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| **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 (e.g., happy, sad). |
| *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 (e.g., happiness, sadness, anger, fear). | 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 specificsituation (e.g., is excited for trip to the park but is sad that best friend can’t come). |
| **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 environmentand 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→ 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 thatinvolves 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 orderto maintain positive social interactions. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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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 tworelevant 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. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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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). |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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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 finalsounds (phonemes) in single-syllable words to create new words. |
| **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 expressionsto communicate interests or needs. | Uses single words, word approximations, gestures, orsimple signs to communicate interests or needs. | Uses two-word or three-word phrases or signs to communicateinterests, 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→ 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 (e.g., ball, spoon, woman) and actions (e.g., go, play). | Uses meaningful interactions with adults, concrete objects, andstories read aloud to learn the meaning of unknown words, including attributes (e.g., happy, dirty). | 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 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 (e.g., walk, march, skip, run). | Identifies new meanings of familiar words (e.g., learning that theword “duck” refers to lowering the head, in addition to knowingthat a duck is a bird). |
| **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 objectswithout 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(e.g., numeral for own age). | 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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| **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. |
| *Demonstrates the ability to use small muscles to perform fine motor skills in play and learning situations* |
| **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. |
| **Level** | **Child’s Name** | **Date** | **Evidence** |
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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. |
| *Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home* |
| **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. |
| *Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home, school, and community* |
| **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** |
|  |  |  |  |
| *Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home, school and community* |
| **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. |
| *Engages in personal care and basic health practices with increasing independence* |
| **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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| **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** |  |
| **Play/Work with Peers** |  | **Cooperation with Peers** |  |
| **Social Behaviors** |  |
| **Rhyming Words** |  | **Cooperation with Peers** |  |
| **Syllables/Onsets and Rimes/Phonemes** |  | **Phonological Awareness** |  |
| **Initial/Final/Medial Sounds** |  |
| **Adding/Deleting/Substituting Sounds** |  |
| **Purposes and Situations** |  | **Communication** |  |
| **Word Meanings** |  | **Vocabulary** |  |
| **Word Relationships** |  |
| **Number Words** |  | **Number Sense** |  |
| **Object Counting** |  |
| **Number Concepts** |  |
| **Subitizing** |  |
| **Numeral Identification/Writing** |  |
| **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** |  |