

Report Cards	Standards Assessed	Assessment of Mastery			
		Does Not Yet Meet Grade Level Standard	Approaching Grade Level Standard	Meets Grade Level Standard	Quarter Taught
I. SOCIAL and EMOTIONAL DEVELOPMENT DOMAIN					
Self-Concept	PK4.I.A.1. Child is aware of where own body is in space, respects personal boundaries.	I cannot yet keep my hands, feet, and objects to myself.	I can keep my hands, feet, and objects to myself most of the time with teacher redirection.	I can keep my hands, feet, and objects to myself.	1,2,3,4
	PK4.I.A.2. Child shows self-awareness of physical attributes, personal preferences, and own abilities.	I cannot yet describe myself to others.	I can describe myself to others with teacher support.	I can describe myself to others.	1,2,3,4
	PK4.I.A.3. Child shows a reasonable opinion of his own abilities and limitations.	I cannot yet ask adults for help when I need it.	I can ask adults for help some of the time.	I can ask adults for help when I need it.	1,2,3,4
	PK4.I.A.4. Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	I cannot yet complete tasks or solve problems on my own.	I can try to complete tasks or solve problems with adult support.	I can try to complete tasks or solve problems on my own.	1,2,3,4
Self-Regulation: Behavior Control	PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.	I cannot yet follow the classroom rules and routines.	I can follow the classroom rules and routines with adult support.	I can follow the classroom rules and routines.	1,2,3,4
	PK4.I.B.1.b. Child takes care of and manages classroom materials.	I cannot yet take care of all classroom materials.	I can take care of classroom materials with adult support.	I can take care of and manage classroom materials.	1,2,3,4
	PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.	I cannot yet wait until it is my turn.	I can wait until it is my turn with adult support.	I can wait until it is my turn.	1,2,3,4
Self-Regulation: Emotional Control	PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.	I cannot yet communicate how I am feeling.	I can use feeling words to tell how I am feeling and what behaviors are appropriate with adult support.	I can communicate how I feel and behaviors that are appropriate.	1,2,3,4

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Self-Regulation: Emotional Control	I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	I cannot yet communicate how I am feeling.	I can communicate how I am feeling with adult support.	I can communicate how I am feeling verbally and nonverbally.	1,2,3,4
	I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	I cannot yet use strategies to calm down.	I can use strategies to calm down with adult support.	I can use strategies to calm down.	1,2,3,4
Self-Regulation: Control of Attention	PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	I cannot yet complete a task before I move onto a new task.	I can complete a task before I move onto a new task with adult support.	I can complete a task before I move onto a new task.	2,3,4
	PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	I cannot yet listen attentively during lessons.	I can listen attentively during lessons with adult support.	I can listen attentively during lessons.	2,3,4
Relationships With Others	PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	I cannot yet use appropriate social skills during a conversation.	I can use appropriate social skills with adult support during a conversation.	I can use appropriate social skills during conversations.	2,3,4
	PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.	I cannot yet be part of the classroom community.	I can be part of the classroom community with adult support.	I can be a part of the classroom community.	2,3,4
	PK4.I.C.3 Child shows competence in initiating social interactions.	I cannot yet participate in group activities.	I can participate in group activities with adult support.	I can participate in group activities.	2,3,4
	PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	I cannot yet cooperate with my friends during centers and workstations.	I can cooperate with my friends during centers and workstations with adult support.	I can cooperate with my friends during centers and workstations.	2,3,4

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Relationships With Others	PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	I cannot yet try to work out a problem with a friend before asking for help from an adult.	I can sometimes try to work out a problem with a friend before asking for help from my teacher.	I can try to work out a problem with a friend before asking for help from an adult.	2,3,4
	PK4.I.C.6 Child demonstrates empathy and caring for others.	I cannot yet help my friends if they need help.	I can help my friends if they need help with adult support.	I can help my friends when they need help.	2,3,4
	PK4.I.C.7 Child interacts with peers and has preferred friends.	I cannot yet make friends in my classroom.	I can make friends in my classroom with teacher support.	I can make friends in my classroom.	2,3,4
Social Awareness	PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from his/her own.	I cannot yet communicate how my friends are feeling.	I can begin to notice and communicate how my friends are feeling.	I can communicate how my friends are feeling.	2,3,4
II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN					
Listening Comprehension	PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.	I cannot yet answer questions and talk with adults and peers.	I can answer questions and talk with adults and peers with adult support.	I can answer questions and talk with adult and peers.	1,2,3,4
	PK4.II.A.2 Child shows understanding by following three-step verbal directions.	I cannot yet follow three-step directions.	I can follow three-step directions with adult support.	I can follow three-step directions.	1,2,3,4
Speaking (Conversation)	PK4.II.B.1 Child uses language for multiple purposes.	I cannot yet use my words to ask questions, ask for help or talk to a friend.	I can use my words to ask questions, ask for help or talk to a friend with adult support.	I can use my words to ask questions, ask for help or talk to a friend.	1,2,3,4
	PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.	I cannot yet use my words or expressions to have appropriate conversations.	I can use my words or expressions to have appropriate conversations with adult support.	I can use my words and expressions to have appropriate conversations.	1,2,3,4

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Speaking (Conversation)	PK4.II.B.3 Child provides appropriate information in various settings.	I cannot yet ask and answer questions and share information.	I can ask and answer questions and share information with adult support.	I can ask and answer questions and share information.	1,2,3,4
	PK4.II.B.4 Child matches language to social contexts.	I cannot yet address adults or peers correctly or use my quiet voice appropriately.	I can address adults or peers correctly or use my quiet voice appropriately with adult support.	I can address adults or peers correctly and use my quiet voice appropriately.	1,2,3,4
Articulation	PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.	I cannot yet speak so that others can understand me.	I can speak so that others can understand me with teacher support.	I can speak so that others can understand me.	2,3,4
	PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.	I cannot yet use correct tone of voice for the situation.	I can use correct tone of voice for songs, emotions, and situations with adult support.	I use correct tone of voice for songs, emotion, and situations.	2,3,4
Vocabulary	PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.	I cannot yet use a wide variety of words to communicate.	I can use a wide variety of words to communicate with adult support.	I can use a wide variety of words to communicate.	1,2,3,4
	PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.	I cannot yet follow or use the instructional language of the classroom.	I can follow or use the instructional language of the classroom with adult support.	I can follow or use the instructional language of the classroom.	1,2,3,4
	PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.	I cannot yet use new words appropriately.	I can use new words appropriately with adult support.	I can use new words appropriately.	1,2,3,4

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Sentences and Structure	II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.	I cannot yet use simple sentences of one to three words to express myself.	I use simple sentences of one to three words to express myself.	I use simple sentences of four or more words to express myself.	2,3,4
	PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	I cannot yet use the correct tense when talking about what I have done or someone else.	I can use the correct tense when talking about what I have done or someone else occasionally.	I can use the correct tense when talking about what I have done or someone else.	2,3,4
	PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.	I cannot yet use more than one idea to create a sentence to describe and explain.	I can use more than one idea to create a sentence to describe and explain with teacher support.	I can use more than one idea to create a sentence to describe and explain.	2,3,4
	PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	I cannot yet use a sentence that gives details, stays on topic and communicates my meaning.	I sometimes use a sentence that gives details, stays on topic and communicates my meaning.	I use sentences that give details, stay on topic and communicate my meaning.	2,3,4
III. LITERACY: READING DOMAIN					
Motivation to Read	PK4.III.A.1 Child engages in story-related pre-reading activities.	I cannot yet participate during the reading lesson, pretend to read, or participate in other reading activities.	I sometimes participate during the reading lesson, pretend to read, or participate in other reading activities.	I participate during the reading lesson, pretend to read, or participate in other reading activities.	1,2,3,4
	PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	I do not choose books or engage with reading materials in pre-reading activities.	I sometimes choose books or engage with reading materials in pre-reading activities.	I choose books and engage with reading materials in pre-reading activities.	1,2,3,4
	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	I do not yet ask questions about the words I see around me.	I sometimes ask questions about the words I see around me.	I do ask questions about the words I see around me.	1,2,3,4

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Phonological Awareness	III.B.1 Child identifies the individual words in a spoken sentence.	I cannot yet separate a sentence into words.	I can separate a sentence into words with adult support.	I can separate a sentence into words.	1,2,3,4
	PK4.III.B.2 Child distinguishes differences between similar-sounding words.	I cannot distinguish between similar sounding words.	I sometimes distinguish between similar sounding words with adult support.	I can distinguish between similar sounding words.	1,2,3,4
	PK4. III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.	I cannot yet put two words together to make one word.	I can put two words together to make one word with teacher support.	I can put two words together to make one word.	1,2,3,4
	PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.	I cannot yet take a compound word apart and say what part is left.	I can take a compound word apart and say what part is left with teacher support.	I can take a compound word apart and say what part is left.	1,2,3,4
	PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.	I cannot yet put syllables together to make a word or segment words into syllables.	I can put syllables together to make a word or segment words into syllables with adult support.	I can put syllables together to make a word or segment words into syllables.	1,2,3,4
	PK4.III.B.6 Child identifies rhyming words.	I cannot yet tell if words rhyme or produce rhyming words.	I can tell if words rhyme or produce rhyming words if an adult supports me.	I can tell if words rhyme and produce rhyming words.	1,2,3,4
	PK4.III.B.7 Child identifies alliterative words with pictorial support.	I cannot yet identify words that begin with the same sound.	I can identify words that begin with the same sound with pictures and adult support.	I can identify words that begin with the same sound with pictures.	1,2,3,4
	PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	I cannot yet choose a picture of the word I hear when my teacher breaks up the word into the beginning and ending sounds.	I can choose a picture of the word I hear when my teacher breaks up the word into the beginning and ending sounds with teacher support.	I can choose a picture of the word I hear when my teacher breaks up the word into the beginning and ending sounds.	1,2,3,4

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Phonological Awareness (continued)	PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.	I cannot yet look at a picture and say the letter sounds for the word.	I can look at a picture and say the letter sounds for the word with teacher support.	I can look at a picture and say the letter sounds for the word.	1,2,3,4
Alphabet Knowledge	PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).	I cannot yet name capital and lowercase letters.	I can name 1-19 capital and lowercase letters.	I can name 20 capital and 20 lower case letters.	2,3,4
	PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.	I cannot yet recognize at least 20 letter sounds.	I can recognize 1-19 letter sounds.	I can recognize at least 20 letter sounds.	2,3,4
	PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.	I cannot yet make the correct sound for any letter.	I can make the correct sound for 1-19 letters.	I can make the correct sound for at least 20 letters.	2,3,4
Comprehension of Text	PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.	I cannot yet tell a story after it's read aloud to me.	I can retell a story after it's read aloud to me with adult support.	I can retell a story after it's read aloud to me.	1,2,3,4
	PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	I cannot yet use the information I learn from books.	I can use the information I learn from books with adult support.	I can use the information I learn from books.	1,2,3,4
	PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.	I cannot yet ask and answer questions about books we have read in class.	The student responds to stories by answering simple questions. The student responds to stories by asking simple questions with teacher support.	I can ask and answer questions about books we have read in class.	1,2,3,4
	PK4.III.D.4 Child makes inferences and predictions about a text.	I cannot yet predict what may happen in a story based on pictures.	I can predict what may happen in a story based on pictures with teacher support.	I can predict what may happen in a story based on pictures with teacher support.	1,2,3,4

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Concepts of Print	PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	I cannot yet tell the difference between letters, words and pictures.	I can sometimes tell the difference between letters, words and pictures with adult support.	I can tell the difference between letters, words and pictures.	2,3,4
	PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	I cannot yet show where to start reading and where to end. I can move my finger along text. Moving to the next line at the end of a sentence.	I can show where to start reading and where to end. I can move my finger along text, moving to the next line at the end of a sentence with adult support.	I can show where to start reading and where to end. I can move my finger along text, moving to the next line at the end of a sentence.	2,3,4
	PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	I cannot yet identify punctuation marks and other features that communicate meaning.	I can identify punctuation marks and other features that communicate meaning with teacher support.	I can identify punctuation marks and other features that communicate meaning.	2,3,4
IV. EMERGENT LITERACY: WRITING					
Motivation to Write	PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	I cannot yet scribble or write to communicate.	I can scribble or write to communicate with teacher support.	I can scribble or write to communicate.	2,3,4
	PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	I cannot yet write to communicate my ideas.	I can write to communicate my ideas with teacher support.	I can write to communicate my ideas.	2,3,4
Writing as a Process	PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	I cannot yet help create class books and thinking maps.	I can help create class books and thinking maps with teacher support.	I can help create class books and thinking maps.	2,3,4
	PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	I cannot yet help edit class-made drafts.	I can help edit class-made drafts with adult support.	I can help edit class-made drafts.	2,3,4

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Writing as a Process	PK4.IV.B.3 Child shares and celebrates class-made and individual written products.	I cannot yet enjoy class made written products.	I can enjoy class made written products with adult support.	I can enjoy class made written products.	2,3,4
Conventions in Writing	PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.	I cannot yet write my own name.	I can write my own name with teacher support.	I can write my own name.	2,3,4
	PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	I cannot yet write letters.	I can write letters with teacher support.	I can write letters.	2,3,4
	PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.	I cannot yet write letters to form words using letter-sound correspondence.	I sometimes write letters to form words using letter-sound correspondence with adult support.	I can write letters to form words using letter-sound correspondence.	2,3,4
	PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	I cannot yet write in the appropriate direction.	I can write in the appropriate direction with adult support.	I can write in the appropriate direction.	2,3,4
	PK4.IV.C.5 Child begins to experiment with punctuation when writing.	I cannot yet experiment with end punctuation.	I can experiment with end punctuation with adult support.	I can experiment with and use end punctuation.	2,3,4
V. MATHEMATICS DOMAIN					
Number Sense	PK4.V.A.1 Child rote counts from 1 to 30.	I cannot yet verbally count to 30.	The student verbally counts to 15 starting from one.	I can correctly recite numbers from 1 to 30.	1,2,3,4
	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.	I cannot yet count up to 10 items, using one to one correspondence.	I can count some quantities less than ten with one count per object.	I can count all quantities up to 10 with one to one correspondence.	1,2,3,4
	PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	I cannot yet tell how many items are there in a set.	I can sometimes tell how many items are there in a set but often count the set again instead.	I can tell how many items are there in a set and know that my last count is the total number.	1,2,3,4

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Number Sense	PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	I cannot yet subitize any quantity greater than 1.	I can subitize quantities between 1 and 6 with adult support.	I can subitize quantities between 1 and 6.	1,2,3,4
	PK4.V.A.5 Child recognizes numerals 0-10.	I cannot yet say the number name for any numerals 0 to 10.	I can recognize and identify five numerals between 0 and 10.	I can say the number name for numerals 0 to 10.	1,2,3,4
	PK4.V.A.6 Child represents quantities up to 10.	I cannot yet represent quantities up to 10.	I can use a variety of ways to represent some quantities up to 10.	I can use a variety of ways to represent all quantities up to 10.	1,2,3,4
	PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	I cannot yet show that numbers up to 10 can be made in a variety of ways.	I can show that some numbers up to 10 can be made in a variety of ways.	I can show that all numbers up to 10 can be made in a variety of ways.	1,2,3,4
	PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).	I cannot yet compare sets of objects up to 10.	I can compare some sets of objects up to 10 but not every time.	I can compare sets of objects up to 10 accurately.	1,2,3,4
Joining and Separating	PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.	I cannot yet join up to 5 objects using manipulatives, pictures, or words.	I can join up to 5 objects using manipulatives, pictures, or words with adult support.	I can join up to 5 objects using manipulatives, pictures, or words	3,4
	PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	I cannot yet separate objects from a set of 5 with objects, pictures, or words.	I can separate objects from a set of 5 with objects, pictures, or words with adult support.	I can separate objects from a set of 5 with objects, pictures, or words.	3,4
Geometry and Spatial Sense	PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.	I cannot yet name shapes or describe their attributes.	I can name some common shapes and describe their attributes with adult support.	I can name common shapes and describe their attributes.	1,2,3,4

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Geometry and Spatial Sense	PK4.V.C.2 Child creates shapes using materials and/or manipulatives.	I cannot yet create new shapes using materials or manipulatives.	I can create new shapes using materials or manipulatives with adult support.	I can create new shapes using materials or manipulatives.	1,2,3,4
	PK4.V.C.3 Child demonstrates use of position words.	I cannot yet use position words to locate items or follow directions.	I can use position words to locate items or follow directions with adult support.	I can use position words to locate items or follow directions.	1,2,3,4
	PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.	I cannot yet recognize common shapes if their orientation and size change.	I do recognize common shapes when their orientation and size change with adult support.	I do recognize common shapes when their orientation and size change.	1,2,3,4
Measurement	PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.	I cannot yet compare the height and length of people or objects.	I can compare the height and length of people or objects with adult support.	I can compare the height and length of people or objects.	3,4
	PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.	I cannot yet compare the amount of space in objects.	I can compare the amount of space in objects with adult support.	I can compare the amount of space in objects.	3,4
	PK4.V.D.3 Child recognizes and compares weights of objects.	I cannot yet compare weights of objects.	I can compare weights of objects with adult support.	I can compare weights of objects.	3,4
	PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.	I cannot yet use time language to describe the events in my day.	I can use time language to describe the events in my day with adult support.	I can use time language to describe the events in my day.	3,4
Classification &	PK4.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.	I cannot yet organize objects into groups and tell you how I sorted them.	I can organize objects into groups and tell you how I sorted them with adult support.	I can organize objects into groups and tell you how I sorted them.	1,2,3,4

Patterns					
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Classification & Patterns	PK4.E.2 Child collects data and organizes it in a graphic representation.	I cannot yet place objects or pictures in a graph.	I can place objects or pictures in a graph with adult support.	I can place objects or pictures in a graph.	1,2,3,4
	PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.	I cannot yet recognize, duplicate, extend, or create patterns.	I can recognize, duplicate, extend, and create patterns with adult support.	I can recognize, duplicate, extend, and create patterns.	1,2,3,4
VI. SCIENCE DOMAIN					
Physical Science	PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.	I cannot yet describe the characteristics of common objects.	I can describe the characteristics of common objects with adult support.	I can describe the characteristics of common objects.	1,2,3,4
	PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.	I cannot yet describe and discuss the position or movement of objects.	I can describe and discuss the position or movement of objects with adult support.	I can describe and discuss the position or movement of objects.	1,2,3,4
	PK4.VI.A.3 Child uses simple scientific tools to learn about objects.	I cannot yet use simple scientific tools to learn about objects.	I can use simple scientific tools to learn about objects with adult support.	I can use simple scientific tools to learn about objects.	1,2,3,4
	PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	I cannot yet describe the sources of heat, light, and electricity.	I can describe the sources of heat, light, and electricity with adult support.	I can describe the sources of heat, light, and electricity.	1,2,3,4
Life Science	PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.	I cannot yet describe and discuss the characteristics of organisms.	I can describe and discuss the characteristics of organisms with adult support.	I can describe and discuss the characteristics of organisms.	2,3,4
	PK4.VI.B.2 Child observes, describes, and	I cannot yet discuss the stage	I can discuss the stages of the	I can discuss the stages of	2,3,4

	discusses the life cycles of organisms.	of the life cycle of an organism.	life cycle of an organism with adult support.	the life cycle of an organism.	
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Life Science	PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	I cannot yet describe and discuss living organisms and their environments.	I can describe and discuss living organisms and their environments with adult support.	I can describe and discuss living organisms and their environments.	2,3,4
Earth & Space Science	PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.	I cannot yet describe and discuss earth materials, and their properties and uses.	I can describe and discuss earth materials, and their properties and uses with adult support.	I can describe and discuss earth materials, and their properties and uses	2,3,4
	PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.	I cannot yet describe and discuss objects in the sky.	I can describe and discuss objects in the sky with adult support.	I can describe and discuss objects in the sky.	2,3,4
	PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.	I cannot yet observe and discuss changes in the earth and sky.	I can observe and discuss changes in the earth and sky with adult support.	I can observe and discuss changes in the earth and sky.	2,3,4
	PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.	I cannot yet show care for my environment and planet.	I can show care for my environment and planet with adult support.	I can show care for my environment and planet.	2,3,4
VII. SOCIAL STUDIES DOMAIN					
People, Past and Present	PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	I cannot yet identify things that are the same and different about people.	I can identify things that are the same and different about people with adult support.	I can identify things that are the same and different about people.	1,2,3,4
	PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.	I cannot yet identify things that are the same and	I can identify things that are the same and different about	I can identify things that are the same and different about	1,2,3,4

		different about families.	families with adult support.	families.	
	PK4.VII.A.3 Child connects his life to events, time, and routines.	I cannot yet discuss routines and events in my life.	I can discuss routines and events in my life with adult support.	I can discuss routines and events in my life.	1,2,3,4

Report Cards	Standards Assessed	Assessment of Mastery			
		Does Not Yet Meet Grade Level Standard	Approaching Grade Level Standard	Meets Grade Level Standard	Quarter Taught
Economics	PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.	I cannot yet show an understanding of the needs people have.	I can show an understanding of the needs people have with adult support.	I can show an understanding of the needs people have.	1,2,3,4
	PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.	I cannot yet show an understanding of being a consumer in my play or talk.	I can show an understanding of being a consumer in my play or talk with adult support.	I can show an understanding of being a consumer in my play and talk.	1,2,3,4
	PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	I cannot yet talk about family and community helpers and what they do.	I can talk about family and community helpers and what they do with adult support.	I can talk about family and community helpers and what they do.	1,2,3,4
Geography	PK4.VII.C.1 Child identifies and creates common geographic features.	I cannot yet talk and draw about common geographic features in my surroundings.	I can talk and draw about common geographic features in my surroundings with adult support.	I can talk and draw about common geographic features in my surroundings.	3,4
	PK4.VII.C.2 Child explores geography tools and resources.	I cannot yet explore and build signs and maps.	I can explore and build signs and maps with adult support.	I can explore and build signs and maps.	3,4
Citizenship	PK4.VII.D.1 Child identifies the United States and Texas flag.	I cannot yet identify the US and Texas flag.	I can identify either the US or Texas flag.	I can identify the US and Texas flag.	1,2,3,4

	PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence	I cannot yet participate in the Pledge of Allegiance or moment of silence.	I can participate in the Pledge of Allegiance and moment of silence with adult support.	I can participate in the Pledge of Allegiance and moment of silence.	1,2,3,4
	PK4.VII.D.3 Child engages in voting as a method for group decision-making.	I cannot yet vote in my classroom.	I can vote in my classroom with teacher support.	I can vote in my classroom .	1,2,3,4

Report Cards	Standards Assessed	Assessment of Mastery			
		Does Not Yet Meet Grade Level Standard	Approaching Grade Level Standard	Meets Grade Level Standard	Quarter Taught
VIII. FINE ARTS DOMAIN					
Art	PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.	I cannot yet use different materials to create art forms.	I can use different materials to create art forms with adult support.	I can use different materials to create art forms.	2,3,4
	PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.	I cannot yet express myself through art.	I can express myself through art with adult support.	I can express myself through art.	2,3,4
	PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.	I cannot yet appreciate and comment on the artwork of a classmate.	I can appreciate and comment on the artwork of my classmates with adult support.	I can appreciate and comment on the artwork of my classmates	2,3,4
Music	PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	I cannot yet sing songs, listen to music, play with an instrument, and create musical instruments.	I can sing songs, listen to music, play with an instrument, and create musical instruments with adult support.	I can sing songs, listen to music, play with an instrument, and create musical instruments.	1,2,3,4
	PK4.VIII.B.2 Child responds to different musical styles through movement and play.	I cannot yet follow the beat, use props to move to music, and respond to different types of music	I can follow the beat, use props to move to music, and respond to different types of music with adult support.	I can follow the beat, use props to move to music, and respond to different types of music.	1,2,3,4
Dramatic Expression	PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.	I cannot yet create props and act out characters in a story.	I can create props and act out characters in a story with teacher support.	I can create props and act out characters in a story.	2,3,4
IX. PHYSICAL DEVELOPMENT DOMAIN					
Gross Motor Development	PK4.IX.A.1 Child demonstrates coordination and balance in isolation.	I cannot yet run, jump, climb, pedal, or show balance and coordination.	I can run, jump, climb, pedal, and show balance though I am still uncoordinated.	I can run, jump, climb, pedal, and show balance and coordination.	1,2,3,4

Report Cards	Standards Assessed	Assessment of Mastery			
		Does Not Yet Meet Grade Level Standard	Approaching Grade Level Standard	Meets Grade Level Standard	Quarter Taught
Gross Motor Development	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	I cannot yet move my body within boundaries or with a prescribed set of movements.	I can move my body within some boundaries and complete only a few of the steps of a prescribed set of movements .	I can move my body within boundaries or with a prescribed set of movements.	1,2,3,4
Fine Motor Development	PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.	I cannot yet use my hands and fingers to manipulate many classroom materials, including writing utensils.	I am beginning to use my hands and fingers to manipulate some classroom materials, including writing utensils.	I can use my hands and fingers to manipulate many classroom materials, including writing utensils.	1,2,3,4
	PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	I cannot yet put puzzles together, lace and string beads, and button, zip and snap my clothes.	I can put puzzles together, lace and string beads, and button, zip and snap my clothes with adult support.	I can put puzzles together, lace and string beads, button, zip and snap my clothes.	1,2,3,4
Personal Safety and Health	PK4.IX.C.1 Child practices good habits of personal safety.	I cannot yet be safe inside or outside.	I can be safe inside and outside with adult support.	I can be safe inside or outside.	1,2,3,4
	PK4.IX.C.2 Child practices good habits of personal health and hygiene.	I cannot yet be healthy and clean.	I can be healthy and clean with adult support.	I can be healthy and clean.	1,2,3,4
	PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	I cannot yet make healthy eating or exercise choices.	I can make healthy eating or exercise choices with adult support.	I can make healthy eating or exercise choices.	1,2,3,4
IX. TECHNOLOGY DOMAIN					
Technology and Devices	PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.	I cannot yet open and use digital applications.	I can open and use digital applications with adult support.	I can appropriately open and use digital applications.	2,3,4

Report Cards	Standards Assessed	Assessment of Mastery			
		Does Not Yet Meet Grade Level Standard	Approaching Grade Level Standard	Meets Grade Level Standard	Quarter Taught
Technology and Devices	PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.	I cannot yet use or name any digital learning tools.	I can use and name digital learning tools with adult support.	I can use and name digital learning tools.	2,3,4
	PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express their own ideas, as appropriate.	I cannot yet use learning applications to contribute to class made products.	I can use learning applications to contribute to class made products with adult support.	I can use learning applications to contribute to class made products.	2,3,4
	PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.	I cannot yet use technology to access appropriate information.	I begin to use technology to access appropriate information with one on one adult support.	I use technology to access appropriate information with adult support.	2,3,4
	PK4.X.A.5 Child practices safe behavior while using digital tools and resources.	I cannot yet be safe using digital devices.	I can be safe using digital devices with adult support.	I can be safe using digital devices.	2,3,4