

**RECORD
OF
DEVELOPMENT AND PROGRESS
AT
KINDERGARTEN LEVEL**

CHILD'S NAME

**INSERT
CHILD'S
PHOTO HERE**

GUIDELINES for Kindergarten Assistants:

- Every Kindergarten Assistant (KGA) must know if each child is developing and learning as expected in the six different areas of development. The purpose of this recording system is to help the KGA evaluate each child's developmental level, to map each child's progress, and to plan learning experiences based on individual strengths and needs.
- Development typically takes place in progressive steps. Children are not able to master a particular skill all at once. There is a sequence of steps to expect as children progress toward reaching developmental objectives.
- This recording system is intended to keep an ongoing track of the child's development and progress throughout K1 and K2. It helps the KGA streamline the assessment, reporting and planning process. Besides providing summative information, the recording system is primarily meant to be used in a formative way to push forward the children's learning and to feed back into the practitioner's planning and interventions.
- The first step in assessing children to support learning is to collect evidence. One effective way to do this is through ongoing **observation** and **documentation**. During this phase the KGA may write observation notes related to what children do and say during their everyday experiences. Secondly the KGA may collect samples of children's work.
- The collected evidence is then used to determine how this relates to expected learning objectives. On the basis of the evaluation of this evidence, the KGA considers which developmental stage best describes the child's level of development in relation to each objective.
- Record(s) of development and progress in the different areas may be indicated by a tick or by the date when registered. These records are to be entered as often as required or, at least, once every term.
- The next step is to consider how this information can be used to plan future work. The primary purpose of this ongoing assessment is to build on the child's strengths and to offer them challenging, yet achievable, experiences to guide their learning.
- This record is first filled in, though not necessarily in full, by the KGA in charge of K1. It is then passed on to the KGA in charge of K2 for further completion and amendments during the following year.
- In addition to regular school/parent dialogue throughout the year, a **verbal report** on the child's development and progress should be given during a formal meeting with the parents towards the end of the Kindergarten experience.
- At the end of each scholastic year, the completed record is to be passed on to the Head of School.
- These confidential records are to be consulted by the Year 1 teachers to assist them in identifying the children's baseline strengths and in planning future learning.
- Each record of development and progress is to be retained by the school to be used for reference purposes.

This report is to be treated as a confidential document.

**RECORD
OF
DEVELOPMENT AND PROGRESS
AT
KINDERGARTEN LEVEL**

Child's Name: _____

Date of Birth: _____

I.D. No.: _____

**KGA's Name:
(1st year)** _____

Scholastic Year: _____

School: _____

**KGA's Name:
(2nd Year)** _____

Scholastic Year: _____

School: _____

Creative Development

CREATIVE DEVELOPMENT through the Expressive Arts			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Explores colour and shape.			
* Explores texture, form and space in two or three dimensions through the use of different media			
Responds to a variety of sensory experiences			
Engages in imaginative play (e.g. with toys, ...)			
Enjoys exploring sound by selecting and using musical instruments and other objects (e.g. empty bottles, bottles filled with water) and matches movement to music			
* Attempts to capture experiences, using a variety of different media (e.g. painting a picture, imitating and creating movement, creating role play)			

Physical Development

PHYSICAL DEVELOPMENT			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Moves safely with confidence around, under, over and through			
* Moves safely with imagination			
* Demonstrates fine motor control and co-ordination			
* Handles tools, objects, construction and other materials safely and with basic control			

Socio-Emotional Development

SOCIAL DEVELOPMENT			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Plays alongside other children and converses about a common toy			
Plays together with other children in an activity that engages both of them.			
Borrows and lends toys			
Shows an interest during activities by observing and/or participating			
* Dresses and undresses independently			
* Attends to personal needs and hygiene independently			
Builds relationship through gesture and talk			
Forms good relationships with adults and peers			
Accepts codes of behaviour with adults and children			
Participates in group activities			
Chooses activities and uses resources independently			
Communicates with others in the classroom			
Forms several contacts by pairing off and forming groups			
Overcomes shyness and interacts more skilfully, playfully and vigorously until completely integrated			

EMOTIONAL DEVELOPMENT			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Separates from parent/guardian without support			
Talks freely about family and other people			
Expresses needs and feelings			
Understands what is right, what is wrong and why			
* Is sensitive to needs and feeling to others			
Displays a positive sense of self-confidence			
Expresses a range of emotions			

Intellectual Development – Language

LANGUAGE - Listening & Speaking			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Listens attentively			
Responds with relevant comments, questions or actions			
Speaks clearly and confidently			
Enjoys listening to and joining in stories, songs and rhymes			
Uses language to imagine during role play			
Interacts with others			

LANGUAGE - Pre-Reading			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Develops an interest in books			
* Is aware that print conveys meaning			
* Is aware that print is read from left to right			
* Links sounds to some letters			
* Recognises a few familiar words			
* Is aware of the elements of stories, such as characters and sequence of events			
* Can re-tell a simple story or event			

LANGUAGE - Pre-Writing			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
* Experiments with mark-marking, sometimes ascribing meaning to the marks			
Enjoys pretend writing			
Attempts to draw lines and circles			
* Demonstrates an awareness that writing and drawing are different			
* Uses some identifiable letters to communicate meaning			
* Represents some sounds correctly in writing			
* Writes recognisable letters, most of which are correctly formed			
* Attempts to write own name independently			

Intellectual Development – Understanding The World We Live In

UNDERSTANDING THE WORLD WE LIVE IN			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Shows interest in exploring the environment by using all the senses as appropriate			
Observes, chooses and handles objects and materials			
Is aware of obvious similarities and differences in the surroundings			
Constructs in a purposeful way, using toys and objects			
Is aware of and talks about his/her likes and dislikes in the environment			
* Asks questions about why things happen			

Intellectual Development - Mathematics

MATHEMATICS - Number			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
Says and uses the number names in order in stories, finger play, songs/rhymes and in other familiar contexts			
Counts reliably up to 10 everyday objects			
* Orders numbers up to 10			
* Recognises numerals 1 to 9			
In practical activities begins to use the vocabulary involved in adding and subtracting			
Uses some of the vocabulary involved in addition and subtraction in stories, finger play and songs/rhymes			
* Says number names in order up to 10, forwards and backwards			
Uses language such as 'more' or 'less' in various contexts			
* Finds one more or one less than a number from 1 to 5 objects			
* Finds one more or one less than a number from 1 to 10 objects			
* Begins to relate addition to combining two groups of objects and subtraction to 'taking away'			
* Recognises differences in quantity when comparing groups of objects			
* Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities			

MATHEMATICS - Shapes and Space			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
* Talks about, recognises and recreates simple patterns			
* Experiments with various shapes and shows some mathematical awareness			
Sorts and matches shapes and talks about the criteria used			
* Recognises and talks about shapes in simple models, pictures and pattern			
* Begins to talk about features of solid objects and flat shapes			
* Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes			
Uses everyday words to describe position			

MATHEMATICS - Problem Solving			
<i>Stage of development: 3 – achieved 2 – still developing 1 – requires attention</i>	Stage of Development		
	3	2	1
* Uses developing mathematical ideas and methods to solve practical problems related to Number, Shape and Space			

Items above marked with an asterisk (*) may apply to pupils in Kindergarten 2 only.

At this early stage no strict guidelines are being given with regard to the language to use. Children should be taught Mathematics in the language they understand best. However, names of shapes, such as 'circle', 'square', 'cube', 'sphere' etc, are to be introduced in English from the start.

GENERAL OBSERVATIONS (In Maltese or English):
