



## Pre-Kindergarten Performance Tasks for Proficiency

Adapted from Texas Prekindergarten Guidelines updated 2015 <http://tea.texas.gov/pkg.aspx>

**Y Proficient**  
Child is observed completing the  
outcome  
**70-100%** of the time.

**– Non-Proficient**  
Child is observed completing the  
outcome  
**below 70%** of the time.

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## Emergent Literacy Reading

<p><b>Understands simple directions</b></p> <p><i>* Assess in the first quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p style="text-align: center;"><u>II.A.2.</u></p> <p style="text-align: center;">Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p style="text-align: center;"><u>II.A.2.</u></p> <p style="text-align: center;">Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p style="text-align: center;"><u>II.A.2.</u></p> <p style="text-align: center;">Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p style="text-align: center;"><u>II.A.2.</u></p> <p style="text-align: center;">Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>
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### Sample performance task

**The child:**

- follows directions given by the teacher to “Please put your things away, and then sit down on the carpet.”
- responds to instructions given to the whole class (“Please get your jackets, put them on, and get in line.”)
- repeats an instruction to a friend.
- follows digital directions to perform various movements or gestures.
- participates in games such as “Follow the Leader.”

ELLs:  
**Child shows understanding by following one to two-step oral directions in English.**

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Understands that illustrations and print carry meaning</b></p> <p><i>* Assess in the first quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><u>III.E.1.</u> Child can identify between elements of print including letters, words, and pictures.</p>	<p><u>III.E.1.</u> Child can identify between elements of print including letters, words, and pictures.</p>	<p><u>III.E.1.</u> Child can identify between elements of print including letters, words, and pictures.</p>	<p><u>III.E.1.</u> Child can identify between elements of print including letters, words, and pictures.</p>

### Sample performance task

**The child:**

- points to a word rather than a picture when prompted.
- points to specific letters within a word when prompted.
- uses a pointer to read print during “read around the room” activities.

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Upper and lower case letter recognition</b></p> <p><i>* Assess each quarter.</i></p>	<p><u><a href="#">III.C.1.</a></u> Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 5 or more upper case letters</li> <li>identifies 5 or more lower case letters</li> </ul>	<p><u><a href="#">III.C.1.</a></u> Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 10 or more upper case letters</li> <li>identifies 10 or more lower case letters</li> </ul>	<p><u><a href="#">III.C.1.</a></u> Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 15 or more upper case letters</li> <li>identifies 15 or more lower case letters</li> </ul>	<p><u><a href="#">III.C.1.</a></u> Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 20 or more upper case letters</li> <li>identifies 20 or more lower case letters</li> </ul>

### Sample performance task

**The child:**

- names letters on name cards, posters, books, and signs around the room.
- participates in circle time alphabet identification games ("If Your Name Starts With," name cheers).
- manipulates letters in a variety of ways (finds letters buried in sand; letter sorts, matching upper/lower case letters).

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Letter sound recognition</b></p> <p><i>* Assess each quarter.</i></p>	<p><u><a href="#">III.C.3.</a></u>            Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 5 or more letter sounds</li> </ul>	<p><u><a href="#">III.C.3.</a></u>            Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 10 or more letter sounds</li> </ul>	<p><u><a href="#">III.C.3.</a></u>            Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 15 or more letter sounds</li> </ul>	<p><u><a href="#">III.C.3.</a></u>            Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> <li>identifies 20 or more letter sounds</li> </ul>

**Sample performance task**

**The child:**

- makes the sounds in her first name as she attempts to write the letters.
- produces the correct sound when shown the first letter of her name.
- makes the correct letter sound while pointing to a letter in a book or on a poster.
- sorts objects in letter container (find the items that start with "B").

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Recognizes rhyming Words</b></p> <p><small>* Assess in the second quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</small></p>	<p><b>Assessment begins in Quarter 2</b></p>	<p><u>III.B.6.</u> Child can recognize rhyming words.</p>	<p><u>III.B.6.</u> Child can recognize rhyming words.</p>	<p><u>III.B.6.</u> Child can recognize rhyming words.</p>
		<p style="text-align: center;"><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• points to the picture that does not rhyme with the other two pictures.</li> <li>• gives the pairs of words from a nursery rhyme that rhyme.</li> <li>• identifies the words that rhyme in a read aloud book written in rhyme.</li> <li>• identifies two objects out of a rhyming basket that rhyme.</li> <li>• generates nonsense words that rhyme with a given word.</li> <li>• participates in word play games that focus on making rhyming words (“Willoughby, Walloughby, Woo”; in Spanish: tío, mío, sío).</li> </ul> <div data-bbox="1649 1028 1866 1093" style="text-align: right; border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <a href="#">Home</a> </div>		

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Uses vocabulary to label and describe</b></p> <p><b>* Assess each quarter beginning with Quarter 2.</b></p>	<p><b>Assessment begins in Quarter 2</b></p>	<p><b><u>II.D.1.</u></b></p> <p><b>Child uses a wide variety of words to label and describe people, places, things and actions.</b></p>	<p><b><u>II.D.4.</u></b></p> <p><b>Child uses a large speaking vocabulary, adding several new words daily.</b></p>	<p><b><u>II.D.5.</u></b></p> <p><b>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</b></p>
		<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• demonstrates understanding by identifying and following directions that include the new vocabulary concepts.</li> <li>• explains his favorite part of a fiction or nonfiction book that was read.</li> <li>• relates experiences from a field trip, using specific words to describe what she saw and did, such as naming the tools the firefighter uses and how the siren sounded.</li> <li>• uses words to communicate how he is feeling.</li> <li>• uses language to express common routines.</li> <li>• uses the new words introduced by the teacher while engaging in theme- or content-related activities and play.</li> <li>• uses the new words while engaging in child-initiated play.</li> <li>• uses the new words during role play in the dramatic play center while assuming the role of a cashier (scripts).</li> <li>• tells a classroom visitor about his experiences with the materials in the science center, using appropriate terminology.</li> <li>• follows directions that use descriptive words ("Hop slowly"; "Run fast"; "Draw a small square").</li> <li>• demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites such as up, down, stop, go, in, and out).</li> </ul>	<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• uses words to communicate feelings, needs, and wants.</li> <li>• adds a relevant idea to a previous comment by another person.</li> <li>• asks questions and adds information related to the current topic of conversation or book.</li> <li>• uses descriptive words ("My baby sister laughs loudly." "That's a funny story.").</li> <li>• uses new words in retelling/acting out a story read by the teacher.</li> <li>• tells a simple personal narrative, focusing on favorite or most memorable parts.</li> </ul>	<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• follows directions when introduced to a situation.</li> <li>• participates as a speaker and listener in group activities including child-initiated imaginative play (plays the role of the store clerk or a waiter in a restaurant).</li> <li>• responds appropriately to simple instructions given by the teacher (follows two consecutive instructions, or chooses two flowers from the tray and draws pictures of them).</li> <li>• follows a command using actions.</li> <li>• sequences story picture cards.</li> <li>• retells a story in his own words.</li> <li>• role plays or pantomimes stories.</li> <li>• listens attentively and responds to stories and poems (tells a story, enacts a poem, draws a picture to illustrate a story or poem).</li> </ul> <p style="text-align: right;"><a href="#">Home</a></p>



Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Demonstrates print directionality</b></p> <p><i>* Assess in the second quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><b>Assessment begins in Quarter 2</b></p>	<p><u><a href="#">III.E.2.</a></u>  Child demonstrates understanding of print directionality including left to right and top to bottom.</p>	<p><u><a href="#">III.E.2.</a></u>  Child demonstrates understanding of print directionality including left to right and top to bottom.</p>	<p><u><a href="#">III.E.2.</a></u>  Child demonstrates understanding of print directionality including left to right and top to bottom.</p>
		<p style="text-align: center;"><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• imitates reading behaviors (moving top to bottom and left to right; return sweep) on charts, lists, and big books during “read around the room” center.</li> <li>• uses a pointer to reread big books or enlarged text.</li> <li>• uses finger to track print when reading simple or familiar texts.</li> </ul> <div style="text-align: right; margin-top: 20px;"> <a href="#" style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; text-decoration: none; color: inherit;">Home</a> </div>		

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="73 546 285 729">Identifies some conventional features of print</p> <p data-bbox="57 811 297 1042">* Assess in the second quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</p>	<p data-bbox="336 606 645 715">Assessment begins in Quarter 2</p>	<p data-bbox="826 245 911 269"><u>III.E.3.</u></p> <p data-bbox="703 276 1035 433">Child can identify some conventional features of print that communicate meaning including end punctuation case.</p>	<p data-bbox="1232 245 1317 269"><u>III.E.3.</u></p> <p data-bbox="1108 276 1441 433">Child can identify some conventional features of print that communicate meaning including end punctuation case.</p>	<p data-bbox="1646 245 1731 269"><u>III.E.3.</u></p> <p data-bbox="1522 276 1854 433">Child can identify some conventional features of print that communicate meaning including end punctuation case.</p>
<p data-bbox="1070 647 1487 681">Sample performance task</p> <p data-bbox="691 722 846 753"><b>The child:</b></p> <ul data-bbox="691 763 1564 871" style="list-style-type: none"> <li>• points to or names a period at the end of a sentence.</li> <li>• recognizes that the first letter in a name is capitalized.</li> <li>• recognizes that the first word in a sentence is capitalized.</li> </ul> <p data-bbox="1688 1016 1804 1052"><a href="#">Home</a></p>				

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Speaks clearly in complete sentences</b></p> <p><i>* Assess each quarter beginning with Quarter 2.</i></p>	<p><b>Assessment begins in Quarter 2</b></p>	<p><b><u>II.E.1.</u></b>  Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p><b><u>II.E.3.</u></b>  Child uses sentences with more than one phrase.</p>	<p><b><u>II.E.5.</u></b>  Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>
		<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• tells about a family experience using longer and more complex sentences.</li> <li>• participates in a long conversation (staying on topic and taking turns) about the structure he is building in the block center.</li> <li>• answers questions and adds ideas using complete sentences while the teacher leads the class to create a chart detailing what the children know and want to know about an upcoming topic/concept.</li> </ul>	<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• talks with a friend as they play using sentences with more than one phrase (“Let’s go to the store and get milk for the baby.”).</li> <li>• participates in a circle time discussion, adding information in multiple phrases (“Birds build nests in the trees and then lay their eggs.”).</li> <li>• describes a family event, combining phrases to show sequence (“We went to the grocery store and then drove back home.”).</li> </ul>	<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• describes a family trip, combining sentences and giving lots of detail (“When my grandpa came over, we went to the park. We had fried chicken, and played on the swings.”).</li> <li>• participates in a circle time discussion of butterflies and builds on the information from nonfiction books the teacher has read and previous discussion by talking to the teacher when the child sees butterflies outside later in the day.</li> <li>• asks many questions about the police officer when he comes to the classroom for a visit.</li> </ul>

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Asks and responds to questions relevant to the text read aloud</b></p> <p><i>* Assess each quarter beginning with Quarter 2.</i></p>	<p><b>Assessment begins in Quarter 2</b></p>	<p><u><a href="#">III.D.3.</a></u>  Child asks and responds to questions relevant to the text read aloud.</p>	<p><u><a href="#">III.D.3.</a></u>  Child asks and responds to questions relevant to the text read aloud.</p>	<p><u><a href="#">III.D.3.</a></u>  Child asks and responds to questions relevant to the text read aloud.</p>
		<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• asks questions about the story details and events (“What is that? Why is she crying?”).</li> <li>• responds to questions regarding the story or information in the text.</li> <li>• responds to questions about story details.</li> <li>• comments about the characters or actions within a story.</li> <li>• discusses other ways a story might end.</li> <li>• answers questions about story elements such as main character, setting, and story problem and solution.</li> </ul> <p style="text-align: right;"><a href="#">Home</a></p>		

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Blends beginning sound with rest of word to form familiar one syllable words</b></p> <p><i>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><b>Assessment begins in Quarter 3</b></p>		<p><b><u>III.B.8.</u></b>  Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p>	<p><b><u>III.B.8.</u></b>  Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p>
<p style="text-align: center;"><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says “r”+“ug,” child selects the picture of the rug. Spanish example: “p”+ “an”;</li> <li>• child selects a picture of bread).</li> <li>• sorts objects by all that begin with a given onset, like pan and pie; Spanish example: sol y silla.</li> </ul>				

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Produces a word that begins with the same sound as given words</b></p> <p><i>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><b>Assessment begins in Quarter 3</b></p>		<p style="text-align: center;"><u><a href="#">III.B.7.</a></u>  <b>Child can produce a word that begins with the same sound as a given pair of words.</b></p>	<p style="text-align: center;"><u><a href="#">III.B.7.</a></u>  <b>Child can produce a word that begins with the same sound as a given pair of words.</b></p>
<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• pairs pictures that begin with the same sound.</li> <li>• identifies words in tongue twisters that begin with the same sounds.</li> <li>• sorts objects into piles that begin with the same sounds.</li> <li>• participates in word play games that focus on words that begin with the same sound (“Mappy Mirthday Moo Moo”).</li> </ul> <div style="text-align: right; margin-top: 20px;"> <a href="#" style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; text-decoration: none; color: #007bff;">Home</a> </div>				

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Retells or re-enacts a story after it is read aloud</b></p> <p><i>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><b>Assessment begins in Quarter 3</b></p>		<p><b>III.D.1.</b> Child retells or re-enacts a story after it is read aloud.</p>	<p><b>III.D.1.</b> Child retells or re-enacts a story after it is read aloud.</p>
<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• participates in acting out a story she is familiar with, either in circle time or in a small group.</li> <li>• retells and sequences the main events of a story.</li> <li>• connects personal experiences to an event in a story (such as relating a personal trip to the zoo after a zoo story has been read).</li> <li>• reads using the pictures in the books to recall the words of his favorite stories.</li> <li>• creates original or alternate endings for stories.</li> <li>• tells what might happen next if the story continued.</li> </ul>				

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="63 246 262 391"><b>Make inference or predictions about text</b></p> <p data-bbox="36 680 272 728"><b>* Assess in the fourth quarter.</b></p>	<p data-bbox="718 595 1068 668"><b>Assessment begins in Quarter 4</b></p>			<p data-bbox="1514 210 1883 307"><b><u>III.D.4.</u></b> Child will make inferences and predictions about text.</p> <p data-bbox="1528 421 1870 487"><b>Sample performance task</b></p> <p data-bbox="1508 499 1644 523"><b>The child:</b></p> <ul data-bbox="1508 535 1883 1041" style="list-style-type: none"> <li>• actively participates while being read to by predicting what might happen next in the story.</li> <li>• predicts what might happen next in a text based on the cover, title, or illustrations.</li> <li>• tells the story during a picture walk.</li> <li>• responds appropriately to “why” questions and justifies her answers based on clues in the picture/text.</li> <li>• discusses what might happen if different characters were in the story.</li> </ul> <p data-bbox="1671 1065 1883 1137" style="text-align: right;"><a href="#">Home</a></p>



Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Recognizes and blends spoken sounds into one syllable words with pictorial support</p> <p><i>* Assess in the fourth quarter.</i></p>	<p>Assessment begins in Quarter 4</p>			<p><b><u>III.B.9.</u></b>  Child recognizes and blends spoken phonemes into one syllable words with pictorial support</p> <p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• selects a picture and says the letter sounds for the word ("k" + "e" = key; "b" + "e" = bee ; "n" + "e" = knee) in Spanish selects a picture and the letter sounds for the word ("s" + "o" + "l" = sol; "p" + "e" + "s" = pez).</li> </ul> <p style="text-align: right;"><a href="#">Home</a></p>

## Emergent Literacy Writing

Uses  
writing to  
communicate

\* Assess each quarter.

### IV.A.2.

Child independently writes to communicate his/her ideas for a variety of purposes.

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Child independently writes to communicate his/her ideas for a variety of purposes.

### Sample performance task

#### The child:

- writes about favorite part of an experience such as visiting the zoo.
- labels a picture. • write a personal story such as a trip to the grocery store.
- writes notes or cards such as making a get well card for a classmate.
- makes labels or signs in the classroom such as for the doctor's office in Dramatic Play.

[Pre-K Developmental Stages of Writing](#)- Use the stages of writing, as a guide, to monitor each student's individual writing progression.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Draws pictures</b></p> <p>* Assess in the first quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</p>	<p><u><a href="#">IV.A.1.</a></u> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p><u><a href="#">IV.A.1.</a></u> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p><u><a href="#">IV.A.1.</a></u> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p><u><a href="#">IV.A.1.</a></u> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>

### Sample performance task

**The child:**

- uses letter-like shapes when taking an order at a restaurant during dramatic play.
- writes a few letters or mock letters as a caption under a drawing and “reads” it to a friend.
- builds and labels a block structure to represent a story setting (such as the house of the three bears).
- writes and reads a message for the teacher on the “message board.”
- sends a letter to a friend in the classroom mailbox using initial sounds and helps the friend read it.
- Records on a chart response to Question of the Day, such as “Do you have a pet?”

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="86 246 347 433"><b>Writes first name using legible letters in a proper sequence</b></p> <p data-bbox="79 563 347 740"><b>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</b></p>	<p data-bbox="542 481 888 547"><b>Assessment begins in Quarter 3</b></p>		<p data-bbox="1232 250 1319 276"><u><a href="#">IV.C.1.</a></u></p> <p data-bbox="1087 282 1468 406"><b>Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</b></p>	<p data-bbox="1647 250 1734 276"><u><a href="#">IV.C.1.</a></u></p> <p data-bbox="1508 282 1870 406"><b>Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</b></p>
		<p data-bbox="1271 475 1686 511"><b>Sample performance task</b></p> <p data-bbox="1083 551 1242 583"><b>The child:</b></p> <ul data-bbox="1083 589 1854 884" style="list-style-type: none"> <li>• writes his first name.</li> <li>• copies or writes name using sensory materials such as on a “gel” bag, with shaving cream, or in sand.</li> <li>• writes his first name from memory on center waiting lists and art work.</li> <li>• signs name on letters such as a thank you note to a visitor.</li> </ul> <p data-bbox="1647 892 1860 960" style="text-align: right;"><a href="#">Home</a></p>		

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="59 382 382 527"><b>Independently uses letters to make words or parts of words</b></p> <p data-bbox="50 1012 378 1036"><b>* Assess in the fourth quarter.</b></p>	<p data-bbox="749 579 1093 647"><b>Assessment begins in Quarter 4</b></p>			<p data-bbox="1464 196 1875 320"><b><u>IV.C.3.</u> Child independently uses letters to make words or parts of words.</b></p> <p data-bbox="1464 440 1875 476"><b>Sample performance task</b></p> <p data-bbox="1464 506 1586 530"><b>The child:</b></p> <ul data-bbox="1464 539 1875 982" style="list-style-type: none"> <li>• writes and shares simple words (m-e and says, "Look, I wrote "me.").</li> <li>• goes to word wall to access a word and records it on his paper.</li> <li>• engages in "write the room," copying letters from items such as posters, charts, letter walls, and books found around the room.</li> <li>• attempts and shares complex words (such as writes btl and says, " I wrote the word beautiful.").</li> </ul> <p data-bbox="1663 1006 1875 1072" style="text-align: right;"><a href="#"><b>Home</b></a></p>

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="59 199 343 382"><b>Interacts and provides suggestions to revise and edit class-made drafts</b></p> <p data-bbox="40 888 274 940"><b>* Assess in the fourth quarter.</b></p>	<p data-bbox="674 663 1020 732"><b>Assessment begins in Quarter 4</b></p>			<div data-bbox="1329 181 1889 431" style="background-color: #d9ead3; padding: 10px;"> <p data-bbox="1561 202 1649 229"><u><b>IV.B.2.</b></u></p> <p data-bbox="1360 235 1856 358"><b>Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</b></p> </div> <div data-bbox="1329 431 1889 1155" style="padding: 10px;"> <p data-bbox="1398 491 1818 527"><b>Sample performance task</b></p> <p data-bbox="1344 567 1503 599"><b>The child:</b></p> <ul data-bbox="1344 611 1856 996" style="list-style-type: none"> <li>• joins teacher and classmates in rereading what has been written.</li> <li>• contributes ideas for adding details or an ending to the piece of writing.</li> <li>• notices when something that has been written doesn't make sense or sound right when read aloud.</li> <li>• notices when the sequence of the writing is not quite right after it is read aloud.</li> <li>• notices and contributes a need for punctuation with teacher guidance.</li> </ul> <div data-bbox="1628 1063 1843 1132" style="text-align: right; margin-top: 20px;"> <p data-bbox="1676 1081 1792 1117"><a href="#"><u>Home</u></a></p> </div> </div>

# Mathematics

**Sorts objects  
(by color, shape,  
size)**

**\* Assess in the first  
quarter.  
If the student masters  
the guideline, monitor  
for consistent  
performance or reassess  
the student if needed.**

V.E.1.

Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.1.

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V.E.1.

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V.E.1.

Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

## Sample performance task

### The child:

- puts all the cars in a box and all the trucks in a different box and says why.
- organizes objects with a common attribute (all the tigers in a pile and all the giraffes in another pile and says why).
- organizes blocks in the construction center according to shape and size and explains same and different.
- sorts a variety of objects (fruits and vegetables, vehicles, animals, etc.) and tells why.
- sorts objects into groups and explains bases of grouping.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Recognizes and creates patterns</b></p> <p><i>* Assess in the first quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><u>V.E.3.</u> Child recognizes and creates patterns.</p>	<p><u>V.E.3.</u> Child recognizes and creates patterns.</p>	<p><u>V.E.3.</u> Child recognizes and creates patterns.</p>	<p><u>V.E.3.</u> Child recognizes and creates patterns.</p>

### Sample performance task

**The child:**

- identifies repeating patterns in nature.
  - recognizes and creates patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet).
  - contributes pictures for the pattern class book (cuts out pictures for the pattern class book).
- uses different materials (buttons, beads, color cubes) to create pattern necklaces (2 buttons, 2 beads, 2 buttons, 2 beads).
- recognizes repeating patterns in a predictable book and says the next line before turning the page.
  - creates a repeated pattern using different color blocks.

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**Collects data and organizes it in a graphic representation**

**\* Assess in the first quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.**

[V.E.2.](#)

Child collects data and organizes it in graphic representation.

[V.E.2.](#)

Child collects data and organizes it in graphic representation.

[V.E.2.](#)

Child collects data and organizes it in graphic representation.

[V.E.2.](#)

Child collects data and organizes it in graphic representation.

### Sample performance task

#### The child:

- places concrete objects or picture representations on a floor graph (uses an apple or orange to show his favorite fruit).
- answers question of the week (“Do you have a cat?”) and places a check on the yes or no graph.
- compares data on graphs or charts (e.g., talks about the class-made graph showing how children get to school—walk, car, bus, vans— “Look Juan walks to school. See his name is here.”).
- uses mathematical language to describe data (more, less, same, longer, shorter, etc.).

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="50 334 299 443"><b>Counts 1-10 items, with one count per item</b></p> <p data-bbox="40 641 309 819"><b>* Assess in the second quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</b></p>	<p data-bbox="343 530 691 603"><b>Assessment begins in Quarter 2</b></p>	<p data-bbox="890 340 967 364"><u><a href="#">V.A.3.</a></u> Child counts 1-10 items, with one count per item.</p>	<p data-bbox="1296 340 1373 364"><u><a href="#">V.A.3.</a></u> Child counts 1-10 items, with one count per item.</p>	<p data-bbox="1673 340 1750 364"><u><a href="#">V.A.3.</a></u> Child counts 1-10 items, with one count per item.</p>
<p data-bbox="1097 567 1518 603"><b>Sample performance task</b></p> <p data-bbox="730 651 913 687"><b>The child:</b></p> <ul data-bbox="730 699 1866 864" style="list-style-type: none"> <li>• moves, touches, and/or points to each object while counting, using one to one correspondence (one count per item).</li> <li>• knows that each finger represents one count (such as 2 fingers represent two counts and 3 fingers represent three counts).</li> </ul> <p data-bbox="1715 912 1837 948"><a href="#">Home</a></p>				

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="65 446 282 667"><b>Identifies without counting, the number of objects from 1-5</b></p> <p data-bbox="50 750 293 980"><b>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</b></p>	<p data-bbox="430 717 938 750"><b>Assessment begins in Quarter 3</b></p>		<p data-bbox="1238 314 1315 338"><u>V.A.8.</u></p> <p data-bbox="1089 344 1464 467"><b>Child verbally identifies, without counting, the number of objects from 1 to 5.</b></p>	<p data-bbox="1649 314 1727 338"><u>V.A.8.</u></p> <p data-bbox="1522 344 1856 467"><b>Child verbally identifies, without counting, the number of objects from 1 to 5.</b></p>
<p data-bbox="1315 579 1734 611"><b>Sample performance task</b></p> <p data-bbox="1083 617 1213 641"><b>The child:</b></p> <ul data-bbox="1083 653 1875 1069" style="list-style-type: none"> <li>• looks at a set of 1–5 objects and quickly says the number of objects without counting (looks at 3 red cubes on the table and says three without counting).</li> <li>• looks at two separate groups of objects without counting and says which group has more, less, or equal numbers.</li> <li>• uses the words “equal,” “more,” “less,” or “fewer” to describe sets of up to 5 objects.</li> <li>• says the number of dots on one side of a domino when shown quickly.</li> <li>• looks at a page in a story and says the number of dots, animals, or objects on the page.</li> <li>• points to 4 blocks and says, “There are 4 blocks” without counting.</li> </ul> <p data-bbox="1707 1108 1823 1145"><a href="#">Home</a></p>				

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Uses concrete models for adding up to five objects</p> <p><b>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</b></p>	<p>Assessment begins in Quarter 3</p>		<p><b><u>V.B.1.</u></b>  Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p>	<p><b><u>V.B.1.</u></b>  Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p>
<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• creates verbal word problems (tells a story) involving adding.</li> <li>• uses a five frame to organize work.</li> <li>• shows 1 finger, then adds 3 more, and adds 1 more to create a set of 5.</li> <li>• shows joining (adds) 1 more cube to a set (up to 5).</li> <li>• plays number games like “Chutes and Ladders.”</li> <li>• says how they used adding one more object to solve a problem.</li> <li>• shows joining/adds up to 5 with two and three sets (addends).</li> <li>• counts all objects from the sets that are being joined. (such as having a set of two cubes and three cubes and counting the cubes starting with 1, then, 2, 3, 4, 5 to count all cubes.</li> <li>• counts on from a larger set from the sets that are being joined (such as having a set of two cubes and three cubes and counting the cubes starting with 3, then 4, 5, and counting on).</li> </ul> <p style="text-align: right;"><a href="#">Home</a></p>				

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="59 382 293 563"><b>Uses concrete models for subtracting up to 5 objects from a set</b></p> <p data-bbox="40 816 305 992"><b>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</b></p>	<p data-bbox="461 651 969 683"><b>Assessment begins in Quarter 3</b></p>		<p data-bbox="1311 197 1383 221"><u>V.B.2</u></p> <p data-bbox="1176 229 1520 382"><b>Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.</b></p>	<p data-bbox="1682 197 1754 221"><u>V.B.2</u></p> <p data-bbox="1580 229 1862 382"><b>Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.</b></p>
			<p data-bbox="1319 476 1734 509"><b>Sample performance task</b></p> <p data-bbox="1170 551 1329 583"><b>The child:</b></p> <ul data-bbox="1170 591 1881 1000" style="list-style-type: none"> <li>• creates verbal word problems involving subtraction.</li> <li>• separates the parts of a number, for example: starts with 4 fingers, then takes away 1 finger to show 3 are left, and then takes away 2 fingers to show 1 is left.</li> <li>• removes objects from a set and says what is left.</li> <li>• says how they used subtraction to take away from a set of objects.</li> <li>• uses a five frame to organize her work.</li> </ul> <p data-bbox="1715 1084 1827 1120"><a href="#">Home</a></p>	

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="104 293 343 362" style="text-align: center;"><b>Uses location words</b></p> <p data-bbox="54 804 369 955" style="color: red;">* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</p>	<p data-bbox="498 567 1008 599"><b>Assessment begins in Quarter 3</b></p>		<p data-bbox="1271 223 1354 250" style="color: blue; text-decoration: underline;">V.C.3.</p> <p data-bbox="1136 254 1489 443">Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).</p>	<p data-bbox="1657 223 1740 250" style="color: blue; text-decoration: underline;">V.C.3.</p> <p data-bbox="1534 254 1856 474">Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).</p>
			<p data-bbox="1335 627 1754 659" style="text-align: center;"><b>Sample performance task</b></p> <p data-bbox="1128 667 1286 695"><b>The child:</b></p> <ul data-bbox="1128 707 1843 1096" style="list-style-type: none"> <li>• uses “near” and “far” to describe play on the playground and in the classroom.</li> <li>• follows directions (places a stuffed animal “on,” “around,” or “under” a chair).</li> <li>• follows directions when playing games like “Follow the Leader.”</li> <li>• tells a friend where to find the writing paper in the writing center (“The paper is in front of the markers.”).</li> <li>• acts out stories, poems, and nursery rhymes using positional words.</li> </ul> <div data-bbox="1634 1072 1846 1138" style="text-align: right; border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <p data-bbox="1682 1088 1798 1120" style="color: blue; text-decoration: underline;"><b>Home</b></p> </div>	

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Recognizes one-digit numerals, 0-9</b></p> <p><i>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><b>Assessment begins in Quarter 3</b></p>		<p><u>V.A.9</u> Child recognizes one-digit numerals, 0-9.</p>	<p><u>V.A.9</u> Child recognizes one-digit numerals, 0-9.</p>
			<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• says the number name for numerals from 0 to 9 that are written on paper, cards, game pieces.</li> <li>• hopscotches the number of times indicated by a written numeral.</li> <li>• separates cards that have printed numerals from other cards with printed letters.</li> <li>• plays games to find “hidden” numerals in the classroom, such as “I Spy.”</li> </ul> <p style="text-align: right;"><a href="#">Home</a></p>	

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Recognizes and compares measurable heights or lengths of people or objects</b></p> <p><i>* Assess in the third quarter. If the student masters the guideline, monitor for consistent performance or reassess the student if needed.</i></p>	<p><b>Assessment begins in Quarter 3</b></p>		<p><u>V.D.1.</u> Child recognizes and compares heights or lengths of people or objects.</p>	<p><u>V.D.1.</u> Child recognizes and compares heights or lengths of people or objects.</p>
<p><b>Sample performance task</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• tells who is taller when comparing the height of 2 or more friends.</li> <li>• places 2–10 objects from shortest to tallest or tallest to shortest on the table.</li> <li>• uses measurement words that can describe height (“taller,” “shorter,” “longer,” “smaller”).</li> <li>• draws 2–10 objects or people of varying heights or lengths (draws her family and has a taller person as Mom and a shorter figure as herself).</li> <li>• uses building blocks to show that 1 long block can be made up of 2 or more smaller blocks.</li> </ul> <p style="text-align: right;"><a href="#">Home</a></p>				



Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="108 386 262 452"><b>Counts from 1-30</b></p> <p data-bbox="46 654 278 703"><b>* Assess in the fourth quarter.</b></p>	<p data-bbox="643 582 1151 615"><b>Assessment begins in Quarter 4</b></p>			<div data-bbox="1470 329 1881 615" style="background-color: #d4edda; padding: 10px;"> <p data-bbox="1638 353 1715 378"><u>V.A.2.</u></p> <p data-bbox="1514 386 1837 440"><b>Child uses words to rote count from 1 to 30.</b></p> </div> <div data-bbox="1470 615 1881 1136" style="padding: 10px;"> <p data-bbox="1508 675 1843 741"><b>Sample performance task</b></p> <p data-bbox="1489 789 1644 819"><b>The child:</b></p> <ul data-bbox="1489 831 1856 1042" style="list-style-type: none"> <li>• recites number words in order up to 30.</li> <li>• recites number words in order by starting from a number other than "1".</li> </ul> <div data-bbox="1644 1054 1856 1126" style="text-align: right; margin-top: 10px;"> <p data-bbox="1692 1078 1808 1108"><a href="#">Home</a></p> </div> </div>

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="88 248 311 356"><b>Uses ordinal terms (1st-5th)</b></p> <p data-bbox="69 823 301 871"><b>* Assess in the fourth quarter.</b></p>	<p data-bbox="639 558 1147 591"><b>Assessment begins in Quarter 4</b></p>			<div data-bbox="1450 248 1872 380" style="background-color: #d9ead3; padding: 5px;"> <p data-bbox="1470 254 1852 344"><b><u>V.A.7.</u></b> <b>Child uses the verbal ordinal terms.</b></p> </div> <div data-bbox="1450 380 1872 1099" style="padding: 5px;"> <p data-bbox="1489 440 1833 512"><b>Sample performance task</b></p> <p data-bbox="1464 518 1576 539">The child:</p> <ul data-bbox="1464 545 1846 1045" style="list-style-type: none"> <li data-bbox="1464 545 1798 623">• uses ordinal numbers (first, second, third, fourth, fifth) to count objects.</li> <li data-bbox="1464 629 1846 677">• tells a friend, "You're first in line. I'm second. John is fourth."</li> <li data-bbox="1464 683 1827 738">• identifies in games who was in first place, second place, etc.</li> <li data-bbox="1464 744 1798 876">• uses ordinal numbers to describe the order of what happened in a short story, including the "next" and "last" event in the story.</li> <li data-bbox="1464 882 1827 1045">• uses ordinal terms to describe sequence of daily activities (describes daily schedule). • points to card when asked, "Which card is fourth?" "Which card is fifth?"</li> </ul> <div data-bbox="1644 1020 1860 1093" style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p data-bbox="1696 1039 1808 1075"><b><a href="#">Home</a></b></p> </div> </div>

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p data-bbox="112 221 247 329"><b>Names common shapes</b></p> <p data-bbox="50 955 282 1004"><b>* Assess in the fourth quarter.</b></p>	<p data-bbox="639 570 1151 606"><b>Assessment begins in Quarter 4</b></p>			<p data-bbox="1649 190 1727 214"><u><a href="#">V.C.1.</a></u></p> <p data-bbox="1547 221 1831 281"><b>Child names common shapes.</b></p> <p data-bbox="1586 322 1792 346"><b>Common shapes:</b></p> <p data-bbox="1553 353 1823 402">Circle, square, rectangle, triangle</p> <p data-bbox="1522 479 1856 546"><b>Sample performance task</b></p> <p data-bbox="1508 551 1619 575"><b>The child:</b></p> <ul data-bbox="1508 582 1862 1069" style="list-style-type: none"> <li>• identifies shapes using her sense of touch when blindfolded (“This shape has 4 sides. It’s a square.”).</li> <li>• identifies common shapes, such as circle, square, rectangle, and triangle.</li> <li>• knows the number of sides and corners for shapes, such as square, rectangle, triangle</li> <li>• describes attributes of shapes using his own language.</li> <li>• uses mathematical vocabulary to describe shape pictures (“This triangle has 3 sides and 3 corners.”).</li> <li>• identifies common solids informally as balls, boxes, cans, and cones, then possibly using more formal language, sphere, cubes, cones.</li> </ul> <p data-bbox="1707 1093 1818 1129" style="text-align: right;"><u><a href="#">Home</a></u></p>

# Physical Development

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Demonstrates fine motor control</b>  <i>* Ongoing observations will occur each quarter.</i>	<u><a href="#">IX.B.1.</a></u> Child shows control of tasks that require small-muscle strength and control.	<u><a href="#">IX.B.1.</a></u> Child shows control of tasks that require small-muscle strength and control.	<u><a href="#">IX.B.1.</a></u> Child shows control of tasks that require small-muscle strength and control.	<u><a href="#">IX.B.1.</a></u> Child shows control of tasks that require small-muscle strength and control.

## Sample performance task

### The child:

- manipulates and shapes modeling clay.
- uses pincer control (grasps small objects between thumb and index finger) to manipulate tools (tweezers, eyedroppers) and manipulatives (linking cubes).
- uses hands and fingers to manipulate various classroom materials (placing caps on and off markers, using various size brushes to paint at the easel).
- uses thumb and fingers to tear paper.
- holds drawing and writing utensils in a more conventional grasp (with fingers instead of fist).

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Demonstrates eye-hand coordination</b></p> <p><i>* Ongoing observations will occur each quarter.</i></p>	<p><a href="#">IX.B.2</a> Child shows increasing control of tasks that require eye-hand coordination.</p>	<p><a href="#">IX.B.2</a> Child shows increasing control of tasks that require eye-hand coordination.</p>	<p><a href="#">IX.B.2</a> Child shows increasing control of tasks that require eye-hand coordination.</p>	<p><a href="#">IX.B.2</a> Child shows increasing control of tasks that require eye-hand coordination.</p>

**Sample performance task**

**The child:**

- puts together puzzles with interlocking pieces.
- accomplishes self-help tasks (buttoning, zipping, snapping).
- strings small beads.
- completes lacing cards.
- draws recognizable pictures and shapes.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Demonstrates coordination and balance</b></p> <p>* Ongoing observations will occur each quarter.</p>	<p><u><a href="#">IX.A.1.</a></u>  Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p>	<p><u><a href="#">IX.A.1.</a></u>  Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p>	<p><u><a href="#">IX.A.1.</a></u>  Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p>	<p><u><a href="#">IX.A.1.</a></u>  Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p>

**Sample performance task**

**The child:**

- maintains balance while walking on a balance beam or standing on one foot.
- hops on one foot, walks, jogs, jumps, and gallops.
- carries a bowl or plate of objects from one spot to another.
- coordinates leg and body movements to sustain swinging on a swing.
- moves and stops with control over speed and direction (moves back and forth, side to side).

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Demonstrates sequence of movements</b>  * Ongoing observations will occur each quarter.	<u><a href="#">IX.A.2.</a></u> Child coordinates sequence of movements to perform tasks.	<u><a href="#">IX.A.2.</a></u> Child coordinates sequence of movements to perform tasks.	<u><a href="#">IX.A.2.</a></u> Child coordinates sequence of movements to perform tasks.	<u><a href="#">IX.A.2.</a></u> Child coordinates sequence of movements to perform tasks.

### Sample performance task

#### The child:

- moves within a space of defined boundaries, changing body configuration to accommodate the space (moving through an obstacle course)
- moves body into position to catch or kick a ball.
- uses axial movements such as reaching, twisting, turning, and bending.
- participates in group games involving movement (“Hokey, Pokey”).
- moves from one space to another in a variety of ways (running, jumping, hopping, skipping).
- moves in rhythm to simple tunes and music patterns.

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## Social and Emotional Development

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Follows classroom rules and routines</b>  <i>* Ongoing observations will occur each quarter.</i>	<u>I.B.1.a.</u> Child follows classroom rules and routines with occasional reminders from teacher.	<u>I.B.1.a.</u> Child follows classroom rules and routines with occasional reminders from teacher.	<u>I.B.1.a.</u> Child follows classroom rules and routines with occasional reminders from teacher.	<u>I.B.1.a.</u> Child follows classroom rules and routines with occasional reminders from teacher.

### Sample performance task

#### The child:

- participates in the development of classroom rules.
- transitions from one activity to another.
- comments on the sequence of the day's events ("After centers, it's time to go outside.").
- goes to the daily schedule chart and points out what comes next.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Takes care of and manages classroom Materials</b></p> <p><i>* Ongoing observations will occur each quarter.</i></p>	<p><u><a href="#">I.B.1.b.</a></u> Child takes care of and manages classroom materials.</p>	<p><u><a href="#">I.B.1.b.</a></u> Child takes care of and manages classroom materials.</p>	<p><u><a href="#">I.B.1.b.</a></u> Child takes care of and manages classroom materials.</p>	<p><u><a href="#">I.B.1.b.</a></u> Child takes care of and manages classroom materials.</p>

**Sample performance task**

**The child:**

- appropriately handles materials during activities.
- cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot).
- puts away his belongings in his personal space.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Regulates own behavior</b> * Ongoing observations will occur each quarter.	<u>I.B.1.c.</u> Child regulates his own behavior with occasional reminders or assistance from teacher.	<u>I.B.1.c.</u> Child regulates his own behavior with occasional reminders or assistance from teacher	<u>I.B.1.c.</u> Child regulates his own behavior with occasional reminders or assistance from teacher	<u>I.B.1.c.</u> Child regulates his own behavior with occasional reminders or assistance from teacher

### Sample performance task

#### The child:

- responds to signals for transitioning from one activity to another.
- communicates appropriately to make needs known. • waits for her turn (waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full).
- refrains from impulsive responses (waits her turn to be called on during group discussion, requests materials rather than grabbing them).
- refrains from aggressive behavior toward peers or self.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Remains focused on engaging group activities</b></p> <p><i>* Ongoing observations will occur each quarter.</i></p>	<p><a href="#"><u>I.B.3.b.</u></a> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><a href="#"><u>I.B.3.b.</u></a> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><a href="#"><u>I.B.3.b.</u></a> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><a href="#"><u>I.B.3.b.</u></a> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>

**Sample performance task**

**The child:**

- listens attentively to stories and instructions during circle times.
- contributes verbal responses that are appropriately related to the topic during group discussion.
- attends to peer responses during small- and large-group discussion.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Completes Tasks</b></p> <p>* Ongoing observations will occur each quarter.</p>	<p><u><a href="#">I.B.3.a.</a></u>            Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><u><a href="#">I.B.3.a.</a></u>            Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><u><a href="#">I.B.3.a.</a></u>            Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p><u><a href="#">I.B.3.a.</a></u>            Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>

**Sample performance task**

**The child:**

- selects an activity or book to look at and completes it before selecting a different activity.
- makes and carries out a sequence of dramatic play plans with a peer.
- follows familiar/routine 3 step directions correctly (“Go wash your hands, get your lunch kit, and find a seat at the table.”).

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Respects personal boundaries</b></p> <p>* Ongoing observations will occur each quarter.</p>	<p><u>I.A.1.</u> Child is aware of where own body is in space and respects personal boundaries.</p>	<p><u>I.A.1.</u> Child is aware of where own body is in space and respects personal boundaries.</p>	<p><u>I.A.1.</u> Child is aware of where own body is in space and respects personal boundaries.</p>	<p><u>I.A.1.</u> Child is aware of where own body is in space and respects personal boundaries.</p>

**Sample performance task**

**The child:**

- is able to stay in designated personal space without intruding upon others' (stays in own seat at lunch table without kicking feet or leaning against neighboring children).
- can move around the classroom without stepping on materials or disrupting others' activities.

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Interacts and communicates with peers</b></p> <p>* Ongoing observations will occur each quarter.</p>	<p><u>I.C.4.</u> Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p><u>I.C.4.</u> Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p><u>I.C.4.</u> Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p><u>I.C.4.</u> Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>

### Sample performance task

**The child:**

- shares space and materials with other children comfortably.
- follows the lead of others (enters a center and adapts to the ongoing play of others).
- generates joint play goals and carries them out with at least one other child at a time.
- demonstrates ability to negotiate and compromise with peers to achieve a cooperative goal.

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Initiates problem-solving strategies</b></p> <p>* Ongoing observations will occur each quarter.</p>	<p><u>I.C.5.</u> Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p><u>I.C.5.</u> Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p><u>I.C.5.</u> Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p><u>I.C.5.</u> Child initiates problem-solving strategies and seeks adult help when necessary.</p>

### Sample performance task

**The child:**

- attempts to work out problems with a peer independently before seeking adult help.
- asks an adult or peer for help when needed (“Will you push me on the swing?”).
- asks the teacher for help in resolving a conflict with a classmate after attempting to solve the problem herself (“Mary won’t give me a turn on the swing!”).
- follows conflict resolution steps with teacher’s guidance to solve a dispute

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Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Connects feelings and behaviors</b></p> <p><i>* Ongoing observations will occur each quarter.</i></p>	<p><u>I.B.2.a.</u> Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>	<p><u>I.B.2.a.</u> Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>	<p><u>I.B.2.a.</u> Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>	<p><u>I.B.2.a.</u> Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>

### Sample performance task

#### The child:

- expresses emotions that are congruent with situations (disappointment when plans are changed, happiness and pride at mastering a challenging task).
- uses words to express feelings about specific events ("I feel mad when you take my toy!" "I love to paint!").
- verbalizes understanding that all feelings are okay even though some behaviors may not be okay.
- uses sign language, a picture system, or an adaptive/assistive device as appropriate.

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