3-4 Year Progress Report

Child's Name_____ **School Year** _____

Literacy Learning Goals

Uses Language to Communicate

MELS I.A. 1 Communicates in a variety of ways MELS I.A. 3 Uses language to pretend or create			
Represents feelings and ideas in a variety of ways.			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help expressing feelings, needs, and ideas appropriately throughout social interactions, pretend play, and consistent routines.	I can sometimes express feelings, needs, and ideas appropriately throughout social interactions, pretend play, and consistent routines with adult support.	I can consistently express feelings, needs, and ideas appropriately throughout social interactions, pretend play, and consistent routines with adult support.

Uses Language to Communicate

MELS I.A. 2 Initiate and respond appropriately in conversations and discussions MELS II.A. 5 Responds to questions			
Uses language to communicate ideas, feelings, and questions to solve problems			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to respond to one-on-one conversations with adults and peers.	I can sometimes respond to one-on-one conversations with adults and peers.	I can consistently respond to one-on-one conversations with adults and peers.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to respond and participate in conversations with adults and peers using statements and/or questions.	I can sometimes respond and participate in conversations with adults and peers using statements and/or questions.	I can consistently respond and participate in conversations with adults and peers using statements and/or questions.

Listens for Different Purposes

MELS II.A. 1 Listens to others MELS II.A. 2 Listens to sounds in the environment MELS II.A. 4 Listens responsively to books and stories MELS II.A. 5 Responds to questions			
Uses listening skills for different purposes			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to answer simple yes or no questions.	I can sometimes answer simple yes or no questions.	I can consistently answer simple yes or no questions.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to respond to open-ended questions with adult support.	I can sometimes respond to open-ended questions with adult support.	I can consistently respond to open-ended questions with adult support.

Listens for Different Purposes

MELS II.A. 3 Follow simple directions			
Uses listening skills to follow simple directions			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to follow simple one step directions with adult support.	I can sometimes follow simple one step directions with adult support.	I can consistently follow simple one step directions with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to follow simple one step directions.	I can sometimes follow simple one step directions.	I can consistently follow simple one step directions.

Uses Writing as a Means of Expression/Communication

MELS III.A. 1 Experiments with writing tools and materials MELS III.A. 2 Uses scribbles, pictures, letter-like forms and letters to write MELS III.A. 3 Tell others about marks and intended meaning of drawing or writing MELS III.A. 4 Uses a variety of resources to facilitate writing			
Demonstrates the use of writing to express or communicate.			
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to make marks with a purpose.	I can sometimes make marks with a purpose.	I can consistently make marks with a purpose.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to scribble or create formations to convey ideas, thoughts, and meaning.	I can sometimes scribble or create formations to convey ideas, thoughts, and meaning.	I can consistently scribble or create formations to convey ideas, thoughts, and meaning.

Knowledge of Print and Books

MELS IV.A. 1 Show an interest in reading and books
MELS IV.A. 2 Exhibits book handling skills
MELS IV.A. 3 Recognize that print represents spoken words
MELS IV.A. 4 Develop a sense of story

Demonstrates book knowledge.

Q1	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to choose a book and look at it.	I can sometimes choose a book and look at it.	I can consistently choose a book and look at it.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate book handling skills by holding the book right side up and turning pages in random order.	I can sometimes demonstrate book handling skills by holding the book right side up and turning pages in random order.	I can consistently demonstrate book handling skills by holding the book right side up and turning pages in random order.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate book handling skills by holding the book right side up and turning each page.	I can sometimes demonstrate book handling skills by holding the book right side up and turning each page.	I can consistently demonstrate book handling skills by holding the book right side up and turning each page.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate book handling skills by holding the book right side up, turning each page, and looking at the text and pictures.	I can sometimes demonstrate book handling skills by holding the book right side up, turning each page, and looking at the text and pictures.	I can consistently demonstrate book handling skills by holding the book right side up, turning each page, and looking at the text and pictures.

Knowledge of Print and Books

MELS lV.A. 5 Read environmental print and symbols MELS lV.A. 6 Identify some alphabet letters			
Demonstrates an understanding of letter knowledge.			
Q1	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to locate letters and numbers in my environment.	I can sometimes locate letters and numbers in my environment.	I can consistently locate letters and numbers in my environment.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to understand the difference between letters and numbers.	I can sometimes understand the difference between letters and numbers.	I can consistently understand the difference between letters and numbers.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to recognize my own name in print.	I can sometimes recognize my own name in print.	I can consistently recognize my own name in print.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to recognize the letters in my name and begin to name the letters and locate words in my environment.	I can sometimes recognize the letters in my name and begin to name the letters and locate words in my environment.	I can consistently recognize the letters in my name and begin to name the letters and locate words in my environment.

Sounds of Language (Phonological Awareness)

MELS V.A.1 Repeat rhymes, simple songs, poems, and fingerplays MELS V.A.2 Participate in word games MELS V.A.3 Discriminate some sounds in words			
Demonstrates an awareness of the sounds of language.			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to participate and repeat rhymes, simple songs, poems and fingerplays.	I can sometimes participate and repeat rhymes, simple songs, poems and fingerplays.	I can consistently participate and repeat rhymes, simple songs, poems and fingerplays.

Math Learning Goals

Rote Counts by Ones

MELS I.A.1 Number and Operations: Develop number sense; Shows interest and understanding in counting MELS I.A.2 Number and Operations: Develop number sense; Explores quantity			
Rote Counts By Ones			
Q1	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 3 by ones.	I can sometimes count up to 3 by ones.	I can consistently count up to 3 by ones.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 5 by ones.	I can sometimes count up to 5 by ones.	I can consistently count up to 5 by ones.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 7 by ones.	I can sometimes count up to 7 by ones.	I can consistently count up to 7 by ones.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 10 by ones.	I can sometimes count up to 10 by ones.	I can consistently count up to 10 by ones.

Number and Operations

MELS I.A.1 Number and Operations: Develop number sense; Shows interest and understanding in counting MELS I.A.2 Number and Operations: Develop number sense; Explores quantity			
Counts a Set of Objects			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 5 objects with 1:1 correspondence.	I can sometimes count up to 5 objects with 1:1 correspondence.	I can consistently count up to 5 objects with 1:1 correspondence.

Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 10 objects with 1:1 correspondence.	I can sometimes count up to 10 objects with 1:1 correspondence.	I can consistently count up to 10 objects with 1:1 correspondence.

Compares Two Quantities

MELS I.A.1 Number and Operations: Develop number sense; Shows interest and understanding in counting MELS I.A.2 Number and Operations: Develop number sense; Explores quantity			
Compares Two Quantities			
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to compare amounts that are quite different.	I can sometimes compare amounts that are quite different.	I can consistently compare amounts that are quite different.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to compare groups of 1-5 objects by lining them up.	I can sometimes compare groups of 1-5 objects by lining them up.	I can consistently compare groups of 1-5 objects by lining them up.

Identifies Numbers in *a* Group Without Counting

MELS I.A.2 Number and Operations: Develop number sense; Explores quantity			
Identifies Numbers in *a* Group Without Counting			
Q2	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numbers in groups up to two.	I can sometimes identify numbers in groups up to two.	I can consistently identify numbers in groups up to two.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numbers in groups up to three.	I can sometimes identify numbers in groups up to three.	I can consistently identify numbers in groups up to three.

Identifies Numbers

MELS I.B.1 Number and Operations: Develop numerical representation; Identify numerals in everyday situations.			
Identifies numerals			
Q1	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numerals 1-3.	I can sometimes identify numerals 1-3.	I can consistently identify numerals 1-3.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numerals 1-4.	I can sometimes identify numerals 1-4.	I can consistently identify numerals 1-4.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numerals 0-4.	I can sometimes identify numerals 0-4.	I can consistently identify numerals 0-4.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numerals 0-5.	I can sometimes identify numerals 0-5.	I can consistently identify numerals 0-5.

Geometry and Spatial Sense

MELS 2.A.1 Geometry and Spatial Sense: Investigate positions and locations; take objects apart and put them together MELS 2.A.2 Geometry and Spatial Sense: Investigate positions and locations; Use actions and words to indicate position and location MELS 2.A.3 Geometry and Spatial Sense: Investigate positions and locations; Use actions and words to indicate movement and orientation MELS 2.A.4 Exhibits Spatial Awareness			
Assembles and disassembles objects			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to point or move my body to demonstrate positional words with a model.	I can sometimes point or move my body to demonstrate positional words with a model.	I can consistently point or move my body to demonstrate positional words with a model.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to point or move my body to demonstrate positional words (above, under, on, off, in, out, next to, and between).	I can sometimes point or move my body to demonstrate positional words (above, under, on, off, in, out, next to, and between).	I can consistently point or move my body to demonstrate positional words (above, under, on, off, in, out, next to, and between).

Identifies and Names Shapes

MELS 2.B.1 Geometry and Spatial Sense: Explore Shapes; Investigate and talk about the characteristics of shapes MELS 2.B.2 Geometry and Spatial Sense: Investigate positions and locations; Use actions and words to indicate position and location MELS 2.B.3 Geometry and Spatial Sense: Investigate positions and locations; Use actions and words to indicate movement and orientation			
Identifies and Names Shapes			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify 2 of the following shapes (circle, square, rectangle, equilateral triangle).	I can sometimes identify 2 of the following shapes (circle, square, rectangle, equilateral triangle).	I can consistently identify 2 of the following shapes (circle, square, rectangle, equilateral triangle).
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify the shapes circle, square, rectangle, equilateral triangle.	I can sometimes identify the shapes circle, square, rectangle, equilateral triangle.	I can consistently identify the shapes circle, square, rectangle, equilateral triangle.

Uses Measurement

MELS 4.B.1 Measurement; Use measurement; Explore ways to measure MELS 4.B.2 Measurement; Use measurement; Measure using objects MELS 4.B.3 Measurement; Use measurement; Compare objects using measurable features MELS 4.B.4 Measurement; Use measurement; Use language to describe measurement			
Uses Measurement			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to determine which is longer, or if they are the same size, when two objects are aligned next to each other.	I can sometimes determine which is longer, or if they are the same size, when two objects are aligned next to each other.	I can consistently determine which is longer, or if they are the same size, when two objects are aligned next to each other.

Data and Probability

MELS 3.B.1 Develops an awareness of combining like objects into separate groups			
Sorts and Classifies			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to sort objects according to a given attribute/characteristics.	I can sometimes sort objects according to a given attribute/characteristics.	I can consistently sort objects according to a given attribute/characteristics.

Science Learning Goals

Explore, Investigate, and Solve Problems of the Physical World and Living World

MELS I.A.1 Ask Questions **MELS I.A.2 Make predictions based on experiences** **MELS I.A.3 Experiment** **MELS I.A.4 Reflect on results**			
Explores, investigates, and problem solves in a variety of ways			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify problems and make predictions based on experiences.	I can sometimes identify problems and make predictions based on experiences.	I can consistently identify problems and make predictions based on experiences.

Social/Emotional Learning Goals

Exhibits Self-Awareness

MELS I.A.1 Shows respect for self **MELS I.A.2 Develops personal preferences** **MELS I.A.3 Knows personal information**			
Exhibits social and emotional competence			
Q1	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name feelings (happy, sad, mad, etc.).	I can sometimes name feelings (happy, sad, mad, etc.).	I can consistently name feelings (happy, sad, mad, etc.).
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to match a variety of feelings to a visual representation.	I can sometimes match a variety of feelings to a visual representation.	I can consistently match a variety of feelings to a visual representation.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to recognize my own feelings with adult support.	I can sometimes recognize my own feelings with adult support.	I can consistently recognize my own feelings with adult support
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to recognize my own feelings, as well as the feelings of others with adult support.	I can sometimes recognize my own feelings, as well as the feelings of others with adult support.	I can recognize my own feelings, as well as the feelings of others with adult support.

Develops Self-Control

MELS I.B.1 Follow simple rules
MELS I.B.2 Accept transitions and follow daily routines
MELS I.B.3 Express feelings through appropriate gestures, action and language
MELS I.B.4 Adapt to different environments
MELS I.C.2 Begin to accept the consequences of their own actions
MELS II.B.4 Resolves conflicts with others

Uses words- Establishes peer relationships and demonstrates conflict resolution skills

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to demonstrate using words in a moderated tone and having a safe body with a model during direct instruction.	I can sometimes demonstrate using words in a moderated tone and having a safe body with a model during direct instruction.	I can consistently demonstrate using words in a moderated tone and having a safe body with a model during direct instruction.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to practice using my words in a moderated tone while maintaining a safe body with an adult model.	I can sometimes practice using my words in a moderated tone while maintaining a safe body with an adult model.	I can consistently practice using my words in a moderated tone while maintaining a safe body with an adult model.

Develops Self-Control

MELS I.B.1 Follow simple rules
MELS I.B.2 Accept transitions and follow daily routines
MELS I.B.3 Express feelings through appropriate gestures, action and language
MELS I.B.4 Adapt to different environments

Recognizes limits- Establishes peer relationships and demonstrates conflict resolution skills

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to recognize limits set by adults.	I can sometimes recognize limits set by adults.	I can consistently recognize limits set by adults.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to follow limits set by adults with adult facilitation.	I can sometimes follow limits set by adults with adult facilitation.	I can consistently follow limits set by adults with adult facilitation.

Develops Self-Control

MELS I.B.1 Follow simple rules **MELS I.B.2 Accept transitions and follow daily routines** **MELS I.B.3 Express feelings through appropriate gestures, action and language** **MELS I.B.4 Adapt to different environments**
On task- Demonstrates ability to concentrate and attend to task(s).

Q2	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to stay on task for 6-8 minutes with verbal/visual prompts, or request adult permission to leave an activity.	I can sometimes stay on task for 6-8 minutes with verbal/visual prompts, or request adult permission to leave an activity.	I can consistently stay on task for 6-8 minutes with verbal/visual prompts, or request adult permission to leave an activity.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to stay on task for 8-12 minutes with verbal/visual prompts, or request adult permission to leave an activity.	I can sometimes stay on task for 8-12 minutes with verbal/visual prompts, or request adult permission to leave an activity.	I can consistently stay on task for 8-12 minutes with verbal/visual prompts, or request adult permission to leave an activity.

Develops Self-Control

MELS I.B.1 Follow simple rules **MELS I.B.2 Accept transitions and follow daily routines** **MELS I.B.3 Express feelings through appropriate gestures, action and language** **MELS I.B.4 Adapt to different environments** **MELS II.B.1 Participates successfully as a member of a group**
Group instructions- Demonstrates ability to concentrate and attend to task(s).

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to practice a good listening body in large group instruction using a model for 6-8 minutes.	I can sometimes practice a good listening body in large group instruction using a model for 6-8 minutes.	I can consistently practice a good listening body in large group instruction using a model for 6-8 minutes.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to practice a good listening body in large group instruction using a model for 8-12 minutes.	I can sometimes practice a good listening body in large group instruction using a model for 8-12 minutes.	I can consistently practice a good listening body in large group instruction using a model for 8-12 minutes.

Build Relationships of Mutual Trust and Respect with Others

MELS II.A.1 Respect rights of others
MELS II.A.2 Seek comfort and security from significant adults
MELS II.A.3 Develop friendships
MELS II.A.4 Use courteous words and actions
MELS II.A.5 Respects similarities and differences among people
MELS III.A.1 Know and follow safety rules

Kangaroo code- Establishes peer relationships and demonstrates conflict resolution skills.

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to state and follow at least one part of the Kangaroo Code.	I can sometimes state and follow at least one part of the Kangaroo Code.	I can consistently state and follow at least one part of the Kangaroo Code.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to state and follow at least two parts of the Kangaroo Code.	I can sometimes state and follow at least two parts of the Kangaroo Code.	I can consistently state and follow at least two parts of the Kangaroo Code.

Build Relationships of Mutual Trust and Respect with Others

MELS II.A.1 Respect rights of others
MELS II.A.2 Seek comfort and security from significant adults
MELS II.A.3 Develop friendships
MELS II.A.4 Use courteous words and actions
MELS II.A.5 Respects similarities and differences among people

Play engagement- Establishes peer relationships and demonstrates conflict resolution skills.

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to engage in play with one or more peers 1-2 times a week with adult facilitation or direction.	I can sometimes engage in play with one or more peers 1-2 times a week with adult facilitation or direction.	I can consistently engage in play with one or more peers 1-2 times a week with adult facilitation or direction.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to engage in play with one or more peers 3-4 times a week with adult facilitation or direction.	I can sometimes engage in play with one or more peers 3-4 times a week with adult facilitation or direction.	I can consistently engage in play with one or more peers 3-4 times a week with adult facilitation or direction.

Build Relationships of Mutual Trust and Respect with Others

MELS II.A.1 Respect rights of others **MELS II.A.2 Seek comfort and security from significant adults** **MELS II.A.3 Develop friendships** **MELS II.A.4 Use courteous words and actions** **MELS II.A.5 Respects similarities and differences among people**
Takes turns- Establishes peer relationships and demonstrates conflict resolution skills.

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to demonstrate cooperative play through the ability to share with adult assistance.	I can sometimes demonstrate cooperative play through the ability to share with adult assistance.	I can consistently demonstrate cooperative play through the ability to share with adult assistance.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate cooperative play by sharing and taking turns with adult assistance.	I can sometimes demonstrate cooperative play by sharing and taking turns with adult assistance.	I can consistently demonstrate cooperative play by sharing and taking turns with adult assistance.

Physical Development, Health & Safety Learning Goals

Physical Development & Coordination - Use Gross Motor Skills with Purpose and Coordination

MELS I.A.1 Control body movements **MELS I.A.2 Use large muscle movements to manipulate objects** **MELS I.A.3 Move from one point to another**			
Hops- Controls body movements			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to stand on one foot for at least 2 seconds.	I can sometimes stand on one foot for at least 2 seconds.	I can consistently stand on one foot for at least 2 seconds.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to stand on one foot for at least 5 seconds.	I can sometimes stand on one foot for at least 5 seconds.	I can consistently stand on one foot for at least 5 seconds.

Physical Development & Coordination - Use Gross Motor Skills with Purpose and Coordination

MELS I.A.1 Control body movements **MELS I.A.2 Use large muscle movements to manipulate objects** **MELS I.A.3 Move from one point to another**			
Jumps- Controls body movements			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to jump forward on one foot with a controlled stop.	I can sometimes jump forward on one foot with a controlled stop.	I can consistently jump forward on one foot with a controlled stop.

Physical Development & Coordination - Use Gross Motor Skills with Purpose and Coordination

MELS I.A.1 Control body movements **MELS I.A.2 Use large muscle movements to manipulate objects** **MELS I.A.3 Move from one point to another**			
Throws- Controls body movements			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to catch a playground ball from an adult 2 out of 3 times.	I can sometimes catch a playground ball from an adult 2 out of 3 times.	I can consistently catch a playground ball from an adult 2 out of 3 times.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to catch a playground ball from an adult 4 out of 5 times.	I can sometimes catch a playground ball from an adult 4 out of 5 times.	I can consistently catch a playground ball from an adult 4 out of 5 times.

Physical Development & Coordination - Use Gross Motor Skills with Purpose and Coordination

MELS I.A.1 Control body movements MELS I.A.2 Use large muscle movements to manipulate objects MELS I.A.3 Move from one point to another			
Kicks- Controls body movements			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to kick a stationary ball forward 2 out of 3 times.	I can sometimes kick a stationary ball forward 2 out of 3 times.	I can consistently kick a stationary ball forward 2 out of 3 times.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to kick a stationary ball forward 4 out of 5 times.	I can sometimes kick a stationary ball forward 4 out of 5 times.	I can consistently kick a stationary ball forward 4 out of 5 times.

Physical Development & Coordination - Use Fine Motor Skills with Purpose and Coordination

MELS I.B.1 Use fingers and hands to accomplish fine motor tasks MELS I.B.2 Use tools in a functional manner MELS I.B.3 Exhibit coordination of facial muscles			
Grasps- Performs fine motor tasks.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use a 4-5 fingered grasp on thick art tools 50% of the time.	I can sometimes use a 4-5 fingered grasp on thick art tools 50% of the time.	I can consistently use a 4-5 fingered grasp on thick art tools 50% of the time.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use a 4-5 fingered grasp on thick art tools 80% of the time.	I can sometimes use a 4-5 fingered grasp on thick art tools 80% of the time.	I can consistently use a 4-5 fingered grasp on thick art tools 80% of the time.

Physical Development & Coordination - Use Fine Motor Skills with Purpose and Coordination

MELS I.B.1 Use fingers and hands to accomplish fine motor tasks MELS I.B.2 Use tools in a functional manner MELS I.B.3 Exhibit coordination of facial muscles			
Copies shapes- Performs fine motor tasks.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate control to fill-in 50% of small coloring pictures and copy lines and a circle.	I can sometimes demonstrate control to fill-in 50% of small coloring pictures and copy lines and a circle.	I can consistently demonstrate control to fill-in 50% of small coloring pictures and copy lines and a circle.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate control to fill-in 80% of	I can sometimes demonstrate control to fill-in 80% of small	I can consistently demonstrate control to fill-in 80% of small

	small coloring pictures and copy a circle and a cross (+).	coloring pictures and copy a circle and a cross (+).	coloring pictures and copy a circle and a cross (+).

Physical Development & Coordination - Use Fine Motor Skills with Purpose and Coordination

MELS I.B.1 Use fingers and hands to accomplish fine motor tasks **MELS I.B.2 Use tools in a functional manner** **MELS I.B.3 Exhibit coordination of facial muscles**			
Laces- Performs fine motor tasks.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to lace 1-inch beads and use tongs to pick up and place 1-inch or larger size items.	I can sometimes lace 1-inch beads and use tongs to pick up and place 1-inch or larger size items.	I can consistently lace 1-inch beads and use tongs to pick up and place 1-inch or larger size items.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to lace ½-1-inch beads and use tongs to pick up and place ½-1-inch or larger size items.	I can sometimes lace ½-1-inch beads and use tongs to pick up and place ½-1-inch or larger size items.	I can consistently lace ½-1-inch beads and use tongs to pick up and place ½-1-inch or larger size items.

Physical Development & Coordination - Use Fine Motor Skills with Purpose and Coordination

MELS I.B.1 Use fingers and hands to accomplish fine motor tasks **MELS I.B.2 Use tools in a functional manner** **MELS I.B.3 Exhibit coordination of facial muscles**			
Cuts- Performs fine motor tasks.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to hold scissors in one hand to snip paper or cut across paper.	I can sometimes hold scissors in one hand to snip paper or cut across paper.	I can consistently hold scissors in one hand to snip paper or cut across paper.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use scissors to cut near straight and curved lines.	I can sometimes use scissors to cut near straight and curved lines.	I can consistently use scissors to cut near straight and curved lines.

Physical Development & Coordination - Respond to Sensory Input to Function in the Environment

MELS I.C.1 Exhibits sensory awareness MELS I.C.2 Exhibits body awareness MELS I.C.3 Exhibits spatial awareness MELS I.C.4 Exhibits temporal awareness			
Textures- Exhibits body awareness.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to tolerate or interact with varied tactile media with dry, sticky, wet, textures using tools or hands.	I can sometimes tolerate or interact with varied tactile media with dry, sticky, wet, textures using tools or hands.	I can consistently tolerate or interact with varied tactile media with dry, sticky, wet, textures using tools or hands.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to interact with varied tactile media with dry, sticky, wet, textures using tools or hands.	I can sometimes interact with varied tactile media with dry, sticky, wet, textures using tools or hands.	I can consistently interact with varied tactile media with dry, sticky, wet, textures using tools or hands.

Physical Development & Coordination - Respond to Sensory Input to Function in the Environment

MELS I.C.1 Exhibits sensory awareness MELS I.C.2 Exhibits body awareness MELS I.C.3 Exhibits spatial awareness MELS I.C.4 Exhibits temporal awareness			
Climbing and movement- Exhibits body awareness.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to participate readily in self-directed climbing or movement play.	I can sometimes participate readily in self-directed climbing or movement play.	I can consistently participate readily in self-directed climbing or movement play.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to participate readily in both self-directed and adult-directed climbing and movement play.	I can sometimes participate readily in both self-directed and adult-directed climbing and movement play.	I can consistently participate readily in both self-directed and adult-directed climbing and movement play.

Health - Practice Healthy Behaviors

MELS II.A.1 Show independence in personal care routines MELS II.A.2 Participate in daily physical activity MELS II.A.3 Exhibit body strength and endurance			
Exhibits body strength and endurance			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to request assistance with personal care routines with adult support.	I can sometimes request assistance with personal care routines with adult support.	I can consistently request assistance with personal care routines with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to request assistance with personal care routines.	I can sometimes request assistance with personal care routines.	I can consistently request assistance with personal care routines.

Safety - Practice Safe Behaviors

MELS III.A.1 Know and follow safety rules MELS III.A.2 Recognize personal danger MELS III.A.3 Know how and when to seek help from others			
Exhibits safe behavior.			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to practice emergency drills with adult support.	I can sometimes practice emergency drills with adult support.	I can consistently practice emergency drills with adult support.