



## Gross Motor Skills

E	Student can independently catch a ball with two hands and kick a moving ball while running.	Student can independently and consistently catch a ball with two hands and kick a moving ball while running.	Student can independently and consistently catch a ball with two hands and kick a moving ball while running and step forward when throwing a ball/
3	With prompting and support, the student can throw a ball and toss a bean bag into a basket.	With support, the student can throw a ball and toss a bean bag into a basket.	Student can independently throw a ball and toss a bean bag into a basket.
2	With prompting and support, the student can kick a stationary ball and fling a beanbag.	With support, the student can kick a stationary ball and fling a beanbag.	Student can independently kick a stationary ball and fling a beanbag.
1	With substantial prompting and support, student can fling a beanbag and carry a large ball while moving.	With substantial prompting and support, student can fling a beanbag and carry a large ball while moving.	With prompting and support, student can fling a beanbag and carry a large ball while moving.

## Writes Name

E	Student can independently write their first name partially accurate.	Student can independently write their first name partially accurate.	Student can independently write their first name accurately.
3	With prompting and support, the student	With prompting and support, the student	Student can independently write

	can write some letters.	can write some letters.	some letters.
2	With prompting and support, the student can write letter segments.	With prompting and support, the student can write letter segments.	Student can independently write letter segments.
1	Student can scribble write deliberately.	Student can scribble write deliberately.	Student can make marks that appear to be in a random order.

## Counting

E	Student can independently and consistently count to 20 accurately.	Student can independently and consistently count to 20 accurately.	Student can independently and consistently count to 20 accurately and knows what number comes next when counting.
3	With prompting and support, the student can count to 10.	The student can independently count to 10.	The student can independently count to 10 and can count up to five objects.
2	Student can count but not in the correct order.	Student can count but not in the correct order.	Student can count but not in the correct order.
1	With teacher assistance, the student can practice counting.	With teacher assistance, the student can practice counting.	With teacher assistance, the student can practice counting.

## Demonstrates Knowledge of Patterns

E	Students can independently extend a simple pattern.	Students can independently extend a simple pattern.	Students can independently extend and create a simple pattern.
3	With prompting and support, the student can copy a simple pattern.	With prompting and support, the student can copy a simple pattern.	Student can independently copy a simple pattern.
2	With prompting and support, the student notices simple patterns.	With prompting and support, the student notices simple patterns.	Student can independently notice simple patterns.
1	With substantial teacher assistance, the student can notice simple patterns in everyday life.	With substantial teacher assistance, the student can notice simple patterns in everyday life.	With prompting and support, the student can notice simple patterns in everyday life.

## Sorting By Attributes

E	Student can independently and consistently sort and classify a group of objects based on one attribute.	Student can independently and consistently sort and classify a group of objects based on one attribute.	Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from another object.
3	With prompting and support, the student can classify based on one attribute.	With prompting, the student can classify based on one attribute.	Student can independently classify based on one attribute.
2	With prompting and support, the student	With prompting and support, the student	Student can independently sort

	can sort objects but not in a systematic way.	can sort objects but not in a systematic way.	objects but not in a systematic way.
1	With substantial teacher assistance, the student will be able to name an attribute.	With substantial teacher assistance, the student will be able to name an attribute.	With prompting and support, the student will be able to name an attribute.

### Understanding Shapes

E	Student can independently and consistently describe two and three dimensional shapes.	Student can independently and consistently describe two and three dimensional shapes.	Student can independently and consistently describe two and three dimensional shapes when shown in a new orientation.
3	Student can independently and consistently name shapes.	Student can independently and consistently name shapes.	Student can independently and consistently name shapes regardless of their orientation.
2	With prompting and support, the student can identify a few basic shapes.	With prompting, the student can identify a few basic shapes.	Student can independently identify a few basic shapes.
1	With direct teacher assistance, the student can match two identical shapes.	With prompting and support, the student can match two identical shapes.	Student can independently match two identical shapes.

### Develop Spatial Awareness

E	Student can independently and consistently respond to positional words correctly.	Student can independently and consistently respond to positional words correctly.	Student can independently and consistently respond to positional words indicating direction, distance or location correctly.
3	With prompting and support, the student can follow simple directions regarding proximity.	With prompting and support, the student can follow simple directions regarding proximity.	Student can independently follow simple directions regarding proximity.
2	With prompting and support, the student can follow simple directions related to position.	With prompting and support, the student can follow simple directions related to position.	Student can independently follow simple directions related to position.
1	With direct teacher assistance, the student will be able to follow directions related to position.	With direct teacher assistance, the student will be able to follow directions related to position.	With direct teacher assistance, the student will be able to follow directions related to position.

**Quantifies**

E			Student can independently identify numbers to ten and connect the number to a counted object.
3			Student can independently identify numbers to five and connect the number to a counted object.

2			With prompting and support, the student can recognize and name a few numbers.
1			With direct teacher assistance, the student can recognize and name a few numbers.

### Recognizes Rhyme

E		Student can independently decide if two words rhyme.	Students can generate two words that rhyme.
3		With prompting and support, the student can fill in missing rhyming words.	Student can independently fill in missing rhyming words.
2		With prompting and support, the student can join in rhyming games and songs.	Student can independently join in rhyming games and songs.
1		With direct teacher assistance, the student can join in rhyming games and songs.	With direct teacher assistance, the student can join in rhyming games and songs.

### Applies Concepts of Print

E		With prompting and support, the student can recognize key features of a book such as author, illustrator, front cover and title page.	Student can independently recognize key features of a book such as author, illustrator, front cover and title page.
3		With prompting and support, the student can hold a book correctly and turn the pages from front to back.	Student can independently hold a book correctly and turn the pages from front to back.
2		With prompting support, the student can recognize a book they want to read.	Student can independently recognize a book they want to read.
1		With prompting and support, the student shows interest in books.	With prompting and support, the student shows interest in books.

### Retells and Recounts Details From Stories

E		With prompting and support, the student can retell a story with information in proper sequence.	With prompting and support, the student can retell a story with information in proper sequence.
3		Using pictures as prompts, the student can retell a familiar story with teacher support.	Using pictures as prompts, the student can retell a familiar story independently.
2		With prompting and support, the student can recall some	With prompting and support, the student can recall some



		events from a story.	events from a story.
1		With direct teacher assistance and picture cues, the student can recall some events from a story.	With direct teacher assistance and picture cues, the student can recall some events from a story.

Identifies Letters

E			Student can independently recognize over ten letters in a random order.
3			With prompting and support, the student can recognize ten letters in a random order.
2			With prompting and support, the student can recognize a few letters in their own name.
1			With direct teacher assistance, the student can recognize a few letters that are in their own name.

Identifies Letter Sounds

E			
3			
2			
1			

### Capable of Conveying a Message

E		Student can independently use drawing to convey a message.	Student can independently use drawing and letter strings to convey a message.
3		With prompting and support, the student can use drawings and mock letters to convey a message.	With prompting and support, the student can use drawings and mock letters to convey a message.
2		With prompting and support, the student can use controlled linear scribbles to convey a message	Student can independently use controlled linear scribbles to convey a message
1		With direct teacher assistance, the student can scribble write deliberately to convey a message.	With prompting and support, the student can scribble write deliberately to convey a message.

### Fine Motor Skills

E	Student can independently use correct scissor grip, string small beads, and can cut out simple pictures while using their other hand to move the paper.	Student can independently and consistently use correct scissor grip, string small beads, and can cut out simple pictures while using their other hand to move the paper.	Student can independently and consistently use correct scissor grip, string small beads, and can cut out simple pictures while using their other hand to move the paper.
3	With support, the student can cut along a straight line and string large beads.	Student can independently cut along a straight line and string large beads.	Student can independently and consistently hold a writing tool using a three point finger grip.
2	With prompting and support, the student can tear paper and place shapes in shape sorter.	With support, the student can tear paper and place shapes in shape sorter.	Student can independently tear paper and place shapes in shape sorter.
1	With substantial prompting and support, the student has difficulty tearing paper.	With substantial prompting and support, the student has difficulty tearing paper.	With substantial prompting and support, the student can tear paper.

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3	With prompting and support, the student	With support, the student can throw a	Student can independently throw

	can throw a ball and toss a bean bag into a basket.	ball and toss a bean bag into a basket.	a ball and toss a bean bag into a basket.
2	With prompting and support, the student can kick a stationary ball and fling a beanbag.	With support, the student can kick a stationary ball and fling a beanbag.	Student can independently kick a stationary ball and fling a beanbag.
1	With substantial prompting and support, student can fling a beanbag and carry a large ball while moving.	With substantial prompting and support, student can fling a beanbag and carry a large ball while moving.	With prompting and support, student can fling a beanbag and carry a large ball while moving.

### Writes Name

E	Student can independently write their first name partially accurate.	Student can independently write their first name partially accurate.	Student can independently write their first name accurately.
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3	With prompting and support, the student can classify based on one attribute.	With prompting, the student can classify based on one attribute.	Student can independently classify based on one attribute.
2	With prompting and support, the student can sort objects but not in a systematic way.	With prompting and support, the student can sort objects but not in a systematic way.	Student can independently sort objects but not in a systematic way.
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		support, the student can hold a book correctly and turn the pages from front to back.	independently hold a book correctly and turn the pages from front to back.
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