

1st 9 weeks - Ready, Set, K! Competency Checklist

MATHEMATICS				
Competency	Grading Period Expectation	Data Collected		
V.A.5 Child counts up to 10 items and demonstrates that the last count indicates how many were counted.	Child rote counts in the correct sequence to 5 or beyond, maintains a one-to-one correspondence between each tag and counting word, and occasionally understands that the last number she says names how many for sets of up to 5 or more objects. The child occasionally demonstrates a strategy for keeping track of the count.			
V.A.8 Child verbally identifies, without counting, the number of objects from 1-5.	Child verbally identifies (up to 3 seconds), without counting, the number of objects in a set or a pictorial representation (e.g., dot cards, tally marks, 10s/ 5s frame) of any quantity up to 2.			
V.A.9 Child recognizes one-digit numerals 0-9.	Child is able to differentiate among various numerals (e.g., is able to describe or see how 1 looks different from 0) and identify (through pointing) up to at least 2 one-digit numerals.			
V.C.1 Child names common shapes.	Child identifies 2 or more common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to name 1 or more of these figures, and uses a combination of formal and informal vocabulary to describe shapes in the environment.			
V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar or different.	Child frequently explores collections of objects that have multiple attributes and typically groups those items together by likenesses. Child may sort the entire collection based on a consistent sorting rule—e.g. “All of these ARE; all of these are NOT.” Child typically compares two objects by describing how they are alike and different.			

EMERGENT LITERACY				
Competency	Grading Period Expectation	Data Collected		
III.B.4 & III.B.5 Child blends syllables into words and can segment a syllable from a word.	Child is able to segment familiar words (e.g., his/ her name, names of classmates) into syllables with teacher guidance—e.g., while in a group, each child takes a turn saying his or her name in a segmented manner (“Do-lo-res”) after the teacher has demonstrated the process in unison with the whole group.			
III.B.6 Child can recognize rhyming words.	Child participates in playful rhyming activities (nursery rhymes, finger plays, songs, and interactive read alouds).			
III.B.7 Child can produce a word that begins with the same sound as a pair of given words.	Child is able to distinguish among environmental sounds—e.g., The child shakes plastic eggs and matches them by identical sounds (for example, two eggs that are filled with sand would sound the same but would be distinguishable from among other eggs that are filled with paper clips or plastic cubes.)			
III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	Child can distinguish between a letter, a number, and a word —e.g. the child points to a letter, a number and then a word on a page of a familiar book.			
III.C.3 Child produces correct sounds for at least 20 distinct letter sounds in the language of instruction.	Child can identify another word that begins with the same sound as the letter in his name—e.g. “Patty begins with a /p/ sound. Who else in our class has a name that starts with the /p/ sound?” “Patricia empieza con el sonido /p/. ¿Quién más en nuestra clase tiene un nombre que empieza con el sonido /p/?” Child also isolates and produces the single phoneme with which his name begins—e.g. “Paul starts with what sound?” “¿Patricia empieza con qué sonido?”			
III.D.1 Child retells or re-enacts a story after it is read aloud.	Child frequently participates in acting out a story with which she is familiar, either in circle time or in a small group. Child frequently identifies books in the library center or during read-alouds by describing an overarching theme (what the book is about) or by naming favorite characters—e.g. “That is the book about the big bad wolf.”			
IV.A.1 Child intentionally uses marks, letters, or symbols to record language (including own name) and verbally shares meaning.	Child explores writing utensils in order to create marks and symbols, which may or may not include letters or letter-like forms. The markings the child makes may be controlled or uncontrolled scribbles. Child appears to favor one hand for writing and demonstrates appropriate grasping of writing utensils.			

LANGUAGE				
Competency	Grading Period Expectation	Data Collected		
II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions.	Child <i>frequently</i> follows two-step oral directions given within routine contexts, such as during daily transitions that occur before and after centers, clean-up, lunch, and recess. For example, the child responds appropriately when asked to do the following: "Put away your belongings and then write your name on the morning sign-in sheet." "Guarde sus pertenencias y luego escriba su nombre."			
II.B.1. Child is able to use language for different purposes.	Child <i>frequently</i> uses language to satisfy personal needs, accomplish goals, regulate the behavior of others, and interact with peers. Child <i>typically</i> talks about himself (e.g. tells about what he is doing) and <i>occasionally</i> uses language to seek information and pretend or make believe.			
II.D.1. Child uses a wide variety of words to label and describe people places, things and actions.	Child uses a basic range of words to label people, places, and things. The words that the child uses typically refer to her immediate environment, such as school (naming toys, utensils, classmates, and playing with friends) and home (e.g. listing family members, television shows, etc.).			
II.E.5. Child combines sentences that give lots of detail, use correct pronouns and verb tense, stick to the topic, and clearly communicate intended meaning.	Child speaks in complete sentences of up to 4 words. Child's sentences <i>typically</i> include correct pronoun and irregular past-tense verb usage. Child occasionally uses <i>what, when, and where</i> questions and other clauses (e.g. "I think that...") to initiate and lead a conversation consisting of at least 2 to 3 exchanges.			

SOCIAL EMOTIONAL				
Competency	Grading Period Expectation	Data Collected		
I.B.1.c Child regulates her own behavior and follows classroom rules and routines with occasional reminders or assistance from teacher.	Child shows an awareness of classroom transitions and rules by <i>occasionally</i> complying with them and <i>acknowledging</i> that they exist-e.g. child recites or points to pictorial icons of rules displayed on a classroom chart while reviewing them with the teacher during whole/small group or one-on-one interactions.			
I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Child persists through and completes a simple task—e.g. putting together a 4- to 6-piece puzzle, painting a picture, etc. Child remains focused and engaged up to 15 minutes during self-elected activities and up to 10 minutes for teacher-initiated tasks and small/whole group instruction.			
I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	Child <i>frequently</i> works and plays successfully with another child, and typically enters into parallel or associative play with other children. Child <i>occasionally</i> engages in cooperative, pretend play scenarios in which there are assigned roles and plans.			
I.D.1 & I.C.6 Child demonstrates an understanding that others have perspectives and feelings that are different from her own, and begins to demonstrate empathy and caring for others.	Child <i>identifies</i> and labels feelings—e.g. can distinguish between happy, sad, and angry—and occasionally respects the personal space of others by keeping his/her hands to his/ herself or moving out of another child's way when that classmate is reading a book or building a block structure.			

PHYSICAL DEVELOPMENT				
Competency	Grading Period Expectation	Data Collected		
IX.A.2. Child coordinates sequence of movements to perform tasks.	Child moves within a space of defined boundaries, changing body configuration to accommodate the space—e.g., moving through an obstacle course—and participates in group games involving movement—e.g., “Hokey Pokey.”			
IX.B.1. & IX.B.2. Child shows control of tasks that require small-muscle strength and control as well as increasing eye-hand coordination.	Child coordinates the use of hands and fingers to manipulate various classroom materials (e.g., placing caps on and off markers; using various size brushes to paint at the easel) and can typically perform self-help tasks (e.g., buttoning, zipping, snapping, etc.) as well as string small beads.			
IX.C.1., IX.C.2., & IX.C.3. Child identifies and practices good habits of personal safety, health, hygiene, nutrition, exercise, and rest.	Child typically (50% of the time) follows/ uses safety procedures while using common tools and materials (e.g., glue, scissors, and pencils); occasionally covers coughs and sneezes with tissue or elbow instead of their hands; and typically washes hands after using the toilet and before snack and lunch.			

SCIENCE				
Competency	Grading Period Expectation	Data Collected		
VI.A.1. Child observes, investigates, describes and discusses the characteristics of common objects.	Child uses senses—sight, sound, touch, and hearing—to explore and provides sensory language (e.g. loud, blue, soft, stinky) to describe properties of natural and human-made materials (wood, cotton, fur, wool, stone, magnetic, leather, plastic, Styrofoam, paper) to learn about their characteristics, uses, and capabilities.			
V1.B.1. & VI.B.2. Child observes, investigates, describes and discusses the characteristics of organisms, including the relationship of organisms to their environment.	Child uses the tools of science (hand lens and measurement tools) to observe and discuss plants and animals and can describe the color, size, and shape of organisms. The child also observes and discusses the characteristics of the human boy (e.g. identifying parts of the body) and human growth (e.g. from baby to child).			
V1.C.3. Child observes and describes what happens during changes in the earth and sky.	Child can identify basic weather conditions (e.g., the child points to a corresponding weather symbol on the classroom weather chart). The child can also differentiate between day and night time conditions (e.g., the child points to a picture of an event that happens during the day and one that takes place at night.)			