

SKB Overview

Domain	Strand	Learning Progression	Skills, Knowledge, or Behaviors (SKB)
Social Foundations	Social Emotional	Awareness and Expression of Emotion	Emotion Identification
			Response to Distressed Peer
		Relationships with Adults	Separation from Familiar Adults
			Seeking Emotional Support
	Approaches to Learning/ Executive Functioning	Cooperation with Peers	Play/Work with Peers
			Social Behaviors
Language and Literacy	Reading	Phonological Awareness	Rhyming Words
			Syllables/Onsets and Rimes/Phonemes
			Initial/Final/Medial Sounds
			Adding/Deleting/Substituting Sounds
	Speaking and Listening	Communication	Purposes and Situations
	Language	Vocabulary	Word Meanings
			Word Relationships
	Mathematics	Counting and Cardinality	Number Sense
Object Counting			
Number Concepts			
Subitizing			
Numeral Identification/Writing			
Physical Well-Being and Motor Development	Physical Education	Coordination - Small Motor	Tool and Object Manipulation
			Writing Tool Grasp
	Health	Safety and Injury Prevention	Safe and Unsafe Behaviors
			Safety Rules
			Ways Adults Help Keep Children Safe
		Personal Care Tasks	Personal Care and Basic Health

SKB Level Descriptions

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: Response to Distressed Peer			Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer					
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.	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.	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.

SKB: Separation from Familiar Adults			Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations					
Domain: Social Foundations			Strand: Social Emotional			Learning Progression: Relationships with Adults		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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).	Separates from familiar adults in familiar settings with minimal distress.				Separates from familiar adults in familiar settings with no distress.

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: Relationships with Adults		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
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, 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.

SKB: Play/Work with Peers			Engages with peers with increasing coordination and cooperation					
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 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.	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.

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.

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: Initial/Final/Medial Sounds			Identifies initial sounds in spoken words, and expands ability to identify final and medial sounds					
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 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.

SKB: Adding/Deleting/Substituting Sounds			Orally adds, deletes, and substitutes initial sounds in single-syllable words to create new words, and expands ability to identify final and medial sounds					
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
							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.

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: 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).

SKB: Word Relationships			Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning, and multiple meanings for the same word					
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
						Connects new words to familiar experiences in own life (e.g., relates the word “helpful” from a story to examples of helping or being helped 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).

SKB: Number Words			Demonstrates knowledge of number words and expands ability to reciting 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: Number Concepts			Demonstrates increasing knowledge of concepts related to a counting 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
					Identifies quantities of one, two, and more.	Identifies the last number counted as the total number of objects in a set.	Identifies the number just before or just after a given number in a counting sequence from 1 to 10.	Identifies the next number in the counting sequence as one greater than a given number.

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: Numeral Identification/Writing			Identifies and writes an increasing number of numerals					
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
						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.

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: Writing Tool Grasp			Manipulates writing and drawing tools with increasingly efficient grasp					
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.		Adjusts hand before grasping and using an object.	Holds writing and drawing tools using a fist grasp to make scribbles with large vertical strokes.	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.	Uses 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.

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: Safety Rules			Follows safety rules with decreasing reliance on adult direction					
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.	Orients toward familiar adult in unsafe or unfamiliar situations.		Follows specific adult requests about safety when provided adult guidance to follow through.	Identifies and follows a few basic safety rules, with adult modeling and guidance.		Identifies and follows several basic safety rules, with adult support.		Identifies and follows a variety of safety rules, with adult reminders.

SKB: Ways Adults Help Keep Children Safe			Understands ways that parents and teachers help keep children safe and expands understanding to other adults					
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
					Identifies ways that parents and teachers help keep children safe.		Identifies ways that adults in the school and community other than parents and teachers (e.g., crossing guards, firefighters, police officers) help keep children safe.	

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.