

Linking Standards, Curriculum Framework and Assessment

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# WELCOME...

## Linking Standards, Curriculum Framework and Assessment

Pennsylvania Learning Standards  
for Early Childhood  
**INFANTS-TODDLERS**  
4th Edition  
Revised  
Office of Child Development  
and Early Learning  
pennsylvania  
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Pennsylvania Learning Standards  
for Early Childhood  
**PRE-KINDERGARTEN**  
4th Edition  
Revised  
Office of Child Development  
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# Objectives...



- Identify the Guiding Principles of the Learning Standards for Early Childhood
- Develop curriculum to promote the Key Learning Areas
- Utilize information from assessment to aid in curriculum development
- Apply Learning Standards for Early Childhood to existing program curriculum


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## Types of Standards




Program      Early Learning & Development      Professional Preparation

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## What are Standards?

- Standards are a set of principles and values that are the foundation for the way in which a program operates
- Regardless of origin, standards provide a set of common elements that can be used across all similar programs

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# History of Standards



- Outgrowth of the National Education Goals consisting of 6 in the year 1990
- National Education Goals Panel established in 1991
- Six goals expanded to 8 in the year 2000
- Goal 3 and 4 were the motivation for standards development

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## History (Cont.)



### **Goal 3:**

By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our economy.

### **Goal 4:**

By the year 2000, U.S. students will be first in the world in science and math achievement.

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## Why Standards?

- Standards guide the intentional instruction of ALL young children in ALL learning settings
- Standards inform teachers and administrators about curriculum and assessment and guide the selection of materials and design of instruction


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## Why the revision?



- Greater alignment to K – grade 3 academic standards
- Incorporation of PA Core Standards in English Language Arts and Mathematics
- Intentional use of language that speaks to all program types

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## What remains the same?

- Format
- Nine Key Learning Areas
- Colors of Key Learning Areas
- Guiding Principles
- Introduction, Glossaries
- Resource Section



## What has changed?

- Incorporation of PA Core Standards in English Language Arts & Mathematics
- Partnerships for Learning Standards
- STEM supportive practices
- Standards logo graphics
- Some of the Numbering
- Broad Standard Statement (Infant, Toddler ONLY)

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# Age Groupings

<b>Infant</b>	<b>Birth – 12 months</b>
<b>Young Toddler</b>	<b>9 – 27 months</b>
<b>Older Toddler</b>	<b>24 – 36 months</b>
<b>Pre-Kindergarten</b>	<b>3 - 5 years (60 months)</b>
<b>Kindergarten</b>	<b>5 years of age (by Sept. 1)</b>




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*Next  
let's take a look at the ...*



**Consistent Components of the  
Infant/Toddler and Pre-  
Kindergarten Learning  
Standards for Early Childhood**

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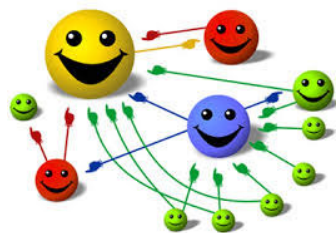
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# Introduction

- Makes connections
- Describes format
- Explains continuum



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## Key Learning Area Names

- **Approaches to Learning through Play**
- **Language & Literacy Development**
- **Mathematical Thinking & Expression**
- **Scientific Thinking & Technology**
- **Social Studies Thinking**
- **Creative Thinking & General Knowledge**
- **Health, Wellness & Physical Development**
- **Social & Emotional Development**
- **Partnerships for Learning**




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## Tag Lines



**Approaches To Learning**  
~ Constructing, Organizing & Applying Knowledge

**Language & Literacy Development**  
~ English Language Arts

**Mathematical Thinking & Expression**  
~ Exploring, Processing & Problem Solving

**Scientific Thinking & Technology**  
~ Exploring, Scientific Inquiry and Discovery

**Social Studies Thinking**  
~ Connecting to Communities

**Creative Thinking & Expression**  
~ Communicating through the Arts

**Health, Wellness & Physical Development**  
~ Learning About my Body

**Social and Emotional Development**  
~ Student Interpersonal Skills

**Partnerships for Learning**  
~ Families, Early Care and Education Programs and Communities

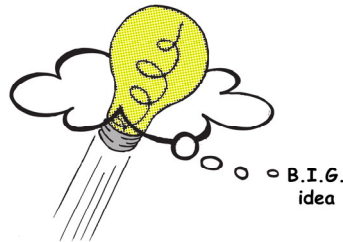
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# Big Ideas

Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

*Located in the box directly under the Standard in PA ELS.*



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# Essential Questions

Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

*Located in the box directly under the Standard in PA ELS.*



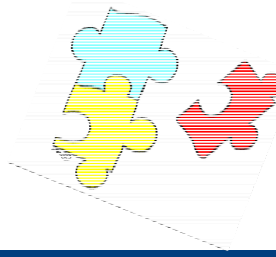
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## Concepts and Competencies

**Concepts and Competencies** - Describe what students should **know** and be able to **demonstrate** by the end of the age group.



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## Approaches to Learning Through Play

(KEY LEARNING AREA  
NAME) →

Constructing, Organizing and Applying Knowledge ← (TAG L)

(PART OF CURRICULUM FRAMEWORK) <b>AL.1 Constructing and Gathering Knowledge</b> (STANDARD AREA)		
<b>Big Ideas:</b> Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. <b>Essential Questions:</b> What strategies can be used to gather information? What can I learn from my every day experiences, including play?		
<b>(STRAND)</b> <b>A. Curiosity and Initiative</b> <b>AL.1.PK.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.	<b>Concepts and Competencies</b> <b>The learner will:</b> <ul style="list-style-type: none"> <li>Utilize senses to explore and learn from the environment</li> <li>Show interest and interact with others about their work or actions</li> <li>Demonstrate interest in new materials and experiences that are introduced into the classroom</li> <li>Ask questions to understand something (e.g. "How does that work?")</li> <li>Watch others play and ask to join in</li> </ul>	<b>Supportive Practices</b> <b>The adult will:</b> <ul style="list-style-type: none"> <li>Stimulate children's curiosity through use of "provocation" strategies when introducing new topics or ideas (e.g. ask children to guess what might be inside a box or bag, place new materials in sensory table and encourage exploration, ask "I wonder" questions)</li> <li>Provide real objects that can be manipulated or explored to understand a concept</li> <li>Respond to children's questions with explanations that help them to understand</li> <li>Encourage children to research answers to questions through books and other media</li> <li>Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement (e.g. "Look what I brought for us to do today!")</li> </ul>

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1.1 Foundational Skills				
Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning				
Essential Question: How do I acquire and practice pre-reading skills?				
Broad Standard Statement: Infants and toddlers will demonstrate book handling skills. (BROAD STANDARD STATEMENT)				
A. Book Handling (STRAND)	Infant	<u>Standard</u> <b>1.1.I.A</b> Explore books in a variety of ways.	<u>Concepts and Competencies</u> <b>The learner will:</b> <ul style="list-style-type: none"><li>• Gaze, babble, pat, and point at books</li><li>• Attend to pictures in a book during lap-reading with an adult</li></ul>	<u>Supportive Practices</u> <b>The adult will:</b> <ul style="list-style-type: none"><li>• Read to children independently, multiple times each day</li><li>• Provide a variety of books for exploration</li><li>• Engage children in lap-reading throughout the day, showing and describing the picture</li><li>• Make books accessible</li></ul>
	Young Toddler	<u>Standard</u> <b>1.1.YT.A</b> Demonstrate beginning book handling skills.	<u>Concepts and Competencies</u> <b>The learner will:</b> <ul style="list-style-type: none"><li>• Point to or frequently turn to favorite parts of a book</li><li>• Turn pages</li><li>• Pretend to read by tracking</li></ul>	<u>Supportive Practices</u> <b>The adult will:</b> <ul style="list-style-type: none"><li>• Read to children independently or in small groups, multiple times each day</li><li>• Provide sturdy books for children to use independently</li><li>• Ask questions about the pictures when reading with a child</li><li>• Model book reading and correct book orientation</li><li>• Make books accessible</li></ul>
	Older Toddler	<u>Standard</u> <b>1.1.OT.A</b> Demonstrate book handling skills.	<u>Concepts and Competencies</u> <b>The learner will:</b> <ul style="list-style-type: none"><li>• Independently seek books to read during free play</li><li>• Orient book correctly</li><li>• Turn pages in order</li><li>• Use pointer or finger to track print</li></ul>	<u>Supportive Practices</u> <b>The adult will:</b> <ul style="list-style-type: none"><li>• Read to children independently or in small groups, multiple times each day</li><li>• Provide a variety of books for children to use independently</li><li>• Model correct book orientation</li><li>• Model turning pages correctly and in order</li><li>• Model tracking print</li><li>• Make books accessible</li></ul>

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# Title Page

- One for each Key Learning Area
- Descriptive Paragraph
- Table of Contents
  - ~ Standard Area #
  - ~ Standard Descriptor
- Paragraph of valuable information

Play, Play and Play Some More; Diversity and Culture; Use of Manipulatives in Early Settings; Facilitating Scientific Inquiry; Inclusive Classrooms; Digital Media Literacy; Get Up and Move; Positive Behavior Techniques

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# Glossary

- Key terminology linked to the standards, big ideas, concepts and competencies in a specific content area and grade level
- Placed at **end** of the key learning area section



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# Resources

- Placed at end of each Standards book
- Categorized by Key Learning Area
- Selectively chosen



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# Guiding Principles

- define high quality early childhood programs
- emphasize what Pennsylvania feels are the essential elements that support high quality



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## Guiding Principles

# Activity


### ***Small Group Discussion***

- *Divide principles up between small groups.*
1. Why are guiding principles important?
  2. What are the differences between the guiding principles for Infant/Toddler, Pre-Kindergarten and Kindergarten Standards? Why are the differences important?



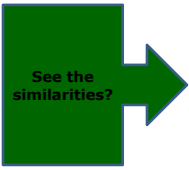
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**Key words/concepts found in the Guiding Principles**

1. The impact on future success
2. Active, hands-on learning
3. Learning across domains
4. All children have the capacity to learn
5. Need for a stimulating environment




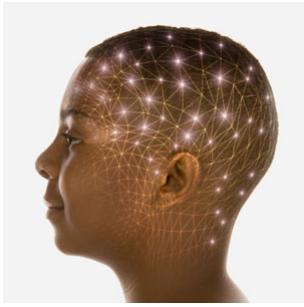
**STEM (Science, Technology, Engineering and Math) key concepts**


1. Impacts future generations
2. Hands-on
3. STEM subjects should be incorporated throughout the day in everything we do
4. All children are natural scientists, explorers and investigators
5. Teacher acts as facilitator, the children lead

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**Science**


**Technology**

**Engineering**

**Math**

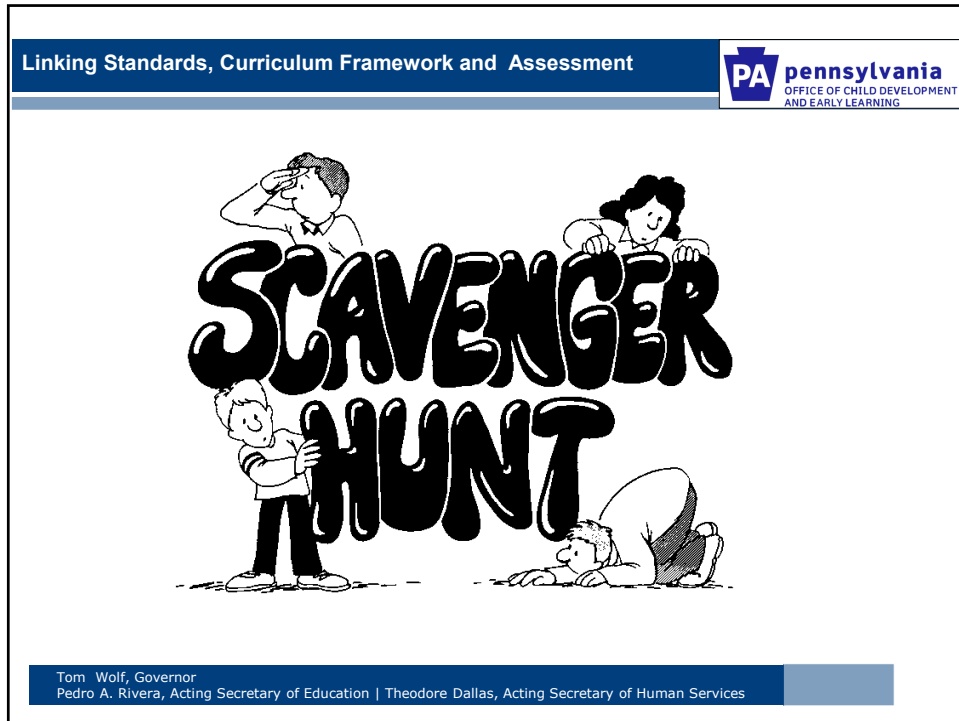
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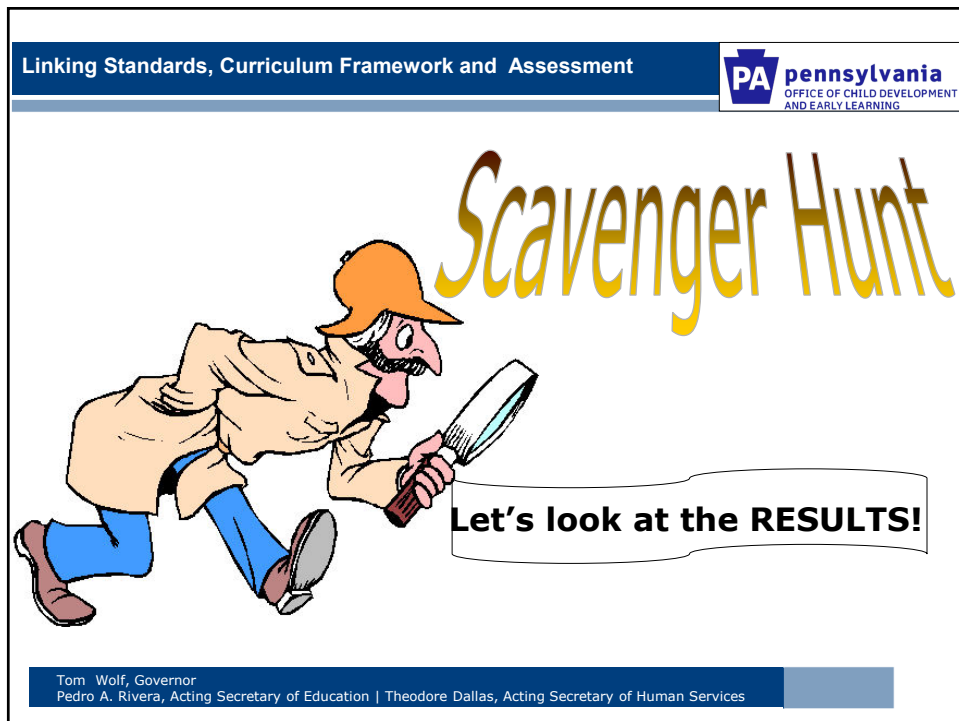
STEM subjects are supported within these standards and are noted by the  symbol, throughout the supportive practices. Science, Technology, Engineering, and Math are not separate subjects broken down into their own time slots. These topics of study are incorporated and encouraged within all activities throughout the day.



# Stretch break



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Infant

↓

Young Toddler

↓

Older Toddler

↓

Pre-Kindergarten

↓

Kindergarten

# Learning Standards Continuum


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## What are some ways you could use the Continuum within your programs?

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**Social Studies  
Civics and Government  
Standards  
in Infant/Toddler book**

5.1.A  
5.2.A  
5.2.B  
5.3.C

5.1.A	5.2.A	5.3.A	5.4.A
5.1.B	5.2.B	5.3.B	5.4.B
5.1.C	5.2.C	5.3.C	5.4.C
5.1.D	5.2.D	5.3.D	5.4.D
5.1.E		5.3.E	5.4.E
5.1.F		5.3.F	
		5.3.G	
		5.3.H	
		5.3.I	
		5.3.J	

Notice anything?

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## Learning Triangle for Child Success

**Standards**


**Putting the pieces together!**

**Assessment**      **Curriculum**

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## Assessment helps us ...


Let's visit the  
"walk about"  
chart  
on Assessment




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## Types of Assessment



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## Types of Screenings and Assessment

**Summative**

- Makes an overall judgment of progress at the end of a defined period of instruction.

**Formative**

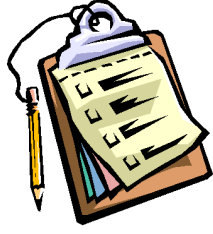
- Used during instruction to provide feedback and adjust ongoing teaching and learning.

**Benchmark**

- Used periodically throughout the year to provide feedback about progression to proficiency.

**Screening**

- Used to determine knowledge, strengths & potential disabilities or special needs of children.



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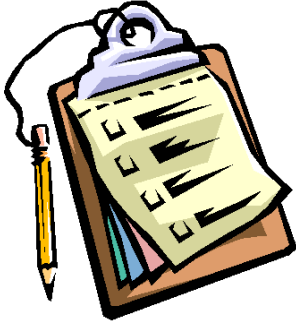
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# Assessment Discussion

What assessment practices are you currently using within your programs?



TYPES of ASSESSMENT/ EXAMPLES

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# What is a Portfolio?

A portfolio is a comprehensive collection of observations and children's work to document the child's progress in ALL developmental areas.

**Who am I?**

**There's no one like me!**



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## Sources of Evidence



- **Observations**
- **Anecdotal Records**
- **Checklists**
- **Running Records**
- **Homegrown Assessments**
- **Other Purchased Assessment Tools**
- **Work Samples**
- **Photographs, Video, Audio**
- **Family Input**
- **Progress Monitoring Information**

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## What to include in a portfolio:

### Who am I?

<b><u>Social and Emotional</u></b> Establishing and maintaining relationships Self awareness and behavior regulation Decision making	<b><u>Math</u></b> One to one correspondence Counting Shape recognition
<b><u>Approaches to Learning through Play</u></b> Persistence Task analysis Patterning Reasoning & problem solving Curiosity & initiative	<b><u>Health, Wellness and Physical Development</u></b> Fine motor skills Gross motor skills
<b><u>Language and Literacy</u></b> Speaks clearly enough to be understood Book handling skills Identify features of print	<b><u>Family Connection</u></b> Siblings Family structure Customs, beliefs



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## Portfolio Small Group Activity...

- Each group is assigned a Key Learning Area from the Standards.
- Discuss** what you could include in a child's portfolio to give you the information needed to determine progress toward meeting the standards in your assigned Key Learning Area.
- Write** ideas down.
- Share** with whole group.







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## Steps to Using Observations for Curriculum Planning

- Observe a child or children and record information
- Use information to assess child's strengths, needs, interests
- Use assessment for creating goals, and planning activities

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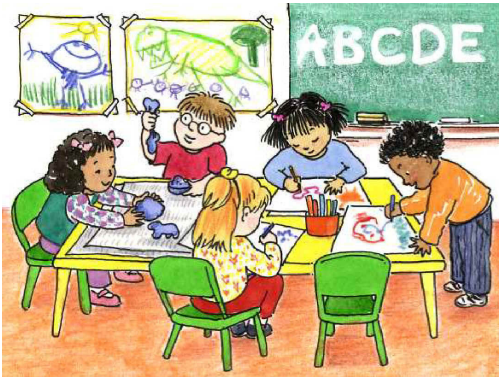
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## CURRICULUM is ...

Let's visit the  
"walk about"  
chart  
on Curriculum




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## Curriculum should...

- be based on what is known about child development
- include goals and objectives
- provide guidance on what materials and experiences are appropriate at different developmental stages
- promote parents, caregivers/teachers working together to support children's development

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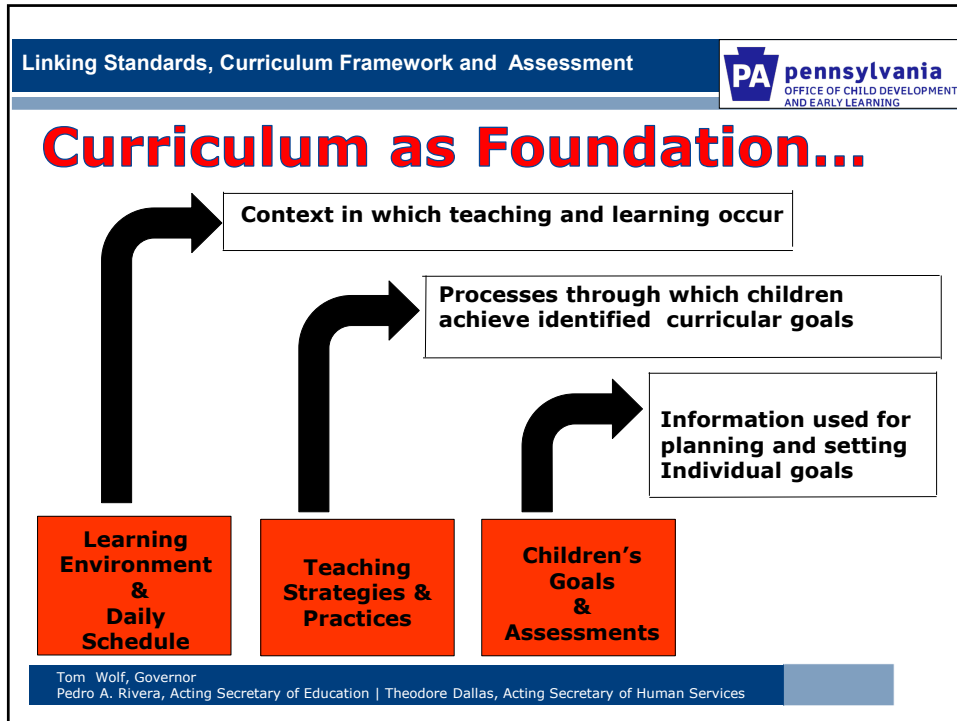
## NAEYC says Curriculum...

- Provides for all areas of a child's development
- Includes a broad range of content
- Builds on prior knowledge
- Has intellectual integrity
- Supports children's home culture
- Has realistic goals
- Integrates across content areas



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**Putting it All Together!**

How do you support children's learning in ALL Key Learning Areas during meal time?

Key Learning Area	Meal Time Focus
Approaches to Learning:	
Language and Literacy Development:	
Mathematical Thinking & Expression:	
Scientific Thinking & Technology:	
Social Studies Thinking:	
Creative Thinking & Expression:	
Health, Wellness and Physical Development:	
Social & Emotional Development:	
Partnerships for Learning:	

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# Reflection ...

How do I use Standards to support my work with children?  
With parents & families?

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**for your participation in this session!**

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# Lunch!

Enjoy!



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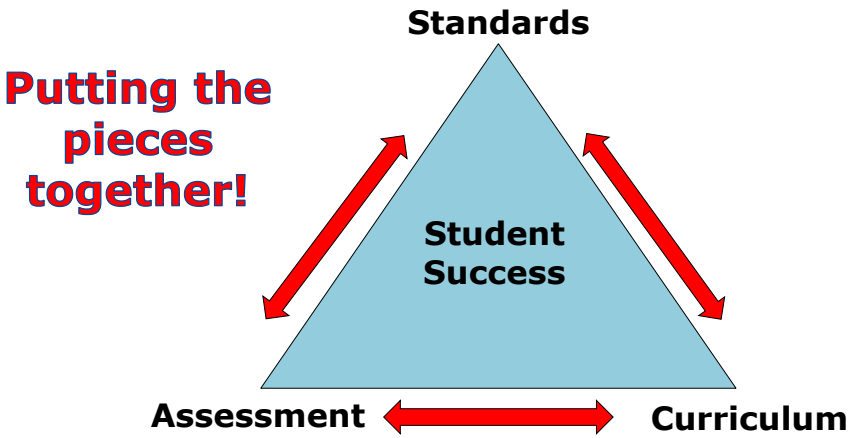
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## Learning Triangle for Child Success

**Putting the pieces together!**



**Standards**

**Student Success**

**Assessment** **Curriculum**

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# What is

**D**evelopmentally  
**A**ppropriate  
**P**ractice?



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# NAEYC Definition

**Professionals making decisions about the well-being and education of children based on:**



- ~ knowledge of child development and learning for different age levels
- ~ each individual child's capabilities and
- ~ knowledge of child's family culture and social context

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## Simply put...

The teacher meets children  
WHERE THEY ARE and helps  
 each child reach challenging and  
 achievable goals.



**Not all children  
are round pegs!**

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## The purposes of the Standards are ...

**Let's visit the  
"walk about"  
chart on  
Standards.**

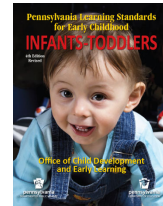


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## Learning Standards for Early Childhood Provide ...

- A marker of high quality program implementation
- Consistency of information across program settings
- A resource for developmentally appropriate expectations for all children
- A framework from which to develop intentionality of lesson/activity/experience planning



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## Learning Standards for Early Childhood Provide ...

- A common ground to measure outcomes, programmatic and child-focused
- Validation and professionalism of early childhood professional's work
- Support teachers' and parents' successful understanding of child development and classroom practice



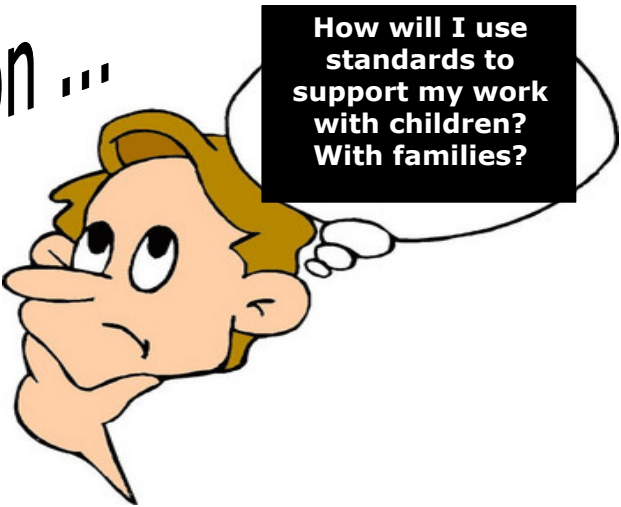
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# Reflection ...



How will I use standards to support my work with children? With families?

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## A look at Intentionality ...

**An intentional teacher:**

- Clearly defines learning goals
- Thoughtfully chooses teaching strategies
- Adjusts strategies to reach goals
- Continually assesses children's progress



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## Let's see how the Learning Standards for Early Childhood integrate across content areas!

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- Take a look at each of these pictures
- Determine what Standard and Standard Strand you feel best represent what is being portrayed in the photograph

**NOTE:** You may find that many Key Learning Areas are able to be referenced


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# Early Learning Standard

## Language and Literacy

Standard 1.1. I. A Explore books in a variety of ways

Strand A. Book Handling

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# Early Learning Standard

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## Scientific Thinking & Technology

Standard 3.2.YT.A.1 Engage with objects to learn  
about their characteristics

Strand     A. Properties of Matter



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# Early Learning Standard

## Creative Thinking & General Knowledge

Standard 9.4.PK.B Demonstrate emotional response to viewing or creating various art works

Strand B. Emotional Response




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# Early Learning Standard

## Approaches to Learning through Play

Standard AL.2.PK.D Recognize and extend simple patterns

Strand D. Patterning




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# Early Learning Standard

## Health, Wellness and Physical Development

Standard 10.4.PK.B Exhibit balance while moving  
on the ground or using equipment

Strand B. Balance and Strength




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# Stretch break

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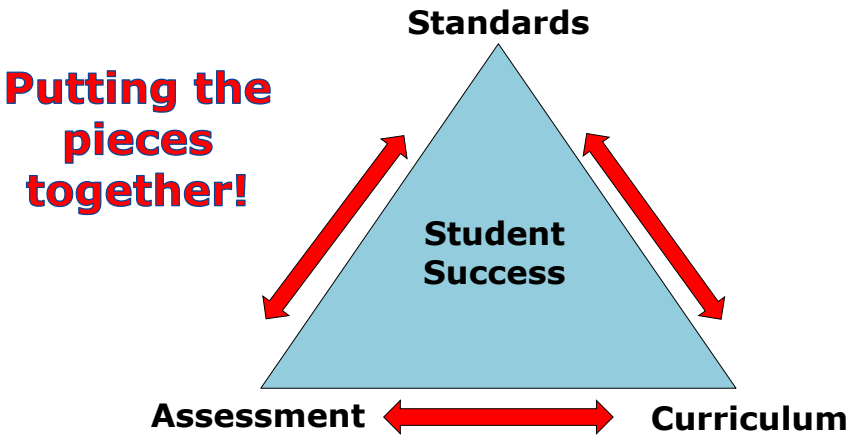
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## Learning Triangle for Child Success

**Putting the pieces together!**



**Standards**

**Student Success**

**Assessment** **Curriculum**

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**Now ...**

**Let's take a deeper look into individual and group planning!**


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**Individual and Group Planning Activity**

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**Individual and Group  
Planning  
Activity  
Share Out**

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## What is SAS?

- The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies **six** elements, which when utilized together, will provide a common frame work for continuous school improvement and enhancement and student achievement.

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# Elements of SAS

**PDE SAS Portal**  
[www.pdesas.org](http://www.pdesas.org)

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# One last note ...

**Don't forget the REFLECTIVE Practice:**

- Looking back at one's own experience
- Recording the different aspects of that experience
- Working to analyze the accomplishments, challenges, remaining questions and surprises that emerged from that experience
- Revisiting the reflective process to make sure it's still working for the group / individual

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## Standards Resource: DVD Modules

- Designed for Directors' use with staff
- Available free to directors who:
  - have their directors' PQAS approval
  - have attended the 6 hour core series Standards PD session
- PQAS instructors should incorporate them into their trainings
  - to promote their use
  - to teach application of standards
- Produced by Better Kid Care, available from PA Key via the warehouse
- 9 modules, one on each of the 8 Key Learning Areas and "Putting it All Together"; counts for STARS requirements


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DVD

Modules

Available from the PA KEY at

# 1-800-284-6031

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Questions



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**for your participation!**

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## **Overview**

# **Integrating the Learning Standards for Early Childhood into Curriculum and Assessment**

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**Title of Module:** Linking Standards, Curriculum Framework and Assessment

**Length of Module:** 6 Hours

**Course Description:** This 6-hour session will provide an overview of 2014 Learning Standards for Early Childhood and explore ways that curriculum and assessment are linked to the standards. This 6-hour session meets Keystone STARS Core Series requirements.

**Knowledge Area:** K2

**Competency:** 9

**Competency Level:** C2

**Learning Objectives:**

As a result of this workshop, participants will be able to:

- Identify the Guiding Principles of the Learning Standards for Early Childhood
- Develop curriculum to promote the Key Learning Areas
- Utilize information from assessment to aid in curriculum development
- Apply Learning Standards for Early Childhood to existing program curriculum

**Target Audience:** Early Learning Program Directors/Administrators and Teaching Staff, PreK Counts Teaching Staff, Head Start Teaching Staff, and Public School Teachers.

**Module Content Emphasis Area:** Adults

**Presentation Techniques:** Lecture, Power point, Large and Small Group activities, Hand-outs, Question and Answer period

**Materials:** ELS Training Packets, copies of the PreK Standards for each participant, 3 Walk-about charts, additional copies of the I/T and K Standards (if available), copies of the Continuum (if available), chart paper, markers, ELS DVDs and workbooks, TV/DVD player, Computer and Power point Projector.

**Handouts:**

- ELS Overview
- ELS Power point session handout
- Activity handouts
- Assessment sample handouts



1. What is the **TAG LINE** for the Key Learning Area: Scientific Thinking and Technology?
2. What is the **LAST DEFINED WORD** listed in the Language and Literacy Development Glossary?
3. What is a **BIG IDEA** listed for Standard 9.1.V Production and Performance and Exhibition: Visual Arts?
4. What is the **ESSENTIAL QUESTION** listed for Standard 10.4 Physical Activity: Gross Motor Coordination?
5. Name one **STANDARD STRAND** (Letter and Name) in the Key Learning Area: Social and Emotional Development.
6. Name one **SUPPORTIVE PRACTICE** listed for the Standard Strand AL.1.PK.B Risk Taking.
7. Name one **CONCEPT** listed for the Standard Strand 5.1.PK.A Principles and Documents of Government.
8. List one **ELEMENT** of the Standard Aligned System.

**Investigating the Learning Standards for Early Childhood  
Meal Time Activity**



Key Learning Area	Standard
Approaches to Learning through Play	
Language & Literacy Development	
Mathematical Thinking & Expression	
Scientific Thinking & Technology	
Social Studies	
Creative Thinking & Expression	
Health, Wellness & Physical Development	
Social and Emotional Development	
Partnerships for Learning	

# Photograph Activity

Linking Standards, Curriculum Framework and Curriculum



## SLIDE # 1

Standard: \_\_\_\_\_

Strand: \_\_\_\_\_

Statement: \_\_\_\_\_

Standard booklet: \_\_\_\_\_ Page # \_\_\_\_\_

## SLIDE # 2

Standard: \_\_\_\_\_

Strand: \_\_\_\_\_

Statement: \_\_\_\_\_

Standard booklet: \_\_\_\_\_ Page # \_\_\_\_\_

## SLIDE # 3

Standard: \_\_\_\_\_

Strand: \_\_\_\_\_

Statement: \_\_\_\_\_

Standard booklet: \_\_\_\_\_ Page # \_\_\_\_\_

**SLIDE # 4**

Standard: \_\_\_\_\_

Strand: \_\_\_\_\_

Statement: \_\_\_\_\_

Standard booklet: \_\_\_\_\_ Page # \_\_\_\_\_

**SLIDE # 5**

Standard: \_\_\_\_\_

Strand: \_\_\_\_\_

Statement: \_\_\_\_\_

Standard booklet: \_\_\_\_\_ Page # \_\_\_\_\_

**SLIDE # 6**

Standard: \_\_\_\_\_

Strand: \_\_\_\_\_

Statement: \_\_\_\_\_

Standard booklet: \_\_\_\_\_ Page # \_\_\_\_\_



# **Child's Development Progress Report**

## **Eighteen to Twenty-Four Months**

Date: 9/26/14

Child's Name: David

Age: 18 months

### **Social emotional**

- ☐ Tries to manage own behavior
- ☐ Shows awareness of other children's feelings
- ☒ Expresses feelings in appropriate ways
- ☒ Plays alongside other children
- ☒ Tests rules and limits

### **Language and communication**

- ☐ Sings songs
- ☒ Use words such as *no*, *more*, and *mine* to express wants
- ☒ Uses two-word sentences
- ☒ Explores big colorful books

### **Cognitive (Learning, thinking, problem solving)**

- ☒ Points to pictures and objects when asked to find something.
- ☐ Makes a tower of four to six blocks
- ☐ Strings large beads

### **Movement and Physical development**

- ☒ Runs without falling
- ☒ Kicks a ball without losing balance
- ☐ Walks backward
- ☒ Walks up steps

- ☒ Able to jump
- ☐ Attempts to balance on one foot
- ☒ Moves to music
- ☒ Holds large pencils or crayons
- ☐ Masters scribbling
- ☐ Uses spoons to eat

***Observation:***

During block play, David stacked one block on top of another. He used a third block to knock down the stack of blocks.

9/1/2014

***Observation:***

David jumped up and down while listening to the song, "Five Little Monkeys Jumping On the Bed."

9/8/2014

***Anecdotal Record Observation:***

David pointed to a picture of a dog in the book and he said, "My doggie."

9/15/2014

***Family Information:***

David's mother reports that David prefers to use his fingers to eat, she would prefer that he try to use a spoon or fork.

# **Child's Development Progress Report**

## **Eighteen to Twenty-Four Months**

Date: 9/26/14

Child's Name: Ellen

Age: 20 months

### **Social emotional**

- ☐ Tries to manage own behavior
- ☒ Shows awareness of other children's feelings
- ☐ Expresses feelings in appropriate ways
- ☒ Plays alongside other children
- ☒ Tests rules and limits

### **Language and communication**

- ☐ Sings songs
- ☐ Use words such as *no*, *more*, and *mine* to express wants
- ☐ Uses two-word sentences
- ☒ Explores big colorful books

### **Cognitive (Learning, thinking, problem solving)**

- ☒ Points to pictures and objects when asked to find something.
- ☒ Makes a tower of four to six blocks
- ☒ Strings large beads

### **Movement and Physical development**

- ☒ Runs without falling
- ☐ Kicks a ball without losing balance
- ☐ Walks backward
- ☒ Walks up steps

- ☐ Able to jump
- ☐ Attempts to balance on one foot
- ☒ Moves to music
- ☒ Holds large pencils or crayons
- ☒ Masters scribbling
- ☒ Uses spoons to eat

***Observation:***

Ellen took a book out of another child's hand, when the child tried to take it back, she bit her on the arm.

9/1/2014

***Observation:***

Ellen took a handful of beads and proceeded to put them on a string.

9/8/2014

***Anecdotal Record Observation:***

Ellen was scribbling with crayons, when I asked her what she was drawing, she said, " Mommy".

9/15/2014

***Family Information:***

Dad is concerned with Ellen's ability to play appropriately with other children.

# **Child's Development Progress Report**

## **Eighteen to Twenty-Four Months**

Date: 9/26/14

Child's Name: Cara

Age: 23 months

### **Social emotional**

- ☒ Tries to manage own behavior
- ☒ Shows awareness of other children's feelings
- ☒ Expresses feelings in appropriate ways
- ☐ Plays alongside other children
- ☒ Tests rules and limits

### **Language and communication**

- ☒ Sings songs
- ☒ Use words such as *no*, *more*, and *mine* to express wants
- ☒ Uses two-word sentences
- ☒ Explores big colorful books

### **Cognitive (Learning, thinking, problem solving)**

- ☒ Points to pictures and objects when asked to find something.
- ☒ Makes a tower of four to six blocks
- ☒ Strings large beads

### **Movement and Physical development**

- ☒ Runs without falling
- ☐ Kicks a ball without losing balance
- ☒ Walks backward
- ☒ Walks up steps

- ☒ Able to jump
- ☐ Attempts to balance on one foot
- ☒ Moves to music
- ☒ Holds large pencils or crayons
- ☒ Masters scribbling
- ☒ Uses spoons to eat

***Observation:***

During play Cara observes the other children, but tends to move away from them when they get close to her.

9/1/2014

***Observation:***

Cara pretended to feed a bottle to the doll in the dramatic play area.

9/8/2014

***Anecdotal Record Observation:***

Cara watched Ryan and Heather play with playdough  
Ryan said, "Want to play?" Cara nodded her head "no" and continued to watch them play with the playdough.

9/15/2014

***Family Information:***

Cara's parents are worried about her adjustment to having a new baby brother.

# **Child's Development Progress Report**

## **Four Years Old**

Date: 09/26/2014

Child's Name: Maria

Age: 4 years 2 months

### **Social emotional**

- ☒ Shares ideas and feelings with others
- ☒ Cooperates with other children
- ☒ Expresses interests

### **Language and communication**

- ☐ Enjoys listening to storybooks
- ☐ Uses pictures to read
- ☒ Identifies letters as symbols of print
- ☐ Reads a picture book
- ☒ Engages in conversation using five- to six-word sentences

### **Cognitive (Learning, thinking, problem solving)**

- ☐ Builds elaborate structures with blocks
- ☒ Draws simple figures of people with body parts
- ☒ Knows the alphabet, numbers, and colors
- ☒ Prints first name
- ☐ Recalls past events successfully
- ☒ Asks many questions
- ☐ Curious about how things work
- ☐ Follows two or three consecutive directions
- ☐ Counts objects

**Movement and Physical development**

- ☒ Able to run, jump, and climb
- ☐ Walks on balance beams
- ☒ Bounces a ball
- ☒ Alternates feet when walking down the stairs
- ☒ Cuts paper with scissors following a line
- ☒ Manipulates and makes objects out of play dough

***Observation:***

Maria pretended to play office in the dramatic play area. She used a pencil and notepad to write a bill for Samantha.

9/1/2014

***Observation:***

Maria frequently seeks reassurance from her teacher during transitions. She asks to hold the teacher's hand during clean up time.

9/8/2014

***Anecdotal Record Observation:***

Maria used the bear counters to duplicate the patterns on the pattern cards. She said, "Look my pattern is red, green, red, green."

9/15/2014

***Family Information:***

Maria's mom is concerned when she comes home from school wearing clothes that are dirty from play.



# **Child's Development Progress Report**

## **Four Years Old**

Date: 09/26/2014

Child's Name: Quan

Age: 4 years 6 months

### **Social emotional**

- ☒ Shares ideas and feelings with others
- ☒ Cooperates with other children
- ☐ Expresses interests

### **Language and communication**

- ☒ Enjoys listening to storybooks
- ☐ Uses pictures to read
- ☒ Identifies letters as symbols of print
- ☐ Reads a picture book
- ☒ Engages in conversation using five- to six-word sentences

### **Cognitive (Learning, thinking, problem solving)**

- ☒ Builds elaborate structures with blocks
- ☐ Draws simple figures of people with body parts
- ☐ Knows the alphabet, numbers, and colors
- ☐ Prints first name
- ☒ Recalls past events successfully
- ☒ Asks many questions
- ☒ Curious about how things work
- ☐ Follows two or three consecutive directions
- ☒ Counts objects

**Movement and Physical development**

- ☒ Able to run, jump, and climb
- ☐ Walks on balance beams
- ☒ Bounces a ball
- ☐ Alternates feet when walking down the stairs
- ☐ Cuts paper with scissors following a line
- ☒ Manipulates and makes objects out of play dough

***Observation:***

Quan recognized the word STOP on the stop sign during our walk outside.

9/1/2014

***Observation:***

Quan used a variety of tools to make several patterns in the clay.

9/8/2014

***Anecdotal Record Observation:***

Quan built a tower using blocks. He stopped to count the blocks and said, "I used 23 blocks to make my tower."

9/15/2014

***Family Information:***

Quan's mom is concerned that he only plays with one child.

# **Child's Development Progress Report**

## **Four Years Old**

Date: 09/26/2014

Child's Name: Jose

Age: 4 years 9 months

### **Social emotional**

- ☐ Shares ideas and feelings with others
- ☐ Cooperates with other children
- ☒ Expresses interests

### **Language and communication**

- ☒ Enjoys listening to storybooks
- ☒ Uses pictures to read
- ☐ Identifies letters as symbols of print
- ☒ Reads a picture book
- ☐ Engages in conversation using five- to six-word sentences

### **Cognitive (Learning, thinking, problem solving)**

- ☒ Builds elaborate structures with blocks
- ☐ Draws simple figures of people with body parts
- ☒ Knows the alphabet, numbers, and colors
- ☐ Prints first name
- ☐ Recalls past events successfully
- ☐ Asks many questions
- ☒ Curious about how things work
- ☒ Follows two or three consecutive directions
- ☒ Counts objects

**Movement and Physical development**

- ☒ Able to run, jump, and climb
- ☒ Walks on balance beams
- ☒ Bounces a ball
- ☒ Alternates feet when walking down the stairs
- ☒ Cuts paper with scissors following a line
- ☒ Manipulates and makes objects out of play dough

***Observation:***

Jose pretended to be a firefighter in the dramatic play area. He picked up a hat and put it on his head. He said “watch out, I’m getting the fire.”

9/1/2014

***Observation:***

Jose chose to sit in the library during center time, he looked at the book Caps For Sale and retold the story using picture cues.

9/8/2014

***Anecdotal Record Observation:***

Jose watched Ryan and Heather play in the sand table.. Ryan said, “Want to play?” Jose nodded his head “no” and continued to watch them play in the sand.

9/15/2014

***Family Information:***

Jose is a dual language learner, he speaks Spanish and English.

## Individual Goal Planning

<b>Child One:</b>	<b>Key Learning Area:</b>	<b>Key Learning Area:</b>	<b>Key Learning Area:</b>
	<b>Goal:</b>	<b>Goal:</b>	<b>Goal:</b>
	<b>Standard:</b>	<b>Standard:</b>	<b>Standard:</b>
<b>Child Two:</b>	<b>Key Learning Area:</b>	<b>Key Learning Area:</b>	<b>Key Learning Area:</b>
	<b>Goal:</b>	<b>Goal:</b>	<b>Goal:</b>
	<b>Standard:</b>	<b>Standard:</b>	<b>Standard:</b>
<b>Child Three:</b>	<b>Key Learning Area:</b>	<b>Key Learning Area:</b>	<b>Key Learning Area:</b>
	<b>Goal:</b>	<b>Goal:</b>	<b>Goal:</b>
	<b>Standard:</b>	<b>Standard:</b>	<b>Standard:</b>

# Group Planning Form

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival/Free Play	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:
Group Time	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:
Outdoor Time	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:
Center Time	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:
Routines/Transitions	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards:	Activity: Description:  Standards: