

# AT A GLANCE • JEFFCO KEA CONSTRUCT PROGRESSIONS

## COGNITIVE

### ENGAGEMENT IN SELF-SELECTED ACTIVITIES

A. Wanders, examining many options for self-selected activities in the classroom environment, but does not settle with one particular choice.	B. Begins to make purposeful choices for self-selected activities that are highly engaging and begins to sustain engagement in a chosen activity.	C. Sustains engagement in a self-selected activity, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.	D. Sustains engagement in self-selected activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.
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## MATH

### OBJECT COUNTING

A. Says or indicates counting words out of sequence while pointing to objects.	B. Says or indicates counting words in the correct sequence without keeping track of objects counted (counts with one-to-one correspondence and one-to-one tagging).	C. Says or indicates counting words in the correct sequence while keeping track of objects counted (counts with one-to-one correspondence and one-to-one tagging).	D. States or indicates that the last number counted is the total quantity. (Cardinality)	E. States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.	F. States or indicates that the same total quantity of previously counted objects does not change when the objects are rearranged (conservation).	G. Continues the counting sequence automatically when ONE object is added to the set.	H. Continues the counting sequence automatically when MORE THAN ONE object is added to the set.
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## EMOTIONAL AND SOCIAL DEVELOPMENT

### EMOTIONAL LITERACY

A. In response to an experience, expresses a range of emotions. This may manifest as an outburst, change in activity level or facial expressions.	B. Exaggerates expression of emotions to get needs and desires met and/or to get help from an adult or peer.	C. Expresses emotions through language, posture, or gestures suitable to the context.	D. With support from an adult, labels emotions in self and others.	E. Independently labels emotions in self and others.	F. Labels higher-order emotions (confused, worried, surprised) in self and others.	G. Explains that an event can cause certain emotions.	H. Explains that an event can cause more than one emotion.	I. Explains that the same event can cause different people to experience different emotions.
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## HEALTH AND PHYSICAL DEVELOPMENT

### CROSSING MIDLINE

A. Isolates movement to one side of the midline (the invisible line running from our head to our toes, dividing the body into left and right halves).	B. Begins to cross the midline in some situations.	C. Consistently crosses midline.
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### GRIP & MANIPULATION

A. Uses a fist grip or palmar grasp to reach, manipulate or hold items (palmar grasp), with whole arm movement.*	B. Uses thumb and fingers to manipulate objects (pincer grip), with whole arm movement and increased stability from the shoulder. *	C. Uses refined wrist and finger movement, beginning to transfer control of movement from the shoulder to the elbow.*	D. Uses hands with minimal elbow movement and primary control from wrist and fingers.*	E. Hand movements are primarily controlled by actions from the wrist and fingers.
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### HAND DOMINANCE

A. Uses no established dominance for lead/dominant hand (switching still continues).	B. Uses established dominant hand.	C. Performs actions involving mirrored movements with opposing hand.	D. Manipulates with dominant hand with assistance from other hand.
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## LANGUAGE DEVELOPMENT AND COMMUNICATION

### FOLLOWING DIRECTIONS

A. Responds with silence.	B. Responds non-verbally to simple requests in a variety of ways (nodding, pointing, gesturing, facial expressions, eye pointing, sign language).	C. Indicates when something is not understood by making gestures or asking "what?"	D. <u>When given visual cues</u> , accurately follows an oral one-step direction that includes positional words: 1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below	E. <u>Without visual cues</u> , accurately follows oral one-step directions that include positional words: 1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below	F. Asks simple questions to clarify directions, requests, and commands.	G. <u>With visual cues</u> (if needed), follows two-step directions.	H. <u>Without visual cues</u> , accurately follows two-step directions.	I. <u>With visual cues</u> (if needed), accurately follows three- to four-step directions at one time, and carries out the tasks over time.	J. <u>Without visual cues</u> , accurately follows three- to four-step directions at one time and carries out the tasks over time.	K. <u>With visual cues (if needed)</u> , accurately follows multi-step directions (more than four).
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## LITERACY

### BOOK ORIENTATION

A. Holds the book in random ways and flips pages, not looking at pages, nor looking at anything specifically.	B. Turns the book to an upright orientation so pictures and text are right side up.	C. Holds the book upright, opens it from the front cover, and turns pages front to back not always one by one.	D. Holds the book upright, turns the pages in order, front to back one page at a time.
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### LETTER NAMING

A. Recognizes own name in isolation and in context.	B. Makes connections to particular letters in the print environment (one's name, family members' names, friends' names).	C. Locates, talks about, and/or asks questions about letter(s) in the print environment.	D. Discriminates letters from pictures and numbers.	E. Accurately selects and names <u>some-to-all</u> of the letters in own name.  <i>Some-to-all of the letters indicates a range of knowledge. For children with longer names, they may select and name some-to-all of the letters in own name.</i>	F. Accurately selects letters when given the letter name.	G. Accurately matches <u>some</u> uppercase to lowercase letters, matching the same letter uppercase to lowercase form.  <i>Some indicates the child is able to select and accurately name letters throughout printed materials within the following range (8-13) for uppercase or lowercase letters.</i>	H. Accurately names <u>some</u> letters (uppercase <u>or</u> lowercase).  <i>Some indicates the child is able to select and accurately name letters throughout printed materials within the following range (8-13) for uppercase or lowercase letters.</i>	I. Accurately names <u>most</u> letters (uppercase <u>or</u> lowercase).  <i>Most indicates the child is able to select and accurately name letters throughout printed materials within the following range (14-25) for uppercase or lowercase letters.</i>	J. Accurately names forms of the same letter for <u>most</u> letters (uppercase <u>and</u> lowercase).  <i>Most indicates the child is able to select and accurately name letters throughout printed materials within the following ranges (14-25) for uppercase and (14-25) for lowercase letters.</i>	K. Accurately names all letters of the alphabet (uppercase <u>and</u> lowercase, including different fonts encountered during reading).
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### PRINT AWARENESS

A. Attends to pictures as the only source of information.	B. Indicates that books can have pictures and/or words.	C. Attends to words on a page by mimicking directionality.	D. Distinguishes between the general area of printed words when prompted to show where we read words.	E. When prompted, indicates that the first word on the page is where to begin reading.	F. Distinguishes between letters and words on a page of text (excluding the words a, A, and I).	G. Uses directionality while indicating one word on the page for each word read aloud (concept of word: one-to-one correspondence and voice to print match).
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