

4th 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 10 or beyond, maintains a one-to-one correspondence between each tag and counting word, and consistently understands that the last number she says names how many for sets of up to 10 or more objects. The child consistently 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 5.			
V.A.9 Child recognizes one-digit numerals 0-9	Child identifies (non-verbally through pointing) and names all one-digit numerals 0-9 in natural contexts (e.g., the 1-9 sequence on a classroom number line display, telephone, calendar, etc.) as well as in decontextualized scenarios (e.g., when numerals are presented randomly—not in sequential order—on individual playing cards or within looking through an assortment of magnetic 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 4 or more of these figures, and uses a combination of formal and informal vocabulary to describe 4 or more 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 uses a consistent sorting rule to sort an entire collection of materials and objects that have multiple attributes and describes how the items in a particular group are similar. When prompted, the child can occasionally resort the same collection by a new rule.			

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 into syllables, combine a sequence of isolated syllables to produce words, and can delete a syllable from a word—e.g., hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“puzzle” – “puzz” = “le”) (“mano” - “ma” = “no”).			
III.B.6 Child can recognize rhyming words.	Child is able to produce words that rhyme—e.g., “What word rhymes with sat?” The child would say, “cat, hat, etc.” “¿Qué palabra rima con casa?” El niño responderá, “masa, taza, pasa, etc.”			
III.B.7 Child can produce a word that begins with the same sound as a pair of given words.	Child produces words with a common initial sound—e.g., “What are some words that begin the /b/ sound, such as in basket and bell? The child would produce a word that begins with the same sound: “bus.” “¿Cuáles son algunas palabras que empiezan con el sonido /b/, como en barco y bote?” El niño responderá con una palabra que empieza con el mismo sonido: “bota”.			
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 20 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, “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 20 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 20 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?” “¿Qué sonido hace esta letra?”			
III.D.1 Child retells or re-enacts a story after it is read aloud.	Child frequently 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 (in sequential order) and resolution of a story. Child frequently connects personal experiences to an event in the story or provides alternative endings.			
IV.A.1 Child intentionally uses marks, letters, or symbols to record language (including own name) and verbally shares meaning.	Child consistently makes marks that resemble letters or letter-like units, occasionally interspersed with symbols—e.g. numerals or a heart to represent “I love you.” Child occasionally copies print and frequently makes phonetic or non-phonetic letter strings. Child can write her first name legibly and occasionally writes her last name.			

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 given during routine (e.g., centers) and non-routine (e.g., field-trips) contexts and <i>frequently</i> follows 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, interact with peers, and provide information about herself (e.g. tells about what she is doing). Child <i>frequently</i> 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 and describe people, places, things, and actions that pertain to her environment, pretend play, and academic experiences. The child frequently incorporates descriptive details and uses new vocabulary learned from thematic units to communicate his ideas and experiences to others.			
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>consistently</i> include correct pronoun and irregular past-tense verb usage. Child can elaborate with details and uses <i>what, when, where, why, and how</i> questions to initiate and lead a conversation consisting of least 5 to 6 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 has <i>internalized</i> classroom transitions and rules and consistently adheres to them as a way to regulate his/her own behavior during teacher-led or child-initiated activities. Child <i>frequently</i> refers to these rules/transitions to help other children/peers when they 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 tasks despite distractions and can leave and return to a started project. Child remains focused and engaged for up to 40 minutes during self-selected activities and up to 25 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> allows other children to enter into already established play scenarios and activities, consistently enters into parallel or associative play with other children, and frequently 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 shows an awareness of their feelings by responding appropriately to their sadness, anger, or happiness. Child <i>frequently</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 body into position to catch or kick a ball.			
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 consistently holds drawing and writing utensils in a more conventional grasp (e.g. with fingers instead of fist) and draws recognizable pictures and shapes.			
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 continues to consistently follow safety procedures while using common tools and materials, covers coughs and sneezes appropriately, and wash hands at appropriate times. The child also identifies healthy/ non-healthy foods and can discuss the importance of nutritious foods, exercise, and rest for maintaining good health.			

SCIENCE				
Competency	Grading Period Expectation	Data Collected		
VI.A.1. Child observes, investigates, describes and discusses the characteristics of common objects.	Child predicts whether materials will sink or float, investigates the hypothesis related to his/her prediction, and then draws conclusions based on prior experiences—e.g., the child says, “When I throw rocks into the pond near my house, they always sink to the bottom.”			
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 discusses how animals and humans depend on plants (e.g., birds eat seeds, cows eat grass, human eat vegetables) and observes, describes, and records living organisms (e.g., spiders, insects, worms, snails, birds) in their natural environments to learn about their habits and life cycles (e.g., caterpillar-to-chrysalis-to-butterfly).			
V1.C.3. Child observes and describes what happens during changes in the earth and sky.	Child investigates and draws conclusions about shadows, such as observing and describing the relationship between the shadow and a light source (e.g., sun, flashlight, lamp, etc.). The child can also identify all 4 seasons of the year—spring, summer, fall, and winter—and describes weather conditions typical during those seasons			