

Maryland Model for School Readiness (MMSR)

Framework and Standards for Prekindergarten

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
www.msde.state.md.us

Revised summer 2009
Sixth Edition

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For more information about the contents of this manual, contact 410.767.7798.

Table of Contents

Investing in Quality Early Childhood Education in Maryland.....	1
Vision Statement	2
Overview: Statewide Approach to Enhance School Readiness	3
Introduction to the MMSR	5
Five Components of MMSR	6
MMSR Framework	7
School Readiness Definitions	8
MMSR Definitions	9
MMSR/Work Sampling System (WSS) Alignment	10
Personal and Social Development	11
Language and Literacy Development	15
Cognition and General Knowledge	26
Mathematics	29
Science	35
Social Studies	45
Fine Arts	53
Physical Development and Health.....	65
Professional Development Expectations	71
Timeline	72
Frequently Asked Questions	73

Investing in Quality Early Childhood Education in Maryland

National Education Goal #1

National Education Goal #1, Children Entering School Ready to Learn, was created to ensure that all children will have an opportunity to enhance their skills, knowledge, and abilities by participating in classrooms that are sensitive to community values, recognize individual differences, reinforce and extend their strengths, and assist them in overcoming their difficulties.

All across the nation, many states are in the process of reforming the early child care and education system to improve the early learning conditions and services for young children. Based on research that confirms the importance of early years for social, cognitive, language, artistic, and physical development, the first five year's of a child's life are essential for establishing a foundation for learning and school success¹.

The Maryland General Assembly and the State's Executive Departments agreed that Maryland has to do more to ensure that young children receive quality, early learning opportunities. They assert that the state has to invest resources and build the infrastructure to enhance children's readiness for school.

The General Assembly wants to learn what Maryland's children know and are able to do as they enter kindergarten, i.e., the end of the first quarter of the kindergarten year.

Since the vast majority of young children attend public school kindergarten, teachers are the primary source of providing this information. Kindergarten teachers are competent and qualified professionals whose judgment on children's skills and abilities is valued.

¹ Maryland State Department of Education (2003). Maryland Model for School Readiness – Research and Policy. Baltimore: Author

Early Childhood Curriculum and Assessment Vision Statement

In Maryland, all young children will be provided with opportunities that have a positive impact on their success in school. School readiness is a continuum that begins at birth. Experiences should promote social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. The individual needs and strengths of every young child will be continually assessed to facilitate frequent adjustments and supplements to instruction.

The Maryland Model for School Readiness (MMSR) describes a framework that defines what preschool and kindergarten children should know and are able to do during their early years and how professionals and parents ensure quality early learning opportunities. Professionals are guided by the framework when developing or selecting early childhood curricula, implementing evidence-based instruction, and promoting assessment practices which are aligned with the state's content standards, curriculum, and classroom instruction.

Early childhood professionals also share accountability for the results of providing early learning opportunities. Any assessment, determining such results, is rooted in each practitioner's interaction with the young children as a learner. This relationship defines an in-depth understanding for the strength and needs of individual learners, and informs motivation for learning, instruction, and interventions.

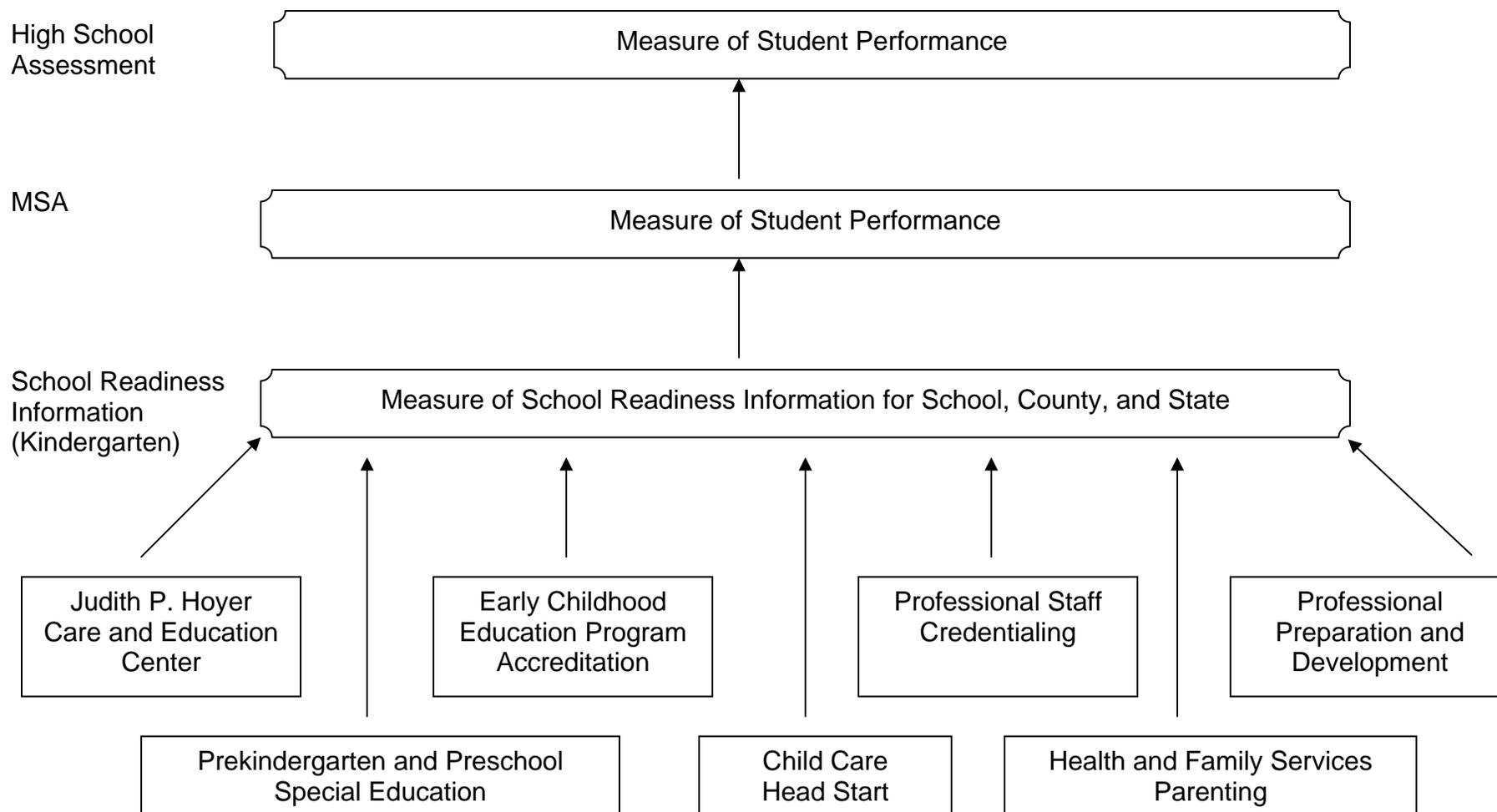
The young child's input, reflections, and self-evaluations are essential to the process of assessment. Families, teachers, and others who interact regularly with the young child also contribute to valid assessment techniques. Families, schools, and communities are partners in preparing Maryland's young children to become life-long learners and contributing members of society.

The assessment of young children should promote learning, not simply measure it. Young children have the ability to work through activities, to solve problems, to work independently, and to reflect on their thinking. Young children are active, spontaneous, creative, curious, and capable of self-direction. Therefore, instruction and assessment must capitalize on these qualities.

Assessment of young children should use a variety of methods, including performance-based assessments, systematic and ongoing observation, and a collection of young children's work over time. As mentioned before, the assessment should involve families, caregivers, teachers, and children themselves; it should occur over time in a natural setting and provide equitable opportunities to respond in a variety of modes.

Investing in Quality Early Childhood Education in Maryland

Goal: To Provide a Statewide Approach to Enhance School Readiness
Overview



Investing in Quality Early Childhood Education in Maryland

Goal: To Provide a Statewide Approach to Enhance School Readiness

Judy P. Hoyer Care and Education Centers

- Models of comprehensive early childhood education programs (i.e., prekindergarten, kindergarten, preschool special education, Maryland Infants and Toddlers Program, Head Start, child care)
- Early identification and intervention
- Family support (e.g., home visiting, parenting sessions)
- Family preservation and support (e.g., child abuse and prevention, foster care)
- Health system (e.g., Early Periodic Screening, Diagnostic, and Treatment, mental, dental health and nutrition)
- Family Literacy (e.g., adult education, parenting)

Early Childhood Education Program Accreditation

- Strategy for universal access to high quality early childhood education programs including:
 - Public School prekindergarten and kindergarten
 - Center-based child care and Head Start
 - Family Child Care

Professional Credentialing

- Improved qualifications of child care providers by Maryland Child Care Credentialing System
- Tuition

Professional Preparation and Development

- Improved professionalization of early childhood education
- Continued professional development opportunities for early childhood personnel
- Early Childhood partners such as Head Start are included

Introduction to the Maryland Model for School Readiness (MMSR)

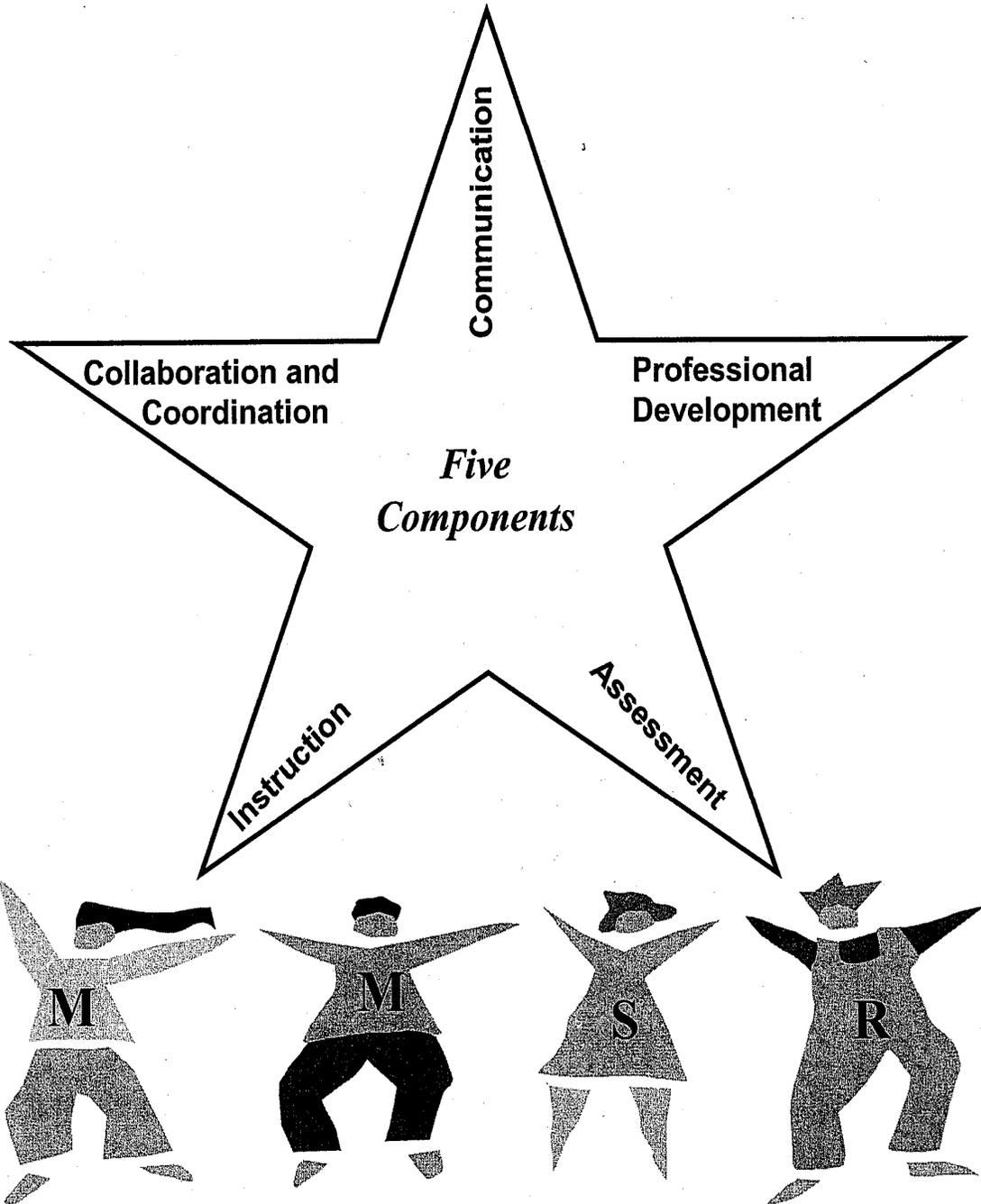
The goal of the MMSR is to provide a statewide approach to enhance school readiness.

The purpose of the MMSR is to improve the performance of kindergarten, prekindergarten, and preschool special education students by providing intensive professional development for teachers and other early childhood providers such as Head Start and child care.

MMSR was established to promote:

- The National Education Goal #1, the “readiness” goal, which calls for all children to start school ready to learn
- Each local school system’s need to integrate prekindergarten, kindergarten, and preschool special education into the school improvement efforts
- Each early child care and education program aligning curricular objectives which are specified and integrated across domains
- Early educators’ need to effectively provide more individualized instruction
- Young children’s needs to receive the ongoing support necessary to be better prepared to master the complex demands of formal schooling
- Communication among teachers, early care providers, and families about each child’s specific strengths and needs as part of the transition from early care and education to primary level education

Maryland Model for School Readiness



MMSR Framework

MMSR is a **framework** to assist early educators in instructing and assessing young children in the knowledge, skills and behaviors they need to be prepared for the learning demands of formal schooling.

The MMSR framework defines what children should know and be able to do by the end of kindergarten. It encompasses the following:

- Maryland’s definition of “school readiness;”
- Learning standards, indicators, and objectives for prekindergarten and kindergarten; and
- Systemic assessment method, which supports classroom instruction using the Work Sampling System™ (WSS) or compatible assessment systems.²

² Anne Arundel, Harford, and Montgomery Counties are using MMSR compatible assessment systems.

MMSR School Readiness

Definition

MMSR defines school readiness as the state of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.

MMSR

Definitions

Dimension:

A broad area or domain of a child's growth and learning.

Standard:

A broad, measurable statement of what students should know and be able to do for all Voluntary State Curriculum (VSC) content standards for Reading, Mathematics, Science, Social Studies, The Arts, Physical Development and Health, and standards for personal and social development: something that can be measured (not yet reflected in the VSC).

Indicator:

Further delineation of a standard that is a measurable description of student performance related to attaining a specified standard.

Objective:

Further delineation of an indicator that is a precise statement of what students should know and be able to do. It is intended to be used to guide teachers in planning for instruction.

WSS Prompts (in italics):

Work Sampling System™ indicators that align with MMSR/VSC indicators.



WSS - Indicates one of the 30 WSS indicators used to collect school readiness data.

- WSS – Indicates one of the WSS indicators which is not part of the school readiness data.

Relationship of MMSR Standards and
WSS Assessment Domains

MMSR/WSS Alignment

MMSR Standards	Work Sampling System Domains
Personal and Social Development	Personal and Social Development
Language and Literacy Development	Language and Literacy
Cognition and General Knowledge <ul style="list-style-type: none"> • Mathematics • Science • Social Studies • The Arts 	Mathematical Thinking Scientific Thinking Social Studies The Arts
Physical Development and Health <ul style="list-style-type: none"> • Physical Education • Health Education 	Physical Development and Health

Maryland Model for School Readiness

Personal and Social Development

A direct relationship exists between a child's personal and social well-being and overall success in school and life. Personal development is a complex process involving range and intensity of emotional reactions, perception of emotions in self and others, and behavioral expressions of emotions. Personal development occurs through the interaction of a child's temperament with his or her experiences.

Social development is an ongoing process of skill acquisition and mastery involving cognition, language, emotions, and perception. Social functioning is demonstrated by how a child interacts with others both verbally and non-verbally in difficult situations, through gestures, body language, and graphic or written expression.

A child's personal and social well-being is manifested in school by effective personal and social functioning. These characteristics are shaped and reflected in a child's background of culture and experience. A child expresses healthy personal and social functioning through respectful interpersonal relationships, responsible actions, accountability for those actions, and motivated learning.

Personal and Social Development

STANDARD: 1.0 PERSONAL SELF-REGULATIONS- Students will demonstrate effective personal functioning in group settings and as individuals.

Indicators	Objectives
A. Self Concept and Control	
1. Demonstrate healthy confidence <ul style="list-style-type: none"> • <i>WSS I A1 Demonstrates self-confidence.</i> 	a. Attempt new play and learning experiences independently b. Know resources are available in the classroom and how to use them
2. Uses coping skills with help from others	a. Relate needs, wants, and feelings to others b. Persevere with activities when feeling frustrated
3. Show self-direction in familiar settings  <i>WSS I A2 Shows some self-direction.</i>	a. Make choices with help and pursues tasks with intention b. Care for own belongings with occasional reminders
4. Follow simple classroom rules and routines with guidance  <i>WSS I B1 Follows simple classroom rules and routines.</i>	a. Generate and follow classroom rules b. Plan routine activities in the classroom with guidance
5. Use classroom materials appropriately  <i>WSS I B2 Uses classroom materials carefully.</i>	a. Play with and use materials with appropriate intention and purpose b. Put away classroom materials after use with occasional reminders

Personal and Social Development

CONTENT STANDARD: 2.0 SOCIAL SELF-REGULATION-Students will demonstrate effective social functioning in group settings and as individuals

Indicators	Objectives
A. Interactions with Others	
1. Initiate and maintain relationships with peers and adults  <i>WSS I D1 Interacts easily with one or more children.</i> <ul style="list-style-type: none"> • <i>WSS I D2 Interacts easily with familiar adults.</i> • <i>WSS I E1 Seeks adult help when needed to resolve conflicts.</i> 	a. Initiate conversation with peers and adults b. Take turns when working in groups with guidance c. Share materials and equipment with guidance d. Seek adult help when solving interaction conflicts
2. Participate cooperatively in group activities <ul style="list-style-type: none"> • <i>WSS I D3 Participates in the group life of the class.</i> 	a. Listen to directions from peers and responds to simple tasks b. Understand rules of group activities with guidance c. Speak of individual contributions and group accomplishments
3. Show empathy and concern for peers and adults <ul style="list-style-type: none"> • <i>WSS I D4 Shows empathy and caring for others.</i> 	a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally b. Care with guidance for peers who are in distress

STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.

Indicators	Objectives
A. Approaches Toward Learning	
1. Show eagerness and curiosity as a learner <ul style="list-style-type: none"> • <i>WSS I C1 Shows eagerness and curiosity as a learner.</i> 	a. Demonstrate interest and curiosity in learning new things with guidance b. Ask some questions about new things and experiences c. Speak about new learning experiences
2. Attend to learning tasks with guidance <ul style="list-style-type: none"> • <i>WSS 1 B3 Manages transitions.</i> • <i>WSS I C2 Attends to task and seeks help when encountering a problem.</i> 	a. Manage transitions from one activity to the next with guidance b. Listen to simple directions specific to the tasks c. Complete short-term tasks

Personal and Social Development

STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.

Indicators	Objectives
3. Use some learning strategies when approaching new tasks • <i>WSS / C3 Approaches tasks with flexibility and inventiveness.</i>	a. Plan and carry out familiar tasks with guidance b. Ask questions to seek ideas for new tasks c. Relate relevant previous experiences to new task
4. Accepts responsibility for learning	a. Put away materials after completing activity or task b. Participate in classroom activities c. Recognize mistakes and asks for help

Maryland Model for School Readiness

Language and Literacy Development

Language and literacy development spans the broad continuum of listening, speaking, reading, and writing. Sensitivity to individual growth and cultural diversity is essential to viewing a child's language development.

Because language and literacy development and learning to read is complex, a child needs instruction in phonemic awareness in order to notice, think about, and work with the individual sounds in spoken words. A child also needs phonics instruction to realize the relationships between the letters of written language and the individual sounds of spoken language. At the same time, a child must understand how individual words and sentences convey meaning. Understanding how meaning is constructed from what is read is facilitated by effective text comprehension instruction and vocabulary instruction. Fluency instruction, which begins with such skills as engaging in imitative reading of familiar texts at an appropriate rate, also plays an important part in building a bridge between word recognition and comprehension. A child must also have a sense of how language is used in everyday listening and speaking. Thus, language development moves the child along the continuum of emerging literacy.

A variety of settings in a natural environment are necessary to ensure accurate assessment of a child's language and literacy development. Sensitivity to cultural diversity and varied family background is vital. Language and literacy development encompass all forms of communication, both verbal and non-verbal, and should be assessed in both formal and informal settings.

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Indicators	Objectives
A. Phonemic Awareness	
1. Discriminate sounds and words  <i>WSS II A3 Demonstrates phonological awareness.</i>	a. Tell whether sounds are same or different b. Recognize that letters represent sounds c. Identify and repeat initial sounds in words d. Classify words by initial sounds
2. Discriminate and produce rhyming words and alliteration.  <i>WSS II A3 Demonstrates phonological awareness.</i>	a. Repeat rhyming words b. Repeat phrases and sentences with alliteration c. Discriminate rhyming words from non-rhyming words
3. Blend sounds and syllables to form words	a. Orally blend syllables into a whole word, such as fun-ny = funny
4. Segment sounds in spoken words and sentences	a. Clap words in a sentence b. Identify the initial sound in a word

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: PHONICS:
Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Indicators	Objectives
B. Phonics	
1. Recognize that letters have corresponding sounds <ul style="list-style-type: none"> • <i>WSS II C3 Begins to develop knowledge about letters.</i> 	a. Recognize similarities and differences in letter shapes b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p
2. Decode words in grade-level texts	a. Identify and name some upper and lower case letters in words, especially those in the student's own name

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: FLUENCY:
Students will read orally with accuracy and expression at a rate that sounds like speech.

Indicators	Objectives
C. Fluency	
1. Engage in imitative reading at an appropriate rate	a. Listen to models of fluent reading b. Recite nursery rhymes, poems, and finger plays with expression c. Develop beginning sight vocabulary of familiar words, such as first name, color words

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: VOCABULARY:
Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Indicators	Objectives
<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p style="padding-left: 40px;">• <i>WSS II B2 Uses expanded vocabulary and language for a variety of purposes.</i></p> <p> <i>WSS II C2 Shows beginning understanding of concepts about print.</i></p>	<p>a. Acquire new vocabulary through listening to a variety of texts on a daily basis</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Ask questions about unknown objects and words related to topics discussed</p> <p>d. Listen to and identify the meaning of content-specific vocabulary</p> <p>e. Identify some signs, labels, and environmental print</p> <p>f. Collect and play with favorite words</p>
<p>2. Develop a conceptual understanding of new words</p>	<p>a. Use words to describe size, color, and shape</p> <p>b. Name common objects shown in pictures</p>
<p>3. Understand, acquire, and use new vocabulary</p>	<p>a. Use illustrations to find meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p>

Language and Literacy Development

**CONTENT STANDARD: 1.0 GENERAL READING PROCESSES:
COMPREHENSION: Students will use a variety of
strategies to understand what they read (construct
meaning).**

Indicators	Objectives
<p>E. General Reading Comprehension</p> <p>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <ul style="list-style-type: none"> • <i>WSS II C1 Shows appreciation for books and reading.</i> <p> <i>WSS II C2 Shows beginning understanding of concepts about print.</i></p>	<p>a. Understand that speech can be written and read</p> <p>b. Understand that print conveys meaning</p> <p>c. Demonstrate the proper use of a book</p> <p>d. Identify the title of a book</p> <p>e. Demonstrate that text is read from left to right and top to bottom</p> <p>f. Identify pictures, shapes, letters, and numerals</p>
<p>2. Use strategies to prepare for reading (before reading)</p>	<p>a. Make connections to the text using illustrations/ photographs from prior knowledge</p> <p>b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</p> <p>c. Help set a purpose for reading</p>

Language and Literacy Development

**CONTENT STANDARD: 1.0 GENERAL READING PROCESSES:
COMPREHENSION: Students will use a variety of
strategies and opportunities to understand what they
read (construct meaning).**

Indicators	Objectives
<p>3. Use strategies to make meaning from text (during reading)</p>  <p><i>WSS II C4 Comprehends and responds to stories read aloud.</i></p>	<p>a. Use illustrations to construct meaning</p> <p>b. Make and confirm predictions</p> <p>c. Connect events, characters, and actions in stories to specific life experiences</p>
<p>4. Demonstrate understanding of text (after reading)</p>  <p><i>WSS II C4 Comprehends and responds to stories read aloud.</i></p>	<p>a. Recall information from text</p> <p>b. Respond orally to questions</p> <p>c. Respond to text in a variety of ways</p> <ul style="list-style-type: none"> • Retell • Dramatize • Draw <p>d. Review the purpose for reading</p> <p>e. Retell a story as though reading a book</p>

Language and Literacy Development

CONTENT STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT:
Students will read, comprehend, interpret, analyze, and evaluate informational text.

Indicators	Objectives
<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of informational texts</p>	<p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Multimedia resources <p>b. Listen to and read functional documents by following simple oral or rebus directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Signs • Labels • Center activities • Classroom schedules <p>c. Listen to and use personal interest materials, such as books and magazines</p>
<p>2. Recognize and use text features to facilitate understanding of informational texts</p>	<p>a. Recognize print features</p> <ul style="list-style-type: none"> • Print size <p>b. Recognize graphic aids</p> <ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams
<p>3. Develop knowledge of organizational structure of informational texts</p>	<p>a. Recognize sequential order</p>
<p>4. Determine important ideas and messages in informational texts</p>	<p>a. Retell important facts from a text</p> <p>b. Identify how someone might use the text</p>
<p>5. Evaluate informational text</p>	

Language and Literacy Development

CONTENT STANDARD: 3.0 COMPREHENSION OF LITERARY TEXT:
Students will read, comprehend, interpret, analyze, and evaluate literary text.

Indicators	Objectives
A. Comprehension of Literary Text	
1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts  <i>WSS II C4 Comprehends and responds to stories read aloud.</i>	a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales
2. Use text features to facilitate understanding of literary texts	a. Identify and explain how the title contributes to meaning b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning
3. Use elements of narrative texts to facilitate understanding	a. Identify the beginning and end of a story b. Identify the characters of a story
4. Use elements of poetry to facilitate understanding	a. Identify rhyme, rhythm, and repetition in poems read to them
5. Use elements of drama to facilitate understanding	a. Recognize that a play has characters, dialogue, scenery, and tells a story
6. Determine important ideas and messages in literary texts	a. Retell the story by sequencing the main events b. Identify a personal connection to the text

Language and Literacy Development

CONTENT STANDARD: 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.

Indicators	Objectives
A. Writing	
<p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p>  <p><i>WSS II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.</i></p> <ul style="list-style-type: none"> • <i>WSS II D3 Understands purposes for writing.</i> 	<p>a. Recognize that writing conveys meaning</p> <p>b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</p>
<p>2. Compose oral and visual presentations that express personal ideas</p> <ul style="list-style-type: none"> • <i>WSS II D1 Represents ideas and stories through pictures, dictation, and play.</i> • <i>WSS II D3 Understands purposes for writing.</i> 	<p>a. Write to express personal ideas using letter-like shapes, symbols, and letters</p> <p>b. Contribute to a shared writing experience or topic of interest</p> <p>c. Use drawings, letters, or symbols to express personal ideas</p>
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p>	<p>a. Identify and use words to communicate feelings</p> <p>b. Acquire and use new vocabulary</p>

Language and Literacy Development

CONTENT STANDARD: 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.

Indicators	Objectives
<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral language</p> <p> <i>WSS II B1 Speaks clearly enough to be understood without contextual clues</i></p>	<p>a. Use complete sentences to respond to questions</p>
<p>B. Usage</p> <p>1. Comprehend and apply standard English usage in oral language</p>	
<p>C. Mechanics</p> <p>1. Comprehend basic punctuation and capitalization in written language</p> <p> <i>WSS II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.</i></p>	<p>a. Use sentences with subject/verb agreement</p> <p>b. Use correct verb tense</p>
<p>1. Comprehend basic punctuation and capitalization in written language</p>	<p>a. Recognize that names begin with a capital letter</p> <p>b. Recognize that space is used to separate words</p>

Language and Literacy Development

CONTENT STANDARD: 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.

Indicators	Objectives
A. Listening	
1. Demonstrate active listening strategies	a. Attend to the speaker
2. Comprehend and analyze what is heard  <i>WSS II A1 Gains meaning by listening.</i> <ul style="list-style-type: none"> • <i>WSS II A2 Follows two- or three-step directions</i>  <i>WSS II A3 Demonstrates phonological awareness.</i>	a. Determine a speaker 's general purpose b. Identify rhythms and patterns of language, including rhyme and repetition c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge d. Follow a set of two- or three-step directions e. Listen carefully to expand and enrich vocabulary

CONTENT STANDARD: 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Indicators	Objectives
A. Speaking	
1. Use organization and delivery strategies  <i>WSS II B1 Speaks clearly enough to be understood without contextual clues.</i>	a. Speak clearly enough to be heard and understood in a variety of settings
2. Make oral presentations	a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories b. Use props in situations, such as show-and-tell

Maryland Model for School Readiness

Cognition and General Knowledge

Each child acquires knowledge by linking prior experiences to formal and informal learning situations. A child applies and extends prior knowledge to new experience and refines concepts or forms new ones. Cognition is a fluid process by which a child constructs meaning of the world and develops thinking skills, thus enabling active learning in the domain of mathematics, science, social studies, and the arts. General knowledge in these domains is a product of cognition, which expands and grows through learning and self-expression.

Assessment of standards and indicators in mathematics, science, and social studies should be anchored in problem solving activities. A variety of settings in a natural environment are necessary to ensure assessment of a child's ability to solve problems using the components of Cognition and General Knowledge in the domains.

Cognition and General Knowledge

Mathematics

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.

Indicators	Objectives
A. Patterns and Functions	
2. Identify, copy, and extend non-numeric patterns  <i>WSS III C2 Recognizes simple patterns and duplicates them.</i>	a. Match patterns kinesthetically such as: clap/snap/clap... b. Recognize simple patterns c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern d. Continue a simple pattern e. Create a simple pattern of 2 different objects when given the rule f. Identify patterns in real-world situations
B. Expression, Equations, and Inequalities	
2. Identify inequalities	a. Explore relationships by comparing groups of no more than 5 objects to determine more or less

Cognition and General Knowledge Mathematics

CONTENT STANDARDS: 2.0 KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.

Indicators	Objectives
A. Plane Geometric Figures	
1. Recognize and use the attributes of plane geometric figures <ul style="list-style-type: none"> • <i>WSS III C1 Sorts objects into subgroups that vary by one or two attributes.</i>  <i>WSS III D1 Begins to recognize and describe the attributes of shapes.</i>	a. Sort objects by one attribute such as: shape, color, and size b. Name the attributes of plane figures such as: shape, color, size c. Match triangles, circles, and squares d. Identify triangles, circles, and squares in the environment
B. Solid Geometric Figure	
1. Recognize and use the attributes of solid geometric figures  <i>WSS III D1 Begins to recognize and describe the attributes of shapes.</i>	a. Sort objects by one attribute such as: size, shape, weight, length b. Find solid figures in the environment
E. Transformations	
1. Begin to recognize a transformation <ul style="list-style-type: none"> • <i>WSS III D2 Shows understanding of and uses several positional words.</i> 	a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind b. Recognize a slide using concrete materials

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 3.0 KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.

Indicators	Objectives
A. Measurement Units	
1. Recognize and use measurement attributes <ul style="list-style-type: none"> • <i>WSS III E1 Orders, compares, and describes objects according to a single attribute.</i> 	a. Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder b. Compare and describe objects according to a single attribute
B. Measurement Tools	
1. Measure in non-standard units <ul style="list-style-type: none"> • <i>WSS III E2 Participates in measuring activities.</i> 	a. Measure length of objects b. Explore the capacity of containers c. Explore the weight of objects

CONTENT STANDARD: 4.0 KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

Indicators	Objectives
A. Data Displays	
1. Explore and display data	a. Explore data by answering a yes/no question b. Display data on real graphs c. Display data on picture graphs
B. Data Analysis	
1. Analyze data	a. Talk about data from real graphs to answer a question such as: Which category has the most?

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.

Indicators	Objectives
<p>A. Knowledge of number</p> <p>1. Apply knowledge of whole numbers</p> <div style="display: flex; align-items: center;">  <p><i>WSS III B1 Shows beginning understanding of number and quantity.</i></p> </div>	<ul style="list-style-type: none"> a. Build concept of number b. Show an understanding of quantity c. Construct relationships based on quantity d. Use classroom experiences to indicate same, more, or less e. Count and discuss quantity f. Use concrete materials to build sets 0 to 5 g. Match a numeral to a set 0 to 5 h. Count to 10 i. Use ordinal words to indicate position such as: first, next, last

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.

Indicators	Objectives
<p>A. Problem solving</p> <p>1. Apply a variety of concepts, processes, and skills to solve problems</p> <p> <i>WSS III A1 Begin to use simple strategies to solve mathematical problems.</i></p>	<p>a. Identify the question in the problem</p> <p>b. Decide if enough information is present to solve the problem</p> <p>c. Make a plan to solve a problem</p> <p>d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation</p> <p>e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation</p> <p>f. Identify alternative ways to solve a problem</p> <p>g. Show that a problem might have multiple solutions or no solution</p> <p>h. Extend the solution of a problem to a new problem situation</p>
<p>B. Reasoning</p> <p>1. Justify ideas or solutions with mathematical concepts or proofs</p>	<p>a. Use inductive or deductive reasoning</p> <p>b. Make or test generalizations</p> <p>c. Support or refute mathematical statements or solutions</p> <p>d. Use methods of proofs, i.e., direct, indirect, paragraph, or contradiction</p>

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.

Indicators	Objectives
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology  <i>WSS III A1 Begin to use simple strategies to solve mathematical problems.</i>	a. Use multiple representations to express concepts or solutions b. Express mathematical ideas orally c. Explain mathematical ideas in written form d. Express solutions using concrete materials e. Express solutions using pictorial, tabular, graphical, or algebraic methods f. Explain solutions in written form g. Ask questions about mathematical ideas or problems h. Give or use feedback to revise mathematical thinking
D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	a. Identify mathematics within the discipline, to other disciplines, and to life b. Identify mathematical concepts in relationships to other disciplines c. Identify mathematical concepts in relationship to life d. Use the relationship among mathematical concepts to learn other mathematical concepts

Cognition and General Knowledge

Science

Cognition and General Knowledge

Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2

Introduction

From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make and record qualitative observations using simple diagrams, illustrations, and oral or written language, organize collections and observations, discuss findings, etc. Getting into the spirit of science and liking science are what count most. By the end of Grade 2, children will have had multiple experiences with applying and practicing all of the listed science skills and processes across the concept areas.

Indicators	Objectives
<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p> <i>WSS IV A1 Asks questions and uses senses to observe and explore materials and natural phenomena</i></p> <p> <i>WSS IV A2 Use simple tools and equipment for investigation</i></p>	<ul style="list-style-type: none"> a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens b. Seek information through reading, observation, exploration, and investigations c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result e. Participate in multiple experiences to verify that science investigations generally work the same way in different places f. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet’s water bowl) g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences

Cognition and General Knowledge Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2

<p>B. Applying Evidence and Reasoning</p>	
<p>1. People are more likely to believe your ideas if you can give good reasons for them</p>	<ul style="list-style-type: none"> a. Provide reasons for accepting or rejecting ideas examined b. Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing
<p>C. Communicating Scientific Information</p>	
<p>1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question</p> <p> <i>WSS IV A1 Asks questions and uses senses to observe and explore materials and natural phenomena</i></p> <p> <i>WSS IV A3 Makes comparisons among objects</i></p>	<ul style="list-style-type: none"> a. Describe things as accurately as possible and compare observations with those of others b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion c. Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth) d. Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean e. Recognize that everybody can do science and invent things and ideas

Cognition and General Knowledge Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science.

Indicators	Objectives
D. Technology	
<p>1. Design and make things with simple tools and a variety of materials.</p>  <p><i>WSS IV A2 Uses simple tools and equipment for investigation</i></p>	<ul style="list-style-type: none"> a. Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task b. Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like d. Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut) e. Explain that sometimes it is not possible to make or do everything that is designed
<p>2. Practice identifying the parts of things and how one part connects to and affects another</p>	<ul style="list-style-type: none"> a. Investigate a variety of objects to identify that most things are made of parts b. Explain that something may not work if some of its parts are missing c. Explain that when parts are put together, they can do things that they couldn't do by themselves
<p>3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble</p>	<ul style="list-style-type: none"> a. Explain that a model of something is different from the real thing but can be used to learn something about the real thing b. Realize that one way to describe something is to say how it is like something else

Cognition and General Knowledge Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science

Indicators	Objectives
E. History of Science	a. Investigate and explore science concepts.
1. Recognize that everyone can do science and invent things.	

Cognition and General Knowledge Science

CONTENT STANDARD: 2.0 EARTH/SPACE SCIENCE: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

Indicators	Objectives
A. Materials and Processes That Shape a Planet¹	
B. Earth History¹	
C. Plate Tectonics¹	
D. Astronomy¹	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	<ul style="list-style-type: none"> a. Observe and describe the weather using senses b. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge Science

CONTENT STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

Indicators	Objectives
<p>A. Diversity of Life</p> <p>1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different</p>	<p>a. Gather information about how some animals are alike in the way they look and in the things they do.</p> <p>b. Gather information about how some plants are alike in the way they look and the things they do.</p> <p>c. Draw a picture of two animals that look alike (or plants) and of two animals (or plants) that look different and respond to questions that are raised by those who observe the pictures.</p> <p>d. Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things.</p>
<p>B. Cells¹</p>	
<p>C. Genetics¹</p> <p>1. Observe, describe and compare different kinds of animals and their offspring</p>	<p>a. Recognize and describe the similarities and differences among familiar animals and their offspring</p> <p>b. Describe how offspring are very much, but not exactly, like their parents and like one another</p> <p>c. Arrange illustrations of humans and other animals in developmental sequence from infancy to adult</p>
<p>D. Evolution¹</p>	
<p>E. Flow of Matter and Energy¹</p>	
<p>F. Ecology¹</p>	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge Science

CONTENT STANDARD: 4.0 CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.

Indicators	Objectives
A. Structure of Matter¹	
1. Use evidence from investigations to describe the observable properties of a variety of objects.  <i>WSS IV A3 Makes comparisons among objects</i>	a. Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).
B. Conservation of Matter¹	
C. States of Matter¹	
D. Physical and Chemical Changes¹	

CONTENT STANDARD: 5.0 PHYSICS: Students will use scientific skills and processes to explain the interactions of matter and energy and the transformations that occur.

Indicators	Objectives
A. Mechanics¹	
B. Thermodynamics¹	
C. Electricity and Magnetism¹	
D. Wave Interactions¹	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge Science

CONTENT STANDARD: 6.0 ENVIRONMENTAL SCIENCE: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

Indicators	Objectives
A. Natural Resources and Human Needs¹	
B. Environmental Issues¹	

¹ Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge

Social Studies

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 1.0 POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Indicators	Objectives
<p>A. The Foundation and Function of Government</p> <p>1. Identify the importance of rules</p> <p> <i>WSS V C1 Demonstrates awareness of rules.</i></p>	<p>a. Recognize why people have rules at home and at school.</p> <p>b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.</p>
<p>2. Identify symbols and practices associated with the United States of America</p>	<p>a. Recognize symbols, such as the American Flag.</p> <p>b. Recognize that the Pledge of Allegiance is a practice that happens in school.</p>
<p>B. Individual and Group Participation in the Political System</p>	
<p>1. Recognize people important to the American political system</p>	<p>a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during observance of national holidays and celebrations.</p>
<p>C. Protecting Rights and Maintaining Order</p>	<p> <i>WSS V B2 Describes some people's jobs and what is required to perform them.</i></p>
<p>1. Identify the roles, rights, and responsibilities of being a member of the family and school</p> <ul style="list-style-type: none"> • <i>WSS VB1 Begins to understand family needs, roles, and relationships.</i> • <i>WSS VC2 Shows awareness of what it means to be a leader.</i> 	<p>a. Identify roles of family members.</p> <p>b. Identify the roles of members of the school, such as principal, teacher, and nurse.</p> <p>c. Identify and discuss rights, responsibilities, and choices in the classroom and family.</p>

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 2.0 PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States, and around the world are alike and different.

Indicators	Objectives
<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others</p> <p> <i>WSS V A1 Identifies similarities and differences in personal and family characteristics.</i></p>	<p>a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.</p> <p>b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter.</p>
<p>B. Cultural Diffusion</p>	
<p>C. Conflict and Compromise</p> <p>1. Identify how groups of people interact</p> <p> <i>WSS V C1 Demonstrates awareness of rules.</i></p>	<p>a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work, and play together at home and in school.</p>

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 3.0 GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.

Indicators	Objectives
A. Using Geographic Tools	
1. Recognize that a globe and maps are used to help people locate places. <ul style="list-style-type: none"> • <i>WSS V D1 Describes the location of things in the environment</i> 	a. Recognize that maps are models of places. b. Recognize that a globe is a model of Earth. c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs.
B. Geographic Characteristics of Places and Regions	
1. Recognize that places in the immediate environment have specific physical and human-made features. <ul style="list-style-type: none"> • <i>WSS V D2 Shows awareness of the environment</i> 	a. Discuss that places have natural/physical features such as mountains, rivers, and hills. b. Discuss that places have human-made features, such as streets, buildings, and parks.
C. Movement of People, Goods and Ideas	
1. Identify the role of transportation in the community	a. Recognize transportation as a means of traveling from place to place. b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle.
D. Modifying and Adapting the Environment	
1. Describe how people adapt to their immediate environment. <ul style="list-style-type: none"> • <i>WSS V D2 Shows awareness of the environment</i> 	a. Identify way people adapt to the environment, such as wearing clothing that is appropriate to the weather.

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 4.0 ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

Indicators	Objectives
A. Scarcity and Economic Decision-making	<ul style="list-style-type: none"> a. Identify that goods are things that people make or grow. b. Demonstrate the ability to make a choice.
1. Recognize that people have to make choices because of unlimited economic wants	
2. Identify that materials/resources are used to make products  <i>WSS V B2 Describes some people's jobs and what is required to perform them.</i>	
3. Explain how technology affects the way people live, work, and play  <i>WSS V B3 Begins to be aware of technology and how it affects life.</i>	<ul style="list-style-type: none"> a. Recognize that workers do jobs in the home and school. b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative.
B. Economic Systems and the Role of Government in the Economy	
1. Identify types of local markets	<ul style="list-style-type: none"> a. Identify markets as places where buyers and sellers meet.
2. Identify how goods are acquired	<ul style="list-style-type: none"> a. Identify that coins and bills are money. b. Identify that money is used to buy goods.

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 5.0 HISTORY: (PreK – 3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.

Indicators	Objectives
A. Change Over Time	a. Describe the events of the day (things that have happened in the immediate past, in the present, and might happen in the future) using terms, such as morning/ afternoon, night/day.
1. Distinguish among past, present, and future time	

CONTENT STANDARD: 6.0 SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Indicators	Objectives
A. Learn to Read and Construct Meaning about Social Studies	
B. Learn to Write to Communicate Social Studies Understandings 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	a. Write to express social studies ideas using a variety of forms.
C. Ask Social Studies Questions 1. Identify a topic that requires further study	a. Identify prior knowledge about the topic. b. Pose questions about the topic.
D. Acquire Social Studies Information 1. Identify primary and secondary sources of information that relate to the topic/ situation/ problem being studied	a. Gather and read appropriate print sources, such as trade books that relate to a topic
E. Organize Social Studies Information	
F. Analyze Social Studies Information	
G. Answer Social Studies Questions	

Cognition and General Knowledge

Fine Arts

Cognition and General Knowledge

Fine Arts - Music

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.

Indicator	Objective
A. Perceiving and Responding	
1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines b. Listen for repeated patterns in music c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low d. Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria
2. Experience performance through singing, playing instruments, and listening to performances of others  <i>WSS VI A1 Participates in group music experiences.</i>	a. Sing songs that use the voice in a variety of ways b. Listen to examples of adult male voices, adult female voices, and children's voices c. Wait and listen before imitating rhythmic and melodic patterns d. Explore steady beat through singing, speaking, and playing classroom instruments
3. Respond to music through movement  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	a. Express music through movement, developing the concept of personal space ("bubble space") b. Respond to steady beat through locomotor and body movement c. Listen for simple directions or verbal cues in singing games d. Explore a variety of locomotor and non-locomotor movements to show meter

Cognition and General Knowledge

Fine Arts - Music

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Indicator	Objective
B. Historical, Cultural, and Social Context	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	<ul style="list-style-type: none"> a. Explore music used in daily living b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures
2. Become acquainted with the roles of music in the lives of people	<ul style="list-style-type: none"> a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	<ul style="list-style-type: none"> a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting
4. Develop knowledge of a wide variety of styles and genres through the study of music history	<ul style="list-style-type: none"> a. Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Indicators	Objectives
C. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	<ul style="list-style-type: none"> a. Experiment with sound patterns through exploration of classroom instruments b. Use the voice to improvise animal and environmental sounds
2. Investigate composing music through experiencing with sound and the tools of composition	<ul style="list-style-type: none"> a. Explore the use of pictorial representations for sound b. Use body percussion to create sound patterns

Cognition and General Knowledge

Fine Arts - Music

CONTNET STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to make aesthetic judgments.

Indicators	Objectives
D. Aesthetics and Criticism	
1. Express preferences about selected musical compositions	a. Verbalize or use visual representation for at least one reason for musical experience

Fine - Visual Arts

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.

Indicators	Objectives
A. Aesthetic Education	
1. Identify, describe, and interpret observed form	a. Identify colors, lines, and shapes found in the environment b. Use colors, lines, and shapes to communicate ideas about the observed world
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	a. Identify the subject matter of various works of art b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination
3. Experiment with elements of art elements of design to organize personally meaningful compositions	a. Explore color, line, and shape in artworks b. Use color, line, and shape to make artworks

Cognition and General Knowledge

Fine Arts – Visual Arts

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT:
Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.

Indicators	Objectives
B. Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	a. Observe works of art and identify ideas expressed by the artists b. Use selected works of art as inspiration to express ideas visually and verbally
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	a. Discuss and describe artworks with common themes or similar ideas expressed b. Describe and share personal artworks
3. Differentiate among works by artists representative of different cultures	a. Discuss the subject matter of selected artworks b. Categorize the subject matter of artworks as the same or different
4. Describe the processes used to interpret and express ideas in the visual arts and other disciplines	a. Identify the visual qualities of works of art and the environment b. Explain and use a variety of visual arts processes to express ideas

CONTENT STANDARD 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicators	Objectives
C. Creative Expression and Production	
1. Create images and forms from observation, memory, imagination, and feelings  <i>WSS VI A3 Uses a variety of art materials for tactile experience and exploration</i> <i>WSS VII B3 Shows beginning control of writing, drawing, and art tools</i>	a. Explore art media, processes, and techniques b. Manipulate art media, materials and tools safely c. Create artworks that explore the uses of color, line, and shape, to express ideas
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	a. Explore ways images communicate ideas b. Identify color, line, and shape in artworks

Cognition and General Knowledge

Fine Arts – Visual Arts

CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

Indicators	Objectives
D. Criticism and Aesthetics	
1. Develop and apply criteria to evaluate personally created artworks and the artworks of others  <i>WSS VI B1 Responds to artistic creations or events.</i>	a. Observe and respond to selected artworks

Fine Arts - Theatre

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Indicators	Objectives
A. Aesthetics Education	
1. Describe ways that theatre depicts themes and stories	a. Listen to and perform nursery rhymes, finger plays, and popular books and other media b. Explore themes and ideas about people and events through improvisational play c. Explore roles and behaviors associated with family and community
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	a. Explore expressive qualities in dance, music, theatre, and visual arts

Cognition and General Knowledge

Fine Arts - Theatre

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS-
The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Indicators	Objectives
B. Historical, Cultural, and Social Contexts	
1. Express a range of responses to a variety of stimuli	<ul style="list-style-type: none"> a. Listen to and imitate sounds in the environment b. Sing and move to a variety of traditional children's songs from a variety of cultures
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	<ul style="list-style-type: none"> a. Listen to and retell familiar stories and create accompaniment using natural and human-made sounds b. Create accompaniment to stories using natural and human made sounds

Cognition and General Knowledge

Fine Arts - Theatre

CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION:
Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Indicators	Objectives
C. Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	a. Pantomime characters from books or rhymes b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements d. Improvise roles and behaviors associated with a variety of animals and professions
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	a. Recognize that a play has characters, dialogue, setting(s), and tells a story b. Observe and identify what characters do in a variety of settings c. Imitate the actions of observed characters and objects

CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.

Indicators	Objectives
D. Aesthetics and Criticism	
1. Identify, describe, and apply criteria to assess individual and group theatre processes  <i>WSS VI B1 Responds to artistic creations or events.</i>	a. Observe and respond to theatrical experiences as participants and audience members b. Identify favorite television shows and movies
2. Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre	a. Identify and discuss characters in stories

Cognition and General Knowledge

Fine Arts – Dance

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to dance.

Indicators	Objectives
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning	a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings b. Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	a. Explore locomotor and non-locomotor movements using kinesthetic awareness b. Respond to prompts related to timing while executing locomotor and non-locomotor movements c. Perform and name selected dance movements d. Reproduce movement demonstrated by the teacher
3. Respond to dance through observation, experience, and analysis  <i>WSS VI B1 Responds to artistic creations or events.</i>	a. Apply the language of dance to observed movement b. Explore the uses of dance movements

Cognition and General Knowledge

Fine Arts – Dance

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT-
Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Indicators	Objectives
B. Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures	<ul style="list-style-type: none"> a. View dances from other cultures b. Perform selected traditional dances from various cultures
2. Relate dance to history, society and personal experience	<ul style="list-style-type: none"> a. View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new b. Create movements that express specific moods
3. Demonstrate understanding of the relationships between and among dance and other content areas	<ul style="list-style-type: none"> a. Explore ways line and shape are used in dance and other content areas

CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION-
Students will demonstrate the ability to create and perform dance.

Indicators	Objectives
C. Creative Expression and Production	
1. Develop the ability to improvise dance	<ul style="list-style-type: none"> a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli b. Use improvisation to link two or more locomotor or non-locomotor movements c. Communicate ideas from stories, poems, or songs using improvisation
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	<ul style="list-style-type: none"> a. Communicate movement ideas using the elements of dance b. Demonstrate movement effects using repetition c. Use dance movement to tell stories
3. Develop performance competencies in dance	<ul style="list-style-type: none"> a. Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation b. Complete simple dances from beginning to end, following cues or models

Cognition and General Knowledge

Fine Arts – Dance

CONTENT STANDARD: 4.0 AESTHETIC CRITICISM-Students will demonstrate the ability to make aesthetic judgments in dance.

Indicators	Objectives
<p>D. Aesthetic Criticism</p> <p>1. Identify and apply criteria to evaluate choreography and performance</p>	<p>a. Recognize and describe locomotor and non-locomotor movements in dance performances</p> <p>b. Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances</p> <p>c. Demonstrate audience behaviors that are respectful of the performers</p>

Maryland Model for School Readiness

Physical Development and Health

Physical development involves muscle control. Fine motor control, or small muscle movement, refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross motor control, or large muscle movement, refers to such characteristics as balance, coordination, purposeful control, and stability of body movements and functions.

A healthy child whose basic needs have been met, such as food, clothing, shelter and regular health and dental care, is able to focus on, and/or engage in, experiences crucial to the learning process.

Both phases of this dimension are aided by a child's knowledge of dietary practices that promote good nutrition, for example, eating a variety of foods at regular meals. A child should also know how to use personal hygiene practices that result in cleanliness and good grooming, such as, brushing teeth, combing hair, and washing hands before eating.

The goal for all children is full participation. Good physical development and health allow for full participation in learning experiences. A child with a disability receives specific accommodations, which permit that child to participate fully at his/her own level.

Physical Development and Health Physical Education

CONTENT STANDARD: 1.0 SKILLFULNESS- Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.

Indicators	Objectives
<p>A. Fundamental Movement</p> <p>1. Show fundamental movement skills</p> <div style="display: flex; align-items: center;">  <p><i>WSS VII A1 Moves with balance and control</i></p> </div> <p style="margin-left: 40px;"><i>WSS VII B3 Shows beginning control of writing, drawing, and art tools</i></p>	<p>a. Use general spatial awareness and self space awareness in physical activity</p> <p>b. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping</p> <p>c. Demonstrate non-locomotive skills of bending and stretching</p>
<p>B. Creative Movement</p> <p>1. Show creative movement skills</p>	<p>a. Identify body parts and demonstrate in a variety of way how they can move</p> <p>b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns</p>
<p>C. Skill Themes</p> <p>1. Explore and experience skill themes</p> <p style="margin-left: 40px;"><i>WSS VII A2 Coordinates movements to perform simple tasks.</i></p> <p style="margin-left: 40px;"><i>WSS VII B2 Uses eye-hand coordination to perform tasks.</i></p>	<p>a. Demonstrate rolling a ball at an object</p> <p>b. Demonstrate throwing a ball</p> <p>c. Demonstrate striking a light weight object with different body parts</p>

CONTENT STANDARD: 2.0 BIOMECHANICAL PRINCIPLES-Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Indicators	Objectives
<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move</p>	<p>a. Show how a body moves fast and slow b. Show how to move a body forward, backward, and sideways in open space</p>
<p>B. Balance</p> <p>1. Identify balance through movement</p> <p> <i>VII A1 Moves with balance and control.</i></p>	<p>a. Show the ability to balance on one or more body parts</p>

CONTENT STANDARD: 3.0 MOTOR LEARNING PRINCIPLES-Students will demonstrate the ability to use motor skill principles to learn and develop *proficiency* through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Indicators	Objectives
<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p><i>WSS VII A2 Coordinates movements to perform simple tasks.</i></p> <p><i>WSS VII B1 Uses strength and control to perform simple tasks</i></p> <p> <i>WSS VII B2 Uses eye-hand coordination to perform tasks</i></p>	<p>a. Show basic motor skills, using imitation, as a means for motor skill improvement</p>
<p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance</p>	<p>a. Use verbal and visual cues to improve skill performance</p>

Physical Development and Health Physical Education

CONTENT STANDARD 4.0: EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principals to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

Indicators	Objectives
A. Effects of Physical Activity on the Body	
1. Identify the effects of physical activity on the body systems	a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder
B. FITT Guidelines	
C. Components of Fitness	
1. Identify the components of physical	a. List and demonstrate activities that promote fitness for a healthy lifestyle
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	a. Specify the physical benefits of exercise
E. Nutrition and Physical Activity	
1. Recognize the relationship between nutrition and physical activity	a. Describe how food is fuel to the body as gas is fuel to a car
F. Exercise Adherence	
1. Recognize that factors influencing daily physical activity	a. Identify and perform physical activities that are fun, enjoyable, and promote fitness

Physical Development and Health Physical Education

CONTENT STANDARD: 5.0 PHYSICAL ACTIVITY – students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Indicators	Objectives
A. Aerobic Fitness	a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
B. Muscular Strength and Endurance	a. Demonstrate activities that improve muscular strength through play
1. Identify and show activities for muscular strength and muscular endurance	
C. Flexibility	a. Demonstrate activities that improve Flexibility through play
1. Identify and show activities for flexibility	

CONTENT STANDARD: 6.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- Student will demonstrate the ability to use skills essential for developing *self- efficacy*, fostering a sense of community, and working effectively with others in physical activity settings.

Indicators	Objectives
A. Safety in Physical Activity	a. Use person and general space safely in a physical activity setting to avoid injury
1. Demonstrate safety in physical activity settings	
B. Effort and Improvement	
C. Cooperation and Responsibility	a. Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others
1. Identify and behavioral skills to develop a sense of community in physical activity settings	

Physical Development and Health Health Education

CONTENT STANDARD 1.0: MENTAL AND EMOTIONAL HEALTH- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Indicators	Objectives
A. Mental and Emotional Health	

CONTENT STANDARD 2.0: ALCOHOL, TOBACCO, AND OTHER DRUGS- Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

Indicators	Objectives
A. Alcohol, Tobacco, and Other Drugs	

CONTENT STANDARD 3.0: PERSONAL AND CONSUMER HEALTH- Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Indicators	Objectives
A. Personal and Consumer Health	

CONTENT STANDARD 4.0: FAMILY LIFE AND HUMAN SEXUALITY- Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.

Indicators	Objectives
A. Family Life and Human Sexuality	

Physical Development and Health Health Education

CONTENT STANDARD 5.0: SAFETY AND INJURY PREVENTION- Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Indicators	Objectives
A. Emergency	
1. Recognize how to respond appropriately to emergency situations  <i>WSS VII C2 Follows basic health and safety rules</i>	a. Identify how to respond to an emergency situations such as tell an adult, and call 911

CONTENT STANDARD 6.0: NUTRITION AND FITNESS-Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Indicators	Objectives
A. Responses to Food	
1. Students will identify the relationship between food and the senses	a. Recognize that foods have different tastes such as, sweet, sour, bitter, and salty
E. Food and Health	
1. Recognize the relationship between food and health  <i>WSS VII C2 Follows basic and safety rules.</i>	a. Tell why the body needs food

CONTENT STANDARD 7.0: DISEASE PREVENTION AND CONTROL-Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Indicators	Objectives
A. Disease Prevention and Control	

MMSR Professional Development Expectations for Participants¹

- Consistently attend the training sessions and complete ALL assignments
- Gain familiarity with the MMSR Framework (i.e., vision statement, school readiness definition, standards, indicators, and objectives)
- Gain familiarity with The Work Sampling System™ (WSS) or with the assessment method that your local school system/early childhood program is implementing as part of this model
- Apply observational techniques in the classroom, including feasible format of documentation
- Complete WSS checklist or your local school system/early learning program checklist for each child in your class by the close of the designated reporting periods (e.g., fall, spring)
- In completing the WSS checklist, be sure to use the *MMSR Assessment Guidelines (Exemplars)* when rating each child on the 30 flagged performance indicators or all WSS indicators
- Plan and implement local school system/early childhood program curriculum with classroom instruction, interventions, and ongoing assessment
- Use assessment information and portfolio items (work samples) when communicating with families and when participating in transition meetings with the teachers of the next grade or other early childhood programs

¹Participants include early educators from kindergarten, prekindergarten, special education, preschool, child care, and Head Start programs.

MMSR Kindergarten Assessment Timeline (Kindergarten Teachers Only)

- | | |
|---------------------------------------|--|
| August – November | <ul style="list-style-type: none">• Kindergarten teachers observe and document strengths and needs for all students using the 30 WSS™ performance indicators. |
| September 30 | <ul style="list-style-type: none">• Any student who enrolls in kindergarten after this date will not be included in MMSR data collection. |
| November
(1 st 2 weeks) | <ul style="list-style-type: none">• Kindergarten teachers complete ratings on 30 WSS™ performance indicators. |
| December | <ul style="list-style-type: none">• Completed checklist is due for the Early Childhood Supervisor to MSDE vendor. Deadline for electronic submission of the data to MSDE contractor. |
| March | <ul style="list-style-type: none">• MSDE presents <i>Children Entering School Ready to Learn</i> report to the Maryland General Assembly and State Board of Education• Local school systems and the early childhood community receive copies of the report. |
| Ongoing | <ul style="list-style-type: none">• Teachers continue observing and documenting strengths and needs for all students throughout the entire school year on <u>all</u> performance indicators. |
| May/June | <ul style="list-style-type: none">• Share assessment information with first grade teachers. |

Questions and Answers

What is the Maryland Model for School Readiness (MMSR) and why is it important?

Children who succeed in school do well in life. It is a shared responsibility of parents and providers to furnish optimal care for children so they will grow to be happy and healthy adults. The care and nurturing given children before they enter elementary school is critical to their development. The Maryland Model for School Readiness (MMSR) is an assessment and instructional system designed to provide parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school.

The MMSR is important because it provides a common goal and language of how parents, teachers, and providers can support young children's learning. MMSR incorporates research-based instruction, age-appropriate assessment of children's learning, and effective communication among teachers, parents, and early childhood providers. Teachers and providers receive on-going professional development to implement these practices.

What is "school readiness?"

The Maryland State Department of Education (MSDE) defines "school readiness" as the stage of human development that enables a child to engage in, and benefit from, primary learning experiences. As a result of family support and relationships with friends and members of the community, a young child who has reached certain levels of physical well-being and motor development, acquired social and emotional capabilities, and attained language and comprehension skills coupled with general knowledge enters a classroom ready to work.

What skills do children need in order to succeed in school?

For those of us who are concerned about the school readiness of children, it is important they be:

- Socially adjusted, emotionally secure, and physically strong and coordinated.
- Able to communicate with adults and other children including awareness of print and letter-sound relationship, understanding stories, and love for books.
- Able to recognize and understand basic mathematical concepts including the ability to identify patterns and shapes and how to place items in a certain order.

- Aware of their environment, animal and plant life, as well as the roles of people in their families and communities.
- Comfortable with their creativity and appreciation for expressing themselves through the arts.

These skills, behaviors, and knowledge prepare children to become successful learners. However, too many children come to school lacking many of these skills and behaviors. For this reason, the Maryland General Assembly placed into law a requirement that all Maryland kindergarten children are evaluated each fall to determine the levels of school readiness.

How are Maryland's kindergarteners evaluated?

An important component of the MMSR is the Work Sampling System™ (WSS), which provides a way for teachers to document and assess children's skills, knowledge, behavior, and academic accomplishments in a variety of subject areas. By observing students, teachers gain a better understanding of what they know, and are able to do, and still need to practice. The WSS is not a conventional readiness test and is not used to place students in particular programs. On the contrary, it is designed to support students' learning in seven areas:

- social and personal development
- language and literacy
- mathematical thinking
- scientific thinking
- social studies
- the fine arts
- physical development

Who administers the WSS?

Trained teachers and early childhood providers document children's learning and rate each child's growth and progress using developmental guidelines, work samples, and checklists. Typically, students' skills and abilities are evaluated two or three times per year. Assessment information is shared with parents and reported to teachers of the next grade level.

How do teachers provide school readiness information?

Kindergarten teachers must evaluate students during the first few weeks of the kindergarten year using selected WSS indicators and report their ratings by the end of November of each

year to the state. The data is included in the report to the General Assembly on the level of school readiness statewide.

How have early childhood programs integrated the MMSR?

All 24 of Maryland's local school systems have integrated the use of the MMSR into their programs. Many school systems have also included pre-kindergarten teachers and early childhood special educators in MMSR staff development activities. The MMSR has increasingly been applied in Head Start and child care programs, expanding the possibility that children will be better and more consistently prepared for kindergarten.

What are the benefits of using the Maryland Model for School Readiness?

The MMSR provides a framework for best practices in early care and education programs. Through the MMSR, teachers gain an in-depth understanding of children's learning styles and capabilities allowing them to probe more deeply into their students' learning potential. Children and their families benefit from the clear communication about what children need to learn to be successful in school.

