



In the Early Childhood years, children are assessed and evaluated according to their individual progress. It is normal for young children to acquire skills at different rates and times. Below are the 6 Learning Outcomes based on the ECC Curriculum Guide.

The following developmental scale is used to describe children's progress:

1 – Not yet within expectations 2 – Meets expectations at a beginning level 3 – Fully meets expectations 4 – Exceeds expectations

Student: _____ Class: _____ Date: _____

Communication	2 nd Term
Able to express thoughts and feelings orally	
Contributes to discussions and lessons	
Uses Language to communicate desires and needs to adults.	
Refers to self in the first person	
Gives a relevant answer when asked questions	
Asks simple questions using who, where, what and why.	
Express ideas in complete sentences of four or more words	
Puts some ideas and events in correct sequence when relating a personal experience	
Carries on a conversation with adults and peers	
Participates in simple finger plays and songs	
Uses past and future tense, and forms plurals correctly	
Retells a familiar story or recites a nursery rhyme	

Intellectual Empowerment	
Recognizes his/her first name in print	
Name six basic colours	
Recognizes basic Geometric Shapes	
Holds book right-side-up and begins at front	
Understands numerals and the quantity they represent	
Identifies some letters of the alphabet in random order	
Prints some random letters	
Prints own first name	
Demonstrates relationships between a number of objects and their numeral	
Compares and recognizes items that are more, less, or the same size.	
Continues a simple pattern.	

Valuing Culture	
Develops an awareness of seasonal changes and weather conditions	
Observes plants and animals and knows about their care	
Name some human body parts	
Groups items according to their common properties (i.e., colour, size, use, and texture)	
Demonstrate a beginning awareness of life cycles	
Names significant family members and recognizes different family structures	
Describes peoples' jobs and what is required to perform them	
Demonstrates awareness of simple cultural differences	
Demonstrates awareness of technology and how it affects his/her life	
Understands simple scientific concepts e.g. Sink/float, solid /liquid, heavy/light	

Respect for Self, Others, and the Environment	
Knows and observes the rules and routines of the classroom and school	
Gives personal information such as name, gender, and age	
Takes good care of materials	
Return materials to correct places when finished with classroom activities	
Identifies different school personnel	
Takes turns (wait his/her turn)	
Uses sense to explore the environment	
Responds to other children's need for help	

Resilience	
Deals with personal feelings in an age-appropriate way	
Identifies and labels some of his/her own feelings	
Demonstrates confidence	
Works and plays cooperatively in a variety of settings	
Chooses activities without teacher's help	
Anticipates risks and takes precautions to protect self from dangerous situations	
Completes an activity most of the time	
Wellness	
Identifies and reproduces the following motions with his/her body when asked: (walk, run, march, hop, crawl, roll, bend, and turn)	

Moves freely in response to music (claps and marches to music)	
Jumps the distance of two feet or more	
Walks up and down stairs	
Uses simple musical instruments	
Walks forward on a broad balance beam or a four-inch-wide line	
Carries a medium size container of liquid without undue spilling	
Balances on one foot	
Attempts a one-footed skip	
Performs a basic gallop	
Peddles and steers a tricycle	
Catches a large ball with both hands	
Tosses a ball to a partner overhead	
Climb on jungle gym or other climbing apparatus	
Controls a scissors	
Controls a paint brush	
Completes a five-to-twelve-piece puzzle	
Grasps small objects with thumb and forefinger	
Turn book pages one page at a time	

This student is meeting the expected level of development for his/her age range. (If No, see Comment)	Y	N
This student needs a special assigned programme (If Yes, see Comment)	Y	N

COMMENT: -----

(Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)

✓ (Ticked) boxes required more home help or special assistance is to be given in those areas.

- Has difficulty modulating voice (i.e. too soft, too loud)
- Has trouble naming people or objects
- Has difficulty staying on topic
- Inserts invented words into conversation
- Has difficulty re-telling what has just been said
- Demonstrates slow and halting speech, using lots of fillers (i.e., uh, um, and, you know)
- Mispronounces words frequently
- Has difficulty rhyming
- Has limited interest in books or stories
- Has difficulty understanding instructions or directions

Principal's Signature: -----

Teachers' Names: 1. -----
2. -----
3. -----

Sign. -----
Sign. -----
Sign. -----