



Learning Progress Form

Child's Name: Last _____ First _____ Date of Birth: _____

Elementary School* where child will attend Kindergarten (Howard County only): _____

*Elementary school can be found using school locator at <https://schoollocator.hcpss.org/SchoolLocator/>

☐ Child has IEP ☐ Child has IFSP

Parent/Guardian #1 Name: Last _____ First _____

Parent/Guardian #2 Name: Last _____ First _____

Language(s) Spoken at Home: _____

Completed by: (Your Name): _____ Date: _____

Program Name: _____ Program Phone Number: (____) _____

Program Address: _____

City: _____ State: _____ Zip: _____

Type of Program: ☐ Head Start ☐ Child Care Center ☐ Family Child Care ☐ Private Nursery School ☐ Public Prekindergarten

Parental Consent Form* signed to release this information? ☐ Yes ☐ No

*(File Consent Form with sending program, do not send to receiving school.)

Learning Styles (please check all that apply):

Prefers to play: ☐ alone ☐ with a friend ☐ in small groups Is capable of working: ☐ independently ☐ in a group

Comments: _____

The purpose of this form is to articulate the child's progress in preschool and readiness for kindergarten.

- Identify the child's overall progress within each domain as Satisfactory or Needs Support.
- Write a comment for areas that you would like to share additional information.
- Return completed forms for children attending an HCPSS kindergarten to Office of Early Childhood Programs, Howard County Public School System, 10910 Clarksville Pike, Ellicott City, MD 20142.

Detailed information about the learning domains and the early learning standards can be found in *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8* (<http://tinyurl.com/mdpedagogy>).

Learning Domain	Early Learning Standards	Satisfactory	Needs Support	Comments (Optional)
Social Foundations Guide to Pedagogy pp, 22, 82-4, Appendix 132-166				
Awareness and expression of emotion* – Recognizes, expresses, responds to emotions of self and others	SF 1.1			
Relationships with adults* – Seeks support as needed	SF 1.2			
Cooperation with peers* – Plays or works with others – Demonstrates socially competent behavior	SF 2.6			
Conflict resolution – Negotiates to solve problems with others	SF 1.3			
Self control – Maintains attention to a task	SF 2.2			
Working memory – Responds to directions – Follows routines independently	SF 2.3			
Initiative – Willing to try new things – Shows eagerness and curiosity	SF 2.5			

* Items are assessed in the Early Learning Assessment (ELA)

Learning Domain	Early Learning Standards	Satisfactory	Needs Support	Comments (Optional)	
Language and Literacy Guide to Pedagogy pp. 22, 87-94, Appendix 5-53					
Reading Comprehends and responds to read aloud <ul style="list-style-type: none">– Makes predictions– Retells story	LL 1.1 LL 1.1.a LL 1.1.c				
Demonstrates understanding of spoken words and sounds* <ul style="list-style-type: none">– Identifies sounds in spoken words– Recognizes rhyming words	LL 1.2 LL 1.2.a LL 1.2.d				
Demonstrates letter recognition skills <ul style="list-style-type: none">– Recognizes and name some upper and lower case letters– Recognizes some letter-sound correspondence	LL 1.3 LL 1.3.c LL 1.3.b				
Speaking and Listening Communicates effectively in a variety of situations* <ul style="list-style-type: none">– Uses language to express needs and emotions– Participates in conversations	LL 2.1 LL 2.1.a LL 2.1.b				
Emergent writing Prints letters in own name	LL 3.1.a				
Uses drawing, dictation and writing for a variety of purposes	LL 3.1.c				
Language Beginning to use conventions of grammar	LL 4.1				
Uses expanding vocabulary*	LL 4.2				
Mathematics Guide to Pedagogy pp. 25, 94-97, Appendix 54-76					
Number Sense* Rote counts to 20	MA 1.1.a				
Recognizes number quantities	MA 1.1.d, e				
Matches numerals with sets of objects	MA 1.1.g				
Number Operations Uses manipulatives to solve simple addition and subtraction to 5	MA 2.1.a				
Measurement Sorts, classifies and compares objects*	MA 3.1				
Describes and compares measurable attributes	MA 3.2				
Geometry Describes two- and three-dimensional shapes	MA 4.1				
Science Guide to Pedagogy pp. 25, 97-99, Appendix 90-101					
Asks questions about the world around them	SC 1.1.a				
Uses observation to describe a variety of objects	SC 1.1.b				
Social Studies Guide to Pedagogy pp. 25, 99-100, Appendix 77-89					
Government Demonstrates understanding of rules	SS 1.1.a				
History Demonstrates understanding of past, present, and future	SS 2.1				
Physical Well-being and Motor Development Guide to Pedagogy pp. 25, 84-87, Appendix 102-115					
Physical Education Demonstrates the ability to use large muscles to perform tasks* <ul style="list-style-type: none">– Uses locomotor skills with balance and control– Uses non-locomotor skills with balance and control	PD 1.1.b PD 1.1.c				
Demonstrates the ability to use small muscles to perform tasks* <ul style="list-style-type: none">– Coordinates the movement of hands, fingers and wrists– Uses classroom tools and writing instruments	PD 1.2.a PD 1.1.b,c				
Health Understands and follows basic safety rules	PD 2.1.a,b				
Completes personal care tasks*	PD 2.2.a				
The Arts Guide to Pedagogy pp. 25, 101-102, Appendix 116-131					
Music Demonstrates awareness of and respond to the characteristics of musical sounds through voice, body movements, and instruments.	FA 1.1				
Visual Arts Identifies, describes, experiments with, and creates images and forms from observation, memory, imagination, and feelings.	FA 2.1				
Theater Uses a variety of theatrical elements and conventions to demonstrate themes about life experience, ideas, and feelings.	FA 3.1				
Dance Demonstrates knowledge of how elements of dance are used to communicate meaning.	FA 4.1				

* Items are assessed in the Early Learning Assessment (ELA)