



TOOL // Kindergarten Development Tracking Cards

What is it used for?

The tool allows a teacher to collect ongoing data over the course of the year that demonstrates student achievement of the Kindergarten expectations.

How do you use it?

The cards are organized by two month blocks. The teacher makes a copy of the September/October cards and keeps an ongoing record of student performance of the skills and understanding appropriate for that period of time. The cards can be cut in half and stored in a file box or kept as one sheet and organized in a binder. A new set of cards is copied for each subsequent two month period. This provides ongoing data of student growth and information for sharing during parent conferences.

How do you adapt it to other subjects and topics?

N/A

Language Card #1

JK/ SK

September/October

Pencil Grip	Right <input type="checkbox"/> Left <input type="checkbox"/> Pencil Grip	A B C D E F	Explores Learning Centers: Science Building/Blocks Creative Arts Reading Puzzles Dramatic Play Math Computers I - independently E - encouragement
Recognize Name	First Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	G H I J K L	
Print Name	First Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	M N O P Q R S	
Alphabet	/ X 0 Identified letter Able to print letter Knowledge of letter sound	T U V W X Y Z	

<p>Listening</p> <ul style="list-style-type: none"> Listens and responds to others for a variety of purposes and in a variety of contexts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Begins to use and interpret gestures, tone of voice, and other non-verbal communication <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Oral Language</p> <ul style="list-style-type: none"> Uses language in various contexts to connect new experiences with what they already know <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uses language to talk about their thinking, to reflect, and to solve problems <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Asks questions for a variety of purposes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Describes personal experiences, using appropriate vocabulary and details <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Orally retells simple events and simple familiar stories in proper sequence <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Reading</p> <ul style="list-style-type: none"> Demonstrates an interest in reading <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	

Math Card #1

JK/SK

September/October

<p>One-to-One Correspondence: Up to _____ Up to _____</p>	<p>Number Sense</p> <ul style="list-style-type: none"> Investigate (e.g., using a number line, a hundreds carpet, a board game with numbered squares) the idea that quantity is greater when counting forward and less when counting backwards <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrate an understanding of the counting concepts of stable order <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrate an understanding of number relationships from 0 to 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Investigate and develop strategies for composing and decomposing quantities to 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Number Recognition: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	
<p>Number Writing: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	

<p>Patterning</p> <p>Extends: AB ABC ABCD AAB ABB Copies: AB ABC ABCD AAB ABB Creates: AB ABC ABCD AAB ABB</p> <ul style="list-style-type: none"> Identify and describe informally the repeating nature of patterns in everyday contexts (ie: nature, clothing, floor tiles, literature) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Language Card #2

JK/SK

November/December

Pencil Grip	Right <input type="checkbox"/> Left <input type="checkbox"/> Pencil Grip	A B C D E F	Explores Learning Centers: Science Building/Blocks Creative Arts Reading Puzzles Dramatic Play Math Computers I - independently E -encouragement
Recognize Name	First <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	G H I J K L	
Print Name	First <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	M N O P Q R S	
Alphabet	/ X 0 Identified letter Able to print letter Knowledge of letter sound	T U V W X Y Z	

<p>Listening</p> <p>1.1 explore sounds, rhythms, and language structures. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1.4 follow and provide one and two step directions in different contexts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1.11 demonstrate an awareness that words can rhyme, begin or end with the same sound, and are composed of phonemes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Reading</p> <p>2.2 identify personal preferences in reading materials <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.7 use illustrations to support comprehension of texts read by and with teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Oral Language</p> <p>2.4 respond to a variety of materials read aloud to them <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

Math Card #2

JK/SK

November/December

<p>One-to-One Correspondence: Up to _____ Up to _____</p>	<p>Measurement:</p> <p>M 2.1 compare and order two or more objects according to appropriate measure (ie: length, mass, area, temp., capacity), and use measurement terms (ie: hot/cold, small/medium/large) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>M 2.2 demonstrate an understanding of non-standard and standard measuring devices, and how to use them <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>M 2.3 demonstrate a beginning understanding of non-standard units that are the same type (ie: straws, paper clips) but not always the same size <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Number Recognition: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	
<p>Number Writing: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	

<p>Personal and Social Development</p> <p>1.1 demonstrate the ability to take turns in activities and discussions <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1.2 demonstrate an awareness of ways of making and keeping friends <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.2 identify and talk about their own interests and preferences <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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Language Card #3

JK/SK

January/February

Alphabet	/ X 0	Identified letter Able to print letter Knowledge of letter sound		
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<p>Writing 4.2 demonstrate an awareness that writing can convey ideas or messages (ie: ask the teacher to write out new words for them)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Reading 2.5 make predictions regarding unfamiliar texts, using prior experiences</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.6 use prior knowledge to make connections</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Oral Language 1.7 use specialized vocabulary for a variety of purposes (ie: terms for things they are building or equipment they are using)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Media 5.2 communicate their ideas verbally and non-verbally about a variety of media materials (ie: describe feelings in response to a DVD or advertisement)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Math Card #3

JK/SK

January/February

<p>One-to-One Correspondence: Up to _____</p>	<p>Number Sense: NS1.2 investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>NS 1.5 recognize some quantities without having to count, using a variety of tools (ie: dominos, dice, fingers) or strategies</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>NS 1.8 use ordinal numbers in a variety of everyday contexts (ie: line up toys and manipulatives)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Number Recognition: Up to _____</p> <p>Number Writing: Up to _____</p>	
<p>G 3.1 explore, sort, compare 2D and 3D shapes</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>G 3.2 identify and describe, using common geometric terms, 2D shapes (ie: triangle) and 3D figures (ie: cone), using concrete materials</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>G3.3 compose pictures, build designs, make patterns using 2D shapes, and decompose 2D shapes into smaller shapes</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

Personal and Social Development

- 3.3** develop an awareness of ways in which people adapt to the places in which they live (ie: children in cities living in high rise apartments, using sidewalks and subways, children in the country may take the bus to school)
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- 1.3** express their thoughts and share experiences
- 2.1** demonstrate self-reliance and a sense of responsibility

Language Card #4		JK/SK	March/April
Alphabet	/ X 0	Identified letter Able to print letter Knowledge of letter sound	

<p>Reading Strategies</p> <p>3.1 begin using reading strategies to make sense of unfamiliar texts</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Reading</p> <p>2.9 retell stories, in proper sequence, that have been read by ELK team, using pictures in the book and/or props (ie: puppets, felt boards, plastic models at the sand table)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.10 retell information from non-fiction materials that have been read by ELK team, in a variety of contexts (ie: read alouds, shared reading stories)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.8 demonstrate knowledge of most letters of the alphabet</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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Math Card #4	JK/SK	March/April
<p>One-to-One Correspondence: Up to _____</p> <p>Number Recognition: Up to _____</p> <p>Number Writing: Up to _____</p> <p>Number Sense: NS 1.12 investigate addition and subtraction in everyday activities through the use of manipulatives (ie: snap cubes), visual models (ie: number lines), and oral exploration (ie: dramatizing of songs)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Geometry:</p> <p>G 3.4 build 3D structures using a variety of materials and begin to recognize the 3D figures their structures contain</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>G3.5 investigate relationship between 2D shapes and 3D figures in objects they have made</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>G 3.6 demonstrate understanding of basic spatial relationships and movements (ie: above/ below, near/far, in/out; use these words during retells)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

<p>Personal and Social Development</p> <p>2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>3.1 recognize people in their community and talk about what they do</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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