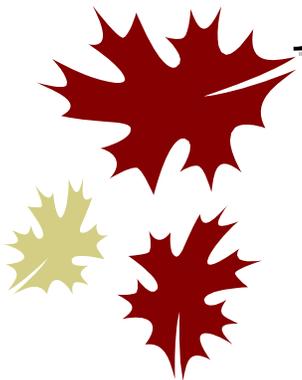




Maryland Model for School Readiness (MMSR)

Kindergarten Expanded Exemplars ~ Fall/Entry



Maryland State Department of Education
Division of Early Childhood Development/Early Learning Office Branch
Division of Special Education/Early Intervention Services/
Maryland Infants and Toddlers Program/Preschool Services Branch
200 West Baltimore Street
Baltimore, Maryland 21201
Revised Summer 2009

Maryland Model for School Readiness Exemplars

Introduction

The Maryland Model for School Readiness (MMSR) is a statewide school readiness framework. It is defined by early learning standards that outline expectations for what all children should know and be able to do in all developmental areas by the end of kindergarten. The MMSR standards reflect the State Curriculum (SC) content standards, indicators and objectives. In addition, the MMSR Fall/Entry Exemplars were developed to provide assessment criteria or guidelines for the kindergarten, prekindergarten, and preschool-3 MMSR standards. Exemplars have been designed using language that includes children with disabilities.

What are the MMSR Exemplars?

The MMSR Exemplars are descriptions of typical student skills and behaviors that a teacher looks for when evaluating performance. They were developed to provide criteria or guidelines for evaluating student performance by determining ratings – *proficient, in process, needs development* – for all of the 66 Kindergarten WSS™ Checklist indicators, all 55 Prekindergarten WSS™ Checklist indicators, and all 49 Preschool-3 WSS™ Checklist indicators for Fall/Entry and Spring/Exit. The exemplars are based on the MMSR standards, indicators, and learning objectives. They describe documented student skills and behaviors at the objective level, linking learning objectives to MMSR indicators.

Those school systems that are making performance ratings on students using the 30 item WSS™ Checklist for kindergarten and/or the 29 item WSS™ Checklist for prekindergarten can use the Expanded MMSR Exemplars, but teachers should focus **only** on using those exemplars that are designated in the following way:

- The pencil icon is in the upper left corner of the page - 
- The WSS Indicator is **bolded** (Ex: **III C2 Recognizes, duplicates, and extends patterns**)
- The objectives and exemplars are formatted in shaded gray scale.

Kindergarten

Kindergarten

How to use the MMSR Exemplars?

The MMSR Exemplars are intended to be used to make summative evaluations of students in the Fall during the first two weeks in November, or in the Spring during the last two weeks in May. The Exemplars offer descriptive examples of student skills for each of the three levels of performance ratings: *proficient*, *in process*, and *needs development*. Using the student's portfolio of work samples and documentation of learning based on ongoing observation, the teacher rates student performance by asking, "Based on what I know about the student and the information I have collected, which set of examples and corresponding rating most effectively describes the student's performance on the indicator?"

It is important to remember that:

- **Fall/Entry exemplars describe expectations for the Fall of the school year.**
- **Spring/Exit exemplars describe expectations for the end of the school year.**

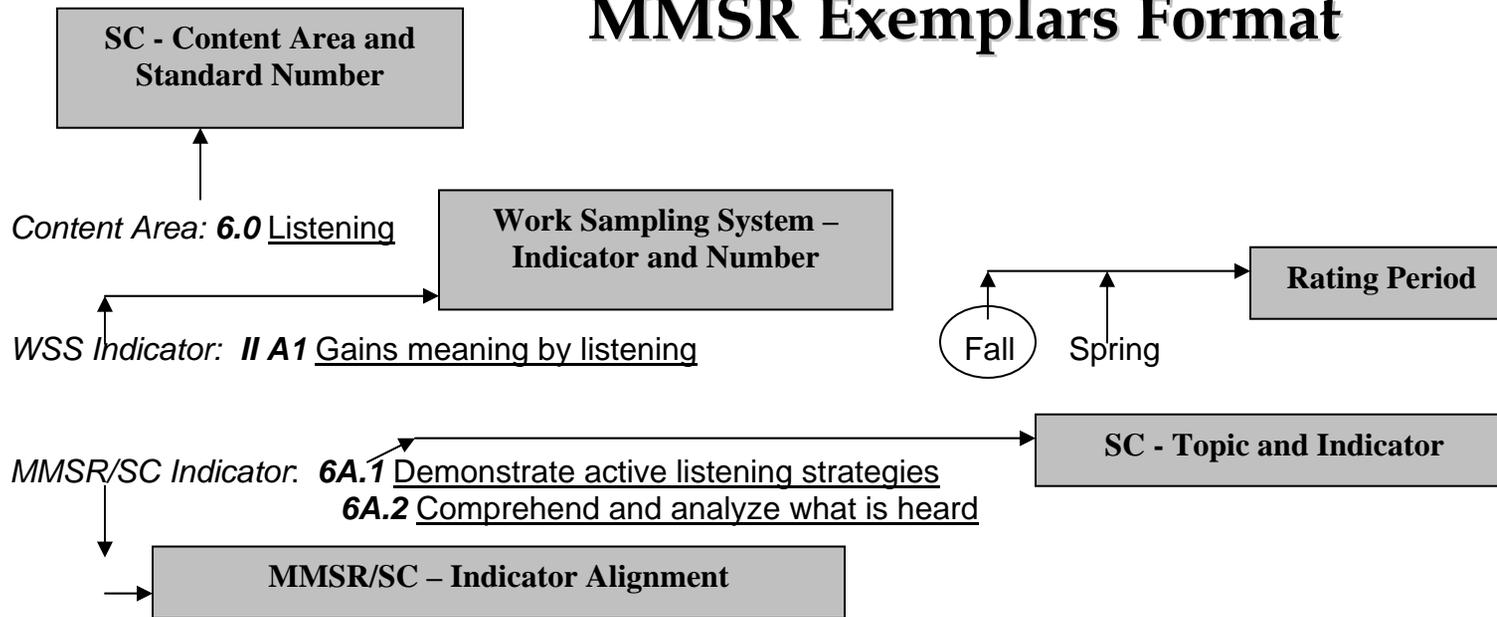
Please note that all kindergarten teachers in Maryland submit only Fall evaluations on the 30 designated WSS Indicators to MSDE. However, some local school systems may require teachers to also collect Spring information¹ on students. In addition, according to new federal special education requirements² and Early Childhood Accountability System (ECAS) additional information may need to be collected on students with IEPs when they 'enter' or 'exit' special education services. ***Therefore, to provide clarification for professionals using the WSS to assess kindergarteners and preschoolers upon 'entry' to or 'exit' from preschool special education services in compliance with the ECAS, the Fall/Entry Exemplars have been designated for "Fall" or "Entry," and the Spring/Exit Exemplars have been designated for "Spring" or "Exit."***

Teachers are encouraged to become familiar with the MMSR exemplars, discuss them during the training sessions and with colleagues, use them to guide their evaluations, and communicate student learning and progress as students move from one grade to the next.

¹ Kindergarten teachers working at schools with Judy Centers evaluate students in the spring.

² 2004 Individual with Disabilities Education Act

MMSR Exemplars Format



Objective:	Proficient	In Process	Needs Development
Attend to the speaker	Looks at the person who is speaking and/or remains quiet until the speaker is finished.	Inconsistently focuses on the speaker; may interrupt speaker before he is finished.	Does not focus on the speaker and engages in other activities while another is speaking.
Determine a speaker's general purpose	Tells the teacher one key idea about a book read or class discussion.	Identifies the main character of a story, but is unable to supply any story details.	Identifies some details about a personal experience irrelevant to the story being discussed.
Listen carefully to expand and enrich vocabulary	Defines new vocabulary and is sometimes able to use it in the correct context during conversation.	Defines new vocabulary but does not use it in the correct context during conversation.	Does not define or use new vocabulary that has been introduced.

Personal/Social

Kindergarten

MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: **I A1** Demonstrates self confidence.

(Fall)

Spring

MMSR/SC Indicator: **1A 1** Demonstrate healthy self-confidence

Objective:	Proficient	In Process	Needs Development
Attempt new play and learning experiences independently and purposefully	Engages in new activity at a literacy center when prompted, verbally directed, or given a visual prompt by an adult.	Occasionally engages in new activity at a literacy center when verbally or visually prompted by an adult and adult stays in close proximity to the activity to redirect.	Does not engage in new activity at a literacy center without constant adult supervision, guidance and prompting.
Know resources are available in the classroom and how to use them	Finds and uses the class pencil sharpener, paper towels to dry hands, gets food to feed pet guinea pig, etc., with only occasional verbal reminders from an adult when asked. (May ask for physical assistance.)	Finds and uses the class pencil sharpener, paper towels to dry hands, get food to feed pet guinea pig, etc., with modeling, verbal reminders, or visual prompting from an adult about where the resources are located.	Needs constant modeling by an adult as well as verbal or visual reminders about where the resources are located in the classroom.

Kindergarten



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: **I A2 Shows initiative and self-direction.**

Fall

Spring

MMSR/SC Indicator: **1A 3 Show self-direction in familiar and unfamiliar settings**

Objective:	Proficient	In Process	Needs Development
Make choices independently and pursue tasks with intention	Chooses familiar classroom activities during center time and pursues them meaningfully. (In different situations, the activity of choice varies.)	Has some difficulty deciding what activities to choose at center time, or chooses the same one each time.	Chooses activities with assistance from the teacher.
Care for own belongings independently	Stores class projects, such as art work, work samples, etc. in assigned folder/cubby.	Places belongings, such as hats or mittens in predetermined storage area with some teacher guidance or visual cues.	Infrequently places own belongings in storage area without assistance from teacher.



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: **I B1 Follows classroom rules and routines.**

Fall

Spring

MMSR/SC Indicator: **1A 4 Follow classroom rules and routines**

Objective:	Proficient	In Process	Needs Development
Identify reasons for classroom and school rules such as maintaining order and keeping everything safe	Helps the teacher to establish classroom rules by suggesting an appropriate rule.	Participates in the classroom discussion about rules but does not offer a suggestion.	Shows little interest in class discussion and does not contribute or give suggestions.
Recognize some rules which ensure fair treatment of everyone	Communicates rules for choice during center time and complies with rules, such as limiting four people in the library center at one time.	Communicates rules for choice but occasionally does not comply with rules during center time, such as adhering to a limited number of children allowed at a center.	Does not communicate or frequently comply with rules during center.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: **I B2 Uses classroom materials purposefully and respectfully.**

Fall Spring

MMSR/SC Indicator: **1A 5 Use classroom materials appropriately**

Objective:	Proficient	In Process	Needs Development
Use materials with appropriate intention and purpose	Uses box of math shape blocks and sorts into sets by color, shape, etc., as directed or modeled by the teacher, during math centers.	Gets math shape blocks out during math centers, but builds with the blocks instead of doing the teacher-assigned or teacher-modeled task.	Dumps math shape blocks onto a pile on the rug and walks away.
Put away classroom materials independently after use	Cleans up activity and puts materials away when prompted by an adult.	Cleans up activity with adult assistance; asking “Where does this go?”	Cleans up activity when adult is helping. Walks away from activity before putting back on shelf.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

*Student with physical limitations may need physical assistance to engage with manipulatives and to put materials away.

MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation; 3.0 Approaches Toward Learning

WSS Indicator: **I B3** Manages transitions and adapts to changes in routine.

Fall

Spring

MMSR/SC Indicator: **3A 2** Explore and attend to learning tasks
1A 2 Use coping skills independently

Objective:	Proficient	In Process	Needs Development
Manage transitions from one activity to the next independently	Able to stop work on a project and go line up, when given a two-minute warning by adult when it is time to go to Library.	Requires an adult to give specific verbal direction on how to find a stopping place; may rely on visual prompts such as a visual schedule, then goes and lines up when it is time to go to the Library.	Refuses to stop working on a project and needs adult assistance to find a stopping place. Still requires an adult to walk with him to Specials.
Persevere with tasks using alternate solutions	Requests a classmate's help to clarify directions for a task when the teacher is busy working in small group.	Walks up to the table where the teacher is engaged in a small group activity with other students and waits to communicate with the teacher to get clarification on directions for a task.	Abandons the assigned task and becomes engaged in another activity (other than the one assigned) when unclear about the directions for the assigned task.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Personal and Social Development – 3.0 Approaches Toward Learning

WSS Indicator: **I C1** Shows eagerness and curiosity as a learner.

Fall

Spring

MMSR/SC Indicator: **3A 1** Show eagerness and curiosity as a learner

Objective:	Proficient	In Process	Needs Development
Show eagerness and curiosity in learning new things independently	Notices ants on the playground and initiates conversation with teacher, asking questions, when prompted by the teacher. (Ex: “ Why do they walk in a line? Where are they going?, What do they eat?, etc.”)	Notices ants on the playground, but adult must consistently ask questions to engage student in conversation (Ex: “ Why do they walk in a line? Where are they going?, What do they eat?”), with inconsistent success in engaging student.	Notices ants on the playground and says, “Look! Ants!” and runs off to play. Adult is unable to engage student to explore further.
Initiate and offer ideas for new projects	Able to communicate his choice and carry through, with some adult assistance to stay focused, when adult asks, “What is your plan at the art center today?”	Makes a choice of what to do at the art center when adult gives him two choices.	Offers no ideas for what he can do at the art center, even when activities are modeled by an adult.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation; 3.0 Approaches Toward Learning

WSS Indicator: **I C2** Sustains attention to a task, persisting even after encountering difficulty.

Fall

Spring

MMSR/SC Indicator: **3A 2** Explore and attend to learning tasks
1A 2 Use coping skills independently

Objective:	Proficient	In Process	Needs Development
Complete short and long-term tasks	Able to finish a drawing with minimal adult verbal guidance.	Needs repeated reminders from adult to stay on task to finish drawing. May require sensory strategies to enhance attention to task (deep pressure, adaptive seating, reduction of auditory or visual interruptions)	Unable to finish drawing unless adult is physically sitting with him, providing encouragement, redirecting attention to the task, and using sensory strategies.
Persevere with tasks using alternate solutions	Requests a classmate's help to clarify directions for a task when the teacher is busy working in small group.	Goes up to the table where the teacher is engaged in a small group activity with other students and waits to communicate with the teacher to get clarification on directions for a task.	Abandons the assigned task and becomes engaged in another activity (other than the one assigned) when he is unclear about the directions for the assigned task.

Kindergarten

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Personal and Social Development – 3.0 Approaches Toward Learning

WSS Indicator: **I C3** Approaches tasks with flexibility and inventiveness.

Fall

Spring

MMSR/SC Indicator: **3A 3** Use a variety of learning strategies when approaching new tasks

Objective:	Proficient	In Process	Needs Development
Ask specific questions to seek ideas for new tasks	Generates questions, verbally or through augmentative communication, that reflect his thinking (Ex: Which piece goes here? What will happen if we turn this one around?), when working with puzzles.	Makes statements, verbally or through augmentative communication, but generates few questions that reflect his thinking (Ex: "This goes here. This one is big. Will you help me?"), when working with puzzles.	Asks no questions and generates few comments, either verbally or through augmentative communication, related to the task (Ex: "I'm big. I'm five."), when working with puzzles.
Relate and apply previous experiences to new task	Plays "teacher" during center time; imitating the teacher scribbling/ writing a word/sentence on the dry erase board.	Plays "teacher" during center time; but asks adult to come write the sentence on the dry erase board "like you did during group time."	No evidence of connections to what was modeled or demonstrated during group times.



MMSR Exemplars

Content Area: Personal and Social Development – 2.0 Social Self-Regulation

WSS Indicator: **I D1 Interacts easily with one or more children.**

Fall

Spring

MMSR/SC Indicator: **2A 1 Initiate and maintain relationships with peers and adults**

Objective:	Proficient	In Process	Needs Development
Take turns when working in groups	Makes decisions with another child when working on classroom assignments.	Inconsistently makes decisions with another child when working on classroom assignments.	Consistently chooses to work apart from others.
Offer verbal suggestions when solving interaction conflicts	Communicates feelings to negotiate with peers when prompted by a teacher.	Attempts to communicate feelings, and may use physical force when negotiating with peers.	Unable to communicate feelings, consistently uses physical force with peers.

MMSR Exemplars

Content Area: Personal and Social Development – 2.0 Social Self-Regulation

WSS Indicator: **I D2** Interacts easily with familiar adults.

Fall

Spring

MMSR/SC Indicator: **2A 1** Initiate and maintain relationships with peers and adults

Objective:	Proficient	In Process	Needs Development
Initiate conversations with familiar adults	Initiates greeting an adult when arriving at school, and communicates about an event of personal interest to himself with little verbal prompting by an adult.	Greets an adult when arriving at school only if adult initiates the interaction, and occasionally communicates about an event of personal interest to himself with verbal prompting by an adult.	Does not greet an adult when arriving at school, even when adult initiates the contact, and rarely communicates about an event of personal interest to himself, even with prompting by an adult.
Take turns when working in groups	Waits for a short time for his turn to play at the Lego™ table when adult says it is full.	Occasionally waits for a short time for his turn to play at the Lego™ table when adult says it is full; constantly asking adult, “How much longer?”	Does not wait for his turn to play at the Lego™ table when adult says it is full; goes off to another activity.

Kindergarten

Share materials and equipment	Shares markers and paper at the writing center with classmates, when asked to do so by an adult.	Occasionally shares markers and paper at the writing center with classmates, when asked to do so by an adult. May require adult intervention to assure he shares.	Does not share markers and paper at the writing center with classmates, when adult prompts and models sharing behaviors.
-------------------------------	--	---	--

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Personal and Social Development – 2.0 Social Self-Regulation

WSS Indicator: **I D3** Participates in the group life of the class.

Fall

Spring

MMSR/SC Indicator: **2A 2** Participate cooperatively in group activities

Objective:	Proficient	In Process	Needs Development
Listen to directions from peers and respond to multi-step tasks	Performs a three-part movement as directed by another classmate (Ex: "jump up and down, clap your hands and turn around"), when playing "Simon Says" during Group Time.	Needs to watch a classmate model a three-part movement and then attempts to imitate; occasionally successful (Ex: jump up and down, clap hands and turn around), when playing "Simon Says" during Group Time.	Needs adult support or does not respond to a three-part direction or movement modeled by another classmate (Ex: jump up and down, clap hands and turn around), when playing "Simon Says" during Group Time.
Understand rules of group activities	Keeps his hands and feet to self during group time, with only occasional verbal reminders from an adult.	Keeps hands and feet to self during group time, with frequent reminders from an adult. May need sensory strategies such as adapted seating, fidgets, or deep	Has difficulty keeping hands and feet to self during group time, even with verbal reminders, sensory strategies, and modeling

Kindergarten

		pressure.	by an adult.
Describe individual contributions and group accomplishments	Communicates about what he and a peer did together at the block center and recall details of the collaborative activity, when prompted by an adult or another peer.	Communicates primarily about what he did at the block center without recalling what peers did at that center, when prompted by an adult or another peer.	Replies, " I don't know," or does not respond when asked to talk about what he and a peer did together at the block center, when prompted by an adult or another peer.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Personal and Social Development – 2.0 Social Self-Regulation

WSS Indicator: **I D3** Shows empathy and caring for others.

Fall

Spring

MMSR/SC Indicator: **2A 3** Show empathy and concern for peers and adults

Objective:	Proficient	In Process	Needs Development
Understand a variety of feelings expressed by others verbally or non-verbally	Communicates to an adult that another child is "scared of the spider" when he sees her running away from the pet tarantula's cage.	Asks, "What's wrong with Julie?" when he sees her running away from the pet tarantula's cage.	Laughs or does not notice when sees a classmate running away from the pet tarantula's cage.

Kindergarten

Care independently for peers who are in distress	Initiates comforting a peer who is crying by patting them on the back, holding their hand, etc., and calls an adult's attention to the distress.	Comforts a peer who is crying by patting them on the back, holding their hand, etc. when an adult calls his attention to the distress.	Shows no interest in comforting a peer who is crying, even when an adult calls attention to the distress.
--	--	--	---

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation; 2.0 – Social Self-Regulation

WSS Indicator: **I E1** Seeks adult help and begins to use simple strategies to resolve conflicts.

Fall

Spring

MMSR/SC Indicator: **2A 1** Initiate and maintain relationship with peers and adults
1A 2 Use coping skills independently

Objective:	Proficient	In Process	Needs Development
------------	------------	------------	-------------------

Kindergarten

<p>Offer verbal when solving interaction conflicts</p>	<p>Expresses a solution for how to share blocks that was previously modeled and described by the teacher.</p>	<p>Communicates feelings when solving interaction conflicts; may continue to use physical force.</p>	<p>Is unable to express feelings and consistently uses physical force.</p>
<p>State needs, wants and feelings verbally to others conflicts</p>	<p>Expresses to a peer that he wants a toy returned to him (Ex: "Hey! I was playing with that car. Can I have it back?")</p>	<p>Occasionally expresses to a peer that he wants a toy returned to him, when modeled by an adult (Ex: "Tell Tommy that you were playing with that car and you would like it back.")</p>	<p>Uses physical force as a way to express needs and wants (Ex: Grabs car from a peer and runs away).</p>

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Kindergarten

Language & Literacy



MMSR Exemplars

Content Area: Language and Literacy Development - **6.0** Listening

WSS Indicator: **II A1** Gains meaning by listening.

Fall Spring

MMSR/SC Indicator: **6A 1** Demonstrate active listening strategies
6A 2 Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Attend to the speaker	Looks at the person who is speaking and/or remains quiet until the speaker is finished.	Inconsistently focuses on the speaker; may interrupt speaker before he is finished.	Does not focus on the speaker and engages in other activities while another is speaking.
Determine a speaker's general purpose	Communicates to the teacher one key idea about a book read or class discussion.	Identifies the main character of a story, but is unable to supply any story details.	Identifies some details about a personal experience irrelevant to the story being discussed.
Listen carefully to expand and enrich vocabulary	Pays attention to new vocabulary and is sometimes able to use it in the correct context during conversation.	Pays attention to new vocabulary but does not use it in the correct context during conversation.	Does not attend to or use new vocabulary that has been introduced.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Language and Literacy Development - 6.0 Listening

WSS Indicator: **II A1** Follows directions that involve a series of actions.

(Fall) Spring

MMSR/SC Indicator: **6A 2** Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Demonstrate an understanding of what is heard by retelling and relating prior knowledge	Identifies the problem and retells story details after listening to story read by teacher. The student is able to relate prior knowledge when coached by teacher.	Retells some story details, but doesn't recognize problem after listening to story read by teacher.	Retells no story details, after listening to story read by teacher. The student does not relate prior knowledge when coached by teacher.
Follow a set of two- or three- step directions	Follows a variety of three-step directions given (Ex: "Put your work away, push in your chair and line up for lunch.").	Follows a variety of three-step directions given and modeled by an adult (Ex: "Put your work away, push in your chair and line up for lunch."). *May rely on visual prompts such as a picture schedule or icons.	Unable to consistently follow three-step directions given and modeled by an adult (Ex: "Put your work away, push in your chair and line up for lunch."). *May rely on visual prompts such as a picture schedule or icons.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes:Phonemic Awareness

WSS Indicator: **II A3 Demonstrates beginning phonemic awareness.**

Fall

Spring

MMSR/SC Indicator: **1A 1 Discriminate sounds and words**

1A 2 Discriminate and produce rhyming words and alliteration

6A 2 Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Categorize words as same or different by initial or final sounds	Communicates that all words begin with /b/ when student hears the words “bat, ball, and big.” The student may say additional words that begin the same way.	Communicates that words begin with the same sound when the student hears the words “bat, ball, and big”. The student may not be able to supply that sound.	Does not communicate that all of the words begin with the same sound or supply additional words that begin with the same sound as the words “bat, ball, and big”.
	<u>If hearing impaired and using sign language</u> , when given the signs “throw, ball, and catch,” student communicates that they all begin with the same hand shape (5 bent); is able to supply additional signs with the same parameter.	When given signs “throw, catch, and ball,” student communicates that they all begin with the same hand shape, but may not be able to supply additional signs with that particular parameter.	When given the signs “throw, ball, and catch,” the student states they all begin with the same parameter, but can not supply signs using that parameter.
Repeat and produce rhyming words	Supplies a word or sign that rhymes with “skip”, such as “skip-trip”,	Supplies a word or sign that does not rhyme with skip, but gives word with similar initial or final consonant sound such as “skunk or trap”.	Does not supply a word or sign that rhymes with “skip”, student may say “skip-bat”.
Identify rhythms and patterns of language, including rhyme and repetition	After listening to a song/poem with a repeating language pattern, such as “Willaby Wallaby Wo”, student is able to repeat correctly the nonsense phrase and the rhyming words that correspond to it.	After listening to a song/poem with a repeating language pattern, such as “Willaby Wallaby Wo”, student is able to repeat the chorus over and over, but not the corresponding rhyming words.	After listening to a song/poem with a repeating language pattern, such as “Willaby Wallaby Wo”, student does not correctly repeat the chorus.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Phonemic Awareness

WSS Indicator: **II A3 Demonstrates beginning phonemic awareness.**

Fall

Spring

MMSR/SC Indicator: **1A 3 Blend sounds and syllables to form words**

1A 4 Segment and manipulate sounds in spoken words and sentences

Objective:	Proficient	In Process	Needs Development
Orally* blend syllables into a whole word	Blends syllables into a whole word some of the time. Ex. The teacher says "fun-ny" and the student says /funny/	Repeats segmented word. Ex. The teacher says "fun-ny" and student says "fun-ny"	Unable to blend or repeat segmented word. Ex. The teacher says "fun-ny" and student says unrelated word or doesn't respond.
	<u>If hearing impaired and using sign language</u> , manually blends syllables into whole words (ex., when fingerspelled, "din-no-saur," student says, "dinosaur").	The teacher fingerspells "baseball" and the student says, "baseball."	Inconsistently blends. For example, the teacher says, "base-ball," and the student says, "ball."
Orally* blend onset and rimes	Blends onset and rimes some of the time. Ex. The teacher says "b-at" and student says "bat".	Repeats segmented onset and rime. Ex. The teacher says "b-at" and student says "b-at".	Unable to orally blend onset and rime, but may repeat what other students say.
	<u>If hearing impaired and using sign language</u> , given a fingerspelling family, the student is able to produce several onsets (ex., given the spelling "at," student will say "bat, cat, hat, mat, and flat").	Blends "b-at" and fingerspells "bat," and "c-at" to "cat."	Inconsistently blends "b-at" and says "bat," and "c-at," saying, "cat."
Clap syllables in a word	Claps at least three or four syllables in "kin-der-gar-ten"	Claps two or less syllables in "kin-der-gar-ten"	Claps hands randomly when clapping out the syllables in the spoken word, "kin-der-gar-ten."
Segment individual sounds	Segments individual sounds in words, including nonsense words.	When prompted to segment "hat", the student responds /h/, /at/	When prompted to segment "hat" the student responds /h/, /hat/.

*Student may use sign language or other forms of communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 5.0 Controlling Language; 7.0 Speaking

WSS Indicator: **II B1 Speaks clearly and conveys ideas effectively.**

Fall

Spring

MMSR/SC Indicator: **5A 1 Use grammar concepts and skills that strengthen oral language**
5B 1 Comprehend and apply standard English usage in oral language
7A 1. Use organization and delivery strategies

Objective:	Proficient	In Process	Needs Development
Speak clearly enough to be heard and understood in a variety of settings	Uses meaningful grammatically correct sentences to communicate so that other children understand what is being said without constantly having to ask, "What did you say?"	Mixes short, simple sentences and phrases when sharing during show and tell.	Uses single words and/or short phrases when sharing during show and tell.
	Communicates with one or two articulation (or sign production) errors, but is easily understood.	Communicates with some articulation (or sign production) errors, and sometimes needs a prompt to clarify meaning.	Communicates with frequent articulation (or sign production) errors.
Use complete sentences in conversation and to respond to questions	Responds to a teacher's question, using a complete sentence/thought, with only occasional verbal reminders.	Responds to a teacher's question, using a complete sentence/thought, when modeled by an adult and child repeats.	Repeats only part of a complete sentence/thought, as modeled by an adult and asked to repeat.
Use sentences with subject/verb agreement	Consistently uses sentences and phrases that demonstrate subject/verb agreement (Ex: "I'm playing T-ball tonight.", "This snack is good!", "He said I can't have that toy!").	Uses sentences and phrases that demonstrate beginning subject/ verb agreement (Ex: "I going home.", "These snacks is good!", "He say I no can have that toy!").	Speaks primarily in phrases, not full sentences ("go home?", "Who he?", "me do it").

Kindergarten

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Language and Literacy Development - 7.0 Speaking, 1.0 General Reading Processes: Vocabulary

WSS Indicator: **II B2** Uses expanded vocabulary and language for a variety of purposes.

Fall

Spring

MMSR/SC Indicator: **1D 1** Develop and apply vocabulary through exposure to a variety of texts
1D 3 Understand, acquire, and use new vocabulary
7A 2. Make oral presentations

Objective:	Proficient	In Process	Needs Development
Discuss words and word meanings daily as they are encountered in texts, instruction, conversation	Consistently asks an adult to define words (signs or symbols) heard (or seen) in an unfamiliar story.	Occasionally asks an adult to define words (signs or symbols) heard (or seen) in an unfamiliar story.	Does not ask an adult about new vocabulary heard/seen in an unfamiliar story.
Use newly learned vocabulary on multiple occasions to reinforce meaning	Frequently uses newly learned words in conversations, pronunciations may only be close approximations of the word (Ex: "My nose is running; I need a blownex." "I have a good remembery.").	Occasionally uses newly learned words in conversations, pronunciations may only be close approximations of the word (Ex: "My nose is running; I need a blownex." "I have a good remembery.").	Rarely uses newly learned words in conversation, pronunciations may only be close approximations of the word (Ex: "My nose is running; I need a blownex." "I have a good remembery.").

Kindergarten

Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion	Initiates conversations throughout the school day and in a variety of situations (Ex: volunteers to say the Pledge of Allegance, sings songs, answers questions, talks with peers, etc.)	Reluctantly engages in dialogue throughout the school day and limits speaking/communication to a few situations (Ex: answers questions asked of him, talks with peers, etc.)	Does not engage in dialogue/communication interchanges with others throughout the school day.
---	--	--	---

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C1** Shows interest in and knowledge about books and reading. Fall Spring

MMSR/SC Indicator: **1E 1** Demonstrate an understanding of concepts of print to determine how print is organized and read
1E 2 Use strategies to prepare for reading (before reading)

Objective:	Proficient	In Process	Needs Development
Identify title, cover page, table of contents, page numbers, front and back of book, and describe what information is presented on the title and cover pages	Plays “teacher” and “reads” a familiar book to other students, holding it correctly, pretending to read the title, turning the pages from front to back and communicating about what he see in the pictures.	Plays “teacher” and “reads” a familiar book to other students, holding it correctly, may skip the title, skips some pages while turning, may read from back to front and begins to communicate about what he sees in the pictures.	Plays “teacher” and “reads” a book to other students, holding it upside down, turning multiple pages at a time; does not communicate about what he sees in the pictures.

Kindergarten

<p>Make connections to the text using illustrations, photographs, and prior knowledge</p>	<p>Makes a personal connection to the story that is relevant to the main idea of the story (Ex: "Last night, me and my aunt went to get ice cream!"), while listening to a story about a girl going on a trip with her aunts.</p>	<p>Makes a personal connection, but it is NOT relevant to the main idea of the story (Ex: I have a red dress just like that girl in the book!"), while listening to a story about a girl going on a trip with her aunts.</p>	<p>Not able to make personal connections to the text (Ex: " I have a big dog at my house!"), while listening to a story about a girl going on a trip with her aunts.</p>
---	---	--	--

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C2 Shows some understanding of concepts about print.** Fall Spring

MMSR/SC Indicator: **1E 1 Demonstrate an understanding of concepts of print to determine how print is organized and read**

Objective:	Proficient	In Process	Needs Development
<p>Understand that speech can be written and read</p>	<p>Draws/writes in journal and "reads" entry to the class.</p>	<p>Draws a picture/scribbles in the journal, and communicates a story.</p>	<p>Draws a picture/scribbles in the journal and is unable to communicate a story about the entry.</p>
<p>Track print from left to right and top to bottom, making a return sweep at the end of the line</p>	<p>"Reads" the morning message with the class, tracks with finger across the line and makes an appropriate sweep, although one to one word matching may not occur.</p>	<p>"Reads" the morning message with the class, makes random motions on the page with finger.</p>	<p>"Reads" the morning message with the class, does not look or point to the chart. Reads using memory only.</p>

Kindergarten

Recognize that letters build words and words build sentences	Selects own name out of a group of names and begins to recognize friends' names.	Selects a nametag with the same beginning letter as students' own name. For example, Karen will pick out Kevin's nametag.	Selects own nametag or another student's nametag with a different beginning letter.
--	--	---	---

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Phonics

WSS Indicator: **II C3** Knows letters, sounds, and how they form words.

Fall Spring

MMSR/SC Indicator: **1B 1** Identify letters, sounds and corresponding sounds

Objective:	Proficient	In Process	Needs Development
Identify in isolation all upper and lower case letters of the alphabet	Identifies a few letters by name; particularly those in his first name.	Correctly names only the first letter in his first name.	Unable to identify and name any letters in his first name.
Identify letters matched to sounds	Identifies and names the letters that match some of the sounds in his name when prompted by an adult (Ex: "Your name is Mark. Which letter says, /mmmm/ ? Which letter says, /k/?"). *If hearing impaired, may need to 'read' sounds on adult's lips.	Points to the letter that matches the first sound in his name when prompted by an adult (Ex: "Your name is Mark. Which letter in your name says, /mmmm/").	Unable to correctly point to, identify or name any letters in his name that match their respective sounds when prompted by an adult.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Kindergarten



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.** (Fall) Spring

MMSR/SC Indicator: **1E 3 Use strategies to make meaning from text (during reading)**

Objective:	Proficient	In Process	Needs Development
Make, confirm, or adjust predictions	Guesses the book or story content from the book's title and cover and adjusts predictions throughout the story.	Has difficulty making predictions from the book's title and cover and is able to adjust predictions only when coached by the teacher.	Unable to guess the book or story content from the book's title and cover even when coached by the teacher.
Make comments and ask relevant questions	Comments on a story being read and is able to ask some relevant questions.	Comments on a story being read and is only able to answer literal questions.	Offers neither a comment nor answers a question on a story being read.
Connect events, characters, and actions in stories to specific life experiences	Recalls events during the reading of a story but inconsistently makes connections to specific life experiences. After hearing <i>There Was An Old Lady Who Swallowed a Fly</i> , the student may say, "I killed a fly in my house."	Recalls events during the reading of a story but is unable to make connections to specific life experiences. After hearing <i>There Was An Old Lady Who Swallowed a Fly</i> , the student states, "I went to the zoo."	Offers no response during the reading of the story, <i>There Was An Old Lady Who Swallowed a Fly</i> .

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.** (Fall) Spring

MMSR/SC Indicator: **1E 4 Demonstrate understanding of text (after reading)**

Objective:	Proficient	In Process	Needs Development
Respond to questions (who, what, and where) and verify answers using illustrations/text	Responds appropriately when asked a question but inconsistently finds the support in the illustration or text.	Responds with a general answer when asked a question and inconsistently finds support in the illustration or text.	Offers no answer or support, when asked a question and randomly points to the illustration or text.
Respond to text by drawing, speaking, dramatizing, or writing	Builds a bridge and acts out the story "The Three Billy Goats Gruff", in the block area.	Builds a bridge and says, "This is the Billy Goats' Bridge" without dramatization, when building in the block area.	Builds and knocks down bridge repeatedly when building in the block area.
Retell a story using text as support	Retells the main events of a story.	Retells some events and characters from the story.	Unable to retell events or characters from the story.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 2.0 Comprehension of Informational Text:
3.0 – Comprehension of Literary Text

WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.**

Fall Spring

MMSR/SC Indicator: **2A 1** Develop comprehension skills by reading a variety of informational texts
3A 1 Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts

Objective:	Proficient	In Process	Needs Development
Listen to and use functional documents by following simple oral/rebus directions	Attends to and follows the rebus directions for washing hands posted in the bathroom and is able to locate the directions and “read” it to a peer.	Occasionally uses rebus directions for washing hands posted in the bathroom when adult directs his attention to where they are posted and is prompted by an adult to refer to them.	Cannot locate the rebus direction for washing hands posted in the bathroom when asked by an adult to find them.
Listen to and use personal interest materials, such as books and magazines	Often chooses to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.	Occasionally chooses to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.	Does not choose to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.
Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy	Recalls a number of important story elements, when prompted by an adult, after listening to a story on tape at the listening center/or having a story read to him.	Recalls one element from the story, when prompted by an adult, after listening to a story on tape at the listening center/or having a story read to him..	Unable to recall elements from the story, when prompted by an adult, after listening to a story on tape at the listening center/or having a story read to him...

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Language and Literacy Development - 4.0 Writing

WSS Indicator: **II D1** Represents stories through pictures, dictation, and play.

Fall

Spring

MMSR/SC Indicator: **4A 1** Compose texts using the prewriting and drafting strategies of effective writers and speakers

Objective:	Proficient	In Process	Needs Development
Generate ideas and topics for writing	Generates, independently, a few ideas and topics related to personal experiences.	Generates ideas and topics related to personal experiences with assistance from teacher.	Unable to generate ideas and topics even with assistance from teacher.
Dictate or write words, phrases, or sentences related to ideas or illustrations	Begins to sound out words to write (**or type) in own journal with the teacher's assistance.	Dictates personal ideas to the teacher for the journal. Draws pictures and scribbles in the journal, which may or may not be related to the dictation.	Shows no interest in dictating personal ideas. Does not initiate writing, drawing, or scribbling.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student may use adaptive equipment, computer, and/or augmentative communication device.



MMSR Exemplars

Content Area: Language and Literacy Development - 4.0 Writing; 5.0 Controlling Language

WSS Indicator: **II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.** (Fall) Spring

MMSR/SC Indicator: **4A 1 Compose text using the prewriting and drafting strategies of effective writers and speakers**

5D 1 Apply conventional spelling in written language

Objective:	Proficient	In Process	Needs Development
Dictate, write words, phrases, or sentences related to ideas or illustrations	Begins to sound out words to label pictures, with adult assistance.	Dictates personal ideas to an adult. Draws pictures and scribbles, or types which may or may not be related to the dictation.	Shows no interest in dictating personal ideas. Does not initiate writing, drawing, scribbling, or typing.
Use letters to represent phonemes in words	Begins to write or type some letters or letter-like shapes to represent familiar words when labeling or writing about a picture (Ex: Says, "My dog eats pickles." Writes, m d e p), with adult prompting.	Writes or types random strings of letters or letter-like shapes to represent familiar words when labeling or writing about a picture; usually the letter in his name (Ex: Says, "My dog eats pickles." Writes, MAMAARRROOL).	Attempts to represent familiar words when labeling or writing about a picture (Ex: Says, "My dog eats pickles." Writes, م٥ط٤٣).
Spell first and last name correctly	Prints or types some of the letters in his name without a model, when labeling his work.	Copies some of the letters in his name from a model when labeling his work.	Uses only scribbles to represent his name on his work, when copying from a model.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student may use adaptive equipment, computer, and/or augmentative communication device.

MMSR Exemplars

Content Area: Language and Literacy Development - 4.0 Writing

WSS Indicator: **II D3** Understands purposes for writing.

Fall

Spring

MMSR/SC Indicator: **4A 2** Compose oral, written and visual presentations that express personal ideas and inform

Objective:	Proficient	In Process	Needs Development
Write to express personal ideas using drawings, symbols, letters or words	Attempts to label details of a drawing about a small personal moment story. Student's spoken words about the event match the picture (Ex: "Last night, there was a wasp in my bedroom.").	Composes a picture. When prompted by an adult to talk about his story, student's dictation does not match the picture (Ex: Says, "Last night there was a wasp in my bedroom," and draws a picture of herself.)	Composes a picture, says, "I don't know," when prompted by an adult to tell what it is about. Does not attempt to label picture.
Contribute to a shared writing experience or topic of interest	Offers an appropriate thought or sentence to add to the daily news when asked (Ex. "I'm going to Monica's house today.").	Offers an appropriate thought or sentence to add to the daily news when first modeled by an adult (Ex: Say, "I'm going to Monica's house today.")	Unable to offer an appropriate thought or sentence to add to the daily news, even when modeled by an adult and verbally prompted.
Dictate, draw, write, to inform	Attempts to write the directions to his house to give to a friend, with adult assistance.	Asks adult to write down the directions to his house so he can give them to a friend.	Gives only verbal or gestural directions to his house to a friend.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student may use adaptive equipment, computer, and/or augmentative communication device.

Kindergarten

Kindergarten

Mathematical Thinking

Kindergarten



MMSR Exemplars

Content Area: Mathematics – 7.0 Processes of Mathematics

WSS Indicator: **III A1 Begins to use and explain strategies to solve mathematical problems.** Fall Spring

MMSR/SC Indicator: **7A 1 Apply a variety of concepts, processes, and skills to solve problems**

Objective:	Proficient	In Process	Needs Development
Make a plan to solve a problem	Tries unsuccessfully to fit two different blocks into a space while building a structure, then “measures” the space with hands and matches the length to a block that fits.	Sorts blocks into two sets by size and makes a comment such as “That’s the only way I know” when asked to sort them a different way.	Randomly sets out additional blocks when asked to add the next block to a red-green pattern.
Select a strategy to solve a problem, i.e., draw a picture, guess and check, finding a pattern, etc.	Draws/composes a picture of his Lego™ structure so he can remember how to remake it again on another day, when it is time to clean up from centers.	Draws/composes a quick picture of his Lego™ structure so he can remake it again another day, when the drawing strategy is verbally suggested by an adult, when it is time to clean up from centers.	Does not attempt to use any strategy to preserve the image of his Lego™ structure, even when some are modeled or suggested by an adult, when it is time to clean up from centers.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Kindergarten

**Student may use adaptive equipment, computer, and/or augmentative communication device.

MMSR Exemplars

Content Area: Mathematics – 7.0 Processes of Mathematics

WSS Indicator: **III A2** Uses words and representations to describe mathematical ideas. Fall Spring

MMSR/SC Indicator: **7C 1** Present mathematical ideas using words, symbols, visual displays or technology

Objective:	Proficient	In Process	Needs Development
Use multiple representations to express concepts or solutions	Makes a vertical – horizontal pattern with blocks and is able to describe the pattern.	Makes a vertical – horizontal pattern with blocks but remains silent when asked to describe it.	Is unable to make a vertical – horizontal pattern with blocks.
Express mathematical ideas orally	Explains/communicates how he shared his toy cars with a friend, using some math language (Ex: “I gave Tony the three cars with blue stripes on them and I have the three cars with red stripes. Now we have the same!”).	Begins to explain/communicate how he shared his toy cars with a friend, but doesn’t use math language (Ex: “I gave Tony some cars and me some cars so it’s fair”).	Unable to explain/communicate how he shared his toy cars with a friend.
Ask questions about mathematical ideas or problems	Asks questions that contain math language (Ex: “How can we make it the same? Do you have more cookies than me?, etc.)	Asks questions, but does not use math language (Ex: “Is that fair? Can I have those cookies?, etc.).	Does not ask questions.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Mathematics – 6.0 Knowledge of Number Relationships and Computations/Arithmetic

WSS Indicator: **III B1 Shows understanding of number and quantity.**

Fall Spring

MMSR/SC Indicator: **6A 1 Apply knowledge of whole numbers and place value**

Objective:	Proficient	In Process	Needs Development
Use concrete materials to build sets 0 to 10	Consistently able to count and build a set for the numbers, 0-10, given (Ex: "Can you hand me 4 blocks?").	Inconsistently able to count and build a set for the numbers, 0-10, given (Ex: "Can you hand me 4 blocks?").	Unable to count and build a set for the numbers, 0-10, given (Ex: "Can you hand me 4 blocks?").
Use concrete materials to compose and decompose quantities up to 10	Holds up 5 fingers on one hand, when asked how old he is. When asked how else he could show 5, he holds up 2 fingers on one hand and 3 fingers on the other hand.	Holds up 5 fingers on one hand, when asked how old he is. When asked how else he could show 5, he holds up 5 fingers on the other hand.	Holds up 5 fingers on one hand, when asked how old he is. When asked how else he could show 5, says, "I don't know."
Match a numeral to a set	Constructs correct sets of objects, 0-10, using concrete objects and matching them to the correct numeral, 0-10.	Inconsistently constructs correct sets of objects, 0-10, using concrete objects and does not always match them to the correct numeral, 0-10.	Unable to construct sets of objects, 0-10, using concrete objects and not able to match them to the correct numeral, 0-10.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.

MMSR Exemplars

Content Area: Mathematics – 6.0 Knowledge of Number Relationships and Computations/Arithmetic

WSS Indicator: III B2 Begins to understand relationships between quantities.

Fall Spring

MMSR/SC Indicator: 6A 1 Apply knowledge of whole numbers and place value

Objective:	Proficient	In Process	Needs Development
Construct relationships between and among quantities using language such as: more than, less than, fewer than, as many as, one more, one less	Builds stacks of Unifix™ cubes, counts them and makes a comparison, such as, “I have more than you.”	Builds stacks of Unifix™ cubes and counts them but does not make comparisons.	Builds stacks of Unifix™ cubes and plays with them without counting them.
Build meaningful relationships by using 5 and 10 frames	Places three beans on his fives frame, one in each space, and is able to tell an adult how many more beans he’ll need to fill it up.	Places three beans on his fives frame in random spaces and is sometimes able to correctly tell an adult how many more beans he’ll need to fill it up.	Places three beans on the fives frame card; not necessarily in the spaces provided and is unable to tell an adult how many more beans he’ll need to fill it up.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.

MMSR Exemplars

Content Area: Mathematics – 1.0 Knowledge of Algebra, Patterns and/or Functions

WSS Indicator: **III C1** Sorts objects into subgroups, classifying and comparing according to a rule.

Fall

Spring

MMSR/SC Indicator: **1A 2** Identify, copy, describe, create, and extend non-numeric patterns

Objective:	Proficient	In Process	Needs Development
Sort a collection of objects according to a rule	Sorts counting bears into three sets and explains that he put the piles of “ little ones first, medium ones next and the biggest ones last.”	Sorts the counting bears into three sets and explains that he put “all the papa bears together, all the mama bears together and all the baby bears together.”	Puts bears into random piles.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Mathematics – 1.0 Knowledge of Algebra, Patterns and/or Functions

WSS Indicator: **III C2 Recognizes, duplicates, and extends patterns.**

Fall

Spring

MMSR/SC Indicator: **1A 2 Identify, copy, describe, create, and extend non-numeric patterns**

Objective:	Proficient	In Process	Needs Development
Recognize the difference between patterns and non-patterns	Observes two friends' string of beads, one whose pattern of colors is the same as her beads and says, "Look! Sarah's and my beads rhyme but Jane's doesn't!"	Points to his string of beads, strung in random order and says, "Look! I made a pattern!" Is unable to describe his pattern, when asked.	Does not demonstrate awareness of patterns.
Represent patterns kinesthetically such as: clap/snap/clap/snap	Correctly copies a hand movement pattern (clap hands/slap knees/clap hands/slap knees), when first modeled by an adult.	Inconsistently copies a hand movement pattern, when first modeled by an adult.	Unable to copy a hand movement pattern, when first modeled by an adult.
Identify patterns in real life situations	Sees the "oxox" shapes on a border and copies the pattern.	Inconsistently recognizes simple patterns.	Unable to identify real life patterns, such as stripes on clothes, etc.
Represent and analyze repeating patterns using no more than 3 objects in the core of the pattern	Strings beads, stacks blocks, or lines up cars, matching and correctly extending an AB pattern shown on a card.	Strings beads, stacks blocks, or lines up cars, matching an AB pattern shown on a card but is unable to extend the pattern.	Strings beads, stacks blocks, or lines up cars indiscriminately.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Kindergarten

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Mathematics – 2.0 Knowledge of Geometry

WSS Indicator: **III D1 Recognizes and describes some attributes of shapes.**

Fall

Spring

MMSR/SC Indicator: **2A 1 Recognize and describe the attributes of plane geometric figures**

2B 1 Recognize, describe, and use the attributes of solid geometric figures

Objective:	Proficient	In Process	Needs Development
Sort and regroup everyday objects and geometric figures according to attributes such as: shape, color, size	Sorts pattern blocks using more than one attribute.	Sorts pattern blocks by one attribute.	Plays with the pattern blocks.
Compare, trace, and reproduce, triangles, circles, squares, and rectangles	Reproduces (in writing or with manipulatives) and describes attributes of a shape when shown a model.	Given a set of similar shapes, traces the shapes (in writing or with manipulatives) and describes a shared attribute, using comparative vocabulary (e.g., same, longer, etc.).	Given two similar shapes, may or may not describe an attribute of one shape without using comparative vocabulary.
Match, sort, and regroup objects according to attributes	Sorts solid figures using more than one attribute.	Sorts solid figures using one attribute.	Plays with solid figures.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Mathematics – 2.0 Knowledge of Geometry

WSS Indicator: **III D2** Shows understanding of and uses direction, location, and position words.

(Fall) Spring

MMSR/SC Indicator: **2 E1** Begin to recognize a transformation

Objective:	Proficient	In Process	Needs Development
Use position words such as over, under, above, on, next to, below, beside, behind	Consistently uses positional language in appropriate context (Ex: "I'm putting that block on top of the tower. That boat can fit under the bridge", etc.), when building in blocks.	Beginning to use positional language in appropriate context, when verbally modeled by an adult (Ex: "I'm putting that block on top of the tower. That boat can fit under the bridge", etc.), when building in blocks.	Places an object in some positions accurately, in response to adult verbal prompting using the positional language (Ex: "Put that block on top of the tower. See if that boat can fit under the bridge", etc.), when building in blocks.
Use spatial reasoning to solve simple puzzles	Perseveres at a challenging puzzle by turning and manipulating puzzle pieces until they fit, sometimes requiring adult encouragement.	Occasionally perseveres at a challenging puzzle by turning and manipulating puzzle pieces until they fit when adult models and provides encouragement.	Completes simple puzzles; does not yet turn or manipulate puzzle pieces to complete more challenging puzzles.

MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

WSS Indicator: **III E1** Orders, compares and describes objects by size, length, capacity and weight.

Fall Spring

MMSR/SC Indicator: **3 A1** Explore measurement units

Objective:	Proficient	In Process	Needs Development
Order, compare and describe objects by attributes such as: length/height, weight, capacity	When exploring with Cuisenaire™ rods of varying lengths, the student lines at least four rods in descending order and says, “Look! I made steps!”	When exploring with Cuisenaire™ rods of varying lengths, the student lines at least four rods in random order and says, “Look! I made steps!”	When exploring with Cuisenaire™ rods of varying lengths, the student builds block towers.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.

MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

WSS Indicator: **III E2** Explores common instruments for measuring during work and play.

(Fall) Spring

MMSR/SC Indicator: **3 A1** Explore measurement units

Objective:	Proficient	In Process	Needs Development
Compare and describe temperature, such as temperature in January as compared to temperature in July	Correctly determines if classmates will need to wear coats to go outside to play during recess. Uses language such as “hot,” “cold,” or “windy” to support his decision.	Occasionally correctly determines if classmates will need to wear coats to go outside to play during recess. Uses language such as “hot,” “cold,” or “windy” to support his decision.	Not consistently accurate about whether classmates will need to wear coats to go outside to play during recess.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

WSS Indicator: **III E3** Estimates and measures using non-standard and standard units.

Fall Spring

MMSR/SC Indicator: **3 B1** Measure in non-standard units

Objective:	Proficient	In Process	Needs Development
Measure length of objects and pictures of objects	Uses linking cubes to measure a variety of found objects in the class and uses mathematical language to describe (Ex: "This car is four cubes long. The pencil is eight cubes long.")	Uses linking cubes to measure a variety of found objects in the class, with adult modeling of the activity and the mathematical language to describe (Ex: "Your car is four cubes long. Your pencil is eight cubes long.")	Uses linking cubes to build towers.

Kindergarten

Explore and compare weight of objects	Observes that the handful of pennies in his pocket is heavy and puts some into his other pocket, commenting, "That feels better."	Tells adult about the handful of pennies in his pocket. Addresses the weight of the pennies with adult help.	May or may not talk about the pennies in his pocket, without commenting on their weight, even with adult verbal prompting.
---------------------------------------	---	--	--

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.

MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

WSS Indicator: **III E4** Shows awareness of time concepts.

Fall Spring

MMSR/SC Indicator: **3 A1** Explore measurement units

Objective:	Proficient	In Process	Needs Development
Recognize time by identifying days of the week and using terms such as: yesterday, today, tomorrow, morning, night, etc.	Names some of the days of the week but may not be in a particular order. Can correctly discuss time events in terms of "today" and "yesterday."	Names the days of the week when singing the "Days of the Week" song. Uses time terms of "today" and "yesterday", without accuracy about when the actual event occurred.	Refers to events occurring "today," without demonstrating knowledge of the days of the week.

Kindergarten

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Mathematics – 4.0 Knowledge of Statistics

WSS Indicator: **III F1** Begins to collect data and make records using lists or graphs.

Fall Spring

MMSR/SC Indicator: **4 A1** Collect, organize, and display data
4 B1 Analyze data

Objective:	Proficient	In Process	Needs Development
Collect data by answering a question	Asks each classmate the “Question of the Day” (Ex: Do you like pizza?) and records their responses (ex., makes tally marks on paper); data may not be organized.	Asks each classmate the “Question of the Day” (Ex: Do you like pizza?) without recording responses.	Asks the same few classmates over and over the “Question of the Day” (Ex: Do you like pizza?) without recording responses.
Organize and display data to make real and/or picture graphs	When making a class graph of student eye color, student can correctly place herself in the row and square designated for students with brown eyes, with adult prompting.	When making a class graph of student eye color, student attempts to place herself in the row designated for students with brown eyes, with adult prompting; may be in the same square with another child.	When making a class graph of student eye color, student randomly stands on graph, requiring adult prompts and physical assistance to find the correct row and space.

Kindergarten

<p>Compare and describe data from real graphs to answer a question</p>	<p>Begins to communicate about and use mathematical language about what he sees when looking at a real graph of favorite apples (Ex: "Red is the most.").</p>	<p>Can point correctly to what he sees when looking at a real graph of favorite apples (Ex: "Which color apple has the most?").</p>	<p>Does not interpret what he sees when looking at a real graph of favorite apples, even with adult verbal prompting.</p>
--	---	---	---

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Science

Kindergarten



MMSR Exemplars

Content Area: Science – 1.0 Skills and Processes

WSS Indicator: **IV A1 Seeks information through observation, exploration, and descriptive investigations.**

Fall Spring

MMSR/SC Indicator: **1A 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**

Objective:	Proficient	In Process	Needs Development
Seek information through reading, observation, and investigations	Gathers information by looking at books about a science topic being studied, such as different types of trees.	With teacher guidance, gathers information by looking at book about a science topic being studied, such as different types of trees.	With teacher guidance, is unable to gather information by looking at books about a science topic, which is being studied, such as different types of trees.
Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena/events	Observes that a plant in the class has leaves that are turning yellow and suggests putting the plant outside to get more sun.	Observes that a plant in the class has leaves that are turning yellow, and does not make a suggestion for what to do about it.	Does not notice or comment that a plant in the class has leaves that are turning yellow.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Science – 1.0 Skills and Processes

WSS Indicator: **IV A2** Use simple tools and equipment to extend the senses and gather data.

Fall

Spring

MMSR/SC Indicator: **1A 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

Objective:	Proficient	In Process	Needs Development
Use tools such thermometers, magnifiers, rulers, or balances to extend their senses and gather data	Uses a variety of simple tools appropriately, such as a hand lens to aide in seeing small objects, a ruler to determine length of an object, a balance to compare the mass of 2 objects.	Uses simple tools appropriately, with teacher guidance, such as a hand lens to aid in seeing small objects, a ruler to determine length of an object, a balance to compare the mass of 2 objects.	May or may not engage in functional play with, and random use of, simple tools.

*Student with physical limitations may need physical assistance to use or create tools to be used.

MMSR Exemplars

Content Area: Science – 1.0 Skills and Processes

WSS Indicator: **IV A3** Forms explanations and communicates scientific information.

Fall

Spring

MMSR/SC Indicator: **1B 1** People are more likely to believe your ideas if you can give good reasons for them
1C 1 Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question

Objective:	Proficient	In Process	Needs Development
Describe things as accurately as possible and compare observations with those of others	After planting flowers in the school garden, student draws/composes a picture of the flowers, including many details in his drawing, such as roots, stems, veins on leaves, individual petals, etc.	After planting flowers in the school garden, student draws/composes a picture of the flowers with very few details.	After planting flowers in the school garden, with prompting from adult, student does not attempt to draw to represent the experience or the flowers.
Develop reasonable explanations for observations made, investigations completed and information gained	Offers the explanation, “the colors just melt together” when observing easel paints being mixed together to create a new color.	Offers the explanation, “It’s just magic,” when observing easel paints being mixed together to create a new color.	Offers no explanation for why a new color is created when easel paints are mixed together.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Science - 4.0 Chemistry

WSS Indicator: **IV B1** Identifies, describes, and compares properties of objects. Fall Spring

MMSR/SC Indicator: **4A 1** Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations

Objective:	Proficient	In Process	Needs Development
Based on the data, describe the observable properties, such as size, shape, color, and texture of a variety of objects	Describes objects using color, shape, texture, size, and weight, such as a ball looks <i>round</i> , a shell feels <i>bumpy</i> , a rock feels <i>heavy</i> .	Labels objects or describes them without using vocabulary related to their attributes, such as an orange looks <i>like a ball</i> , a shell feels <i>like a rock</i> .	Labels objects without describing them.
Identify and compare the properties of the materials objects are made of and the properties of the objects	Identifies and puts into groups which objects sink and which float at the water table and based on observations, offering a reasonable explanation for why (Ex: "All the metal things sink because they are heavy and all the paper things float because they are light.")	Identifies and puts into groups which objects sink and which float at the water table without offering a reasonable explanation for why (Ex: "All the metal things sink and all the paper things float.")	Randomly manipulates both objects that float and objects that sink at the water table.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Science – 3.0 Life Science

WSS Indicator: **IV C1** Observes and describes characteristics, basic needs, and life cycles of living things.

Fall

Spring

MMSR/SC Indicator: **3C 1** Observe, describe, and compare the life cycles of different kinds of animals and plants
3E 1 Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival

Objective:	Proficient	In Process	Needs Development
Identify and draw pictures that show what an animal and/or a plant looks like at each stage of its life cycle	Uses concrete materials and consistently sequences the growth of a plant, such as a pumpkin or apple.	Uses concrete materials and inconsistently sequences the growth of a plant, such as a pumpkin or apple.	Does not demonstrate awareness of sequences of plant growth.
Make observations of the features and behaviors of different kinds of plants within an environment to identify and list some of the basic needs these organisms share, such as water, air, etc.	Shares an observation that a classroom plant needs water and light to grow.	Shares an observation that a classroom plant needs water because it is drooping.	Does not demonstrate interest in or awareness of caring for plants.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.

MMSR Exemplars

Content Area: Science – 2.0 Earth/Space Science

WSS Indicator: **IV D1** Explores and identifies properties of rocks, soil, water and air.

(Fall)

Spring

MMSR/SC Indicator: **2A 1** Investigate objects and materials in the environment

Objective:	Proficient	In Process	Needs Development
Observe and describe a variety of natural and human-made objects found in familiar environments	Identifies a variety of objects that are naturally occurring (rocks, grass, trees) and those made by workers (benches, playground equipment), when on the school playground.	Identifies 1 or 2 objects that are naturally occurring (rocks, grass, trees) and those made by workers (benches, playground equipment), when on the school playground. Still confuses some objects.	Does not comment or respond to comments about natural or human-made objects.
Describe that objects and materials on Earth's surface can change over time	Consistently notices and comments on the changing color of the leaves, how a puddle on playground dries up over time, how the class plant is growing taller, etc.	Occasionally notices and comments on the changing color of the leaves, how a puddle on playground dries up over time, how the class plant is growing taller, etc.	Does not notice or comment on the changing color of the leaves, how a puddle on playground dries up over time, how the class plant is growing taller, etc.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Science – 2.0 Earth/Space Science

WSS Indicator: **IV D2** Begins to observe and describe simple seasonal and weather changes.

Fall

Spring

MMSR/SC Indicator: **2E 2** Investigate and gather information about changes in weather

Objective:	Proficient	In Process	Needs Development
Observe and describe different weather conditions using senses	Goes outside to observe the sky, feel the air temperature, etc. to determine if the class can go outside to play for recess. Uses language, such as hot, cold, sunny, rainy, cloudy, etc. to support his decision.	Goes outside to observe the sky, feel the air temperature, etc. to determine if the class can go outside to play for recess. Uses limited language (hot, cold) to support his decision.	Does not describe the weather he observes in order to determine if the class can go outside to play for recess, or needs teacher prompting to do so.
Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.	Using weather graph in class, student is able to identify the weather icons and determine how many days this week were sunny, cloudy, etc.	Using the weather graph in class, student is able to identify some of the weather icons of sunny, rainy, cloudy, etc.	Student does not respond to the icons on the weather graph to determine how many days this week were sunny, cloudy, etc., or needs teacher prompting to do so.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Kindergarten

Social Studies

Kindergarten



MMSR Exemplars

Content Area: Social Studies – 2.0 Peoples of the Nations and World

WSS Indicator: **V A1** Identifies similarities and differences in people’s characteristics, habits, and living patterns.

Fall Spring

MMSR/SC Indicator: **2A 1** Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same needs

Objective:	Proficient	In Process	Needs Development
Use experiences to give examples of different choices people make about meeting their human needs for food, clothing, shelter	Identifies the special clothing or food brought to school and describes its relationship to some holidays and special occasions.	Identifies the special clothing or food brought to school but is not able to describe its relationship to some holidays and special occasions.	Does not identify special clothing or food brought to school or describe its relationship to some holidays and special occasions.
Recognize customs, interests, skills and experiences that make individuals and families in their immediate environment unique	Identifies more than one family tradition during class discussion, such as family reunions or visiting relatives.	Identifies one family tradition during class discussion when prompted by the teacher.	Shares unrelated experiences when asked about family traditions.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Social Studies – 1.0 Political Science

WSS Indicator: **V A2** Demonstrates beginning awareness of state and country.

Fall

Spring

MMSR/SC Indicator: **1A 2** Identify symbols and practices associated with the United States of America

Objective:	Proficient	In Process	Needs Development
Identify common symbols, such as the American Flag, Statue of Liberty	Notices and points out the American Flag in the classroom as well as other places in the school or on the school grounds. Asks to hold the flag when saying the Pledge of Allegiance.	Notices the American Flag in the classroom and asks to use it as a pointer to read around the room.	Does not notice the American Flag in the classroom.
Recognize that saying the Pledge of Allegiance and singing the National Anthem are practices associated with being a citizen	Stands with hand on heart and says the Pledge of Allegiance with the class, mispronouncing or omitting some words. Says, "My uncle takes his hat off when he says this."	Stands with hand on heart and attempts to imitate classmates or an adult as they say the Pledge of Allegiance.	Does not attend as the class says the Pledge of Allegiance.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Social Studies - 5.0 History

WSS Indicator: **V A3** Shows some awareness of time and how the past influences people's lives.

Fall Spring

MMSR/SC Indicator: **5A 1** Distinguish among past, present, and future time

Objective:	Proficient	In Process	Needs Development
Identify and describe events of the day in chronological order	Recalls 3-4 events of the school day in order of occurrence, when prompted by an adult.	Recalls 2-3 events of the school day, but not in the correct order, when prompted by an adult.	Does not recall any events of the day when prompted by an adult.
Describe daily events in terms of yesterday, today and tomorrow	Describes events correctly in terms of <i>today</i> and <i>tomorrow</i> (Ex: "I am going to Bill's house tomorrow." "Today is my birthday.").	Uses the words in conversation, but inconsistent use of them in the correct time context (Ex: "I will be coming to school yesterday.").	Does not use the words when describing events that occurred in the past.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Social Studies - 4.0 Economics

WSS Indicator: **V B1** Begins to understand how people rely on others for goods and services.

(Fall) Spring

MMSR/SC Indicator: **4A 1** Describe choices people make because of unlimited economic wants

Objective:	Proficient	In Process	Needs Development
Explain that goods are things that people make or grow	Student who is good at making paper flowers, makes one for every student in the class and gives them out at dismissal time.	Student who is good at making paper flowers makes one and gives it to another child, but asks for it back.	Student who is good at making paper flowers refuses to make one for a student who asks.
Identify situations where people make choices about goods they want	Student chooses to create a detailed artwork at the art center. With occasional adult verbal explanation, he understands he will not have enough time to also play at the Lego™ table, during free choice centers.	Student chooses to create a detailed artwork at the art center but requires consistent adult verbal explanation to help him understand this means he will not have enough time to also play at the Lego™ table, during free choice centers.	Student chooses to create a detailed artwork at the art center, does not understand and gets upset when he doesn't have time to also play at the Lego™ table, during free choice centers, even with adult verbal explanation.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to produce/create artwork.



MMSR Exemplars

Content Area: Social Studies – **1.0** Political Science; **4.0** Economics

WSS Indicator: **V B 2** Describes some people’s jobs and what is required to perform them.

Fall

Spring

MMSR/SC Indicator: **1C 1** Describe the roles, rights and responsibilities of being a member of the family/school

4A 2 Identify that resources are used to make products

Objective:	Proficient	In Process	Needs Development
Describe the roles of members of the school, such as principal, crossing guard, bus driver, and teachers	Identifies a variety of common jobs in the school.	Identifies a variety of common jobs in the school after teacher shares a book or shows pictures.	Does not identify a common job in the school, or needs teacher prompting to do so.
Describe some jobs and what is required to perform them	Gives simple explanations about what workers do and identifies some tools used to perform specific jobs.	Identifies what workers do and some of the tools they use to perform specific jobs.	Does not identify any tools used by workers when performing their jobs, or needs teacher prompting to do so.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Social Studies - 4.0 Economics

WSS Indicator: **V B3** Begins to be aware of technology and how it affects life.

Fall Spring

MMSR/SC Indicator: **4A 3** Explain how technology affects the way people live, work, and play

Objective:	Proficient	In Process	Needs Development
Begin to be aware of technology and how it affects life	Describes how forms of technology are used in the classroom, such as the telephone or television.	Identifies what forms of technology are used in the classroom.	Does not identify ways that forms of technology are used in the classrooms, or does so with teacher prompting.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Social Studies – 1.0 Political Science; 2.0 Peoples of the Nations and World

WSS Indicator: **V C1 Demonstrates awareness of the reasons for rules.**

Fall

Spring

MMSR/SC Indicator: **1A 1 Identify the importance of rules**

2C 1 Demonstrate how groups of people interact

Objective:	Proficient	In Process	Needs Development
Identify reasons for classroom and school rules, maintaining order and keeping the community safe	Helps the teacher to establish classroom rules by suggesting an appropriate rule.	Participates in the classroom discussion about rules but does not offer a suggestion.	Shows little interest in classroom discussion and does not contribute or give suggestions.
Recognize rules can help promote fairness, responsible behavior and privacy	Communicates rules for choice during center time and complies with rules, such as limiting four people in the library.	Communicates rules for choice but occasionally does not comply with rules during center time, such as adhering to a limited number of children allowed at a center.	Does not communicate nor frequently comply with rules during center time.
Identify, discuss and demonstrate appropriate social skills at home and in school	Consistently listens/attends to a speaker, takes turns in a group game, settles disagreements by compromising, with adult guidance.	Occasionally listens/attends to the speaker, takes turns in a group game, settles disagreements by compromising, with adult modeling and verbal guidance.	Does not take turns in a group game; requires frequent adult intervention to settle disagreements.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Social Studies – 1.0 Political Science

WSS Indicator: **V C2** Shows beginning understanding of what it means to be a leader.

Fall

Spring

MMSR/SC Indicator: **1C 1** Describe the roles, rights and responsibilities of being a member of the family and school

Objective:	Proficient	In Process	Needs Development
Describe the roles, rights and responsibilities of family members	Communicates what family members do in the home and attributes specific jobs to each member (Ex: "Mom drives me to school every day. My brother has to watch me when he gets home from high school").	Confuses activities that occur in the home with jobs and responsibilities (Ex: "Daddy watches football on TV. I sleep in a bed. Marcie plays Barbies.").	Says "I don't know" when asked to communicate what family members do in the home.
Identify and describe rights and responsibilities in the classroom and family	Effectively carries out his weekly job in the classroom (Ex: line leader, messenger, calendar helper, weather checker, etc.) with minimal reminders from an adult.	Needs frequent reminders throughout the school day to complete his weekly classroom job (Ex: line leader, messenger, calendar helper, weather checker, etc.).	Requires daily modeling and reminders by an adult to carry out his weekly classroom job (Ex: line leader, messenger, calendar helper, weather checker, etc.).
Describe the roles of members of the school, such as principal, bus driver, teacher, etc.	Identifies a variety of common jobs in the school.	Identifies a variety of common jobs in the school after teacher shares a book or shows pictures.	Does not identify a common job in the school, or does so with teacher support.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

MMSR Exemplars

Content Area: Social Studies – 3.0 Geography

WSS Indicator: **V D1** Expresses beginning geographic thinking.

Fall

Spring

MMSR/SC Indicator: **3A 1** Identify and describe how a globe and maps can be used to help people locate places

Objective:	Proficient	In Process	Needs Development
Identify pictures and photographs that represent places on a map, such as a playground, fire station	When looking at family photos brought to school, student is able to describe most features and places near his home, family and neighborhood, such as backyard landmarks, streets, playgrounds, parks, churches, stores, etc.	When looking at family photos brought to school, student is able to describe a few features and places near his home, family and neighborhood, such as backyard landmarks, streets, playgrounds, parks, churches, stores, etc.	When looking at family photos brought to school, student is unable to describe features and places near his home, family and neighborhood, such as backyard landmarks, streets, playgrounds, parks, churches, stores, etc.
Identify a location by using terms such as, near-far, above-below, here-there	Uses location terms frequently when building in blocks (Ex: "The park is far away from my house. I live right here in this house. Let's drive the car over there by the fence.").	Beginning to use location terms occasionally when building in blocks (Ex: "The park is by my house. I live way far away. Put the store here.").	Does not use location terms when building in blocks (Ex: "This is the park. I live in a house like this one. Let's drive in the car to the restaurant.").

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to build with blocks.

MMSR Exemplars

Content Area: Social Studies – 3.0 Geography

WSS Indicator: **V D2** Shows beginning awareness of the relationship between people and where they live.

Fall

Spring

MMSR/SC Indicator: **3B 1** Describe places in the immediate environment using natural/physical and human-made features

Objective:	Proficient	In Process	Needs Development
Identify land forms (such as mountains, hills) and identify bodies of water (such as ponds, lakes, rivers, etc.)	Identifies by name the most common land forms and bodies of water when looking at pictures in books and prompted by an adult (Ex: mountain, hill, lake, ocean, river).	Points to some common land forms and bodies of water when looking at pictures in books and asked by an adult (Ex: “Where is the river?, lake?, mountain?, etc.).	Does not identify the most common land forms and bodies of water when looking at pictures in books and verbally prompted by an adult (Ex: “Where is the river?, lake?, mountain?, etc.).
Identify human-made features of places in their immediate environment (such as buildings, sidewalks, streets, bridges, etc.)	Communicates frequently about and uses the names of the common human-made features he encounters when on a walk around the school grounds or playing on the playground, (Ex: “Can I go sit on that bench? We’re playing on the basketball court., That’s like the bridge in the story!”).	Occasionally communicates about the common human-made features he encounters when on a walk around the school grounds or playing on the playground, (Ex: “Can I go sit on that bench? We’re playing on the basketball court., That’s like the bridge in the story!”).	Does not communicate about or name the common human-made features he encounters on the playground or park.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

The Arts

Kindergarten



MMSR Exemplars

Content Area: Fine Arts - 1.0 Music

WSS Indicator: **VI A1 Participates in group music activities.**

Fall Spring

MMSR/SC Indicator: **1A 2 Experience performance through singing and playing instruments, and listening to the performances of others**

Objective:	Proficient	In Process	Needs Development
Experiment with vocal sounds, such as singing, speaking, whispering, and calling, that use a variety of pitches within a limited vocal range	Sings or chants during group music activities using voice in a variety of ways.	Inconsistently sings or chants during group music activities.	Looks around or does not participate during group music activities.
Explore steady beat through singing, speaking, and playing classroom instruments	Consistently imitates with instrument two and three beat rhythm after attending to teacher demonstration.	Inconsistently imitates with instrument two and three beat rhythm after attending to teacher demonstration.	Does not imitate two or three beat rhythm.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding. If student is hearing impaired, the first objective may not be applicable.



MMSR Exemplars

Content Area: Fine Arts - 1.0 Dance; 1.0 Music; 3.0 Theatre: Creative Expression and Production

WSS Indicator: **VI A2 Participates in creative movement, dance, and drama.**

Fall Spring

MMSR/SC: **1A 2 Dance - Demonstrate kinesthetic awareness and technical proficiency in dance movement**

1A 3 Music - Responds to music through movement

3A 1 Theatre - Use a variety of theatrical elements to communicate ideas and feelings

Objective:	Proficient	In Process	Needs Development
Execute memorized movement phrases	Creates innovative movements in response to parts of movements introduced by teacher such as, moving to music using two steps, twirling, or rolling.	Creates innovate movement including one or two parts to a three-step movement phrase.	Does not create innovative dance with teacher direction.
Demonstrate understanding of personal space while moving to music	Imitates animal movements suggested by the teacher during a movement activity, such as listening to "Peter and the Wolf" and moving like the cat in the meadow.	Imitates animal movements suggested by the teacher during a movement activity but moves out of character.	Participates in a movement activity; acts out movement unrelated to the teacher's suggestion.
Pantomime familiar short stories	Pantomimes specific actions from familiar experiences with nuance, such as calling a friend on a phone with many variations and facial expressions.	Pantomimes basic actions from familiar experiences, such as calling a friend on a phone with few expressions and variations.	Does not pantomime actions from familiar experiences.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Fine Arts –Visual Arts 3.0 - Creative Expression and Production

WSS Indicator: **VI A3 Uses a variety of art materials to explore and express ideas and emotions.**

Fall Spring

MMSR/SC Indicator: **3A 1 Create images and forms from observation, memory, and imagination**

Objective:	Proficient	In Process	Needs Development
Create artworks that explore the uses of color, line, shape, and texture to express ideas	Begins to use art materials, such as clay, paint, markers, colored pencils, with a purpose in mind such as discussing features of a natural storm and how to use color and shapes for drawing.	Experiments with art materials without a clear plan.	Uses art materials but does not complete art work.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with art materials.



MMSR Exemplars

Content Area: Fine Arts - 1.0 Dance; 4.0 Visual Arts; 4.0 Theatre

WSS Indicator: **VI B1 Responds to artistic creations or events.**

Fall Spring

- MMSR/SC: **1A 3** Music - Respond to music through movement
 1A 3 Dance - Respond to dance through observation, experience, and analysis
 4A 1 Visual Arts - Develop and apply criteria to evaluate personally created artworks and the artworks of others
 4A 1 Theatre - Identify, analyze, and apply criteria to assess individual and group theatre processes

Objective:	Proficient	In Process	Needs Development
Follow simple directions or verbal cues in singing games	Frequently participates in moving, singing along or following directions in songs sung during group time.	Occasionally participates in moving, singing along or following directions in songs sung during group time.	Does not participate in moving, singing along or following directions in songs sung during group time.
Apply the language of dance to observed movement from different genres	Creates a movement that responds to the beat of a musical selection.	Dances to a variety of music genre, such as jazz, rock, ethnic, and classical.	Imitates modeled dance movements, or shows no interest in responding to music/movement.
Observe, describe, and respond to selected artworks	Reviews own artwork created over the past weeks and selects a few of them to take home.	Reviews own artwork, needing teacher guidance to make a selection.	Reviews own artwork with teacher guidance but does not make a selection.
Observe, describe, and respond to theatrical experiences	Watches a dramatization and shows interest in responding to the experience.	Watches a dramatization and shows limited interest in responding to the experience.	Does not show interest in watching a dramatization.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Physical Development & Health

Kindergarten



MMSR Exemplars

Content Area: Physical Development - 1.0 – Skillfulness; 2.0 Biomechanical Principles

WSS Indicator: **VII A1 Moves with balance and control.**

Fall Spring

MMSR/SC Indicator: **1A 1 Practice fundamental movement skills**
2B1 Experience the concept of balance through movement

Objective:	Proficient	In Process	Needs Development
Demonstrate locomotor skills, such as walking, galloping, running, hopping, and jumping	Participates in a variety of movement activities during outside play, recess or organized group movement activities.	Participates in some movement activities during outside play, recess or organized group movement activities.	Participates in minimal movement activities during outside play, recess or organized group movement activities.
Demonstrate static and dynamic balance concepts through movement	Moves smoothly around the classroom on foot or using a wheelchair or walker rarely bumping into furniture or objects.	Moves through the classroom and school, on foot or using a wheelchair or walker occasionally stopping, tripping, or bumping into objects.	Bumps into objects and trips frequently while moving inside and outdoors on foot or using a wheelchair or walker.

MMSR Exemplars

Content Area: Physical Development – 3.0 Motor Learning Principles; 1.0 - Skillfulness

WSS Indicator: **VII A2** Coordinates movements to perform tasks.

MMSR/SC Indicator: **1A1** Show fundamental movement skills

1C1 Practice skill themes

4A1 Experience a variety of age appropriate activities



Spring

Objective:	Proficient	In Process	Needs Development
Demonstrate a variety of locomotor and non-locomotor skills using various speeds	Participates in a variety of movement activities during outside play, recess or organized group movement activities. Transitions smoothly from one movement type to another (Ex: run-stop, walk-run, etc.)	Participates in some movement activities during outside play, recess or organized group movement activities. Practicing smooth transitions from one movement type to another (Ex: run-stop, walk-run, etc.)	Participates in minimal movement activities during outside play, recess or organized group movement activities. Transition from one movement type to another may require stopping, extra time, or teacher support (Ex: run-stop, walk-run, etc.).
	Pedals a ride on toy with ease, using the handlebars to steer away from obstacles.	Pedals a ride on toy with some prompting to steer away from obstacles.	Needs assistance to pedal a ride on toy, has no regard for steering away from obstacles.
	Attempts sequenced movements such as hopscotch, jumping first on 2 feet, then on one foot.	Attempts sequenced movements such as hopscotch, jumping first on 2 feet, then on one foot with adult modeling and prompting.	Does not attempt sequenced movements in games such as hopscotch.
Demonstrate striking a light weight object with different body parts	Coordinates arm, hand and body movements to successfully grasp scarf from one peer and pass it around the circle to hand it to another.	Beginning to coordinate arm, hand and body movements to grasp scarf from one peer and pass it around the circle to hand it to another. Occasionally drops scarf.	Needs extra time or teacher support to coordinate arm, hand and body movements to grasp scarf from one peer and pass it around the circle to hand it to another.
Demonstrate throwing objects using an underhand and overhand throwing process	Controls tossing a beanbag up into the air with two hands so he is able to catch it most of the time.	Beginning to control tossing a beanbag up into the air with two hands; able to catch it occasionally.	Does not control tossing a beanbag up into the air with two hands; needs teacher support to catch it.

*Student with physical limitations may require physical assistance or adaptive equipment.

MMSR Exemplars

Content Area: Physical Development – 3.0 Motor Learning Principles

WSS Indicator: **VII B1** Uses strength and control to accomplish tasks.

(Fall Spring)

MMSR/SC Indicator: **4A 1** Experience a variety of age appropriate activities

3A 1 Recognize that skills will develop over time with appropriate practice and use of the correct cues

Objective:	Proficient	In Process	Needs Development
Show basic motor skills, using imitation, as a means for motor skill improvement	Engages in and perseveres at a variety of activities that require small muscle control, such as attempting to use a stapler, scotch tape dispenser, taking lids off toy tubs and replacing them, making play dough snakes and balls, etc.	Attempts and perseveres when prompted by an adult at a variety of activities that require small muscle control, such as attempting to use a stapler, scotch tape dispenser, taking lids off toy tubs and replacing them, making play dough snakes and balls, etc.	Does not attempt or persevere at a variety of activities that require small muscle control, such as attempting to use a stapler, scotch tape dispenser, taking lids off toy tubs and replacing them, making play dough snakes and balls, etc. even with adult modeling and prompting.
	Pulls a peer in a wagon with some effort.	Attempts and perseveres in pulling a peer in a wagon, asking for help from another child or adult.	Has difficulty pulling a peer in a wagon. May fall or become frustrated.

*Student with physical limitations may require physical assistance or adaptive equipment.



MMSR Exemplars

Content Area: Physical Development – 1.0 Skillfulness - 3.0 Motor Learning Principles

WSS Indicator: **VII B2 Uses eye-hand coordination to perform tasks.**

Fall

Spring

MMSR/SC Indicator: **1A 1 Show fundamental movement skills**

3A 1 Recognize that skills will develop over time with appropriate practice and use of the correct cues

Objective:	Proficient	In Process	Needs Development
Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping	Moves forward through an obstacle course using a variety of movements.	Moves forward through an obstacle course.	Needs teacher support, or does not attempt to move through an obstacle course.
Show basic motor skills using imitation as a means for motor skill development	Completes a frameless puzzle with 15-20 pieces, using the picture on the box cover as a guide.	Completes a framed puzzle with about 15 pieces using outlines of the pieces as a guide.	Does not complete a framed puzzle.
	Traces through a maze that consists of curved and straight lines, copies shapes in writing or	Traces through a maze, deviating from the path on occasion. Copies shapes with fair accuracy	Attempts to trace through a maze, but deviates consistently outside of the line. Is not able to copy

Kindergarten

	with manipulatives.	in writing or with manipulatives.	shapes in writing or with manipulatives.
--	---------------------	-----------------------------------	--

*Student with physical limitations may require physical assistance or adaptive equipment.

MMSR Exemplars

Content Area: Physical Development – 3.0 Motor Learning Principles
Language and Literacy Development - 5.0 – Controlling Language

WSS Indicator: **VII B3** Uses writing and drawing tools with some control.

Fall Spring

MMSR/SC Indicator: **3A 1** Recognize that skills will develop over time with appropriate practice and us of the correct cues
5D 1 Produce writing that is legible to the audience

Objective:	Proficient	In Process	Needs Development
<p>Demonstrate fundament movement skills and skill themes using teacher cues for skill improvement</p>	<p>Uses markers, crayons, etc. with control; able to keep marks on the paper. Beginning to hold pencil correctly with only verbal reminders from an adult. May use adapted equipment (utensil holders, pencil grips) for physical limitations</p>	<p>Beginning to control use of markers, crayons, etc.; occasionally marks stray off the paper. Needs frequent reminders and modeling by an adult to hold pencil correctly. May use adapted equipment (utensil holders, pencil grips) for physical limitations.</p>	<p>Unable to use markers, crayons, etc. with control; unable to control markings to the intended surface. Holds writing implements in fist. May use adapted equipment (utensil holders, pencil grips) for physical limitations.</p>
<p>Develop fine motor skills necessary to control and sustain handwriting</p>	<p>Engages in a variety of activities during centers that strengthen the muscles of the hand, including playing with play dough, building with Legos™, stringing beads, turning pages of a book, etc.</p>	<p>Engages in some activities during center time that strengthen the muscles of the hand, including playing with play dough, building with Legos™, stringing beads, turning pages of a book, etc. when prompted by an adult.</p>	<p>Minimal engagement in activities to strengthen muscles of the hand, including playing with play dough, building with Legos™, stringing beads, turning pages of a book, etc. Needs constant adult guidance and modeling.</p>

*Student with physical limitations may require physical assistance.



MMSR Exemplars

Content Area: Health Education - 7.0 Disease Prevention and Control

WSS Indicator: **VII C1 Performs self-care tasks competently.**

Fall Spring

MMSR/SC Indicator: **7B 1 Identify ways to reduce risk for becoming sick**

Objective	Proficient	In Process	Needs Development
List actions to prevent illness: such as washing hands, covering sneeze/cough, and getting immunized (shots)	Usually remembers to wash hands after using tissues to wipe nose and throws the tissues into the waste basket.	Uses tissues to wipe nose when reminded and throws the tissues into the wastebasket.	Does not often use tissues to wipe nose even when reminded, or requires help to do so.



MMSR Exemplars

Content Area: Health Education - **5.0** Safety and Injury Prevention; **6.0** Nutrition and Fitness

WSS Indicator: **VII C2** Shows beginning understanding of and follows health and safety rules.

Fall

Spring

MMSR/SC Indicator: **5A1** Recognize how to respond appropriately to emergency situations
6E1 Recognize the relationship between food and health

Objective:	Proficient	In Process	Needs Development
Recognize how to respond appropriately to an emergency situation (e.g. tell an adult; call 911)	Follows standard fire safety procedures.	Follows standard fire safety procedures with teacher guidance.	Is unable to follow standard fire safety procedures.
Explain how food affects the body	Contributes ideas to a class list of healthy snacks (e.g., apples and cheese).	Contributes an idea to a class list of healthy snacks.	Given a choice of a healthy or unhealthy snack, needs modeling to determine which is the healthy snack.

Kindergarten