

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Vocabulary (Aligned with PEEP Question 1)	<b>ELA 3 yr.1.2:</b> Begin to understand and use nouns, verbs, prepositions, and pronouns.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will give attention towards the picture (e.g. touch, look, gesture), when presented with a picture of an object.	<input type="checkbox"/> Student will indicate the correct picture when requested, when presented with 2 pictures of objects (on, under).	<input type="checkbox"/> Student will indicate the correct picture when requested, when presented with 3 pictures of objects (in, on, under).

Entry Date:

Exit Date:

Literacy

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Directionality (Aligned with PEEP Question 2)	<p><b>ELA 3 yr.2.4:</b> With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.</p>	<input type="checkbox"/> Student is not demonstrating skills at an emergent level.	<input type="checkbox"/> Student will open book (proper orientation not required).	<input type="checkbox"/> Student will turn pages (proper direction required).	<input type="checkbox"/> Student will point to the words when asked, "Show me what part I read."

Entry Date:

Exit Date:

Literacy

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<b>Concept of Letter/Number (Aligned with PEEP Question 3)</b>	<p><b>ELA 3 yr.2.3:</b> With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will distinguish between objects and print.	<input type="checkbox"/> Student will distinguish between letters and pictures of objects.	<input type="checkbox"/> Student will distinguish letters from picture of shapes.

Entry Date:

Exit Date:


Literacy

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Letter Recognition (Aligned with PEEP Question 4)	<p><b>ELA 3 yr.2.14:</b> With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will distinguish between letters and pictures.	<input type="checkbox"/> Student will repeat letter pair name with teacher. <input type="checkbox"/> Student will match at least 3 letter pairs from their name.	<input type="checkbox"/> Student will match at least half of the letters of the alphabet using letter pairs, presenting 5 letter pairs at a time.

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Exit Date:

Literacy

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Writing Strokes (Aligned with PEEP Question 5)	<p><b>ELA 3 yr.3.1:</b> With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will make marks using any writing instrument.	<input type="checkbox"/> Student will imitate writing movements (e.g. up and down, circular, diagonal, curved) using any writing instrument.	<input type="checkbox"/> Student will trace the given shapes using any writing instrument.  <div style="text-align: center;">  </div>

Entry Date:

Exit Date:

Literacy

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Word Parts (Aligned with PEEP Question 6)	<p><b>ELA 3 yr.2.10:</b> With prompting and support, explore syllables in simple words (for example, clap children(s) names).</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Students will repeat name of picture that corresponds to a spoken single syllable word: dog, house, cup, cake, cat, fish.	<input type="checkbox"/> Student will identify pictures that correspond to a spoken single syllable word: dog, house, cup, cake, cat, fish.	<input type="checkbox"/> Student will identify the pictures that correspond to a spoken two syllable word: doghouse, cupcake, catfish.

Entry Date:

Exit Date:

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Oral Language (Aligned with PEEP Question 8)	<p><b>ELA 3 yr.1.4:</b> With prompting and support, describe attributes of familiar people, places, things, and events.</p> <p><b>ELA 3 yr.1.8:</b> With prompting and support, engage in conversations with peers and adults.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student turns towards the speaker when spoken to.	<input type="checkbox"/> Student uses at least 1 word related to a presented familiar object. <input type="checkbox"/> Student uses at least 1 word related to a familiar person.	<input type="checkbox"/> Student uses at least 3 words in one complete sentence when asked to describe a familiar object. <input type="checkbox"/> Student uses at least 3 words to describe a familiar person.

Entry Date:

Exit Date:

Literacy

Score Sheet	Concept	Entrance		Exit	
		Beginning of Year		End of Year	
	<b>Vocabulary</b>	/4		/4	
	<b>Directionality</b>	/4		/4	
	<b>Concept of letter/number</b>	/4		/4	
	<b>Letter Recognition</b>	/4		/4	
	<b>Writing Strokes</b>	/4		/4	
	<b>Word Parts</b>	/4		/4	
	<b>Oral Language</b>	/4		/4	
Total	/28	Date:	/28	Date:	

Entry Date:

Exit Date:



Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Shape Discrimination (Aligned with PEEP Question 9)	<b>Math 3 yr.4.1:</b> Match, point to, and begin to identify basic shapes by name.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will match 2 circles that are the same size.	<input type="checkbox"/> Student will match 2 circles and 2 squares that are the same size.	<input type="checkbox"/> Student will match all 3 shapes that are the same: square, circle, triangle.

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	Target 4 points
Rote Counting (Aligned with PEEP Question 10)	<p><b>Math 3 yr.1.1:</b> Count to ten by ones.</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.</p>	<p><input type="checkbox"/> Student will repeat teacher counting 1-3.  <input type="checkbox"/> Student will count with teacher 1-3.</p>	<p><input type="checkbox"/> Student will count independently 1-3 by ones.  <input type="checkbox"/> Student will repeat teacher counting 1-5.</p>	<p><input type="checkbox"/> Student will count with teacher 1-5.  <input type="checkbox"/> Student will count independently 1-5 by ones.</p>

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Numeral Recognition (Aligned with PEEP Question 11)	<p><b>Math 3 yr.1.3:</b> Begin to recognize the difference between letters and numbers.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will match numbers 1-2. <input type="checkbox"/> Student will repeat teacher verbalizing the numbers 1-2, during matching.	<input type="checkbox"/> Student will match numbers 3-4. <input type="checkbox"/> Student will repeat teacher verbalizing the numbers 3-4, during matching.	<input type="checkbox"/> Student will match numbers 1-5. <input type="checkbox"/> Student will repeat teacher verbalizing the numbers 1-5, during matching.

Entry Date:

Exit Date:


Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	Target 4 points
<b>One-to-One Correspondence and Cardinality (Aligned with PEEP Question 12)</b>	<p><b>3 yr.1.6:</b> Begin to point to and count five objects. <b>3 yr.1.7:</b> Begin to respond to the question “how many?”.</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.</p>	<p><input type="checkbox"/> Student will place the correct number of counters/objects on pre-set dots one at a time (numbers 1-2). <input type="checkbox"/> Student repeats teacher telling how many there are (2).</p>	<p><input type="checkbox"/> Student will place the correct number of counters/objects on pre-set dots one at a time (numbers 1-3). <input type="checkbox"/> Student repeats teacher telling how many there are (3).</p>	<p><input type="checkbox"/> Student independently touches each counter/object, while counting with teacher. <input type="checkbox"/> Student repeats teacher telling how many there are (3).</p>

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	Target 4 points
Patterning and Sorting (Aligned with PEEP Question 13)	<p><b>Math 3 yr.2.5:</b> Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).</p> <p><b>Math 3 yr.3.3:</b> Sort objects into given categories including color, size, shape, etc.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will identify if 2 objects are the same color.	<input type="checkbox"/> Student will sort objects by color, by placing 2-3 objects of same color onto/into a mat/cup of same color as object (for example will place 2 red blocks in the red cup).	<input type="checkbox"/> Student will match the colored object on a pre-printed pattern mat (for example: student places red and blue tiles on a provided horizontal pattern card).  

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Quantity Discrimination (Aligned with PEEP Question 14)	<b>Math 3 yr.3.4:</b> With prompting and support, compare the number of objects in each category to identify which groups are more, less, or the same.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will put 2 objects together in a group.	<input type="checkbox"/> Student will separate 2 objects into 2 groups.	<input type="checkbox"/> When given a group of objects student can add one more object. <input type="checkbox"/> Student will identify the difference between a single object and a group of objects.

Entry Date:

Exit Date:

Numeracy

Score Sheet	Strands	Entrance Beginning of Year		Exit End of Year	
	<b>Shape discrimination</b>	/4		/4	
	<b>Rote counting</b>	/4		/4	
	<b>Numeral Recognition</b>	/4		/4	
	<b>One-to-One Correspondence and Cardinality</b>	/4		/4	
	<b>Patterning and Sorting</b>	/4		/4	
	<b>Quantity Discrimination</b>	/4		/4	
Total	/24	Date:	/24	Date:	

Entry Date:

Exit Date:

Lifelong Learning Practices and Health Education

**Standard Alignment: HE 3 yr.3.3:** With prompting and support, begin to develop self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Opportunities to Respond 0-3 pts possible per item	Sustained Effort 0-3 pts possible per item	Attention and Focus 0-3 pts possible per item	Listens and Follows Directions 0-3 pts possible per item
<input type="checkbox"/> Confident <input type="checkbox"/> Reluctant <input type="checkbox"/> Refuses to respond <input type="checkbox"/> No response	<input type="checkbox"/> Persists <input type="checkbox"/> Persists with prompting <input type="checkbox"/> Gives up easily <input type="checkbox"/> Makes no attempt	<input type="checkbox"/> Attentive throughout <input type="checkbox"/> Attentive most times (2-4 times redirect) <input type="checkbox"/> Attentive sometimes (5 or more redirects) <input type="checkbox"/> Minimal or no attention exhibited	<input type="checkbox"/> Always <input type="checkbox"/> Generally <input type="checkbox"/> Rarely <input type="checkbox"/> Not at all
Quality of Response 0-3 pts possible per item	Self-Confidence 0-3 pts possible per item	Task Switching 0-3 pts possible per item	
<input type="checkbox"/> Takes time to give thoughtful responses <input type="checkbox"/> Most responses related to task <input type="checkbox"/> Some/few responses related to task <input type="checkbox"/> Responses are unrelated to the task/no response	<input type="checkbox"/> Confident in responses <input type="checkbox"/> Comfortable, with some hesitation in responding <input type="checkbox"/> Anxious some of the time <input type="checkbox"/> Anxious most of the time	<input type="checkbox"/> Switches tasks easily <input type="checkbox"/> Sometimes needs prompting to switch tasks <input type="checkbox"/> Generally, needs prompting to switch tasks <input type="checkbox"/> Refuses to switch tasks	

Score Sheet	Strands	Entrance Beginning of Year		Exit End of Year	
		<b>Opportunities to Respond</b>	/3		/3
	<b>Sustained Effort</b>	/3		/3	
	<b>Attention and Focus</b>	/3		/3	
	<b>Listens and Follows Directions</b>	/3		/3	
	<b>Quality of Response</b>	/3		/3	
	<b>Self-Confidence</b>	/3		/3	
	<b>Task Switching</b>	/3		/3	
	<b>Total</b>	/21	Date:	/21	Date:

Entry Date:

Exit Date: