



Somerville Public Schools

Education • Inspiration • Excellence

Report Card

Preschool

Name:
School:
School Year:
Teacher:
Promoted to Grade:

| | |
|----------|--|
| M | Mastered – Consistently demonstrating a skill |
| D | Developing – Progressing towards a skill |
| B | Beginning – Emerging demonstration of a skill |
| N | Not Yet Observed – Skill has not emerged and requires further time and observation |
| - | Not Yet Introduced |

Personal and Social Development: Preschoolers are beginning to develop a sense of themselves as individuals apart from their families. They are learning to participate in the classroom community. These new roles and relationships require the development of complex skills such as: adapting to a variety of situations, participation in groups, initiation of individual activities, self-control, empathy and respect, cooperation with adults and peers, and acceptance of limits.

| | Winter | Spring |
|---|--------|--------|
| Follows rules, transitions, and routines | | |
| Participates and interacts with others in the classroom community | | |
| Shows empathy and caring for others | | |
| Attempts to solve social conflicts independently | | |
| Initiates play with others | | |
| Demonstrates impulse control and regulates strong emotions | | |
| Follows multi-step directions | | |

Approach to Learning: Preschoolers are curious and have a sense of wonder about the world around them. They are excited about exploration, play, and learning. As preschoolers develop, their confidence increases and they become independent and collaborative learners. Interesting activities promote creativity, problem solving, and persistence.

| | Winter | Spring |
|--|--------|--------|
| Demonstrates initiative, curiosity, and takes learning risks | | |
| Perseveres in challenging situations | | |
| Engages in imaginative play | | |
| Demonstrates creativity in thinking and use of materials | | |
| Seeks multiple solutions to a question , task, or problem | | |
| Explores and cares for materials and environment | | |

Physical Development: Preschoolers are encouraged to develop both small and large muscle skills through activities that foster body image and help build physical confidence and independence. Young children learn through movement, their senses and manipulation of objects. Therefore, physical activities are critical for the development of cognitive skills.

| | Winter | Spring |
|--|--------|--------|
| Attempts to complete self-help skills | | |
| Moves with balance and control | | |
| Shows age-appropriate fine motor control of writing, drawing, art tools | | |
| Can support self in a sitting position (cross-legged, kneeling, or in a chair) | | |

The Arts: Preschoolers can express themselves through drawing and other visual arts, music, dance, movement, and drama. The arts are a way for children to express feelings and ideas that they might not share verbally. Children are supported to develop an awareness of art and to explore new materials they can use to create, act, and communicate.

| | Winter | Spring |
|---|--------|--------|
| Names colors | | |
| Uses a variety of materials for expression, exploration, and construction | | |
| Participates in and appreciates music | | |
| Participates in creative movement, dance, and drama | | |

Attendance Record

| Term | 1 | 2 | 3 | 4 | Total |
|-----------|---|---|---|---|-------|
| Tardy | | | | | |
| Absent | | | | | |
| Dismissed | | | | | |



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Language and Literacy: Children's desire to communicate thoughts, ideas, needs, and feelings motivates them to develop language. Activities for listening, speaking, and early writing and reading strengthen children's capacities to understand language and verbally express themselves in English. Books and stories, songs and chants, and verbal communication build skills that are critical for reading and writing as well as future school success.

| | Winter | Spring |
|--|--------|--------|
| Speaks clearly enough to be understood by others | | |
| Uses vocabulary and language for a variety of purposes | | |
| Comprehends and responds to conversation and stories read aloud | | - |
| Shows an understanding of concept about print (pictures and words convey meaning) | | |
| Names capital letters | | |
| Demonstrates awareness of patterns and sounds in language (phonological awareness) | | |
| Visually recognizes first name | | |
| Writes first name | | |
| Represents ideas and stories through pictures, dictation, and/or play | | |
| Uses shapes, symbols, and letters to convey meaning (writes name, draws) | | |

Scientific Thinking Preschoolers are natural investigators who are curious about how things work. Children learn science through exploring with hands-on materials, observing, and talking about and recording what they are seeing and doing. The preschool program allows children to discover things through everyday experiences. This inquiry-based approach supports new learning and scientific understanding.

| | Winter | Spring |
|--|--------|--------|
| Investigates, explores, and observes | | |
| Engages in discussion and raises questions | | |
| Makes predictions | | |

| | |
|----------|--|
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Mathematical Thinking: Mathematical thinking addresses children's ability to quantify and classify objects, as well as explore numbers in their environment. Preschoolers use every day experiences to construct mathematical concepts and play with a wide range of hands-on materials designed to promote exposure to, and practice of, basic numeracy skills.

| | Winter | Spring |
|--|--------|--------|
| Uses positional words (up, down, on, off, etc.) | | |
| Names shapes and understands characteristics of shapes | | |
| Sorts and classifies | | |
| Compares and measures | | |
| Recognizes, copies, and extends patterns | | |
| Rote counts | | |
| Counts objects demonstrating one to one correspondence | | |
| Identifies sets of objects | | |
| Recognizes and compares quantities | | |
| Names numerals 1-10 | | |
| Matches sets of objects with corresponding numerals | | |
| Represents mathematical ideas through symbols, pictures, and objects | | |
| Interprets graphs and data | | |

Comments