

**Baltimore County Public Schools  
Prekindergarten Progress Report**

<b>Student</b>	<b>Teacher</b>	<b>Homeroom Section</b>
<b>School</b>	<b>Principal</b>	<b>Grade</b>
<b>School Year</b>	<b>Marking Period</b>	<b>Marking Period Ending</b>

**Key:**  
 CD – **Consistently Demonstrating** – The student acquires and applies the concept or skill consistently with minimal teacher support.  
 P – **Progressing** – The student acquires and applies the concept or skill frequently and needs additional teacher support at times.  
 N – **Needs Development** – The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed  
 NA – **Not Applicable**

<b>Attendance</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>	<b>MP4</b>	<b>Year Total</b>
Days Absent					
Days Tardy					
Early Dismissals					
Attendance Rate					
Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.					

**LANGUAGE ARTS**

<b>Reading - Foundational Skills</b>	<b>Fall</b>	<b>Spring</b>
Print Concepts		
Phonological Awareness		
Phonics/ Word Recognition		
Fluency		

<b>Reading - Vocabulary and Comprehension</b>	<b>Fall</b>	<b>Spring</b>
Key Ideas and Details		
Vocabulary Acquisition		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading/ Level of Text Complexity		

<b>Writing - Written Expression and Knowledge of Language and Conventions</b>	<b>Fall</b>	<b>Spring</b>
Conventions of Standard English		
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		

<b>Speaking and Listening</b>	<b>Fall</b>	<b>Spring</b>
Comprehension and Collaboration		
Presentation of Knowledge and Ideas		

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**MATHEMATICS**

<b>Counting and Cardinality</b>	<b>Fall</b>	<b>Spring</b>
Knowledge of number names and count sequence		
Counting to tell the number of objects		
Comparing numbers		

<b>Operations and Algebraic Thinking</b>	<b>Fall</b>	<b>Spring</b>
Understanding of addition as putting together/adding to and subtraction as taking apart/ taking from		

<b>Measurement and Data</b>	<b>Fall</b>	<b>Spring</b>
Describing and comparing measurable attributes		
Sorting, counting and comparing the number of objects in categories		

<b>Geometry</b>	<b>Fall</b>	<b>Spring</b>
Identifying and describing two dimensional shapes		
Working with three dimensional shapes to gain foundation for geometric thinking		

<b>SCIENCE</b>	<b>Fall</b>	<b>Spring</b>
Using the senses to observe and describe the environment		
Using simple tools and equipment to investigate		
Providing good reasons to support ideas		
Observing and describing how living things grow and change		

<b>FINE ARTS</b>	<b>Fall</b>	<b>Spring</b>
Joins in group music experiences		
Joins in movement, dance and dramatic play experience		
Uses a variety of art materials		

<b>PHYSICAL/MOTOR DEVELOPMENT</b>	<b>Fall</b>	<b>Spring</b>
Performs large motor tasks with balance and control		
Performs fine motor tasks involving eye-hand coordination		
Demonstrates basic self-help skills		
Follows health and safety rules		

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<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>	<b>Fall</b>	<b>Spring</b>
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Students		

<b>Programs and Services</b>	<b>Fall</b>	<b>Spring</b>
ESOL		
Individualized Education Program (IEP)		
504 Plan		

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**Fall Conference Date:** MM/DD/YYYY  
**Fall Comments**       Conference Requested by

**Spring Conference Date:** MM/DD/YYYY  
**Spring Comments**       Conference Requested by

## BCPS Skills and Conduct Indicators

		<i>Classroom Conduct</i>	<i>Work Completion</i>	<i>Working With Adults</i>	<i>Working With Students</i>
<b>Meeting</b>	<b>3</b>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Consistently arrives on time.</li> <li>Is consistently prepared for class.</li> <li>Consistently participates in class.</li> <li>Consistently accepts responsibility for actions.</li> <li>Consistently behaves appropriately as outlined in classroom rules.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Consistently completes classwork as assigned.</li> <li>Consistently submits homework on time (Gr. 1 – 12).</li> <li>Consistently uses available instructional supports.</li> <li>Takes advantage of retake/redo opportunities (Gr. 1 – 12).</li> <li>Consistently follows routines (PreK/K).</li> <li>Consistently contributes during whole and small group instruction (PreK/K).</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Consistently responds to and communicates positively with adults.</li> <li>Consistently follows directions from adults.</li> <li>Consistently seeks help from adults and asks questions when needed.</li> <li>Consistently interacts cooperatively with adults.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Consistently communicates positively with other students.</li> <li>Consistently avoids or resolves conflict with other students.</li> <li>Consistently demonstrates tolerance of multiple perspectives.</li> <li>Consistently interacts cooperatively with other students.</li> </ul>
<b>Developing</b>	<b>2</b>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Sometimes arrives on time.</li> <li>Sometimes is prepared for class.</li> <li>Sometimes participates in class.</li> <li>Sometimes accepts responsibility for actions.</li> <li>Sometimes behaves appropriately as outlined in classroom rules.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Sometimes completes classwork as assigned.</li> <li>Sometimes submits homework on time (Gr. 1-12).</li> <li>Sometimes uses available instructional supports.</li> <li>Sometimes takes advantage of retake/redo opportunities (Gr. 1-12).</li> <li>Sometimes follows routines (PreK/K).</li> <li>Sometimes contributes during whole and small group instruction (PreK/K).</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Sometimes responds to and communicates positively with adults.</li> <li>Sometimes follows directions from adults.</li> <li>Sometimes seeks help from adults and asks questions when needed.</li> <li>Sometimes interacts cooperatively with adults.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Sometimes responds positively with other students.</li> <li>Sometimes avoids or resolves conflict with other students.</li> <li>Sometimes demonstrates tolerance of multiple perspectives.</li> <li>Sometimes interacts cooperatively with other students.</li> </ul>
<b>Insufficient Progress</b>	<b>1</b>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Rarely arrives on time.</li> <li>Rarely is prepared for class.</li> <li>Rarely participates in class.</li> <li>Rarely accepts responsibility for actions.</li> <li>Rarely behaves appropriately as outlined in classroom rules.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Rarely completes classwork as assigned.</li> <li>Rarely submits homework on time (Gr.1-12).</li> <li>Rarely uses available instructional supports.</li> <li>Rarely takes advantage of retake/redo opportunities and support (Gr. 1-12).</li> <li>Rarely follows routines (PreK/K).</li> <li>Rarely contributes during whole and small group instruction (PreK/K).</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Rarely responds to and communicates positively with adults.</li> <li>Rarely follows directions from adults.</li> <li>Rarely seeks help from adults or asks questions when needed.</li> <li>Rarely Interacts cooperatively with adults.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Rarely communicates positively with other students.</li> <li>Rarely avoids or resolves conflict with other students.</li> <li>Rarely demonstrates tolerance of multiple perspectives.</li> <li>Rarely interacts cooperatively with other students.</li> </ul>
<b>No Evidence</b>	<b>0</b>	<p><b><u>Even with help, the student:</u></b></p> <ul style="list-style-type: none"> <li>Does not arrive on time.</li> <li>Is not prepared for class.</li> <li>Does not participate.</li> <li>Does not accept responsibility for actions.</li> <li>Does not behave appropriately as outlined in classroom rules.</li> </ul>	<p><b><u>Even with help, the student:</u></b></p> <ul style="list-style-type: none"> <li>Does not complete classwork as assigned.</li> <li>Does not submit homework on time (Gr. 1-12).</li> <li>Does not use available instructional supports.</li> <li>Does not take advantage of retake/redo opportunities (Gr. 1-12).</li> <li>Does not follow routines (PreK/K).</li> <li>Does not contribute during whole and small group instruction (PreK/K).</li> </ul>	<p><b><u>Even with help, the student:</u></b></p> <ul style="list-style-type: none"> <li>Does not respond to and communicate positively with adults.</li> <li>Does not follow directions from adults.</li> <li>Does not seek help or ask questions when needed from adults.</li> <li>Does not interact cooperatively with adults.</li> </ul>	<p><b><u>The Student:</u></b></p> <ul style="list-style-type: none"> <li>Does not communicate positively with other students.</li> <li>Does not avoid or resolve conflict with other students.</li> <li>Does not demonstrate tolerance of multiple perspectives.</li> <li>Does not interact cooperatively with other students.</li> </ul>