

Takoma Park Child Development Center

Rainbows Progress Report

Name:

Teachers:

Date:

Key: C=Consistently, S=Sometimes, N=Not Yet

Social/Emotional Development	January	June
Regulates own emotions and behaviors		
Is able to look at a situation differently or delay gratification		
Manages classroom rules, routines, and transitions with occasional reminders		
Demonstrates confidence in meeting own needs		
Takes care of own needs appropriately		
Establishes and sustains positive relationships		
Manages separations without distress and engages with trusted adults		
Identifies basic emotional reactions of others and their causes accurately		
Uses successful strategies for entering groups		
Initiates, joins in, and sustains positive interactions with a small group of two to three children		
Establishes a special friendship with one other child, even if the friendship might only last a short while		
Initiates the sharing of materials in the classroom and outdoors		
Suggests solutions to social problems		
Seeks adult help to resolve social problems		
Expresses feelings verbally in an appropriate manner		
Verbalizes full name		
Takes care of personal needs		
Expresses wants, ideas, and feelings		
Seeks and accepts help when needed		
Solves problems independently in an acceptable manner		
Interacts appropriately with adults and children		
Takes turns and shares		
Shows pride in accomplishments of self and classroom		
Shows curiosity		
Shows empathy towards others		
Participates in art activities		
Responds to music and rhythms		
Physical Development	January	June
Moves purposefully from place to place with control		
Sustains balance during simple movement experiences		
Coordinates increasingly complex movements in play and games		
Sustains balance during complex movement experiences		
Manipulates balls or similar objects with flexible body movements (gross-motor manipulative skills)		
Demonstrates fine motor strength and coordination		
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		
Performs gross (large) motor skills like walking, running, jumping, climbing, balancing, throwing, and catching		
Moves to the beat of music		
Performs fine (small) motor skills like turning pages, stringing beads, and stacking blocks		
Fits things together and takes them apart		
Cognitive Development	January	June
Chooses and completes activities		
Sustains work on age-appropriate, interesting tasks		
Practices an activity many times until successful		
Observes and imitates how other people solve problems; asks for a solution and uses it		
Explores and investigates ways to make something happen		
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		
Acts out familiar or imaginary scenarios; may use props to stand for something else		
Draws or constructs, and then identifies what it is		
Actively and willingly participates in group situations		
Recognizes basic geometric shapes		
Recognizes colors		
Sorts objects by shape and color		
Remembers parts of a story		
Uses problem solving skills		
Language Development	January	June
Comprehends language		
Responds appropriately to specific vocabulary and simple statements, questions, and stories		
Follows directions of two or more steps that relate to familiar objects and experiences		
Uses language to express thoughts and needs		
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		
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		
Uses appropriate eye contact, pauses, and simple verbal prompts when communicating		
Names and describes familiar objects		
Speaks in complete sentences and in proper order		
Speaks fluently and distinctly		
Communicates experiences and events		
Tells a story from a picture		
Makes relevant verbal contributions		
Takes part in conversations with other children		
Attentive during circle time		
Asks and responds to how and why questions		

Literacy Development	January	June
Fills in the missing rhyming word; generates rhyming words spontaneously		
Shows awareness of separate words in sentences		
Recognizes and names as many as 10 letters, especially those in own name		
Identifies the sounds of a few letters		
Produces the correct sounds for 10–20 letters		
Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers		
Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues		
Writes partially accurate first name		
Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts		
Asks and answers questions about the text; refers to pictures		
Looks at books		
Recognizes his/her name in print		
Predicts outcomes		
Listens to stories		
January Comments		
June Comments		