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| Teacher Name: | Classroom/Group Name: |
| **SOCIAL FOUNDATIONS→ Social Emotional→** Awareness and Expression of Emotion |
| 🞒\* **EMOTION IDENTIFICATION** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to emotional expressions of others. | Changes responses in relation to emotional expressions of others. | Uses the emotional expressions of others as a guide for how to act in a situation. | Uses simple words or gestures to describe own and others’ feelings. |
| *Responds to emotions of others and expands to identifying emotions of self and others* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies emotions expressed by self and others. | Identifies common emotion-eliciting situations and the emotions elicited in each. | Identifies and explains the reasons behind and the con-sequences of the emotions expressed by self and others. | Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations. | Identifies and explains own conflicting feelings in a specific situation. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Social Emotional→** Awareness and Expression of Emotion |
| 🞒 **RESPONSE TO DISTRESSED PEER** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to emotional expressions of others. | Shows or communicates distress in response to another child’s distress. |  | Shows concern or empathy for a distressed peer but may not communicate feelings directly to peer. |
| *Shows distress or concern in response to a distressed peer, and expands to attempt to**comfort peer* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Responds with concerned attention to a distressed peer, but needs adult guidance to provide direct assistance. | Responds to a distress-ed peer by imitating an adult’s response in a similar situation or helping an adult who is responding. | Responds to a distressed peer by offering verbal and physical comfort and seeking adult assistance if needed. | Responds to a distressed peer by taking the peer’s perspective to anticipate what is needed. | Responds to a distressed peer by adapting own behavior in order to provide the assistance needed. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Social Emotional→** Relationships with Adults |
| 🞒 **SEPARATION FROM FAMILIAR ADULTS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Shows recognition of familiar caregivers. | Shows distress when separated from primary caregivers and shows awareness of their absence. | Plays and explores environment by self and with other children, periodically checking with familiar caregiver from a distance, but seeks physical contact if distressed. | Initiates some interactions with un-familiar adults (how-ever, often is still wary of unfamiliar adults, and demonstrates pre-ference for familiar adults). |
| *Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Separates from familiar adults in familiar settings with minimal distress. |  |  |  | Separates from familiar adults in familiar settings with no distress. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Social Emotional→** Relationships with Adults |
| 🞒 **SEEKING EMOTIONAL SUPPORT** | **Level A** | **Level B** | **Level C** | **Level D** |
| Cries to signal needs and relies upon caregiver’s assistance to settle down. |  | Monitors caregiver’s presence while exploring environment and seeks physical contact with caregiver or follows caregiver’s guidance if distressed. |  |
| *Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Seeks emotional support, security, and guidance from familiar adults by staying in close physical proximity to them. |  | Seeks emotional support, security, and guidance from familiar adults when en-countering challenging situations. |  | Seeks emotional support, security, and guidance from familiar adults after attempting to deal with challenging situations on own. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Social Emotional→** Conflict Resolution |
| **CONFLICT RESOLUTION STRATEGIES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Shows awareness of other people. | Shows interest in peers and takes objects from them; requires redirection from adult. |  | Uses simple strategies to get own needs/wants met when interacting with peers, sometimes requiring adult guidance to resolve conflicts. |
| *Engages with peers and resolves conflicts with decreasing reliance on adult support* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Uses a few strategies (e.g., trading, sharing) to resolve conflicts with peers, with adult modeling and guidance. | Uses additional strategies (e.g., asking for a timer to be set) to resolve conflicts with peers, with adult guidance. | Verbally identifies conflicting feelings or goals as a strategy toresolve conflicts with peers on own, but will seek adult guidanceand support when it is apparent that the conflict has begun to escalate. | Talks about differences in opinion or perspective as the main strategy to resolve conflicts with peers, seeking adult support only if needed. | Uses a variety of strategies, including negotiation and compromise, to resolve conflicts with peers in order to come to agreements that are mutually satisfying, before or without seeking adult support. |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function →** Self Control |
| **SELF CONTROL STRATEGIES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Soothes when comforted by adult. | Uses basic self-soothing behaviors (like thumb/hand sucking, hair twirling) at times, but mostly relies on familiar adult for comfort when distressed. | Seeks proximity to familiar, trusted adults when distressed and organizes behavior in ambiguous situations, based on the adults’ emotional responses. | Relies on adult assistance, including redirection if needed, to express feelings and desires appropriately in stressful situations. |
| *Develops strategies to manage the expression of feelings and thoughts by regulating behavior with decreasing reliance on adult support* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways. | Uses some simple strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies. | Uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways, but requires some adult guidance to use more complex strategies. | Uses a variety of simple and complex strategies to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders. | Uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function →** Persistence |
| **PERSISTING WITH TASKS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends briefly to new objects and people. | Explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another. | Explores objects for several minutes on own or with adult support. | Engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur. |
| *Demonstrates the ability to persist with a task for increasing lengths of time* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Engages in simple multi-step tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur. | Engages in increasingly difficult or challenging tasks or activities for longer periods of time, but needs adult support when distractions or interruptions occur. | Engages in tasks or activities for extended periods of time, easily managing minor distractions or interruptions and requesting adult support for more significant challenges. | Engages in activities and projects, trying different strategieson own when difficulties, distractions, or interruptions occur, but may need some adult prompting in order to complete the activities or projects. | Engages in and completes activities and projects, independently making the necessary adjustments when difficulties, distractions, or interruptions occur. |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function →** Working Memory |
| **FOLLOWING DIRECTIONS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. | Mimics simple actions or sounds during interactions. | Mimics actions or sounds in different situations at a later time. | Imitates a simple novel action to accomplish a goal or follows familiar one-step directions. |
| *Follows adult lead by imitating actions and expands ability to follow increasingly* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Follows two-step directions that are given sequentially and in context. |  | Follows three-step directions that are given sequentially and in context. |  | Follows four-step directions that are given sequentially and in context. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function →** Working Memory |
| **INFORMATION RECALL AND CONNECTION** | **Level A** | **Level B** | **Level C** | **Level D** |
| Repeats simple actions that produce specific outcomes. | Searches for objects immediately after they are hidden and retrieves them. | Locates and retrieves objects after a brief delay. | Carries out some steps of a familiar routine or activity. |
| *Recalls and repeats familiar routines, simple activities, and past experiences of**increasing complexity* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Recalls the sequences of familiar daily routines and demonstrates how to do them in correct order. | Recalls and relates the sequence of events in a recent past experience, but shifts attention to a favorite detail at some point. | Recalls and uses the sequence of events in a past experience to solve a present problem. | Spontaneously connects a past event to a present event to contribute to a class discussion. | Recalls information about past experiences and applies the information to make a plan for a similar experience in the future. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function → Problem Solving** |
| **USING LOGIC** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to objects, people, and things in immediate environment. | Makes simple adjustments to reach a goal. | Engages in trial-and-error to solve a simple problem. | Attends closely to how an adult solves a specific problem, and repeats adult’s action(s) to solve the identical problem. |
| *Uses logic to solve increasingly complex problems* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Approaches a problem by imitating how an adult solves similar problems. | Approaches a problem by coming up with and trying out potential solutions, one at a time. | Approaches a problem by avoiding potential solutions that clearly will not work and trying out those that seem possible. | Approaches a problem by planning a sequence of actions, explains the reasoning behind the plan, and then tries out the plan. | Considers various approaches to a problem, explains the likely outcome of each approach, and deter-mines the approach most likely to be a solution before trying it out. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function → Initiative** |
| **INTEREST** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to people, objects, and events. | Explores features of objects. | Imitates an adult’s action with a new object in order to produce the same effect. | Seeks assistance from an adult to use an object in goal-oriented way. |
| *Shows interest in objects and engages in activities, and increasingly shares them with others* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Shows interest in an object/activity by repeatedly returning to the object/activity. | Shows interest in an object/activity by bringing the object/activity of interest to the attention of adults and peers. | Shows interest in an object/activity by incorporating the object/activity into play with peers. | Shows interest in a particular topic by seeking information about the topic through questions and discussions with adults and peers. | Shows interest in a particular topic by gathering information from peers, adults, and other sources, such as books, videos, the internet, and community resources. |
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| **SOCIAL FOUNDATIONS→ Approaches to Learning/Executive Function → Initiative** |
| **PLANNING** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Plans and initiates activities of increasing complexity* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  | Plans and initiates an activity around a topic of interest, with adult assistance. | Plans and initiates an activity or project around a topic of interest, with minimal adult assistance. | Independently plans and initiates a project around a topic of interest. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Approaches Toward Learning→** Cooperation with Peers |
| 🞒 **PLAY/WORK WITH PEERS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to other people. | Shows interest in peers through actions such as looking, touching, and vocalizing. | Shows interest in peers by playing alongside of a peer or attempting to do the same thing as a peer. | Engages in simple shared activities with a peer. |
| *Engages with peers with increasing coordination and cooperation* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Engages with peers in associative play and work that involves common materials and some interaction. |  | Engages with peers in cooperative play and work that involves coordination of roles and a planned event or events. |  | Engages with peers in complex cooperative play and work that involves negotiating roles, planning with a group, and organizing the setting or environment. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL FOUNDATIONS→ Approaches Toward Learning→** Cooperation with Peers |
| 🞒 **SOCIAL BEHAVIORS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to people and responds to their emotional expressions. | Shows interest in peers through actions such as looking, touching, and vocalizing. | Shows interest in peers by attempting to do the same thing that a peer is doing. | Imitates a peer’s simple social behaviors while playing together. |
| *Uses increasingly positive social behaviors when interacting with peers* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Demonstrates social behaviors with peers (e.g., helping, sharing, taking turns), with adult modeling and support. | Demonstrates social behaviors with peers, with some adult reminders. | Demonstrates social behaviors with peers on own. | Recognizes peers’ feelings, perspectives, preferences, and interests, but requires adult support to use this information to maintain positive social interactions. | Adapts own behavior to peers’ preferences or interests in order to maintain positive social interactions. |
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| **LANGUAGE AND LITERACY→ Reading→** Story/Text Comprehension |
| **RESPONDS TO QUESTIONS** **ABOUT TEXT** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to adult voices or actions during reading episodes with adult. | Orients to picture book and adult storyteller during reading episodes with adult. | Responds to simple comments or questions about text with single words, word approx-imations, simple signs, gestures, or actions. | Responds to questions about characters, objects, or events in astory using simple descriptive phrases or sentences with two or more words or signs. |
| *Responds to increasingly complex questions about text* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Responds to simple prediction questions, based on the titleand cover, and to recall questions (who, what, where) about texts read aloud. | Responds to recall questions (why, how) about stated information in texts read aloud. | Responds to questions that require prediction, based on the title,cover, illustrations, and graphic aids, and questions that require some interpretation of texts read aloud. | Responds to questions about the main idea or topic of texts read aloud, and asks questions to clarify confusing parts of the texts. | Responds to a variety of questions about texts, uses texts to find answers to questions as needed, and asks questions to clarify or gain information about the texts. |
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| **LANGUAGE AND LITERACY→ Reading→** Story/Text Comprehension |
| **RETELL A TEXT** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to adult voices or actions during reading episodes with adult. | Orients to picture book and adult storyteller during reading episodes with adult. | Engages visually or tactilely\* with pages or parts of pages during reading episode with adult. | Communicates using words, signs, or simple phrases about people, objects, or events in text during reading episode. |
| *Shows interest in books and expands ability to retelling parts of stories with gestures, words, or drawings* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Repeats words or phrases from texts or parts of texts heard.  | Retells, acts out, or draws pictures about texts or parts of texts heard, but may leave out details or add details not in the original texts. | Retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred (beginning, middle, and end). | Retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred and adding some details about elements of the texts. | Retells, acts out, draws pictures, or writes about texts or parts of texts read or heard, providing detailed information about topics, characters, events, and/or settings. |
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| **LANGUAGE AND LITERACY→ Reading→** Phonological Awareness |
| 🞒 **RHYMING WORDS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to language or communication. |  | Communicates one or two relevant words or does one or two relevant actions when attending to simple songs, nursery rhymes, or finger plays. | Follows along or repeats parts of nursery rhymes or simple songs when listening to them. |
| *Shows interest in rhymes and expands ability to identify and produce rhymes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies a pair of spoken rhyming words. |  | Says a word that rhymes with a given word. |  | Produces a pair of spoken rhyming words. |
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| **LANGUAGE AND LITERACY→ Reading→** Phonological Awareness |
| 🞒 **SYLLABLES/ ONSETS/RIMES/ PHONEMES** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Identifies syllables in spoken words and words within spoken compound words. | Orally blends and segments syllables in words and words within spoken compound words. | Orally blends and segments onsets (first consonant/s) and rimes (vowel and ending consonant/s) in spoken single-syllable words. | Orally blends individual sounds together to form a word, and segments spoken words into their individual sounds (phonemes). |
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| **LANGUAGE AND LITERACY→ Reading→** Phonological Awareness |
| 🞒 **INITIAL/FINAL/ MEDIAL SOUNDS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Identifies initial sounds in spoken words, and expands ability to identify final and medial sounds* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Identifies initial sounds in spoken words. | Identifies final sounds in spoken words.  | Identifies whether a given sound for a given spoken word is at the beginning or the end of the word. | Identifies medial sounds in spoken CVC (consonant-vowel-consonant) words. |
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| **LANGUAGE AND LITERACY→ Reading→** Phonological Awareness |
| 🞒 **ADDING/ DELETING/ SUBSTITUTING SOUNDS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  |  | Orally adds, deletes, and substitutes the initial sound (phoneme) in single-syllable words to create new words. | Orally adds and substitutes individual initial, medial, or final sounds (phonemes) in single-syllable words to create new words. |
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| **LANGUAGE AND LITERACY→ Reading→** Phonics and Letter Recognition |
| **UPPERCASE LETTERS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to language or communication. |  | Matches spoken or signed words to images on printed page. | Recites or signs several letter names from previously heard songs or rhymes, often beginning with letters early in the alphabet. |
| *Identifies an increasing number of uppercase letters* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Names and identifies a few uppercase letters, often beginning with the first letter in own name. | Names and identifies some (at least 5) uppercase letters. | Names and identifies many (at least 10) uppercase letters. | Names and identifies most (at least 20) uppercase letters.  | Names and identifies all uppercase letters. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Reading→** Phonics and Letter Recognition |
| **LOWERCASE LETTERS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Identifies an increasing number of lowercase letters* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Names and identifies a few lowercase letters. | Names and identifies some (at least 5) lowercase letters. | Names and identifies some (at least 10) lowercase letters. | Names and identifies all lowercase letters. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Reading→** Phonics and Letter Recognition |
| **LETTERS-SOUNDS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Identifies and produces an increasing number of the most frequent sounds that correspond to letters* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  | Identifies and produces the sound for a few letters. | Identifies and produces the most frequent sound for some (at least 5) consonants. | Identifies and produces the most frequent sound for each consonant and the short and long sounds for the five major vowels. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Speaking & Listening→** Communication |
| 🞒 **PURPOSES AND SITUATIONS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Engages with adults or signals needs through facial expressions, body movements, or vocalizations. | Uses speech-like strings of sounds, gestures, or facial expressions to communicate interests or needs. | Uses single words, word approximations, gestures, or simple signs to communicate interests or needs. | Uses two-word or three-word phrases or signs to communicate interests, needs, or feelings. |
| *Communicates increasingly complex thoughts and ideas for a variety of purposes in**different situations* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Uses gestures and language to express basic greetings, wants, needs, and feelings. | Uses language and gestures to express thoughts and ideas, and asks and responds to questions. | Initiates and participates in conversations for a variety of purposes(e.g., to inform, to persuade), usually expressing self clearly but rephrasing when misunderstood. | Initiates and participates in conversations for a variety of purposes, staying on topic through multiple ex-changes and adjusting language according to the needs of the situation (e.g., one-on-one versus in a group) or the listener (e.g., adult versus peer). | Initiates and participates in detailed conversations for avariety of purposes, extending the conver-sation by requesting additional information and/or building on the ideas of others, and adjusting language according to the needs of the situation or the listener. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Writing→** Emergent Writing |
| **NAME RECOGNITION AND WRITING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to books. |  | Attends to letters. | Demonstrates awareness of a few letters or symbols, or recognizes first letter of own name. |
| *Recognizes letters of own name and expands ability to recognize and write own name* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies own written name. | Writes marks to represent own name. | Writes the first letter in own name. | Writes own name but may have some letter reversals or omissions. | Writes own name accurately. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Writing→** Emergent Writing |
| **WRITING TO CONVEY MEANING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Uses body to explore objects. |  | Makes simple unstructured scribbles on a surface. | Makes different kinds of scribbles for pictures as compared to letters. |
| *Conveys meaning through writing with increasing effectiveness* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Produces scribble drawings and dictates labels for them. | Produces controlled scribbles and recognizable symbols and dictates a description. | Produces mock writing (includes strings of independent units andletter-like shapes) to tell a story. | Produces emergent writing (includes some actual letters that may be grouped together as if to form words) to tell a story or give an opinion. | Produces phonetic writing, using invented or conventionalspelling, of one or more simple sentences to tell a story, give an opinion, or provide information about a topic. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Language→** Grammar |
| **SENTENCES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. | Vocalizes or uses gestures or facial expressions to initiate communication in meaningful ways. | Produces single words, word approximations, simple signs, or gestures to communicate in meaningful ways. | Produces simple phrases or sentences using two or more words or signs to communicate in meaningful ways. |
| *Produces words, and expands ability to produce word phrases and increasingly**complex sentences* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Produces sentences that consist mostly of nouns and verbs. | Produces sentences that consist of several parts of speech. | Produces sentences conjoined with “and” or “but”. | Produces sentences that contain one or more phrases. | Produces sentences that contain two or more clauses. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Language→** Grammar |
| **QUESTIONS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. |  |  | Uses a rising pitch/intonation, or uses gestures or signing, to formmeaningful questions from simple phrases or sentences of two or more words. |
| *Produces questions through changes in pitch and expands ability to include**manipulating of sentence structure* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Uses a rising pitch/intonation to ask questions. | Produces questions with auxiliary verbs at the beginning. | Produces questions with inverted verbs and subjects. | Produces questions with when and how. | Produces questions that have an embedded clause. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Language→** Grammar |
| **PREPOSITIONS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. |  |  | Uses the preposition in or on with a single word, gesture, or sign. |
| *Uses an increasing number of prepositions* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Uses the prepositions “in” and “on”. |  | Uses frequently occurring prepositions. |  | Uses a variety of prepositions. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Language→** Grammar |
| **INFLECTIONS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. |  |  | Uses single words, gestures, or signs to refer to singular and plural nouns. |
| *Adds inflections of increasing complexity to appropriate words* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Adds /s/ or /es/ to singular nouns to form regular plurals. | Adds /ed/ to regular verbs to form the past tense. |  | Adds /er/ and /est/ to adjectives to form comparison words. |  |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Language→** Vocabulary |
| 🞒 **WORD MEANINGS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to language or communication of others. | Demonstrates understanding of a variety of single words, signs, or gestures that occur frequently during interactions with adults. | Demonstrates understanding of a large number of words and small number of simple frequently occurring phrases. | Communicates a wide variety of words, including simple two- and three-word phrases, and under-stands a large number of words. |
| *Understands and communicates an increasing number of words* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Uses meaningful interactions with adults, concrete objects, and stories to learn the meaning of unknown words that are primarily objects and people and actions. | Uses meaningful interactions with adults, concrete objects, and stories read aloud to learn the meaning of unknown words, including attributes. | Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories read aloud to learn the meaning of unknown words, including basic category names and related terms. | Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories and infor-mational texts read aloud to learn the meaning of unknown words, including basic concepts and related words. | Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories and infor-mational texts to learn the meaning of unknown words, including specialized areas of interest. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **LANGUAGE AND LITERACY→ Language→** Vocabulary |
| 🞒 **WORD RELATIONSHIPS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Understands the associations between new and familiar words, and expands ability to**understand verbs with similar meaning, and multiple meanings for the same word* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  | Connects new words to familiar experiences in own life. | Distinguishes shades of meaning among verbs describing the same general action. | Identifies new meanings of familiar words. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Counting and Cardinality→** Number Sense |
| 🞒 **NUMBER WORDS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. |  | Demonstrates understanding of gestures or words that indicate amounts of things. | Uses a few number words, although often not correctly. |
| *Demonstrates knowledge of number words and expands ability to reciting number words in sequence* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Recites number words in sequence from 1 to 5. | Recites number words in sequence from 1 to 10. | Recites number words in sequence from 1 to 20. | Recites number words in sequence from 1 to 30. | Recites number words in sequence from 1 to 100. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Counting and Cardinality→** Number Sense |
| 🞒 **OBJECT COUNTING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. |  |  | Demonstrates understanding that “one” refers to a single object. |
| *Demonstrates ability to count an increasing number of objects using one-to-one correspondence* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Counts two objects using one-to-one correspondence. | Counts five objects using one-to-one correspondence. | Counts 10 objects using one-to-one correspondence. | Counts 15 objects using one-to-one correspondence. | Counts 20 objects using one-to-one correspondence. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Counting and Cardinality→** Number Sense |
| 🞒 **NUMBER CONCEPTS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Demonstrates increasing knowledge of concepts related to a counting sequence* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Identifies quantities of *one, two,* and *more.* | Identifies the last number counted as the *total number* of objects in a set. | Identifies the number *just before* or *just after* a given number in a counting sequence from 1 to 10. | Identifies the next number in the count sequence as *one greater* than a given number. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Counting and Cardinality→** Number Sense |
| 🞒 **SUBITIZING** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Demonstrates ability to recognize and name an increasing number of objects in a group**without having to count* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  | Subitizes (instantly recognizes and names the number of objects without having to count) 1 to 3 objects in familiar patterns. | Subitizes 1 to 4 objects in familiar and unfamiliar patterns. | Subitizes 1 to 5 objects in familiar and unfamiliar patterns. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Counting and Cardinality→** Number Sense |
| 🞒 **NUMERAL IDENTIFICATION/ WRITING** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Identifies and writes an increasing number of numerals* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  | Identifies at least one written numeral with personal significance. | Identifies written numerals from 0 to 10. | Identifies and writes numerals from 0 to 20. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Number Operations |
| **ADDITION PROBLEMS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Solves increasingly complex addition problems* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Adds one more to a small set of objects (totals up to 4) to make a set that is more. | Solves simple addition problems (totals up to 5) by joining two small sets of objects and counting the total. | Solves simple addition problems (totals up to 10) by joining two sets of like objects or two sets of related objects and counting the total. | Solves simple addition problems (totals up to 10), using objects,fingers, or drawings, starting from a given number and counting on to find the sum. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Number Operations |
| **SUBTRACTION PROBLEMS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Solves increasingly complex subtraction problems* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Takes one away from a small set of objects (up to 5) to make a set that is less. | Solves simple subtraction problems by taking a given amount from a set of objects (up to 5) and counting the remaining objects. | Solves simple subtraction problems (totals up to 10) by matching objects from two sets of related objects and counting the objects that do not have a match. | Solves simple subtraction problems (totals up to 10), using objects, fingers, or drawings, and appropriate strategies. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Number Operations |
| **DECOMPOSING NUMBERS** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Decomposes amounts in increasingly complex ways* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  |  | Decomposes numbers (up to 5) into two groups in morethan one way, using objects or drawings, and records each with a drawing. | Decomposes numbers (up to 10) into two groups in more thanone way, using objects or drawings, and records each with a drawing or equation. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Number Operations |
| **COMPLETING A SET** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Finds and identifies the amount needed to complete sets of increasing size* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  |  | Finds and identifies the amount needed to complete a set (totals up to 5), using objects. | Finds and identifies the amount needed to complete a set (totals up to 10), using objects, fingers, or drawings. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Classification |
| **SORTING AND CLASSIFYING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to other people. | Interacts differently with familiar versus unfamiliar people or familiar versus unfamiliar objects. |  | Demonstrates knowledge of common categories through play. |
| *Sorts and classifies objects by an increasing number of attributes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Sorts and classifies objects into two groups by one attribute. | Sorts and classifies objects into more than two groups by one attribute, including measurable attributes. | Sorts and classifies objects by one attribute, and then further sorts each group by a second attribute. | Sorts and classifies objects by two attributes at one time. | Sorts and classifies objects based on subtle attributes: purpose, use, or personal preference or experience. |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Classification |
| **COMPARING AND DESCRIBING** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Compares numbers of objects in groups and expands ability to describe similarities and differences within and across groups* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  |  | Compares the numbers of objects in groups using comparison vocabulary. | Describes multiple similarities and differences of objects within and across groups. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Measurement |
| **IDENTIFYING/****COMPARING/****MEASURING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication with others. |  |  | Understands or uses simple words, signs, or gestures that describe measurable attributes. |
| *Identifies and compares objects by one measurable attribute and expands ability to**multiple attributes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies two objects that obviously differ from each other on a measurable attribute. | Compares two objects directly, indicating if they are the same or how they are different on a measurable attribute. | Compares measurable attributes of two objects by using a third object and indicates if they are the same or how they are different. | Compares three or more objects and orders them by size (from shortest to longest) or other measurable attributes, and describes the differences. | Measures objects, using nonstandard units, and relates number of units measured to the attributes of the objects. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Shapes |
| **TWO-DIMENSIONAL SHAPES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to objects. | Explores objects of different shapes. | Adapts behaviors with objects based on their shape. | Matches simple shapes in play through trial-and-error. |
| *Explores two-dimensional shapes and expands ability to match, identify, and describe two-dimensional shapes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Matches a few basic two-dimensional shapes. | Matches and identifies a variety of two-dimensional shapes. | Identifies two-dimensional shapes in several different sizes and orientations. | Describes defining attributes of common two-dimensional shapes. | Compares defining attributes of common two-dimensional shapes. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Shapes |
| **THREE-DIMENSIONAL SHAPES** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Identifies three-dimensional shapes and expands ability to describe three-dimensional shapes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Identifies some common three-dimensional shapes using informal terms. | Identifies two-dimensional shapes within three-dimensionalshapes. | Identifies shapes as two-dimensional (“flat”) or three-dimensional (“solid”). | Identifies common three-dimensional shapes using mathematical terms and describes their defining attributes. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **MATHEMATICS→ Operations and Algebraic Thinking→** Shapes |
| **COMBINING SHAPES** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Combines simple shapes to create pictures and expands ability to combine shapes to form new shapes* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  |  | Combines shapes to create pictures of common objects. | Combines two or more shapes into new shapes. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SCIENCE→ Skills and Processes/Life Science→** Inquiry and Observation |
| **EXPLORE, EXAMINE, AND INVESTIGATE** | **Level A** | **Level B** | **Level C** | **Level D** |
| Explores objects and people. | Interacts differently with people versus inanimate objects. | Examines new or unfamiliar things before interacting with them or acting on them. | Repeats actions on objects or living things to gather information about them. |
| *Explores objects and people and expands ability to gather and communicate inform-ation about them* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Exhibits interest in and curiosity about objects and living things by repeating the same actions in different situations to compare effects. | Asks “why” or “what” questions about objects, living things, and natural events, and seeks answers by examining and describing their attributes. | Asks a broad range of questions about objects, living things, and natural events, and describes actions, details, and changes that are directly observable. | Asks specific questions about the relationship between two objects, living things, or natural events; carries out observations and simple investigations to answer the questions; and communicates findings. | Generates predictions about two objects, living things, or natural events by applying past knowledge to current observations, planning and carrying out observations and investigations to gather information, and then communicating the findings in a variety of ways. |
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| **SOCIAL STUDIES→ Government→** Responsible Behavior |
| **RULES AT HOME AND SCHOOL** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. |  | Demonstrates some awareness of adult requests/expectations. | Complies with specific adult requests with adult guidance, sometimes following adult requests on own. |
| *Responds to adult requests/expectations and expands ability to understand the reasons for them* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies simple rules used at home and at school, but cannot tell why it is important to follow them. | Identifies simple rules used at home and at school, and explains the importance of following them in terms of compliance. | Identifies rules used at home and at school, and can give a basic reason why the rules should be followed. | Identifies rules used at home and at school, and explains how each rule promotes order, safety, and/or fairness. | Explains how the rules used at home and at school promote order, safety, and fairness, and describes what life would be like if the rules were not followed. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **SOCIAL STUDIES→ Government→** Responsible Behavior |
| **PAST, PRESENT AND FUTURE** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. |  |  | Demonstrates awareness of steps within a familiar routine or activity. |
| *Shows awareness of steps in familiar routines and expands ability to describe series of events* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Demonstrates an awareness of what comes “next” during the day. | Recalls, chronologically, some steps in a familiar routine, in order to tell what will be done later in the day. | Describes events that occurred in the recent past and events that are planned for the near future. | Describes the events of a day in chronological order, using appropriate terms. | Describes a series of events that span a short period of time that includes the past, present, and future. |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→** Coordination-Large Motor |
| **LOCOMOTOR SKILLS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Moves body or body parts with increasing control. | Moves body through space. | Moves through space in upright position with limited coordination and balance on even, flat surfaces. | Demonstrates ability to move in upright position across different flat surfaces or some sloped surfaces. |
| *Moves whole body with increasing control, coordination, and balance* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Demonstrates a variety of locomotor skills with limited control, coordination, and balance. |  | Demonstrates a variety of locomotor skills with some control, coordination, and balance. | Demonstrates a variety of locomotor skills with nearly complete control, coordination, and balance. | Demonstrates a variety of locomotor skills with complete control, coordination, and balance. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→** Coordination-Large Motor |
| **NON-LOCOMOTOR SKILLS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Demonstrates increasing ability to control position of head. | Maintains seated position without support. | Demonstrates ability to be in upright position with limited balance (standing up). | Maintains balance while in stationary upright position (standing up) and demonstrates ability to bend down and reach for something from upright position although may still use support. |
| *Moves body parts with increasing control, coordination, and balance* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Demonstrates a variety of non-locomotor skills with limited control, coordination, and balance. |  | Demonstrates a variety of non-locomotor skills with some control, coordination, and balance. | Demonstrates a variety of non-locomotor skills with nearly complete control, coordination, and balance. | Demonstrates a variety of non-locomotor skills with complete control, coordination, and balance. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→** Coordination-Large Motor |
| **SPATIAL AWARENESS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Demonstrates awareness of parts of body. | Adjusts body or body parts to reach or control objects. | Explores how body and objects fit in relation to one another. | Adjusts the position of body or objects to move or fit in relation to one another. |
| *Uses objects with increasing awareness and coordination of the body* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Demonstrates spatial awareness and limited coordination in using objects during active play. |  | Demonstrates spatial awareness and some coordination in using objects during active play. | Demonstrates spatial awareness and nearly complete coordination in using objects during active play. | Demonstrates spatial awareness and complete coordination in using objects during active play. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→** Coordination-Small Motor |
| **TOOL/OBJECT MANIPULATION** | **Level A** | **Level B** | **Level C** | **Level D** |
| Uses body to explore objects. | Uses part of body to manipulate objects. | Uses an object in a goal-directed way. | Manipulates tools/objects with limited control and coordination of hands, fingers, and wrists to perform fine motor tasks. |
| *Manipulates tools or objects using hands with increasing coordination and control* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Manipulates tools/objects with limited coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks. |  | Manipulates tools/objects with some coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks. | Manipulates tools/objects with nearly precise coordination of hands, fingers and wrists, as well as eye-hand coordination, to perform fine motor tasks. | Manipulates tools/objects with precise coordination of hands, fingers, and wrists as well as eye-hand coordination, to perform fine motor tasks. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→** Coordination-Small Motor |
| **WRITING TOOL GRASP** | **Level A** | **Level B** | **Level C** | **Level D** |
| Uses body to explore objects. |  | Adjusts hand before grasping and using an object. | Hold writing and drawing tools using a fisted grasp to make scribbles with large vertical strokes. |
| *Manipulates writing and drawing tools with increasingly efficient grasp* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Uses a whole-hand grasp, with the palm facing down, and shoulder/arm muscles to manipulate writing and drawing tools. | Uses a 4-finger grasp, with the fingers on the opposite side of the tool from the thumb and arm/wrist muscles to manipulate writing and drawing tools. |  | Uses an unsteady 3-finger grasp and finger/wrist muscles of the dominant hand to manipulate writing and drawing tools with some efficiency and speed. | Use a stable 3-finger grasp and finger/wrist muscles of the dominant hand to manipulate and control writing and drawing tools with an efficient range of motion and speed. |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Health→** Safety and Injury Prevention |
| **SAFE AND UNSAFE BEHAVIORS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. | Needs direct adult guidance to stay safe. |  | Seeks information or assistance from adult in challenging or unsafe situations. |
| *Identifies safe and unsafe behaviors in increasingly complex situations* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies safe and unsafe behaviors in familiar situations. |  | Identifies safe and unsafe behaviors in familiar situations and describes the consequences of the unsafe behaviors. |  | Identifies safe and unsafe behaviors in familiar and unfamiliar situations and describes the consequences of the unsafe behaviors. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Health→** Safety and Injury Prevention |
| **SAFETY RULES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. | Orients toward familiar adult in unsafe or unfamiliar situations. |  | Follows specific adult requests about safety when provided adult guidance to follow through. |
| *Follows safety rules with decreasing reliance on adult direction* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies and follows a few basic safety rules, with adult modeling and guidance. |  | Identifies and follows several basic safety rules, with adult support. |  | Identifies and follows a variety of safety rules, with adult reminders. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Health→** Safety and Injury Prevention |
| **WAYS ADULTS HELP KEEP CHILDREN SAFE** | **Level A** | **Level B** | **Level C** | **Level D** |
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| *Understands ways that parents and teachers help keep children safe and expands under-standing to other adults* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  | Identifies ways that parents and teachers help keep children safe. |  | Identifies ways that adults in the school and community other than parents and teachers, help keep children safe. |  |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Health→** Personal Care Tasks |
| **PERSONAL CARE AND BASIC HEALTH** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. | Attends to care routine or moves body in response to it. |  | Cooperates with adult during personal care tasks and basic health routines. |
| *Performs an increasing number of personal care tasks and basic health practices with**decreasing reliance on adult support* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Performs parts of some personal care tasks and basic health practices with adult modeling and assistance. | Completes some personal care tasks and basic health practices with adult assistance. | Completes some personal care tasks and follows basic health practices on own, but usually needs adult reminders. | Completes most personal care tasks and follows basic health practices on own, but needs occasional adult reminders. | Completes most personal care tasks and follows basic health practices independently. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Music→** Music |
| **RHYTHM** | **Level A** | **Level B** | **Level C** | **Level D** |
| Moves body or body parts with increasing control. | Moves whole body or parts of body in response to musical rhythms or rhythmic vibrations. |  | Claps hands or pats body after adult claps, but with own rhythm. |
| *Repeats rhythmic patterns with decreasing reliance on adult support and expands ability**to create them* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Claps hands along with an adult, following the adult’s simple rhythm. | Claps or drums a simple rhythmic pattern, with adult modeling. | Repeats a rhythmic pattern several times, with adult prompting. | Repeats a rhythmic pattern several times, without adult prompting. | Creates a rhythmic phrase by combining known patterns. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Music→** Music |
| **RESPONSE TO CHANGE** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to musical sounds or rhythmic vibrations. | Demonstrates an awareness of familiar music or rhythmic vibrations. | Recognizes when music starts and stops. | Modifies actions in response to change in the music with adult modeling. |
| *Repeats rhythmic patterns with decreasing reliance on adult support and expands ability**to create them* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Recognizes when there is a change in the music or fast to slow). | Recognizes when there is a change between loud and soft music or fast and slow music and identifies what the change is. | Identifies the difference between long and short sounds or high and low pitch in music. | Responds to a single change heard in music by adjusting own actions to reflect the change. | Responds to multiple changes heard in music by adjusting own actions to reflect the change. |
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| **FINE ARTS→ Music→** Music |
| **SINGING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to singing or gestures. | Demonstrates awareness of familiar songs or familiar hand movements in songs. | Makes sounds or gestures in a sing-song or rhythmic way. | Sings or signs a few words of familiar songs. |
| *Responds to familiar songs and expands ability to repeat and create songs* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Chants words to familiar songs with adult modeling. | Sings parts of familiar songs as adult sings the songs. | Sings familiar songs, varying the voice to fit the song, with adult prompting. | Sings familiar songs on own, varying the voice to fit the song. | Creates and sings songs that intentionally use the voice in a variety of ways. |
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| **FINE ARTS→ Music→** Music |
| **PLAYING RHYTHM INSTRUMENTS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to musical sounds or rhythmic vibrations. | Demonstrates awareness of rhythmic variation produced by instruments. | Explores instrument play. | Uses instruments to create patterns of music-like sounds. |
| *Uses instruments to follow increasingly complex musical patterns* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Taps on a drum repeatedly, in an attempt to follow an adult’s steady beat on a drum. | Taps on a drum, following an adult’s steady beat on a drum, for a short time. | Plays a drum or other rhythm instrument, following an adult’s steady beat throughout most of a simple song. | Plays a rhythm instrument to accompany a simple song, keeping a steady beat from beginning to the end. | Plays a rhythm instrument to accompany a complex song, keeping a steady beat from beginning to the end. |
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| **FINE ARTS→ Music→** Music |
| **FOLLOWING DIRECTIONS AND CUES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. | Imitates (or mimics) adult’s simple action(s) or simple vocalization(s) during interaction with adult. | Imitates a few simple gestures or actions From a song with actions modeled by an adult. | Participates in some parts of simple songs that have gestures or movements with an adult and peers. |
| *Follows directions or actions during increasingly complex singing games* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Participates in simple singing games with an adult and peers, by imitating the adult’s actions. | Follows directions or cues to participate in simple singing games with peers, with adult modeling and guidance. | Follows directions or cues to participate in simple singing games with peers, with adult prompting. | Follows directions or cues to participate in simple singing games with peers. | Follows directions or cues to participate in more complex singing games with peers. |
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| **FINE ARTS→ Visual Arts→** Visual Arts |
| **COLORS, SHAPES, AND LINES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to objects of different colors. | Explores objects of different colors or shapes. | Recognizes familiar objects that differ in color or shape. | Identifies some colors and shapes but not consistently. |
| *Explores and identifies an increasing number of colors, shapes, and lines* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Identifies some colors and shapes (e.g., circle/ball, square/box) in the environment. | Identifies a variety of colors and shapes in the environment. | Identifies a variety of colors and shapes in the environment and in art made by self and others. | Identifies a variety of colors, shapes, and lines in the environment and discusses how they are used in artworks. | Identifies and discusses which colors can be combined to make a different color, which shapes can be used to make familiar objects, and how different kinds of lines can be used in artworks. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Visual Arts→** Visual Arts |
| **DRAWING** | **Level A** | **Level B** | **Level C** | **Level D** |
| Explores objects by grasping them. | Adjusts grasp to size of object when handling It. | Makes marks on various surfaces with hands or drawing objects. | Scribbles with large vertical strokes. |
| *Makes scribbles, and expands ability to create increasingly complex drawings* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Produces random scribbles by combining different types of drawing action. | Produces controlled scribbles by drawing in a rotational movement to make circular shapes such as circles and the sun. | Produces drawings that are intentional, often using a favorite color instead of a realistic color, and may name the drawings. | Produces and describes drawings that are planned, observational, and representational of people, places, and objects, using colors, shapes, and lines to express ideas and feelings. | Produces and describes realistic and detailed representationsof a person or object that are repeated in multiple drawings, changing colors, shapes, and lines across drawings to express ideas and feelings. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Theater→** Theater |
| **DRAMATIZING STORIES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to communication of others. | Uses simple actions or vocalizations to communicate needs. | Communicates using simple gestures or actions to represent something symbolically. | Repeats a few words or actions from familiar finger plays, nursery rhymes, or simple stories with adult modeling. |
| *Uses gestures and words to communicate familiar stories and expands ability to**create new stories* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Repeats the gestures and motions for finger plays, nursery rhymes, and stories, with adult modeling. | Recites nursery rhymes and finger plays, integrating gestures and motions, and acts out distinct and defined characters from familiar stories. | Dramatizes familiar stories, taking the role of the main character and integrating props into the dramatization. | Reenacts and/or extends familiar stories, and integrates improvised props and costumes into the dramatization. | Plans and dramatizes new stories or modifies familiar stories and integrates improvised props, scenery, and costumes into the dramatization, in collaboration with peers. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Theater→** Theater |
| **ENGAGING IN DRAMATIC PLAY** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to communication of others. | Engages in familiar games with adults that involve repeating a single action. | Imitates parts of simple games with adult. | Plays social games with a peer by assuming simple roles. |
| *Engages in increasingly complex games or social play with adults and peers* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Engages with peers in dramatic play of familiar routines and scenarios. | Engages with peers and coordinates roles in dramatic play of familiar characters, routines, and stories. | Engages with peers in extended periods of dramatic play around an idea related to an experience or observation. | Engages with peers in a dramatic play sequence about an experience or observation, offering specific details, solutions to problems, and other related ideas. | Creates, with peers, imaginary worlds comprised of characters, settings, and stories in dramatic play and story dramatization. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Theater→** Theater |
| **CONTRIBUTING ORIGINAL IDEAS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Attends to communication of others. | Imitates (or mimics) adult’s action during interaction with adult. |  | Imitates adult’s gestures, sounds, actions, or words experienced inthe recent past. |
| *Imitates adult’s actions, gestures, sounds of story dramatization and expands ability to**adding original ideas* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Imitates an adult and begins to contribute gestures, sounds, words, and actions while dramatizing a story. | Contributes gestures, sounds, words, and actions while participating in a story dramatization led by an adult. | Contributes, through gestures, sounds, words, and actions, to the development of simple dramatic play scenarios and improvised story dramatization guided by an adult. | Contributes original ideas for movement, sound, dialogue, and solutions to problems within a story dramatization and/or improvised drama guided by an adult. | Contributes original ideas for movement, extended dialogue,and solutions to problems that further the development of the plot within a story dramatization and/or improvised drama guided by an adult. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Dance→** Dance |
| **MOVEMENTS THROUGH SPACE** | **Level A** | **Level B** | **Level C** | **Level D** |
| Moves body or body parts with increasing control. | Moves whole body or parts of body in response to rhythmic sounds or vibrations. |  | Moves whole body or parts of body through space in coordination with music or with rhythmic sounds or vibrations. |
| *Moves body or parts of body to rhythmic sounds with increasing complexity and coordination* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Moves forward/backward and up/down through space in a chosen pathway at high levels and low levels. | Moves forward/backward, up/down, and sideways, turning across a space in a straight or curved pathway at high and low levels. | Dances across a space in a straight, curved, or circular pathway at high, middle, and low levels. | Dances across a space in a straight, curved, circular, diagonal, or zigzag pathway at high, middle, and low levels. | Dances across a space in a combination of pathways at high, middle, and low levels. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Dance→** Dance |
| **BODY MOVEMENTS AND SHAPES** | **Level A** | **Level B** | **Level C** | **Level D** |
| Moves body or body parts with increasing control. |  |  | Dances with body movements that are big/little. |
| *Dances with increasingly complex body movements* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Dances with body movements and shapes that are straight/round and big/little, exploring different movement qualities to communicate ideas, thoughts, and feelings. | Dances with body movements that make straight, bent, and curved lines, exploring different movement qualities to communicate ideas, thoughts, and feelings. | Dances with body movements that demonstrate geometric shapes, using different movement qualities to communicate ideas, thoughts, and feelings. | Dances with body movements that demonstrate clear shapes and designs, using different movement qualities to communicate ideas, thoughts, and feelings. | Dances with body movements that demonstrate a variety of shapes and designs, using combinations of movement qualities to communicate ideas, thoughts, and feelings. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **FINE ARTS→ Dance→** Dance |
| **SPATIAL RELATIONSHIP TO OTHERS** | **Level A** | **Level B** | **Level C** | **Level D** |
| Moves body or body parts with increasing control. | Moves whole body or parts of body in response to rhythmic sounds. |  | Dances alongside others or with others to music. |
| *Dances with others in increasingly coordinated and complex ways* |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Dances with others to fast or slow music with a steady beat. | Dances in spatial relationship to others, moving with a steady beat and following a rhythmic pattern with one part of the body in response to music. | Dances in clear spatial relationship to others, with a steady beat in relation to the music. | Dances in clear spatial relationship to others, keeping a steady beat in relation to the music and changing tempo as the music changes. | Dances in clear spatial relationship to others, with a steady beat in relation to the music and changing tempo as the music changes. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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| **Child’s Name** | **Class/Group** | **Date** |
| **Skill, Knowledge and Behavior (SKB)** | **Rating** | **Learning Progression** | **Rating** |
| 🞒 **Emotion Identification** |  | **Awareness and Expression of Emotion** |  |
| 🞒 **Response to Distressed Peer** |  |
| 🞒 **Separation from Familiar Adults** |  | **Relationships with Adults** |  |
| 🞒 **Seeking Emotional Support** |  |
|  **Conflict Resolution Strategies** |  | **Conflict Resolution** |  |
|  **Self Control Strategies** |  | **Self Control** |  |
|  **Persisting with Tasks** |  | **Persistence** |  |
|  **Following Directions** |  | **Working Memory** |  |
|  **Information Recall and Connection** |  |
|  **Using Logic** |  | **Problem Solving** |  |
|  **Interest** |  | **Initiative** |  |
|  **Planning** |  |
| 🞒 **Play/Work with Peers** |  | **Cooperation with Peers** |  |
| 🞒 **Social Behaviors** |  |
|  **Respond to Questions about Text** |  | **Story/Text Comprehension** |  |
|  **Retell a Text** |  |
| 🞒 **Rhyming Words** |  | **Phonological Awareness** |  |
| 🞒 **Syllables/Onsets and Rimes/Phonemes** |  |
| 🞒 **Initial/Final/Medial Sounds** |  |
| 🞒 **Adding/Deleting/Substituting Sounds** |  |
|  **Uppercase Letters** |  | **Phonics and Letter Recognition** |  |
|  **Lowercase Letters** |  |
|  **Letter-Sounds** |  |
| 🞒 **Purposes and Situations** |  | **Communication** |  |
|  **Name Recognition and Writing** |  | **Emergent Writing** |  |
| **Skill, Knowledge and Behavior (SKB)** | **Rating** | **Learning Progression** | **Rating** |
|  **Writing to Convey Meaning** |  |  |  |
|  **Sentences** |  | **Grammar** |  |
|  **Questions** |  |
|  **Prepositions** |  |
|  **Inflections** |  |
| 🞒 **Word Meanings** |  | **Vocabulary** |  |
| 🞒 **Word Relationships** |  |
| 🞒 **Number Words** |  | **Number Sense** |  |
| 🞒 **Object Counting** |  |
| 🞒 **Number Concepts** |  |
| 🞒 **Subitizing** |  |
| 🞒 **Numeral Identification/Writing** |  |
|  **Addition Problems** |  | **Number Operations** |  |
|  **Subtraction Problems** |  |
|  **Decomposing Numbers** |  |
|  **Completing a Set** |  |
|  **Sorting and Classifying** |  | **Classification** |  |
|  **Comparing and Describing** |  |
|  **Identifying/Comparing/Measuring** |  | **Measurements** |  |
|  **Two-Dimensional Shapes** |  | **Shapes** |  |
|  **Three-Dimensional Shapes** |  |
|  **Combining Shapes** |  |
|  **Explore, Examine, and Investigate** |  | **Inquiry and Observation** |  |
|  **Rules at Home and School** |  | **Responsible Behavior** |  |
|  **Past, Present and Future** |  | **Events in the Context of Time** |  |

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| **Skill, Knowledge and Behavior (SKB)** | **Rating** | **Learning Progression** | **Rating** |
|  **Locomotor Skills** |  | **Coordination-Large Motor** |  |
|  **Non-Locomotor Skills** |  |
|  **Spatial Awareness** |  |
| 🞒 **Tool and Object Manipulation** |  | **Coordination-Small Motor** |  |
| 🞒 **Writing Tool Grasp** |  |
| 🞒 **Safe and Unsafe Behavior** |  | **Safety and Injury Prevention** |  |
| 🞒 **Safety Rules** |  |
| 🞒 **Ways Adults Help Keep Children Safe** |  |
| 🞒 **Personal Care and Basic Health** |  | **Personal Care Tasks** |  |
|  **Rhythm** |  | **Music** |  |
|  **Response to Change** |  |
|  **Singing** |  |
|  **Playing Rhythm Instruments** |  |
|  **Following Directions and Cues** |  |
|  **Colors, Shapes, and Lines** |  | **Visual Arts** |  |
|  **Drawing** |  |
|  **Dramatizing Stories** |  | **Theater** |  |
|  **Engaging in Dramatic Play** |  |
|  **Contributing Original Ideas** |  |
|  **Movement Through Space** |  | **Dance** |  |
|  **Body Movements and Shapes** |  |
|  **Spatial Relationship to Others** |  |

\*🞒 *The square indicates that the Skill, Knowledge, Behavior (SKB) is part of the 10 required Learning Progressions.*