

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	PK3.I.A.1 Child is building competence in controlling own body movements.	I am unaware of my body in space or near people.	I can keep my hands, feet, and objects to myself only with adult support.	I am working on keeping my hands, feet, and objects to myself.	1,2,3,4
	PK3.I.A.2 Child can identify their own physical attributes and indicate some likes and dislikes when prompted.	I cannot describe myself to others or tell about likes and dislikes.	I can identify one physical characteristic about myself and/or tell about my likes and dislikes.	I can describe myself to others and tell some things I like and dislike.	1,2,3,4
	PK3.I.A.3 Child begins to show awareness of own abilities.	I do not recognize danger or a need for help.	I can recognize danger and when I need adult help only with adult support.	I am working on recognizing danger and when I need adult help.	1,2,3,4
	PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	I do not try new activities.	I will try new activities with teacher encouragement	I can try new activities but may not persist.	
Self-Regulation: Behavior Control	PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.	I do not follow simple rules with adult assistance.	I can follow two rules with adult assistance.	I can follow simple rules when helped by adults.	1,2,3,4
	PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.	I cannot manage a small amount of materials even with help.	I can manage one classroom material with help	I can manage a small amount of materials with help.	1,2,3,4
	PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.	I cannot manage my behavior even with adult help.	I can manage some of my behaviors with adult help.	I can behave with help from adults.	1,2,3,4
Self-Regulation: Emotional Control	I.B.2.a Child recognizes and expresses a range of emotions.	I cannot recognize and express my emotions.	I can recognize and express some of my emotions.	I can recognize and express my emotions consistently.	1,2,3,4

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Self-Regulation: Emotional Control	PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	I cannot name feelings.	I can name two feelings.	I can use feeling words consistently.	1,2,3,4
	PK3.I.B.2.c Child manages intensity of emotions with adult assistance.	I cannot calm down even with assistance from adults.	I can use one or two strategies with adult help to calm down.	I can calm down with help from adults.	1,2,3,4
Self-Regulation: Control of Attention	I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.	I cannot focus attention on one task at a time.	I can focus on one task at a time with adult support.	I can focus on one task at a time but may not complete it.	2,3,4
	PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	I cannot sit and listen to stories and/or participate in large group for any amount of time.	I can sit and listen to stories or participate in large group activities for 5 minutes.	I can listen to stories and/or participate in large group for 10-15 minutes at a time.	2,3,4
Relationships With Others	PK3.I.C.1 Child forms positive relationships with adults and peers.	I do not form positive relationships with adults and peers.	I am beginning to form positive relationships with adults and peers.	I can have positive relationships with adults and my peers.	2,3,4
	PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.	I cannot assume any roles and responsibilities in my classroom.	I can assume one or two roles and responsibilities in my classroom with adult assistance.	I can assume roles and responsibilities in my classroom with adult assistance.	2,3,4
	PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.	I do not show interest in peer play.	I can sometimes show interest in my classmates' play.	I can show interest in my classmates' play but may lack confidence about joining a group.	2,3,4
	PK3.I.C.4 Child enjoys parallel and associative play with peers.	I do not enjoy playing near or side-by-side with my peers.	I can sometimes enjoy playing alongside or with my classmates.	I can enjoy playing alongside or with my classmates.	2,3,4

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Relationships With Others	PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.	I do not seek adult help when experiencing conflicts with another child.	I will sometimes ask an adult for help when experiencing conflict with another child.	I can ask an adult for help when I have a problem with a friend.	2,3,4
	PK3.I.C.6 Child responds with concern when a child or adult is distressed.	I do not respond with concern when a child or adult is distressed.	I am beginning to show concern when an adult or friend needs help.	I show I'm concerned when an adult or friend needs help.	2,3,4
	PK3.I.C.7 Child interacts with peers and may have preferred friends.	I do not make friends with my classmates.	I'm beginning to interact with playmates in my classroom.	I can make friends in my classroom.	2,3,4
Social Awareness	PK3.I.D.1 Child shows interest in other people and their feelings.	I do not show an awareness of other people and their feelings.	I'm beginning to show an interest in other people and how they feel.	I show interest in other people and how they feel consistently.	2,3,4
II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN					
Listening Comprehension	PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.	I do not respond in ways that show I understand what is being said.	I can sometimes show that I understand what is being said.	I can show that I understand what has been said.	1,2,3,4
	PK3.II.A.2 Child shows understanding by following two-step verbal directions.	I cannot follow two step directions.	I can follow two step directions with adult support.	I can follow two step directions.	1,2,3,4
Speaking (Conversation)	PK3.II.B.1 Child uses language to communicate basic needs and wants.	I cannot use language to communicate my basic needs or wants.	I can communicate my basic needs with wants adult support.	I can communicate my basic needs and wants.	1,2,3,4
	PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.	I cannot vary my language or communication style appropriately during conversations with familiar adults and peers.	I begin to vary my language and communication style appropriately during conversations with familiar adults and peers with adult support.	I begin to vary my language and communication style appropriately during conversations with familiar adults and peers.	1,2,3,4

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Speaking (Conversation)	PK3.II.B.3 Child is able to communicate basic information in familiar social settings.	I cannot communicate basic information in familiar social settings.	I can communicate basic information in familiar social settings with adult support.	I can communicate basic information in familiar social settings.	1,2,3,4
	PK3.II.B.4 Child begins to use appropriate language for different situations.	I cannot use appropriate words, voice tone or volume social for different situations.	I can begin to use appropriate words, voice tone or volume social for different situations with adult support.	I can begin to use appropriate words, voice tone or volume social for different situations.	1,2,3,4
Articulation	PK3.II.C.1 Child's speech is understood by familiar adults and peers.	I cannot speak and be understood by familiar adults and peers.	I can speak and am beginning to be understood by familiar adults and peers.	I can speak and be understood by familiar adults and peers.	2,3,4
	PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay. .	I cannot mimic the intonation of language during songs and fingerplays.	I am beginning to mimic the intonation of language during songs and fingerplays with adult support.	I am beginning to mimic the intonation of language during songs and fingerplays.	2,3,4
Vocabulary	PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	I cannot understand or use expected words for objects, people, places,actions, and events.	I can understand and use some expected words for objects, people, places,actions, and events.	I can understand and use expected words for objects, people, places,actions, and events.	1,2,3,4
	PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.	I cannot respond to the instructional language of the classroom.	I can respond to the instructional language of the classroom with adult support.	I can respond to the instructional language of the classroom.	1,2,3,4
	PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play..	I cannot understand many words and am not increasing my vocabulary.	I can understand some new words and am increasing my vocabulary slowly.	I can understand many words and am increasing my vocabulary consistently.	1,2,3,4

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Sentences and Structure	PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.	I cannot use 3 to 4-word sentences in the correct word order.	I can use 3 to 4-word sentences in the correct word order occasionally.	I can use 3 to 4-word sentences in the correct word order consistently.	2,3,4
	PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.	I cannot use regular plurals or regular past tense correctly.	I can occasionally use regular plurals and regular past tense correctly.	I can begin to use regular plurals and regular past tense correctly.	2,3,4
	PK3.II.E.3 Child uses simple sentence structures with at least one idea.	I cannot use simple sentences with one idea.	I can use 2 to 3-word phrases, but not complete sentences.	I can use simple sentences with one idea.	2,3,4
	PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.	I cannot understand or use increasingly longer sentences that combine two ideas.	I can occasionally understand and use increasingly longer sentences that combine two ideas.	I can understand and use increasingly longer sentences that combine two ideas.	2,3,4
III.					
Motivation to Read	PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.	I cannot show an interest in pictures, text, and stories read aloud.	I can show an interest in pictures, text, and stories read aloud with adult prompting and support.	I can show an interest in pictures, text, and stories read aloud.	1,2,3,4
	PK3.III.A.2 Child tells a story by looking at pictures or from memory.	I cannot tell a story by looking at pictures or from memory.	I can tell a story by looking at pictures or from memory with adult prompting and support.	I can tell a story by looking at pictures or from memory.	1,2,3,4
	PK3.III.A.3 Child notices and connects meaning to environmental print.	I cannot notice environmental print or connect meaning to it.	I am beginning to notice familiar environmental print and know what it means.	I can notice environmental print and connect meaning to it.	1,2,3,4

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Phonological Awareness	PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.	I cannot recognize when a word in a spoken sentence is changed.	I can recognize when a word in a spoken sentence is changed with adult prompting and support.	I can recognize when a word in a spoken sentence is changed.	1,2,3,4
	PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.	I cannot distinguish differences between similar-sounding words.	I can distinguish differences between similar-sounding words with adult prompting and support.	I can distinguish differences between similar-sounding words.	1,2,3,4
	PK3.III.B.3 Child recognizes the individual words in a compound word.	I cannot recognize the individual words in a compound word.	I can recognize the individual words in a compound word with adult prompting and support.	I can recognize the individual words in a compound word.	1,2,3,4
	PK3.III.B.4. <i>*Three year olds do not typically develop word manipulation skills, so not outcome is included.</i>	*****	*****	*****	*****
	PK3.III.B.5 Child participates in oral syllabication activities.	I cannot participate in oral syllabication activities.	I can participate in oral syllabication activities with adult prompting and support.	I can participate in oral syllabication activities.	1,2,3,4
	PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	I cannot use rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	I can use rhyming words through playful activities such as songs, nursery rhymes, and fingerplay with adult prompting and support.	I can use rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	1,2,3,4
	PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.	I cannot use alliteration through playful activities such as songs and read alouds.	I can use alliteration through playful activities such as songs and read alouds with adult prompting and support.	I can use alliteration through playful activities such as songs and read alouds.	1,2,3,4
	PK3.III.B.8 Child participates in onset-rime	I cannot participate in	I can participate in onset-rime	I can participate in	1,2,3,4

	blending activities (in English only).	onset-rime blending activities (in English only).	blending activities with adult prompting and support.	onset-rime blending activities (in English only).	
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Phonological Awareness	PK3.III.B.9 <i>*Three year olds do not typically develop phonemic awareness, so no outcome is included.</i>	*****	*****	*****	*****
Alphabet Knowledge	PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	I cannot show awareness of letters by singing alphabet songs and recognizing some frequently encountered letters.	I show awareness of letters by singing alphabet songs and recognizing some frequently encountered letters with adult prompting and support.	I show awareness of letters by singing alphabet songs and recognizing some frequently encountered letters.	2,3,4
	PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.	I cannot identify the letter associated with the sound of the first letter of my name.	I can point to the first letter of my name on my name card when the teacher makes the letter sound.	I can identify the letter associated with the sound of the first letter of my name.	2,3,4
	PK3.III.C.3 Child produces the correct sound for the first letter of his name.	I cannot produce the correct sound for the first letter of my name.	I can produce the sound for the first letter of my name in imitation of an adult.	I can produce the correct sound for the first letter in my name.	2,3,4
Comprehension of Text	PK3.III.D.1 Child re-enacts a story after it has been read aloud.	I cannot re-enact a story after it has been read aloud.	I can re-enact a story after it has been read aloud with adult prompting and support.	I can re-enact a story after it has been read aloud.	1,2,3,4
	PK3.III.D.2 Child makes personal connections to books read aloud.	I cannot make personal connections to books read aloud.	I can make personal connections to books read aloud with adult prompting and support.	I can make personal connections to books read aloud.	1,2,3,4
	PK3.III.D.3 Child asks and answers age-appropriate questions about a book.	I cannot ask or answer questions about the book.	I can ask and answer one simple question about a book being read.	I can ask and answer questions about a book.	1,2,3,4

	PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	I cannot attempt to make predictions about a book using the cover or pictures.	I can attempt to make predictions about a book using the cover or pictures with adult prompting and support.	I can attempt to make predictions about a book using the cover or pictures.	1,2,3,4
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Concepts of Print	PK3.III.E.1 Child can distinguish between pictures and print.	I cannot distinguish between pictures and print.	I can distinguish between pictures and print with adult support.	I can distinguish between pictures and print.	2,3,4
	PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	I cannot handle books with increasing skill or imitate reading with awareness of directionality.	I can handle books with increasing skill and imitate reading with awareness of directionality with adult prompting and support.	I can handle books with increasing skill and imitate reading with awareness of directionality.	2,3,4
	PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	I cannot notice or demonstrate my understanding of the basic features of print.	I can occasionally notice or demonstrate my understanding of the basic features of print.	I can notice and demonstrate my understanding of the basic features of print.	2,3,4
IV. EMERGENT LITERACY: WRITING					
Motivation to Write	PK3.IV.A.1 Child engages in free-choice drawing and writing activities.	I do not engage in free drawing and writing activities.	I can make marks on a piece of paper with adult prompting and support.	I can join in free drawing and writing activities.	2,3,4
	PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.	I cannot attempt to draw or write, or explore different writing tools.	I can attempt to draw and write, and explore different writing tools with adult prompting and support.	I can attempt to draw and write, and explore different writing tools.	2,3,4
Writing as a Process	PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	I cannot discuss or contribute ideas for drafts composed in whole/small	*****	I can discuss or contribute ideas for drafts composed in whole/small group writing	2,3,4

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		group writing activities with adult prompting.		activities with adult prompting.	
Writing as a Process	PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.	I cannot observe or discuss ideas for revising drawings and/or written words in whole/small group writing activities.	I can observe or discuss ideas for revising drawings and/or written words in whole/small group writing activities with adult prompting and support.	I can observe or discuss ideas for revising drawings and/or written words in whole/small group writing activities.	2,3,4
	PK3.IV.B.3 Child shares written products with others.	I cannot share written products with others.	I can share written products with others with adult support.	I can share written products with others.	2,3,4
Conventions in Writing	PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).	I cannot write any letters of my name.	I can write one letter of my name.	I can write some or all letters of my name.	2,3,4
	PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.	I cannot use drawings, scribbles, and mock letters to communicate ideas.	I can occasionally use drawings, scribbles, and mock letters to communicate ideas.	I can use drawings, scribbles, and mock letters to communicate ideas consistently.	2,3,4
	PK3.IV.C.3 Child begins to write using letter-like forms.	I cannot write using letter-like forms.	*****	I can begin to write using letter-like forms.	2,3,4
	PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page..	I cannot begin to show understanding of directionality but may still start at random places on a page.	*****	I can begin to show understanding of directionality but may still start at random places on a page.	2,3,4
	PK3.IV.C.5 <i>*There is not enough research to support the inclusion of a PK3 outcome.</i>	*****	*****	*****	*****

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V. MATHEMATICS DOMAIN					
Number Sense	PK3.V.A.1 Child rote counts from 1 to 10.	I cannot say numerals in order from 1 to 10.	I can say number words in order from 1 to 4.	I can say number words in order from 1 to 10.	1,2,3,4
	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.	I cannot count objects with one count per item.	I can count up to 2 items with one-to-one correspondence.	I can count up to 5 items with one-to-one correspondence.	1,2,3,4
	PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	I cannot tell how many items there are in a set of up to 5 (cardinality).	I can tell how many items there are in a set of up to 2 items (cardinality).	I can tell how many items there are in a set of up to 4 (cardinality).	1,2,3,4
	PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).	I cannot instantly recognize the quantity of up to 3 objects without counting.	I can instantly recognize the number of objects in a set of 2 without counting them.	I can instantly recognize the quantity of up to 3 objects without counting.	1,2,3,4
	PK3.V.A.5 Child recognizes numerals 0-5. .	I cannot identify one-digit numerals from 0-5.	I can identify two one-digit numerals from 0-5.	I can identify one-digit numerals 0-5.	1,2,3,4
	PK3.V.A.6 Child represents quantities up to 5.	I cannot represent any quantities up to 5.	I can represent two quantities up to 5.	I can represent quantities up to 5.	1,2,3,4
	PK3.V.A.7 <i>*There is not enough research to support the inclusion of a PK3 outcome.</i>	*****	*****	*****	*****
	PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	I cannot compare sets of objects up to 5 using comparative language.	I can occasionally compare sets of objects up to 5 using comparative language with adult support.	I can compare sets of objects up to 5 using comparative language.	1,2,3,4

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Joining and Separating	PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	I cannot use objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	I can use objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set with adult support.	I can use objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	3,4
	PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	I cannot use objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	I can use objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set with adult support.	I can use objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	3,4
Geometry and Spatial Sense	PK3.V.C.1 Child names and describes common 2D shapes..	I cannot recognize common shapes.	I can recognize circles and squares.	I can recognize squares, rectangles, triangles, rhombi, and circles.	1,2,3,4
	PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.	I cannot attempt to create shapes using materials and/or manipulatives.	I can attempt to create shapes using materials and/or manipulatives with adult support.	I can attempt to create shapes using materials and/or manipulatives.	1,2,3,4
	PK3.V.C.3 Child begins to use language to describe the position of objects.	I cannot use positional words to describe the location of objects.	I am beginning to use positional words to describe the location of objects in imitation of adults.	I am beginning to use positional words to describe the location of objects.	1,2,3,4
	PK3.V.C.4 Child recognizes common shapes, regardless of size.	I cannot recognize common shapes, regardless of size.	I can recognize circles and squares, regardless of size.	I can recognize squares, rectangles, triangles, rhombi, and circles, regardless of size.	1,2,3,4

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Measurement	PK3.V.D.1 Child understands that lengths of objects can vary and be compared.	I cannot tell that objects are different lengths or describe them as shorter or taller.	I can sort two objects as shorter and longer with adult support.	I can tell that objects are not all the same length and compare them as shorter and taller.	3,4
	PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.	I cannot tell that different containers hold different amounts.	With two containers, I can tell you which container holds more with adult support.	I can begin to recognize capacity based on how much space exists within an object.	3,4
Measurement	PK3.V.D.4 Child shows awareness of the passage of time within a day.	I cannot show awareness of the differences between day and night, morning and afternoon, and the passage of time.	I can show an awareness of the difference between the present and earlier or later in the day.	I can be aware of the difference between day and night, morning and afternoon and the passage of time.	3,4
Classification & Patterns	PK3.V.E.1 Child sorts objects that are the same and different..	I cannot sort objects into groups that are the same and different.	I can sort objects into groups that are the same with adult support.	I can sort objects into groups that are the same and different.	1,2,3,4
	PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.	I cannot participate in group activities of collecting data and organizing it into graphic representations.	I can participate in group activities of collecting data and organizing it into graphic representations with adult prompting and support..	I can participate in group activities of collecting data and organizing it into graphic representations.	1,2,3,4
	PK3.V.E.3 Child recognizes and duplicates patterns.	I cannot recognize or duplicate a pattern created in my class.	I can occasionally recognize a pattern made in my class but am able to duplicate it.	I can recognize and duplicate a pattern created in my class.	1,2,3,4

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IX. PHYSICAL DEVELOPMENT DOMAIN					
Gross Motor Development	IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	I cannot run, jump, climb or pedal.	I am beginning to run, jump, climb, and pedal.	I can run, jump, climb, and pedal.	1,2,3,4
	PK3.IX.A.2 Child coordinates sequence of movements to perform tasks.	I cannot engage in movement sequences	I can engage in movement sequences with adult prompts and supports.	I can move my body in sequences when given a direction.	1,2,3,4
Fine Motor Development	PK3.IX.B.1 Child shows control of tasks that require small-muscle strength and control.	I cannot show control of any tasks that require small-muscle strength and control.	I can begin to show control of tasks that require small-muscle strength and control.	I can show control of tasks that require small-muscle strength and control.	1,2,3,4
	PK3.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	I cannot use my fingers and hands to draw, cut, manipulate beads and puzzle pieces.	I can use my fingers and hands to draw, cut, manipulate beads and puzzle pieces with teacher support	I can use my fingers and hands to draw, cut, manipulate beads and puzzle pieces.	1,2,3,4