



Bay City Public Schools
 Young Fives Progress Report
 Winter 2017-2018

- B= Beginning**—Child is beginning to demonstrate skill
D= Developing—Child demonstrates skill intermittently
S= Secure—Child consistently demonstrates skill

Name: _____

Teacher: _____

School: _____

Date: _____

The Arts	Beginning	Developing	Secure
Participates in and appreciates music experiences.			
Participates in and appreciates creative movement, dance and drama.			
Uses a variety of materials for expression and exploration.			

Successful Learning Behaviors	Beginning	Developing	Secure
Follows simple classroom rules, routines and moves easily from one activity to another.			
Stays focused and seeks help when encountering a problem.			
Participates in the classroom community.			
Respects Others.			
Shows empathy and caring for others.			
Attempts to solve conflicts independently and seeks adult help when needed.			
Works well independently.			
Accepts responsibility for own actions.			
Identifies similarities and differences in self and others.			

Language/Literacy	Beginning	Developing	Secure
Gains meaning by listening.			
Speaks clearly enough to be understood.			
Recognizes own name.			
Uses vocabulary and language for a variety of purposes.			
Shows appreciation for books and reading.			
Comprehends and responds to stories read aloud.			
Shows beginning understanding of concepts about print. (e.g. pictures and words convey meaning)			
Demonstrates phonological awareness. (e.g. rhyming, beginning sounds)			
Begins to identify letters.			
Represents ideas and stories through pictures, dictation and play.			
Uses shapes, symbols and letters to convey meaning. (e.g. write name, tell a story)			

Physical Development and Health	Beginning	Developing	Secure
Moves with balance and control. (e.g. climbs, walks, runs)			
Uses eye-hand coordination to perform tasks. (e.g. throwing and catching a ball)			
Shows beginning control of writing, drawing, art tools and building materials. (e.g. blocks, Legos)			
Performs some self-care tasks independently. (e.g. washing hands, zipping, dressing)			

Mathematical Thinking	Beginning	Developing	Secure
Uses and explains simple strategies to solve mathematical problems.			
Shows beginning understanding of number and quantity. (e.g. answers the question how many)			
Counts orally by 1's to 10.			
Attempts to write numerals to 10.			
Recognizes and copies patterns.			
Shows understanding and uses several positional words. (e.g. up, down, on, off)			
Recognizes and labels basic shapes. (e.g. "That is a circle.")			
Describes attributes of basic shapes. (e.g. sides, angles)			
Uses one-to-one correspondence to 10 items.			

Scientific Thinking	Beginning	Developing	Secure
Explores materials and the environment.			
Sorts and compares objects.			
Observes and asks questions about how things work.			

Fall Comments: