

Understanding Your Child's Progress: A Guide for Early Childhood Special Education Parents 2025-2026

CHARACTERISTICS OF A SUCCESSFUL LEARNER

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open-mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.

EXPLANATION OF THE SYSTEM

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD Early Learning report card, there is a scale with descriptors to denote levels of achievement:

- ECSE 1*- Developing Modified Preschool Skill with support
- ECSE 2*- Approaching Modified Preschool Skill
- ECSE 3*- Modified Preschool Skill
- PK Learning Progression 1 – Developing proficiency
- PK Learning Progression 2 – Approaching grade level standard
- PK Learning Progression 3 – Meets grade level standard
- PK Learning Progression 4 – Exceeds grade level standard

For each nine-week grading period you will see district targets and your child's progress. The **district target** lets you know at what level students are expected to be performing when participating in a general education PK classroom. Students participating in the Early Childhood Special Education program are instructed on a modified curriculum with IEP goals and objectives addressing deficit areas. The Learning Progressions for ECSE are based on modified prerequisite skills that vertically align with the state standards and PK4 progressions. The nine-week columns let you know exactly where **your** child is performing on that standard. If the district target and student progress are the same, your child is performing at the same rate as those in the general education classroom. If your child's progress is higher than the district target, your child is performing "above level" for that standard. If your child progress indicates a modified ECSE progression than they benefit from specialized instruction. Instruction and services outlined in their IEP address the needs preventing the student from making progress in those areas.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the students PK4 school year, level 3 - meets grade level standard - is the target for every learning standard.

SOCIAL EMOTIONAL DEVELOPMENT

1. Self Awareness

1	Nine Weeks Target	Priority Topic: Self Awareness Introduced: 1 st Nine Weeks
4		Remains in their personal space alongside others, transitions around the school and outside of the classroom environment (i.e. Block, assemblies, recess)
3	4 th	Remains on task for 20 minutes during whole group teacher directed learning while maintaining personal space with peers
2.5	3 rd	Able to stay in their personal space alongside small group (3 or more students) during table time for 15 minutes
2		Able to stay in their personal space alongside 1-2 peers during teacher chosen activities for 10 minutes
1.5	2 nd	Able to stay in their personal space alongside 1-2 peers during student chosen activities for 5 minutes
1	1 st	Knows designated areas throughout daily activities (i.e. carpet, table, cafeteria, hallway) and is able to transition to engage in simple routine tasks.
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3 rd PK3		Transitions to activities and stays in designated area while maintaining personal space by engaging in learning activities
ECSE 2 nd Preschool		Transitions throughout the day <u>requiring</u> visual schedule/ <u>accommodations</u> to be successful and students <u>are able to</u> stay in designated area with teacher prompting.
ECSE 1 st Preschool modified		Requires full/partial physical prompts <u>in order to</u> stay in designated area and transition throughout the school day.

The initial phase focuses on teaching students “how” to learn by developing self-regulation skills throughout pre-kindergarten (PK). By the fourth nine weeks, our goal is for students to stay on task during group activities for up to 20 minutes.

These skills will be cultivated over the school year to help monitor behavioral expectations in pre-kindergarten classrooms. As the progression advances, both the level of student independence and the difficulty of skills increase. Early Childhood Special Education (ECSE) students will move from needing physical prompts to becoming more independent by staying in an area and engaging with learning activities. By the end of PK4, students will have improved their ability to participate in a 20-minute whole group activity.

SOCIAL EMOTIONAL DEVELOPMENT

2. Relationships with Others

2	Nine Weeks Target	Priority Topic: Relationships with Others Introduced: 1 st Nine Weeks
4		Shows flexibility and <u>problem solving</u> skills throughout the day when changes occur in the schedule or during conflict with peers
3	4 th	Follows 2-3 teacher directions with occasional verbal reminders in all school settings
2.5	3 rd	Follows 2- step directions in play scenarios/games with peers
2		Assists with classroom jobs and cleanup by being responsible and following classroom routines/procedures.
1.5	2 nd	Appropriately uses and takes care of classroom materials to utilize materials for their intended purpose
1	1 st	Following simple routine directions in response to a teacher directive by looking at the adult, following the direction or stopping the activity.
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3 rd PK3	Following simple rules and routines assisted by adults and shows awareness of peers	
ECSE 2 nd Preschool	Student requires visual reminders, gestural prompting, and a model to functionally use classroom materials to complete classroom task alongside their peers	
ECSE 1 st Preschool modified	The student requires full or partial physical prompting to follow classroom routines or to engage in peers.	

In pre-kindergarten, students work toward following classroom rules and 2–3 step directions from the teacher. This skill is developed throughout the year as children learn the importance of listening and following routines. With daily practice, students are expected to become more independent in following rules and procedures in all school settings. All students gain independence at different rates.

SOCIAL EMOTIONAL DEVELOPMENT

3. Self Regulation- Emotional Control

3	Nine Weeks Target	Priority Topic: Self-Regulation- Emotional Control Introduced: 1 st Nine Weeks
4		Help a peer or story character identify their emotions and suggesting a self-regulation strategy
3	4 th	Regulates their own behavior with assistance from teacher by stating their feelings and utilizing calm down strategies if necessary
2.5	3 rd	Child is able to communicate their own feelings and the feelings of others
2		Child is able to communicate their own feelings
1.5	2 nd	Child demonstrates understanding of tools to use and areas to go in the classroom to help regulate their emotions
1	1 st	Child is able to identify 5 feelings while looking at pictures or stories (happy, sad, angry, scared, calm)
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3		Child is able to imitate basic feelings with words or facial expressions when prompted by an adult and also shows interests in others and their feelings
ECSE 2* Preschool		Child participates in calm down strategies with teacher/class during whole group activities
ECSE 1* Preschool modified		Requires full or partial physical prompting to participate in calming strategies or to show a variety of emotions.

To meet the grade level target, students will regulate their behaviors by using calm down strategies and expressing their emotions. They will be introduced to and guided on identifying common emotions and various calm down techniques. Students will be assessed based on the level of support they require to self-regulate throughout the school day.

4	Nine Weeks Target	Priority Topic: Develop Oral Language Introduced: 1st Nine Weeks
4		Use wide vocabulary and multiple sentences to tell visitors about people, places, things, and experiences
3	4 th	Initiate multiple turn conversations with peers and adults
2.5	3 rd	Ask questions to clarify instructions or learn new information. Engage in multiple turn conversations
2		Use longer sentence with phrases to discuss people, places, things, and experiences. Use several sentences to tell details about people, places, things, and experiences
1.5	2 nd	Show understanding by verbally responding to questions Use sentence of at least five words to discuss people, places, things, books, and experiences
1	1 st	Show understanding by responding to requests (nonverbally) Use words and phrases to identify people, places, things, and actions Use words to communicate feelings, wants, and needs
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3rd PK3	Understands and uses expected words to label or describe objects or pictures using multimodal communication to elicit a correct response.	
ECSE 2nd Preschool	Shows understanding of common classroom words by identifying them from an array of 3 objects or visuals.	
ECSE 1st Preschool modified	Requires full or partial physical prompting to participate in communication activities using Assistive Technology tools to elicit a multimodal response.	

Oral language development is essential for pre-kindergarten and future academic success. The goal for PK4 students is to initiate and engage in conversations with familiar adults and peers. As students progress towards more complex communication skills, we initially focus on meeting their needs and wants. Communication can be enhanced through various multimodal approaches, including visuals, sign language, verbalizations, and other forms of assistive technology. It's important for student language to be immediately relevant, so we begin with items in the student's environment or things that hold personal significance.

5	Nine Weeks Target	Priority Topic: Show Early Reading Behaviors Introduced: 1st Nine Weeks
4		Demonstrate one to one correspondence between spoken and printed words
3	4 th	Demonstrate knowledge that reading moves from top to bottom, left to right, with return sweep
2.5	3 rd	Point where to start reading and demonstrate knowledge that reading moves from left to right
2	2 nd	Recognize the difference in a printed letter and a word
1.5		Recognize the difference between pictures and text
1	1 st	Hold book right side up, turning its pages correctly
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3 rd PK3	Safely manipulates a book to imitate reading	
ECSE 2 nd Preschool	Takes part in book activity by pointing to recognizable pictures or communicating relevant comments.	
ECSE 1 st Preschool modified	Attends to a book activity with prompting.	

ECSE students first learn to attend to a book activity. Students then become more involved in a book activity by recognizing pictures and making relevant comments. The book concepts of imitating reading behaviors by safely manipulate books shows that students are increasing engagement and interest in the process. PK4 students learn to demonstrate book handling awareness by holding books right side up and turning pages one at a time. PK4 students also learn to understand the distinction between pictures and words, the roles each play in conveying meaning, directionality of text from left-to-right and from top-to-bottom moving from line-to-line.

6	Nine Weeks Target	Priority Topic: Recognize Letters, Sounds and Words Introduced: 1st Nine Weeks
4		Name 21 or more uppercase letters Name 21 or more lowercase letters Produce the common sound that 22 or more letters represent Recognize or read at least 5 sight words
3	4 th	Name 20 or more uppercase letters Name 20 or more lowercase letters Produce the common sound that 20 or more letters represent
2.5	3 rd	Name 15 or more uppercase letters Name 15 or more lowercase letter Produce the common sound that 10 or more letters represent
2	2 nd	Recognize or say the name of at least 20/52 letters (upper and/or lowercase) Produce the common sound that 5 or more letters represent
1.5		Recognize the common sound that 10 or more letters represent Recognize environmental print
1	1 st	Recognize or name at least 5/52 letters (upper and/or lowercase) Recognize the common sound that at least 5 letters represent Recognize own printed name
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3 rd PK3		Recognize or name at least 2/52 letters (upper and/or lowercase) Recognize own printed name
ECSE 2 nd Preschool		Recognize own printed name without pictorial support, in at least two classroom activities or locations.
ECSE 1 st Preschool modified		Recognize own printed name with pictorial support and prompting.

An important aspect of pre-kindergarten is learning to recognize letters and sounds. At the start of the year, students are expected to recognize a few letters and sounds, with this knowledge expanding as the year progresses. By the end of the year, PK4 students should be able to name 20 or more uppercase and lowercase letters and orally produce the sounds of 20 or more letters.

Pre-kindergarten students also begin to read words in their environment and in books. Early in the school year, they start by identifying their own name and recognizing environmental print (such as the McDonald's sign, the Walmart sign, or the words "Lucky Charms" on a cereal box). By the end of the year, students will be introduced to common sight words like "a," "I," "the," and "me."

Students working on prerequisite skills will start by identifying their picture along with their written name. In Early Learning classrooms, students will see their written name in various areas, such as labeling their items or during activities. They first identify their name and then move on to identifying the letters in their name, as these are the most relevant to them.

LANGUAGE ARTS

7. Demonstrate Reading Comprehension

7	Nine Weeks Target	Priority Topic: Demonstrate Reading Comprehension Introduced: 1 st Nine Weeks
4		Make inferences and predictions about books read aloud
3	4 th	Retell or reenact several events in order from familiar stories read aloud with pictures from the story Respond to texts by asking questions or making connections or <u>telling</u> about a favorite part
2.5	3 rd	Answer open ended questions about books read aloud
2	2 nd	Retell or reenact several events or facts from familiar books read aloud with pictures from the story
1.5		Answer simple questions about texts read aloud
1	1 st	Communicate what they see in a story when looking at pictures in a book
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3 rd PK3		When prompted, identify pictures in a familiar book.
ECSE 2 nd Preschool		Maintaining joint attention to a short read aloud.
ECSE 1 st Preschool modified		Participate in a read aloud with prompting.

Students working on prerequisite skills first participate in a read aloud which may include manipulating props in a familiar story, imitating a motor movement associated with the story, staying in the designated area, or showing an emotional reaction when presented with a read aloud. Students move to maintaining joint attention to the teacher and/or the story props during a short read aloud. Students begin comprehension skills by identifying pictures in a familiar book during a read aloud.

1st nine weeks of PK4: The year begins with the expectation that PK4 students will talk about familiar stories as they look at the pictures.

2nd nine weeks of PK4: By mid-year they show their comprehension by answering basic recall questions about stories read aloud as well as retelling several events from familiar stories or facts from informational books read to them.

3rd nine weeks of PK4: During the spring of PK, students are expected to answer open ended questions about books read aloud **such as** "How did the boy feel when his dog ran away?" or "Why did the pig build a house of bricks?",

4th nine weeks of PK4: By the end of the year, PK4 students are expected to retell events from familiar stories in order while looking at the pictures in the book. Students are expected to respond to stories by asking questions or making connections as well. For example, "The boy in the book went to the beach. I have been to Galveston too." Students could also share their favorite part of the book as well for their connection.

8	Nine Weeks Target	Priority Topic: Communicate Ideas Orally and in Print Introduced: 1st Nine Weeks
4		Complete patterned/predictable sentences with original ideas using some letter-sound correspondence
3	4 th	Generate ideas and plan simple stories Convey meaning by drawing recognizable pictures with some additional detail Label pictures using random strings of letters or letter-sound correspondence
2.5	3 rd	Draw a picture about topics or events and dictate a sentence that describes drawing
2	2 nd	Draw simple pictures about events from your life or a topic of interest
1.5		Orally communicate about events from your life or a topic of interest
1	1 st	Tell what is communicated in scribbles or drawings
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3		Imitate at least 4 parts of a directed drawing when shown a model.
ECSE 2* Preschool		Engage in a directed drawing or writing activity with prompting.
ECSE 1* Preschool modified		Will access classroom writing tools with support.

Pre-kindergarten students begin the year by drawing simple pictures and talking about what they have represented on the page. As young writers progress, they learn to draw pictures of people, places or things that are important to them as well as experiences they have had such as going to the park or attending a birthday party. After talking about and drawing pictures of these things, they then learn to dictate sentences to explain or describe their pictures. By the end of the year, students should be able to help come up with ideas and plan simple stories. They will also be expected to draw pictures with some detail to represent ideas or stories that are important to them and speak in detailed sentences to describe what they've drawn and 'write' by labeling their pictures with letters or strings of letters, just like real authors do.

ECSE students work on skills leading up to drawing simple pictures independently by imitating writing/drawing skills during teacher directed activities. One of the first drawings students work on imitating is drawing a picture of a person. Students work up to adding details to the drawing as skills progress. Modeling, visuals, and explicit instruction help student progress to the next level of writing development.

9	Nine Weeks Target	Priority Topic: Utilize Grade-Level Writing Conventions Introduced: 1 st Nine Weeks
4		Write two or more letters to phonologically represent sounds in words
3	4 th	Write at least one letter to phonologically represent a sound in a word
2.5	3 rd	Legibly write first name using upper-and lower-case letters using correct directionality
2	2 nd	Make marks to represent print such as letter-like forms or strings of letters
1.5		Write (approximate) first name
1	1 st	Create letter like forms such as a vertical line, horizontal line, or circle Create letter like forms such as a cross and diagonal lines
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3		Imitate vertical stroke with a clear start and end.
ECSE 2* Preschool		Imitate a controlled scribble in a targeted area.
ECSE 1* Preschool modified		Attempts to scribble on paper with any level of prompting.

ECSE students learn skills to develop fine motor control during a teacher directed activities beginning with controlled scribbles, targeted coloring and imitating a vertical stroke with a clear start/end.

1st nine weeks: It is expected that students will quickly move from scribbling to represent letters and words to writing letter-like forms such as vertical and horizontal lines or circles.

2nd nine weeks: By mid-year, students should be able to “write” their first name fairly accurately and to ‘write words’ or make marks to represent print such as letter like forms or random strings of letters.

3rd nine weeks: In the second half of the year, students work on legibly and accurately writing their names and many letters of the alphabet.

4th nine weeks: They also learn to use what they know about letters and sounds to label pictures with several letters. Example: **dg** for dog; **pla** for play, **sm** or **swm** for swim.

10	Nine Weeks Target	Priority Topic: Count Objects with One-to-One Correspondence to 10 Introduced: 1 st Nine Weeks
4		Count 11 or more items with one-to-one correspondence and communicates how many total items counted
3	4 th	Counts up to 10 items and communicates how many total items counted
2.5	3 rd	Count 10 or more items with one-to-one correspondence
2		Count 8 or more items with one-to-one correspondence
1.5	2 nd	Count 5 items with one-to-one correspondence
1	1 st	Count 3 items with one-to-one correspondence
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3	Using a visual model, will count objects with 1-1 correspondence to 3.	
ECSE 2* Preschool	Manipulate 5 objects and match to the corresponding visual.	
ECSE 1* Preschool modified	Matching an object to a coordinating representation of an object with any level of prompting.	

By the end of the year, students are expected to count up to 10 objects and be able to tell how many they counted. This includes skills such as moving, touching, or lining up the objects to keep track of them as the student counts them aloud. Students are only counting one object at a time and not recounting the objects.

ECSE students work on matching objects together, connecting objects to establish a 1:1 correspondence and using a model to count to 3 or more objects.

11	Nine Weeks Target	Priority Topic: Recognize Numerals to 10 Introduced: 2nd Nine Weeks
4		Recognize numerals greater than 10
3	4 th	Recognize all numerals, 0-10
2.5	3 rd	Recognize any eight numerals, 0-10
2		Recognize any six numerals, 0-10
1.5	2 nd	Recognize any four numerals, 0-10
1	1 st	Recognize any two numerals, 0-10
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3	Match numerals 1-10.	
ECSE 2* Preschool	Match numerals 1-5.	
ECSE 1* Preschool modified	Matching at least one numeral 1-5 with any level of prompting.	

By the end of the year, PK4 students are expected to recognize all the digits from 0-10 when shown number cards. This skill does not include objects. The focus is on the symbols that represent the quantities. Students can show their knowledge by pointing to the correct numeral the teacher asks or by naming the numeral the teacher points to.

ECSE students are working on identifying numerals by first matching the numerals together.

MATH

12. Rote Count to 30

12	Nine Weeks Target	Priority Topic: Rote Count to 30 Introduced: 1 st Nine Weeks
4		Rote count beyond 30
3	4 th	Rote count to 30
2.5	3 rd	Rote count to 25
2		Rote count to 20
1.5	2 nd	Rote count to 15
1	1 st	Rote count to 10
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3	Rote count from 1 to 5	
ECSE 2* Preschool	Understanding the concept of one Understanding the concept of one more	
ECSE 1* Preschool modified	Participating in number songs, rhymes, or fingerplays that use words to count with prompting.	

In the ECSE classroom, students begin learning math concepts through number songs, rhymes and fingerplays. Students then move to understanding the concept of “one” and “one more.” This skill helps students develop the skills of rote counting. By the end of the PK4 year, students are expected to say the numbers from 0-30 in order.

13	Nine Weeks Target	Priority Topic: Explore, Observe, and Describe Utilizing Senses Introduced: 2 nd Nine Weeks
4		Names the five senses and what they do (see, hear, smell, taste, touch)
3	4 th	Observe and describe three attributes of common objects utilizing a variety of sensory language descriptors (color, shape, size etc.)
2.5	3 rd	Observe and describe two attributes of a common objects utilizing a variety of sensory language descriptors (color, shape, size etc.)
2		Identify a common object my teacher is describing when using two descriptors (color, shape, size etc.)
1.5	2 nd	Identify a common object my teacher is describing when using one descriptor (color, shape, size etc.)
1	1 st	Uses senses to observe objects and communicate observations
.5		With help, demonstrates a partial understanding of the 1.0 content
ECSE Modified Learning Progression		
ECSE 3* PK3		Independently name each color and no additional prompts are needed to elicit a multimodal accurate response
ECSE 2* Preschool		Points to the correct color when asked to identify out of a field of three colors
ECSE 1* Preschool modified		Matches 10 color with any level of prompting

Early science experiences foster a sense of wonder in children as they explore the natural world around them. Young learners are encouraged to observe and develop language skills using their senses. These investigations help them build background understandings in recognizing the properties of objects.

In the ECSE setting, students are introduced to recognizing properties of objects such as colors. Students are introduced to matching color together, identifying colors from a field of 3 visuals and independently identifying 10 colors (black, white, brown, green, red, orange, yellow, blue, purple, and pink).

2nd nine weeks of PK4: Students will be using their senses to observe things in their classroom such as how something looks, how it feels, smells, tastes, and sounds like.

3rd nine weeks of PK4: Students will be listening to their teacher describe objects they are familiar with in the classroom and then figure out what she is describing. For example, objects will be on the table in front of your child. The teacher will describe objects using 1-2 descriptive words such as color, shape, size. Then the student will point to or name the object she is describing.

4th nine weeks of PK4: By the end of the year students will be expected to describe three attributes of common objects such as color, shape, size. For example, the apple is red, round, and small or the basketball is orange, round, and big.