



**GENTLES KINDER-CAMPUS** TRN #: 001 866 907

Lot 32 Rosemount Housing Scheme Linstead St. Catherine

Email: [gentlekids07@yahoo.com](mailto:gentlekids07@yahoo.com) Website: [www.gentlekids.webs.com](http://www.gentlekids.webs.com)

Telephone: 876-9856202 / 836-7025 (cell)

Principal /Early Childhood Educator

**Mrs. Charmaine Boucher-Gentles B.Sc. J.P.**

## Progress Report Card

Teachers: Romonía Edwards, Patrice English, Buelah Gayle

Student: \_\_\_\_\_

Total Sessions: \_\_\_\_\_ Sess. Pres. \_\_\_\_\_ Sess. Abs. \_\_\_\_\_

Class: Kinder 2 Date: \_\_\_\_\_

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 differing rates and times.

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

- 1 – Not yet within Expectations (NE)      2 – Meets Expectations (ME)  
 3 – Fully meets Expectations (FE)      4 – Exceeds Expectations (EE)  
 at the Early Childhood level

PARENT / GUARDIAN Areas of Involvement (See Rating Scale below)	Term 1	Term 2	Term 3
Attendance at P.T.A Meetings			
Support / Involved in Homework Activities			
Supports Educational Trips / Tours			
Ensures child/ward has required learning materials			
Contributes to School Development Programmes			
Parent /Teacher Conferencing regarding Child's Learning			

**Excellent (E) Satisfactory (S) Needs Improvement (N I)**

Valuing Culture — Intellectual Development	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
Demonstrates interest in learning about the world around herself / himself			

Science— Intellectual Development			
Demonstrates curiosity about cause and effect			
Understands simple scientific concepts eg. Sink/float, solid /liquid, heavy/light			
Discusses and records observations			

Fine Arts — Aesthetic and Artistic Development			
Shows interest in art activities (painting, drawing, play-doe, block/puzzle-building)			
Shows interest in musical activities			
Shows interest in drama activities			

Wellness / Resilience – Physical Development			
Demonstrates small muscle control (such as with pencil, scissors activities, small manipulative...)			
Participates in physical activities			
Demonstrates good sportsmanship			
Demonstrates skill in activities (such as running, skipping, throwing, catching ...)			
Considers the safety of self and others			
Understands and follows rules of simple games			

Respect for Self, Others and the Environment — Social and Emotional Development			
Is considerate and respectful of others			
Demonstrates a positive self-concept			
Accepts learning challenges			
Finds ways to resolve conflicts and solve problems			
Accepts responsibility for own actions			
Maintains focus during group activities			
Cares for personal and school property			
Understands the importance of health and safety			
Works and plays cooperatively with others			

Teachers' Sign: \_\_\_\_\_

Communication — Intellectual Development	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
Able to express thoughts and feelings orally			
Contributes to discussions and lessons			
Listens attentively			
Displays a positive attitude towards books			
Applies a variety of early reading skills (such as picture clues, scans left-to-right, patterns, rhymes, sequence of events, retells stories)			
Draws pictures to convey meaning			
Shows an interest in writing			
Is able to print own name legibly			
Is able to print/write some letters and numbers legibly			
Responds to reading and viewing in a variety of ways, such as discussions, drawing, drama and painting			
Knows letter names			
Knows letter sounds			
Construct simple sentences			

Intellectual Empowerment — Mathematical Development			
Is able to sort and classify			
Is able to count and add objects			
Recognizes basic geometric shapes			
Recognizes, continues and creates patterns			
Understands numerals and the quantity they represent			
Understands new concepts e.g.(long/short, big little etc.)			
	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
This student is meeting the expected level of development for his/her age range. (If No, see Comment)	Y N	Y N	Y N
This student needs a special assigned programme (If Yes, see Comment)	Y N	Y N	Y N

Principal Sign: \_\_\_\_\_

Parents' Sign: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ collect in June

