

**Health & Safety:**

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>
Develops an Awareness of Safety Practices	Uses safe practices indoors and out (ex. use walking feet, stays within boundaries when outside, quiet voices during safety drills); Reminds others of these practices; Explains meaning of safety/warning symbols & community helpers who maintain a safe environment	Uses safe practices indoors and out; Identifies community helpers & safety/warning symbols	Follows safe practices with some adult guidance, prompting, reminders; Begins to identify community helpers & safety symbols
Develops an Awareness of Healthy Habits	Takes care of personal needs independently (ex. wash hands, toileting, using tissues)	Takes care of personal needs with minimal reminders (ex. washing hands when entering the classroom)	Takes care of personal needs with some assistance (ex. singing hand-washing song, following picture prompts)
Demonstrates Self-Help Skills	Demonstrates independence in all areas (ex. puts on jacket, able to zipper); Cleans up independently and helps others	Puts on jacket, uses zipper with verbal encouragement and/or reminders; Cleans up independently	Puts on jacket, uses zipper with some assistance; Cleans up with minimal support

**Play Skills:**

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>
Plays Independently	Selects a variety of toys and develops elaborate and varied play themes; Involves other children	Selects a variety of toys and plays alongside another child; Sustains play for up to 15 minutes with no prompting	Selects toy on own and sustains play for up to 15 minutes with minimal teacher support

Initiates & Joins in Play	Frequently makes play initiation statements ("Do you want to ___?") and makes plans with peers ("I'll build the road. You make the bridge.")	Uses language to initiate and/or join in play	Shows interest in what peers are doing and moves closer; Makes verbal or nonverbal initiations with minimal teacher support
Participates with Other in Dramatic Play	Engages in elaborate and sustained dramatic play with peers; Often a leader; Suggests play theme, assigns role, sets up "props", directs peers in what to do	Participates in play with peers by offering a play theme (ex "Let's play doctor") and/or taking an assigned role ("you be the doctor"); Performs multiple actions relating to that role; Coordinates some actions/dialogues with peer(s)	Participates in dramatic play with peers and takes on a role and performs actions of that role with some teacher support/guidance and modeling (Most start here)

***Social/Emotional Habits:***

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>
Moves through Daily Schedule & Routine	Follows routine and transitions with ease; Helps peers follow routine	Follows routine and transitions with minimal guidance	Follows routine and transitions with some guidance
Takes Care of Personal Belongings	Demonstrates independence; Aware of others and their belongings; Offers assistance to others	Hangs up jacket, unpacks/packs backpack	Hangs up jacket, unpacks/packs backpack with some guidance
Makes Independent Choices	Independently selects and executes ideas, ideas within interest centers and with materials	Independently selects ideas, interest centers and materials	Independently selects ideas, interest centers, and materials with some assistance or prompting

Experiences a Variety of Interest Centers	Explores and makes plans from a broad range of interest centers during Labs and Choice Time	Explores the 5 required interest centers during Lab and Choice Time (ex. Dramatic Play, Science/Discovery, Library, Blocks, Art)	Explores a limited number of interest centers
Shares Materials	Shares materials without being asked	Usually shares materials upon request	Beginning to share materials upon request
Recognizes & Expresses Feelings	Able to recognize and comment on how to express feelings in everyday life; Usually comforts peers in distress; Offers solutions to make them feel better	Able to recognize and label feelings using "I" messages and tell why; Notices when others are hurt or sad by looking at them; Usually offers comforting actions or words	Begins to recognize and label feelings using "I" messages; Is beginning to notice when others are hurt or upset by looking at them

***Social/Emotional Habits:***

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>
Begins to Resolve Conflicts with Peers	Usually negotiates with peers to resolve social conflicts (ex. agrees to share, compromise, etc); Identifies possible solutions for conflicts; Acts as a "mediator" for conflict of others	Attempts to resolve conflicts and/or seeks adult help; Uses words to express their feelings; Able to resolve conflict with some teacher guidance	Beginning to use words to express their feelings with teacher assistance; Seeks adult to help

Exhibits Positive Interactions with Others	Engages appropriately with peers and teachers in classroom activities; Demonstrates socially acceptable behavior for teachers and peers	Recognizes and labels behaviors of others as "OK" or "Not OK" and tells why; Usually engages appropriately with others; Demonstrates acceptable behavior with minimal support	Beginning to identify whether a behavior is "OK" or "Not OK"; Beginning to demonstrate acceptable behavior with some teacher guidance
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***Group Learning Habits:***

Learning Outcome	Exceeds Standard	Meets Standard	Approaches Standard
Participates in Circle Time Activities	Enthusiastically engages in circle time activities; Always eager to participate; Suggests and/or leads activities	Usually sings songs, performs fingerplays, recites chants/pledge, and joins in group games	Sings songs, performs fingerplays, recites chants/pledge, and joins in group games with some teacher guidance
Takes Turns in Conversations & Group Discussions	Always highly engaged; Contributes meaningful information with adults and peers; Begins to raise hand to be recognized	Attends to conversational partner/speaker, takes turns, stays on topic	Beginning to take turns; Stays on topic most of the time
Listens Attentively During a Variety of Activities	Highly engaged listener; Eager to contribute	Sits appropriately, orients body toward speaker, waits turn	Needs minimal reminders to sit and attend
Waits Turn	Demonstrates an ability to wait in a variety of situations; Patiently waits turn; Reminds others of their turn	Understands concept of taking turns and playing simple games in small groups; Waits for turn in circle time activities	Beginning to wait for turn with teacher assistance

Attends to & Completes Learning Tasks	Attends to/completes task for more than 15 minutes; Gets materials necessary for task; Cleans up	Attends to/completes task for up to 10-15 minutes	Attends to a task for up to 5-10 minutes with some teacher guidance
Persists with Challenging Activities	Persists at an activity on own	Persists at an activity with minimal teacher guidance	Persists at an activity with some teacher encouragement
Seeks Help	Consistently tries and seeks help as needed; Notice and offers help to others	Usually seeks help from adult or peer when needed	Asks for help with minimal assistance (ex. Teacher asks, "What do you need?")
Shows Pride in Work	Able to verbalize what is good about their work	Able to verbalize what is good about their work with minimal prompting and support	Able to verbalize what is good about their work with extensive prompting and support

**Needs Support**

Unaware of surroundings;  
Needs safety practices modeled (ex. passing toys/materials to others, keep hands to oneself, walking feet); Needs adult assistance with safety drills

Personal needs are taken care of with one-one assistance

Puts on jacket, uses zipper with one-one assistance;  
Cleans up with adult assistance

**Needs Support**

Selects toys and sustains play with adult assistance

Usually engages in solitary play; Makes verbal and nonverbal initiations with direct teacher support

Participates in dramatic play with peers with one-one teacher support; Imitates roles and routines with teacher model; Actions tend to be isolated and not yet integrated into a play theme; Needs prompts to follow peer direction

### **Needs Support**

Follows routine and transitions from activity to activity with one-one assistance

Hangs up jacket, unpacks/packs backpack with one-one assistance

Selects ideas, interest centers and materials with maximum teacher support

Selects the same interest center or needs teacher assistance to choose an interest center

Shares materials upon request with teacher assistance

Begins to recognize and label feelings with teacher assistance; May look at teacher when emotions are clearly exaggerated

### **Needs Support**

Uses words to express their feelings with a model (ex. "That's mine!" or "Don't take that.")

Identifies whether an exaggerated behavior is "Not OK"; Acceptable behavior needs to be modeled and prompted

<b>Needs Support</b>
Sings songs, performs fingerplays with teacher prompting
May answer questions about topic
Needs multiple reminders to sit and attend
Always wants a turn; Takes turns with one other child with teacher assistance

May need continual teacher supervision to complete task

Gets easily frustrated and/or easily gives up on challenging activities

Asks for help with model

Unable to verbalize what is good about their work