



School District of Waukesha  
*Future 4 Waukesha*  
 Progress Report



School Year: \_\_\_\_\_  
 Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_

Attendance	January	June
Days Present		
Days Absent		
Days Tardy		

**MISSION STATEMENT**  
*"Given that early childhood is a journey and not a destination, our goal is for each child to be an active, engaged learner who will grow to their full potential in a high quality, nurturing, and educational environment."*

Codes:	C – Consistently	E – Emerging	P – Practicing	T – Time & Experience	NA – Not Assessed
	Child consistently demonstrates skill independently and with confidence	Child demonstrates emerging skill development and is gaining independence	Child is practicing skill with support	Child needs time and experience to gain readiness skills	Not being evaluated at this time

	January	June
<b>I. Health &amp; Physical Development</b>		
<b>A. Physical Health &amp; Well Being</b>		
-Self-help (coat/backpack/bathroom/hygiene)		
-Cleans up after self		
-Follows classroom routines		
-Demonstrates age-appropriate attention span		
-Takes care of class equipment and clean-up		
-Demonstrates safe behavior		
-Follows directions		
<b>B. Motor Development</b>		
-Large motor skills (walk, tiptoe, march, gallop, run, jump, hop & balance)		
-Coordination (balls: bounce, throw, catch, kick)		
-Locomotion: participates in group games, movements, dancing		
-Controls crayons, markers, pencils, paste, and glue correctly (hand preference?)		
-Holds scissors correctly		
-Cuts on line, curve, complex object		
-Manipulates small play objects (beads, puzzles, blocks, build towers)		
-Clothing (zip, snap, button)		

II. Social & Emotional Development		
<b>A. Emotional Development</b>		
-Self-control (during structured and unstructured activities, responsible for own behavior)		
-Uses words to communicate emotions (uses respectful language and actions)		
- Understands and responds to others' emotions (considerate toward others)		
<b>B. Self-concept</b>		
-Self-esteem (shows pride in accomplishments)		
-Self direction in choices & actions (plays independently)		
<b>C. Social Competence</b>		
-Interacting with one or more children (plays constructively with others)		
-Seeks out peers as play partners		
-Participates as a member of the group		
-Uses words and other positive strategies to resolve conflicts		
-Understands when and how to ask for adult help		
III. Language Development and Communication		
<b>A. Listening and Understanding</b>		
-Listens and understands stories, books, directions and conversations		
-Follows directions of increasing complexity		
-Listens and responds to music and rhythm		
<b>B. Speaking and Communicating</b>		
-Uses increasingly complex and varied vocabulary and language structures		
-Uses speech that is understandable to familiar and unfamiliar listeners		
<b>C. Early Literacy</b>		
-Alphabet awareness		
-Can recognize name (first/last)		
-Can write name (first/last)		
-Phonological awareness (rhyming/alliteration)		
-Associates sounds with written letters		
-Understands and use of writing to represent thoughts and ideas		
IV. Approaches to Learning		
<b>A. Curiosity, Engagement and Persistence</b>		
-Discovering and trying new things		
-Extending learning through attempting, repeating, experimenting, refining and elaborating on an activity		
-Persistence on working on an activity		
<b>B. Invention and Imagination</b>		
-Trying new things and taking risks		
-Problem-solving using a variety of strategies		
-Using complex scenarios in pretend play		
-Exploring movement, music, and a variety of artistic media		
<b>C. Cognitive Skills</b>		
-Thinking about, relating and asking questions about events and experiences, using progressively more complex language structures		
-Learning from experience		
-Linking new learning with past learning		
-Generalizing and adjusting to new learning and experiences		

V. Cognition and General Knowledge

**A. Mathematical and Logical Thinking**

-Can sort by color, shape and size		
-Can sequence simple stories/events		
-Count, join, separate and tell how many		
-Rote counts to 20		
-Counts objects to 10		
-Recognizes and uses numerals to represent quantities		
-Knows colors (red, blue, green, yellow, orange, purple, white, black, gray, brown)		
-Knows shapes (circle, square, triangle, rectangle, diamond, star, heart, oval)		
-Knows positional words (on, off, under, over, above, below, behind, in front, beside, between, in, out, up, down, top, bottom.)		
-Knows personal information (name, age, birthday, address, phone, school)		
-Understands concept of measurement		

**Adaptations and Differentiation**

*Code: Mark with an "X" if applicable to student*

Activities in length/structure		
Support given during activities		
Location/seating changed during learning times		
Curriculum accelerated		
Child receives special education programming in:		

January comments

June comments

--	--

