

SECTION I: SOCIO-EMOTIONAL DEVELOPMENT

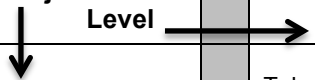
Self-awareness and Confidence

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
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Shows ability to adjust to new situations and hows trust in adults.	Interacts with teachers when family is nearby. Seeks to be near trusted adult as a "safe haven."	Treats arrival and departure as routine parts of the day but prefers to be by the teacher as often as possible, especially during transitions.	Successfully manages separations and transitions throughout the school day.	Accepts changes in schedules and routines that occur in school.	Successfully functions with increasing independence in the larger school environment
Recognizes own feelings and manages them appropriately.	Cries to express displeasure and emotions. Protests when slighted or wronged by crying or yelling.	Frequently uses physical actions to express feelings, needs, or desires	Identifies and labels their own feelings. Asserts own needs and desires verbally without being aggressive.	Is able to describe his/her feelings and their causes.	Is increasingly able to manage their own feelings.

Responsibility for Self and Others

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
↓					
Demonstrates self-direction and independence	Uses physical gestures or phrases to indicate needs or wants. Engages with materials for brief periods of time.	Chooses and becomes involved in one activity that involves a basic task with teacher support	Completes multiple tasks using a resource. Can stay focused and involved for a moderate amount of time.	Brings and uses multiple resources to complete an activity. Can stay productively involved for an extended period of time.	Can articulate ways that additional resources can improve an activity. Can return to an activity or project at a later time and continue production.
Takes responsibility for own well-being	Allows adults to attend to his/her personal needs with minimal participation.	Allows adults to attend to personal needs and the child participates in the process.	Uses self-help skills with regular reminders and some teacher support.	Uses self-help skills with minimal reminders and minimal teacher support.	Communicates the importance of self-help skills and shows initiative in using these skills.

Follow classroom routines and expectations	Allows adult to move him/her through routines with direct assistance.	Follows simple directions and limits for short periods of time under direct adult supervision.	Participates in classroom activities with direct/specific prompting from adult and needs multiple personal reminders to complete activities.	Participates in classroom activities based on whole group prompting and needs minimal personal reminders.	Understands and follows classroom procedures without reminders.
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Prosocial Behavior						
Ages		2/3	3/4	4/5	4/6	5/6
Objectives/ Level		Forerunner	I	II	III	IV
Interacts well with other children		Tolerates being physically close to other students playing.	Plays alongside another child using same or similar materials without conflict. No sharing.	Shares materials or takes turns with other students with teacher support and guidance	Shares materials or takes turns with other students with minimal teacher support or guidance	Successfully enters a group with minimal disruptions to the group activity.
Using thinking skills to resolve conflicts		Focuses on his/her position of a conflict and doesn't accept solution.	Accepts adult solution to resolve a conflict.	Seeks adult assistance to resolve a conflict.	Accepts compromise proposed by an adult.	Works with teacher to develop a solution or compromise to the problem.
Recognizes the feelings of others and responds appropriately.		Feelings are seldom influenced by those of peers mainly impacted by those of an adult.	Imitates other children's expressions of feelings.	Communicates their feelings of others.	Shows increasing awareness that people may have different feelings about a similar situation.	Recognizes what another person might need or want based on a situation.

II. COGNITIVE DEVELOPMENT

Learning and Problem Solving

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
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Observes objects and events with curiosity.	Pays attention to an object and begins to try to describe it.	Examines objects with attention to detail and how an object changes over time.	Notifies and/or asks questions about similarities and differences between two objects.	Notifies and/or asks questions about similarities and differences between multiple objects	Develops criteria for identifying and sorting objects.
Shows persistence in solving problems and completing tasks.	Repeats and persists in trial and error approach	Sees simple tasks through to completion.	Begins to organize more effective trial and error approaches or experiments with materials in new ways.	Suggests an alternative solution to a problem.	Suggests multiple solutions to a problem or a task.
Explores cause and effect.	Notifies an effect that they cause. Looks for something when it is out of sight.	Notifies and comments on effects that have occurred.	Verbalizes "what will happen if" and tests out possibilities with teacher prompting and guidance.	Initiates and volunteers "what will happen if" statements with minimal teacher prompting.	Explains plans for testing cause and effect, and tries out ideas.



Logical Thinking

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
↓					
Classifies Objects	Finds two objects that are the same and explains why they should be put together. Groups similar kinds of toys together such as cars, blocks or dolls.	Sorts objects by one property such as size, shape, color, or use.	Sorts a group of objects by one property and then is able to sort the same item by a different property.	Sorts object into groups/subgroups and can state the reason. Sorts groups based on two attributes that is given by the teacher (blue shoes with laces, blue shoes without laces, red shoes with laces, red shoes without laces)	Sort groups based on two attributes that they identify or select. Sort groups based on subtle attributes or traits (sorts animals by those which would be found on a farm and those found in a zoo)



Arranges objects in a series	Use self-correcting toys such as graduated stacking rings	Notifies when one object in a series is out of place and explains why it is out of place.	Figures out an obvious logical order for a group of objects (size of paper flowers)	Through trial and error, arranges objects along a continuum according to two or more physical features. Gathers and sorts data in response to questions posed by an adult (what color shoes, how many siblings do the students have, etc).	Figures out less obvious logical order for a group of objects (number of petals on paper flowers) Arranges objects in a table graph according to attributes. Selects the category or categories that have the most or fewest objects in a table graph.
Recognizes patterns and repeats them	Completes a simple self-correcting sequential toy. Copies a simple pattern.	Copies and extends a simple A-B pattern. Can identify the next item in a simple sequence. (red, blue, what comes next?)	Can complete and extend simple 2 or 3 part patterns on their own through multiple sequences A-B-C.	Can create their own 3 part patterns (blue, red, green, blue, red, green)	Can create patterns that involve more complex 3 part patterns with more than 1 variables (1 small red star, 1 big red star, 1 small blue circle, repeat; or AABaab).
Compares and measures	Interacts with measuring tools during free exploration periods.	Begins to use basic comparative words mostly focused on phrases connected to the concepts of more or less.	Uses comparative words that are more obvious (color, size, shape).	Uses comparative words that are less obvious (weight, speed, volume, texture). Identifies units of measure and can compare these units (day is longer than hour, week is longer than a day).	Begins to use standardized measurement words and some standard measurement tools (Ex: I am about 1 meter tall).

Representational and Symbolic Thinking

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
Makes on pretend roles and makes relief with objects	Imitates adult's or another child's use of familiar objects.	Performs and labels actions associated with a role.	Offers a play theme and scenario	Offers a play theme or scenario that uses a substitute object to represent the real object.	Engages in elaborate and sustained role play.
Makes and interprets representations	Labels scribbles as people or common objects. Interacts and builds with blocks.	Draws or constructs and then names what it is.	Draws or constructs with intent (e.g. I'm making a house for the animals)	Draws or builds with intent a construction with recognizable features. Builds bridges with blocks.	Plans then creates increasingly elaborate representations.

Physical Motor Skills						
Ages	2/3	3/4	4/5	4/6	5/6	
Objective/Level 	 Forerunner	I	II	III	IV	
Fine Motor Skills	Turn a door knob Suck through a straw Remove shoes and socks Works with puzzles with knobs Can hold crayon with thumb and fingers. Can draw and copy a horizontal line.	Feed self Stack 9 or 10 blocks Copy a rough circle and cross Use blunt scissors Strong large beads Undress self but needs help dressing. Drink with a cup with one hand.	Unbutton large buttons. Eats from a spoon without spilling. Use blunt scissors to cut a straight line. Draw simple shapes when asked. Dress and undress but can't tie bows or zip up zippers Draws person with three parts Begins to make letters of own name Begins to show a hand preference. Draws a person with 2-4 body parts. Starts to copy some capital letters.	Buttons large buttons Folds pieces of paper in half within 1/4" of each other. Cuts squares with 1/4' of lines. Can draw and copy a diagonal line. A empts to tie shoes. Can cut square, circle, triangle and other simple pictures with scissors. Can draw a person with at least 6 body parts. Can print some letters and numbers. Establishes dominant hand.	Can get dressed completely by themselves. Can use a dull knife to cut soft food. Can tie shoelaces Can use a tripod grasp with thumb and tips of first two fingers with good control. Connects lines to dots using straight lines. The majority of coloring stays within lines without crossing boundaries. Can draw a person in which features are symmetrical and congruent.	
Gross Motor Skills	Walk up stairs with hand held Moves tricycles by pushing forward and backwards with feet not using pedals. Hurls beanbag or ball Sits on floor and traps a rolled ball. Kicks a ball a short distance with hand held to maintain balance. Jump off a step with both feet.	Walks without watching feet Climbs stairs with alternating feet, using hand rail for balance Jumps off low steps or objects; does not judge well in jumping over objects. Stands on one foot unsteadily for a second or two on a low beam and watches feet. Climbs a short wide ladder up, needs support coming down. Throws ball with both hands. Catches a large ball against body. Kicks ball from standing position.	Begins to move legs and arms to pump a swing. Begins to ride a trike but has difficulty changing directions frequently crashing into objects. Begins to coordinate movement to climb on jungle gym. Stands on one foot for five seconds on a low beam. Walks heel to toe. Climbs up and down short wide ladder. Catches a beanbag.	Skips unevenly. Runs well. Pedals and steers around obstacles and sharp corners. Throws ball overhand several feet towards target. Catches bounced ball. Moves toward ball and kicks.	Develops sufficient timing to jump rope. In playing avoiding games such as tag begins showing ability to change direction quickly and maintains balance. Walks backwards quickly. Runs with agility and speed. Hops well and maintains balance between hops. Stands on one foot for 10 seconds or longer. Throws object with smooth overhead motion. Catches object with elbows bent Kicks ball with fluid motion.	

Academic Motor Skills

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level 	Forerunner 	I	II	III	IV
Uses tools for writing and drawing	Draws and copies horizontal lines. Can hold crayon with fist. Uses writing tool to scribble.	Begins to make letter-like marks with writing utensils. Begins to draw, but shapes are not recognizable.	Draws simple shapes when asked. Can hold pencil with thumb and fingers, but moves forearm and wrist to write/draw/color. Begins to make some letters in wispy, wobbly formation. Begins to show a hand preference.	Can print some letters and numbers, writes name. Establishes dominant hand. Begins to use non-dominant hand to hold paper.	Can use a tripod grasp with thumb and tips of first two fingers with good control. Can draw and copy a diagonal line. Writes name in capital letters of mostly uniform size. Connects lines to dots using straight lines. The majority of coloring stays within lines without crossing boundaries. Can draw a person in which features are symmetrical and congruent.
Uses art materials and manipulatives	Strings large beads Snips paper with scissors Rolls play dough into snake.	Able to complete simple puzzles. Builds towers of 9+ small blocks Uses scissors to cut forward Places large pegs in large holes.	Uses scissors to cut forward on a straight line. Places small pegs into small holes Able to string small beads.	Uses scissors to cut forward on a straight line and uses non-dominant hand to hold and turn paper. Folds pieces of paper in half within 1/4" of each other. Uses manipulative materials with minimal assistance such as lacing cards, glue bottles, clothespin, stencils, etc	Uses scissors to cut simple pictures Uses knife to spread food items Uses dull knife to cut soft foods.
Controls small muscles in hands	Uses self-help skills such as: Finger feeds self, removes shoes/socks, washes hands with assistance	Dresses self except for buttons, zippers; still confuses front/back of clothes, and left/right for shoes. Makes few attempts to do hand motion to songs.	Dresses self except for bows and zippers. Can pour own drink from small pitcher. Uses hands symmetrically and separately to do motions to song.	Attempts to tie shoes. Manages buttons, zippers, and snaps independently.	Dresses independently, usually ties shoes. Able to meet hands at midline to do hand motions to songs.

IV. LANGUAGE DEVELOPMENT

Foundational Skills in Literacy

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
<p style="text-align: center;">↓</p> <p>Alphabetic knowledge, print concepts & encoding of texts</p>	<p>Repeats words and actions demonstrated in books.</p> <p>Looks at books and pictures</p> <p>Differentiate between print and pictures.</p>	<p>Recognizes and identifies uppercase letters.</p> <p>Can give the symbol to sound correspondence for some letters.</p> <p>Recognizes name in print.</p> <p>Imitates act of reading, holding book right side up and flipping pages.</p> <p>Demonstrates awareness of left to right, top to bottom orientation of print.</p> <p>Chooses favorite books by their cover.</p> <p>Actively listens to stories read aloud.</p>	<p>Identifies the majority of upper and lower case letters (18 - 20) but still has difficulty with similar letters (m/n, p/q, b/d)</p> <p>Can give symbol to sound correspondence for most letters.</p> <p>Turns pages carefully.</p> <p>Identifies environmental print.</p>	<p>Knows symbol to sound and sound to symbol Correspondences.</p> <p>Able to phonetically decode sounds in 1 syllable words (cat)</p> <p>Quickly reads 10 sight words.</p> <p>Reads simple repeating pattern books "Reads" familiar texts generally recalling the text.</p> <p>Practices tracking print when reading.</p> <p>Reads at levels A or B on the Fountas and Pinnell scale.</p> <p>Can identify common sight words within a text</p> <p>Match spoken word with correct word in print.</p>	<p>Recognize common irregularly spelled words by sight (two, where, said)</p> <p>Monitors own reading and self - correct.</p> <p>Solid mastery of individual letter/sound connections and some blends.</p> <p>Reading at levels C - E on the Fountas and Pinnell scale.</p> <p>Recognizes 20 - 30 sight words.</p> <p>Accurately tracks print by pointing to each word with voice to print match.</p> <p>Knows the difference between a letter, a word, and a sentence.</p> <p>Reads commonly known stories using patterns of changes in timing, voice and expression.</p> <p>Demonstrates higher mastery of common vowel sounds (rate, rate)</p>
<p>Phonological awareness</p>	<p>Notices the difference between sounds in the environment.</p> <p>Identifies familiar sounds</p>	<p>Notices repeating sounds in language.</p> <p>Can identify two words that begin with the same sound given examples.</p> <p>Can identify rhyming words given examples.</p>	<p>Can tap the number of beats/syllables in a word (e.g. animal=3 syllables)</p> <p>Begins to form rhyming words, often using nonsense words.</p> <p>Identifies the beginning sound for words that start with consonants.</p>	<p>Can tap the number of sounds in a short sentence.</p> <p>Can isolate and identify the beginning, ending, and medial sounds of a word.</p>	<p>Can take away an initial sound or syllable and say the rest of the word (stump to tump)</p> <p>Can blend individual phonemes (sss - t - oooo - ppp =stop) to identify a word.</p> <p>When given a word can produce a rhyming word.</p>

Literacy Skills

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
<p style="text-align: center;">↓</p> <p>Reading Comprehension</p>	<p>Listen to stories Acquires new vocabulary from stories read aloud.</p>	<p>Is able to identify the main character while listening to a story; connects the story to own life Shows a literal understanding of the story being told. Can answer and ask literal questions about the story. Comments on illustrations in books Participates in group readings that involve predictable, repetitive format.</p>	<p>Can retell parts of the story but not in the same order as the actual story. Able to sequel a familiar procedure (e.g. popping corn) into three parts: beginning, middle and end. Can dramatize a story that was read or parts of the story. Can answer who, what where and when questions with simple short responses. Memorizes repetitive pattern books, poems and familiar books. Pretends to read Uses illustrations to tell stories. Participates in story time interactively, compares and predicts story events, acts out main events of a familiar story.</p>	<p>Can answer question requiring simple predictions based on story and inferences about the story. Can answer who, what, where and when in elaborate responses. Predicts what might happen next during the reading of a text. Retells a story including many details and draws connections between story events. Can provide a simple sequence of events that took place in the story. Distinguishes between fantasy and reality. Recognizes predictable patterns in the story.</p>	<p>Can discuss prior knowledge related to nonfiction texts. Can discuss how, why, and what if questions related to the text. Can connect and compare information across factual nonfiction texts. Predicts what will happen next, using pictures and content as a guide. Summarize key points from a simple story format. Infers and talks about characters' feelings, motives and attributes and what caused them.</p>
<p>Writing Skills</p>	<p>Scribble to represent something Dictates a word or simple phrase to label drawing.</p>	<p>Write first name. Produce some letter like forms or scribbles that look like writing. Distinguish writing from drawing. Dictates sentences of five to six words to go with a drawing</p>	<p>Write messages as a part of play or to communicate with someone. Writing is mostly upper case. Begins to label and add words to pictures. Writes random recognizable letters to represent words. Dictates expanded sentences to go with a drawing.</p>	<p>May copy familiar words, names of friends, environmental print. Dictates stories and slows their speech to match writing of person taking dictation. Is able to write both upper and lower case for about half of the letters. Uses phonemic awareness to represent words by writing the initial sound. Begins to use spacing between words. Rereads own writing with accuracy shortly after writing. Is able to orally organize and group related ideas.</p>	<p>Is able to write both upper and lower case letters. Use invented spelling to represent sounds in a word. (shows mastery of beginning, medial and ending sounds). Compose simple stories (1 - 2 lines of thoughts) Generates own ideas for writing. Uses spacing between words consistently. Writes several sentences about a topic. Spells basic 3 letter phonetically based short vowel words (cat, man, top) Rereads own writing with accuracy several days later.</p>

Literacy Skills

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
↓ Speaking and Listening	<p>Uses nonverbal gestures or single words to communicate.</p> <p>Follows oral directions when combined with gestures.</p> <p>Uses plurals in a generalized way (foots instead of feet)</p> <p>Understands differences in meaning (stop/go; up/down)</p> <p>Uses “gonna” and “wanna”</p> <p>Changes intonation to ask questions.</p> <p>Uses 2 or 3 word phrases to communicate needs.</p>	<p>Follows one step directions</p> <p>Uses simple sentences (I want more cookies)</p> <p>Answer yes/no questions correctly.</p> <p>Use plurals</p> <p>Uses and understands I, you, he, she.</p> <p>Listens attentively to stories.</p> <p>Accurately repeats sentences with high predictability.</p> <p>Can say name, age and gender.</p> <p>Has difficulty taking turns in a conversation; changes topics quickly.</p>	<p>Follows two step directions (or 3)</p> <p>Talk well enough that other adults and students can understand most of the time.</p> <p>Use possessives.</p> <p>Describes the use of common objects such as fork and car.</p> <p>Tells simple stories.</p> <p>Asks many what, where and who questions.</p>	<p>Follows directions with more than two steps.</p> <p>Uses future tense.</p> <p>Recalls 5 facts from a familiar story.</p> <p>Identifies words that rhyme or do not rhyme in set of 3 - 4</p> <p>Asks who do and why did questions.</p> <p>Follows a 4 step direction</p> <p>Uses past, present, and future verbs (talk, talked, and will talk)</p>	<p>Uses fuller, more complex sentences (his turn is over and it's my turn now).</p> <p>Takes turns in conversations, interrupts others less frequently.</p> <p>Knows the words to a variety of songs and nursery rhymes.</p> <p>Uses superlatives (est)</p> <p>Understands time sequence (first, second, third)</p> <p>Asks higher level questions such as “What would happen if...?”</p> <p>Use multiple descriptors to describe an object.</p> <p>Uses appropriate nonverbal standards in conversation with others (eye contact, distance to partner, facial expressions)</p> <p>Adjusts the form and style of language used according to who they are interacting with (peer, teacher, important visitor)</p>

V. MATHEMATICAL CONCEPTS AND SKILLS

Foundational Skills in Numeracy

Ages	2/3	3/4	4/5	4/6	5/6
Objectives/ Level	Forerunner	I	II	III	IV
<p>Uses one to one correspondence and uses numbers and counting</p>	<p>Places an object in each designated space. Understands the concepts of “one and more” Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p>	<p>Matches pair of objects in one to one correspondence. Counts up to 5 objects using one to one correspondence. Rote counts correctly up to 10 using number for each object (may not keep track of what has or has not been counted)</p>	<p>Counts up to 10 objects using one to one correspondence consistently. Counts to 10 with one to one correspondence and knows that the last number describes the total. Recognizes numerals to 10. Constructs multiple sets of objects each containing the same numbers of objects.</p>	<p>Uses one to one correspondence as a way to compare two sets of items containing 20 or fewer objects. Recites numbers up to 20 Can give accurate quantity for a number that is given (give me 14 blocks, give me 17 toothpicks)</p>	<p>Counts up to 25 objects using one to one correspondence and is able to self correct when counting versus starting over. Recite number up to 50 or higher. Is able to start counting at various points (start at 22 count up to 34) Sees number patterns on dominoes up to 10. Knows the pattern of number words over twenty is the same as patterns 1 - 10 (twenty - one, twenty two)</p>
<p>Mathematical concepts</p>	<p>Begins to use non - standard measures of time (e.g. we eat lunch after the story, mom picks me up after nap) Assembles a simple puzzle with no interconnecting pieces.</p>	<p>Demonstrates awareness of time concepts and sequence by following steps in a simple routine or demonstrating knowledge of what comes next. Assembles simple puzzle with interconnecting parts. Matches pattern blocks to a picture.</p>	<p>Begins to use words to reference time correctly such as, yesterday or tomorrow. Recognizes that the whole shape can be broken into parts and parts can be assembled into whole shapes. Uses play money in dramatic play situations.</p>	<p>Uses past and future tenses and time words appropriately (e.g., talks about days of week or month) Partitions/divides small set of objects into halves. Identify and state the value of small coins.</p>	<p>Can count a set of 4 - 4 6 coins involving 1 cent and 5 cent coins. Read and write two digit numbers and constructs models to represent the amount. Understand the concepts of a half and quarters and can apply the concept.</p>