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| **SOCIAL FOUNDATIONS→ Social Emotional→** Awareness and Expression of Emotion | | | | | | | |
| **EMOTION IDENTIFICATION** | | **Level A** | | | **Level B** | **Level C** | **Level D** |
| Attends to emotional expressions of others. | | | Changes responses in relation to emotional expressions of others. | Uses the emotional expressions of others as a guide for how to act in a situation. | Uses simple words or gestures to describe own and others’ feelings (e.g., happy, sad). |
| *Responds to emotions of others and expands to identifying emotions of self and others* | |
| **Level 1** | | **Level 2** | | | **Level 3** | **Level 4** | **Level 5** |
| Identifies emotions expressed by self and others (e.g., happiness, sadness, anger, fear). | | Identifies common emotion-eliciting\* situations and the emotions elicited in each. | | | Identifies and explains the reasons behind and the con-sequences of the emotions expressed by self and others. | Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations. | Identifies and explains own conflicting feelings in a specific  situation (e.g., is excited for trip to the park but is sad that best friend can’t come). |
| **Level** | **Child’s Name** | | **Date** | **Evidence** | | | |
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| **SOCIAL FOUNDATIONS→ Social Emotional→** Relationships with Adults | | | | | | | |
| **SEEKING EMOTIONAL SUPPORT** | | **Level A** | | | **Level B** | **Level C** | **Level D** |
| Cries to signal needs and relies upon caregiver’s assistance to settle down. | | |  | Monitors caregiver’s presence while exploring environment  and seeks physical contact with caregiver or follows caregiver’s guidance if distressed. |  |
| *Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed* | |
| **Level 1** | | **Level 2** | | | **Level 3** | **Level 4** | **Level 5** |
| Seeks emotional support, security, and guidance from familiar adults by staying in close physical proximity to them. | |  | | | Seeks emotional support, security, and guidance from familiar adults when en-countering challenging situations. |  | Seeks emotional support, security, and guidance from familiar adults after attempting to deal with challenging situations on own. |
| **Level** | **Child’s Name** | | **Date** | **Evidence** | | | |
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| **SOCIAL FOUNDATIONS→ Approaches Toward Learning→** Cooperation with Peers | | | | | | | |
| **SOCIAL BEHAVIORS** | | **Level A** | | | **Level B** | **Level C** | **Level D** |
| Attends to people and responds to their emotional expressions. | | | Shows interest in peers through actions such as looking, touching, and vocalizing. | Shows interest in peers by attempting to do the same thing that a peer is doing. | Imitates a peer’s simple social behaviors while playing together. |
| *Uses increasingly positive social behaviors when interacting with peers* | |
| **Level 1** | | **Level 2** | | | **Level 3** | **Level 4** | **Level 5** |
| Demonstrates social behaviors with peers (e.g., helping, sharing,  taking turns), with adult modeling and support. | | Demonstrates social behaviors with peers, with some adult reminders. | | | Demonstrates social behaviors with peers on own. | Recognizes peers’ feelings, perspectives, preferences, and interests, but requires adult support to use this information to maintain positive social interactions. | Adapts own behavior to peers’ preferences or interests in order  to maintain positive social interactions. |
| **Level** | **Child’s Name** | | **Date** | **Evidence** | | | |
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| **LANGUAGE AND LITERACY→ Reading→** Phonological Awareness | | | | | | | |
| **RHYMING WORDS** | | **Level A** | | | **Level B** | **Level C** | **Level D** |
| Attends to language or communication. | | |  | Communicates one or two relevant words or does one or two  relevant actions when attending to simple songs, nursery rhymes, or finger plays. | Follows along or repeats parts of nursery rhymes or simple songs when listening to them. |
| *Shows interest in rhymes and expands ability to identify and produce rhymes* | |
| **Level 1** | | **Level 2** | | | **Level 3** | **Level 4** | **Level 5** |
| Identifies a pair of spoken rhyming words. | |  | | | Says a word that rhymes with a given word. |  | Produces a pair of spoken rhyming words. |
| **Level** | **Child’s Name** | | **Date** | **Evidence** | | | |
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| **LANGUAGE AND LITERACY→ Speaking & Listening→** Communication | | | | | | | |
| **PURPOSES AND SITUATIONS** | | **Level A** | | **Level B** | | **Level C** | **Level D** |
| Engages with adults or signals needs through facial expressions, body movements, or vocalizations. | | Uses speech-like strings of sounds, gestures, or facial expressions  to communicate interests or needs. | | Uses single words, word approximations, gestures, or  simple signs to communicate interests or needs. | Uses two-word or three-word phrases or signs to communicate  interests, needs, or feelings. |
| *Communicates increasingly complex thoughts and ideas for a variety of purposes in*  *different situations* | |
| **Level 1** | | **Level 2** | | **Level 3** | | **Level 4** | **Level 5** |
| Uses gestures and language to express basic greetings, wants, needs, and feelings. | | Uses language and gestures to express thoughts and ideas, and asks and responds to questions. | | Initiates and participates in conversations for a variety of purposes  (e.g., to inform, to persuade), usually expressing self clearly but rephrasing when misunderstood. | | Initiates and participates in conversations for a variety of purposes, staying on topic through multiple ex-changes and adjusting language according to the needs of the situation (e.g., one-on-one versus in a group) or the listener (e.g., adult versus peer). | Initiates and participates in detailed conversations for a  variety of purposes, extending the conver-sation by requesting additional information and/or building on the ideas of others, and adjusting language according to the needs of the situation or the listener. |
| **Level** | **Child’s Name** | | **Date** | | **Evidence** | | |
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| **LANGUAGE AND LITERACY→ Language→** Vocabulary | | | | | | | |
| **WORD MEANINGS** | | **Level A** | | **Level B** | | **Level C** | **Level D** |
| Attends to language or communication of others. | | Demonstrates understanding of a variety of single words, signs, or gestures that occur frequently during interactions with adults. | | Demonstrates understanding of a large number of words and small number of simple frequently occurring phrases. | Communicates a wide variety of words, including simple two- and three-word phrases, and under-stands a large number of words. |
| *Understands and communicates an increasing number of words* | |
| **Level 1** | | **Level 2** | | **Level 3** | | **Level 4** | **Level 5** |
| Uses meaningful interactions with adults, concrete objects,  and stories to learn the meaning of unknown words that are primarily objects and people (e.g., ball, spoon, woman) and actions (e.g., go, play). | | Uses meaningful interactions with adults, concrete objects, and  stories read aloud to learn the meaning of unknown words, including attributes (e.g., happy, dirty). | | Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories read aloud to learn the meaning of unknown words, including basic category names and related terms. | | Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories and informational texts read aloud to learn the meaning of unknown words, including basic concepts and related words. | Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories and informational texts to learn the meaning of unknown words, including specialized areas of interest. |
| **Level** | **Child’s Name** | | **Date** | | **Evidence** | | |
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| **MATHEMATICS→ Counting and Cardinality→** Number Sense | | | | | | | |
| **NUMBER WORDS** | | **Level A** | | **Level B** | | **Level C** | **Level D** |
| Responds to vocalizations, sounds, or gestures. | |  | | Demonstrates understanding of gestures or words that indicate amounts of things. | Uses a few number words, although often not correctly. |
| *Demonstrates knowledge of number words and expands ability to reciting number words in sequence* | |
| **Level 1** | | **Level 2** | | **Level 3** | | **Level 4** | **Level 5** |
| Recites number words in sequence from 1 to 5. | | Recites number words in sequence from  1 to 10. | | Recites number words in sequence from  1 to 20. | | Recites number words in sequence from  1 to 30. | Recites number words in sequence from  1 to 100. |
| **Level** | **Child’s Name** | | **Date** | | **Evidence** | | |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→** Coordination-Small Motor | | | | | | | |
| **TOOL/OBJECT MANIPULATION** | | **Level A** | | | **Level B** | **Level C** | **Level D** |
| Uses body to explore objects. | | | Uses part of body to manipulate objects. | Uses an object in a goal-directed way. | Manipulates tools/objects with limited control and coordination of hands, fingers, and wrists to perform fine motor tasks |
| *Manipulates tools or objects using hands with increasing coordination and control* | |
| **Level 1** | | **Level 2** | | | **Level 3** | **Level 4** | **Level 5** |
| Manipulates tools/objects with limited coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks. | |  | | | Manipulates tools/objects with some coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks. | Manipulates tools/objects with nearly precise coordination of hands, fingers and wrists, as well as eye-hand coordination, to perform fine motor tasks. | Manipulates tools/objects with precise coordination of hands, fingers, and wrists as well as eye-hand coordination, to perform fine motor tasks. |
| **Level** | **Child’s Name** | | **Date** | **Evidence** | | | |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Health→** Safety and Injury Prevention | | | | | | | |
| **SAFE AND UNSAFE BEHAVIORS** | | **Level A** | | | **Level B** | **Level C** | **Level D** |
| Responds to communication of others. | | | Needs direct adult guidance to stay safe. |  | Seeks information or assistance from adult in challenging or unsafe situations. |
| *Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home* | |
| **Level 1** | | **Level 2** | | | **Level 3** | **Level 4** | **Level 5** |
| Identifies safe and unsafe behaviors in familiar situations | |  | | | Identifies safe and unsafe behaviors in familiar situations and describes the consequences of the unsafe behaviors. |  | Identifies safe and unsafe behaviors in familiar and unfamiliar situations and describes the consequences of the unsafe behaviors. |
| **Level** | **Child’s Name** | | **Date** | **Evidence** | | | |
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| **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Health→** Personal Care Tasks | | | | | | | | | | | | |
| **PERSONAL CARE AND BASIC HEALTH** | | **Level A** | | | | | **Level B** | | **Level C** | | **Level D** | |
| Responds to communication of others. | | | | | Attends to care routine or moves body in response to it. | |  | | Cooperates with adult during personal care tasks and basic health routines. | |
| *Engages in personal care and basic health practices with increasing independence* | |
| **Level 1** | | **Level 2** | | | | | **Level 3** | | **Level 4** | | **Level 5** | |
| Performs parts of some personal care tasks and basic health practices with adult modeling and assistance. | | Completes some personal care tasks and basic health practices with adult assistance. | | | | | Completes some personal care tasks and follows basic health practices on own, but usually needs adult reminders. | | Completes most personal care tasks and follows basic health practices on own, but needs occasional adult reminders. | | Completes most personal care tasks and follows basic health practices independently. | |
| **Level** | **Child’s Name** | | **Date** | | | **Evidence** | | | | | | |
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| **Child’s Name** | | | | **Class/Group** | | | | | | **Date** | | |
| **Skill, Knowledge and Behavior (SKB)** | | | | | **Rating** | | | **Learning Progression** | | | | **Rating** |
| **Emotion Identification** | | | | |  | | | **Awareness and Expression of Emotion** | | | |  |
| **Seeking Emotional Support** | | | | |  | | | **Relationships with Adults** | | | |  |
| **Social Behaviors** | | | | |  | | | **Cooperation with Peers** | | | |  |
| **Rhyming Words** | | | | |  | | | **Phonological Awareness** | | | |  |
| **Purposes and Situations** | | | | |  | | | **Communication** | | | |  |
| **Word Meanings** | | | | |  | | | **Vocabulary** | | | |  |
| **Number Words** | | | | |  | | | **Number Sense** | | | |  |
| **Tool and Object Manipulation** | | | | |  | | | **Coordination-Small Motor** | | | |  |
| **Safe and Unsafe Behavior** | | | | |  | | | **Safety and Injury Prevention** | | | |  |
| **Personal Care and Basic Health** | | | | |  | | | **Personal Care Tasks** | | | |  |