

3rd 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 10 or beyond, maintains a one-to-one correspondence between each tag and counting word, and frequently understands that the last number she says names how many for sets of up to 10 or more objects. The child typically 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 4			
V.A.9 Child recognizes one-digit numerals 0-9	Child is able to differentiate numerals among other symbols (e.g. letters and shapes) and identify (through pointing) all one-digit numerals 0-9. The child can begin to name at least 4 different one-digit numerals.			
IV.C.1 Child names common shapes.	Child identifies 4 or more common shapes (e.g. square, circle, triangle, or rectangle), is able to use formal vocabulary to name 3 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 consistently compares and describes how two objects are alike and different, sorts collections of materials and objects that have multiple attributes, and describes how the items in a particular group are similar. Child frequently sorts the entire collection based on a consistent sorting rule.			

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 into syllables and is able to combine a sequence of isolated syllables to produce words—e.g., The child is able to respond correctly to the following: “ <i>What word am I saying: news-pa-per?</i> ” The child would respond, “ <i>newspaper.</i> ” “ <i>¿Cuál es esta palabra: li-bre-ta?</i> ” El niño responderá: “ <i>libreta</i> ”			
III.B.6 Child can recognize rhyming words.	Child is able to match words that rhyme—e.g. “ <i>Which word rhymes with cat—hat or top?</i> ” “ <i>¿Qué palabra rima con gato – pato o casa?</i> ”			
III.B.7 Child can produce a word that begins with the same sound as a pair of given words.	Child is able to match words that begin with the same initial sound—e.g. “ <i>Which word begins with the /b/ sound, such as in bell: cat or ball?</i> ” The child would respond, “ <i>ball.</i> ” “ <i>¿Qué palabra empieza con el sonido /b/, como en bota: casa o barco?</i> ”			
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 10 letters that are shown in isolation (not embedded within words, such as in his or her name)—e.g., When you show the child the letter r, he or she says, “ <i>r</i> ”			
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 10 letters that are presented in isolation or within the context of print, including his name. Child can also produce the correct sound for at least 10 letters. For example, the child makes the /p/ sound when the teacher points to the letter ‘p’ and asks, “ <i>What sound does this letter make?</i> ” “ <i>¿Qué sonido hace esta letra?</i> ”			
III.D.1 Child retells or re-enacts a story after it is read aloud.	Child typically acts out a familiar story in a variety of contexts. When specifically requested to do so, the child can provide/ describe the setting, characters, theme, significant episodes (not always in sequential order) and resolution of a story. Child occasionally connects personal experiences to an event in the story.			
IV.A.1 Child intentionally uses marks, letters, or symbols to record language (including own name) and verbally shares meaning.	Child intentionally separates writing from drawing, and her markings frequently resemble letters or letter-like units. Child occasionally makes phonetic or non-phonetic letter strings and can write all of the letters in his/her name, some of which might appear as reversals.			

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>consistently</i> follows two-step oral directions given during routine (e.g., centers) and non-routine (e.g., field trips) contexts and can now <i>typically</i> follow three-step oral directions: “Place the paintbrush in the sink, wash your hands, and write your name on your painting.” “Pon el pincel en el fregadero, lave sus manos, y luego escriba su nombre en su pintura.”			
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 typically uses language to seek information, pretend/make believe, and communicate facts and information to others.			
II.D.1. Child uses a wide variety of words to label and describe people places, things and actions.	Child uses a wide variety of words to label people, places, things, and actions that pertain to her environment, pretend play, and academic experiences. The child descriptive vocabulary is increasingly detailed, going beyond color, shape and size and includes academic vocabulary related to texture, smell, taste, and sound.			
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 complex sentences that combine 2 or more clauses. Child's sentences <i>frequently</i> include correct pronoun and irregular past-tense verb usage. Child uses <i>what, when, where, why, and how</i> questions, as well as other clauses, to initiate and lead a conversation consisting of at least at least 4 to 5 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 <i>appreciation</i> for classroom transitions and rules by frequently adhering to them as a way to regulate his/her own behavior during teacher-led or child-initiated activities. Child <i>typically</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 continues to complete a task even after encountering difficulty or failure—e.g. a block tower falls over. Child remains focused and engaged up to 30 minutes during self-elected activities and up to 20 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>typically</i> allows other children to enter into already established play scenarios and activities, frequently enters into parallel or associative play with other children, and typically engages in cooperative, pretend play scenarios in which there are assigned roles and plans. Child <i>occasionally</i> takes on leadership roles in a group.			
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 his/her own feelings, consistently respects others’ personal space, and <i>frequently</i> shows an awareness of others’ feelings by responding appropriately to others’ sadness, anger, or happiness. Child <i>typically</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 uses axial movements (e.g., reaching, twisting, turning, and bending) with increasing complexity, thought, and deliberate movement. The child also moves in rhythm to more complex tunes and music patterns.			
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.) with greater dexterity and precision and can frequently 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 consistently (90% of the time) follows/ uses safety procedures while using common tools and materials (e.g., glue, scissors, and pencils); frequently covers coughs and sneezes with tissue or elbow instead of their hands; and frequently 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 describes and compares the effects magnets have on other objects (e.g., the magnet attracts to some things but not to others) and can sort items by a magnetic/non-magnetic rule. (NOTE: When sorting, the child would actually use a magnet as a tool to conduct the activity.)			
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 observes, discusses, and records seasonal changes in the neighborhood trees and organisms (e.g., notices how birds collect nesting materials in the spring) and discusses how seasons affect his daily life. For example, child matches clothes or activities (e.g., swimming) to appropriate weather conditions (e.g., sunny/hot).			
V1.C.3. Child observes and describes what happens during changes in the earth and sky.	Child observes and describes how different items (rock, metal) respond to the warmth of the sun outside on a sunny day or a cold/cloudy day and can explain what happens after a weather event (e.g., erosion after a rain storm; movements of leaves before, during, and after a wind storm.)			