Carnegie Mellon Children's School  
Program for 3-year-olds  
Spring 2013 Observations about Student Progress

NAME

The checklist portion of this conference report is designed to provide a brief overview of the child’s development relative to the primary goals within each developmental area as expected for the child’s age. A ~ symbol is used for characteristics that are beginning to emerge. A √ mark is used to indicate characteristics that are consistently demonstrated by the child. When a child rarely or never demonstrates a characteristic in the Children’s School context, no symbol is used.

Self-Esteem & Independence

Name
√ demonstrates self-confidence
√ shows pride in accomplishments
√ expresses and copes with emotions
√ makes a variety of independent choices
√ is independent for self-care
√ takes responsibility for cleanup
√ appropriately asks for help

Name ...
(make sure to discuss personality, separation from parent, self-direction, self-control)

Interaction & Cooperation

Name
√ demonstrates confidence in abilities
√ manages routines
√ manages transitions
√ respects and cooperates with adults
√ respects and cooperates with children
√ follows rules
√ follows directions
√ shows interest in group activities
√ interacts appropriately with peers
√ understands consequences of actions
√ understands own role in the school community
√ demonstrates care for the school and natural environment

Name ...
(make sure to discuss impulse control)
(discuss following verbal and non-verbal directions)
(discuss conflict resolution)

**Communication**

Name
√ demonstrates confidence in abilities
√ listens attentively
√ uses intelligible speech
√ has age-appropriate vocabulary
√ uses age-appropriate sentence structure
√ recites finger plays/songs
√ tells about experiences
√ participates in conversation
√ enjoys books and tapes
√ recognizes name in print
√ recognizes first initial and …
√ attempts letter formation

Name ...
(mention “forms letters in name” if applicable)

**Discovery & Exploration**

Name
√ demonstrates confidence in abilities
√ explores new activities
√ maintains age appropriate attention
√ completes an age-appropriate task with persistence
√ asks and answers questions
√ sorts objects
√ compares and contrasts objects
√ recognizes numerals up to their age
√ makes one-to-one correspondence
√ rote counts up to __
√ recognizes and names shapes
√ retains thematic information
Name ...
(talk about theme interests)
(mention evidence of curiosity)
(arranges objects and events in a sequence)

**Physical Capabilities / Health & Safety**

Name
✓ demonstrates confidence in abilities
✓ explores drawing and writing
✓ holds writing utensil in age appropriate grip
✓ is comfortable using scissors
✓ has age appropriate eye-hand coordination
   (works puzzles, stacks blocks)
✓ has age appropriate balance and control of arms & legs
✓ throws and catches bean bags and soft balls
✓ rides tricycle
✓ demonstrates healthy habits
✓ follows basic safety rules

Name ...
(mention specific motor skills that interest the child and that are used with control)

Also mention any health / sensory concerns in this area if you have them.

**Artistic Expression and Appreciation**

Name
✓ demonstrates confidence in abilities
✓ participates in group singing and movement activities
✓ experiments with varied art media independently
✓ enjoys dramatic play
✓ participates in creative movement
✓ explores a variety of media with guidance
✓ is learning to be an audience

Name ...
(mention ability to take turns in group discussion)
(mention specific interests in the arts - visual arts, drama, music, creative movement)
(mention imagination)
Summary / Recommendations

Days Absent as of March 31, 2013:

Teacher’s Name____________________________

Conference Date _________________________

Teacher’s Signature _________________________________

Parent’s Signature _________________________________

Parent’s Signature _________________________________
NAME

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Self-Esteem & Independence

Name
√ demonstrates self-confidence
√ shows pride in accomplishments
√ expresses and copes with emotions
√ chooses a variety of activities with guidance
√ is independent for self-care
√ takes responsibility for cleanup
√ takes responsibility for individual jobs
√ appropriately asks for help

Name ...
(Make sure to discuss personality, separation, care for belongings, self-direction and self-control.)

Interaction & Cooperation

Name
√ demonstrates confidence in abilities
√ manages routines
√ manages transitions
√ manages classroom space and materials
√ respects and cooperates with adults
√ respects and cooperates with children
√ follows rules
√ follows directions
√ manages group time expectations
√ interacts appropriately with peers
√ understands consequences of actions
√ uses words to resolve conflicts with guidance
√ understands own role in the school community
√ demonstrates care for the school and natural environment

Name ...
(make sure to discuss impulse control)
(discuss following verbal and non-verbal directions)
(discuss conflict resolution)

**Communication**

Name
√ demonstrates confidence in abilities
√ listens attentively
√ uses 100% intelligible speech
√ has age-appropriate vocabulary
√ speaks in complete sentences
√ tells about experiences
√ answers simple questions
√ participates in conversation
√ attends carefully to a story read aloud
√ retells information from a story
√ recognizes classroom symbols
√ recognizes upper case letters A through Z
√ prints first name
√ copies or writes preprinted upper case letters and words

Name ...

**Discovery & Exploration**

Name
√ demonstrates confidence in abilities
√ explores new activities
√ maintains age appropriate attention
√ completes an age-appropriate task with persistence
√ asks questions
√ seeks answers through exploration
√ sorts and counts objects in varied ways
√ counts to 10 with 1 to 1 correspondence
√ measures objects
√ recognizes numerals 0-10
√ recognizes and names 6 basic shapes and some 3D shapes
√ recognizes simple patterns
√ copies or writes preprinted numerals 0-10
√ recognizes time cycles (seasons, schedules, routines …)
√ retains thematic information

Name ...
(talk about theme interests)
(mention evidence of curiosity)
(mention counts up to 10 objects if the child can)
(mention accepts mistakes as part of learning)

Physical Capabilities / Health & Safety

Name
√ demonstrates confidence in abilities
√ has age appropriate eye-hand coordination
   (builds with blocks, uses computer mouse)
√ uses writing utensil with age appropriate grip
√ is comfortable using scissors
√ has age appropriate balance and control of arms & legs
√ runs in an age appropriate manner
√ demonstrates healthy habits
√ follows basic safety rules

Name ...
(mention throws, catches, and kicks balls if you know the child can)
(mention specific motor skills that interest the child and that are used with control)

Also mention any health / sensory concerns in this area if you have them.

Artistic Expression and Appreciation

Name
√ demonstrates confidence in abilities
√ performs simple songs with movements
√ creates a basic drawing, combining shapes
√ creates new stories in dramatic play
√ participates in creative movement
√ explores a variety of media
√ is learning to be an audience

Name ...
(mention ability to ask questions of a presenter)
(mention specific interests in the arts - visual arts, drama, music, creative movement)
(mention imagination)

**Summary / Recommendations**

Days Absent as of March 31, 2013:

Teacher’s Name:

Conference Date:

Teacher’s Signature  

Parent’s Signature

Parent’s Signature
Children's School  
Carnegie Mellon University  
Kindergarten to Another Kindergarten  

Spring 2013 Observations about Student Progress

NAME

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Self-Esteem & Independence
Name
√ demonstrates confidence in abilities
√ has adjusted well to increased spring semester expectations
√ shows pride in accomplishments
√ expresses and copes with emotions
√ shows self-direction in the classroom
√ willing chooses a wide variety of activities
√ is independent for self-care (putting on winter clothes, zipping, packing backpack)
√ follows appropriate safety procedures
√ takes responsibility for cleanup independently
√ takes responsibility for individual jobs independently
√ appropriately asks for help

Name ...
(make sure to discuss personality, separation, cares for belongings)

Interaction & Cooperation
Name
√ demonstrates confidence in abilities
√ manages detailed routines
√ manages transitions
√ manages group time expectations
√ manages time effectively
√ manages classroom space and materials
√ adapts to changes in routine
√ respects adults
√ cooperates with adults
√ initiates interaction with adults
√ exhibits self-control in the classroom
√ follows rules
√ follows complex directions
√ explains directions
√ participates in group activities
√ sustains attention for an age-appropriate length of time
√ respects peers
√ cooperates with peers
√ initiates interaction with peers
√ understands consequences of actions
√ helps others in need
√ cooperates during cleanup
√ cooperates during group projects
√ uses words to resolve conflicts independently
√ responds well to winning and losing
√ understands own role in the school community
√ demonstrates care for the school and natural environment

Name ...

Communication

Name
Listening and Speaking:
√ demonstrates confidence in abilities
√ listens attentively
√ uses 100% intelligible speech
√ controls volume of speech
√ has age-appropriate vocabulary
√ speaks in complete sentences
√ tells about experiences
√ uses descriptive words (adjectives, opposites)
√ composes a story with beginning-middle-end
√ answers complex questions
√ participates in conversation
√ takes turns in group conversations
√ presents information to the group
Beginning Reading:
- √ demonstrates confidence in abilities
- √ listens attentively to a story read aloud
- √ answers comprehension questions
- √ retells information from a story
- √ recognizes upper case letters A through Z
- √ recalls letters from memory
- √ understands letter-sound correspondence
- √ identifies beginning sounds
- √ identifies rhyming words
- √ follows left -> right progression
- √ follows top -> bottom progression
- √ demonstrates knowledge of how to use a book
- √ finds name on list and writes check mark
- √ reads environmental print

Beginning Writing:
- √ demonstrates confidence in abilities
- √ forms upper case letters A through Z
- √ prints full name
- √ copies or writes preprinted upper case letters and words
- √ asks for spellings of new words
- √ demonstrates an interest in using writing for a purpose

Name ...

vs. 1st
- √ recognizes lower case letters a through z
- √ recognizes sight words (peer names, daily news words, days of week, etc.)
- √ recognizes letter patterns (in rhyming words)
- √ uses phonetic spelling of words
- √ spells common words
- √ forms lower case letters a through z

Discovery & Exploration

Name
- √ demonstrates confidence in abilities
- √ explores new activities
- √ maintains age appropriate attention and concentration
- √ engages in an age-appropriate tasks with persistence
- √ expresses early geographic thinking
- √ expresses early scientific reasoning
- √ arranges objects and events in a sequence
√ recognizes things that go together conceptually
√ applies information or experience to a new context
√ demonstrates a common sense approach to problem solving
√ reasons about alternative solutions to problems
√ understands thematic concepts
√ retains age-appropriate facts
√ seeks answers through exploration
√ explains cause/effect relationships

Beginning Math:
√ demonstrates confidence in abilities
√ can count from 1-30 by rote
√ counts to 20 with 1 to 1 correspondence
√ recognizes and recalls numerals 0-20
√ forms numerals 0-20
√ recognizes and recalls complex 2- and 3-dimensional shapes
√ recognizes and recalls simple patterns
√ sorts objects by multiple attributes
√ classifies and orders objects independently
√ measures attributes such as length, weight, volume
√ recognizes time cycles and uses of a calendar & clock
√ understands the use of money for buying
√ reads and forms bar graphs

Name ...
(mention evidence of curiosity)
(mention accepts mistakes as part of learning)
(mention specific interests and insights related to themes)

vs 1st
√ can count 1-100 by rote
√ can skip count by 2’s, 5’s, and 10’s
√ does simple addition and subtraction
√ recognizes and recalls complex patterns
√ recognizes numerals 1-30
√ counts to 30 with 1 to 1 correspondence
√ forms numerals from 1-30

Physical Capabilities / Health & Safety

Name
√ demonstrates confidence in abilities
√ has established a dominant hand _____________
√ has age appropriate eye-hand coordination
   (builds with blocks, uses computer mouse, completes puzzles)
√ is comfortable using scissors
√ traces and cuts varied lines
√ traces and cuts varied curves
√ is comfortable using a stapler, paper punch & other tools
√ has age appropriate balance
√ has age appropriate control of arms & legs
√ demonstrates basic coordination of large motor activities
   (throws object in intended direction, runs with control of direction & speed)
√ participates in movement activities with control (hockey, soccer, dancing, games)
√ marches to rhythm
√ runs complex relays
√ engages in playground activities independently
√ demonstrates healthy habits
√ follows basic safety rules

Name ...
(mention specific motor skills that interest the child and that are used with control)

Also mention any health / sensory concerns in this area if you have them.

vs. 1st √ demonstrates control of markers and pencil within boundaries

Artistic Expression and Appreciation
Name
√ demonstrates confidence in abilities
√ performs complex songs with movements
   (rounds, multiple verses, sing while playing instrument)
√ creates representational artwork with varied media
√ creates a variety of detailed drawings, combining shapes
√ participates in role play with make-believe objects
√ creates new stories in dramatic play
√ distinguishes fantasy and reality
√ participates in creative movement
√ explores a variety of media
√ is learning to be an audience

Name ...
(mention ability to ask questions of a presenter)
(mention specific interests in the arts - visual arts, drama, music, creative movement)
(mention imagination)
Summary / Recommendations

Days Absent as of March 31, 2013:

Teacher’s Name__________________________________________

Conference Date _________________________________________

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√ takes responsibility for cleanup independently
√ takes responsibility for individual jobs independently
√ appropriately asks for help

Name ...
(make sure to discuss personality, separation, cares for belongings)

Interaction & Cooperation

Name
√ demonstrates confidence in abilities
√ manages detailed routines
√ manages transitions
√ manages group time expectations
√ manages time effectively
√ manages classroom space and materials
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√ cooperates during cleanup
√ cooperates during group projects
√ uses words to resolve conflicts independently
√ responds well to winning and losing
√ understands own role in the school community
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Name ...

**Communication**

Name

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✓ recognizes letter patterns (in rhyming words)

Beginning Writing:
✓ demonstrates confidence in abilities
✓ forms upper case letters A through Z
✓ forms lower case letters a through z
✓ prints full name
✓ copies or writes preprinted upper case letters and words
✓ spells common words
✓ asks for spellings of new words
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✓ uses phonetic spelling of words

Name ...

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√ traces and cuts varied curves
√ is comfortable using a stapler, paper punch & other tools
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Conference Date ____________________________________

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