
Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason		
Uses symbols and images to represent something not present		
Draws or constructs, and then identifies what it is		

Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas		
Acts out familiar or imaginary scenarios; may use props to stand for something else		
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		
Observes, explores, and describes the world around him/her		
Social Studies	January	June
Describes how he/she, his/her family and community has grown and changed		
Tells about how people are alike and different		
The Arts	January	June
Express ideas with art materials		
Use different types of art materials		
Joins in group music, movement, and drama activities		
Physical Development	January	June
Moves purposefully from place to place with control		
Coordinates increasingly complex movements in play and games		
Sustains balance during simple movement experiences		
Sustains balance during complex movement experiences		
Manipulates balls or similar objects with flexible body movements (gross-motor manipulative skills)		
Demonstrates basic gross motor skills (runs, jumps, hops, etc.)		
Uses refined wrist and finger movements		
Uses small, precise finger and hand movements		
Holds drawing and writing tools by using a three-point finger grip even if holding the instrument too close to one end		
Uses three-point finger grip and efficient hand placement when writing and drawing		
Cutting Skills: cuts on line, makes cut marks with scissors, can cut around shapes		
Social Emotional	January	June
Is able to look at a situation differently or delay gratification		
Controls strong emotions in an appropriate manner most of the time		
Manages classroom rules, routines, and transitions with occasional reminders		
Applies basic rules in new but similar situations		
Makes attempts to put on his/her coat, hat, gloves, shirt, pants, shoes, socks, underwear		
Demonstrates confidence in meeting own needs		
Performs self-help tasks (dressing, toileting, etc.)		
Can zip coat		
Takes responsibility for own well-being		
Engages with trusted adults as resources and to share mutual interests		
Identifies basic emotional reactions of others and their causes accurately		
Recognizes that others' feelings about a situation might be different from his or her own		
Uses successful strategies for entering groups		
Initiates, joins in, and sustains positive interactions with a small group of two to three children		
Interacts cooperatively in groups of four or five children		

Establishes a special friendship with one other child, even if the friendship might only last a short while		
Maintains friendships for several months or more; forms friendships around similar play interests		
Takes turns		
Initiates the sharing of materials in the classroom and outdoors		
Cooperates and shares ideas and materials in socially acceptable ways		
Solves social problems		
Suggests solutions to social problems		
January Comments		
June Comments		