

# North American Division

## Pre-Kindergarten Mid-Term Progress Report

The purpose of this form is to communicate between the teacher and the parent regarding student development at school and home. Observed notes of the student are based on NAD Early Childhood Developmental Learning Standards. This shared tool should be completed each mid-quarter. In the teacher column the educator records anecdotal observations from the classroom; and in the parent column the guardian records observations from the child's home life. The completed forms should be photocopied so that both, teacher, and parent, can retain copies of each other's observations.

<b>ANECDOTAL NOTES</b> a short personal account of an incident or event	<b>Teacher</b> observations of development and progress	<b>Parent/Guardian</b> observations of development and progress
Child's Name: _____ Quarter: 1   2   3   4   Date: _____		
<b>Spiritual</b>		
<ul style="list-style-type: none"> <li>● <b>Family of God / Relationships</b> Expresses love and loyalty for God/Jesus, family, and friends</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Christian Living</b> Displays joy and happiness living as Jesus desires</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Creation/Salvation/Heaven</b> Shows interest in or appreciation for C/S/H</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>The Bible</b> Engages with Bible stories and how God talks to people</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Worship and Church Life</b> Participates in praying, singing, helping others, and shows reverence during worship and Bible story lessons</li> </ul>		

## Physical & Health

<ul style="list-style-type: none"> <li>● <b>Gross Motor</b> Runs, jumps, balances, develops control and coordination</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Fine Motor</b> Eye-hand coordination, small muscle precision, strength and control</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Health</b> Nutritious eating, physical activity, rest, personal care routines</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Safety</b> Recognizes and practices safe behaviors</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Sensory Development</b> Uses senses to explore</li> </ul>		

## Social/Emotional

<ul style="list-style-type: none"> <li>● <b>Self-awareness</b> Intrapersonal, confidence, identifies/understands own feelings</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Self-Control</b> Self-management, regulates, personal responsibility, competence</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Interpersonal Relationships</b> Interactions with others, social skills, trust, prosocial behavior</li> </ul>		

## Language/Communication/Emergent Literacy

<ul style="list-style-type: none"> <li>● <b>Expressive</b> Speaking, pre-writing activities: interest in scribbling/writing</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Receptive</b> Listening, pre-reading activities: interest in books, signs, letters, etc.</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Vocabulary</b> Comprehension and usage of new words</li> </ul>		

## Cognitive/General Knowledge

<ul style="list-style-type: none"><li>● <b>Approaches to Learning</b> Positive tactics towards learning</li></ul>		
<ul style="list-style-type: none"><li>● <b>Creative Expression</b> Fine art, drama, music, practical arts</li></ul>		
<ul style="list-style-type: none"><li>● <b>Mathematical</b> Counting, patterning, measurement, categorizing, etc.</li></ul>		
<ul style="list-style-type: none"><li>● <b>Science</b> Exploring, inquiring of, and interacting with objects and nature, etc.</li></ul>		
<ul style="list-style-type: none"><li>● <b>Social Studies</b> People/places/relationships, community life, etc.</li></ul>		
<ul style="list-style-type: none"><li>● <b>Technology</b> Forms and uses of technology and media</li></ul>		

Teacher comments:

Parent/Guardian comments:

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_