| Rating | Category | Definition |
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| 2 | Consistently Demonstrates | Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).  Give this rating if the student is *generally* *able* to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating. |
| 1 | Progressing | Student demonstrates the indicated skills or behaviors on an inconsistent basis.    Give this rating if the student demonstrates the indicated skills or behaviors on an inconsistent basis **OR**if they are unable to consistently demonstrate *most* of the indicated skills and behaviors (i.e., for students who demonstrate only *some* of the indicated skills or behaviors consistently)*.* |
| 0 | Does Not  Demonstrate | Student does not demonstrate the indicated skills or behaviors (20% or less of the time).  Give this rating if the student is *generally* *unable* to successfully demonstrate these skills most of the time. |

**Domain: Physical Well-Being, Health, and Motor Development**

**Demonstrates strength and coordination of large motor muscles**

* Runs with an even gait and with few falls
* Maintains balance while bending, twisting, or stretching
* Moves body into position to catch a ball, then throws the ball in the right direction
* Kicks large ball to a given point with some accuracy
* Able to alternate weight and feet while skipping or using stairs

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**Demonstrates strength and coordination of small motor muscles**

* Cuts, draws, glues with materials provided
* Copies several letters or shapes
* Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)
* Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately

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**Domain: Social and Emotional Development**

**Participates positively in group activities**

* Follows simple rules of participation in group activities
* Participates cooperatively in large and small group activities
* Invents and/or sets up activities that include more than one child
* Is sometimes part of the audience, as well as an active participant in group events

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**Regulates their feelings and impulses**

* Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)
* Shows ability to control impulses, with guidance
* Seeks peaceful resolution to conflict
* Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway)
* Stops and listens to instructions before starting an activity

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**Domain: Approaches to Learning**

**Shows curiosity and interest in learning new things and having new experiences**

* Engages in discussions and asks questions about new events and occurrences (e.g., “Why did this happen?”)
* Looks for new information and wants to know more about personal interests
* Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)

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**Sustains attention to tasks and persists when facing challenges**

* Remains engaged while peers and/or adults are the focus of attention (e.g., pays attention during storytelling or “show and tell”)
* Works on a task over a period of time, leaving and returning to it (e.g., block structure)
* Shifts attention back to activity at hand after being distracted
* Accepts age-appropriate challenges and continues through frustration

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**Domain: Cognition and General Knowledge**

**Demonstrates knowledge of numbers and counting**

* Counts to 10 from memory
* Understands that when counting a set of items, each item must be counted only once and none should be left out
* Uses math manipulatives (e.g., games, toys, and coins) in counting activities
* Uses basic numbers and counting operations (e.g., “I gave Chua one of my blocks. Now she has two blocks.”)

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**Sorts, classifies, and organizes objects**

* Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)
* Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/square)
* Describes how and why objects are arranged or sorted the way they are

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**Domain: Communication, Language, and Literacy**

**Uses receptive communication skills**

* Listens to others in group conversations and discussions
* Responds to a request
* Attends to book reading/story telling for at least five minutes
* Understands prepositions in simple commands (e.g., put the bowl on the table)

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**Uses expressive communication skills**

* Expresses an idea in more than one way (e.g., “I like salmon very much” and “Salmon is my favorite food.”)
* Names several non-present objects using appropriate words (e.g., “We went on the boat and I saw a whale.”)
* Correctly uses words to indicate understanding
* Defines words, with assistance (e.g., “Firefighters put out fires.”)
* Asks others for help

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**Demonstrates phonological awareness**

* Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)
* Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)
* Finds objects in a picture with the same beginning sound, with assistance
* Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)

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**Demonstrates awareness of print concepts**

* Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)
* Recognizes difference between letters, words, and numerals
* Points to the title of a book when asked
* Reads own first name
* Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes)

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**Demonstrates knowledge of letters and symbols (alphabet knowledge)**

* Recognizes several upper case and lowercase letters
* Prints several alphabet letters for given letter names
* Writes several upper case and lowercase letters
* Writes their first names
* Recognizes letters in their names

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