

An Observational and Performance-Based Checklist

Child Name _____ Teacher Name _____
School Name _____ School Year _____

College and Career Readiness Standards

ENGLISH LANGUAGE ARTS (ELA)

Code 1 = Needs
Development

Code 2 = Making
Progress

Code 3 = Developing
as Expected

Code 4 = Advanced
Development

READING STANDARDS FOR LITERATURE (RL)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RL.PK3.1	With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “ <i>What is the duck doing?</i> ” or respond to, “ <i>Tell me about the duck.</i> ”).			
ELA.RL.PK3.2	With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).			
ELA.RL.PK3.3	With guidance and support, identify common objects in the pictures of books.			
ELA.RL.PK3.4	With guidance and support, exhibit curiosity and interest that print conveys meaning.			
ELA.RL.PK3.4a	Increase vocabulary through conversations with adults and peers.			
ELA.RL.PK3.4b	Identify real-world print (e.g., labels in the classroom, signs in the community).			
ELA.RL.PK3.5	With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating race, culture, age, gender, and ability).			
ELA.RL.PK3.6	With guidance and support, identify the terms “author” and “illustrator”.			
ELA.RL.PK3.7	With guidance and support, make connections between self and real-life experiences as they relate to classroom books.			
ELA.RL.PK3.8	No developmentally appropriate standard.			
ELA.RL.PK3.9	No developmentally appropriate standard.			
ELA.RL.PK3.10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).			

READING STANDARDS FOR INFORMATIONAL TEXT (RI)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RI.PK3.1	With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).			
ELA.RI.PK3.2	With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).			
ELA.RI.PK3.3	With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).			
ELA.RI.PK3.4	Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).			
ELA.RI.PK3.5	With guidance and support, recognize how books are read and identify the front cover and back cover.			
ELA.RI.PK3.6	With guidance and support, identify the role of the author and illustrator.			
ELA.RI.PK3.7	With guidance and support, make connections between self and real-life experiences as they relate to informational text.			
ELA.RI.PK3.8	No developmentally appropriate standard.			
ELA.RI.PK3.9	No developmentally appropriate standard.			
ELA.RI.PK3.10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, and movement).			
READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RF.PK3.1	With guidance and support, demonstrate basic features of print.			
ELA.RF.PK3.1a	Recognize that print moves from left to right, top to bottom and page by page.			
ELA.RF.PK3.1b	Recognize that spoken words can be written and convey meaning.			
ELA.RF.PK3.1c	No developmentally appropriate standard.			
ELA.RF.PK3.1d	Recognize and name some letters in their first name.			
ELA.RF.PK3.1e	Recognize that letters can be grouped to form words.			
ELA.RF.PK3.1f	Recognize some numbers.			
ELA.RF.PK3.1g	No developmentally appropriate standard.			
ELA.RF.PK3.2	With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.			
ELA.RF.PK3.2a	Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).			
ELA.RF.PK3.2b	Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).			
ELA.RF.PK3.2c	No developmentally appropriate standard.			
ELA.RF.PK3.2d	Recognize initial sound in first name.			
ELA.RF.PK3.2e	Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).			
ELA.RF.PK3.2f	No developmentally appropriate standard.			

ELA.RF.PK3.3	With prompting and support, demonstrate emergent phonics and word analysis skills.			
ELA.RF.PK3.3a	Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.			
ELA.RF.PK3.3b	No developmentally appropriate standard.			
ELA.RF.PK3.3c	Recognize own name and environmental print.			
ELA.RF.PK3.3d	No developmentally appropriate standard.			
ELA.RF.PK3.4	With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.			
WRITING STANDARDS (W)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.W.PK3.1	With guidance and support, recognize that writing is a way of communicating for a variety of purposes.			
ELA.W.PK3.1a	Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.			
ELA.W.PK3.1b	Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.			
ELA.W.PK3.1c	Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.			
ELA.W.PK3.2	No developmentally appropriate standard.			
ELA.W.PK3.3	No developmentally appropriate standard.			
ELA.W.PK3.4	No developmentally appropriate standard.			
ELA.W.PK3.5	No developmentally appropriate standard.			
ELA.W.PK3.6	With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye- hand coordination.			
ELA.W.PK3.7	No developmentally appropriate standard.			
ELA.W.PK3.8	With prompting and support, recall information from experiences to answer questions.			
ELA.W.PK3.9	No developmentally appropriate standard.			
ELA.W.PK3.10	No developmentally appropriate standard.			
SPEAKING & LISTENING STANDARDS (SL)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.SL.PK3.1	With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.			
ELA.SL.PK3.1a	Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings) .			
ELA.SL.PK3.1b	Engage in extended conversations.			
ELA.SL.PK3.2	With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.			
ELA.SL.PK3.3	With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.			
ELA.SL.PK3.4	With guidance and support, describe familiar people, places, things, and events.			
ELA.SL.PK3.5	With prompting and support, add drawings or other visual displays to descriptions.			

ELA.SL.PK3.6	With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.			
LANGUAGE STANDARDS (L)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.L.PK3.1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.			
ELA.L.PK3.1a	Use frequently occurring verbs and nouns.			
ELA.L.PK3.1b	No developmentally appropriate standard.			
ELA.L.PK3.1c	Ask and answer questions.			
ELA.L.PK3.1d	Use simple prepositions (e.g., <i>in, out, on, off</i>).			
ELA.L.PK3.1e	Use standard words instead of slang or baby talk.			
ELA.L.PK3.2	No developmentally appropriate standard.			
ELA.L.PK3.3	No developmentally appropriate standard.			
ELA.L.PK3.4	No developmentally appropriate standard.			
ELA.L.PK3.5	With guidance and support, explore word relationships and word meanings			
ELA.L.PK3.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
ELA.L.PK3.5b	With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.			
ELA.L.PK3.5c	No developmentally appropriate standard.			
ELA.L.PK3.5d	No developmentally appropriate standard.			
ELA.L.PK3.6	With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.			

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COUNTING & CARDINALITY (CC)		OBSERVATIONS		
		Fall	Winter	Spring
M.CC.PK3.1	With guidance and support, recite numbers 1 to 5 or beyond from memory.			
M.CC.PK3.2	No developmentally appropriate standard.			
M.CC.PK3.3	With guidance and support, attempt to count concrete objects and actions up to 3.			
M.CC.PK3.3a	No developmentally appropriate standard.			
M.CC.PK3.3b	No developmentally appropriate standard.			
M.CC.PK3.4	No developmentally appropriate standard.			
M.CC.PK3.4a	No developmentally appropriate standard.			
M.CC.PK3.5	With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.			
OPERATIONS & ALGEBRAIC THINKING (OA)		OBSERVATIONS		
		Fall	Winter	Spring
M.OA.PK3.1	With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.			
M.OA.PK3.2	No developmentally appropriate standard.			
M.OA.PK3.3	No developmentally appropriate standard.			
M.OA.PK3.4	With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)			
MEASUREMENT & DATA (MD)		OBSERVATIONS		
		Fall	Winter	Spring
M.MD.PK3.1	With guidance and support, experiment with measurable attributes of everyday objects (e.g., <i>big, little, tall, short, full, empty, heavy, light</i>).			
M.MD.PK3.2	With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., <i>big, bigger, long, longer, tall, taller, short, shorter</i>).			
M.MD.PK3.3	Explore nonstandard units of measurement.			
M.MD.PK3.4	Explore standard tools of measurement.			
M.MD.PK3.5	With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).			
GEOMETRY (G)		OBSERVATIONS		
		Fall	Winter	Spring
M.G.PK3.1	With guidance and support, correctly name circles, squares and triangles.			
M.G.PK3.2	With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).			
M.G.PK3.3	No developmentally appropriate standard.			

M.G.PK3.4	With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).			
M.G.PK3.5	No developmentally appropriate standard.			

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PHYSICAL SCIENCE (PS)		OBSERVATIONS		
		Fall	Winter	Spring
S.PS.PK3.1	Begin to manipulate and explore a wide variety of objects and materials.			
S.PS.PK3.2	No developmentally appropriate standard.			
S.PS.PK3.3	No developmentally appropriate standard.			
S.PS.PK3.4	With guidance and support, explore properties of solid objects.			
S.PS.PK3.4a	With guidance and support, identify position of objects.			
S.PS.PK3.4b	No developmentally appropriate standard.			
S.PS.PK3.4c	With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).			
S.PS.PK3.5	With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).			
LIFE SCIENCE (LS)		OBSERVATIONS		
		Fall	Winter	Spring
S.LS.PK3.1	With guidance and support, explore body parts associated with the use of each of the five senses.			
S.LS.PK3.2	With guidance and support, explore how people change during changes of the life cycle.			
S.LS.PK3.2a	Explore text with illustrations of human life stages.			
S.LS.PK3.2b	No developmentally appropriate standard.			
S.LS.PK3.3	With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.			
S.LS.PK3.4	With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).			
S.LS.PK3.4a	With guidance and support, conduct an experiment to observe the growth of plants.			
S.LS.PK3.5	With guidance and support, describe individual characteristics of self, other living things and people.			
S.LS.PK3.5a	No developmentally appropriate standard.			
S.LS.PK3.5b	No developmentally appropriate standard.			
S.LS.PK3.4c	With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.			
EARTH AND SPACE SCIENCE (ES)		OBSERVATIONS		
		Fall	Winter	Spring
S.ES.PK3.1	With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).			
S.ES.PK3.1a	Observe daily display about weather and seasonal activity.			
S.ES.PK3.2	Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).			
S.ES.PK3.2a	Explore materials to create display of common elements of day and night.			

S.ES.PK3.2b	Explore devices that protect from sun or rain.			
S.ES.PK3.3	With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves).			
S.ES.PK3.3a	No developmentally appropriate standard.			
S.ES.PK3.3b	No developmentally appropriate standard.			
TECHNOLOGY (T)		OBSERVATIONS		
		Fall	Winter	Spring
S.T.PK3.1	With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).			
S.T.PK3.2	No developmentally appropriate standard.			
S.T.PK3.3	No developmentally appropriate standard.			

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FAMILY & COMMUNITY (FC)		OBSERVATIONS		
		Fall	Winter	Spring
SS.FC.PK3.1	Begin to identify self as a member of a family, the learning community, and local community.			
SS.FC.PK3.2	With guidance and support, identify similarities and differences in people.			
SS.FC.PK3.3	With guidance and support, describe some family traditions.			
SS.FC.PK3.4	With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.			
SS.FC.PK3.5	With guidance and support, demonstrate responsible behavior related to daily routines.			
SS.FC.PK3.6	With guidance and support, explain some rules in the home and in the classroom.			
SS.FC.PK3.6a	Identify some rules for different settings.			
SS.FC.PK3.6b	Identify appropriate choices to promote positive interactions.			
SS.FC.PK3.7	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).			
SS.FC.PK3.8	With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).			
SS.FC.PK3.9	With guidance and support, describe a simple sequence of familiar events.			
OUR WORLD (OW)		OBSERVATIONS		
		Fall	Winter	Spring
SS.OW.PK3.1	With guidance and support, treat classroom materials and belongings of others with care.			
SS.OW.PK3.2	With guidance and support, identify location and some physical features of familiar places in the environment.			
SS.OW.PK3.3	With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).			
SS.OW.PK3.4	Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.			
SS.OW.PK3.5	With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).			
HISTORY & EVENTS (HE)		OBSERVATIONS		
		Fall	Winter	Spring
SS.HE.PK3.1	With guidance and support, describe a simple series of familiar events.			
SS.HE.PK3.2	With guidance and support, begin to understand events that happened in the past.			

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GROSS MOTOR SKILLS (GM)		OBSERVATIONS		
		Fall	Winter	Spring
PD.GM.PK3.1	Identify body parts (e.g., knee, foot, arm).			
PD.GM.PK3.2	With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).			
PD.GM.PK3.3	With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).			
PD.GM.PK3.4	With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).			
PD.GM.PK3.5	Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).			
FINE MOTOR SKILLS (FM)		OBSERVATIONS		
		Fall	Winter	Spring
PD.FM.PK3.1	With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).			
PD.FM.PK3.2	With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).			
PD.FM.PK3.3	With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).			
PD.FM.PK3.4	With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).			
PD.FM.PK3.5	With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).			
PD.FM.PK3.6	With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).			
SELF-CARE, HEALTH, AND SAFETY SKILLS (SHS)		OBSERVATIONS		
		Fall	Winter	Spring
PD.SHS.PK3.1	With guidance and support, identify and follow safety rules (e.g., classroom, home, community).			
PD.SHS.PK3.2	With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.			
PD.SHS.PK3.3	With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.			
PD.SHS.PK3.4	With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).			
PD.SHS.PK3.5	With guidance and support, participate in a variety of physical activities.			
PD.SHS.PK3.6	With guidance and support, identify nutritious foods.			

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DANCE (DA)		OBSERVATIONS		
		Fall	Winter	Spring
DA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
DA.CR1a.1.PK	Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).			
DA.CR1b.1.PK	Find a different way to do several basic locomotor and non-locomotor movements.			
DA.CR2.1.PK	Organize and develop artistic ideas and work			
DA.CR2a.1.PK	Improvise dance that starts and stops on cue.			
DA.CR2b.1.PK	Engage in dance experiences moving alone or with a partner.			
DA.CR3.1.PK	Refine and complete artistic work.			
DA.CR3a.1.PK	Respond to suggestions for changing movement through guided improvisational experiences.			
DA.CR3b.1.PK	Identify parts of the body and document a body shape or position by drawing a picture.			
DA.CR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
DA.CR4a.1.PK	Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.			
DA.CR4b.1.PK	Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.			
DA.CR4c.1.PK	Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).			
DA.PR5.1.PK	Develop and refine artistic technique and work for presentation.			
DA.PR5a.1.PK	Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.			
DA.PR5b.1.PK	Move in general space and start and stop on cue while maintaining personal space.			
DA.PR5c.1.PK	Identify and move body parts and repeat movements upon request.			
DA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
DA.PR6a.1.PK	Dance for others in a designated area or space.			
DA.PR6b.1.PK	Use a simple prop as part of a dance.			
DA.RE1.1.PK	Perceive and analyze artistic work.			
DA.RE7a.1.PK	Identify a movement in a dance by repeating it.			
DA.RE7b.1.PK	Demonstrate an observed or performed dance movement.			
DA.RE8.1.PK	Interpret intent and meaning in artistic work.			
DA.RE8a.1.PK	Observe a movement and share impressions.			

MEDIA ARTS (MA)		OBSERVATIONS		
		Fall	Winter	Spring
MA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
MA.CR1a.1.PK	Share ideas for media artworks through guided exploration of tools, methods, and imagining.			
MA.CR2.1.PK	Organize and develop artistic ideas and work.			
MA.CR2a.1.PK	With guidance, form ideas into plans or models for media arts productions.			
MA.CR3.1.PK	Refine and complete artistic work.			
MA.CR3a.1.PK	Make and capture media arts content, freely and in guided practice, in media arts productions.			
MA.CR3b.1.PK	Attempt and share expressive effects, freely and in guided practice, in creating media artworks.			
MA.PR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
MA.PR4a.1.PK	With guidance, combine different forms and content, such as image and sound, to form media artworks.			
MA.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
MA.PR5a.1.PK	Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.			
MA.PR5b.1.PK	Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.			
MA.PR5c.1.PK	Use media arts creation tools freely and in guided practice.			
MA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
MA.PR6a.1.PK	With guidance, share roles and discuss the situation for presenting media artworks.			
MA.PR6b.1.PK	With guidance, share reactions to the presentation of media artworks.			
MA.RE7.1.PK	Perceive and analyze artistic work.			
MA.RE7a.1.PK	With guidance, explore and discuss components and messages in a variety of media artworks.			
MA.RE7b.1.PK	With guidance, explore media artworks and discuss experiences.			
MA.RE8.1.PK	Interpret intent and meaning in artistic work			
MA.RE8a.1.PK	With guidance, share reactions to media artworks.			
MA.RE9.1.PK	Apply criteria to evaluate artistic work.			
MA.RE9a.1.PK	With guidance, examine and share appealing qualities in media artworks.			
MA.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
MA.CN10a.1.PK	Use personal experiences in making media artworks.			
MA.CN10b.1.PK	With guidance, share experiences of media artworks.			
MA.CN.11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
MA.CN11a.1.PK	With guidance, relate media artworks and everyday life.			
MA.CN11b.1.PK	With guidance, interact safely and appropriately with media arts tools and environments.			

MUSIC (M)		OBSERVATIONS		
		Fall	Winter	Spring
MU.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
MU.CR1A.1.PK	With substantial guidance, explore and experience a variety of music.			
MU.CR2.1.PK	Organize and develop artistic ideas and work.			
MU.CR2a.1.PK	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).			
MU.CR2b.1.PK	With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.			
MU.CR1.1.PK	Refine and complete artistic work.			
MU.CR3a.1.PK	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.			
MU.CR3.2.PK	Refine and complete artistic work.			
MU.CR3a.2.PK	With substantial guidance, share revised personal musical ideas with peers.			
MU.PR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
MU.PR4a.1.PK	With substantial guidance, demonstrate and state preference for varied musical selections.			
MU.PR4.2.PK	Select, analyze, and interpret artistic work for presentation.			
MU.PR4a.2.PK	With substantial guidance, explore and demonstrate awareness of musical contrasts.			
MU.PR4.3.PK	Select, analyze, and interpret artistic work for presentation.			
MU.PR4a.3.PK	With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).			
MU.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
MU.PR5a.1.PK	With substantial guidance, practice and demonstrate what they like about their own performances.			
MU.PR5b.1.PK	With substantial guidance, apply personal, peer, and teacher feedback to refine performances.			
MU.PR6.1.PK	Convey meaning through the presentation of artistic work.			
MU.PR6a.1.PK	With substantial guidance, perform music with expression.			
MU.RE7.1.PK	Perceive and analyze artistic work.			
MU.RE7a.1.PK	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.			
MU.RE7.2.PK	Perceive and analyze artistic work.			
MU.RE7a.2.PK	With substantial guidance, explore musical contrasts in music.			
MU.RE8.1.PK	Interpret intent and meaning in artistic work.			
MU.RE8a.1.PK	With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).			
MU.RE9.1.PK	Apply criteria to evaluate artistic work.			
MU.RE9a.1.PK	With substantial guidance, talk about personal and expressive preferences in music.			
MU.CN10.0.PK	Synthesize and relate knowledge and personal experiences to make art.			

MU.CN10a.0.PK	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
MU.CN11.0.PK	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			
MU.CN11a.0.PK	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
THEATER (TH)		OBSERVATIONS		
		Fall	Winter	Spring
TH.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
TH.CR1a.1.PK	With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR1b.1.PK	With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR2.1.PK	Organize and develop artistic ideas and work.			
TH.CR2a.1.PK	With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR2b.1.PK	With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR3.1.PK	Refine and complete artistic work.			
TH.CR3a.1.PK	With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
TH.PR4a.1.PK	With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
TH.PR5a.1.PK	With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR5b.1.PK	With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR6.1.PK	Convey meaning through the presentation of artistic work.			
TH.PR6a.1.PK	With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.RE7.1.PK	Perceive and analyze artistic work.			
TH.RE7a.1.PK	With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.RE8.1.PK	Interpret intent and meaning in artistic work.			
TH.RE8a.1.PK	With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.			
TH.RE8b.1.PK	With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.RE9.1.PK	Apply criteria to evaluate artistic work.			

TH.RE9a.1.PK	With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
TH.CN10a.1.PK	With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
TH.CN11a.1.PK	With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN11.2.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
TH.CN11a.2.PK	With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN11b.2.PK	With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
VISUAL ARTS (VA)		OBSERVATIONS		
		Fall	Winter	Spring
VA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
VA.CR1a.1.PK	Engage in self-directed play with materials.			
VA.CR1.2.PK	Generate and conceptualize artistic ideas and work.			
VA.CR1a.2.PK	Engage in self-directed, creative making.			
VA.CR2.1.PK	Organize and develop artistic ideas and work.			
VA.CR2a.1.PK	Use a variety of art-making tools.			
VA.CR2.2.PK	Organize and develop artistic ideas and work.			
VA.CR2a.2.PK	Share materials with others.			
VA.CR2.3.PK	Organize and develop artistic ideas and work.			
VA.CR2a.3.PK	Create and tell about art that communicates a story about a familiar place or object.			
VA.CR3.1.PK	Refine and complete artistic work.			
VA.CR3a.1.PK	Share and talk about personal artwork.			
VA.PR4.1.PK	Select, analyze and interpret artistic work for presentation.			
VA.PR4a.1.PK	Identify reasons for saving and displaying objects, artifacts, and artwork.			
VA.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
VA.PR5a.1.PK	Identify places where art may be displayed or saved.			
VA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
VA.PR6a.1.PK	Identify where art is displayed both inside and outside of school.			
VA.RE7.1.PK	Perceive and analyze artistic work.			
VA.RE7a.1.PK	Recognize art in one's environment.			
VA.RE7.2.PK	Perceive and analyze artistic work.			
VA.RE7a.2.PK	Distinguish between images and real objects.			

VA.RE8.1.PK	Interpret intent and meaning in artistic work.			
VA.RE8a.1.PK	Interpret art by identifying and describing subject matter.			
VA.RE9.1.PK	Apply criteria to evaluate artistic work.			
VA.RE9a.1.PK	Select a preferred artwork.			
VA.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
VA.CN10a.1.PK	Explore the world using descriptive and expressive words and art-making.			
VA.CN11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
VA.CN11a.1.PK	Recognize that people make art.			

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SOCIAL DEVELOPMENT (SD)		OBSERVATIONS		
		Fall	Winter	Spring
SE.SD.PK3.1	Interact appropriately with familiar adults.			
SE.SD.PK3.1a	With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.			
SE.SD.PK3.1b	With guidance and support, engage with a variety of familiar adults.			
SE.SD.PK3.2	Interact appropriately with other children.			
SE.SD.PK3.2a	Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).			
SE.SD.PK3.2b	Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).			
SE.SD.PK3.2c	With guidance and support, ask permission to use materials belonging to someone else.			
SE.SD.PK3.2d	Begin to acknowledge needs and rights of others (e.g., "It's your turn on the swing.>").			
SE.SD.PK3.3	Express empathy and care for others.			
SE.SD.PK3.3a	With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).			
SE.SD.PK3.3b	Begin to offer and accept encouraging and courteous words to demonstrate kindness.			
SE.SD.PK3.3c	With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.>").			
SE.SD.PK3.4	Participate successfully as a member of a group.			
SE.SD.PK3.4a	With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).			
SE.SD.PK3.4b	With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).			
SE.SD.PK3.4c	With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).			
SE.SD.PK3.5	Join ongoing activities in acceptable ways.			
SE.SD.PK3.5a	Begin to express to others a desire to play (e.g., "I want to play.>").			
SE.SD.PK3.5b	With guidance and support, lead and follow.			
SE.SD.PK3.5c	With guidance and support, move into group with ease.			
SE.SD.PK3.6	Resolve conflict with others.			
SE.SD.PK3.6a	With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.>").			
SE.SD.PK3.6b	With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.>").			

EMOTIONAL DEVELOPMENT (ED)		OBSERVATIONS		
		Fall	Winter	Spring
SE.E.PK3.1	Demonstrate trust in self.			
SE.E.PK3.1a	Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").			
SE.E.PK3.1b	Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").			
SE.E.PK3.2	Develop personal preferences.			
SE.E.PK3.2a	Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "I want ...").			
SE.E.PK3.2b	With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).			
SE.E.PK3.3	Show flexibility, inventiveness, and interest in solving problems.			
SE.E.PK3.3a	With guidance and support, make alternative choices (e.g., move to another area when a center is full).			
SE.E.PK3.3b	With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).			
SE.E.PK3.4	Know personal information.			
SE.E.PK3.4a	With guidance and support, describe self-using several basic characteristics (e.g., gender, age, hair color, eye color).			
SE.E.PK3.4b	Begin to refer to self by first name.			
SE.E.PK3.4c	With guidance and support, know parents'/guardians' names.			
SE.E.PK3.5	Show impulse control with body and actions.			
SE.E.PK3.5a	Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).			
SE.E.PK3.5b	With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).			
SE.E.PK3.5c	With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).			
SE.E.PK3.6	Manage emotions.			
SE.E.PK3.6a	With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).			
SE.E.PK3.6b	With guidance and support, recognize emotions (e.g., "I am really mad.").			
SE.E.PK3.6c	With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").			
SE.E.PK3.6d	With guidance and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").			
SE.E.PK3.7	Follow procedures and routines with teacher support.			
SE.E.PK3.7a	Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).			
SE.E.PK3.7b	With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).			
SE.E.PK3.7c	Begin to take turns and to share information with others (e.g., interact during group time).			
SE.E.PK3.8	Demonstrate flexibility in adapting to different environments.			

SE.E.PK3.8a	With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).			
SE.E.PK3.8b	With guidance and support, follow rules (e.g., use outside voice, use inside voice)in different settings.			

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PLAY (P)		OBSERVATIONS		
		Fall	Winter	Spring
AL.P.PK3.1	With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.			
AL.P.PK3.2	With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).			
AL.P.PK3.3	With guidance and support, begin to exhibit creativity and imagination in a variety of forms.			
AL.P.PK3.4	With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).			
CURIOSITY & INITIATIVE (CI)		OBSERVATIONS		
		Fall	Winter	Spring
AL.CI.PK3.1	Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.			
AL.CI.PK3.2	Begin to ask questions to seek new information.			
AL.CI.PK3.3	Demonstrate an increasing ability to make independent choices.			
AL.CI.PK3.4	With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.			
PERSISTENCE & ATTENTIVENESS (PA)		OBSERVATIONS		
		Fall	Winter	Spring
AL.PA.PK3.1	With guidance and support, follow through to complete a task or activity.			
AL.PA.PK3.2	With guidance and support, demonstrate the ability to remain engaged in an activity or experience.			
AL.PA.PK3.3	With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).			
PROBLEM SOLVING SKILLS (PS)		OBSERVATIONS		
		Fall	Winter	Spring
AL.PS.PK3.1	Identify a problem or ask a question.			
AL.PS.PK3.2	Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).			
AL.PS.PK3.3	With guidance and support apply prior learning and experiences to build new knowledge.			