

Standard 15:	Term 1	Term 2	Term 3
Tracks pictures / words top to bottom and left to right			
E (3 year olds)	Points to a named picture from a field of 3.	Points to a named picture from a field of 4.	Points to a named picture from a field of 5.
P (3 year olds)	Points to and names pictures on a 6-picture vocabulary sheet with adult visual and verbal cueing.	Points to and names pictures on a 6-picture vocabulary sheet with adult visual cueing.	Points to and names pictures on a 6-picture vocabulary sheet with no more than 3 adult visual cues.
E (4 year olds)	Points to top left picture to start labeling a 6-picture vocabulary sheet.	Points to top left picture to start labeling a 6-picture vocabulary sheet and continues right to name pictures.	Points to top left picture to start labeling a 6-picture vocabulary sheet and continues right to name pictures then goes to the left picture on the second row.
P (4 year olds)	Points to 6 pictures as they are named on a sheet with 2 rows of 3 pictures starting on the top row and moving left to right.	Points to words in a 3 to 4-word sentence as it is read by an adult.	Points to words in a 5 to 6-word sentence as it is read by an adult.
M	Tracks pictures / words top to bottom and left to right	Tracks pictures / words top to bottom and left to right	Tracks pictures / words top to bottom and left to right

Standard 16:	Term 1	Term 2	Term 3
Sings alphabet song			
E (3 year olds)	Points to some letters on alphabet chart, not with one to one correspondence or sings incorrect letters with inflection.	Points to some letters on alphabet chart, not with one to one correspondence or sings incorrect letters with inflection.	Points to some letters on alphabet chart, not with one to one correspondence or sings incorrect letters with inflection.
P (3 year olds)	Points with one to one correspondence to some letters on alphabet chart and/or sings beginning letters (A-G) of alphabet correctly.	Points with one to one correspondence to most letters on alphabet chart and/or sings letters (A-K) of alphabet correctly.	Points with one to one correspondence to alphabet chart and/or sings most letters of alphabet correctly (A-K and Q-V)
E (4 year olds)	Points with one to one correspondence to some letters on alphabet chart and/or sings beginning letters (A-G) of alphabet correctly.	Points with one to one correspondence to most letters on alphabet chart and/or sings letters (A-K) of alphabet correctly.	Points with one to one correspondence to alphabet chart and/or sings most letters of alphabet correctly.
P (4 year olds)	Points with one to one correspondence most of the time to alphabet chart and sings most letters of alphabet correctly (A-K and Q-V)	Points with one to one correspondence to letters on alphabet chart, sings alphabet with exception of L-P or other short sequence correctly.	Points with one to one correspondence to letters on alphabet chart, sings alphabet with exception of L-P correctly.
M	Sings alphabet in correct order while pointing with one to one correspondence to correct letters on alphabet chart.	Sings alphabet in correct order and can point with one to one correspondence to correct letters on alphabet chart.	Sings alphabet in correct order and can point with one to one correspondence to correct letters on alphabet chart.

Standard 17:	Term 1	Term 2	Term 3
Counts syllables in spoken words			
E (3 year olds)	In group, does movement (head, shoulders) for 1-2 syllable words.	In group, does movement (head, shoulders) for 1-2 syllable words.	In group, does movement (head, shoulders, knees) for 1-3 syllable words.
P (3 year olds)	Independently does movement (head, shoulders) for 1-2 syllable words.	Independently does movement (head, shoulders, knees) for 1-3 syllable words.	Independently does movement (head, shoulders, knees, toes) for 1-4 syllable words.
E (4 year olds)	In group, does movement (head, shoulders) for 1-2 syllable words.	In group, does movement (head, shoulders, knees) for 1-3 syllable words. Correctly identifies 1 syllable words.	In group, does movement (head, shoulders, knees) for 1-3 syllable words. Correctly identifies 1-2 syllable words.
P (4 year olds)	Independently does movement (head, shoulders knees) for 1-3 syllable words. Correctly identifies 1 syllable words.	Independently does movement (head, shoulders, knees, toes) for 1-4 syllable words. Correctly identifies number of syllables for 1-2 syllable words.	Independently does movement (head, shoulders, knees, toes) for 1-4 syllable words. Correctly identifies number of syllables for 1-3 syllable words.
M	Correctly counts and identifies 1-4 syllable words, with or without strategy of "Head, Shoulders, Knees, and Toes"	Correctly counts and identifies 1-4 syllable words, with or without strategy of "Head, Shoulders, Knees, and Toes"	Correctly counts and identifies 1-4 syllable words, with or without strategy of "Head, Shoulders, Knees, and Toes"

Standard 18:	Term 1	Term 2	Term 3

Demonstrates awareness of first sound(s) in a word by producing onset			
E (3 year olds)	Doesn't yet show awareness of sounds in environment.	Recognizes by pointing to picture of familiar animal or environmental sound, but doesn't name it.	Recognizes by pointing to picture of familiar animal or environmental sound, but doesn't name it.
P (3 year olds)	Recognizes by pointing to picture or naming of familiar animal and environmental sounds	Names familiar animal and environmental sounds	Able to say initial sounds (onset) in his/her own name.
E (4 year olds)	Names familiar animal and environmental sounds	Able to say initial sounds (onset) in his/her own name	Can identify by saying yes/no if word begins with a given sound.
P (4 year olds)	Can identify by saying yes/no if word starts with a given sound	Can group together pictures of words that begin with same initial sound	If shown picture to cue, can produce onset for words.
M	Demonstrates awareness of first sound(s) in a word by producing onset	Demonstrates awareness of first sound(s) in a word by producing onset	Demonstrates awareness of first sound(s) in a word by producing onset

Standard 19:	Term 1	Term 2	Term 3
Demonstrates recognition of rhyming words			

E (3 year olds)	Watches and listens as others participate in “Rhyme Time” activities, but does not vocalize	Watches and listens as others participate in “Rhyme Time” activities, but does not vocalize	Watches and listens as others participate in “Rhyme Time” activities, but does not vocalize
P (3 year olds)	Participates in “Rhyme Time” activities by repeating pairs of rhyming words.	Participates in “Rhyme Time” activities by repeating pairs of rhyming words.	Participates in “Rhyme Time” activities by repeating pairs of rhyming words. With support, identifies rhymes in nursery rhymes.
E (4 year olds)	Participates in “Rhyme Time” activities by repeating pairs of rhyming words.	Participates in “Rhyme Time” activities by repeating pairs of rhyming words.	Participates in “Rhyme Time” activities by repeating pairs of rhyming words.
P (4 year olds)	With support, identifies rhymes in nursery rhymes. Can match two words that rhyme to each other.	Can identify from a set of three which two rhyme	Can identify from a set of three which two rhyme
M	Identifies by saying yes/no to answer if two given words rhyme	Identifies by saying yes/no to answer if two given words rhyme	Identifies by saying yes/no to answer if two given words rhyme

Standard 20:	Term 1	Term 2	Term 3
Demonstrates alphabetic principle by producing the primary sounds for 5 consonants			

(i.e. /m/, /t/, /p/, /d/, /b/, /c/, /g/)			
E (3 year olds)	Looks at alphabet chart as singing, may not point to letters	Looks at alphabet chart as singing, may not point to letters	Looks at alphabet chart as singing, may not point to letters
P (3 year olds)	Points to some letters on alphabet chart as singing, not necessarily with one to one correspondence	Points to some letters on alphabet chart as singing, not necessarily with one to one correspondence Can find and point to first letter in his/her name.	Points to most letters on alphabet chart as singing, not always with one to one correspondence. Can point to first letter in his/her name.
E (4 year olds)	Points to most letters on alphabet chart as singing, not always with one to one correspondence. Can point to first letter in his/her name.	Can name two more words that begin with same initial sound as his/her name.	Can identify three more words that begin with same sound as his/her name.
P (4 year olds)	From an array of two letters, can identify which one makes a given sound.	From an array of three letters, can identify which one makes a given sound.	From an array of five letters, can identify which one makes a given sound.
M	Demonstrates alphabetic principle by producing the primary sounds for 5 letters	Demonstrates alphabetic principle by producing the primary sounds for 5 letters	Demonstrates alphabetic principle by producing the primary sounds for 5 letters

Standard 21:	Term 1	Term 2	Term 3
Recognizes own name in print			
E (3 year olds)	Is exposed to his/her name in print on a variety of contexts.	Is exposed to his/her name in print on a variety of contexts.	Is exposed to his/her name in print on a variety of contexts.

P (3 year olds)	Finds her/his cubby by recognizing her/his name with a choice of two cubbies.	Can find his her own cubby by identifying her/his name with a cue of the first letter of her/his name labeling the cubby.	Can find his her own cubby by identifying her/his name.
E (4 year olds)	Identifies own name on her/his cubby.	Points to own name when given a choice of two distinctively different names.	Points to own name when given a choice of two different names.
P (4 year olds)	Finds his/her name on a paper during Table Tasks as the location to take his/her seat.	Identifies own name in a variety of contexts including the Helper Chart and in cubby.	Identifies own name in a variety of contexts including the Helper Chart, on own work papers, in cubby and on the Home/School Notebook.
M	Recognizes own name in print	Recognizes own name in print	Recognizes own name in print

Standard 22: Identifies 12 capital letters.	Term 1	Term 2	Term 3
E (3 year olds)	Is exposed to capital letters during preschool literacy and handwriting tasks.	Is exposed to capital letters during preschool literacy and handwriting tasks	Is exposed to capital letters during preschool literacy and handwriting tasks

P (3 year olds)	Identifies the first letter in name.	Identifies the first letter in name and 1-2 other capital letters.	Identifies the first letter in name and 2-3 other capital letters.
E (4 year olds)	Identifies 1-3 capital letters.	Identifies 4-6 capital letters.	Identifies 7-9 capital letters.
P (4 year olds)	Identifies 4-6 capital letters.	Identifies 7-9 capital letters.	Identifies 10-11 capital letters.
M	Identifies 12 capital letters.	Identifies 12 capital letters.	Identifies 12 capital letters.

Standard 23:	Term 1	Term 2	Term 3
<p>Attends to group literacy activities</p> <p>(Based on data taken from at least 3 adult-directed activities)</p>			

E (3 year olds)	Frequently trying to leave area or fleeting attention to book	Frequently trying to leave area or fleeting attention to book	Frequently trying to leave area or fleeting attention to book
P (3 year olds)	Occasionally loses interest, but looks at book for 2-3 pages of story.	Does not try to leave area, attends (looking at and listening to story) as teacher reads all of book, occasionally loses interest.	Attends as teacher reads all of book, and occasionally (1-2 times) participates with related activity (such as pointing to or naming pictures) during story.
E (4 year olds)	Occasionally loses attention,, but looks at book for 2-3 pages of story.	Occasionally loses attention, but looks at book for 4-6 pages of story.	Occasionally loses attention, but looks at book for 7 or more pages.
P (4 year olds)	Attends as teacher reads all of book, and occasionally (1-2 times over 3 books) participates with related activity (such as pointing to or naming pictures) during story	Attends as teacher reads all of book, and sometimes (3 times) participates with related activity during story.	Attends as teacher reads all of book, and sometimes (3-4 times) participates with related activity during story.
M	Attends for complete story and participates during each story in related activity (such as pointing to or naming pictures) during story.	Attends for complete story and participates during each story in related activity (such as pointing to or naming pictures) during story.	Attends for complete story and participates during each story in related activity (such as pointing to or naming pictures) during story.

Standard 24:	Term 1	Term 2	Term 3
Orients book correctly, turns pages and points to words in correct order			
E	Turns multiple pages	Turns multiple pages	Turns multiple pages

(3 year olds)	at once, sometimes holds book upside down	at once, sometimes holds book upside down	at once, sometimes holds book upside down
P (3 year olds)	Turns multiple pages at once, orients book to front cover	Turns multiple pages at once, correct orientation, points at pictures instead of text	Turns one page at a time, begins to point to words, but not left to right
E (4 year olds)	Turns one page at a time, correct orientation, points to space where words are on page.	Turns one page at once, correct orientation, points to pictures and words of text.	Turns one page at a time, correct orientation, points to pictures and words of text
P (4 year olds)	Turns one page at a time, begins to point to single words, but not left to right	Turns pages one at a time, points to some words left to right, but inconsistently	Turns pages one at a time, points to words left to right, but not top to bottom or without one to one correspondence of words.
M	Orients book correctly, turns one page at a time, points to words from left to right and top to bottom of page, for 1 sentence on a page.	Orients book correctly, turns one page at a time, points to words from left to right and top to bottom of page, for 1 sentence on a page.	Orients book correctly, turns one page at a time, points to words from left to right and top to bottom of page, for 1 sentence on a page.

Standard 25:	Term 1	Term 2	Term 3
Answers wh-questions			
E (3 year olds)	With adult language model and/or cueing answers "what" questions	With adult language model and/or cueing answers "who, what" questions	With adult language model and/or cueing answers "who, what, where" questions

P (3 year olds)	With no more than 1 verbal/visual cue can answer “what” questions	With no more than 1 verbal/visual cue can answer “who, what” questions	With no more than 1 verbal/visual cue can answer “who, what, where” questions
E (4 year olds)	With adult language model and/or cueing answers “who, what” questions	With adult language model and/or cueing answers “who, what, where” questions	With adult language model and/or cueing answers “who, what, where, when, why” questions
P (4 year olds)	With no more than 1 verbal/visual cue can answer “who, what” questions	With no more than 1 verbal/visual cue can answer “who, what, where” questions	With no more than 1 verbal/visual cue can answer “who, what, where, when, why” questions
M	Independently answers “who, what, where, when, why” questions	Independently answers “who, what, where, when, why” questions	Independently answers “who, what, where, when, why” questions

Standard 26:	Term 1	Term 2	Term 3
Asks questions with adult support.			
E (3 year olds)	Is exposed to literacy activities that involve questions.	Is exposed to literacy activities that involve questions.	Is exposed to literacy activities that involve questions.
P (3 year olds)	Asks “what” questions during adult-directed literacy activities in	Asks “what” and “who” questions during adult-directed literacy	Asks “what “ and “who” questions with adult support.

	response to the story and pictures with adult support.	activities in response to the story and pictures with adult support.	
E (4 year olds)	Asks “what” and “who” questions with adult support.	Asks “what”, “who” and “where” questions during adult-directed literacy activities in response to the story and pictures with adult support.	Asks “what”, “who” and “where” questions with adult support.
P (4 year olds)	Asks “what”, “who” and “where” questions with adult support.	Asks “what”, “who”, “where” and “why” questions with adult support.	Asks “what”, “who”, “where”, “why” and “when” questions with adult support.
M	Asks questions with adult support.	Asks questions with adult support.	Asks questions with adult support.

Standard 27:	Term 1	Term 2	Term 3
<p>Tells what is happening from pictures in books</p> <p>(Based on data taken from at least 3 adult-directed activities)</p>			
E (3 and 4 year olds)	With adult language model and/or cueing names objects in	With adult language model and/or cueing names objects and	With adult language model and/or cueing uses simple phrases

	pictures in story books being read by an adult	actions from pictures in story books being read by an adult	to tell what is happening in pictures of story books being read by an adult (ex. Dog is sleeping.)
P (3 and 4 year olds)	With no more than 1 verbal/visual cue names objects in pictures in story books being read by an adult	With no more than 1 verbal/visual names objects and actions from pictures in story books being read by an adult	With no more than 1 verbal/visual cue uses simple phrases to tell what is happening in pictures of story books being read by an adult (ex. Dog is sleeping.)
M	Independently tells what is happening from pictures in story books read by an adult using complete phrases.	Independently tells what is happening from pictures in story books read by an adult using complete phrases.	Independently tells what is happening from pictures in story books read by an adult using complete phrases.

Standard 28:	Term 1	Term 2	Term 3
Retells simple familiar stories (Based on data taken from at least 3 adult-directed activities)			
E (3 year olds)	With adult language model and/or cueing names objects and actions from looking at pictures in story books being read by an adult	With adult language model and/or cueing names objects and actions from looking at pictures in story books being read by an adult	With adult language model and/or cueing uses simple phrases to tell what is happening in pictures of story books being read by an adult (ex. Dog is sleeping.)

P (3 year olds)	With no more than 1 verbal/visual cue uses simple phrases to tell what is happening in pictures of story books being read by an adult (ex. Dog is sleeping.)	With no more than 1 verbal/visual cue retells the beginning of the story from pictures in a familiar story books	With no more than 1 verbal/visual cue retells at least 3 pages of the story from looking at the pictures in a familiar story book.
E (4 year olds)	With no more than 1 verbal/visual cue uses simple phrases to tell what is happening in pictures of story books being read by an adult (ex. Dog is sleeping.)	With no more than 1 verbal/visual cue retells the beginning of the story from pictures in a familiar story books	With no more than 1 verbal/visual cue retells at least 3 pages of the story from looking at the pictures in a familiar story book.
P (4 year olds)	With no more than 1 verbal/visual cue such as "What happened next?" for each page can retell a simple familiar story from looking at the pictures using 3 to 5 word phrases.	Can independently retell at least 3 pages of simple familiar stories of 12-20 pages from looking at the pictures using at least 5 to 8 word phrases.	Can independently retell at least 5 pages of simple familiar stories of 12-20 pages from looking at the pictures using at least 5 to 8 word phrases.
M	Independently retells simple familiar stories of 12-20 pages from looking at the pictures using at least 5 to 8 word phrases.	Independently retells simple familiar stories of 12-20 pages from looking at the pictures using at least 5 to 8 word phrases.	Independently retells simple familiar stories of 12-20 pages from looking at the pictures using at least 5 to 8 word phrases.

Standard 29:	Term 1	Term 2	Term 3
Refers back to book with adult support			
E (3 year olds)	If adult turns to correct page and given verbal/visual cueing, will point to picture to respond.	If adult turns to correct page and given verbal/visual cueing, will point to picture to respond.	If adult turns to correct page, and given verbal/visual cueing, will point to picture to respond.
P (3 year olds)	If adult turns to correct page, will point to picture to respond.	If adult opens book to correct page, will use a 1-2 word phrase to respond.	If adult opens book to correct page, will use a 1-2 word phrase to respond.

E (4 year olds)	If adult turns to correct page, will point to picture to respond.	If adult opens book to correct page, will use a 1-2 word phrase to respond.	If adult opens book to correct page, will use a 1-2 word phrase to respond.
P (4 year olds)	Given direction to look in book, will turn to correct page, will use a 1-2 word phrase to respond.	Given direction to look in book, will turn to correct page and use 3-5 word phrase to respond.	Given cue, "Where can we find the answer?", will open book to correct page and use 3-5 word phrase to respond.
M	Child opens book to correct page, and responds with a 3-5 word phrase to answer question.	Child opens book to correct page, and responds with 3-5 word phrase to answer question.	Child opens book to correct page and responds with 3-5 word phrase to answer question.

Standard 30:	Term 1	Term 2	Term 3
Identifies book concepts with adult support			
E (3 year olds)	Points to anywhere on cover of book when asked, "Where is the TITLE?" and points to a character when asked to find one.	Points to anywhere on cover of book when asked "Where is TITLE?" and names at least 1 character in story.	Points to correct place on cover when asked "Where is the TITLE?" and names at least 1 character in story.
P (3 year olds)	Points to correct place on cover when asked, "Where is the TITLE?" and identifies at least 1 character in story.	Points to correct place on cover when asked, "Where is the TITLE?" and identifies 2 or more characters in story.	Names the title and identifies 2 or more characters in story.
E	Points to correct place	Points to correct place	Points to correct place

(4 year olds)	on cover when asked "Where is the TITLE?" and names at least 2 characters in story.	on cover when asked "Where is the TITLE?" and names at least 2 characters in story. Can identify setting from a choice of 2.	on cover when asked "Where is the TITLE?" and names at least 2 characters in story. Can identify setting from a choice of 2.
P (4 year olds)	Names the title and identifies 2 or more characters in story.	Names the title and identifies most characters in story. Can identify the roles of author/illustrator, by completing the sentences, "The author _____. The illustrator _____."	Names the title and identifies all characters in the story. Can identify the roles of author/illustrator, by completing the sentences, "The author _____. The illustrator _____." Identifies setting when asked, "Where does the story take place?"
M	Names the title, identifies the characters, and identifies the roles of author and illustrator. Identifies the setting when asked, "Where does the story happen?"	Names the title, identifies the characters, and identifies the roles of author and illustrator. Identifies the setting when asked, "Where does the story happen?"	Names the title, identifies the characters, and identifies the roles of author and illustrator. Identifies the setting when asked, "Where does the story happen?"

Standard 31:	Term 1	Term 2	Term 3
Completes a 10-piece interlocking puzzle.			
E (3 year olds)	Completes a 4-piece non-interlocking puzzle.	Completes a 6-piece non-interlocking puzzle.	Completes a 8-piece non-interlocking puzzle.
P (3 year olds)	Completes a 6-piece non-interlocking puzzle.	Completes a 8-piece non-interlocking puzzle.	Completes a 4-piece interlocking puzzle.

E (4 year olds)	Completes a 4-piece interlocking puzzle.	Completes a 5-piece interlocking puzzle.	Completes a 6-piece interlocking puzzle.
P (4 year olds)	Completes a 7-piece interlocking puzzle.	Completes a 8-piece interlocking puzzle.	Completes a 9-piece interlocking puzzle.
M	Completes a 10-piece interlocking puzzle.	Completes a 10-piece interlocking puzzle.	Completes a 10-piece interlocking puzzle.

Standard 32:	Term 1	Term 2	Term 3
Follows instruction for letter formation of capital letters.			
E (3 year olds)	Imitate vertical line	Imitate vertical and horizontal line	Imitate vertical and horizontal line and circular motion.
P (3 year olds)	Imitate vertical and horizontal line and circular motion	Make a vertical and horizontal line without model.	Make a vertical and horizontal line and circle without model.
E	Make a vertical and	Imitate simple	Writes a simple

(4 year olds)	horizontal line and circle without model.	letters with horizontal and vertical lines	letter with horizontal and vertical lines.
P (4 year olds)	Imitates letters with lines and curves.	With cueing, follows correct formation for letters (example, starting at the top)	Writes letters of name with correct formation.
M	Follows instruction for formation of capital letters.	Follows instruction for formation of capital letters.	Follows instruction for formation of capital letters.

Standard 33:	Term 1	Term 2	Term 3
Will draw a person with at least 6 body parts in correct orientation			
E (3 year olds)	Will draw a circle for the head.	Will draw a circle for the head and 1 feature with prompting.	Will draw a circle for the head and 1 feature and with prompting add 1 more feature.
P (3 year olds)	Will draw a circle for the head and add 2 features.	Will draw a circle for the head and add 3 features.	Will draw a circle for the head and add 4 features.
E (4 year olds)	Will draw a circle for the head, 4 features including arms.	Will draw a circle for the head, 4 features including arm and legs.	Will draw a person with a head, 5 features, arms and legs.

P (4 year olds)	Will draw a person with a head, body and 3 body parts. (features are connected to the body)	Will draw a person with a head, body and 4 body parts. (features are connected to the body)	Will draw a person with a head, body and 5 body parts. (features are connected to the body)
M	Will draw a person with at least 6 body parts in correct orientation.	Will draw a person with at least 6 body parts in correct orientation.	Will draw a person with at least 6 body parts in correct orientation.

Standard 34:	Term 1	Term 2	Term 3
Independently positions scissors thumb up and cut lines and simple shapes.			
E (3 year olds)	Once scissors are positioned will open and close scissors.	Once scissors are positioned will attempt to snip.	Once scissors are positioned makes snips on paper.
P (3 year olds)	Once scissors are positioned is able to cut in forward motion 3 cuts.	Once the scissors are positioned is able to cut across for 4 inches.	Once scissors are positioned is able to cut across an 8" piece of paper.
E (4 year olds)	Will position scissors	With cueing will position scissors	With cueing will position scissors

	independently, (thumb may be down) and cut across an 8" piece of paper.	thumb up and cut across an 8" piece of paper.	thumb up and cut on a 4" line.
P (4 year olds)	Will position scissors independently, thumb up and cut across a 4" line.	Will cut on a curve within a ¼ inch of the line.	Will cut around a circle within a ¼ inch of the line.
M	Independently positions scissors thumb up and cut on lines and simple shapes	Independently positions scissors thumb up and cut on lines and simple shapes	Independently positions scissors thumb up and cut on lines and simple shapes

Standard 35:	Term 1	Term 2	Term 3
Uses a combination of drawing/writing to express ideas.			
E (3 year olds)	Makes random marks on a paper for drawings.	Draws vertical and horizontal lines on a paper for drawings.	Draws vertical and horizontal lines and crude circles on a paper for drawings.
P (3 year olds)	Uses a variety of circles and lines in drawings.	Attempts to make a recognizable drawing and labels it to an adult.	Makes one simple drawing that is recognizable to the child.
E (4 year olds)	Makes two simple drawings that are	Makes simple drawings that are	Makes simple drawings that are

	recognizable to the child.	recognizable to the child.	recognizable to an adult.
P (4 year olds)	Makes simple drawings recognizable to an adult and prints 1 or more letters to represent the drawing. (any letters)	Makes simple drawings recognizable to an adult and prints 1 letter of a consonant sound in the word to label the picture.	Makes simple drawings recognizable to an adult and prints 2-5 letters for consonant sounds in the word to label the picture.
M	Uses a combination of drawing/writing to express ideas.	Uses a combination of drawing/writing to express ideas.	Uses a combination of drawing/writing to express ideas.

Standard 36:	Term 1	Term 2	Term 3
Uses two hands for bilateral dressing activities.			
E (3 year olds)	Assist in pulling pants down and attempts to pull pants up.	Removes pants, socks and shoes.	Undresses with help for fasteners only.
P (3 year olds)	Pulls up own pants after using the bathroom.	Can put on a jacket using the flip-a-roo method once positioned by an adult.	Uses two hands to pull up pants, put on socks and shoes.

E (4 year olds)	Able to put on a pullover shirt.	Can independently put on a jacket using the flip-a-roo method.	Is able to put on one mitten and attempt on the second.
P (4 year olds)	Uses two hands to pull up pants, put on socks and shoes on the correct feet.	Joins the two sides of the zipper and attempts to pull up.	Independently zips jacket on occasion, sometimes needs help
M	Uses two hands for bilateral dressing activities (includes all skills above)	Uses two hands for bilateral dressing activities (includes all skills above)	Uses two hands for bilateral dressing activities (includes all skills above)

Standard 37: Writes own first name (4-year olds only)	Term 1	Term 2	Term 3
E (3 year olds)	NA	NA	NA
P (3 year olds)	NA	NA	NA
E (4 year olds)	Traces first letter of their name	Copies first letter of their name	Writes first letter of their name

P (4 year olds)	Writes first letter of their name	Writes at least 2-3 letters of their name	Writes at least 4 letters of their name
M	Writes first name independently	Writes first name independently	Writes first name independently

Standard 38: Rote Counts to 20	Term 1	Term 2	Term 3
E (3 year olds)	Counts 1-3 along with adult or peers	Counts 1-4 along with adult or peers	Counts 1-5 along with adult or peers
P (3 year olds)	Independently rote counts 1-3.	Independently rote counts 1-5.	Independently rote counts 1-7.
E (4 year olds)	Independently rote counts 1-3.	Independently rote counts 1-5.	Independently rote counts 1-10.
P (4 year olds)	Independently rote counts 1-10.	Independently rote counts 1-12.	Independently rote counts to 20,

			missing some numbers in the teens.
M	Rote counts 1-20	Rote counts 1-20	Rote counts 1-20

Standard 39: Counts backwards from 10.	Term 1	Term 2	Term 3
E (3 year olds)	Counts backwards 2-1 with peers and adults.	Counts backwards 3-1 with peers and adults.	Counts backwards 5-1 with peers and adults.
P (3 year olds)	Counts backwards 5-1 with peers and adults.	Counts backwards 3-1 after counting backwards is started by an adult.	Counts backwards 4-1 after counting is started by an adult.
E (4 year olds)	Counts backwards 5-1 given visual support.	Counts backwards 6-1 given visual support.	Counts backwards 8-1 given visual support.
P (4 year olds)	Counts backwards 5-1.	Counts backwards 6-1.	Counts backwards 8-1.

M	Counts backwards from 10.	Counts backwards from 10.	Counts backwards from 10.

Standard 40:	Term 1	Term 2	Term 3
Counts backwards from 10 with number line			
E (3 year olds)	Watches and participates chorally in counting down activities.	Points to any numbers as counting down on number line, moving right to left.	Points to any numbers as counting down on number line, moving right to left.
P (3 year olds)	Counts backwards ("2, 1, 0 "- or "2, 1, blastoff") using a number line	Counts backwards from 3 using a number line	Counts backwards from 4 using a number line
E (4 year olds)	Counts backwards from 3 using a number line	Counts backwards from 5 using a number line	Counts backwards from 7 using a number line
P	Counts backwards	Counts backwards	Counts backwards

(4 year olds)	from 5 using the number line.	from 7 using a number line	from 9 using a number line
M	Counts backwards from 10 using a number line	Counts backwards from 10 using a number line	Counts backwards from 10 using a number line

Standard 41:	Term 1	Term 2	Term 3
Identifies numerals 0-12			
E (3 year olds)	Identifies by pointing to numeral 1 from a field of 2.	Identifies by pointing to numerals 1 and 2 from a field of 3.	Identifies by pointing to numerals 0, 1 and 2 from a field of 5 or more.
P (3 year olds)	Identifies by pointing to 0, 1, and 2.	Identifies by pointing to 0-3.	Identifies by pointing to 0-5
E (4 year olds)	Identifies by pointing to numerals 1 and 2 from a field of 3.	Identifies by pointing to numerals 0, 1 and 2 from a field of 5 or more.	Identifies by pointing to numerals 0-5.
P (4 year olds)	Identifies by pointing to and naming numerals 0-5.	Identifies by pointing to and naming numerals 0-7.	Identifies by pointing to and naming numerals 0-10

M	Identifies by pointing to and naming numerals 0-12.	Identifies by pointing to and naming numerals 0-12.	Identifies by pointing to and naming numerals 0-12.
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Standard 42:	Term 1	Term 2	Term 3
Copies numerals 0-9.			
E (3 year olds)	Copies vertical and horizontal lines.	Copies vertical, horizontal, and circular lines.	Copies vertical, horizontal, and circular lines and traces oblique lines.
P (3 year olds)	Traces vertical and horizontal lines, with verbal cue copies a number 1.	With verbal cue, copies numbers 0 and 1.	With verbal cue, copies 0, 1, and at least one other number.
E (4 year olds)	Copies vertical, horizontal, and circular lines and with verbal cue traces oblique lines and numbers 0 and 1.	With verbal cue, copies 0, 1, and at one other number.	With verbal cue, copies 4 numbers.
P (4 year olds)	With verbal cue, copies 4 of the numerals.	Shown a model, copies 6 of the numerals.	Shown a model, copies 8 of the numerals.

M	Shown a model, copies all numerals 0-9.	Shown a model, copies all numerals 0-9.	Shown a model, copies all numerals 0-9.

Standard 43: Orders rods smallest to largest	Term 1	Term 2	Term 3
E (3 year olds)	Chooses shorter/longer of two rods.	Orders three rods given visual to match to.	Orders three rods without visual.
P (3 year olds)	Orders rods 1-5 using visual to match.	Orders rods 1-5 given verbal cues, (i.e. "Now which one is shortest?")	Orders rods 1-5 independently.
E (4 year olds)	Orders rods 1-5 using visual to match.	Orders rods 1-5 given verbal cues (i.e. "Now which one is shortest?")	Orders rods 1-5 independently.
P (4 year olds)	Orders rods 1-10 given visual to match.	Orders rods 1-5 independently, and 6-10 given verbal cues (i.e. "Now which one is shortest?")	Orders rods 1-5 independently, may have 2 swapped rods in 6-10.

M	Orders all rods from 1-10 independently.	Orders all rods from 1-10 independently.	Orders all rods from 1-10 independently.
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Standard 44: Matches numeral to quantity for 0-5	Term 1	Term 2	Term 3
E (3 year olds)	Given verbal or visual cue, gives 1 item when shown numeral 1.	Given verbal or visual cue, gives appropriate number of items when shown 1 or 2.	Given verbal or visual cue, gives appropriate number of items when shown 0, 1 or 2.
P (3 year olds)	Matches numeral to quantity for 1.	Matches numeral to quantity for 1 and 2.	Matches numeral to quantity for 0, 1, 2.
E (4 year olds)	Given verbal or visual cues, gives appropriate number of items when shown 1, 2, or 3	Matches numeral to quantity for 1 and 2.	Matches numeral to quantity for 0, 1, 2
P (4 year olds)	Matches numeral to quantity for 0-2 (or any 3 numerals)	Matches numeral to quantity for 0-3 (or any 4 numerals)	Matches numeral to quantity for 0-4 (or any 5 numerals)
M	Matches numeral to	Matches numeral to	Matches numeral to

	quantity for 0-5	quantity for 0-5	quantity for 0-5
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Standard 45:	Term 1	Term 2	Term 3
Identifies and names visual clusters			
E (3 year olds)	Matches visual clusters for 1 and 2 to one of the same.	Matches visual clusters for 1, 2, and 3 to one of the same.	Matches visual clusters for 1, 2, and 3 to one of the same. Names the visual cluster 1.
P (3 year olds)	Matches visual clusters from 1-5 with one of the same. Names the visual clusters 1-2 (with or without counting)	Names the visual clusters 1-3 (with or without counting)	Names the visual clusters 1-4 (with or without counting)
E (4 year olds)	Matches visual clusters 1-5 with one of the same. Names the visual clusters 1-2 (needs to count)	Names the visual clusters 1-3 (needs to count)	Names the visual clusters 1-4 (needs to count)
P (4 year olds)	Identifies (by pointing to) and names visual clusters 1-3 without counting.	Identifies and names visual clusters 1-4 without counting.	Identifies and names visual clusters 1-5 without counting.
M	Identifies and names visual clusters 1-5 without	Identifies and names visual clusters 1-5 without	Identifies and names visual clusters 1-5 without

	counting. Counts to get correct number for 6-10.	counting. Counts to get correct number for 6-10	counting. Counts to get correct number for 6-10
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Standard 46:	Term 1	Term 2	Term 3
Names a number "one more" or "one less" to 5.			
E (3 year olds)	Is exposed to counting "one more" in structured activities.	Is exposed to counting "one more" in structured activities.	Is exposed to counting "one more" in structured activities.
P (3 year olds)	With visual or verbal cue, can give one more of an item up to 3 and count to identify "how many"	Independently can give one more of an item up to 3 and count to identify "how many?"	Can name "one more" up to 3 without use of objects.
E (4 year olds)	With visual or verbal cue, identifies one more for numbers 0-3	With visual or verbal cue, points to the number one more for numbers 1-4 and one less for numbers 1-3.	Names the number one more for numbers 1-4, and with visual or verbal cue, identifies one less for numbers 1-3.
P (4 year olds)	Names a number one more than numbers 0-3. With visual or verbal cue, names the number one less than a given number 1-3.	Names a number one more than numbers 0-3 and names the number one less than a given number 1-3.	Names a number one more than numbers 0-4 and names the number one less than a given number 1-4.
M	Names a number one more than numbers	Names a number one more than numbers	Names a number one more than numbers

	0-4 and names the number one less than a given number 1-5.	0-4 and names the number one less than a given number 1-5.	0-4 and names the number one less than a given number 1-5.
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Standard 47:	Term 1	Term 2	Term 3
<p>Uses manipulatives for adding and subtracting</p> <p>(Blocks may be substituted with other manipulatives)</p>			
E (3 year olds)	Gives "one more" block when directed	Gives "two more" blocks when directed.	Gives 1 or 2 more blocks when directed and counts with one to one correspondence for 1 and 2.
P (3 year olds)	Gives 1 or 2 more blocks when directed and counts with one to one correspondence.	Gives 1-3 blocks when directed and counts with one to one correspondence.	Counts two groups of blocks up to 5, puts them together and states the sum.
E (4 year olds)	Counts two groups of blocks up to 5 total, puts them together and states the sum.	Counts two groups of blocks up to 5 total, puts them together and states the sum. Also, from 5 or fewer blocks, takes away one block, counts and states the difference.	Counts two groups of blocks up to 5 total, puts them together and states the sum. Also, from 5 or fewer blocks, takes away 1-2 blocks, counts and states the difference.
P (4 year olds)	Counts two groups of blocks up to 5 total, puts them together and states the sum. Also, from 3 or fewer blocks, takes away 1-2, counts and states the difference.	Counts two groups of blocks up to 5 total, puts them together and states the sum. Also, from 3 or fewer blocks, takes away a given number, counts and states the difference.	Counts two groups of blocks up to 5 total, puts them together and states the sum. Also, from 4 or fewer blocks, takes away a given number, counts and states the difference.
M	When shown or told two numbers, gathers the blocks needed to determine the sum up to 5 total. When given a	When shown or told two numbers, gathers the blocks needed to determine the sum up to 5 total. When given a	When shown or told two numbers, gathers the blocks needed to determine the sum up to 5 total. When given a

	quantity of blocks up to 5, takes away a given number and determines the difference.	quantity of blocks up to 5, takes away a given number and determines the difference.	quantity of blocks up to 5, takes away a given number and determines the difference.
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Standard 48:	Term 1	Term 2	Term 3
Creates and reads new patterns			
E (3 year olds)	Given verbal/visual cuing, matches object to picture of same color or shape on model	Matches object to picture of same color or shape on model.	Matches object to picture of same color or shape on model and names the color/shape when adult points.
P (3 year olds)	Joins in group creation of ABAB pattern (color or shape) and can add one to pattern. Not yet reading pattern independently.	Joins in group creation of ABAB pattern (color or shape) and can add two at end of pattern. Not yet reading pattern independently.	When given objects to create an individual ABAB pattern, creates pattern, reads it (the colors/shapes) and add two to end.
E (4 year olds)	Creates ABAB pattern (color or shape) and can add one at end of pattern. Not yet reading pattern independently.	Creates individual ABAB pattern from specific materials, but may lose patterns. With cuing, will read pattern.	Creates individual ABAB pattern from specific materials, can add one at end. With cuing, will read pattern.
P (4 year olds)	Creates and reads individual ABAB pattern from given materials, can add at least 2 to end.	Independently chooses, creates and reads individual ABAB pattern of color or shape.	Creates and reads AABAAB or other more complex pattern of color or shape from given materials.
M	Independently chooses, creates and reads ABAB and more complex	Independently chooses, creates and reads ABAB and more complex	Independently chooses, creates and reads ABAB and more complex

	patterns of both color and shape.	patterns of both color and shape.	patterns of both color and shape.
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Standard 49:	Term 1	Term 2	Term 3
Describes and compares (big/little) (tall/short/long)			
E (3 year olds)	With visual cue, chooses "big" object from a field of two.	Independently chooses "big" object from a field of two.	Independently chooses "big" or "little" object from a field of two.
P (3 year olds)	Independently chooses "big" object from a field of two.	Independently chooses "big" or "little" object from a field of two.	Names "big" or "little/small" to compare objects.
E (4 year olds)	Independently chooses "big" object from a field of two.	Independently chooses "big" or "little" object from a field of two.	Names "big" or "little/small" to compare objects.
P (4 year olds)	Names "big" or "little/small" to compare objects. Chooses "tall", "short" or "long" with visual cue	Names size "big" or "little/small" to compare objects. Chooses "tall", "short", or "long" from objects shown.	Names sizes "big", "little/small", "tall", "short" or "long" for objects shown.
M	Can find in room or name from memory objects that fit the descriptors "big" "little/small" "tall" "short" "long"	Can find in room or name from memory objects that fit the descriptors "big" "little/small" "tall" "short" "long"	Can find in room or name from memory objects that fit the descriptors "big" "little/small" "tall" "short" "long"

Standard 50:	Term 1	Term 2	Term 3
Understands math concepts (more/less, same/different)			
E (3 year olds)	Given model and visual/verbal cues, can match two objects that are same.	Given visual/verbal cue, can match two objects that are same.	Matches two objects that are same. Given visual/verbal cue, can identify object that is different.
P (3 year olds)	Matches two objects that are the same. Given visual/verbal cue can identify object that is different.	Identifies two objects that are same/different.	Uses words to name "same/different"
E (4 year olds)	Matches two objects that are the same. Given visual/verbal cue, can identify object/picture that is different or shows more or less.	Identifies two objects that are same/different. Points to picture of more/less.	Uses words to name "same/different". Points to picture of more/less
P (4 year olds)	Uses words to name "same/different" .	Uses words to name "same/different" and can describe how s/he knows. Points to picture of more/less.	Uses words to name "same/different", can describe how s/he knows. Begins to use word "more" to compare number or groups.
M	Uses words to name "same/different" "more/less" and can describe how s/he knows.	Uses words to name "same/different" "more/less" and can describe how s/he knows.	Uses words to name "same/different" "more/less" and can describe how s/he knows.

Standard 51:	Term 1	Term 2	Term 3
Understands math language (i.e. pattern, sort, length)			
E (3 year olds)	Can sort by 2 colors/shapes with adult support.	Can sort by 2 colors/shapes once the categories have been established.	Can independently sort by 3 colors/shapes once categories have been established.
P (3 year olds)	Can independently sort by 3 colors/ shapes. When asked, "What did you do?" can say "I sorted the shapes."	Can copy an ABAB patterns established by an adult.	Can extend an ABAB pattern that has been started by an adult.
E (4 year olds)	Can create an ABAB pattern and when asked, "What is this? It's a _____" says "pattern".	Can extend an AABAAB pattern started by an adult and when asked, "What is this? It's a _____" says "pattern".	Can extend an ABCABC pattern and when asked "What is this? It's a _____" says "pattern".
P (4 year olds)	Begins to show understanding of concept of length - With model says, "It is ___ markers long."	With adults visual and visual cueing Can measure objects using a non-standard system such as markers and with cueing say "the length is ___ many markers long."	Can measure objects using a non-standard system such markers and say "the length is ___ many markers long."
M	Independently uses language during math tasks to label a pattern and "read" the pattern, the length and measure the length of objects and to label sorting as objects are sorted.	Independently uses language during math tasks to label a pattern and "read" the pattern, the length and measure the length of objects and to label sorting as objects are sorted.	Independently uses language during math tasks to label a pattern and "read" the pattern, the length and measure the length of objects and to label sorting as objects are sorted.

Standard 52:	Term 1	Term 2	Term 3
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Measures and compares using objects			
E (3 year olds)	Participates in simple measuring tasks with adult facilitation. (ex. the pumpkin is one rod tall)	Participates in simple measuring tasks with adult cueing. (ex. the pumpkin is one rod long)	Participates in simple measuring tasks with adult cueing. (ex. the pumpkin is one rod long)
P (3 year olds)	With adult facilitation can measure one object.	With adult visual/verbal cueing can measure one object.	Can measure one object and state "it is big", "it is little".
E (4 year olds)	With adult facilitation can measure two objects and state "This one is tall." or "This one is short."	With adult cueing can measure two objects and state "This one is tall:" or "This one is short."	Can measure two objects and state "This one is tall." or "This one is short."
P (4 year olds)	Can measure two objects and state "This one is tall" or "This one is short."	After measuring, given adult model, can state "This one is longer/taller" or "This one is shorter/smaller" to compare and label during structured adult-directed activities.	After measuring, given adult cueing, compares objects and labels them as longer/ shorter / larger/ smaller during structured, adult-directed tasks.
M	Measures and compares using objects and independently shares results during structured, adult-directed tasks	Measures and compares using objects and independently shares results during structured, adult-directed tasks	Measures and compares using objects and independently shares results during structured, adult-directed tasks

Standard 53:	Term 1	Term 2	Term 3
Sorts by one category and then another			
E (3 year olds)	With adult facilitation, matches two same objects (by color or shape) to each other	With adult facilitation, matches two same objects (by color or shape) to each other	With adult facilitation, matches two same objects (by color, shape, or size) to each other
P (3 year olds)	With adult cueing, sorts by one category (color or shape)	With adult cueing, sorts by one category (color, shape, or size)	Sorts by one category (color, shape, or size)
E (4 year olds)	With adult cueing, sorts by one category (color, shape, or size)	Sorts by one category (color, shape, or size)	With adult facilitation to begin, can sort by second category if cued to category (i.e. "What color is it?") no more than 3 times.
P (4 year olds)	With adult facilitation to begin, can sort by second category if cued to category (i.e. "What color is it?") no more than 3 times.	With adult facilitation to begin, can sort by second category if cued to category (i.e. "What color is is?") no more than 1 time.	With adult cueing for first three objects, can sort by second category.
M	Sorts by one category and then another, if given instruction at time of switch.	Sorts by one category and then another, if given instruction at time of switch.	Sorts by one category and then another, if given instruction at time of switch.

Standard 54:	Term 1	Term 2	Term 3
Names 8 shapes (ex. circle, square, triangle, heart, star, diamond, oval, octagon, rectangle)			
E (3 year olds)	Point to circle and square.	Point to circle, square and triangle.	Names at least one shape.
P (3 year olds)	Names at least 2 shapes	Names at least 3 shapes	Names at least 4 shapes
E (4 year olds)	Names at least 2 shapes	Names at least 3 shapes	Names at least 4 shapes
P (4 year olds)	Names at least 5 shapes	Names at least 6 shapes	Names at least 7 shapes
M	Names at least 8 shapes	Names at least 8 shapes	Names at least 8 shapes

Standard 55:	Term 1	Term 2	Term 3

Understands positional concepts (in, under, behind, etc.)			
E (3 year olds)	Puts objects - on	Puts objects - on, in	Puts objects - on, in, under
P (3 year olds)	Puts objects - on, in, under	Puts objects - on, in, under, around	Puts objects - on, in, under, around and can name at least 2 positions
E (4 year olds)	Puts objects- on, in, under	Puts objects - on, in, under, around	Puts objects - on, in, under, around and can name at least 2 positions
P (4 year olds)	Puts objects - on, in, under, around, between and can name at least 2 positions	Puts objects - on, in, under, around, between, beside and can name at least 3 positions.	Puts objects - on, in, under, around, between, beside, in front of, behind and can name at least 4 positions.
M	Puts objects - on, in, under, around, between, beside, in front of, behind and can name at least 5 positions.	Puts objects - on, in, under, around, between, beside, in front of, behind and can name at least 5 positions.	Puts objects - on, in, under, around, between, beside, in front of, behind and can name at least 5 positions.

Standard 56:	Term 1	Term 2	Term 3
Names 8 colors			

(ex. red, yellow, blue, green, black, brown, purple, orange, white, pink)			
E (3 year olds)	Points to at least one color.	Points to at least 2 colors.	Names at least one color.
P (3 year olds)	Names at least 2 colors.	Names at least 3 colors.	Names at least 4 colors.
E (4 year olds)	Names at least 2 colors.	Names at least 3 colors.	Names at least 4 colors.
P (4 year olds)	Names at least 5 colors.	Names at least 6 colors.	Names at least 7 colors.
M	Names 8 colors.	Names 8 colors.	Names 8 colors.