

2nd 9 weeks - Ready, Set, K! Competency Checklist

MATHEMATICS		Data Collected		
Competency	Grading Period Expectation			
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 7 or beyond, maintains a one-to-one correspondence between each tag and counting word, and typically understands that the last number she says names how many for sets of up to 7 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 3.			
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), identify (through pointing) up to at least 6 one-digit numerals, and name at least 2 of them.			
IV.C.1 Child names common shapes.	Child identifies 3 or more common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to name 2 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 sorts collections of objects that have multiple attributes. Child typically sorts the entire collection based on a consistent sorting rule—e.g. “All of these are; all of these are NOT.” Child frequently compares two objects by describing how they are alike and different.			

EMERGENT LITERACY		Data Collected		
Competency	Grading Period Expectation			
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 by clapping or through other kinesthetic representations —e.g., slapping his/ her knees as he/ she says, “Ro-ber-to.”			
III.B.6 Child can recognize rhyming words.	Child is able to identify word pairs that rhyme/ don't rhyme—e.g., the child responds correctly to the following prompt: “Which pairs of words rhyme: cat and hat or (pause) cat and top? Repeat if necessary. “¿Qué pares de palabras riman: luna y tuna o (pausa) luna y casa?”			
III.B.7 Child can produce a word that begins with the same sound as a pair of given words.	Child is able to identify word pairs that start with the same sound/don't start with the same sound—e.g., the child responds correctly to the following prompt: “Which pairs of words start with the same sound: cat and can or (pause) cat and sail? “¿Qué pares de palabras empiezan con el mismo sonido: casa y cuna o (pausa) casa y mano?”			
III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	Child can readily name at least 5 letters that are shown in isolation or embedded within words, such as in his or her name—e.g., When you show the child the letter r, he or she says, “r”			
III.C.3 Child produces correct sounds for at least 20 distinct letter sounds in the language of instruction.	Child can identify the sounds for at least 5 letters that are presented in isolation or within the context of print, including his name. For example, the child points to the letter ‘p’ when the teacher asks, “Which letter in your name makes the /p/ sound?” “¿Qué letra en tu nombre hace el sonido /p/?” Child can also produce the correct sound for at least 5 letters. For example, the child makes the /p/ sound when the teacher points to the letter ‘p’ and asks, “What sound does this letter make?”			
III.D.1 Child retells or re-enacts a story after it is read aloud.	Child <i>occasionally</i> acts out a story she is familiar with during dramatic play episodes or self-selected free time in the library/flannel board center. Child <i>consistently</i> identifies books in the library center or during read-alouds by theme, setting (e.g. once upon a time), characters, or specific episodes (e.g. “When wolf ate the grandmother.”)			
IV.A.1 Child intentionally uses marks, letters, or symbols to record language (including own name) and verbally shares meaning.	Child makes intentional, controlled scribbles or marks, which may or may not resemble letters or letter-like forms. In some contexts, the child's marks or scribbling are distinct from drawing—e.g. the writing is separate from drawing. Child can form a majority of the letters in her name, some of which might appear as reversals.			

LANGUAGE		Data Collected		
Competency	Grading Period Expectation			
II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions.	Child <i>consistently</i> follows two-step oral directions that are now a part of daily routines—e.g., “Push the chair under the table and remove your name card before selecting a new center” “Empuje su silla bajo la mesa y luego quite su nombre antes de escoger un nuevo centro.” —as well as during non-routine contexts, such as science experiments—e.g., “Put in two drops of food coloring and then stir with a spoon.” “Pon dos gotas de colorante y luego mezcle con una cuchara.”			
II.B.1. Child is able to use language for different purposes.	Child <i>consistently</i> uses language to satisfy personal needs, accomplish goals, regulate the behavior of others, and interact with peers. Child <i>frequently</i> talks about himself (e.g. tells about what he is doing) and occasionally uses language to seek information, pretend/make believe, and communicate facts/information to others.			
II.D.1. Child uses a wide variety of words to label and describe people places, things and actions.	Child increasingly uses a wider variety of words to label people, places, things and actions and is beginning to incorporate descriptive vocabulary. The words that the child uses are no longer limited to her immediate environment and now include events, people, objects, and actions that occur in make-believe scenarios.			
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 (up to 5 to 6 or more words) that include detail. Child's sentences <i>frequently</i> include correct pronoun and irregular past-tense verb usage. Child uses <i>what, when, and where</i> questions and other clauses to initiate and lead a conversation consisting of at least 3 to 4 exchanges.			

SOCIAL EMOTIONAL		Data Collected		
Competency	Grading Period Expectation			
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 <i>acceptance</i> for classroom transitions and rules by <i>typically</i> adhering to them as a way to regulate his/her own behavior during teacher led or child-initiated activities. Child <i>occasionally</i> refers to these rules/transitions when other children/peers fail to comply.			
I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Child persists through and completes a moderately difficult task—e.g. tying shoes, completing a 6- to 10-piece puzzle, etc. Child remains focused and engaged up to 20 minutes during self-elected activities and up to 15 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>consistently</i> works and plays successfully with another child and frequently self-initiates or 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>typically</i> identifies and labels her own feelings, frequently respects others’ personal space, and occasionally shows an awareness of others’ feelings by responding appropriately (e.g. smiles when a friend is happy). Child <i>occasionally</i> demonstrates another person’s perspective by acting out various roles in dramatic play.			

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 with increased thought and deliberate movement, changing body configuration to accommodate the space. Child also moves from one space to another in a variety of ways, including running, jumping, hopping, and skipping.			
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 frequently (75% of the time) follows/ uses safety procedures while using common tools and materials (e.g., glue, scissors, and pencils); typically 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 sorts, groups, or classifies objects in meaningful ways based on one or more properties (hard/soft or heavy/light; items that are made of various organic materials—e.g. wood, plastic, metal, rock, etc.) and examines and describes the texture of materials (e.g., roller, sponges, and feathers when painting using various tools).			
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 describes the characteristics of living and non-living things and can sort picture of items by a living/non-living rule. The child also compares differences and similarities of animals (e.g., fish live in water, dogs and cats have fur, and all birds have feathers).			
V1.C.3. Child observes and describes what happens during changes in the earth and sky.	Child goes beyond merely identifying weather conditions and can use words (e.g., sunny, cloudy, rainy, hot, and/or cold) to describe weather changes. The child can also use scientific vocabulary to differentiate between day and nighttime conditions—e.g. during the day, I see the sun; at night, I see the moon and stars.)			