4-5 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			
Represents feelings and ideas in a variety of ways.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help expressing feelings, needs, and ideas appropriately throughout social interactions, pretend play, and consistent routines with adult support.	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.
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.	I can consistently express feelings, needs, and ideas appropriately throughout social interactions, pretend play, and consistent routines.

Uses Language to Communicate

MELS I.A. 2 Initiate and respond appropriately in conversations and discussions **MELS I.A.3 Uses language to pretend or to create** **MELS II.A.5 Responds to questions**			
Uses language to communicate ideas, feelings, questions, or to solve problems.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to respond to and initiate conversations with adults and children using statements and/or questions.	I can sometimes respond to and initiate conversations with adults and children using statements and/or questions.	I can consistently respond to and initiate conversations with adults and children using statements and/or questions.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use language to pretend, initiate and participate in discussions with peers and adults to maintain conversation, and ask questions to gain information.	I can sometimes use language to pretend, initiate and participate in discussions with peers and adults to maintain conversation, and ask questions to gain information.	I can consistently use language to pretend, initiate and participate in discussions with peers and adults to maintain conversation, and ask questions to gain information.

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			
Question response- Uses Listening Skills for Different Purposes.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to respond to open-ended questions related to personal experience with adult support.	I can sometimes respond to open-ended questions related to personal experience with adult support.	I can consistently respond to open-ended questions related to personal experience with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to respond to open-ended questions related to personal experience.	I can sometimes respond to open-ended questions related to personal experience.	I can consistently respond to open-ended questions related to personal experience.

Listens for Different Purposes

MELS II.A. 3 Follow simple directions			
Follows directions- Uses Listening Skills for Different Purposes.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to follow simple two-step directions with adult support.	I can sometimes follow simple two-step directions with adult support.	I can consistently follow simple two-step directions with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to follow simple two-step directions.	I can sometimes follow simple two-step directions.	I can consistently follow simple two-step directions.

Uses Writing as a Means of Expression/Communication

MELS lll.A. 1 Experiments with writing tools and materials MELS lll.A. 2 Uses scribbles, pictures, letter-like forms and letters to write MELS lll.A. 3 Tell others about marks and intended meaning of drawing or writing MELS lll.A. 4 Uses a variety of resources to facilitate writing			
Uses writing as a means of expression and communication.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to make curves, lines, and dots to convey ideas, thoughts and meaning.	I can sometimes make curves, lines, and dots to convey ideas, thoughts and meaning.	I can consistently make curves, lines, and dots to convey ideas, thoughts and meaning.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to communicate using shapes to convey ideas, thoughts and meaning.	I can sometimes communicate using shapes to convey ideas, thoughts and meaning.	I can consistently communicate using shapes to convey ideas, thoughts and meaning.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to communicate thoughts and ideas through drawings, marks, and letter-like forms and beginning to tell about the writing.	I can sometimes communicate thoughts and ideas through drawings, marks, and letter-like forms and beginning to tell about the writing.	I can consistently communicate thoughts and ideas through drawings, marks, and letter-like forms and beginning to tell about the writing.

Knowledge of Print and Books

MELS lV.A. 1 Show an interest in reading and books MELS lV.A. 2 Exhibits book handling skills MELS lV.A. 3 Recognize that print represents spoken words MELS lV.A. 4 Develop a sense of story			
Applies early reading skills.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to locate parts of a book (e.g. front cover, back cover, title and text) with adult support.	I can sometimes locate parts of a book (e.g. front cover, back cover, title and text) with adult support.	I can consistently locate parts of a book (e.g. front cover, back cover, title and text) with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to locate parts of a book (e.g. front cover, back cover, title and text).	I can sometimes locate parts of a book (e.g. front cover, back cover, title and text).	I can consistently locate parts of a book (e.g. front cover, back cover, title and text).

Knowledge of Print and Books

MELS lV.A. 5 Read environmental print and symbols MELS lV.A. 6 Identify some alphabet letters			
Associates the names of letters with their shapes and identifies letters in the class environment.			
Q1	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name 1- 5 uppercase letters.	I can sometimes name 1- 5 uppercase letters.	I can consistently name 1- 5 uppercase letters.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name 6 - 12 uppercase letters (25% +)	I can sometimes name 6 - 12 uppercase letters (25% +)	I can consistently name 6 - 12 uppercase letters (25% +)
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name 13 - 19 uppercase letters (50% +)	I can sometimes name 13 - 19 uppercase letters (50% +)	I can consistently name 13 - 19 uppercase letters (50% +)
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name 20 - 26 uppercase letters. (75% +)	I can sometimes name 20 - 26 uppercase letters. (75% +)	I can consistently name 20 - 26 uppercase letters. (75% +)

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			
Attends to sounds in language.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify pairs of rhyming words (e.g. spoon-moon, Jill-hill including nonsense words).	I can sometimes identify pairs of rhyming words (e.g. spoon-moon, Jill-hill including nonsense words).	I can consistently identify pairs of rhyming words (e.g. spoon-moon, Jill-hill including nonsense words).
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to create pairs of rhyming words (e.g. spoon-moon, Jill-hill including nonsense words).	I can sometimes create pairs of rhyming words (e.g. spoon-moon, Jill-hill including nonsense words).	I can consistently create pairs of rhyming words (e.g. spoon-moon, Jill-hill including nonsense words).

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 15 by ones.	I can sometimes count up to 15 by ones.	I can consistently count up to 15 by ones.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 20 by ones.	I can sometimes count up to 20 by ones.	I can consistently count up to 20 by ones.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 25 by ones.	I can sometimes count up to 25 by ones.	I can consistently count up to 25 by ones.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 30 by ones.	I can sometimes count up to 30 by ones.	I can consistently count up to 30 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 15 objects with 1:1 correspondence.	I can sometimes count up to 15 objects with 1:1 correspondence.	I can consistently count up to 15 objects with 1:1 correspondence.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to count up to 20 objects with 1:1 correspondence.	I can sometimes count up to 20 objects with 1:1 correspondence.	I can consistently count up to 20 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			
Q1	**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.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to compare amounts that are quite different and tell which is greater.	I can sometimes compare amounts that are quite different and tell which is greater.	I can consistently compare amounts that are quite different and tell which is greater.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to compare groups of up to 5 and tell which one is greater.	I can sometimes compare groups of up to 5 and tell which one is greater.	I can consistently compare groups of up to 5 and tell which one is greater.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to compare groups of up to 5 and tell which one is greater.	I can sometimes compare groups of up to 5 and tell which one is greater.	I can consistently compare groups of 1 to 5 objects and tell which one is greater.

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			
Q1	**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.
Q2 (Report) / **Q3**	**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.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numbers in groups up to five.	I can sometimes identify numbers in groups up to five.	I can consistently identify numbers in groups up to five.

Identifies Numbers

MELS I.B.1 Number and Operations: Develop numerical representation; Identify numerals in everyday situations.			
Identifies numerals			
Q2 (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.
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numerals 0-7.	I can sometimes identify numerals 0-7.	I can consistently identify numerals 0-7.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to identify numerals 0-10.	I can sometimes identify numerals 0-10.	I can consistently identify numerals 0-10.

Writes Numerals

MELS I.B.1 Number and Operations: Develop numerical representation; Identify numerals in everyday situations.			
Writes Numerals			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to write four numerals between 1 and 10.	I can sometimes write four numerals between 1 and 10.	I can consistently write four numerals between 1 and 10.

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			
Assembles and disassembles objects			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name and demonstrate positional words with a model.	I can sometimes name and demonstrate positional words with a model.	I can consistently name and demonstrate positional words with a model.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to name and demonstrate positional words (forward, backward, away from, toward, low, high, above, below, on, off, next to, between).	I can sometimes name and demonstrate positional words (forward, backward, away from, toward, low, high, above, below, on, off, next to, between).	I can consistently name and demonstrate positional words (forward, backward, away from, toward, low, high, above, below, on, off, next to, 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 shapes in various sizes and orientations (circle, square, triangle, and rectangle).	I can sometimes identify shapes in various sizes and orientations (circle, square, triangle, and rectangle).	I can consistently identify shapes in various sizes and orientations (circle, square, triangle, and rectangle).

Creates and Continues a Pattern

MELS.3.A.1 Patterns and relationships; Develop an awareness of patterns; Recognize patterns and relationships **MELS.3.A.2** Patterns and relationships; Develop an awareness of patterns; Duplicate and extend patterns **MELS.3.A.3** Patterns and relationships; Develop an awareness of patterns; Create patterns			
Creates and Continues a Pattern			
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to extend an AB pattern.	I can sometimes extend an AB pattern.	I can consistently extend an AB pattern.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to create an AB pattern.	I can sometimes create an AB pattern.	I can consistently create an AB pattern.

Uses Measureable Features

MELS 4.A.1 Measurement; Use measurement; Explore ways to measure MELS 4.A.2 Measurement; Use measurement; Measure using objects MELS 4.A.3 Measurement; Use measurement; Compare objects using measurable features MELS 4.A.4 Measurement; Use measurement; Use language to describe measurement			
Uses Measurement			
Q2	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to distinguish between hot/cold and long/short.	I can sometimes distinguish between hot/cold and long/short.	I can consistently distinguish between hot/cold and long/short.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to distinguish between hot/cold, long/short, heavy/light, and empty/full.	I can sometimes distinguish between hot/cold, long/short, heavy/light, and empty/full.	I can consistently distinguish between hot/cold, long/short, heavy/light, and empty/full.

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 attempt to solve problems and make predictions through investigations with materials.	I can sometimes attempt to solve problems and make predictions through investigations with materials.	I can consistently attempt to solve problems and make predictions through investigations with materials.

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 recognize my own feelings, as well as those of others.	I can sometimes recognize my own feelings, as well as those of others.	I can consistently recognize my own feelings, as well as those of others.
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to label my own feelings, as well as those of others and understand the expected behavior (i.e. apology, empathy, sympathy.) with adult support	I can sometimes label my own feelings, as well as those of others and understand the expected behavior (i.e. apology, empathy, sympathy.) with adult support	I can consistently label my own feelings, as well as those of others and understand the expected behavior (i.e. apology, empathy, sympathy.) with adult support
Q3	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to label my own feelings, as well as those of others and understand the expected behavior (i.e. apology, empathy, sympathy.)	I can sometimes label my own feelings, as well as those of others and understand the expected behavior (i.e. apology, empathy, sympathy.)	I can consistently label my own feelings, as well as those of others and understand the expected behavior (i.e. apology, empathy, sympathy.)
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to label my own feelings, as well as those of others and follow through with the expected behavior (i.e. apology, empathy, sympathy.)	I can sometimes label my own feelings, as well as those of others and follow through with the expected behavior (i.e. apology, empathy, sympathy.)	I can consistently label my own feelings, as well as those of others and follow through with the expected behavior (i.e. apology, empathy, sympathy.)

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

Words and safety- Establishes peer relationships and demonstrates conflict resolution skills

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to use my words in a moderated tone while maintaining a safe body within my day with adult support.	I can sometimes use my words in a moderated tone while maintaining a safe body within my day with adult support.	I can consistently use my words in a moderated tone while maintaining a safe body within my day with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use my words in a moderated tone while maintaining a safe body within my day.	I can sometimes use my words in a moderated tone while maintaining a safe body within my day.	I can consistently use my words in a moderated tone while maintaining a safe body within my day.

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**
Follows limits- Establishes peer relationships and demonstrates conflict resolution skills

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to follow limits set by adults with 2-3 prompts.	I can sometimes follow limits set by adults with 2-3 prompts.	I can consistently follow limits set by adults with 2-3 prompts.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to follow limits set by adults with no more than one prompt.	I can sometimes follow limits set by adults with no more than one prompt.	I can consistently follow limits set by adults with no more than one prompt.

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**
Stays on task- Demonstrates ability to concentrate and attend to task(s).

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to stay on task for 10-15 minutes, or request adult permission to leave an activity with adult support.	I can sometimes stay on task for 10-15 minutes, or request adult permission to leave an activity with adult support.	I can consistently stay on task for 10-15 minutes, or request adult permission to leave an activity with adult support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to stay on task for 10-15 minutes, or request adult permission to leave an activity.	I can sometimes stay on task for 10-15 minutes, or request adult permission to leave an activity.	I need help to stay on task for 10-15 minutes, 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 instruction- Demonstrates ability to concentrate and attend to task(s).

Q2 (Report)	Beginning(1)	Approaching(2)	Meeting(3)
	I need help to participate in large group instruction using a good listening body for 10 - 15 minutes with support.	I can sometimes participate in large group instruction using a good listening body for 10 - 15 minutes with support.	I can consistently participate in large group instruction using a good listening body for 10 - 15 minutes with support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to participate in large group instruction using a good listening body for 10 - 15 minutes.	I can sometimes participate in large group instruction using a good listening body for 10 - 15 minutes.	I can consistently participate in large group instruction using a good listening body for 10 - 15 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 all three parts of the Kangaroo Code.	I can sometimes state and follow all three parts of the Kangaroo Code.	I can consistently state and follow all three parts of the Kangaroo Code.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to state and follow the Kangaroo Code and give examples of how you take care of yourself, others, and our school.	I can sometimes state and follow the Kangaroo Code and give examples of how you take care of yourself, others, and our school.	I can consistently state and follow the Kangaroo Code and give examples of how you take care of yourself, others, and our school.

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

Peers- 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 5-6 times a week with adult facilitation or direction.	I can sometimes engage in play with one or more peers 5-6 times a week with adult facilitation or direction.	I can consistently engage in play with one or more peers 5-6 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 5-6 times a week.	I can sometimes engage in play with one or more peers 5-6 times a week.	I can consistently engage in play with one or more peers 5-6 times a week.

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**			
Cooperative play- 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.	I can sometimes demonstrate cooperative play through the ability to share.	I can consistently demonstrate cooperative play through the ability to share.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate cooperative play through the ability to share and take turns.	I can sometimes demonstrate cooperative play through the ability to share and take turns.	I can consistently demonstrate cooperative play through the ability to share and take turns.

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 on one foot- Controls body movements			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to hop on 1 foot for at least 2 times.	I can sometimes hop on 1 foot for at least 2 times.	I can consistently hop on 1 foot for at least 2 times.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to hop on 1 foot 5 times.	I can sometimes hop on 1 foot 5 times.	I can consistently hop on 1 foot 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**			
Jumps- Controls body movements			
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to jump forward >2 feet with a controlled stop.	I can sometimes jump forward >2 feet with a controlled stop.	I can consistently jump forward >2 feet 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 throw a tennis ball forward.	I can sometimes throw a tennis ball forward.	I can consistently throw a tennis ball forward.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to throw a tennis ball forward 10 feet.	I can sometimes throw a tennis ball forward 10 feet.	I can consistently throw a tennis ball forward 10 feet.

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 rolled ball from an adult forward 2 out of 3 times.	I can sometimes kick a rolled ball from an adult forward 2 out of 3 times.	I can consistently kick a rolled ball from an adult forward 2 out of 3 times.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to kick a rolled ball from an adult forward 4 out of 5 times.	I can sometimes kick a rolled ball from an adult forward 4 out of 5 times.	I can consistently kick a rolled ball from an adult 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 3-4 fingered grasp on thick art tools 50% of the time.	I can sometimes use a 3-4 fingered grasp on thick art tools 50% of the time.	I can consistently use a 3-4 fingered grasp on thick art tools 50% of the time.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use a 3-4 fingered grasp on thick art tools 80% of the time.	I can sometimes use a 3-4 fingered grasp on thick art tools 80% of the time.	I can consistently use a 3-4 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 3 out of 4 shapes (circle, "+", square, triangle)	I can sometimes demonstrate control to fill-in 50% of small coloring pictures and copy 3 out of 4 shapes (circle, "+", square, triangle)	I can consistently demonstrate control to fill-in 50% of small coloring pictures and copy 2 out of 4 shapes (circle, "+", square, triangle)
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to demonstrate control to fill-in a small coloring page with 75% accuracy and copy 3 out of 4 shapes (circle, "+", square, triangle)	I can sometimes demonstrate control to fill-in a small coloring page with 75% accuracy and copy 3 out of 4 shapes (circle, "+", square, triangle)	I can consistently demonstrate control to fill-in a small coloring page with 75% accuracy and copy 3 out of 4 shapes (circle, "+", square, triangle)

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**			
Strings beads- Performs fine motor tasks.			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to lace ½-inch beads and use tongs to pick up and place varied small items.	I can sometimes lace ½-inch beads and use tongs to pick up and place varied small items.	I can consistently lace ½-inch beads and use tongs to pick up and place varied small items.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to lace ½-inch beads and use tongs to pick up and place varied small items.	I can sometimes lace ½-inch beads and use tongs to pick up and place varied small items.	I can consistently lace ½-inch beads and use tongs to pick up and place varied small 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 use scissors to cut along straight and curved lines.	I can sometimes use scissors to cut along straight and curved lines.	I can consistently use scissors to cut along straight and curved lines.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use scissors to cut near or along the outline of simple shapes of a circle and square.	I can sometimes use scissors to cut near or along the outline of simple shapes of a circle and square.	I can consistently use scissors to cut near or along the outline of simple shapes of a circle and square.

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

MELS. I.C.1 Exhibit sensory awareness **MELS. I.C.2** Exhibit body awareness **MELS. I.C.3** Exhibit spatial awareness **MELS. I.C.4** Exhibit temporal awareness			
Manipulates media- Exhibits Sensory Awareness			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use hands and tools to manipulate varied tactile media (with dry, sticky, or wet textures) during play or art projects.	I can sometimes use hands and tools to manipulate varied tactile media (with dry, sticky, or wet textures) during play or art projects.	I can consistently use hands and tools to manipulate varied tactile media (with dry, sticky, or wet textures) during play or art projects.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to use hands and tools to manipulate varied tactile media (with dry, sticky, or wet textures) during play or art projects.	I can sometimes use hands and tools to manipulate varied tactile media (with dry, sticky, or wet textures) during play or art projects.	I can consistently use hands and tools to manipulate varied tactile media (with dry, sticky, or wet textures) during play or art projects.

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

MELS. I.C.1 Exhibit sensory awareness **MELS. I.C.2** Exhibit body awareness **MELS. I.C.3** Exhibit spatial awareness **MELS. I.C.4** Exhibit temporal awareness

Movement Play- Exhibits Sensory Awareness			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to participate in varied movement play with body control to start/stop and move around others safely with adult help.	I can sometimes participate in varied movement play with body control to start/stop and move around others safely with adult help.	I can consistently participate in varied movement play with body control to start/stop and move around others safely with adult help.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to participate in varied movement play with body control to start/stop and move around others safely.	I can sometimes participate in varied movement play with body control to start/stop and move around others safely.	I can consistently participate in varied movement play with body control to start/stop and move around others safely.

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

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 awareness			
Q2 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to show independence in personal care routines with teacher support.	I can sometimes show independence in personal care routines with teacher support.	I can consistently show independence in personal care routines with teacher support.
Q4 (Report)	**Beginning(1)**	**Approaching(2)**	**Meeting(3)**
	I need help to show independence in personal care routines.	I can sometimes show independence in personal care routines.	I can consistently show independence in 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 participate independently in emergency drills.	I can sometimes participate independently in emergency drills.	I can consistently participate independently in emergency drills.