

PRE-KINDERGARTEN 2018

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
MATH COUNTING AND CARDINALITY				
Counts to 20	-student counts to 21 and beyond	-student counts to 20	-student counts 6-19	-student counts 0-5
Represents a number of objects with a written numeral (to 10)	-student writes numerals 12+ numerals accurately	-student writes 11 numerals accurately	-student writes 5-9 numerals accurately	-student writes 0-5 numerals accurately
Counts objects to 10	-student counts 11+ objects	-student counts 10 objects	-student counts 3-10 objects	-student counts 1-2 objects
Identifies numerals 0-10	-student identifies numerals 11 and beyond	-student identifies numerals 0-10	-student identifies 7 of numerals 0-10	-student identifies 3 of numerals 0-10
Compares quantities of sets	-student compares quantities of sets using more/less, equal to, and greater than/fewer than with consistent accuracy	-student compares quantities of sets using more/less, equal to, and greater than/fewer than	-student compares quantities of sets using more/less and equal to	-student compares quantities of sets using more/less

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
MATH OPERATIONS AND ALGEBRAIC EXPRESSIONS				
Duplicates and extends patterns	-student duplicates and extends complex patterns	-student duplicates and extends simple(AB and ABB) patterns	-student duplicates and extends simple (AB)patterns	-student duplicates and extends no patterns
Demonstrates an understanding of addition and subtraction	-student creates real world situations independently to add or subtract 5/5 times	-student frequently completes addition or subtraction given a real world situation	-student occasionally completes addition or subtraction given a real world situation	-student rarely completes addition or subtraction given a real world situation

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
MATH MEASUREMENT AND DATA				
Describe and compare measurable attributes	-student identifies measurable attributes of objects using small/big, short/tall, empty/full and heavy/light with consistent accuracy	student identifies measurable attributes of objects using small/big, short/tall, empty/full and heavy/light	-student identifies measurable attributes of objects using small/big, short/tall, and empty/full	-student identifies measurable attributes of objects using small/big, short/tall
Sorts objects by color, shape, and size	-student consistently sorts objects by color, shape and size	-student sorts objects by color, shape and size	-student sorts objects by color only	-student does not sort objects by color, shape, or size

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
MATH GEOMETRY				
Names shapes	-student names 4/4 basic shapes (square, circle, rectangle, triangle) and oval/rhombus	-student names 4/4 basic shapes (square, circle, rectangle, triangle)	-student names 2-3 of 4 basic shapes (square, circle, rectangle, triangle)	-student names 0/4 basic shapes (square, circle, rectangle, triangle)
Describe relative positions of objects	-student names relative positions of objects using up/down, top/bottom, over/under, in front of/behind and next to consistently	-student names relative positions of objects using up/down, top/bottom, over/under, in front of/behind and next to.	-student names relative positions of objects using up/down, top/bottom, over/under	-student names relative positions using up/down
Creates and describes two and three dimensional shapes	-consistently creates and describes two and three dimensional shapes	-frequently creates and describes two and three dimensional shapes	-occasionally creates and describes two and three dimensional shapes	-rarely creates and describes two and three dimensional shapes

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS - READING LITERATURE/INFORMATIONAL TEXT				
Develop and answer questions relevant to text type	-student consistently develops and answers questions relevant to text type	-student frequently develops and answers questions relevant to text type	-student occasionally develops and answers questions relevant to text type	-student rarely develops and answers questions relevant to text type
Engages in discussions about a text	-student consistently engages in discussions about a text <ul style="list-style-type: none"> • agree/disagree • add examples • share evidence 	-student frequently engages in discussions about a text <ul style="list-style-type: none"> • agree/disagree • add examples • share evidence 	-student occasionally engages in discussions about a text <ul style="list-style-type: none"> • agree/disagree • add examples • share evidence 	-student rarely engages in discussions about a text <ul style="list-style-type: none"> • agree/disagree • add examples • share evidence
Retells stories or shares information about a text	-student consistently retells stories or shares information about a text <ul style="list-style-type: none"> • beginning/middle/end • problem/solution • characters 	student frequently retells stories or shares information about a text <ul style="list-style-type: none"> • beginning/middle/end • problem/solution • characters 	-student occasionally retells stories or shares information about a text <ul style="list-style-type: none"> • beginning/middle/end • problem/solution • characters 	-student rarely retells stories or shares information about a text <ul style="list-style-type: none"> • beginning/middle/end • problem/solution • characters

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS - READING FOUNDATIONAL SKILLS				
Displays emergent reading behaviors	-student consistently looks at a book by turning pages and making connections to pictures and/or words	-student frequently looks at a book by turning pages and making connections to pictures and/or words	-student occasionally looks at a book by turning pages and making connections to pictures and/or words	-student rarely looks at a book by turning pages and making connections to pictures and/or words
Recognizes own name in print	-student always recognizes own name in print among classmate names -student recognizes own name among other names outside of class	-student always recognizes own name in print among classmate names	-student occasionally recognizes own name in print among classmate names	-student rarely recognizes own name in print among classmate names
Recognizes and names upper and lowercase letters	- student recognizes and names 39+/52 upper and lower case letters	-student recognizes and names 39/52 upper and lower case letters	-student recognizes and names 14-38/52 upper and lower case letters	-student recognizes and names 0-13/52 upper and lower case letters
Produces primary sound of consonants	-student produces 17+/21 primary sounds of consonants	-student produces 16/21 primary sounds of consonants	-student produces 6-15/21 primary sounds of consonants	-student produces 0-5/21 primary sounds of consonants
Isolates and pronounces the initial sounds in one-syllable words	-consistently isolates and pronounces the initial sounds of one-syllable words	-frequently isolates and pronounces the initial sounds of one-syllable words	-occasionally isolates and pronounces the initial sounds of one-syllable words	-rarely isolates and pronounces the initial sounds of one-syllable words
Recognizes and matches rhyming words	-student always recognizes and matches rhyming words -often names rhyming words independently	-student always recognizes and matches rhyming words	-student occasionally recognizes and matches rhyming words	-student rarely recognizes and matches rhyming words

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS – WRITING TEXT TYPES AND PURPOSES				
Uses a combination of drawing, dictating, oral expression and/or emergent writing to communicate ideas and information (opinion/information/narrative)	<p>- consistently uses a combination of drawing, dictating, oral expression and/or emergent writing to communicate ideas and information effectively</p> <ul style="list-style-type: none"> • state an opinion • name a topic and supply information • narrate an event 	<p>-frequently uses a combination of drawing, dictating, oral expression and/or emergent writing to communicate ideas and information effectively</p> <ul style="list-style-type: none"> • state an opinion • name a topic and supply information • narrate an event 	<p>-occasionally uses a combination of drawing, dictating, oral expression and/or emergent writing to communicate ideas and information effectively</p> <ul style="list-style-type: none"> • state an opinion • name a topic and supply information • narrate an event 	<p>-rarely uses a combination of drawing, dictating, oral expression and/or emergent writing to communicate ideas and information effectively</p> <ul style="list-style-type: none"> • state an opinion • name a topic and supply information • narrate an event

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS - WRITING LANGUAGE				
Prints upper and lower case letters	-prints 26+/52 upper and lower case letters	-prints 13-26/52 upper and lower case letters	-prints 6-13/52 upper and lower case letters	-prints 0-5/52 upper and lower case letters
Attempts to write letter representing the initial sound of a word	- consistently attempts to write letter representing the initial sound of a word	-frequently attempts to write letter representing the initial sound of a word	-occasionally attempts to write letter representing the initial sound of a word	-rarely attempts to write letter representing the initial sound of a word
Capitalizes first letter in name	-always capitalizes first letter in name	-frequently capitalizes first letter in name	-occasionally capitalizes first letter in name	-rarely capitalizes first letter in name

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS – SPEAKING AND LISTENING COMPREHENSION AND COLLABORATION				
Engages in collaborative conversations in small and large group	- consistently engages in collaborative conversations in small and large group <ul style="list-style-type: none"> • follow agreed upon rules for discussions including listening to others, taking turns and staying on topic • consider individual differences when communicating with others • participate in conversations through multiple exchanges 	-frequently engages in collaborative conversations in small and large group <ul style="list-style-type: none"> • follow agreed upon rules for discussions including listening to others, taking turns and staying on topic • consider individual differences when communicating with others • participate in conversations through multiple exchanges 	-occasionally engages in collaborative conversations in small and large group <ul style="list-style-type: none"> • follow agreed upon rules for discussions including listening to others, taking turns and staying on topic • consider individual differences when communicating with others • participate in conversations through multiple exchanges 	-rarely engages in collaborative conversations in small and large group <ul style="list-style-type: none"> • follow agreed upon rules for discussions including listening to others, taking turns and staying on topic • consider individual differences when communicating with others • participate in conversations through multiple exchanges
Develops and answers questions	- consistently develops and answers questions	-frequently develops and answers questions	-occasionally develops and answers questions	-rarely develops and answers questions

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS – SPEAKING AND LISTENING				
PRESENTATION OF KNOWLEDGE AND IDEAS				
Describes familiar people, places, things, and events orally	-consistently describes familiar people, places, things, and events orally	-frequently describes familiar people, places, things, and events orally	-occasionally describes familiar people, places, things, and events orally	-rarely describes familiar people, places, things, and events orally

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
ENGLISH/LANGUAGE ARTS – SPEAKING AND LISTENING LANGUAGE				
Explores and uses new vocabulary in child-centered, authentic, play-based experiences	- consistently explores and uses new vocabulary in child-centered, authentic, play-based experiences	-frequently explores and uses new vocabulary in child-centered, authentic, play-based experiences	-occasionally acquires and uses grade level appropriate vocabulary Explores and uses new vocabulary in child-centered, authentic, play-based experiences	-rarely explores and uses new vocabulary in child-centered, authentic, play-based experiences
Explores and discusses word relationships and word meanings	-consistently explores and discusses word relationships and word meanings <ul style="list-style-type: none"> • shapes/food/animals • opposites • compound words 	-frequently explores and discusses word relationships and word meanings <ul style="list-style-type: none"> • shapes/food/animals • opposites • compound words 	-occasionally explores and discusses word relationships and word meanings <ul style="list-style-type: none"> • shapes/food/animals • opposites • compound words 	-rarely explores and discusses word relationships and word meanings <ul style="list-style-type: none"> • shapes/food/animals • opposites • compound words
Names colors	- consistently names 11 colors	-names 11 colors	-names 6-10	-names 0-5 colors

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
SOCIAL STUDIES/SCIENCE				
Demonstrates an understanding of social studies and science content	-consistently demonstrates an understanding of content and concepts by answering <ul style="list-style-type: none"> • who • what • where • when • why 	-frequently demonstrates an understanding of content and concepts <ul style="list-style-type: none"> • who • what • where • when • why 	-occasionally demonstrates an understanding of content and concepts <ul style="list-style-type: none"> • who • what • where • when • why 	-rarely demonstrates an understanding of content and concepts <ul style="list-style-type: none"> • who • what • where • when • why

	EXCEEDING (4)	PROFICIENT (3)	APPROACHING (2)	BELOW (1)
MOTOR SKILLS				
Uses scissors effectively	-consistently demonstrates these motor skills	-frequently demonstrates these motor skills	-occasionally demonstrates these motor skills	-rarely demonstrates these motor skills
Uses writing tools effectively				
Writes first name accurately				
Demonstrates coordination and control of large muscles				

	EXCELLENT	SATISFACTORY	IMPROVING	NEEDS IMPROVEMENT
WORK HABITS/SELF-HELP SKILLS				
Follows directions	-consistently demonstrates these work habits/self-help skills	-frequently demonstrates these work habits/self-help skills	-occasionally demonstrates these work habits/self-help skills	-rarely demonstrates these work habits/self-help skills
Listens attentively				
Enters into tasks independently				
Maintains focus on task				
Completes tasks independently				
Cleans up after self				
Dresses self independently	-frequently dresses self independently -zips jacket independently -ties shoes independently	-frequently dresses self independently -zips jacket independently	-occasionally dresses self independently	-rarely dresses self independently
States full name	-consistently states first, middle and last name in the correct order	-states first, middle and last name in the correct order	-states first and last name	-states first name only or does not state name
States age	-consistently states age	-frequently states age	-occasionally states age	-rarely states age
States birthday	-consistently states month and date of birthday	-states both month and date of birthday	-states either month or date of birthday	-does not state month or date of birthday

LEARNER DISPOSITIONS	EXCELLENT	SATISFACTORY	IMPROVING	NEEDS IMPROVEMENT
Exhibits self-confidence	-consistently demonstrates these learner dispositions	-frequently demonstrates these learner dispositions	-occasionally demonstrates these learner dispositions	-rarely demonstrates these learner dispositions
Follows school rules				
Displays self-control				
Respects others				
Develops positive relationships with peers				
Follows routine activities independently				
Demonstrates awareness of social boundaries				