

SOCIAL FOUNDATIONS → Social Emotional → Awareness and Expression of Emotion				
EMOTION IDENTIFICATION	Level A	Level B	Level C	Level D
<i>Responds to emotions of others and expands to identifying emotions of self and others</i>	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).
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 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).
Level	Child's Name	Date	Evidence	

SOCIAL FOUNDATIONS→ Social Emotional→ Awareness and Expression of Emotion				
RESPONSE TO DISTRESSED PEER	Level A	Level B	Level C	Level D
<i>Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer</i>	Attends to emotional expressions of others.	Shows or communicates distress in response to another child's distress.		Shows concern or empathy for a distressed peer but may not communicate feelings directly to peer.
Level 1	Level 2	Level 3	Level 4	Level 5
Responds with concerned attention to a distressed peer, but needs adult guidance to provide direct assistance.	Responds to a distressed peer by imitating an adult's response in a similar situation or helping an adult who is responding.	Responds to a distressed peer by offering verbal and physical comfort and seeking adult assistance if needed.	Responds to a distressed peer by taking the peer's perspective to anticipate what is needed.	Responds to a distressed peer by adapting own behavior in order to provide the assistance needed.
Level	Child's Name	Date	Evidence	

SOCIAL FOUNDATIONS→ Social Emotional→ Relationships with Adults

SEPARATION FROM FAMILIAR ADULTS	Level A	Level B	Level C	Level D
<i>Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations</i>	Shows recognition of familiar caregivers.	Shows distress when separated from primary caregivers and shows awareness of their absence.	Plays and explores environment by self and with other children, periodically checking with familiar caregiver from a distance, but seeks physical contact if distressed.	Initiates some interactions with unfamiliar adults (however, often is still wary of unfamiliar adults, and demonstrates preference for familiar adults).
Level 1	Level 2	Level 3	Level 4	Level 5
Separates from familiar adults in familiar settings with minimal distress.				Separates from familiar adults in familiar settings with no distress.

Level	Child's Name	Date	Evidence

SOCIAL FOUNDATIONS→ Social Emotional→ Relationships with Adults

SEEKING EMOTIONAL SUPPORT	Level A	Level B	Level C	Level D
<i>Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed</i>	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.	
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 encountering 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

SOCIAL FOUNDATIONS→ Approaches Toward Learning→ Cooperation with Peers				
PLAY/WORK WITH PEERS	Level A	Level B	Level C	Level D
<i>Engages with peers with increasing coordination and cooperation</i>	Attends to other people.	Shows interest in peers through actions such as looking, touching, and vocalizing.	Shows interest in peers by playing alongside of a peer or attempting to do the same thing as a peer.	Engages in simple shared activities with a peer.
Level 1	Level 2	Level 3	Level 4	Level 5
Engages with peers in associative play and work that involves common materials and some interaction.		Engages with peers in cooperative play and work that involves coordination of roles and a planned event or events.		Engages with peers in complex cooperative play and work that involves negotiating roles, planning with a group, and organizing the setting or environment.
Level	Child's Name	Date	Evidence	

SOCIAL FOUNDATIONS→ Approaches Toward Learning→ Cooperation with Peers				
SOCIAL BEHAVIORS	Level A	Level B	Level C	Level D
<i>Uses increasingly positive social behaviors when interacting with peers</i>	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.
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	

LANGUAGE AND LITERACY→ Reading→ Phonological Awareness				
RHYMING WORDS	Level A	Level B	Level C	Level D
<i>Shows interest in rhymes and expands ability to identify and produce rhymes</i>	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.
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	

LANGUAGE AND LITERACY→ Reading→ Phonological Awareness

SYLLABLES/ONSETS/ RIMES/PHONEMES	Level A	Level B	Level C	Level D
<i>Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes</i>				
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).

Level	Child's Name	Date	Evidence

LANGUAGE AND LITERACY→ **Reading**→ Phonological Awareness

INITIAL/FINAL/ MEDIAL SOUNDS	Level A	Level B	Level C	Level D
Identifies initial sounds in spoken words, and expands ability to identify final and medial sounds				
Level 1	Level 2	Level 3	Level 4	Level 5
	Identifies initial sounds in spoken words.	Identifies final sounds in spoken words.	Identifies whether a given sound for a given spoken word is at the beginning or the end of the word.	Identifies medial sounds in spoken CVC (consonant-vowel-consonant) words.

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LANGUAGE AND LITERACY→ Reading→ Phonological Awareness

ADDING/DELETING/ SUBSTITUTING SOUNDS	Level A	Level B	Level C	Level D
<i>Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
			Orally adds, deletes, and substitutes the initial sound (phoneme) in single-syllable words to create new words.	Orally adds and substitutes individual initial, medial, or final sounds (phonemes) in single-syllable words to create new words.

Level	Child's Name	Date	Evidence

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.
<i>Communicates increasingly complex thoughts and ideas for a variety of purposes in different situations</i>				
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 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 or the listener.
Level	Child's Name	Date	Evidence	

LANGUAGE AND LITERACY→ Language→ Vocabulary				
WORD MEANINGS	Level A	Level B	Level C	Level D
<i>Understands and communicates an increasing number of words</i>	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.
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	

LANGUAGE AND LITERACY→ Language→ Vocabulary				
WORD RELATIONSHIPS	Level A	Level B	Level C	Level D
<i>Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning, and multiple meanings for the same word</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
		Connects new words to familiar experiences in own life.	Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, skip, run).	Identifies new meanings of familiar words (e.g., learning that the word “duck” refers to lowering the head, in addition to knowing that a duck is a bird).
Level	Child’s Name	Date	Evidence	

MATHEMATICS→ Counting and Cardinality→ Number Sense				
NUMBER WORDS	Level A	Level B	Level C	Level D
<i>Demonstrates knowledge of number words and expands ability to reciting number words in sequence</i>	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.
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	

MATHEMATICS→ Counting and Cardinality→ Number Sense

OBJECT COUNTING	Level A	Level B	Level C	Level D
<i>Demonstrates ability to count an increasing number of objects using one-to-one correspondence</i>	Responds to vocalizations, sounds, or gestures.			Demonstrates understanding that “one” refers to a single object.
Level 1	Level 2	Level 3	Level 4	Level 5
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.

Level	Child's Name	Date	Evidence

MATHEMATICS→ Counting and Cardinality→ Number Sense				
NUMBER CONCEPTS	Level A	Level B	Level C	Level D
<i>Demonstrates increasing knowledge of concepts related to a counting sequence</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
	Identifies quantities of <i>one, two, and more.</i>	Identifies the last number counted as the <i>total number</i> of objects in a set.	Identifies the number <i>just before or just after</i> a given number in a counting sequence from 1 to 10.	Identifies the next number in the count sequence as <i>one greater</i> than a given number.
Level	Child's Name	Date	Evidence	

MATHEMATICS→ Counting and Cardinality→ Number Sense

SUBITIZING	Level A	Level B	Level C	Level D
<i>Demonstrates ability to recognize and name an increasing number of objects in a group without having to count</i>				
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.	Subitizes 1 to 4 objects in familiar and unfamiliar patterns.	Subitizes 1 to 5 objects in familiar and unfamiliar patterns.

Level	Child's Name	Date	Evidence

MATHEMATICS → Counting and Cardinality → Number Sense

NUMERAL IDENTIFICATION/ WRITING	Level A	Level B	Level C	Level D
<i>Identifies and writes an increasing number of numerals</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
		Identifies at least one written numeral with personal significance (e.g., numeral for own age).	Identifies written numerals from 0 to 10.	Identifies and writes numerals from 0 to 20.

Level	Child's Name	Date	Evidence

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→ Coordination-Small Motor				
TOOL/OBJECT MANIPULATION	Level A	Level B	Level C	Level D
<i>Manipulates tools or objects using hands with increasing coordination and control</i>	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
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	

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT→ Physical Education→ Coordination-Small Motor				
WRITING TOOL GRASP	Level A	Level B	Level C	Level D
<i>Demonstrates the ability to use small muscles to perform fine motor skills in play and learning situations</i>	Uses body to explore objects.		Adjusts hand before grasping and using an object.	Hold writing and drawing tools using a fisted grasp to make scribbles with large vertical strokes.
Level 1	Level 2	Level 3	Level 4	Level 5
Uses a whole-hand grasp, with the palm facing down, and shoulder/arm muscles to manipulate writing and drawing tools.	Uses a 4-finger grasp, with the fingers on the opposite side of the tool from the thumb and arm/wrist muscles to manipulate writing and drawing tools.		Uses an unsteady 3-finger grasp and finger/wrist muscles of the dominant hand to manipulate writing and drawing tools with some efficiency and speed.	Use a stable 3-finger grasp and finger/wrist muscles of the dominant hand to manipulate and control writing and drawing tools with an efficient range of motion and speed.
Level	Child's Name	Date	Evidence	

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.
<i>Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home</i>				
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→ Safety and Injury Prevention				
WAYS ADULTS HELP KEEP CHILDREN SAFE <i>Demonstrates the ability to apply basic safety rules and consequences of unsafe behavior at home, school and community</i>	Level A	Level B	Level C	Level D
Level 1	Level 2	Level 3	Level 4	Level 5
	Identifies ways that parents and teachers help keep children safe.		Identifies ways that adults in the school and community other than parents and teachers, help keep children safe.	
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
<i>Engages in personal care and basic health practices with increasing independence</i>	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.
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	

Child's Name		Class/Group		Date	
Skill, Knowledge and Behavior (SKB)		Rating	Learning Progression		Rating
Emotion Identification			Awareness and Expression of Emotion		
Response to Distressed Peer					
Separation from Familiar Adults			Relationships with Adults		
Seeking Emotional Support					
Play/Work with Peers			Cooperation with Peers		
Social Behaviors					
Rhyming Words			Cooperation with Peers		
Syllables/Onsets and Rimes/Phonemes			Phonological Awareness		
Initial/Final/Medial Sounds					
Adding/Deleting/Substituting Sounds					
Purposes and Situations			Communication		
Word Meanings			Vocabulary		
Word Relationships					
Number Words			Number Sense		
Object Counting					
Number Concepts					
Subitizing					
Numeral Identification/Writing					
Tool and Object Manipulation			Coordination-Small Motor		
Writing Tool Grasp					
Safe and Unsafe Behavior			Safety and Injury Prevention		
Safety Rules					
Ways Adults Help Keep Children Safe					
Personal Care and Basic Health			Personal Care Tasks		