



2020-2021 Pre-Kindergarten Performance Tasks for Proficiency

Adapted from Texas Prekindergarten Guidelines updated 2015 <http://tea.texas.gov/pkg.aspx>

Y Proficient

**Child is observed completing the
outcome**

70-100% of the time.

– Non-Proficient

**Child is observed completing the
outcome**

below 70% of the time.

Report Card Section	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Emergent Literacy Reading</u>				
<p>Understands simple directions</p> <p>ELLs: Child shows understanding by following one to two-step oral directions in English.</p>	<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> follows directions given by the teacher to "Please put your things away, and then sit down on the carpet." responds to instructions given to the whole class ("Please get your jackets, put them on, and get in line."). 	<p>The child:</p> <ul style="list-style-type: none"> follows directions given by the teacher to "Please put your things away, and then sit down on the carpet." responds to instructions given to the whole class ("Please get your jackets, put them on, and get in line."). 	<p>The child:</p> <ul style="list-style-type: none"> follows directions given by the teacher to "Please put your things away, and then sit down on the carpet." responds to instructions given to the whole class ("Please get your jackets, put them on, and get in line."). 	<p>The child:</p> <ul style="list-style-type: none"> follows directions given by the teacher to "Please put your things away, and then sit down on the carpet." responds to instructions given to the whole class ("Please get your jackets, put them on, and get in line.").

<p>Understands that illustrations and print carry meaning</p>	<p>III.E.1. Child can identify between elements of print including letters, words, and pictures.</p>	<p>III.E.1. Child can identify between elements of print including letters, words, and pictures.</p>	<p>III.E.1. Child can identify between elements of print including letters, words, and pictures.</p>	<p>III.E.1. Child can identify between elements of print including letters, words, and pictures.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> • points to a word rather than a picture when prompted. • points to specific letters within a word when prompted. 	<p>The child:</p> <ul style="list-style-type: none"> • points to a word rather than a picture when prompted. • points to specific letters within a word when prompted. 	<p>The child:</p> <ul style="list-style-type: none"> • points to a word rather than a picture when prompted. • points to specific letters within a word when prompted. 	<p>The child:</p> <ul style="list-style-type: none"> • points to a word rather than a picture when prompted. • points to specific letters within a word when prompted.

<p>Upper and lower case letter recognition</p>	<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> identifies 5 or more upper case letters identifies 5 or more lower case letters 	<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> identifies 10 or more upper case letters identifies 10 or more lower case letters 	<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> identifies 15 or more upper case letters identifies 15 or more lower case letters 	<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <ul style="list-style-type: none"> identifies 20 or more upper case letters identifies 20 or more lower case letters
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> names letters on name cards, posters, books and signs around the room. participates in circle time alphabet identification games ("If Your Name Starts with," name cheers). 	<p>The child:</p> <ul style="list-style-type: none"> names letters on name cards, posters, books and signs around the room. participates in circle time alphabet identification games ("If Your Name Starts with," name cheers). 	<p>The child:</p> <ul style="list-style-type: none"> names letters on name cards, posters, books and signs around the room. participates in circle time alphabet identification games ("If Your Name Starts with," name cheers). 	<p>The child:</p> <ul style="list-style-type: none"> names letters on name cards, posters, books and signs around the room. participates in circle time alphabet identification games ("If Your Name Starts with," name cheers).

<p>Letter sound recognition</p>	<p>III.C.3. Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> identifies 5 or more letter sounds 	<p>III.C.3. Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> identifies 10 or more letter sounds 	<p>III.C.3. Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> identifies 15 or more letter sounds 	<p>III.C.3. Child produces at least 20 distinct-letter sound correspondences in the language of instruction.</p> <ul style="list-style-type: none"> identifies 20 or more letter sounds
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> makes the sounds in his/her first name as they attempt to write the letters. produces the correct sound when shown the first letter of his/her name. 	<p>The child:</p> <ul style="list-style-type: none"> makes the sounds in his/her first name as they attempt to write the letters. produces the correct sound when shown the first letter of his/her name. 	<p>The child:</p> <ul style="list-style-type: none"> makes the sounds in his/her first name as they attempt to write the letters. produces the correct sound when shown the first letter of his/her name. 	<p>The child:</p> <ul style="list-style-type: none"> makes the sounds in his/her first name as they attempt to write the letters. produces the correct sound when shown the first letter of his/her name.

<p>Recognizes rhyming words</p>		<p>III.B.6. Child can recognize rhyming words.</p>	<p>III.B.6. Child can recognize rhyming words.</p>	<p>III.B.6. Child can recognize rhyming words.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> • points to the picture that does not rhyme with the other two pictures. • gives the pairs of words from a nursery rhyme that rhyme. 	<p>The child:</p> <ul style="list-style-type: none"> • points to the picture that does not rhyme with the other two pictures. • gives the pairs of words from a nursery rhyme that rhyme. 	<p>The child:</p> <ul style="list-style-type: none"> • points to the picture that does not rhyme with the other two pictures. • gives the pairs of words from a nursery rhyme that rhyme.
<p>Uses vocabulary to label and describe</p>		<p>II.D.1. Child uses a wide variety of words to label and describe people, places, things and actions.</p>	<p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p>	<p>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> • uses new words introduced by the teacher while engaging in theme-or content-related activities and play. • uses the new words while engaging in child-initiated play. 	<p>The child:</p> <ul style="list-style-type: none"> • uses words to communicate feelings, needs, and wants. • adds a relevant idea to a previous comment by another person. 	<p>The child:</p> <ul style="list-style-type: none"> • follows directions when introduced to a situation. • participates as a speaker, and listener in group activities including child-initiated imaginative play (plays the role of the store clerk or waiter in a restaurant).

<p>Demonstrates print directionality</p>		<p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p>	<p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p>	<p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> imitates reading behaviors (moving top to bottom and left to right; return sweep on charts, lists, and big books during “read around the room” center. uses finger to track print when reading simple or familiar texts. 	<p>The child:</p> <ul style="list-style-type: none"> imitates reading behaviors (moving top to bottom and left to right; return sweep on charts, lists, and big books during “read around the room” center. uses finger to track print when reading simple or familiar texts. 	<p>The child:</p> <ul style="list-style-type: none"> imitates reading behaviors (moving top to bottom and left to right; return swept on charts, lists, and big books during “read around the room” center. uses finger to track print when reading simple or familiar texts.
<p>Identifies some conventional features of print</p>		<p>III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation case.</p>	<p>III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation case.</p>	<p>III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation case.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> points to or names a period at the end of a sentence. recognizes that the first letter in a name is capitalized. recognizes that the first word in a sentence is capitalized. 	<p>The child:</p> <ul style="list-style-type: none"> points to or names a period at the end of a sentence. recognizes that the first letter in a name is capitalized. recognizes that the first word in a sentence is capitalized 	<p>The child:</p> <ul style="list-style-type: none"> points to or names a period at the end of a sentence. recognizes that the first letter in a name is capitalized. recognizes that the first word in a sentence is capitalized

<p>Speaks clearly in complete sentences</p>		<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p>II.E.3. Child uses sentences with more than one phrase.</p>	<p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> answers questions and adds ideas using complete sentences while the teacher leads the class to create a chart detailing what the children know and want to know about an upcoming topic/concept. 	<p>The child:</p> <ul style="list-style-type: none"> talks with a friend as they play using sentences with more than one phrase ("Let's go to the store and get milk for the baby."). 	<p>The child:</p> <ul style="list-style-type: none"> describes a family trip, combining sentences and giving lots of detail ("When my grandpa came over, we went to the park. We had fried chicken, and played on the swings.").

<p>Asks and responds to questions relevant to the text read aloud</p>		<p>III.D.3. Child asks and responds to questions relevant to the text read aloud.</p>	<p>III.D.3. Child asks and responds to questions relevant to the text read aloud.</p>	<p>III.D.4. Child will make inferences and predictions about text.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> • asks questions about the story details and events (“What is that? Why is she crying?”). • responds to questions regarding the story or information in the text. 	<p>The child:</p> <ul style="list-style-type: none"> • asks questions about the story details and events (“What is that? Why is she crying?”). • responds to questions regarding the story or information in the text. 	<p>The child:</p> <ul style="list-style-type: none"> • actively participates while being read to by predicting what might happen next in the story. • predicts what might happen next in a text based on the cover, title, or illustrations.

<p>Blends beginning sound with rest of word to form familiar one syllable words</p>			<p>III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p>	<p>III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says "r"+"ug," child selects the picture of the rug. Spanish example: "p" + "an"; child selects a picture of bread). 	<p>The child:</p> <ul style="list-style-type: none"> Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says "r"+"ug," child selects the picture of the rug. Spanish example: "p" + "an"; child selects a picture of bread).

<p>Produces a word that begins with the same sound as given words</p>			<p>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p>	<p>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> • pairs pictures that begin with the same sound. • identifies words in tongue twisters that begin with the same sounds. 	<p>The child:</p> <ul style="list-style-type: none"> • pairs pictures that begin with the same sound. • identifies words in tongue twisters that begin with the same sounds.
<p>Retells or re-enacts a story after it is read aloud</p>			<p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p>	<p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> • participates in acting out a story she is familiar with, either in circle time or in a small group. • retells and sequences the main events of a story. 	<p>The child:</p> <ul style="list-style-type: none"> • participates in acting out a story she is familiar with, either in circle time or in a small group. • retells and sequences the main events of a story.

<p>Make inference or predictions about text</p>				<p>III.D.4. Child will make inferences and predictions about text.</p>
<p>Sample performance task</p>				<p>The child:</p> <ul style="list-style-type: none"> actively participates while being read to by predicting what might happen next in the story. predicts what might happen next in a text based on the cover, title, or illustrations.
<p>Recognizes and blends spoken sounds into one syllable words with pictorial support</p>				<p>III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support</p>
<p>Sample performance task</p>				<p>The child:</p> <ul style="list-style-type: none"> Selects a picture and says the letter sounds for the word ("k"+"e"=key; "b"+"e"=bee; "n"+"e"=knee) in Spanish selects a picture and the letter sounds for the word ("s"+"o" + "l"=sol; "p"+"e"+"s"=pez).

Emergent Literacy Writing

<p style="text-align: center;">Uses writing to communicate</p>	<p style="text-align: center;">IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>	<p style="text-align: center;">IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>	<p style="text-align: center;">IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>	<p style="text-align: center;">IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>
<p style="text-align: center;">Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> • writes about favorite part of an experience such as visiting the zoo. • labels a picture. • writes a personal story such as a trip to the grocery store. 	<p>The child:</p> <ul style="list-style-type: none"> • writes about favorite part of an experience such as visiting the zoo. • labels a picture. • writes a personal story such as a trip to the grocery store. 	<p>The child:</p> <ul style="list-style-type: none"> • writes about favorite part of an experience such as visiting the zoo. • labels a picture. • writes a personal story such as a trip to the grocery store. 	<p>The child:</p> <ul style="list-style-type: none"> • writes about favorite part of an experience such as visiting the zoo. • labels a picture. • writes a personal story such as a trip to the grocery store.

Draws pictures	<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p>IV.A1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>
Sample performance task	<p>The child:</p> <ul style="list-style-type: none"> uses letter-like shapes when taking an order at a restaurant during dramatic play. writes a few letters or mock letters as a caption under a drawing “reads” it to a friend. 	<p>The child:</p> <ul style="list-style-type: none"> uses letter-like shapes when taking an order at a restaurant during dramatic play. writes a few letters or mock letters as a caption under a drawing “reads” it to a friend. 	<p>The child:</p> <ul style="list-style-type: none"> uses letter-like shapes when taking an order at a restaurant during dramatic play. writes a few letters or mock letters as a caption under a drawing “reads” it to a friend. 	<p>The child:</p> <ul style="list-style-type: none"> uses letter-like shapes when taking an order at a restaurant during dramatic play. writes a few letters or mock letters as a caption under a drawing “reads” it to a friend..
Writes first name using legible letters in a proper sequence			<p>IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>	<p>IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
Sample performance task			<p>The child:</p> <ul style="list-style-type: none"> writes his/her first name. copies or writes name using sensory materials such as on a “gel” bag, with shaving cream, or in sand. 	<p>The child:</p> <ul style="list-style-type: none"> writes his/her first name. copies or writes name using sensory materials such as on a “gel” bag, with shaving cream, or in sand.

**Independently
uses letters to
make words or
parts of words**

**IV.C.3.
Child independently uses
letters to make words or
parts of words.**

**Sample
performance
task**

The child:

- writes and shares simple words (m-e and says, "Look, I wrote "me.").
- goes to a words wall to access a word and records it on his/her paper.

**Interacts and
provides
suggestions to
revise and edit
class-made
drafts**

**IV.B.2.
Child interacts and
provides suggestions to
revise (add, take out,
change order) and edit
(conventions) class-made
drafts.**

**Sample
performance
task**

The child:

- joins teacher and classmates in rereading what has been written.
- contributes ideas for adding details or an ending to the piece of writing.

Mathematics

Sorts objects (by color, shape, size)	V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Sample performance task	The child: <ul style="list-style-type: none">• sorts objects into groups and explains bases of grouping.• organizes objects with a common attribute (all the tigers in a pile and all the giraffes in another pile and says why).	The child: <ul style="list-style-type: none">• sorts objects into groups and explains bases of grouping.• organizes objects with a common attribute (all the tigers in a pile and all the giraffes in another pile and says why).	The child: <ul style="list-style-type: none">• sorts objects into groups and explains bases of grouping.• organizes objects with a common attribute (all the tigers in a pile and all the giraffes in another pile and says why).	The child: <ul style="list-style-type: none">• sorts objects into groups and explains bases of grouping.• organizes objects with a common attribute (all the tigers in a pile and all the giraffes in another pile and says why).

Recognizes and creates patterns	V.E.3. Child recognizes and creates patterns.	V.E.3. Child recognizes and creates patterns.	V.E.3. Child recognizes and creates patterns.	V.E.3. Child recognizes and creates patterns.
Sample performance task	<p>The child:</p> <ul style="list-style-type: none"> identifies repeating patterns in nature. recognizes and creates patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet). 	<p>The child:</p> <ul style="list-style-type: none"> identifies repeating patterns in nature. recognizes and creates patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet). 	<p>The child:</p> <ul style="list-style-type: none"> identifies repeating patterns in nature. recognizes and creates patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet). 	<p>The child:</p> <ul style="list-style-type: none"> identifies repeating patterns in nature. recognizes and creates patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet).

Collects data and organizes it in a graphic representation	V.E.2. Child collects data and organizes it in graphic representation.	V.E.2. Child collects data and organizes it in graphic representation.	V.E.2. Child collects data and organizes it in graphic representation.	V.E.2. Child collects data and organizes it in graphic representation.
Sample performance task	<p>The child:</p> <ul style="list-style-type: none"> places concrete objects or picture representations on a floor graph (uses an apple or orange to show his/her favorite fruit). answers question of the week ("Do you have a cat?") and places a check on the yes or no graph. 	<p>The child:</p> <ul style="list-style-type: none"> places concrete objects or picture representations on a floor graph (uses an apple or orange to show his/her favorite fruit). answers question of the week ("Do you have a cat?") and places a check on the yes or no graph. 	<p>The child:</p> <ul style="list-style-type: none"> places concrete objects or picture representations on a floor graph (uses an apple or orange to show his/her favorite fruit). answers question of the week ("Do you have a cat?") and places a check on the yes or no graph. 	<p>The child:</p> <ul style="list-style-type: none"> places concrete objects or picture representations on a floor graph (uses an apple or orange to show his/her favorite fruit). answers question of the week ("Do you have a cat?") and places a check on the yes or no graph.

<p>Counts 1-10 items, with one count per item</p>		<p>V.A.3. Child counts 1-10 items, with one count per item.</p>	<p>V.A.3. Child counts 1-10 items, with one count per item.</p>	<p>V.A.3. Child counts 1-10 items, with one count per item.</p>
<p>Sample performance task</p>		<p>The child:</p> <ul style="list-style-type: none"> • moves, touches, and/or points to each object while counting, using one to one correspondence (one count per item). • knows that each finger represents one count (such as 2 fingers represent two counts and 3 fingers represent three counts). 	<p>The child:</p> <ul style="list-style-type: none"> • moves, touches, and/or points to each object while counting, using one to one correspondence (one count per item). • knows that each finger represents one count (such as 2 fingers represent two counts and 3 fingers represent three counts). 	<p>The child:</p> <ul style="list-style-type: none"> • moves, touches, and/or points to each object while counting, using one to one correspondence (one count per item). • knows that each finger represents one count (such as 2 fingers represent two counts and 3 fingers represent three counts).

<p>Identifies without counting, the number of objects from 1-5</p>			<p>V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</p>	<p>V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> • looks at a set of 1-5 objects and quickly says the number of objects without counting (looks at 3 red cubes on the table and says three without counting). • says the number of dots on one side of a domino when shown quickly. 	<p>The child:</p> <ul style="list-style-type: none"> • looks at a set of 1-5 objects and quickly says the number of objects without counting (looks at 3 red cubes on the table and says three without counting). • says the number of dots on one side of a domino when shown quickly.

<p>Uses concrete models for adding up to five objects</p>			<p>V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p>	<p>V.B.1.. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> • creates verbal word problems (tells a story) involving adding. • uses a five frame to organize work.. • shows 1 finger, then adds 3 more, and adds 1 more to create a set of 5. 	<p>The child:</p> <ul style="list-style-type: none"> • creates verbal word problems (tells a story) involving adding. • uses a five frame to organize work.. • shows 1 finger, then adds 3 more, and adds 1 more to create a set of 5.

<p>Uses concrete models for subtracting up to 5 objects from a set</p>			<p>V.B.2 Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.</p>	<p>V.B.2 Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> • creates verbal word problems involving subtraction. • separates the parts of a number, for example: starts with 4 fingers, then takes away 1 finger to show 3 are left, and then takes away 2 fingers to show 1 is left. 	<p>The child:</p> <ul style="list-style-type: none"> • creates verbal word problems involving subtraction. • separates the parts of a number, for example: starts with 4 fingers, then takes away 1 finger to show 3 are left, and then takes away 2 fingers to show 1 is left.

<p>Uses location words</p>			<p>V.C.3. Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).</p>	<p>V.C.3. Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).</p>
<p>Sample performance task</p>			<p>The child:</p> <ul style="list-style-type: none"> • uses "near" and "far" to describe play on the playground and in the classroom. • acts out stories, poems, and nursery rhymes using positional words. 	<p>The child:</p> <ul style="list-style-type: none"> • uses "near" and "far" to describe play on the playground and in the classroom. • acts out stories, poems, and nursery rhymes using positional words.

**Recognizes
one-digit
numerals, 0-9**

**Sample
performance
task**

**V.A.9
Child recognizes one-digit
numerals, 0-9.**

The child:

- says the number name for numerals from 0-9 that are written on paper, cards, game pieces.
- separates cards that have printed numerals from other cards with printed letters.

**V.A.9
Child recognizes
one-digit numerals, 0-9.**

The child:

- says the number name for numerals from 0-9 that are written on paper, cards, game pieces.
- separates cards that have printed numerals from other cards with printed letters.

Recognizes and compares measurable heights or lengths of people or objects

Sample performance task

**V.D.1.
Child recognizes and compares heights or lengths of people or objects.**

**V.D.1.
Child recognizes and compares heights or lengths of people or objects.**

The child:

- tells who is taller when comparing the height of two or more friends.
- places 2-10 objects from shortest to tallest or tallest to shortest on the table.
- uses building blocks to show that 1 long block can be made up of 2 more or more smaller blocks.
- draws 2-10 objects or people of varying heights or lengths (draws her family and has a taller person as Mom and shorter figure as herself).

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- draws 2-10 objects or people of varying heights or lengths (draws her family and has a taller person as Mom and shorter figure as herself).

<p>Counts from 1-30</p>				<p>V.A.2. Child uses words to rote count from 1 to 30.</p>
<p>Sample performance task</p>				<p>The child:</p> <ul style="list-style-type: none"> • recites number words in order up to 30. • recites number words in order by starting from a number other than "1".

<p>Uses ordinal terms (1st-5th)</p>				<p>V.A.7. Child uses the verbal ordinal terms.</p>
<p>Sample performance task</p>				<p>The child:</p> <ul style="list-style-type: none"> • uses ordinal numbers (first, second, third, fourth, fifth) to count objects. • uses ordinal numbers to describe the order of what happened next in a short story, including the "next" and "last" event in the story.

**Names
common
shapes**

**V.C.1.
Child names common
shapes.**

Common shapes: Circle, square,
rectangle, triangle, rhombus

**Sample
performance
task**

The child:

- uses mathematical vocabulary to describe shape pictures ("This triangle has 3 sides and 3 corners.").
- knows the number of sides and corners for shapes, such as a square, rectangle, triangle.
- Identifies common solids informally as balls, boxes, cans, and cones, then possibly using more formal language, sphere, cubes, cones.

Physical Development

Demonstrates fine motor control

**IX.B.1.
Child shows control of tasks that require small-muscle strength and control.**

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Child shows control of tasks that require small-muscle strength and control.**

Sample performance task

The child:

- uses pincer control (grasps small objects between thumb and index finger) to manipulate tools (tweezers, eye droppers) and manipulatives (linking cubes).
- holds drawing and writing utensils in a more conventional grasp (with fingers instead of fist).

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Demonstrates eye-hand coordination	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.
Sample performance task	<p>The child:</p> <ul style="list-style-type: none"> • puts together puzzles with interlocking pieces. • accomplishes self-help tasks (buttoning, zipping, snapping). • strings small beads and cuts with scissors.. 	<p>The child:</p> <ul style="list-style-type: none"> • puts together puzzles with interlocking pieces. • accomplishes self-help tasks (buttoning, zipping, snapping). • strings small beads and cuts with scissors. 	<p>The child:</p> <ul style="list-style-type: none"> • puts together puzzles with interlocking pieces. • accomplishes self-help tasks (buttoning, zipping, snapping). • strings small beads and cuts with scissors. 	<p>The child:</p> <ul style="list-style-type: none"> • puts together puzzles with interlocking pieces. • accomplishes self-help tasks (buttoning, zipping, snapping). • strings small beads and cuts with scissors.

Demonstrates coordination and balance	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).
Sample performance task	<p>The child:</p> <ul style="list-style-type: none"> • maintains balance while walking on a balance beam or standing on one foot. • hops on one foot, walks, jogs, jumps, and gallops. 	<p>The child:</p> <ul style="list-style-type: none"> • maintains balance while walking on a balance beam or standing on one foot. • hops on one foot, walks, jogs, jumps, and gallops. 	<p>The child:</p> <ul style="list-style-type: none"> • maintains balance while walking on a balance beam or standing on one foot. • hops on one foot, walks, jogs, jumps, and gallops. 	<p>The child:</p> <ul style="list-style-type: none"> • maintains balance while walking on a balance beam or standing on one foot. • hops on one foot, walks, jogs, jumps, and gallops.

<p>Demonstrates sequence of movements</p>	<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> • uses axial movements such as reaching, twisting, turning, and bending. • crosses the midline. • moves in rhythm to simple tunes and music patterns. • moves body in position to catch or kick a ball. 	<p>The child:</p> <ul style="list-style-type: none"> • uses axial movements such as reaching, twisting, turning, and bending. • crosses the midline. • moves in rhythm to simple tunes and music patterns. • moves body in position to catch or kick a ball. 	<p>The child:</p> <ul style="list-style-type: none"> • uses axial movements such as reaching, twisting, turning, and bending. • crosses the midline. • moves in rhythm to simple tunes and music patterns. • moves body in position to catch or kick a ball. 	<p>The child:</p> <ul style="list-style-type: none"> • uses axial movements such as reaching, twisting, turning, and bending. • crosses the midline. • moves in rhythm to simple tunes and music patterns. • moves body in position to catch or kick a ball.

Social and Emotional Development

Follows classroom rules and routines	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.
Sample performance task	The child: <ul style="list-style-type: none">• participates in the development of classroom rules.• transitions from one activity to another.• goes to the daily schedule chart and points out what comes next.	The child: <ul style="list-style-type: none">• participates in the development of classroom rules.• transitions from one activity to another.• goes to the daily schedule chart and points out what comes next.	The child: <ul style="list-style-type: none">• participates in the development of classroom rules.• transitions from one activity to another.• goes to the daily schedule chart and points out what comes next.	The child: <ul style="list-style-type: none">• participates in the development of classroom rules.• transitions from one activity to another.• goes to the daily schedule chart and points out what comes next.

<p>Takes care of and manages classroom materials</p>	<p>I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>I.B.1.b. Child takes care of and manages classroom materials.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> appropriately handles materials during activities. cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot). puts away his belongings in his/her personal space. 	<p>The child:</p> <ul style="list-style-type: none"> appropriately handles materials during activities. cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot). puts away his belongings in his/her personal space. 	<p>The child:</p> <ul style="list-style-type: none"> appropriately handles materials during activities. cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot). puts away his belongings in his/her personal space. 	<p>The child:</p> <ul style="list-style-type: none"> appropriately handles materials during activities. cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot). puts away his belongings in his/her personal space.
<p>Regulates own behavior</p>	<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher</p>	<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher</p>	<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> responds to signals for transitioning from one activity to another. communicates appropriately to make needs known. refrains from aggressive behavior towards peers or self. 	<p>The child:</p> <ul style="list-style-type: none"> responds to signals for transitioning from one activity to another. communicates appropriately to make needs known. refrains from aggressive behavior towards peers or self. 	<p>The child:</p> <ul style="list-style-type: none"> responds to signals for transitioning from one activity to another. communicates appropriately to make needs known. refrains from aggressive behavior towards peers or self. 	<p>The child:</p> <ul style="list-style-type: none"> responds to signals for transitioning from one activity to another. communicates appropriately to make needs known. refrains from aggressive behavior towards peers or self.

<p>Remains focused on engaging group activities</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kid, and find a seat at the table."). 	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kid, and find a seat at the table."). 	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kid, and find a seat at the table."). 	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kid, and find a seat at the table.").

<p>Completes tasks</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kit, and find a seat at the table."). 	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kit, and find a seat at the table."). 	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kit, and find a seat at the table."). 	<p>The child:</p> <ul style="list-style-type: none"> • selects an activity or book to look at and completes it before selecting a different activity. • makes and carries out a sequence of dramatic play plans with a peer. • follows familiar/routine 3-step directions correctly ("Go wash your hands, get your lunch kit, and find a seat at the table.").

<p>Respects personal boundaries</p>	<p>I.A.1. Child is aware of where own body is in space and respects personal boundaries.</p>	<p>I.A.1. Child is aware of where own body is in space and respects personal boundaries.</p>	<p>I.A.1. Child is aware of where own body is in space and respects personal boundaries.</p>	<p>I.A.1. Child is aware of where own body is in space and respects personal boundaries.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> • is able to stay in designated personal space without intruding upon others' (stays in own seat at lunch table without kicking feet or leaning against neighboring children). • can move around the classroom without stepping on materials or disrupting others' activities. 	<p>The child:</p> <ul style="list-style-type: none"> • is able to stay in designated personal space without intruding upon others' (stays in own seat at lunch table without kicking feet or leaning against neighboring children). • can move around the classroom without stepping on materials or disrupting others' activities. 	<p>The child:</p> <ul style="list-style-type: none"> • is able to stay in designated personal space without intruding upon others' (stays in own seat at lunch table without kicking feet or leaning against neighboring children). • can move around the classroom without stepping on materials or disrupting others' activities. 	<p>The child:</p> <ul style="list-style-type: none"> • is able to stay in designated personal space without intruding upon others' (stays in own seat at lunch table without kicking feet or leaning against neighboring children). • can move around the classroom without stepping on materials or disrupting others' activities.

Interacts and communicates with peers	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
Sample performance task	The child: <ul style="list-style-type: none"> • shares space and materials with other children comfortably. • follows the lead of others (enters a center and adapts to the ongoing play of others). 	The child: <ul style="list-style-type: none"> • shares space and materials with other children comfortably. • follows the lead of others (enters a center and adapts to the ongoing play of others). 	The child: <ul style="list-style-type: none"> • shares space and materials with other children comfortably. • follows the lead of others (enters a center and adapts to the ongoing play of others). 	The child: <ul style="list-style-type: none"> • shares space and materials with other children comfortably. • follows the lead of others (enters a center and adapts to the ongoing play of others).

Initiates problem-solving strategies	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
Sample performance task	The child: <ul style="list-style-type: none"> • attempts to work out problems with a peer independently before seeking adult help. • follows conflict resolution steps with teacher's guidance to solve a dispute with a classmate. 	The child: <ul style="list-style-type: none"> • attempts to work out problems with a peer independently before seeking adult help. • follows conflict resolution steps with teacher's guidance to solve a dispute with a classmate. 	The child: <ul style="list-style-type: none"> • attempts to work out problems with a peer independently before seeking adult help. • follows conflict resolution steps with teacher's guidance to solve a dispute with a classmate. 	The child: <ul style="list-style-type: none"> • attempts to work out problems with a peer independently before seeking adult help. • follows conflict resolution steps with teacher's guidance to solve a dispute with a classmate.

<p>Connects feelings and behaviors</p>	<p>I.B.2.a. Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>	<p>I.B.2.a. Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>	<p>I.B.2.a. Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>	<p>I.B.2.a. Child begins to understand difference and connections between <i>emotions/feelings</i> and <i>behaviors</i>.</p>
<p>Sample performance task</p>	<p>The child:</p> <ul style="list-style-type: none"> expresses emotions that are congruent with situations (disappointment when plans are changed, happiness and pride at mastering a challenging task). uses words to express feelings about specific events ("I feel mad when you take my toy!" "I love to paint!"). verbalizes understanding that all feelings are okay even though some behaviors may not be okay. 	<p>The child:</p> <ul style="list-style-type: none"> expresses emotions that are congruent with situations (disappointment when plans are changed, happiness and pride at mastering a challenging task). uses words to express feelings about specific events ("I feel mad when you take my toy!" "I love to paint!"). verbalizes understanding that all feelings are okay even though some behaviors may not be okay. 	<p>The child:</p> <ul style="list-style-type: none"> expresses emotions that are congruent with situations (disappointment when plans are changed, happiness and pride at mastering a challenging task). uses words to express feelings about specific events ("I feel mad when you take my toy!" "I love to paint!"). verbalizes understanding that all feelings are okay even though some behaviors may not be okay. 	<p>The child:</p> <ul style="list-style-type: none"> expresses emotions that are congruent with situations (disappointment when plans are changed, happiness and pride at mastering a challenging task). uses words to express feelings about specific events ("I feel mad when you take my toy!" "I love to paint!"). verbalizes understanding that all feelings are okay even though some behaviors may not be okay.