

Name:

Date of Assessment:

Unit 1- All About Me

<p>Descriptions</p> <p>0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections</p>	<p>Alternate Language Chokes</p> <p>0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts</p>
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Social Emotional

Shows awareness and control of feelings most of the time.	0	1	2	3	4	5
Follows rules and routines.	0	1	2	3	4	5
Takes care of classroom materials	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
More or Less	Manipulatives placed on two separate areas identifying more.	Manipulatives placed on two separate areas – identifying more and less.	Manipulatives grouped so that students identify more, less, and same.	Manipulatives grouped so that students identify more, less and same. Students create groups that are more, less and same.
	Rote count to 2 (unable to do the one-to-one).	Rote count to 2 One-to-one to 2	Rote count to 2 One-to-one to 2	Rote count greater than 2 One-to-one greater than 2
Number Sense- Pre-Counting 2	*Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	*Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5		

Reading Development

	Pre-Emergent	Beginning	Emerging	Developed
Concept of Print	Hold books with two hands and turn pages.	Hold books right side up and turn pages left to right.	Know features of books such as title, author, and illustrator.	Tracks print from left to right across the page and from top to bottom.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Phonological Awareness- Number of words in a sentence	Identify the number of words in a sentence – 3 or less words. Move chips for each word into Elkonin boxes.	Identify the number of words in a sentence – 3 or 4 words. Move chips for each word into Elkonin boxes.	Identify the number of words in a sentence – 5 words. Move chips for each word into Elkonin boxes.	Identify the number of words in a sentence – more than 5 words. Cover the words with chips. Dictate sentence and identify the number of words.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning	Dictates labels for drawings Contributes ideas for shared writing	Begins to write letters or symbols to label drawings May use first letter of word to represent the word	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

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Unit 2- Families and Friends

<p>Descriptions 0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections</p>	<p>Alternate Language Chokes 0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts</p>
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Social Emotional

Regulates own behavior and emotions.	0	1	2	3	4	5
Identifies differences and connections between feelings and behaviors.	0	1	2	3	4	5
Sustains attention and completes age-appropriate task.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Concept – Sorting	Sort by color.	Sort by color. Sort by shape.	Sort by color. Sort by shape. Sort by size.	Sort by color. Sort by shape. Sort by size. Distinguish which one does NOT belong.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Number Sense- Pre-Counting to 4	Rote count to 2 (unable to do the one-to-one).	Rote count to 3 One-to-one to 3	Rote count to 4 One-to-one to 4	Rote count greater than 4 One-to-one greater than 4
	*Students must be able to also identify and/or name numeral.		*Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing).	
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Reading Development- Goldilocks and the Three Bears

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending.	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem.	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution.	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Phonological Awareness- Number of words in a sentence	Identify the number of words in a sentence – 3 or less words. Move chips for each word into Elkonin boxes and/or finger count.	Identify the number of words in a sentence – 3 or 4 words. Move chips for each word into Elkonin boxes and/or finger count.	Identify the number of words in a sentence – 5 words. Move chips for each word into Elkonin boxes and/or finger count.	Identify the number of words in a sentence – more than 5 words. Cover the words with chips. Dictate sentence and identify the number of words.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning	Dictates labels for drawings Contributes ideas for shared writing	Begins to write letters or symbols to label drawings May use first letter of word to represent the word	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

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Unit 3- Communities and Health

<p>Descriptions 0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections</p>	<p>Alternate Language Chokes 0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts</p>
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Social Emotional

Demonstrate empathy and caring for others.	0	1	2	3	4	5
Shows competence using pro-social behaviors to initiate pretend play.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Concept – Patterning	Extend only AB pattern (verbally). 0 1 2 3 4 5	Begins to create and extend simple pattern (concrete). 0 1 2 3 4 5	Create and extend patterns. 0 1 2 3 4 5	Create, extend and name the pattern. 0 1 2 3 4 5
Number Sense- Pre-Counting	Rote count to 3 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	Rote count to 4 One-to-one to 4 0 1 2 3 4 5	Rote count to 5 One-to-one to 5 *Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5	Rote count greater than 5 One-to-one greater than 5 0 1 2 3 4 5

Reading Development- Hansel and Gretel

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending. 0 1 2 3 4 5	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem. 0 1 2 3 4 5	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution. 0 1 2 3 4 5	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution. 0 1 2 3 4 5
Phonemic Awareness- Syllables	Able to blend 2 syllables in words with support. *Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	Able to blend 2 syllables in words. Identify how many syllables are in a 2 and 3 syllable word. 0 1 2 3 4 5	Able to blend 2-3 syllables in words. Able to segment syllables in words. Identify how many syllables are in a word (2 or 3 syllable words) *Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5	Able to blend syllables in words. Able to segment syllables. Determine how many syllables are in a word (1, 2, 3 or 4). *1 syllable words might be more difficult. 0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning 0 1 2 3 4 5	Dictates labels for drawings Contributes ideas for shared writing 0 1 2 3 4 5	Begins to write letters or symbols to label drawings May use first letter of word to represent the word 0 1 2 3 4 5	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences 0 1 2 3 4 5

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Unit 4- Community Jobs and Fall

Descriptions 0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections	Alternate Language Chokes 0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts
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Social Emotional

Demonstrates more than one way to solve a problem (Feeling Buddies, Safe Place, and Breathing Techniques).	0	1	2	3	4	5
Safe Place: Student knows how to utilize Safe Place to change their interstate from upset to calm.	0	1	2	3	4	5
Classroom Jobs: Assumes roles and responsibilities in the classroom community.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Number Sense-Pre-Counting	Manipulatives placed on two separate areas identifying more. 0 1 2 3 4 5	Manipulatives placed on two separate areas – identifying more and less. 0 1 2 3 4 5	Manipulatives grouped so that students identify more, less and same. 0 1 2 3 4 5	Manipulatives groups so that students identify more, less and same. Students create groups that are more, less and same. 0 1 2 3 4 5
Number Sense-Counting to 6	Rote count to 4 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	Rote count to 5 One-to-one to 5 0 1 2 3 4 5	Rote count to 6 One-to-one to 6 *Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5	Rote count greater than 6 One-to-one greater than 6 0 1 2 3 4 5

Reading Development- The Three Little Pigs

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension-Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending. 0 1 2 3 4 5	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem. 0 1 2 3 4 5	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution. 0 1 2 3 4 5	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution. 0 1 2 3 4 5
Phonological Awareness-Compound Words	Able to blend compound words with explicit pictures. 0 1 2 3 4 5	Able to blend compound words. 0 1 2 3 4 5	Able to blend compound words. Able to segment compound words. 0 1 2 3 4 5	Able to blend compound words. Able to segment compound words. Able to substitute a new word to create a new compound word (see directions). 0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning-Dictates/Labels	Uses drawings to convey meaning 0 1 2 3 4 5	Dictates labels for drawings Contributes ideas for shared writing 0 1 2 3 4 5	Begins to write letters or symbols to label drawings May use first letter of word to represent the word 0 1 2 3 4 5	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences 0 1 2 3 4 5

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Unit 5- Celebrations and Winter

<p>Descriptions 0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections</p>	<p>Alternate Language Chokes 0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts</p>
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Social Emotional

Shows initiative and persistence in problem-solving.	0	1	2	3	4	5
Understands that actions affect others (cause/effect).	0	1	2	3	4	5
Initiates problem-solving strategies, seeking help as needed.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Concept – Shapes	Identify and name 5 shapes. 0 1 2 3 4 5	Identify and name 6-9 shapes. 0 1 2 3 4 5	Identify and name 10 shapes. 0 1 2 3 4 5	Identify and name 10 or more shapes. Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. 0 1 2 3 4 5
Number Sense- Counting to 7	Rote count to 5 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	Rote count to 6 One-to-one to 6 0 1 2 3 4 5	Rote count to 7 One-to-one to 7 *Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5	Rote count greater than 7 One-to-one greater than 7 0 1 2 3 4 5

Reading Development- The Gingerbread Man

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending. 0 1 2 3 4 5	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem. 0 1 2 3 4 5	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution. 0 1 2 3 4 5	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution. 0 1 2 3 4 5
Phonological Awareness- Initial Sound	Provide 2 words with the same initial phoneme, student identifies phoneme (2 sets) 2 out of 5 consonants. 0 1 2 3 4 5	Provide 2 words with the same initial phoneme, student identifies phoneme (3 sets) 3 out of 5 consonants. 0 1 2 3 4 5	Isolate the initial sound in some words. Give students 3 words, identify the 2 with the same initial phoneme, identifying phoneme 4 out of 5 consonants. 0 1 2 3 4 5	Isolate the initial sound in some words. Give students 3 words, identify the 2 with the same initial phoneme, identifying phoneme 5 out of 5 consonants. 0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning 0 1 2 3 4 5	Dictates labels for drawings Contributes ideas for shared writing 0 1 2 3 4 5	Begins to write letters or symbols to label drawings May use first letter of word to represent the word 0 1 2 3 4 5	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences 0 1 2 3 4 5

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Social Emotional

Describe own feelings and identifies preferences.	0	1	2	3	4	5
Engages in group activities for up to 20 minutes at a time.	0	1	2	3	4	5
Demonstrate cooperation and has meaningful relationships with friends.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Concept – Measurement	Sorts objects into 2 groups based on size. 0 1 2 3 4 5	Can directly compare two objects using any of this vocabulary to convey difference in length, size or height. Small/Smaller, Short/Shorter, Big/Bigger, Tall/Taller, Long/Longer 0 1 2 3 4 5	Can order three objects smallest to largest. Using any of this vocabulary to convey difference in length, size or height. Small/Smaller, Short/Shorter, Big/Bigger, Tall/Taller, Long/Longer 0 1 2 3 4 5	Can order four objects smallest to largest. 0 1 2 3 4 5
Number Sense- Counting to 8	Rote count to 6 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	Rote count to 7 One-to-one to 7 0 1 2 3 4 5	Rote count to 8 One-to-one to 8 *Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5	Rote count greater than 8 One-to-one greater than 8 0 1 2 3 4 5

Reading Development- Little Red Riding Hood

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending. 0 1 2 3 4 5	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem. 0 1 2 3 4 5	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution. 0 1 2 3 4 5	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution. 0 1 2 3 4 5
Phonological Awareness- Rhyming Words	I can identify a set of rhyming words with support – over enunciation (verbally – without pictures). 0 1 2 3 4 5	I can identify a set of rhyming words without support (2 pictures shown & student gives yes/no response if it rhymes). 0 1 2 3 4 5	I can identify and name rhyming words when given three options (3 pictures). 0 1 2 3 4 5	I can identify and create rhyming words. 0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning 0 1 2 3 4 5	Dictates labels for drawings Contributes ideas for shared writing 0 1 2 3 4 5	Begins to write letters or symbols to label drawings May use first letter of word to represent the word 0 1 2 3 4 5	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences 0 1 2 3 4 5

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Social Emotional

Makes choices and accepts consequences related to choices.	0	1	2	3	4	5
Works cooperatively to complete a group project.	0	1	2	3	4	5
Demonstrates understanding of others' opinions and feelings that differ from own.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Number Sense- Counting On	Imitate verbal counting sequence of objects in order to 6.	Recognize that the count remains the same regardless of the order or arrangement of the objects to 7.	Count on ranging from numbers 1-9.	Count on from 10 and up.
Number Sense- Counting to 9	Rote count to 7 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral.	Rote count to 8 One-to-one to 8	Rote count to 9 One-to-one to 9	Rote count greater than 9 One-to-one greater than 9
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Reading Development- Three Billy Goats Gruff

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending.	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem.	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution.	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Phonemic Awareness- Onset-rime	Review alphabet letter sounds. *If student is unable to identify and/or name alphabet letters. Review letter recognition.	Provide 2 words with the same initial phoneme, student identifies phoneme (3 sets). Review the consonants.	Tell student a word and tell them the beginning sound (practice), then ask them to identify the beginning sound of each of the pictures (3 pictures). Review the consonants.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. Tell student a word and tell them the beginning sound (practice), then ask them to identify the beginning sound of each of the pictures (4 pictures). Review the consonants.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning	Dictates labels for drawings Contributes ideas for shared writing	Begins to write letters or symbols to label drawings May use first letter of word to represent the word	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

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Social Emotional

Controls impulses and engages in cooperative play through sharing and taking turns.	0	1	2	3	4	5
Understands that actions affect others and accepts consequences of actions.	0	1	2	3	4	5
Demonstrates cooperation and has meaningful relationships with friends.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Counting Backwards	Rote count to 10.	Counting backward from 5 with support.	Counting backward from 10.	Counting backward from 20.
		*Embed missing number within the lessons while counting forward/backwards.		
Number Sense-Counting to 10	Rote count to 10 (unable to do the one-to-one).	Rote count to 12 One-to-one to 12	Rote count to 15 One-to-one to 15	Rote count greater than 20 One-to-one greater than 20
	*Students must be able to also identify and/or name numeral.		*Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing).	
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Reading Development- Jack and the Bean Stalk

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension-Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending.	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem.	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution.	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Phonemic Awareness-Onset-rime	Review alphabet letter sounds. *If student is unable to identify and/or name alphabet letters. Review letter recognition.	Provide 2 words with the same initial phoneme, student identifies phoneme (3 sets). Review the consonants.	Tell student a word and tell them the beginning sound (practice), then ask them to identify the beginning sound of each the pictures (3 pictures). Review the consonants.	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. Tell student a word and tell them the beginning sound (practice), then ask them to identify the beginning sound of each of the pictures (4 pictures). Review the consonants.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning-Dictates/Labels	Uses drawings to convey meaning	Dictates labels for drawings Contributes ideas for shared writing	Begins to write letters or symbols to label drawings May use first letter of word to represent the word	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

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Unit 9- Farm and Food Sources

<p>Descriptions 0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections</p>	<p>Alternate Language Chokes 0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts</p>
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Social Emotional

Delays gratification for short periods of time.	0	1	2	3	4	5
Is aware of competence and describes self positively.	0	1	2	3	4	5

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Addition	Describe that something was taken away. Identify that an object has been added to a group. *i.e. more/less	Using manipulatives students will compose (add) to create a new number.	Solve addition word problems using manipulatives and/or drawings to solve problems with quantities under 5.	Use objects, drawings, etc., to compose numbers less than or equal to 10. *i.e. adding/subtracting
	Rote count to 10 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral.	Rote count to 12 One-to-one to 12	Rote count to 15 One-to-one to 15	Rote count greater than 20 One-to-one greater than 20
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Reading Development- *The Little Red Hen*

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending.	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem.	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution.	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution.
	Review alphabet letter sounds. *If student is unable to identify and/or name alphabet letters. Review letter recognition.	Provide 2 words with the same initial phoneme, student identifies phoneme (3 sets). Review the consonants.	Blend onset and rime.	Blend CVC words.
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning	Dictates labels for drawings Contributes ideas for shared writing	Begins to write letters or symbols to label drawings May use first letter of word to represent the word	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Descriptions 0 = No Evidence 1 = Early/pre-emerging 2 = Emerging 3 = Developing 4 = Confident/appropriate use 5 = Extends; makes connections	Alternate Language Chokes 0 = Skill not taught or observed 1 = Performs some isolated skills with continual prompting/support 2 = Performs most skill but needs prompting/modeling 3 = Performs all skills with minimal prompting 4 = Consistently performs all skills 5 = Independently performs all skills in different contexts
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Social Emotional

Makes and expresses choices, plans, and decisions.	0	1	2	3	4	5
Focuses and sustains attention for 20-minute activities.	0	1	2	3	4	5
Maintains positive relationships and interactions with adults and peers.						

Mathematics Development

	Pre-Emergent	Beginning	Emerging	Developed
Subtraction	Describe that something was taken away. Identify that an object has been added to a group. *i.e. more/less	Using manipulatives students decompose (take away) to create a new number.	Solve subtraction word problems using manipulatives and/or drawings to solve problems with quantities under 5.	Use objects, drawings, etc., to decompose numbers less than or equal to 10. *i.e. adding/subtracting
Number Sense- Counting to 10	Rote count to 10 (unable to do the one-to-one). *Students must be able to also identify and/or name numeral. 0 1 2 3 4 5	Rote count to 15 One-to-one to 15 0 1 2 3 4 5	Rote count to 20 One-to-one to 20 *Students must be able to identify/name numeral, subitize (die pattern or scatter pattern), identify and name numeral shown on ten frame, and decompose/compose number (finger flashing). 0 1 2 3 4 5	Rote count greater than 30 One-to-one greater than 30 0 1 2 3 4 5

Reading Development- *The Very Hungry Caterpillar*

	Pre-Emergent	Beginning	Emerging	Developed
Comprehension- Characters, beginning retell	With support, use picture book to identify main characters and setting. Retell beginning and ending. 0 1 2 3 4 5	With support, use picture book to identify main characters and setting. Retell the story with support. Identifies the problem. 0 1 2 3 4 5	Identify the main characters and setting. Retells the story with beginning, middle, and end. Identifies the problem and solution. 0 1 2 3 4 5	Identifies characters and setting. Retells the story with beginning, middle, and end with details. Identifies the problem and solution. 0 1 2 3 4 5
Phonological Awareness- CVC	Review alphabet letter sounds. *If student is unable to identify and/or name alphabet letters. Review letter recognition. 0 1 2 3 4 5	Provide 2 words with the same initial phoneme, student identifies phoneme (3 sets). Review the consonants. 0 1 2 3 4 5	Blend onset and rime. 0 1 2 3 4 5	Blend CVC words. 0 1 2 3 4 5

Writing Development

	Pre-Emergent	Beginning	Emerging	Developed
Conveying Meaning- Dictates/Labels	Uses drawings to convey meaning 0 1 2 3 4 5	Dictates labels for drawings Contributes ideas for shared writing 0 1 2 3 4 5	Begins to write letters or symbols to label drawings May use first letter of word to represent the word 0 1 2 3 4 5	Writes letters and symbols to describe events or tell stories Often uses initial and ending letter to represent a word Begins to write in whole sentences 0 1 2 3 4 5

