



## 3 Year Old PreK Essential Outcomes

Each objective is scored on a scale of 1 to 4, where 1 is beginning to meet the standard, 2 is progressing towards the standard, 3 is meeting the standard, and 4 is exceeding the standard. The skills below represent a 3, our goal for students at the end of the year.

<b>EOR Obj.</b>	<b>Health and Physical Development</b>	
<b>1</b>	<b>Takes care of own needs appropriately</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Communicate needs by asking for or seeking help.</li> <li>Participate in self-care activities.</li> <li>Put toys away with encouragement and support.</li> <li>Seek verbal and non-verbal affirmation for independence in self-care and routines.</li> </ul>
<b>2</b>	<b>Demonstrates traveling skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Avoid obstacles and people while moving within their environment.</li> <li>Walk across a room, uses a hurried walk.</li> <li>Place both feet on step when going up or down stairs.</li> </ul>
<b>3</b>	<b>Demonstrates balancing skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Jump on two feet.</li> <li>Sidestep across a balance beam or sandbox edge.</li> <li>Balance and walk on a line on the floor.</li> <li>Jump down and land on two feet.</li> </ul>
<b>4</b>	<b>Uses fingers and hands</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Rip paper with whole hand.</li> <li>Snip paper with scissors.</li> <li>String large beads.</li> <li>Attempt to roll playdough.</li> <li>Attempt to use tongs/tweezers.</li> </ul>
<b>5</b>	<b>Uses writing and drawing tools</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Use whole arm and hand to make marks or scribbles on paper.</li> <li>Grip drawing and writing tools with whole hand, thumb down.</li> </ul>

<b>EOR Obj.</b>	<b>Social &amp; Emotional Development</b>	
<b>6</b>	<b>Follows limits and expectations</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Accept redirection from adults the majority of the time.</li> <li>Transition away from a space when told there are too many children.</li> <li>Follow simple 1-2 step directions from adults.</li> <li>Recognize and understand expectations but may not always follow (ie. Tells other students trying to join that the area is full.)</li> </ul>
<b>7</b>	<b>Forms relationships with adults</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Use trusted adults as a secure base to explore the environment.</li> <li>Look to adult for encouragement when exploring new materials.</li> <li>Initiate interaction by showing adults what they created or can do.</li> </ul>
<b>8</b>	<b>Responds to emotional cues</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Offer comfort, empathy, or help to an upset child.</li> <li>Name how they are feeling.</li> <li>Name and describe feelings happy, sad, scared, angry.</li> </ul>
<b>9</b>	<b>Interacts with peers</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Observe others play then contribute an idea.</li> </ul>

		<ul style="list-style-type: none"> <li>Join play following own plan, may engage with others in the area for a short time.</li> <li>Play turn taking games or share materials with support.</li> <li>Ask "can I play with you?" when prompted or modeled by an adult.</li> </ul>
10	Solves social problems	<b>I can:</b> <ul style="list-style-type: none"> <li>Solve social problems by accepting adult support/coaching.</li> <li>Use suggested strategies when coached and use them again in similar situations.</li> </ul>

<b>EOR Obj.</b>	<b>Literacy, Language Development, and Communication</b>	
11	Comprehends language	<b>I can:</b> <ul style="list-style-type: none"> <li>Identify familiar people, animals, and objects when prompted.</li> <li>Go to sink when told to wash hands.</li> <li>Touch body parts while singing "Head, Shoulder, Knees, and Toes."</li> </ul>
12	Engages in conversations	<b>I can:</b> <ul style="list-style-type: none"> <li>Initiate and attend brief conversations.</li> <li>Look at adult, point to picture of a car. Adult responds, "no, we're walking home."</li> <li>Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof."</li> <li>Participate with adult during connection activity or fingerplay.</li> </ul>
13	Notices & discriminates rhyme	<b>I can:</b> <ul style="list-style-type: none"> <li>Fill in missing rhyming word in a familiar rhyme.</li> <li>Generate rhyming words spontaneously including nonsense words.</li> </ul>
14	Notices & discriminates alliteration	<b>I can:</b> <ul style="list-style-type: none"> <li>Show awareness that some words begin the same way.</li> <li>Identify names that start the same as their own.</li> </ul>
15	Notices & discriminates smaller and smaller units of sounds	<b>I can:</b> <ul style="list-style-type: none"> <li>Show awareness of separate words in sentences.</li> <li>Clap for each word while chanting.</li> </ul>
16	Identifies & names letters	<b>I can:</b> <ul style="list-style-type: none"> <li>Name 12 or more uppercase letters.</li> <li>Name 9 or more lowercase letters.</li> </ul>
17	Identifies letter-sound correspondences	<b>I can:</b> <ul style="list-style-type: none"> <li>Produce sounds for 7 or more letters.</li> </ul>
18	Uses print concepts	<b>I can:</b> <ul style="list-style-type: none"> <li>Point to words but is inconsistent with one-to-one correspondence.</li> <li>Hold and turn pages of a book with correct orientation, directionality, and handling.</li> <li>Point and pretend to read a book from left to right.</li> </ul>
19	Interacts during reading experiences, book conversations, and text reflections	<b>I can:</b> <ul style="list-style-type: none"> <li>Ask and answer questions about the text, referring to the pictures.</li> <li>Makes predictions about events that may happen in the book with modeling and support.</li> </ul>

<b>20</b>	<b>Retells stories and recounts details from informational texts</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Retell a familiar story but relies on some adult prompts, props, or the book to help them remember events.</li> </ul>
<b>21</b>	<b>Writes name</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Write segments of letter forms (lines/curves.)</li> <li>Write mock letters.</li> <li>Write some letters in name correctly.</li> <li>Write name separate from the picture.</li> </ul>
<b>22</b>	<b>Writes to convey ideas and information</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Write mock letters.</li> <li>May use too many segments to create a letter (5 horizontal lines for the letter E).</li> </ul>

<b>EOR Obj.</b>	<b>Cognition and General Knowledge</b>	
<b>23</b>	<b>Counts Verbally</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Count aloud to 10 or more.</li> </ul>
<b>24</b>	<b>Counts Groups</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Count a group of 4-10 objects</li> </ul>
<b>25</b>	<b>Subitizes</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Recognizes previous quantities up to 4.</li> </ul>
<b>26</b>	<b>Identifies Numerals</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Name numerals 0-5</li> </ul>
<b>27</b>	<b>Connects numerals with their quantities</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Connect numerals 0-5 to the quantity</li> </ul>
<b>28</b>	<b>Understands spatial relationships</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Receptively responds to 4/6 listed positional words (above, below, beside, next to, in front of, behind)</li> </ul>
<b>29</b>	<b>Understands shapes</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Identifies circle, square, and triangle</li> </ul>

<b>EOR Obj.</b>	<b>Approaches to Learning</b>	
<b>30</b>	<b>Maintains focus and sustains attention</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Sustain interest in a self-selected task.</li> <li>Sustain interest in working on a task, especially when adult offer suggestions, questions, and comments.</li> <li>Engage in a purposeful play activity for 5-10 minutes.</li> </ul>
<b>31</b>	<b>Persists</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Practice an activity many times until successful.</li> <li>Stack blocks again and again until tower no longer falls.</li> <li>Choose the same puzzle every day until he can insert each piece quickly and easily.</li> </ul>
<b>32</b>	<b>Engages in imaginative play</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>Act out familiar or imaginary scenarios (individually).</li> <li>Use props to stand for something else. (Use a rope as a fire hose).</li> </ul>

**33**

**Show curiosity and motivation through science inquiry**

**I can:**

- Explore and investigate ways to make something happen.
- Enjoy taking things apart.
- Tilt a ramp to find out if a car will go faster.