

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Print Concepts/ Fluency	<p>EE.RF.K.1 Demonstrate emerging understanding of the organization of print A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end</p> <p>EE.RF.K.4 Engage in purposeful shared reading of a familiar text</p>	<p><input type="checkbox"/> Student is not demonstrating skills at an emergent level</p>	<p><input type="checkbox"/> Student can open a book with correct orientation</p> <p><input type="checkbox"/> Student can point to and/or repeat the title of a familiar book during a shared reading experience</p>	<p><input type="checkbox"/> Student can open a book with correct orientation</p> <p><input type="checkbox"/> Student can point to and/or repeat the title of a familiar book during a shared reading experience</p> <p><input type="checkbox"/> Student can attend to words or pictures in the reading material throughout the reading activity</p>	<p><input type="checkbox"/> Student can open a book with correct orientation</p> <p><input type="checkbox"/> Student can point to and/or repeat the title of a familiar book during a shared reading experience</p> <p><input type="checkbox"/> Student can attend to words or pictures in the reading material throughout the reading activity</p> <p><input type="checkbox"/> Student can turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page)</p> <p><input type="checkbox"/> Student can participate in reading a repeated word from the reading material</p>	<p><input type="checkbox"/> Student can turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page)</p> <p><input type="checkbox"/> Student can participate in reading a repeated word from the reading material</p> <p><input type="checkbox"/> Student can identify some (10 or more) letters' names</p> <p><input type="checkbox"/> Student can identify that words are read left to right and or top to bottom</p>

Entry Date:

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Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Phonological Awareness	<p>EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p>A. With Guidance and support, recognize rhyming words</p> <p>B. With guidance and support, recognize the number of words in a spoken message</p> <p>C. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level</p>	<p><input type="checkbox"/> Student can identify pictures that correspond to a spoken single syllable word (dog)</p>	<p><input type="checkbox"/> Student can identify pictures that correspond to a spoken single syllable word (dog)</p> <p><input type="checkbox"/> Student can recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words)</p>	<p><input type="checkbox"/> Student can identify pictures that correspond to a spoken single syllable word (dog)</p> <p><input type="checkbox"/> Student can recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words)</p> <p><input type="checkbox"/> Student can identify pictures that have the same beginning sound</p>	<p><input type="checkbox"/> Student can identify pictures that have the same beginning sound.</p> <p><input type="checkbox"/> Student can orally produce single syllable words by blending sounds, consonant blends</p> <p><input type="checkbox"/> Student can identify individual sounds in simple, one syllable word</p> <p><input type="checkbox"/> Student can substitute beginning sound to make new words</p>

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Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Phonics & Word Recognition	<p>EE.RF.K.3 Demonstrate emerging awareness of print</p> <p>A. With guidance and support, recognize first letter of own name in print</p> <p>B. With guidance and support, recognize environmental print</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level</p>	<p><input type="checkbox"/> Student can distinguish between letters and pictures</p>	<p><input type="checkbox"/> Student can distinguish between letters and pictures</p> <p><input type="checkbox"/> Student can identify their written name</p>	<p><input type="checkbox"/> Student can distinguish between letters and pictures</p> <p><input type="checkbox"/> Student can identify their written name</p> <p><input type="checkbox"/> Student can recognize the first letter in their name</p> <p><input type="checkbox"/> Student can recognize signs in their environment</p>	<p><input type="checkbox"/> Student can recognize the first letter in their name</p> <p><input type="checkbox"/> Student can recognize signs in their environment</p> <p><input type="checkbox"/> Student can distinguish between some upper and lower case letters in familiar words</p> <p><input type="checkbox"/> Student can identify familiar words that are used in every day routines</p> <p><input type="checkbox"/> Student can identify some letter sounds</p>

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Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Literature Craft and Structure	EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can determine which pictures are similar and which pictures are different	<input type="checkbox"/> Student can determine which pictures are similar and which pictures are different <input type="checkbox"/> Student can determine which words are similar and which words are different (3 letter words)	<input type="checkbox"/> Student can determine which pictures are similar and which pictures are different <input type="checkbox"/> Student can determine which words are similar and which words are different (3 letter words) <input type="checkbox"/> Student can indicate that words are what is used to read a story <input type="checkbox"/> Student can indicate they don't know a new word when a story is read to them by answering yes or no	<input type="checkbox"/> Student can indicate that words are what is used to read a story <input type="checkbox"/> Student can indicate they don't know a new word when a story is read to them by answering yes or no <input type="checkbox"/> Student can answer background questions about a new story with prompting <input type="checkbox"/> Student can describe the pictures from a story

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	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Writing Text Types and Purpose	EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can select a familiar book	<input type="checkbox"/> Student can select a familiar book <input type="checkbox"/> Student can identify pictures in the book when prompted	<input type="checkbox"/> Student can select a familiar book <input type="checkbox"/> Student can identify pictures in the book when prompted <input type="checkbox"/> Student can use a familiar book to draw, dictate, or write if they like or dislike the book	<input type="checkbox"/> Student can use a familiar book to draw, dictate, or write about if they like or dislike the book <input type="checkbox"/> Student can draw, dictate, or write about 1 detail from the book

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	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Speaking and Listening Presentation of Knowledge and Ideas	<p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can determine similar or different based on physical characteristics	<input type="checkbox"/> Student can determine similar or different based on physical characteristics <input type="checkbox"/> Student can demonstrate understanding of object names	<input type="checkbox"/> Student can determine similar or different based on physical characteristics <input type="checkbox"/> Student can demonstrate understanding of object names <input type="checkbox"/> Student can identify familiar people, objects, places and events	<input type="checkbox"/> Student can identify familiar people, objects, places and events <input type="checkbox"/> Student can identify a detail about familiar people, objects, places and events <input type="checkbox"/> Student can identify more than 3 unfamiliar people, objects, places, and events

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Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Language Conventions of Standard English	<p>EE.L.K.1 Demonstrate emerging understanding of letter and word use</p> <p>A. With guidance and support, distinguish between letters and other symbols or shapes</p> <p>B. With guidance and support, use frequently occurring nouns in communication</p> <p>C. With guidance and support, use frequently occurring plural nouns</p> <p>D. With guidance and support, identify answers to simple questions (e.g., who what) from an array of choices</p> <p>E. With guidance and support, demonstrate understanding of common prepositions; on, off, in, out</p> <p>F. With guidance and support, link two or more words together in communication</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level</p>	<p><input type="checkbox"/> Student can distinguish between objects and print</p> <p><input type="checkbox"/> Student will understand that “I/me” refers to themselves</p>	<p><input type="checkbox"/> Student can distinguish between objects and print</p> <p><input type="checkbox"/> Student will understand “I/me” refers to themselves</p> <p><input type="checkbox"/> Student can distinguish letters from shapes and symbols</p>	<p><input type="checkbox"/> Student can distinguish between objects and print</p> <p><input type="checkbox"/> Student can distinguish letters from shapes and symbols</p> <p><input type="checkbox"/> Student can distinguish between letters and pictures</p> <p><input type="checkbox"/> Student can answer yes/no questions about the book</p> <p><input type="checkbox"/> Student can demonstrate the understanding of common prepositions (on, off, in, out) using pictures or objects</p>	<p><input type="checkbox"/> Student can answer yes/no questions about the book</p> <p><input type="checkbox"/> Student can demonstrate the understanding of common prepositions (on, off, in, out) using pictures or objects</p> <p><input type="checkbox"/> Student can distinguish letters from words</p> <p><input type="checkbox"/> Students can answer simple “wh” questions about the book</p>

Entry Date:

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Literacy

Score Sheet	Strands	Entrance Beginning of Year		Exit End of Year	
	Reading Foundation Print Concepts/ Fluency	/5		/5	
	Reading Foundation Phonological Awareness	/5		/5	
	Reading Foundation Phonics & Word Recognition	/5		/5	
	Reading Literature Craft and Structure	/5		/5	
	Writing Text Types and Purpose	/5		/5	
	Speaking and Listening Presentation of Knowledge and Ideas	/5		/5	
	Language Conventions of Standard English	/5		/5	
		/35	Date:	/35	Date:

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Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Know Number Names and the Count Sequence	EE.K.CC.1 Starting with one, count to 10 by ones	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can repeat teacher counting 1-5 <input type="checkbox"/> Student can count with teacher 1-5	<input type="checkbox"/> Student can repeat teacher counting 1-5 <input type="checkbox"/> Student can count with teacher 1-5 <input type="checkbox"/> Student can repeat teacher counting 1-10 <input type="checkbox"/> Student can count with teacher 1-10 <input type="checkbox"/> Students can starting with one independently count to 5 by ones	<input type="checkbox"/> Student can repeat teacher counting 1-5 <input type="checkbox"/> Student can count with teacher 1-5 <input type="checkbox"/> Student can repeat teacher counting 1-10 <input type="checkbox"/> Student can count with teacher 1-10 <input type="checkbox"/> Students can starting with one independently count to 5 by ones. <input type="checkbox"/> Student can starting with one independently count to 10 by ones	<input type="checkbox"/> Student can starting with one independently count to 10 by ones <input type="checkbox"/> Student can starting from a number other than 1 independently count to 10 by ones <input type="checkbox"/> Student can starting with one independently count to 20 by ones

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Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Math Count to Tell the Number of Objects	<p>EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can place the correct number of counters/objects on pre-set dots one at a time (numbers 1-5)	<input type="checkbox"/> Student can place the correct number of counters/objects on pre-set dots one at a time <input type="checkbox"/> When teacher presents objects in quantity 1-5, student can count objects using one-to-one correspondence with teacher	<input type="checkbox"/> Student can place the correct number of counters/objects on pre-set dots one at a time <input type="checkbox"/> When teacher presents objects in quantity 1-5, student can count objects using one-to-one correspondence with teacher <input type="checkbox"/> When teacher presents objects in quantity 1-5, student can independently count objects using one-to-one correspondence	<input type="checkbox"/> When teacher presents objects in quantity 1-5, student will independently count objects using one-to-one correspondence <input type="checkbox"/> When teacher presents objects in quantity 1-10, student will independently count objects using one-to-one correspondence <input type="checkbox"/> When presented with a set number of objects, student will be able to identify the corresponding written number

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Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Compare Numbers	<p>EE.K.CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level</p>	<p><input type="checkbox"/> Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher</p>	<p><input type="checkbox"/> Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher</p> <p><input type="checkbox"/> Student can independently count objects in sequence from 1 to 3, when given the exact number of objects</p> <p><input type="checkbox"/> Student can count out 3 objects from a group of more than 3 objects, while saying the corresponding number name with the teacher</p>	<p><input type="checkbox"/> Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher</p> <p><input type="checkbox"/> Student can independently count objects in sequence from 1 to 3, when given the exact number of objects</p> <p><input type="checkbox"/> Student can count out 3 objects from a group of more than 3 objects, while saying the corresponding number name with the teacher</p> <p><input type="checkbox"/> Student can independently count out 3 objects from a group of more than 3 objects, while saying the corresponding number name</p>	<p><input type="checkbox"/> Student can independently count out 3 objects from a group of more than 3 objects, while saying the corresponding number name</p> <p><input type="checkbox"/> Student can independently count out 3 objects from a group of more than 10 objects, while saying the corresponding number name</p> <p><input type="checkbox"/> Student can repeat number while counting objects with teacher (number 1-5)</p> <p><input type="checkbox"/> Student can identify written numbers 1-5</p>

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Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Compare Numbers	<p>EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level</p>	<p><input type="checkbox"/> Student can identify the difference between a single object and a group of objects</p>	<p><input type="checkbox"/> Student can identify the difference between a single object and a group of objects</p> <p><input type="checkbox"/> Student can identify the group of objects that is more (using quantities that are clearly different)</p>	<p><input type="checkbox"/> Student can identify the difference between a single object and a group of objects</p> <p><input type="checkbox"/> Student can identify the group of objects that is more (using quantities that are clearly different)</p> <p><input type="checkbox"/> Student can identify the group of objects that is equal (using quantities that are clearly different)</p>	<p><input type="checkbox"/> Student can identify the group of objects that is more (using quantities that are clearly different)</p> <p><input type="checkbox"/> Student can identify that groups of objects are equal (using quantities that are clearly different)</p> <p><input type="checkbox"/> Student can identify the group of objects that is less (using quantities that are clearly different)</p>

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Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Operations and Algebraic Thinking Understand Addition as Putting Together and Subtraction as Taking Apart	EE.K.OA.1 Represent addition as “putting together” or subtraction as “taking from” in everyday activities	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can put 2 objects together in a group <input type="checkbox"/> Student can separate 2 objects into 2 groups	<input type="checkbox"/> Student can put 2 objects together in a group <input type="checkbox"/> Student can 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 can put 2 objects together in a group <input type="checkbox"/> Student can separate 2 objects into 2 groups <input type="checkbox"/> When given a group of objects student can add one more object <input type="checkbox"/> When given a group of objects, student can take away one object from the group	<input type="checkbox"/> When given a group of objects student can add one more object <input type="checkbox"/> When given a group of objects, student can take away one object from the group <input type="checkbox"/> Student can put two groups of objects together when asked to “add” <input type="checkbox"/> Student can take away objects from a group when asked to “subtract”

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Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Geometry Identify and Describe Shapes	EE.K.G.2-3 Match shapes of same size and orientation (circle, square, rectangle, triangle)	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level	<input type="checkbox"/> Student can identify a shape from numbers and letters	<input type="checkbox"/> Student can identify a shape from numbers and letters <input type="checkbox"/> Student can match 2 shapes that are the same size	<input type="checkbox"/> Student can identify a shape from numbers and letters <input type="checkbox"/> Student can match 2 shapes that are the same size <input type="checkbox"/> Student can group more than 2 shapes that are the same size and orientation from a variety of shapes (i.e., circle, square, rectangle, triangle)	<input type="checkbox"/> Student can recognize the name of some shapes (circle, square, rectangle triangle) <input type="checkbox"/> Student can group more than 2 shapes that are the same size and orientation from a variety of shapes (i.e., circle, square, rectangle, triangle) <input type="checkbox"/> Student can create shapes from a model <input type="checkbox"/> Student can identify 1 attribute about shapes <input type="checkbox"/> Student can recognize the name of some shapes (circle, square, rectangle triangle)

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Numeracy

Score Sheet	Strands	Entrance Beginning of Year		Exit End of Year	
	Counting and Cardinality know number names and the count sequence	/5		/5	
	Counting and Cardinality count to tell the number of objects	/5		/5	
	Counting and Cardinality compare numbers	/5		/5	
	Counting and Cardinality compare numbers	/5		/5	
	Operations and Algebraic Thinking understand addition as putting together and subtraction as taking apart	/5		/5	
	Geometry identify and describe shapes	/5		/5	
	Total	/30	Date:	/30	Date:

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Social-Emotional and Social Studies

Standard Alignment: SE and SS 2: The child develops social skills that promote positive interaction with others.

1. Opportunities to Respond 0-3 pts possible per item	2. Sustained Effort 0-3 pts possible per item	3. Attention and Focus 0-3 pts possible per item	4. Activity Level 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"/> Sits quietly <input type="checkbox"/> Some fidgeting <input type="checkbox"/> Lots of fidgeting <input type="checkbox"/> Out of seat
5. Listens and Follows Directions 0-3 pts possible per item	6. Quality of Response 0-3 pts possible per item	7. Self-Confidence 0-3 pts possible per item	8. Task Switching 0-3 pts possible per item
<input type="checkbox"/> Always <input type="checkbox"/> Generally <input type="checkbox"/> Rarely <input type="checkbox"/> Not at all	<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	
	1. Opportunities to Respond	/3	/3	2. Sustained Effort	/3
3. Attention and Focus	/3	/3	4. Activity Level	/3	/3
5. Listens and Follows Directions	/3	/3	6. Quality of Response	/3	/3
7. Self-Confidence	/3	/3	8. Task Switching	/3	/3
Total	/24	/24		Date:	Date:

Entry Date:

Exit Date: