

**ART:**

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>	<b>Needs Support</b>
Represents experiences through a variety of materials	Creates artwork with a clear point of view while exploring color, line, shape, form, texture and space; Independently uses a wide range of art media and materials to create experiences using memory, observation, and imagination	Creates artwork while exploring color, line, shape, form, texture and space; Beginning to use a variety of art media and materials with imagination to create these experiences	Uses materials and creates experiences only as modeled	Always selects the same art media or material (no variety) or uses materials and creates experiences with teacher assistance
Uses and cares for materials and tools	Always uses materials appropriately; Handles materials with great care	Usually uses tools (ex. scissors, crayons) and materials as designed; Handles materials with care	Uses materials appropriately with some reminders	Uses materials appropriately with teacher assistance
Creates recognizable representations	Creates (ex. draws, paints, sculpts) recognizable, detailed artwork	Creates (ex. Draws, paints, sculpts) a person with 6-8 body parts; Attempts to add beginning details to artwork (ex. sun, house, trees)	Creates (ex. draws, paints, sculpts) a person with 3-4 body parts; Produces other simple representations with step by step model	Scribbles; Not yet understanding that art (ex. pictures) represents thought

**MUSIC:**

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>	<b>Needs Support</b>
Develops an Appreciation of Music	Sings a variety of songs with expression independently and with others; Experiments with a variety of musical instruments to create music alone and/or in a group; Recognizes and names a variety of musical elements (ex. instruments, tempo, genre) using appropriate music vocabulary	Sings a variety of songs with others; Experiments with a variety of musical instruments to create music alone and/or in a group; Beginning to recognize and name musical elements (ex. instruments, tempo, genre) using appropriate music vocabulary	Beginning to sing repetitive phrases from songs; Beginning to experiment with musical instruments; Repeats music vocabulary with adult model	Does not engage in singing with others or beginning to improvise words/sounds in songs; Explores musical instruments with adult assistance; Not yet understanding musical elements

Develops an Appreciation of Creative Movement	Participates in dance/movement activities accompanied by music and creates complex movements; Regularly responds to changes in tempo and musical rhythms; Defines and maintains personal space during creative movement activities	Participates in dance/movement activities accompanied by music and uses simple movements; Usually responds to changes in tempo and musical rhythms; Usually maintains personal space during creative movement activities	Participates in dance/movement activities accompanied by music and engages when an adult guides the child in the process; Beginning to respond to change in tempo; Beginning to maintain personal space during creative movement	Participates in creative movement activities with direct teacher support; Unable to recognize a change in tempo; Maintains personal space with one-one assistance
---	--	--	--	---

***PHYS ED:***

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>	<b>Needs Support</b>
Develops Gross Motor Skills	Performs all gross motor movements with ease; Moves easily with the ability to control speed and direction	Performs most gross motor movements; Moves with control over stopping and has some improved control over direction and speed	Performs some gross motor movements with some teacher support; Moves with control over stopping, but still lacks control over direction and speed	Performs some gross motor movements with full teacher support; Moves with little or no control over stopping, direction, or speed
Develops Spatial and Coordination Skills	Using objects and props, coordinates eye/body movements easily and with expected results (ex. throws, catches, kicks, uses hula hoop, steering & pedaling tricycle); Uses playground equipment with ease	Using objects and props, coordinates eye/body movements with an erratic pattern; Usually uses playground equipment with ease	Using objects and props, attempts to coordinate eye/body movements while trying an activity; Uses playground equipment with minimal assistance	Uses objects and props that coordinate eye/body movements with maximum assistance; Uses playground equipment with some assistance

***ESL:***

<b>Learning Outcome</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>	<b>Needs Support</b>
Oral Expression	Speaks frequently using complex sentence structure to share information about events and experiences; Uses new vocabulary from the units, as well as various forms of these words and other complex vocabulary	Speaks regularly, often using more complex sentence structures, such as compound sentences; Regularly uses vocabulary introduced in the thematic units	Speaks using short, grammatically correct sentences; Uses some vocabulary introduced in the thematic units	Speaks using only single words or phrases; Uses only very simple vocabulary