

# 4K Skills Progress Report



Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

## ~ November Skill Assessment Items ~

**I can answer the question "When is your birthday" giving the month and day.**

**Nov.** Response: \_\_\_\_\_

**Feb.** Response: \_\_\_\_\_

**May** Response: \_\_\_\_\_

**I can answer the question "What is your name" providing my first and last name.**

**Nov.** Response: \_\_\_\_\_

**Feb.** Response: \_\_\_\_\_

**May** Response: \_\_\_\_\_

**I can name the colors:**

	Red	Orange	Yellow	Green	Blue	Purple	Black	Brown	Gray	White	Pink
<b>Nov.</b>											
<b>Feb.</b>											
<b>May</b>											

**I can demonstrate an understanding of subitizing numerals.**

Seeing a set quantity and being able to identify how many by just looking at the amount (no counting of each item is necessary to determine how many items are in a group/set)

\*Nontraditional dot cards are used and flashed for 3 seconds before being taken away.\*

	1		2		3		4		5	
<b>Nov.</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet
<b>Feb.</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet
<b>May</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet

Observations:

**Nov.** -

**Feb.** -

**May** -

**I can compare two groups of objects and answer the questions...**

(Either using vocabulary to explain how he/she knows his/her answer is correct or using counting and matching strategies to demonstrate) The teacher uses 8 and 3 and asks does one bag have more, 2 and 9 and asks does one bag have less, and 3, 3, and 7 and asks are any bags the same/equal.

	More/Greater Than		Less/Fewer		Same as/Equal to	
<b>Nov.</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet
<b>Feb.</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet
<b>May</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet

Observations:

**Nov. -**

**Feb. -**

**May -**

**I can count to the following number before skipping a number. (Goal: 20 without skipping numbers)**

**Nov.:** \_\_\_\_\_

**Feb.:** \_\_\_\_\_

**May:** \_\_\_\_\_

**I can sort objects into categories.**

Using a cup of 10 items, with two different attributes, the teacher asks the child to "sort the items".

		Observations:
<b>Nov.</b>	Y      Not Yet	<b>Nov. -</b>
<b>Feb.</b>	Y      Not Yet	<b>Feb. -</b>
<b>May</b>	Y      Not Yet	<b>May -</b>

# November Comments

## ~ Additional February Assessment Items ~

### I can represent a number of objects using a written numeral (0 - 5).

The teacher shows each number card and asks the student to "Give me this many". Number cards are shown out of order.

	<b>0</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>	
<b>Feb.</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet
<b>May</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet
Observations: <b>Feb. -</b>  <b>May -</b>												

### I can count each object in a group of objects.

The goal is pairing each counted object with only one consecutive number. The teacher asks "Can you count these".

	<b>5</b>		<b>10</b>		Observations: <b>Feb. -</b>  <b>May -</b>
<b>Feb.</b>	Y	Not Yet	Y	Not Yet	
<b>May</b>	Y	Not Yet	Y	Not Yet	

### I can tell what number was counted, after counting a group of objects, without recounting. (Cardinality)

The teacher asks "How many are there" after the student counts the groups of 5 and 10 objects in the section above.

	<b>Demonstrated when 5 items were counted</b>		<b>Demonstrated when 10 items were counted</b>		Observations: <b>Feb. -</b>  <b>May -</b>
<b>Feb.</b>	Y	Not Yet	Y	Not Yet	
<b>May</b>	Y	Not Yet	Y	Not Yet	





### I can answer the question "How many?" after counting a group of items arranged.

The teacher uses 10 items for the line, 9 items for the array, 7 items for the circle, and 5 items that have been scattered.

\*One solid color is used for all of the assessments.\*

	<b>10 objects in a line</b>		<b>9 objects in a rectangular array</b>		<b>7 objects in a circle</b>		<b>5 scattered objects</b>	
<b>Feb.</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet
<b>May</b>	Y	Not Yet	Y	Not Yet	Y	Not Yet	Y	Not Yet
Observations: <b>Feb. -</b>  <b>May -</b>								

I can describe objects in the environment using the names of shapes and correctly name the shapes regardless of their size or orientation. The teachers use the shape sheets created by the 4K teachers.

				
<b>Feb.</b>	Y      Not Yet	Y      Not Yet	Y      Not Yet	Y      Not Yet
<b>May</b>	Y      Not Yet	Y      Not Yet	Y      Not Yet	Y      Not Yet

When describing where things are in the environment, I can show...

The teacher uses the positional words to guide the students. **Example:** "Put the bear under..."

	<b>Top</b>	<b>Bottom</b>	<b>Up</b>	<b>Down</b>	<b>Over</b>	<b>Under</b>	<b>Next To</b>	<b>Behind</b>	<b>In front of</b>
<b>Feb.</b>	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet
<b>May</b>	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet	Y Not Yet

Observations:

**Feb.** -

**May** -

I can answer comprehension questions about a story.

**Feb.:** \_\_\_\_\_

**May:** \_\_\_\_\_

# February Comments

## ~ Additional May Assessment Items~

**I can use objects or fingers to respond to practical mathematical problems.**

If we have 3 apples and add 2 more, how many apples do we have all together? **and** There are 4 bunnies and 2 hopped away, how many bunnies are left?

Addition		Subtraction	
Y	Not Yet	Y	Not Yet
Observations: <b>May -</b>			

**I can name numerals 0 - 9.**

The teacher uses flash cards.

0	1	2	3	4	5	6	7	8	9
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet
Observations: <b>May -</b>									

**I can extend a simple pattern...**

Using the number path and bear counters, the teacher starts an AB pattern and asks the student to continue the pattern.

\*The teacher does this twice.\*

<b>two of two times.</b>		Observations: <b>May -</b>
<b>one of two times.</b>		
<b>I could not yet demonstrate the task.</b>		

**I can cut on a line...**

<b>without support and with smooth edges after completing the cut.</b>		Observations: <b>May -</b>
<b>with minimal reminders given pertaining to the cutting procedure during the cutting process.</b>		
<b>I could not yet demonstrate the task. (needing hand over hand support during the process)</b>		

**I can accurately retell a story...**

The teacher uses The Very Hungry Caterpillar story and four picture cards.

<b>with details pertaining to the beginning, middle, and end.</b>		<b>Observations:</b> <b>May -</b>
<b>with details from two of the three listed above.</b>		
<b>I could not yet demonstrate the task or could only retell one of the three components.</b>		

I can use shapes to complete an abstract drawing.: \_\_\_\_\_

I can appropriately respond to “Who” and “What” questions during play.: \_\_\_\_\_

# May Comments

# Social Skills:

S = Secure

D = Developing

N = Needs More Time

	Nov.	Feb.	May
I play well with peers.			
I use language and action to pretend or create.			
I engage in conversations with peers and adults.			
I share.			
I show appropriate self-control.			
I show body awareness.			
I listen while another person speaks.			
I communicate to the best of my abilities.			
I demonstrate good manners. (uses terms like: please, thank you, you're welcome, and excuse me)			
I participate successfully as a member of a group.			
I follow three step directions.			
I follow rules and routines within the learning environment.			
I demonstrate quality work habits.			
I work well with adults.			
I demonstrate an increased attention span.			
I can independently prepare to go home.			
I listen attentively to stories in large group reading sessions.			

Observations:

**Name Writing Samples:**

**November**

**February**



**May**