



Student Information		School Information			
Student Name		School Name	Earl Boyles	Student's Primary Language	
Student ID		Principal	Lindsay DeFazio	School Year	2023-2024
Age	3 to 3.5 yrs old	Teacher	Katie Nordstrom	Grade	Prek

Academic Performance Key											
Y	Student Can Do	Student generally demonstrates skill consistently with age expectations	E	Emerging	Student is beginning to demonstrate skill, or demonstrates the skill with adult support	N	Not Yet	Student demonstrates limited mastery of skill. Further practice and support is needed.	*	Not enough data is available to make a determination.	

Attendance - It is an expectation that all of our students maintain 90%+ attendance to participate in our preschool program.

Enrolled days:	Present days:	Absent:	Rate:	Attendance Rating:	Tardy/Left Early:
				Good	

Approaches to Learning	S1	S2
Emotional and Behavioral Self-Regulation Follows classroom expectations	Y	Y
Uses strategies to self-calm when upset; calms within 5 / 10/ 15+ minutes	Y	Y
Cognitive Self-Regulation (Executive Functioning): Attends to structured activity for 5 /10 /15/ 20+ min.	Y	Y
Persists and use a variety of strategies to solve problems (e.g. puzzles, challenging learning activities)	Y	Y
Initiative and Curiosity: <i>Initiative:</i> Seeks to complete daily routines independently (e.g. zip coat, wash hands, open food containers)	Y	Y
<i>Curiosity:</i> Asks questions or explores activities/materials in new and inventive ways	Y	Y
Creativity: Engages in pretend play	Y	Y
Creates with art or construction materials and identifies what they made (e.g. "I built a house")	Y	Y
Social-Emotional Development	S1	S2
Senses of Identity and Belonging: Expresses personal interests and preferences appropriately	Y	Y
Emotional Functioning: Identifies emotions in self and others	Y	Y
Relationships with a Trusted Adult: Manages separations without distress and engages with trusted adult	Y	Y



Relationships with Other Children: Engages in play with peers, sharing space and materials	Y	Y
Uses appropriate strategies to resolve social conflicts	Y	Y
Language and Communication	S1	S2
Student's method of communication:	Verbal	
Attending and Understanding: Follows <i>1-step routine/ 2-step routine/ 1-step novel/ 2-step novel</i> directions	Y	Y
Communicating and Speaking: Engages in back-and-forth communication exchanges with others	Y	Y
Vocabulary: Names and describes a large variety of objects, people, and places	Y	Y
Answers concrete/ open-ended questions	Y	Y
Literacy	S1	S2
Phonological Awareness: Provides one or more words that rhyme; Produces the beginning sound in spoken words, Recognizes changes in the sounds of words such as noticing the problem with "Old McDonald had a charm."	Y	Y
Print and Alphabet Knowledge: Identifies _ capital letters, _ lowercase letters, and _ letter sounds	Y	Y
Comprehension and Text Structure: Asks and answers questions about read-aloud books	Y	Y
Writing: <i>Scribbles or marks/ traces/ copies/ writes</i> first name	Y	Y
Mathematics	S1	S2
Counting and Cardinality: Identifies these numerals: _____ (goal: 1-20 by kindergarten)	Y	Y
Rote counts to ____; counts with 1:1 correspondence to ____ (goal: 20 by kindergarten)	Y	Y
Operations and Algebraic Thinking: Extends and creates simple patterns	Y	Y
Measurement and Data: Compares and measures by size and amount (Note: not introduced S1)	Y	Y
Geometry and Spatial Sense: Identifies <i>circle/ triangle/ square/ rectangle/ oval star/ heart/ rhombus</i>	Y	Y

Comments

S1	S2

Resources:

Oregon's Early Learning and Kindergarten Guidelines: <https://tinyurl.com/4ssusdpc>

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