

Pre-K Guideline I.B.1.c

Child shows an *awareness* of classroom transitions and rules by *occasionally* complying with them and *acknowledging* that they exist—e.g. child recites or points to pictorial icons of rules displayed on a classroom chart while reviewing them with the teacher during whole/small group or one-on-one interactions.

Pre-K Guideline I.B.1.c

Child shows an *acceptance* for classroom transitions and rules by *typically* adhering to them as a way to regulate his/her own behavior during teacher led or child-initiated activities. Child *occasionally* refers to these rules/ transitions when other children/peers fail to comply.

Pre-K Guideline I.B.1.c

Child shows an *appreciation* for classroom transitions and rules by *frequently* adhering to them as a way to regulate his/her own behavior during teacher-led or child-initiated activities. Child *typically* refers to these rules/ transitions when other children/peers fail to comply.

Pre-K Guideline I.B.1.c

Child has *internalized* classroom transitions and rules and *consistently* adheres to them as a way to regulate his/her own behavior during teacher-led or child-initiated activities. Child *frequently* refers to these rules/ transitions to help other children/peers when they fail to comply.

Pre-K Guideline I.B.3.a

Child persists through and completes a simple task—e.g. putting together a 4- to 6-piece puzzle, painting a picture, etc. Child remains focused and engaged up to 15 minutes during self-elected activities and up to 10 minutes for teacher-initiated tasks and small/whole group instruction.

Pre-K Guideline I.B.3.a

Child persists through and completes a moderately difficult task—e.g. tying shoes, completing a 6- to 10-piece puzzle, etc. Child remains focused and engaged up to 20 minutes during self-elected activities and up to 15 minutes for teacher-initiated tasks and small/whole group instruction.

Pre-K Guideline I.B.3.a

Child continues to complete a task even after encountering difficulty or failure—e.g. a block tower falls over. Child remains focused and engaged up to 30 minutes during self-elected activities and up to 20 minutes for teacher-initiated tasks and small/whole group instruction.

Pre-K Guideline I.B.3.a

Child persists through and completes tasks despite distractions and can leave and return to a started project. Child remains focused and engaged for up to 40 minutes during self-selected activities and up to 25 minutes for teacher initiated tasks and small/ whole group instruction.

Pre-K Guideline I.C.4

Child *frequently* works and plays successfully with another child, and *typically* enters into parallel or associative play with other children. Child *occasionally* engages in cooperative, pretend play scenarios in which there are assigned roles and plans.

Pre-K Guideline I.C.4

Child *consistently* works and plays successfully with another child and *frequently* self-initiates or enters into parallel or associative play with other children. Child *occasionally* engages in cooperative, pretend play scenarios in which there are assigned roles and plans.

Pre-K Guideline I.C.4

Child *typically* allows other children to enter into already established play scenarios and activities, *frequently* enters into parallel or associative play with other children, and *typically* engages in cooperative, pretend play scenarios in which there are assigned roles and plans. Child *occasionally* takes on leadership roles in a group.

Pre-K Guideline I.C.4

Child *frequently* allows other children to enter into already established play scenarios and activities, *consistently* enters into parallel or associative play with other children, and *frequently* engages in cooperative, pretend play scenarios in which there are assigned roles and plans. Child *occasionally* takes on leadership roles in a group.

Pre-K Guideline I.D.2

Child identifies and labels feelings—e.g. can distinguish between happy, sad, and angry—and *occasionally* respects the personal space of others by keeping his/her hands to his/ herself or moving out of another child’s way when that classmate is reading a book or building a block structure.

Pre-K Guideline I.D.2

Child *typically* identifies and labels her own feelings, *frequently* respects others’ personal space, and occasionally shows an awareness of others’ feelings by responding appropriately (e.g. smiles when a friend is happy). Child occasionally demonstrates another person’s perspective by acting out various roles in dramatic play.

Pre-K Guideline I.D.2

Child identifies and labels his/her own feelings, *consistently* respects others’ personal space, and *frequently* shows an awareness of others’ feelings by responding appropriately to others’ sadness, anger, or happiness. Child *typically* demonstrates another person’s perspective by acting out various roles in dramatic play.

Pre-K Guideline I.D.2

Child identifies and labels his/her own feelings, *consistently* respects others’ personal space, and shows an awareness of their feelings by responding appropriately to their sadness, anger, or happiness. Child *frequently* demonstrates another person’s perspective by acting out various roles in dramatic play.

Pre-K Guideline II.B.1

Child *frequently* uses language to satisfy personal needs, accomplish goals, regulate the behavior of others, and interact with peers. Child *typically* talks about himself (e.g. tells about what he is doing) and *occasionally* uses language to seek information and pretend or make believe.

Pre-K Guideline II.B.1

Child *consistently* uses language to satisfy personal needs, accomplish goals, regulate the behavior of others, and interact with peers. Child *frequently* talks about himself (e.g. tells about what he is doing) and *occasionally* uses language to seek information, pretend/make believe, and communicate facts/information to others.

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Pre-K Guideline II.B.1

Child *consistently* uses language to satisfy personal needs, accomplish goals, regulate the behavior of others, interact with peers, and provide information about herself (e.g. tells about what she is doing). Child *frequently* uses language to seek information, pretend/make believe, and communicate facts and information to others.

Pre-K Guideline II.D.1

Child uses a basic range of words to label people, places, things, and actions. The words that the child uses frequently refer to her immediate environment, such as school (naming toys, utensils, classmates, and playing with friends) and home (e.g. listing family members, going to the store, watching television, eating dinner, etc.).

Pre-K Guideline II.D.1

Child increasingly uses a wider variety of words to label people, places, things and actions and is beginning to incorporate descriptive vocabulary. The words that the child uses are no longer limited to her immediate environment and now include events, people, objects, and actions that occur in make-believe scenarios.

Pre-K Guideline II.D.1

Child uses a wide variety of words to label people, places, things, and actions that pertain to her environment, pretend play, and academic experiences. The child's descriptive vocabulary is increasingly detailed, going beyond color, shape and size and includes academic vocabulary related to texture, smell, taste, and sound.

Pre-K Guideline II.D.1

Child uses a wide variety of words to label and describe people, places, things, and actions that pertain to her environment, pretend play, and academic experiences. The child frequently incorporates descriptive details and uses new vocabulary learned from thematic units to communicate his ideas and experiences to others.

Pre-K Guideline II.E.5

Child speaks in complete sentences (up to 4 to 5 words or more). Child's sentences *typically* include correct pronoun and irregular past-tense verb usage. Child uses *what, when, and where* questions and other clauses (e.g. "I think that...") to initiate and lead a conversation consisting of at least 2 to 3 exchanges.

Pre-K Guideline II.E.5

Child speaks in complete sentences (up to 5 to 6 or more words) that include detail. Child's sentences *frequently* include correct pronoun and irregular past-tense verb usage. Child uses *what, when, and where* questions and other clauses to initiate and lead a conversation consisting of at least 3 to 4 exchanges.

Pre-K Guideline II.E.5

Child speaks in complex sentences that combine 2 or more clauses. Child's sentences *frequently* include correct pronoun and irregular past-tense verb usage. Child uses *what, when, where, why, and how* questions, as well as other clauses, to initiate and lead a conversation consisting of at least at least 4 to 5 exchanges.

Pre-K Guideline II.E.5

Child speaks in complex sentences that combine 2 or more clauses. Child's sentences *consistently* include correct pronoun and irregular past-tense verb usage. Child can elaborate with details and uses *what, when, where, why, and how* questions to initiate and lead a conversation consisting of least 5 to 6 exchanges.

Pre-K Guideline III.B.6

Child participates in reciting songs, poems, finger plays, and nursery rhymes that contain rhyming words. After several singing and chanting opportunities, the child can identify, with frequent (75%) accuracy, pairs of rhyming words—e.g. within the nursery rhyme "Jack and Jill", the child notices that the words *hill* and *Jill* rhyme.

Pre-K Guideline III.B.6

When two pictures of words are paired and displayed together, the child can identify with frequent (75%) accuracy if the pair of words do or do not rhyme. Child can also point to the picture of a word that does/ does not rhyme with two other words.

Pre-K Guideline III.B.6

Child can identify rhyming words with consistent (90%) accuracy. Child also participates in rhyme completion activities in which she can provide a missing word with frequent (75%) accuracy—e.g. "*Brown Bear, Brown Bear, what do you see, I see a red bird looking at ____*".

Pre-K Guideline III.B.6

Child can identify rhyming words and perform rhyme completion tasks with consistent (90%) accuracy. During word play games, child can also produce a word or nonsense word ("woo") that rhymes with another word with frequent (75%) accuracy—e.g. "*Tell me a word that rhymes with shoe.*"

Pre-K Guideline III.C.1

Child understands that words are composed of letters—e.g. when the child is shown a page of print, she can respond to the prompt, “Show me a letter,” with frequent (75%) accuracy. Child can also identify (point to) up to at least 5 letters, either by sound, by shape, in isolation, or within the context of print, including her name.

Pre-K Guideline III.C.1

Child understands that words are composed of letters—e.g. when the child is shown a page of print, she can respond to the prompt, “*Show me a letter,*” with consistent (90%) accuracy. Child can also identify (point to) up to at least 14 letters, either by sound, by shape, in isolation, or within the context of print, including her name.

Pre-K Guideline III.C.1

Child can readily identify (point to) up to at least 14 letters that are shown randomly and within isolation. Child also begins to name at least 7 letters, either by sound, by shape, in isolation, or within the context of print, including her name.

Pre-K Guideline III.C.1

Child can readily identify (point to) up to at least 20 upper and 20 lower case letters that are shown randomly and within isolation. Child also readily names at least 14 upper and lower case letters that are presented randomly in isolation. Child can name all of the letters in her name.

Pre-K Guideline III.C.3

Child can identify another word that begins with the same sound as the letter in his name—e.g. “*Patty begins with a /p/ sound. Who else in our class has a name that starts with the /p/ sound?*” Child also isolates and produces the single phoneme with which his name begins—e.g. “*Paul starts with what sound?*”

Pre-K Guideline III.C.3

Child can identify the sounds for at least 5 letters that are presented in isolation or within the context of print, including his name. For example, the child points to the letter ‘p’ when the teacher asks, “*Which letter in your name makes the /p/ sound?*”

Pre-K Guideline III.C.3

Child can identify the sounds for at least 10 letters that are presented in isolation or within the context of print, including his name. Child can also produce the correct sound for at least 5 letters. For example, the child makes the /p/ sound when the teacher points to the letter ‘p’ and asks, “*What sound does this letter make?*”

Pre-K Guideline III.C.3

Child can identify the sounds for at least 20 letters that are presented in isolation or within the context of print, including his name. Child can also produce the correct sound for at least 10 letters. For example, the child makes the /p/ sound when the teacher points to the letter ‘p’ and asks, “*What sound does this letter make?*”

Pre-K Guideline III.D.1

Child *frequently* participates in acting out a story with which she is familiar, either in circle time or in a small group. Child *frequently* identifies books in the library center or during read-alouds by describing an overarching theme (what the book is about) or by naming favorite characters—e.g. “*That is the book about the big bad wolf.*”

Pre-K Guideline III.D.1

Child *occasionally* acts out a story she is familiar with during dramatic play episodes or self-selected free time in the library/flannel board center. Child *consistently* identifies books in the library center or during read-alouds by theme, setting (e.g. once upon a time), characters, or specific episodes (e.g. “*When wolf ate the grandmother.*”)

Pre-K Guideline III.D.1

Child *typically* acts out a familiar story in a variety of contexts. When specifically requested to do so, the child can provide/ describe the setting, characters, theme, significant episodes (not always in sequential order) and resolution of a story. Child occasionally connects personal experiences to an event in the story.

Pre-K Guideline III.D.1

Child *frequently* acts out a familiar story in a variety of contexts. When specifically requested to do so, the child can provide/ describe the setting, characters, theme, significant episodes (in sequential order) and resolution of a story. Child frequently connects personal experiences to an event in the story or provides alternative endings.

Pre-K Guideline IV.B.1

Child explores writing utensils in order to create marks and symbols, which may or may not include letters or letter-like forms. The markings the child makes may be controlled or uncontrolled scribbles. Child appears to favor one hand for writing and demonstrates appropriate grasping of writing utensils.

Pre-K Guideline IV.B.1

Child makes intentional, controlled scribbles or marks, which may or may not resemble letters or letter-like forms. In some contexts, the child’s marks or scribbling are distinct from drawing—e.g. the writing is separate from drawing. Child can form a majority of the letters in her name, some of which might appear as reversals.

Pre-K Guideline IV.B.1

Child intentionally separates writing from drawing, and her markings frequently resemble letters or letter-like units. Child occasionally makes phonetic or non-phonetic letter strings and can write all of the letters in his/her name, some of which might appear as reversals.

Pre-K Guideline IV.B.1

Child *consistently* makes marks that resemble letters or letter-like units, occasionally interspersed with symbols—e.g. numerals or a heart to represent “*I love you.*” Child *occasionally* copies print and *frequently* makes phonetic or non-phonetic letter strings. Child can write her first name legibly and *occasionally* writes her last name.

Pre-K Guideline V.A.5

Child rote counts in the correct sequence to 5 or beyond, maintains a one-to-one correspondence between each tag and counting word, and *occasionally* understands that the last number she says names how many for sets of up to 5 or more objects. The child *occasionally* demonstrates a strategy for keeping track of the count.

Pre-K Guideline V.A.5

Child rote counts in the correct sequence to 7 or beyond, maintains a one-to-one correspondence between each tag and counting word, and *typically* understands that the last number she says names how many for sets of up to 7 or more objects. The child *occasionally* demonstrates a strategy for keeping track of the count.

Pre-K Guideline V.A.5

Child rote counts in the correct sequence to 10 or beyond, maintains a one-to-one correspondence between each tag and counting word, and *frequently* understands that the last number she says names how many for sets of up to 10 or more objects. The child *typically* demonstrates a strategy for keeping track of the count.

Pre-K Guideline V.A.5

Child rote counts in the correct sequence to 10 or beyond, maintains a one-to-one correspondence between each tag and counting word, and *consistently* understands that the last number she says names how many for sets of up to 10 or more objects. The child *consistently* demonstrates a strategy for keeping track of the count.

Pre-K Guideline V.C.1

Child identifies **2 or more** common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to name **1 or more** of these figures, and uses a combination of formal and informal vocabulary to describe shapes in the environment.

Pre-K Guideline V.C.1

Child **identifies 3 or more** common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to **name 2 or more** of these figures, and uses a combination of formal and informal vocabulary to describe shapes in the environment.

Pre-K Guideline V.C.1

Child **identifies 4 or more** common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to **name 3 or more** of these figures, and uses a combination of formal and informal vocabulary to describe shapes in the environment.

Pre-K Guideline V.C.1

Child **identifies 4 or more** common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to **name 4 or more** of these figures, and uses a combination of formal and informal vocabulary to describe **4 or more** shapes in the environment.

Pre-K Guideline V.C.3

Child demonstrates *some* receptive understanding of key positional words (about 5 or more) and may or may not be able to use expressive language to describe where an object is located in relation to another object—e.g. Child says, “The car is inside the garage.”

Pre-K Guideline V.C.3

Child demonstrates *sufficient* receptive understanding of key positional words (about 10 or more) and uses *some* expressive language (about 3 or more) to describe where an object is located in relation to another object—e.g. Child says, “The car is inside the garage.”

Pre-K Guideline V.C.3

Child demonstrates *substantial* receptive understanding of key positional words (about 15 or more) and uses *sufficient* expressive language (about 10 or more) to describe where an object is located in relation to another object—e.g. Child says, “The car is inside the garage.”

Pre-K Guideline V.C.3

Child demonstrates *substantial* receptive understanding of key positional words (about 15 or more), uses *sufficient* expressive language (about 10 or more) to describe an object’s position, and *occasionally* uses words—first, second, third, last—to describe the sequence of events.

Pre-K Guideline V.E.1

Child *frequently* explores collections of objects that have multiple attributes and *typically* groups those items together by likenesses. Child may sort the entire collection based on a consistent sorting rule—e.g. “All of these ARE; all of these are NOT.” Child *typically* compares two objects by describing how they are alike and different.

Pre-K Guideline V.E.1

Child *frequently* sorts collections of objects that have multiple attributes. Child *typically* sorts the entire collection based on a consistent sorting rule—e.g. “All of these are; all of these are NOT.” Child *frequently* compares two objects by describing how they are alike and different.

Pre-K Guideline V.E.1

Child *consistently* compares and describes how two objects are alike and different, sorts collections of materials and objects that have multiple attributes, and describes how the items in a particular group are similar. Child *frequently* sorts the entire collection based on a consistent sorting rule.

Pre-K Guideline V.E.1

Child uses a consistent sorting rule to sort an entire collection of materials and objects that have multiple attributes and describes how the items in a particular group are similar. When prompted, the child can *occasionally* resort the same collection by a new rule.