

2024-2025 Early Learning Assessment

Domain	Strand	Learning Progression	Comprehensive ELA SKBs	Priority Set	ELDS Alignment
Social Foundations	Social Emotional	Awareness & Expression of Emotion	Emotion Identification	PSE & ECE	SE 1.b.
		Relationships with Adults	Seeking Emotional Support		SE 4.a.
	Approaches to Learning/Executive Functioning	Self Control	Self Control Strategies	PSE & ECE	SE 2.a.
		Persistence	Persisting with Tasks		AL 1.c.
		Working Memory	Following Directions	PSE & ECE	AL 1.b.
		Problem Solving	Using Logic		CO 3.a., SC 1.b.
		Cooperation with Peers	Social Behaviors	PSE & ECE	CO 4.a., SE 4.c.
Language and Literacy	Reading	Story/Text Comprehension	Respond to Questions About Text		LL 1.e.
		Phonological Awareness	Rhyming Words	PSE & ECE	LL 2.c.
			Syllables/Onsets and Rimes/Phonemes		LL 2.a., LL 2.b.
		Phonics and Letter Recognition	Uppercase Letters	PSE & ECE	LL 3.b.
			Lowercase Letters	PSE & ECE	LL 3.b.
			Letter – Sounds		LL 3.b.
	Speaking and Listening	Communication	Purposes and Situations	PSE & ECE	LL 1.c.
	Writing	Emergent Writing	Name Recognition and Writing	PSE & ECE	LL 3.b., LL 4.a.
			Writing to Convey Meaning		LL 4.a.
	Language	Grammar	Sentences		LL 1.c.
Vocabulary		Word Meanings		LL 1.a., LL 1.b.	
Mathematics	Counting and Cardinality	Number Sense	Number Words	PSE & ECE	MA 1.a.
			Object Counting	PSE & ECE	MA 1.b.
			Subitizing		MA 1.c.
	Operations and Algebraic Thinking	Number Operations	Addition Problems		MA 2.a.
	Measurement and Data	Classification	Sorting and Classifying		MA 3.b.
Geometry	Shapes	Two-Dimensional Shapes		MA 4.a.	
Science	Skills and Processes/Life Science	Inquiry and Observation	Explore, Examine, and Investigate		SC 1.a.
Social Studies	History	Responsible Behavior	Rules at Home and School		SS 1.c., SS 1.d.
Physical Well-Being and Motor Development	Physical Education	Coordination - Large Motor	Locomotor Skills	PSE & ECE	PW 1.a.
			Spatial Awareness	PSE & ECE	PW 1.d.
		Coordination - Small Motor	Tool and Object Manipulation	PSE & ECE	PW 1.b.
	Health	Safety and Injury Prevention	Safe and Unsafe Behaviors		PW 2.f.
		Personal Care Tasks	Personal Care and Basic Health	PSE & ECE	PW 2.b.
Fine Arts	Theatre	Theatre	Engaging in Dramatic Play		CO 2.a., CR 2.a.

Early Learning Assessment SKB Level Descriptions

★ A star indicates an ECE & PSE Priority SKB.

SKB: Emotion Identification ★			Responds to emotions of others and expands to identifying emotions of self and others.					
Domain: Social Foundations			Strand: Social Emotional		Learning Progression: Awareness and Expression of Emotion			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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).	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 consequences 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).

SKB: Seeking Emotional Support			Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed.					
Domain: Social Foundations			Strand: Social Emotional		Learning Progression: Awareness and Expression of Emotion			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Child cries to signal needs and relies upon caregiver's assistance to settle down.		Child monitors caregiver's presence while exploring environment and seeks physical contact with caregiver or follows caregiver's guidance if distressed.		Child seeks emotional support, security, and guidance from familiar adults by staying in close physical proximity to them.		Child seeks emotional support, security, and guidance from familiar adults when encountering challenging situations.		Seeks emotional support, security, and guidance from familiar adults after attempting to deal with challenging situations on own.

SKB: **Self Control Strategies**



Develops strategies to manage the expression of feelings and thoughts by regulating behavior with decreasing reliance on adult support.

Domain: **Social Foundations**


Strand: **Approaches to Learning/Executive Functioning**

Learning Progression: **Self Control**

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Soothes when comforted by adult.	Uses basic self-soothing behaviors (like thumb/ hand sucking, hair twirling) at times, but mostly relies on familiar adult for comfort when distressed.	Seeks proximity to familiar, trusted adults when distressed and organizes behavior in ambiguous situations, based on the adults' emotional responses.	Relies on adult assistance, including redirection if needed, to express feelings and desires appropriately in stressful situations.	Usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior (e.g., with adult guidance: refrains from hitting when angry; takes care of materials; waits for a turn) in socially appropriate ways.	Uses some simple strategies (e.g., leaves an emotionally arousing situation; waits for a turn) to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies (e.g., with adult guidance, sits on hands so as not to touch other children during story time).	Uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways, but requires some adult guidance to use more complex strategies (e.g., verbal reminders to self; compromise).	Uses a variety of simple and complex strategies (e.g., communicates feelings and desires; finds alternative activity while waiting) to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders.	Uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders.




SKB: Persisting with Tasks		Demonstrates the ability to persist with a task for increasing lengths of time.						
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Persistence		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends briefly to new objects and people.	Explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another.	Explores objects for several minutes on own or with adult support.	Engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in simple multi-step tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in increasingly difficult or challenging tasks or activities for longer periods of time, but needs adult support when distractions or interruptions occur.	Engages in tasks or activities for extended periods of time, easily managing minor distractions or interruptions and requesting adult support for more significant challenges.	Engages in activities and projects, trying different strategies on own when difficulties, distractions, or interruptions occur, but may need some adult prompting in order to complete the activities or projects.	Engages in and completes activities and projects, independently making the necessary adjustments when difficulties, distractions, or interruptions occur.

SKB: Following Directions				Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.				
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning			Learning Progression: Working Memory			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Mimics simple actions or sounds during interactions.	Mimics actions or sounds in different situations at a later time.	Imitates a simple novel* action to accomplish a goal or follows familiar one-step directions.	Follows two-step directions that are given sequentially** and in context.		Follows three-step directions that are given sequentially** and in context.		Follows four-step directions that are given sequentially** and in context.

*novel = new **sequentially = in order


SKB: Using Logic			Uses logic to solve increasingly complex problems.					
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Problem Solving		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to objects, people, and things in immediate environment.	Makes simple adjustments to reach a goal.	Engages in trial-and-error to solve a simple problem.	Attends closely to how an adult solves a specific problem, and repeats adult's action(s) to solve the identical problem.	Approaches a problem by imitating how an adult solves similar problems.	Approaches a problem by coming up with and trying out potential solutions, one at a time.	Approaches a problem by avoiding potential solutions that clearly will not work and trying out those that seem possible.	Approaches a problem by planning a sequence of actions, explains the reasoning behind the plan, and then tries out the plan.	Considers various approaches to a problem, explains the likely outcome of each approach, and determines the approach most likely to be a solution before trying it out.

SKB: Social Behaviors				Uses increasingly positive social behaviors when interacting with peers.				
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning			Learning Progression: Cooperation with Peers			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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.	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.

Language and Literacy

SKB: Respond to Questions About Text			Responds to increasingly complex questions about text.					
Domain: Language and Literacy			Strand: Reading			Learning Progression: Story/Text Comprehension		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to adult voices or actions during reading episodes with adult.	Orients to picture book and adult storyteller during reading episodes with adult.	Responds to simple comments or questions about text with single words, word approximations*, simple signs, gestures, or actions.	Responds to questions about characters, objects, or events in a story using simple descriptive phrases or sentences with two or more words or signs.	Responds to simple prediction questions, based on the title and cover, and to recall questions (who, what, where) about texts read aloud.	Responds to recall questions (why, how) about stated information in texts read aloud.	Responds to questions that require prediction, based on the title, cover, illustrations, and graphic aids, and questions that require some interpretation of texts read aloud.	Responds to questions about the main idea or topic of texts read aloud (e.g., “What is the story about?”), and asks questions to clarify confusing parts of the texts.	Responds to a variety of questions about texts, uses texts to find answers to questions as needed, and asks questions to clarify or gain information about the texts.

*word approximations = sounds that are close to words


SKB: Rhyming Words 			Shows interest in rhymes and expands ability to identify and produce rhymes.					
Domain: Language and Literacy			Strand: Reading			Learning Progression: Phonological Awareness		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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.	Identifies a pair of spoken rhyming words.		Says a word that rhymes with a given word.		Produces a pair of spoken rhyming words.

SKB: Syllables/Onsets and Rimes/Phonemes			Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.					
Domain: Language and Literacy			Strand: Reading			Learning Progression: Phonological Awareness		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
					Identifies syllables in spoken words and words within spoken compound words.	Orally blends and segments syllables in words and words within spoken compound words.	Orally blends and segments onsets (first consonant/s) and rimes (vowel and ending consonant/s) in spoken single-syllable words.	Orally blends individual sounds together to form a word, and segments spoken words into their individual sounds (phonemes).

SKB: Uppercase Letters ★			Identifies an increasing number of uppercase letters.					
Domain: Language and Literacy			Strand: Reading		Learning Progression: Phonics and Letter Recognition			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to language or communication.		Matches spoken or signed words to images on printed page.	Recites or signs several letter names from previously heard songs or rhymes, often beginning with letters early in the alphabet.	Names and identifies a few uppercase letters, often beginning with the first letter in own name.	Names and identifies some (at least 5) uppercase letters.	Names and identifies many (at least 10) uppercase letters.	Names and identifies most (at least 20) uppercase letters.	Names and identifies all uppercase letters.

SKB: Lowercase Letters ★			Identifies an increasing number of lowercase letters.					
Domain: Language and Literacy			Strand: Reading		Learning Progression: Phonics and Letter Recognition			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
					Names and identifies a few lowercase letters.	Names and identifies some (at least 5) lowercase letters.	Names and identifies many (at least 10) lowercase letters.	Names and identifies all lowercase letters.

SKB: Letter - Sounds			Identifies and produces an increasing number of the most frequent sounds that correspond to letters.					
Domain: Language and Literacy			Strand: Reading		Learning Progression: Phonics and Letter Recognition			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
						Identifies and produces the sound for a few letters.	Identifies and produces the most frequent sound for some (at least 5) consonants.	Identifies and produces the most frequent sound for each consonant and the short and long sounds for the five major vowels.

SKB: Purposes and Situations 			Communicates with adults and peers for a variety of purposes in different situations.					
Domain: Language and Literacy			Strand: Speaking and Listening			Learning Progression: Communication		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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.	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 exchanges 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 conversation by requesting additional information and/or building on the ideas of others, and adjusting language according to the needs of the situation (e.g., in the classroom versus on the playground) or the listener (e.g., giving background information to an unfamiliar listener).

SKB: Name Recognition and Writing ★			Recognizes letters of own name and expands ability to recognize and write own name.					
Domain: Language and Literacy			Strand: Writing			Learning Progression: Emergent Writing		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to* books.		Attends to* letters.	Demonstrates awareness of a few letters or symbols, or recognizes first letter of own name.	Identifies own written name.	Writes marks to represent own name.	Writes the first letter in own name.	Writes own name but may have some letter reversals or omissions.	Writes own name accurately.

*attends to = notices or pays attention to

SKB: Writing to Convey Meaning			Conveys meaning through writing with increasing effectiveness.					
Domain: Language and Literacy			Strand: Writing			Learning Progression: Emergent Writing		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Uses body to explore objects.		Makes simple unstructured scribbles on a surface.	Makes different kinds of scribbles for pictures as compared to letters.	Produces scribble drawings (e.g., pictures that may include back-and- forth and/or circular marks) and dictates labels for them.	Produces controlled scribbles (e.g., horizontal jagged lines) and recognizable symbols (e.g., a circle with lines radiating from it for a sun) and dictates a description (e.g., a word or phrase).	Produces mock writing (includes strings of independent units and letter-like shapes) to tell a story.	Produces emergent writing (includes some actual letters that may be grouped together as if to form words) to tell a story or give an opinion.	Produces phonetic writing*, using invented or conventional** spelling, of one or more simple sentences to tell a story, give an opinion, or provide information about a topic.

*phonetic writing = writing the way a word sounds **conventional = correct

SKB: Sentences			Produces words and expands ability to produce word phrases and increasingly complex sentences.					
Domain: Language and Literacy			Strand: Language			Learning Progression: Grammar		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to vocalizations, sounds, or gestures.	Vocalizes or uses gestures or facial expressions to initiate communication in meaningful ways.	Produces single words, word approximations, simple signs, or gestures to communicate in meaningful ways.	Produces simple phrases or sentences using two or more words or signs to communicate in meaningful ways.	Child produces sentences that consist mostly of nouns and verbs (e.g., “Mommy go bye-bye.”).	Child produces sentences that consist of several parts of speech (e.g., “Her wants the big cookie.”).	Child produces sentences conjoined with “and” or “but” (e.g., “I have one and he has one.”).	Child produces sentences that contain one or more phrases (e.g., “I’m going to play soccer at the park.”).	Child produces sentences that contain two or more clauses (e.g., “I watched the baby after he woke up, so Mommy could make dinner.”).

SKB: Word Meanings			Understands and communicates an increasing number of words.					
Domain: Language and Literacy			Strand: Language			Learning Progression: Vocabulary		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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 understands a large number of words.	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 (e.g., animals/ dog, horse; clothes/ pants, shirt).	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 (e.g., time/ today, tomorrow; comparison/ greater than, less than).	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 (e.g., dinosaurs/ Tyrannosaurus, Brontosaurus; community/city, state).



Mathematics

SKB: Number Words ★			Demonstrates knowledge of number words and expands ability to recite number words in sequence.					
Domain: Mathematics			Strand: Counting and Cardinality			Learning Progression: Number Sense		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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.	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.

SKB: Object Counting ★			Demonstrates ability to count an increasing number of objects using one-to-one correspondence.					
Domain: Mathematics			Strand: Counting and Cardinality			Learning Progression: Number Sense		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to vocalizations, sounds, or gestures.			Demonstrates understanding that “one” refers to a single object.	Counts two objects using one-to-one correspondence.	Counts five objects using one-to-one correspondence.	Counts 10 objects using one-to-one correspondence.	Counts 15 objects using one-to-one correspondence.	Counts 20 objects using one-to-one correspondence.

SKB: Subitizing			Demonstrates ability to recognize and name an increasing number of objects in a group without having to count.					
Domain: Mathematics			Strand: Counting and Cardinality			Learning Progression: Number Sense		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
						Subitizes (instantly recognizes and names the number of objects without having to count) 1 to 3 objects in familiar patterns (e.g., knows there are two apple slices without counting).	Subitizes 1 to 4 objects in familiar and unfamiliar patterns.	Subitizes 1 to 5 objects in familiar and unfamiliar patterns.

SKB: Addition Problems			Solves increasingly complex addition problems.					
Domain: Mathematics			Strand: Operations and Algebraic Thinking			Learning Progression: Number Operations		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
					Adds one more to a small set of objects (totals up to 4) to make a set that is more.	Solves simple addition problems (totals up to 5) by joining two small sets of objects and counting the total.	Solves simple addition problems (totals up to 10) by joining two sets of like objects (e.g., apples and apples) or two sets of related objects (e.g., apples and oranges) and counting the total.	Solves simple addition problems (totals up to 10), using objects, fingers, or drawings, starting from a given number and counting on to find the sum.

SKB: Sorting and Classifying			Sorts and classifies objects by an increasing number of attributes.					
Domain: Mathematics			Strand: Measurement and Data			Learning Progression: Classification		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to other people.	Interacts differently with familiar versus unfamiliar people or familiar versus unfamiliar objects.		Demonstrates knowledge of common categories (e.g., animals vs. vehicles) through play.	Sorts and classifies objects into two groups by one attribute (e.g., color, shape, texture).	Sorts and classifies objects into more than two groups by one attribute, including measurable attributes (e.g., size, length, height).	Sorts and classifies objects by one attribute, and then further sorts each group by a second attribute.	Sorts and classifies objects by two attributes at one time (e.g., color and shape; type and size).	Sorts and classifies objects based on subtle attributes: purpose, use, or personal preference or experience (e.g., sorts toy animals by “ones I’ve seen” and “ones I’ve never seen”).

SKB: Two-Dimensional Shapes			Explores two-dimensional shapes and expands ability to match, identify, and describe two-dimensional shapes.					
Domain: Mathematics			Strand: Geometry			Learning Progression: Shapes		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to objects.	Explores objects of different shapes.	Adapts behaviors with objects based on their shape (e.g., rolls a ball; stacks a few large blocks).	Matches simple shapes in play through trial-and- error.	Matches a few basic two-dimensional shapes (e.g., circle, square, triangle).	Matches and identifies a variety of two-dimensional shapes.	Identifies two-dimensional shapes in several different sizes and orientations.	Describes defining attributes of common two-dimensional shapes (e.g., triangles are closed and have three sides).	Compares defining attributes of common two-dimensional shapes (e.g., triangles have three sides but squares have four sides).

Science


SKB: Explore, Examine, and Investigate			Explores objects and people and expands ability to gather and communicate information about them.					
Domain: Science			Strand: Skills and Processes/Life Science			Learning Progression: Inquiry and Observation		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Explores objects and people.	Interacts differently with people versus inanimate objects.	Examines new or unfamiliar things before interacting with them or acting on them.	Repeats actions on objects or living things to gather information about them.	Exhibits interest in and curiosity about objects and living things by repeating the same actions in different situations to compare effects.	Asks “why” or “what” questions about objects, living things, and natural events, and seeks answers by examining and describing their attributes.	Asks a broad range of questions (e.g., “how,” “what if...”) about objects, living things, and natural events, and describes actions, details, and changes that are directly observable.	Asks specific questions about the relationship between two objects, living things, or natural events; carries out observations and simple investigations to answer the questions; and communicates findings (e.g., draws pictures, dictates explanations).	Generates predictions about two objects, living things, or natural events by applying past knowledge to current observations, planning, and carrying out observations and investigations to gather information, and communicating findings in a variety of ways (e.g., keeps logs that include pictures, explanations, charts, and graphs).


Social Studies

SKB: Rules at Home and School			Responds to adult requests/expectations and expands ability to understand the reasons for them.					
Domain: Social Studies			Strand: Government			Learning Progression: Responsible Behavior		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.		Demonstrates some awareness of adult requests/expectations.	Complies* with specific adult requests with adult guidance, sometimes following adult requests on own.	Identifies simple rules used at home and at school, but cannot tell why it is important to follow them.	Identifies simple rules used at home and at school, and explains the importance of following them in terms of compliance (e.g., “cause Mommy’ll be mad”).	Identifies rules used at home and at school, and can give a basic reason why the rules should be followed (e.g., “so we won’t get hurt”).	Identifies rules used at home and at school, and explains how each rule promotes order, safety, and/or fairness.	Explains how the rules used at home and at school promote order, safety, and fairness, and describes what life would be like if the rules were not followed.

*Complies with = follows


Physical Well-Being and Motor Development

SKB: Locomotor Skills 			Moves whole body with increasing control, coordination, and balance.					
Domain: Physical Well-Being and Motor Development			Strand: Physical Education			Learning Progression: Coordination – Large Motor		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Moves body or body parts with increasing control.	Moves body through space.	Moves through space in upright position with limited coordination and balance on even, flat surfaces.	Demonstrates ability to move in upright position across different flat surfaces or some sloped surfaces.	Demonstrates a variety of locomotor skills with limited control, coordination, and balance (e.g., jumps down from a step with both feet).		Demonstrates a variety of locomotor skills with some control, coordination, and balance (e.g., hops on one foot a few times in a row).	Demonstrates a variety of locomotor skills with nearly complete control, coordination, and balance (e.g., hops on one foot several times, followed by several hops on other foot).	Demonstrates a variety of locomotor skills with complete control, coordination, and balance (e.g., hops sideways six steps; jumps and turns so that feet land in opposite direction from starting position).

SKB: Spatial Awareness 			Uses objects with increasing awareness and coordination of the body.					
Domain: Physical Well-Being and Motor Development			Strand: Physical Education			Learning Progression: Coordination – Large Motor		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of parts of body.	Adjusts body or body parts to reach or control objects.	Explores how body and objects fit in relation to one another (e.g., attempts to fit body through an opening in a tunnel, adjusts soft block to fit through tunnel).	Adjusts the position of body or objects to move or fit in relation to one another.	Demonstrates spatial awareness and limited coordination in using objects during active play (e.g., throws a ball underhand by moving arm down and back).		Demonstrates spatial awareness and some coordination in using objects during active play (e.g., throws a ball overhand by moving arm up and back, using upper- trunk rotation and opposite arm- leg movement).	Demonstrates spatial awareness and nearly complete coordination in using objects during active play (e.g., throws a ball overhand to hit a close target by moving arm up and back, using upper- trunk rotation and opposite arm- leg movement).	Demonstrates spatial awareness and complete coordination in using objects during active play (e.g., throws a ball overhand to hit a distant target by moving arm up and back, using upper- trunk rotation and opposite arm- leg movement).

SKB: Tool and Object Manipulation ★			Manipulates tools or objects using hands with increasing coordination and control.					
Domain: Physical Well-Being and Motor Development			Strand: Physical Education			Learning Progression: Coordination – Small Motor		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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/ objects with limited coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., “snips” the edges of a piece of paper with scissors, sometimes cutting the paper into 2 or more pieces).		Manipulates tools/ objects with some coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., cuts across the paper in a fairly straightforward direction by holding scissors with 1 hand and paper with the other).	Manipulates tools/ objects with nearly precise coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., cuts out simple shapes by holding scissors and paper correctly).	Manipulates tools/ objects with precise coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., cuts out complex shapes by holding scissors and paper correctly).

SKB: Safe and Unsafe Behaviors			Identifies safe and unsafe behaviors in increasingly complex situations.					
Domain: Physical Well-Being and Motor Development			Strand: Health			Learning Progression: Safety and Injury Prevention		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Needs direct adult guidance to stay safe.		Seeks information or assistance from adult in challenging or unsafe situations.	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.

SKB: Personal Care and Basic Health 			Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.					
Domain: Physical Well-Being and Motor Development			Strand: Health			Learning Progression: Personal Care Tasks		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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.	Performs parts of some personal care tasks and basic health practices with adult modeling and assistance (e.g., removes own jacket but needs help with zipper; blows nose when a tissue is held to it).	Completes some personal care tasks and follows basic health practices with some adult assistance (e.g., removes and puts on own jacket but needs help with zipper; blows nose when given a tissue).	Completes some personal care tasks and follows basic health practices on own, but usually needs adult reminders (e.g., removes and puts on own jacket, unzipping and zipping it; gets own tissue when needing to blow nose).	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.

Fine Arts

SKB: Engaging in Dramatic Play			Engages in increasingly complex games or social play with adults and peers.					
Domain: Fine Arts			Strand: Theatre			Learning Progression: Theatre		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to* communication of others.	Engages in familiar games with adults that involve repeating a single action.	Imitates parts of simple games with adult (e.g., peek-a-boo, pat-a-cake).	Plays social games with a peer by assuming simple roles (e.g., one child is the mommy and one is the baby, one child is serving lunch to another).	Engages with peers in dramatic play of familiar routines and scenarios.	Engages with peers and coordinates roles in dramatic play of familiar characters, routines, and stories.	Engages with peers in extended periods of dramatic play around an idea related to an experience or observation.	Engages with peers in a dramatic play sequence about an experience or observation, offering specific details, solutions to problems, and other related ideas.	Creates, with peers, imaginary worlds comprised of characters, settings, and stories in dramatic play and story dramatization.

*attends to = notices or pays attention to