

You will want to be sure that each area has information provided for the parent...If there is no information added, the child doesn't have adequate assessment data (preliminary levels haven't been scored).

### Development and Learning Report

**Date:** 11/11/2013

**Child:** Ricky Bobby

**Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics

**Period:** Fall 2013/2014

This report highlights your child's strengths in particular areas of development and learning.

#### Social-Emotional

Currently, Ricky:
Is beginning to comfort self by seeking out special object or person
Accepts redirection from adults
Is beginning to seek to do things for self
Uses trusted adult as a secure base from which to explore the world
Is beginning to demonstrate concern about the feelings of others
Uses successful strategies for entering groups
Is beginning to play with one or two preferred playmates
Is beginning to respond appropriately to others' expressions of wants
Seeks adult help to resolve social problems

#### Next Ricky will:

- Comfort self by seeking out special object or person
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Seek to do things for self
- Begin to manage separations without distress and engages with trusted adults
- Demonstrate concern about the feelings of others
- Begin to initiate, join in, and sustain positive interactions with a small group of two to three children
- Play with one or two preferred playmates
- Respond appropriately to others' expressions of wants
- Begin to suggest solutions to social problems

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#### Physical

Currently, Ricky:
Experiments with different ways of moving

Currently, Ricky:
Balances while exploring immediate environment
Manipulates balls or similar objects with stiff body movements
Is beginning to use refined wrist and finger movements
Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

**Next Ricky will:**

- Begin to move purposefully from place to place with control
- Begin to experiment with different ways of balancing
- Begin to manipulate balls or similar objects with flexible body movements
- Use refined wrist and finger movements
- Begin to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

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**Language**

Currently, Ricky:
Is beginning to respond appropriately to specific vocabulary and simple statements, questions, and stories
Follows directions of two or more steps that relate to familiar objects and experiences
Names familiar people, animals, and objects
Is understood by most people; may mispronounce new, long, or unusual words
Uses complete, four- to six-word sentences
Makes simple statements about recent events and familiar people and objects that are not present
Initiates and attends to brief conversations
Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

**Next Ricky will:**

- Respond appropriately to specific vocabulary and simple statements, questions, and stories
  - Begin to follow detailed, instructional, multistep directions
  - Begin to describe and tell the use of many familiar items
  - Begin to pronounce multisyllabic or unusual words correctly
  - Begin to use long, complex sentences and follow most grammatical rules
  - Begin to tell simple stories about objects, events, and people not present; lack many details and a conventional beginning, middle, and end
  - Begin to engage in conversations of at least three exchanges
  - Begin to use acceptable language and social rules while communicating with others; may need reminders
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## Cognitive

Currently, Ricky:
Is beginning to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Practices an activity many times until successful
Is beginning to observe and imitate how other people solve problems; asks for a solution and uses it
Is beginning to show eagerness to learn about a variety of topics and ideas
Is beginning to use creativity and imagination during play and routine tasks
Is beginning to tell about experience in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Remembers the sequence of personal routines and experiences with teacher support
Is beginning to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Draws or constructs, and then identifies what it is
Acts out familiar or imaginary scenarios; may use props to stand for something else

### Next Ricky will:

- Sustain work on age-appropriate, interesting tasks; ignore most distractions and interruptions
- Begin to plan and pursue a variety of appropriately challenging tasks
- Observe and imitate how other people solve problems; ask for a solution and use it
- Show eagerness to learn about a variety of topics and ideas
- Use creativity and imagination during play and routine tasks
- Tell about experience in order, provides details, and evaluate the experience; recall 3 or 4 items removed from view
- Begin to draw on everyday experiences and apply this knowledge to a similar situation
- Place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
- Begin to plan and then use drawings, constructions, movements, and dramatizations to represent ideas
- Begin to interact with two or more children during pretend play, assign and/or assume roles and discuss actions; sustain play scenario for up to 10 minutes

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## Literacy

Currently, Ricky:
Joins in rhyming songs and games
Is beginning to show awareness that some words begin the same way
Is beginning to verbally separate and blend onset and rime
Recognizes and names a few letters in own name
Identifies the sounds of a few letters
Shows interest in books

<b>Currently, Ricky:</b>
Shows understanding that text is meaningful and can be read
Asks and answers questions about the text; refers to pictures
Is beginning to pretend to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Is beginning to retell some events from a familiar story with close adult prompting
Forms mock letters or letter-like forms
Forms mock letters or letter-like forms

**Next Ricky will:**

- Begin to fill in the missing rhyming word; generate rhyming words spontaneously
- Show awareness that some words begin the same way
- Verbally separate and blend onset and rime
- Begin to recognize as many as 10 letters, especially those in own name
- Begin to produce the correct sounds for 10-20 letters
- Begin to orient book correctly; turn pages from front of the book to the back; recognize familiar books by their covers
- Begin to indicate where to start reading and the direction to follow
- Begin to identify story-related problems, events, and resolutions during conversations with an adult
- Pretend to read a familiar book, treating each page as a separate unit; name and describe what is on each page, using pictures as cues
- Retell some events from a familiar story with close adult prompting
- Write letter strings
- Write letter strings

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**Mathematics**

<b>Currently, Ricky:</b>
Verbally counts (not always in the correct order)
Demonstrates understanding of the concepts of one, two, and more
Recognizes and names a few numerals
Is beginning to follow simple directions related to proximity (beside, between, next to)
Identifies a few basic shapes (circle, square, triangle)
Is beginning to compare and order a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Copies simple repeating patterns

**Next Ricky will:**

- Begin to verbally count to 10; count up to five objects accurately, using one number name for each object
- Begin to recognize and name the number of items in a small set (up to five) instantly; combine and separate up to five objects and describe the parts
- Begin to identify numerals to 5 by name and connect each to counted objects
- Follow simple directions related to proximity (beside, between, next to)
- Begin to describe basic two- and three dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation
- Compare and order a small set of objects as appropriate according to size, length, weight, area, or volume; know usual sequence of basic daily events and a few ordinal numbers
- Begin to extend and create simple repeating patterns