

| PERFORMANCE DESCRIPTORS AND CODING   |   |
|--|---|
| <i>Achieves independent success in most instances</i>  | + |
| <i>Achieves with guidance</i>  | √ |
| <i>Requires extra time, support, and practice</i>  | - |
| <i>Skill named is not yet introduced and practiced but is a grade level learning standard.</i> |   |

| Self-Help Skills   | Nov. | Jan. | Apr. | June |
|--|------|------|------|------|
| I use the bathroom independently.  |      |      |      |      |
| I wash my hands before meals and after using the bathroom.   |      |      |      |      |
| I put my belongings in my classroom cubby.   |      |      |      |      |
| I know my first and last name.   |      |      |      |      |
| I know first and last names of my parent(s)/guardian(s).   |      |      |      |      |
| I know my body parts.  |      |      |      |      |
| I know my colors: red, orange, green, blue purple, brown, black, white, pink.                          |      |      |      |      |
| I hold a book right side up and in the proper orientation.   |      |      |      |      |
| I know the month and day of my birthday.   |      |      |      |      |
| I know a parent's/guardian's telephone number.   |      |      |      |      |
| I know my mailing address.   |      |      |      |      |
| Fine Motor Development   | Nov. | Jan. | Apr. | June |
| I show a tendency to use my (L / R) hand as dominant.  |      |      |      |      |
| I hold my fork and spoon for meals correctly.  |      |      |      |      |
| I hold my crayons correctly.   |      |      |      |      |
| I color/shade coloring work completely.  |      |      |      |      |
| I can draw a person with appropriate details. (arms, legs, eyes, etc.)                                 |      |      |      |      |
| I hold scissors properly.  |      |      |      |      |
| I can cut across a piece of paper.   |      |      |      |      |
| I cut on a straight or curved line.  |      |      |      |      |
| Motor Development  | Nov. | Jan. | Apr. | June |
| I walk on the hallway lines with ease.   |      |      |      |      |
| I walk forward and backward with agility.  |      |      |      |      |
| I participate in songs/dances that require me to hop, wave, etc.                                       |      |      |      |      |
| I alternate feet when I walk up or down stairs, without support  |      |      |      |      |
| Elementary Social and Learning Skills  | Nov. | Jan. | Apr. | June |
| I use please, thank you, excuse me and other manners to show respect for others feelings and property. |      |      |      |      |
| When given a choice, I make a decision.  |      |      |      |      |
| I initiate and maintain independent play.  |      |      |      |      |
| I share and take turns, most of the time.  |      |      |      |      |
| I show interest in participating in a group activity.  |      |      |      |      |
| I can express emotions, needs and requests.  |      |      |      |      |
| I accept responsibility for my own behavior.   |      |      |      |      |
| I demonstrate self-control.  |      |      |      |      |
| I keep self and materials organized and help clean up.   |      |      |      |      |
| I follow directions.   |      |      |      |      |
| I respond and attempt to adjust my behavior when corrected.  |      |      |      |      |
| I demonstrate that I accept changes in classroom routine.  |      |      |      |      |
| I approach challenges using a variety of strategies.   |      |      |      |      |

| ENGLISH LANGUAGE ARTS  |      |      |      |      |
|--|------|------|------|------|
| Reading for Literature and Information   | Nov. | Jan. | Apr. | June |
| I retell familiar stories with key details with prompting/support.   |      |      |      |      |
| I ask and answer questions about texts with prompting/support.   |      |      |      |      |
| I can describe the connection between 2 events with prompting.   |      |      |      |      |
| I can compare/contrast two stories on the same topic with support.   |      |      |      |      |
| Language   | Nov. | Jan. | Apr. | June |
| I understand and use question words. (who, what, where, when, why, how)  |      |      |      |      |
| I demonstrate standard grammar and usage when speaking.  |      |      |      |      |
| I attempt to write a letter or letters to represent a word.  |      |      |      |      |
| I understand my name and other peoples' names are capitalized.   |      |      |      |      |
| Foundation Skills  | Nov. | Jan. | Apr. | June |
| Print Concepts   |      |      |      |      |
| I recognize and say the letters in my name.  |      |      |      |      |
| I print some upper and lowercase letters. (especially those in my name)  |      |      |      |      |
| I follow print from left to right.   |      |      |      |      |
| Phonics, Word Recognition, and Phonological Awareness  |      |      |      |      |
| I produce rhyming sounds.  |      |      |      |      |
| I recognize and match words that rhyme.  |      |      |      |      |
| I can produce the beginning sound of a word with support.  |      |      |      |      |
| Writing  | Nov. | Jan. | Apr. | June |
| I use a combination of drawing and dictating to narrate an event, express an opinion, or supply information about a topic. |      |      |      |      |
| Speaking and Listening   | Nov. | Jan. | Apr. | June |
| I follow agreed-upon rules for discussion. (such as listening, taking turns)   |      |      |      |      |
| I participate in collaborative conversations about Pre-K topics/texts with peers and adults in small and large groups.     |      |      |      |      |
| I can successfully present knowledge and ideas and add details with prompting and support.                                 |      |      |      |      |

| MATHEMATICS  |       |      |      |      |
|--|-------|------|------|------|
| Counting and Cardinality   | Nov.  | Jan. | Apr. | June |
| I can count in sequence to the numbers named at right.   | NA /5 | /10  | /15  | /20  |
| I can represent a number of objects with written numbers 0-5.  |       |      |      |      |
| I count to tell the number of objects to 10.   | /5    | /5   | /10  | /10  |
| I tell whether groups of 1-5 items are more, less, equal. (< , = , >)  |       |      |      |      |
| I can identify first and last in order/position.   |       |      |      |      |
| Operations and Algebraic Thinking  | Nov.  | Jan. | Apr. | June |
| I duplicate and extend simple patterns using concrete objects.   |       |      |      |      |
| I understand addition as putting together and <i>adding to</i> .   |       |      |      |      |
| I understand subtraction as taking apart and <i>taking from</i> .  |       |      |      |      |
| Measurement and Data   | Nov.  | Jan. | Apr. | June |
| I describe and compare measureable attributes. (length, weight)  |       |      |      |      |
| I can sort <i>objects</i> by color, shape, size w/ up to 10 items in a group.  |       |      |      |      |
| Geometry   | Nov.  | Jan. | Apr. | June |
| I can identify (Jan) and describe (Apr, Jun) 2D shapes. ^  |       |      |      |      |
| I create and build shapes from components. (like sticks or clay)   |       |      |      |      |
| I can describe objects by using positional words. (top, bottom, up, down, over, under, next to, behind, and in front of) |       |      |      |      |
| I analyze, compare, and sort grade level 2D / 3D shapes. ^   |       |      |      |      |

^ (2D shapes: squares, circles, triangles, rectangles. 3D: cubes, cones, cylinders.)