



Progress Report Summary-3rd Quarter

A Message To Families

An interim report will be sent to you four times annually, midway between each nine-week reporting period (grading on the back of this page).

We have continued to focus on social-emotional development and approaches to learning strategies this quarter for all of our students through using our words to solve conflicts and when expressing our emotions with peers. We have continued to provide strategies, such as making independent choices for materials needed to complete a task to increase the independence of all of our students. We are beginning to ask students to maintain more attention and focus on the tasks they are working on before moving on to something new (10-12 minutes).

In Language Development and Communication, the students have continued to work on identifying their names and names of friends with a focus on the letters at the beginning of these words. The students have continued to work with words that rhyme throughout the school day. We have been really focusing on identifying words and objects that begin with the same sounds as well as the names of the letters. Please feel free to send in familiar items beginning with letter sounds and names your student can identify! There is evidence of these strategies apparent in the students' writing as the students are beginning to write letters and letter-like forms more frequently. The students are learning that letters are used to create the sounds we hear in words and those words have meaning.

In Mathematics, we have continued working on counting a collection of up to 5 objects and being able to identify the value. We are also working on counting a variety of objects (up to 10) and identifying the total amount we have counted. This is called cardinality and is another very important early numeracy skill. As we work on cardinality, we are continuing to work on the skill of "subitizing", which means that your student can look at two of something and know it is two without actually having to count it. A great way to practice this skill is by playing games using a dice and seeing if the student has to actually count the dice or can identify how many spaces to move based on the pattern of the dots.

We have continued to stay active inside and outside of the classroom by working on skipping, balancing, and hopping to increase the students' gross motor skills. We have added more complex tasks for students working on fine motor skills through activities such as cutting, sorting, using tweezers, and pinching items.



CCSD Pre-K Interim Report 2025-2026

3rd Quarter

(The CCSD Pre-K priority standards and report cards are aligned to the South Carolina Early Learning Standards, 2017.)

Student Name:

Teacher:

Performance Rating Definitions:

X indicates the student requires additional support working toward mastery of the standard.

✓ indicates the student is making adequate progress toward mastery of the standard.

Emotional Social Development

Children demonstrate a positive sense of self-identity and self-awareness. (ESD-1)

Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. (ESD-3)

Children form relationships and interact positively with other children. (ESD-4)

Children demonstrate the social and behavioral skills needed to successfully participate in groups. (ESD-5)

Children identify, manage, and express **their** feelings. (ESD-6)

Children recognize and respond to the needs and feelings of **others**. (ESD-7)

Mathematics

Children demonstrate a beginning understanding of numbers and quantity, as well as numbers and operations during play and other activities. (MTE-1 and MTE-2)

Children use mathematical thinking to solve problems in their everyday environment. (MTE-6)

Health and Physical Development

Children engage in and sustain various forms of physical play indoors and outdoors. (HPD-2)

Children develop awareness of their needs and the ability to communicate their needs. (HPD-6)

Children develop independence in caring for themselves and their environment. (HPD-7)

Language Development and Communication

Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. (LDC-2)

Children ask and answer questions in order to seek help, get information, or clarify something that is not understood. (LDC-3)

Children respond to and use a growing vocabulary. (LDC-7)

Children develop phonological awareness. (LDC-11)

Children develop knowledge of the alphabet and the alphabetic principle. (LDC-12)

Children use writing and other symbols to record information and communicate for a variety of purposes. (LDC-13)

Approaches to Learning

Children actively seek to understand the world around them. (APL-2)

Children use a variety of strategies to solve problems. (APL-6)

Children recall information and use it for addressing new situations and problems. (CD-2)

Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. (CD-3)

Comments:

Teacher Signature & Date _____

Parent Signature & Date _____

Please check this box if you would like to schedule a parent conference.

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