



Maryland Model for School Readiness (MMSR)

Kindergarten Expanded Exemplars ~ Spring/Exit

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Kindergarten

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. In the spring of 2005 and again in the summer of 2006, the MMSR standards were revised to reflect the Voluntary State Curriculum (VSC) content standards, indicators and objectives. In addition, the MMSR Fall and Spring Exemplars were both developed to provide assessment criteria or guidelines for the kindergarten and pre-kindergarten MMSR standards.

Note: *The Arts and Physical Education and Health VSC are still in draft form.*

What are the Expanded MMSR Exemplars?

The expanded 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 Pre-kindergarten WSS™ Checklist indicators, and all 51 of the Preschool-3 WSS™ Checklist indicators for Fall and Spring. The exemplars are based on the MMSR/VSC standards, indicators, and learning objectives. They describe documented student skills and behaviors at the objective level, linking learning objectives to MMSR/VSC indicators. (Note: The VSC standards span grades Prekindergarten through 8. Therefore, the MMSR Preschool-3 Exemplars are based on precursor skills to the VSC standards for Prekindergarten, as well as on the Guidelines for Healthy Child Development and Care for Young Children (Birth-Age 3) voluntary guidelines, indicators, and learning objectives.

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 pre-kindergarten can use this same updated MMSR Exemplars Booklet, 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.

How to use the MMSR Exemplars?

There are two principle ways in which the MMSR Exemplars can be used:

- **MMSR/School Readiness:**
 - To assess readiness for kindergarten through completing summative evaluations of students on the 30 highlighted K level indicators in the fall during the first two weeks in November;
 - To measure progress against the 30 highlighted K level indicators in the spring during the last two weeks in May.

- **Early Childhood Accountability System (ECAS):**
 - To assess **Status At Entry** on all 66 K level indicators for children newly identified with initial IEPs in effect between July 1 and September 30 of each year, ratings to be completed during the first two weeks in November;
 - To measure **Progress At Exit** on all 66 K level indicators for children with IEPs prior to exiting their kindergarten year; **Progress At Exit** measures are to be completed for all children with a **Status At Entry** measure who participated in preschool special education services for at least six months.

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?"

Related to the two principle ways in which the Exemplars can be used it is important to remember that for:

- **MMSR/School Readiness:**
 - Fall exemplars describe expectations for the fall of the school year.
 - Spring 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 make ratings on all 66 WSS indicators for Kindergarten, and/or to collect spring information¹ on students.

- **Early Childhood Accountability System (ECAS):**
 - **Fall/Entry exemplars (for all 66 indicators – highlighted and expanded)** are to be used to measure the developmental status of children with IEPs in relationship to expectations for typically developing peers; it is recommended that the Fall/Early exemplars be used for children with IEPs whose chronological age falls from 5 years 0 months through 5 years 5 months of age.
 - **Spring/Exit exemplars (for all 66 indicators – highlighted and expanded)** are to be used to measure the developmental status of children with IEPs in relationship to expectations for typically developing peers; it is recommended that the Spring/Exit exemplars be used for children with IEPs whose chronological age falls from 5 years 6 months through 5 years 11 months of age.

Note: For children turning 6 during the kindergarten year, the Spring/Exit exemplars would still be the appropriate set of exemplars to use for the Progress at Exit measure.

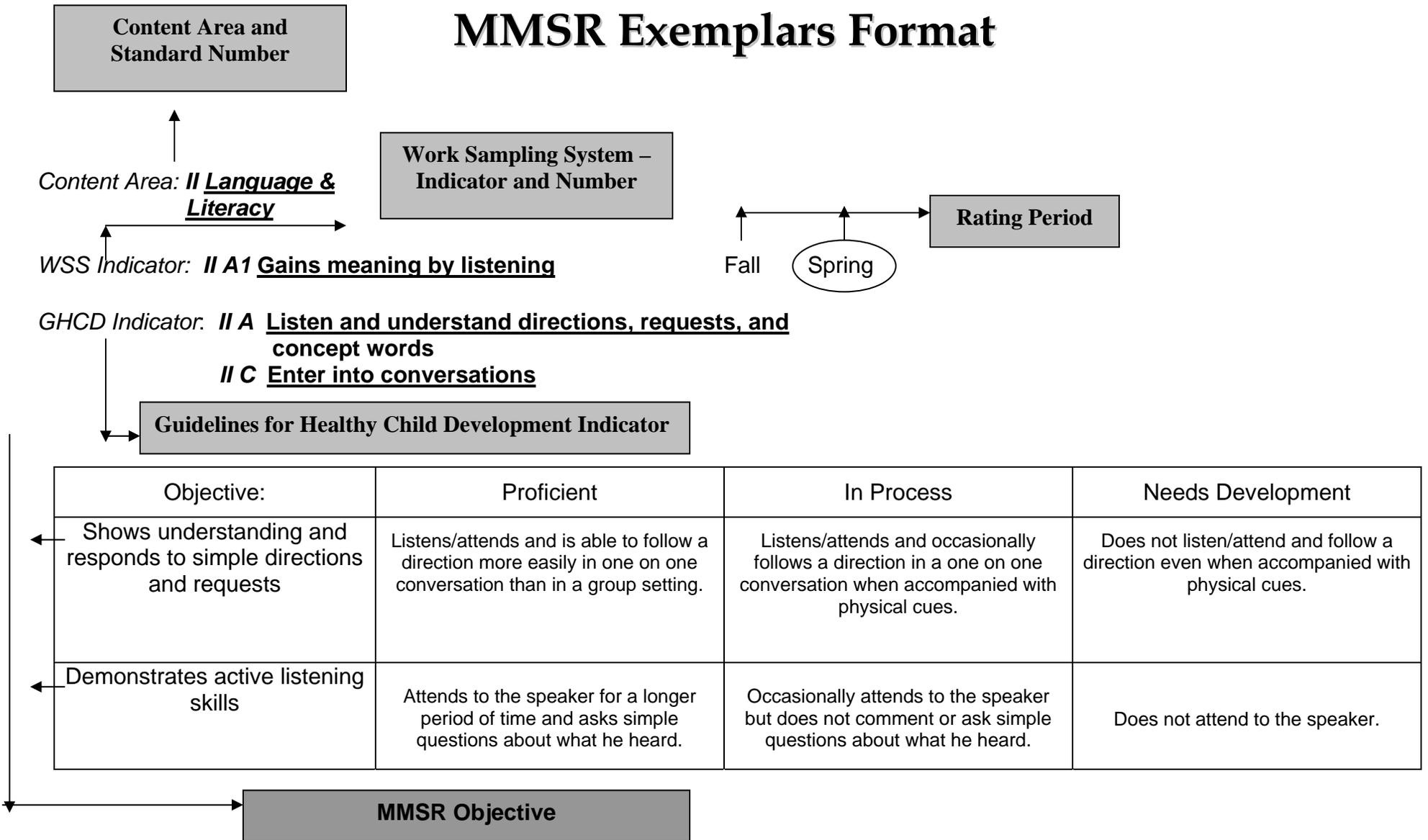
According to federal special education requirements², additional information may need to be collected on students with IEPs when they 'enter' or 'exit' special education services. ***Therefore, to provide clarification for professionals using the WSS to assess kindergarteners and preschoolers upon 'entry' 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 new 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



Personal / Social

MMSR Exemplars

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

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

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
<p>Attempt new play and learning experiences independently and purposefully</p>	<p>Takes initiative to engage in new activity at a literacy center after it has been presented to the class by the teacher.</p>	<p>Engages in new activity at a literacy center when prompted, verbally directed, or given a visual prompt by an adult.</p>	<p>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.</p>
<p>Know resources are available in the classroom and how to use them</p>	<p>Independently finds and uses the class pencil sharpener, paper towels to dry hands, gets food to feed pet guinea pig, etc. when appropriate. (May ask for physical assistance.)</p>	<p>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.)</p>	<p>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.</p>

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:1 **A3 Show self-direction in familiar and unfamiliar settings**

Objective:	Proficient	In Process	Needs Development
Make choices independently and pursue tasks with intention	Selects new study project, such as interviewing the school janitor for social studies project and working on it without extensive direction from the teacher.	Chooses familiar classroom activities during center time and pursues them meaningfully. (In different situations, the activity choice varies.)	Has some difficulty deciding what activities to choose at center time.
Care for own belongings independently	Stores class projects, such as art work, work samples in assigned folders and selects "best" work of the year.	Stores class projects, such as art work, work samples in assigned folder/cubby.	Places belongings, such as hats or mittens in predetermined storage area with some teacher guidance.

MMSR Exemplars

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

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

Fall



MMSR: **1 A4 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	Explains classroom rules to a classmate.	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.
Recognize some rules which ensure fair treatment of everyone	Demonstrates understanding of rules and laws by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	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.

*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: **1 A5 Use classroom materials appropriately**

Objective:	Proficient	In Process	Needs Development
Use materials with appropriate intention and purpose	Independently uses a variety of learning materials as intended.	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.
Put away classroom materials independently after use	Returns variety of materials back to their proper places after using them appropriately.	Cleans up activity and puts materials away, when prompted by an adult.	Cleans up activity with adult assistance, asking, "Where does this go?"

*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



MMSR/VSC 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 to go to Library when teacher signals to the class that it is clean-up time.	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.
Persevere with tasks using alternate solutions	Observes classmates working and attends to verbal and visual directions provided by the teacher to the small group in order to complete a task with independence.	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.

*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/VSC 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 a nearby adult or peer by asking questions about why they are walking in a line, where they are going, or what they eat.	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.
Initiate and offer ideas for new projects	Able to communicate his choice, carry it through, and stay focused when adult asks, “What is your plan at the art center today?”	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.

*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/VSC 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 stay focused and finish a drawing that he has begun.	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)
Persevere with tasks using alternate solutions	Observes classmates working and attends to verbal and visual directions provided by the teacher to the small group in order to complete a task with independence.	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.

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/VSC 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?), and accepts suggestions for alternate strategies when working with puzzles.	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.
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, and asking, "Where can we look to see how to spell this word?"	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."

Kindergarten

MMSR Exemplars

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

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

Fall

Spring

MMSR: **2 A1 Initiate and maintain relationships with peers and adults**

Objective:	Proficient	In Process	Needs Development
Take turns when working in groups.	Negotiates with another child how to share the markers and to determine how many each will use.	Makes decisions with another child when working on classroom assignments.	Inconsistently makes decisions with another child when working on classroom assignments.
Offer verbal (or nonverbal) suggestions when solving interaction conflicts	Consistently finds ways to resolve conflicts with other children.	Communicates feelings to negotiate with peers when prompted by a teacher.	Attempts to communicate feelings, and may use physical force when negotiating 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/VSC 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.	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.
Take turns when working in groups	Notices that the Lego™ table is full, and chooses a different activity while waiting for his turn to play there.	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?”
Share materials and equipment	Independently shares markers and paper at the writing center with classmates.	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.

*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



MMSR/VSC 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	Gives assistance to peers who are trying to perform 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.	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.
Understand rules of group activities	Independently keeps his hands and feet to self during group time.	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 pressure.
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.	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.

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 – 2.0 Social Self-Regulation

WSS Indicator: **I D4** Shows empathy and caring for others.

Fall



MMSR/VSC 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	Shows concern for another child who is scared when he sees her running away from the new pet tarantula's cage.	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.
Care independently for peers who are in distress	Initiates comforting a peer who has fallen and is crying by patting them on the back, holding their hand, etc., and helping them up.	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.

*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



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

Objective:	Proficient	In Process	Needs Development
Offer verbal (or nonverbal) suggestions when solving interaction conflicts	Negotiates with another child to divide the blocks and determine how many each will use.	Expresses a solution for how to share blocks that was previously modeled and described by the teacher.	Communicates feelings when solving interaction conflicts; may continue to use physical force.
State (communicate) needs, wants and feelings verbally to others	Negotiates a problem with another child by addressing his own rights as well as the needs of the other child (Ex: "I'll use this car until the timer rings and then you can have it.")	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?")	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.")

Kindergarten

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

Language & Literacy

MMSR Exemplars

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

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

Fall



MMSR/VSC Indicator: **6 A1** Demonstrate active listening strategies
6 A2 Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Attend to the speaker	Listens attentively to a story about construction, then creates a construction zone in the block area.	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.
Determine a speaker's general purpose	Asks a question to clarify their understanding of a book read or class discussion.	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.
Listen carefully to expand and enrich vocabulary	Uses new vocabulary in the correct context during class discussions, sharing or during center work.	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 correct context during conversation.

*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 A2** Follows directions that involve a series of actions Fall



MMSR/VSC 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.	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.
Follow a set of two- or three- step directions	Follows a set of instructions without reminders (Ex: Getting ready for lunch without forgetting any steps in the routine.).	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.

*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



MMSR/VSC Indicator: **1 A1 Discriminate sounds and words**

1 A2 Discriminate and produce rhyming words and alliteration

6 A2 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 the given words either begin or end with the same sound. The student may express additional words with the same initial or final sounds.	Communicates that all words begin with /b/ when student hears the words “bat, ball, and big.” The student may communicate 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.
	If hearing impaired and using sign language, communicates that the given signs either begin or end with the same parameter/hand shape (e.g., 5 bent). The student may express additional signs with the same initial or final parameters.	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.
Repeat and produce rhyming words.	When given a rhyming phrase, such as “A cat wearing a _____.” (hat), the student can complete the rhyme aloud or using appropriate sign language words.	Supplies a word that rhymes with “skip”, such as “skip-trip.”	Supplies a word or sign that does not rhyme with skip, but gives word or sign with similar initial or final consonant sound such as “skunk or trap”.
Identify rhythms and patterns of language, including rhyme and repetition	Identifies rhythms and patterns of language, including rhyme and repetition.	After listening to a song/poem with a repeating language pattern, such as “Willaby WallabyWo,” student is able to sing and 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 WallabyWo,” student is able to sing the chorus over and over, but not the corresponding rhyming words.

*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/VSC Indicator: **1 A3 Blends sounds and syllables to form words**

1 A4 Segment and manipulate sounds in spoken words and sentences

Objective:	Proficient	In Process	Needs Development
Orally* blend syllables into a whole word	Consistently blends syllables into a whole word. (Ex., The teacher says, “fun-ny,” and the student says, /funny/.	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 the student says, fun-ny.”).
	If hearing impaired and using sign language, consistently blends syllables into whole words.	Manually blends syllables into whole words (ex., when fingerspelled, “din-no-saur,” student says/signs, “dinosaur” some of the time.	The teacher fingerspells “baseball” and the student says, “baseball.”
Orally* blend onset and rimes	Produces several onsets for a given rime. (Ex., The teacher says /at/, the student will say bat, cat, hat, mat, and flat.).	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”).
	If hearing impaired and using sign language, consistently produces several onsets when given a fingerspelling family.	Given a fingerspelling family, the student is able to produce several onsets some of the time (ex., given the spelling “at,” student will spell bat, cat, hat, mat, and flat.”).	Blends “b-at” and fingerspells “bat,” and “c-at” to “cat.”
Clap syllables in a word	Consistently claps all syllables in a word, such as “kin-der-gar-ten.”	Claps at least three or four syllables in a “kin-der-gar-ten.”	Claps two less syllables in “kin-der-gar-ten.”
Segment individual sounds in words	Responds /h/, /at/, when prompted to segment “hat”.	Segments individual sounds in words, including nonsense words.	When prompted to segment “hat”, the student responds /h/, /at/

*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 - 5.0 Controlling Language
7.0 Speaking

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

MMSR/VSC Indicator: **5 A1 Use grammar concepts and skills that strengthen oral language**
5 B1 Comprehend and apply standard English usage in oral language
7 A1 Use organization and delivery strategies

Objective:	Proficient	In Process	Needs Development
Speak clearly enough to be heard and understood in a variety of settings	Participates in conversation during center time or on the playground, speaking loudly enough/communicating clearly enough to be heard by/convey message to the group.	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.
	Communicates without any articulation (or sign production) errors and can be easily understood by all.	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.
Use complete sentences in conversation and to respond to questions	Consistently responds to a teacher's question, using a complete sentence/thought; asks questions in sentence form (Ex., "Why did the squirrel make that noise?" "How did she figure that out?").	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.
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 subject/verb agreement (Ex: "I'm playing T-ball tonight," "This snack is good!" "He said I can't have that toy!") with occasional verbal reminders.	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!").

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/VSC 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	Tries out new words heard in story time later in the day while playing in the dramatic play area.	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.
Use newly learned vocabulary on multiple occasions to reinforce meaning	Frequently uses newly learned words in conversations with accurate pronunciation/communication.	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.").
Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion	Initiates conversation with a visitor to the classroom.	Initiates conversations throughout the school day and in a variety of situations (Ex: volunteers to say the Pledge of Allegiance, 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.)

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 - 1.0 General Reading Processes: Comprehension

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

Fall

Spring

MMSR/VSC 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, noticing page numbers, and communicating about what he sees in the pictures and words.	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 sees 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.
Make connections to the text using illustrations, photographs, and prior knowledge	Notices that the book they are reading has the same kind of illustrations as an Eric Carle book they have at home.	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.	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.

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 - 1.0 General Reading Processes – Comprehension

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

MMSR/VSC Indicator: **1 E1 Demonstrate an understanding of concepts of print to determine how print is organized and read**

Objective:	Proficient	In Process	Needs Development
Understand that speech can be written and read	Draws/writes in the journal and is able to read entry to the class.	Draws/writes in journal and “reads” entry to the class.	Draws a picture/scribbles in the journal, and communicates a story.
Track print from left to right and top to bottom, making a return sweep at the end of the line	Reads simple decodable text such as books, poems, and charts and makes an appropriate sweep with one to one word matching.	“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.	“Reads the morning message with the class, makes random motions on the page with finger.
Recognize that letters build words and words build sentences	Points out a friend’s name on the class work chart.	Selects own name out of a group of names and begins to recognize friends’ names.	Selects a nametag with the same beginning letter as her name. For example, Karen will pick out Kevin’s nametag.

* 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/VSC 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 all letters in isolation and many letters in the context of familiar words.	Identifies a few letters by name; particularly those in his first name.	Correctly names only the first letter in his first name.
Identify letters matched to sounds	Occasionally sounds out simple familiar words as he writes in journals or makes captions for pictures.	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, /mmm/ ? 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, /mmm/"). /?"). *If hearing impaired, may need to 'read' sounds on adult's lips.

*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/VSC Indicator: **1 E3 Use strategies to make meaning from text (during reading)**

Objective:	Proficient	In Process	Needs Development
Make, confirm, or adjust predictions	Consistently guesses the book or story content from the book's title and cover and predicts what will happen based on the characters' actions thus far.	Guesses the book or story content from the book's title and cover and is able to adjust predictions throughout the story on an inconsistent basis.	Has difficulty making predictions from the book's title and cover and is able to adjust predictions only when coached by the teacher.
Make comments and ask relevant questions	Comments on a story being read and consistently asks 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.
Connect events, characters, and actions in stories to specific life experiences	Recalls events during the reading of a story and begins to add ways in which the story relates to own experiences. For example during the read aloud, <i>There Was An Old Lady Who Swallowed a Fly</i> , the student communicates, "My dog eats flies like that old lady."	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 communicate, "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 communicates, "I went to the zoo."

* 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/VSC Indicator: **1 E4 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 with an appropriate answer when asked a question and finds the support in the illustration or 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.
Respond to text by drawing, speaking, dramatizing, or writing	Builds a bridge in the block area and acts out the story, The Three Billy Goats Gruff, including all of the events and dialogue.	Builds a bridge and acts out the story The Three Billy Goats Gruff in the block area.	Builds a bridge and communicates, "This is the Billy Goats' bridge," without dramatization, when building in the block area.
Retell a story using text as support	Retells a story in sequential order (beginning, middle, and end).	Retells the main events of a story.	Retells some events and 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/VSC 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 rebus and oral directions for new tasks such as following a recipe for a simple cooking activity; able to “read” the directions, with minimal adult assistance.	Attends to and follows the rebus directions for washing hands posted in the bathroom and 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.
Listen to and use personal interest materials, such as books and magazines	Consistently selects books or magazines on a topic of interest at the library center during literacy center time, or at the school library.	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.
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	Consistently retells a story in sequential order (beginning, middle, and end) after listening to a story on tape at the listening center.	Recalls a number of important story elements, when prompted by an adult, after listening to a story on tape at the listening center.	Recalls one element from the story, when prompted by an adult, after listening to a story on tape at the listening center.

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 - 4.0 Writing

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

Fall

Spring

MMSR/VSC 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	Independently generates many ideas and topics related to personal and classroom experiences.	Generates, independently, a few ideas and topics related to personal experiences.	Generates ideas and topics related to personal experiences with assistance from teacher.
Dictate or write words, phrases, or sentences related to ideas or illustrations	Begins to sound out words independently to write (**or type) in own journal.	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.

*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**

Fall

Spring

MMSR/VSC Indicator: **4 A1 Compose text using the prewriting and drafting strategies of effective writers and Speakers**

5 D1 Apply conventional spelling in written language

Objective:	Proficient	In Process	Needs Development
Dictate or write words, phrases, or sentences related to ideas or illustrations	Uses inventive spelling to form words with initial and final consonants to write in own journal.	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.
Uses letters to represent phonemes in words	Uses invented spelling to write words when labeling or writing about a picture (Ex., Says, "My dog eats pickles." Writes, My dog ets pkls); correctly spells some familiar sight 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 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).
Spells first and last name correctly	Prints his first and last name correctly when labeling his work.	Prints 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.

* 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: Language and Literacy Development - 4.0 Writing

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

Fall

Spring

MMSR/VSC 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	Labels details of a drawing about a small personal moment story using symbols, letters or words that match the picture (Ex: Writes the word 'wasp' using conventional or invented spelling, or writes the letters 'bzzzzz.').	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.)
Contribute to a shared writing experience or topic of interest	Offers a strategy for finding out how to spell a word during the daily news shared writing experience (Ex: "I think that word is in our class book about friends.")	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.")
Dictate, draw, write, to inform	Independently writes the directions to his house to give to a friend (directions may not be accurate.).	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.

*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.

Mathematical Thinking

MMSR Exemplars

Kindergarten

Content Area: **7.0 Mathematics – Processes of Math**

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

Fall

Spring

MMSR/VSC Indicator: **7 A1 Apply a variety of concepts, processes, and skills to solve problems**

Objective:	Proficient	In Process	Needs Development
Make a plan to solve a problem	Estimates whether there are enough blocks to build a road from here to there and then tests the guess by building the road.	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.
Select a strategy to solve a problem, i.e., draw a picture, guess and check, find a pattern, etc.	Estimates whether there are enough Legos to build his structure, then tests the guess by building the structure and checking.	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 on another day, when the drawing strategy is verbally 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.

**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/VSC 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 and how he balanced the blocks to generate the pattern.	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.
Express mathematical ideas orally	Explains/communicates how he shared his toy cars with a friend, using math language (Ex: “I had too many striped cars, and Tony did not have enough. We each counted 3 cars and now we have the same striped ones!”).	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”).
Ask questions about mathematical ideas or problems	Asks questions using a variety of math words (Ex: “Why do you have the most crayons? Is your box almost empty? How did you make the tallest building? Is that enough glue?”).	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.).

*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 – 6.0 Knowledge of Number Relationships and Computations/Arithmetic

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

MMSR/VSC Indicator: **6 A1 Apply knowledge of whole numbers and place value**

Objective:	Proficient	In Process	Needs Development
Use concrete materials to build sets 0 to 10	Able to build sets from 0 to 10 and match the set to the correct numeral.	Consistently able to count and build a set for the numbers 0 - 10, given verbally. (Ex., "Can you hand me 4 blocks?")	Inconsistently able to count and build a set for the numbers 0 – 10 given verbally. (Ex., "can you hand me 4 blocks?")
Use concrete materials to compose and decompose quantities up to 10	Groups 4 pennies and 6 buttons when asked to show 10 using those objects. When asked how else he could show 10, groups 2 pennies and 8 buttons, with some teacher coaching.	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.
Match a numeral to a set	Constructs correct sets of objects 0-10, using concrete objects and writing/generating the correct numeral, 0-10.	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 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 may use adaptive equipment, computer, and/or augmentative communication device.

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/VSC 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 one more, one less, or two fewer than you.”	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.
Build meaningful relationships by using 5 and 10 frames	Places six beans on his tens frame, one in each space, and is able to tell an adult how many more beans he’ll need to make eight.	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.

*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/VSC 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 color sets and divides each set into groups of large and small.	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.”

*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/VSC: 1 A2 Identify, copy, describe, create, and extend non-numeric patterns

Objective:	Proficient	In Process	Needs Development
Recognize the difference between patterns and non-patterns	Knows that a red-red-green/red-red-green pattern is the same as a clap-clap-step/clap-clap-step pattern.	Observes two friends' string of beads, one whose pattern of colors is the same as her beads and communicates, "Look! Sarah's and my beads rhyme but Jane's doesn't!"	Points to his string of beads, strung in random order and communicates, "Look! I made a pattern!" Is unable to describe his patterns, when asked.
Represent patterns kinesthetically such as: clap/snap/clap/snap	Correctly copies a pattern of clapping (Ex., two fast claps and a pause, then two slow claps and a pause.).	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.
Identify patterns in real life situations	Exclaims, "Your T-shirt has a pattern!" and describes the pattern, "Red skateboard, blue skateboard, yellow skateboard, green skateboard, then red, blue, yellow, green again!"	Sees the "oxox" shapes on a border and copies the pattern,	Inconsistently recognizes simple patterns.
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 ABC pattern shown on a card.	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.

* 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 – 2.0 Knowledge of Geometry

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

Fall

Spring

MMSR/VSC: **2 A1 Recognize and describe the attributes of plane geometric figures**

2 B1 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 and explains the sort.	Sorts pattern blocks using more than one attribute.	Sorts pattern blocks by one attribute.
Compare, trace, and reproduce triangles, circles, squares, and rectangles	Creates and describes (in writing or with manipulatives) attributes of shapes using various materials.	Reproduces and describes (in writing or with manipulatives) 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.).
Match, sort, and regroup objects according to attributes	Sorts solid figures using three attributes (e.g., shape, size, and color).	Sorts solid figures using more than one attribute	Sorts solid figures using one attribute.

* 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 – 2.0 Knowledge of Geometry

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

Fall

Spring

MMSR/VSC 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	Comments that an object is nearer to me and farther from you.	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.
Use spatial reasoning to solve simple puzzles	Perseveres at a challenging puzzle by turning and manipulating puzzle pieces until they fit.	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.

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/VSC 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 six rods in descending order and says, “Look! I made steps. The longest one is first!”	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!”

*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/VSC 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	Manipulates the posterboard thermometer in the science area so that the red line is high and says, "It's hot. I have shorts on."	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.

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

Objective:	Proficient	In Process	Needs Development
Measure length of objects and pictures of objects	Uses a measuring stick/yardstick to compare how tall or long things are (Ex: Stands a measuring stick up next to the table and says, "This is 25, but I am bigger.").	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.")
Explore and compare weight of objects	Observes that the handful of pennies in his pocket is heavy and takes some out, commenting, "These are too heavy!"	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.

Kindergarten

*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/VSC 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 all of the days of the week in order. Labels times of the day as morning or night time (Ex: "Now it's morning but when it is dark at night my Daddy will get home.").	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.

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/VSC 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); determines that “More friends do like pizza.”	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.
Organize and display data to make real and/or picture graphs	Looks at the class graph of student eye color and counts to find out that nine children in the class have brown eyes like her.	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.
Compare and describe data from real graphs to answer a question	Communicates about and use mathematical language about what he sees when looking at a real graph of favorite apples (Ex: “Look how many many friends like red apples! Not me, I like green.”).	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.”).	Can point correctly to what he sees when looking at a real graph of favorite apples (Ex: “Which color apple has the most?”).

Kindergarten

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

Science

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/VSC Indicator: **1 A1 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	Takes initiative to gather information by looking at books about a science topic being studied, such as different kinds of trees.	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 books about a science topic 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 makes suggestions such as putting the plant outside to get more sun, giving it more water if it feels dry, and/or checking with the plant store to find out whether it needs a special kind of plant food.	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.

* 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 Uses simple tools and equipment to extend the senses and gather data** Fall Spring

MMSR/VSC Indicator: **1 A1 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 as thermometers, magnifiers, rulers, or balances to extend their senses and gather data	Use simple tools appropriately to make observations <u>and</u> collect data, 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 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 aide in seeing small objects, a ruler to determine length of an object, a balance to compare the mass of 2 objects.

**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/VSC 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. Says, “Water comes up the roots through here.”	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.
Develop reasonable explanations for observations made, investigations completed and information gained	Offers the explanation, “when you mix too many colors together it makes brown” when observing easel paints being mixed together to create a new color.	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.

*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/VSC Indicator: **4 A1** Compare the observable properties of a variety of objects and the materials they are made of using evidence from observations

Objective:	Proficient	In Process	Needs Development
Based on data, describe the observable properties such as size, shape, color, and texture of a variety of objects	Accurately and precisely describes objects on more than one physical property using color, shape, texture, size, and weight, such as a ball being round and red, a shell feeling bumpy and hard, a rock feeling heavy and bumpy.	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> , or a shell feels <i>like a rock</i> .
Identify and compare the properties of the materials objects are made of and the properties of the objects	Makes logical, though often incorrect predictions after observations (Ex., “I don’t think the Styrofoam ball will float because it is solid and all the other things we tested so far that were solid sank.”).	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 and all the paper things float.”).	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.”).

* 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/VSC Indicator: **3 C1** Observe, describe, and compare the life cycles of different kinds of animals and plants
3 E1 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 (egg to frog) and/or a plant (seed to tree) looks like at each stage of its life cycle	Accurately describes the stages of growth of a plant or animal, such as a butterfly	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.
Makes 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 plants get water from the soil when we pour water into it, and “drinks” it up into its stem and leaves and flowers.	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.

* 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/VSC 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 classroom objects that are made of wood (tables, chairs, blocks) and those made of metal (file cabinet, door, magnets).	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.
Describe that objects and materials on Earth's surface can change over time	Notices that when sand is wet it is used in different ways to build sand structures than when it is dry.	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.

*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



MMSR/VSC 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	Tells the teacher that everyone needs gloves if they go outside because their hands will feel “cold and tingly” today.	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.
Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.	Says, “Yesterday it was a little windy but today it’s really, really windy!”	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 may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Social Studies

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/VSC Indicator: **2 A1 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	Tastes snacks that classmates from different cultures bring to school and participates in class vote for the favorite holiday snack.	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.
Recognize customs, interests, skills and experiences that make individuals and families in their immediate environment unique	Explores the language that a bilingual classmate speaks at home and learns some words from that language.	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.

* 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



MMSR/VSC 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	Identifies an American flag while riding the bus to the apple orchard.	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.
Recognize that saying the Pledge of Allegiance and singing the National Anthem are practices associated with being a citizen	Hears the National Anthem and says, "They stand up and sing this at the baseball games. My Mommy says it's for our country."	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.

*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



MMSR/VSC 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	Independently recalls 3-4 events of the school day in order of occurrence.	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.
Describe daily events in terms of yesterday, today and tomorrow	Describes events correctly in terms of <i>today</i> , <i>tomorrow</i> , and <i>yesterday</i> (Ex: "I am going to Bill's house tomorrow." "Today is my birthday." "Yesterday I ate ice cream.").	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.").

*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



MMSR/VSC 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 several and puts them in the dramatic play area, asking her friends if they want to buy one.	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.
Identify situations where people make choices about goods they want	Student chooses to create a detailed artwork at the art center. 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. 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 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 – 4.0 Economics

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

Fall



MMSR/VSC Indicator: **1 C1** Describe the roles, rights and responsibilities of being a member of the family/school
4 A2 Identify that resources are used to make products

Objective:	Proficient	In Process	Needs Development
Describes the roles of members of the school, such as the principal, crossing guard, bus driver, and teachers	Explains what skills are required for specific jobs, such as firemen needing to know how to extinguish a fire.	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.
Describe some jobs and what is required to perform them	Explains what skills and tools are required for jobs, such as firemen needing to have specific tools to extinguish a fire.	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.

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

MMSR Exemplars

Content Area: **4.0** Social Studies - Economics

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

Fall

Spring

MMSR/VSC Indicator: **4 A3** Explain how technology affects the way people live, work, and play

Objective:	Proficient	In Process	Needs Development
Begins to be aware of technology and how it affects life	Describes how various technologies are used in the classroom and at home, such as telephones, toaster, cameras, computers, or stove.	Describes how forms of technology are used in the classroom and at home, such as telephone or television.	Identifies what forms of technology are used in the classroom.

* 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 and Nations of the World

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

Fall

Spring

MMSR/VSC Indicator: **1 A1 Identify the importance of rules**

2 C1 Demonstrate how groups of people interact

Objective:	Proficient	In Process	Needs Development
Identify reasons for classroom and school rules, such as maintaining order and keeping everything safe	Explains classroom rules to a classmate.	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.
Recognize rules can help promote fairness, responsible behavior and privacy	Demonstrates understanding of rules by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	Communicates and complies with rules for choice during center time, such as limiting four people in the library center.	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.
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.	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.

Kindergarten

* 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



MMSR/VSC 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, attributes specific jobs to each member, and talks about some of their rights (Ex: “Mom drives me to school every day. My brother has to watch me when he gets home from high school” “My big brother gets to stay up late.” “If I eat my dinner, then I can have a treat.”).	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.”).
Identify and describe rights and responsibilities in the classroom and family	Independently carries out his weekly job in the classroom (Ex: line leader, messenger, calendar helper, weather checker, etc.).	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.).
Describe the roles of members of the school, such as principal, bus driver, teacher, etc.	Identifies a variety of common jobs in the school and who does them (Ex: “The principal is the boss of the school.” “Mrs. N is a great nurse for putting band-aids on cuts.”)	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.

*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/VSC 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 a map of the classroom, student is able to identify which parts of the room are represented on the map.	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.
Identify a location by using terms such as, near-far, above-below, here-there	Uses a variety of location terms correctly 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." "The sign has to go above the park.").	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.").

*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 D2** Shows beginning awareness of the relationship between people and where they live.

Fall

Spring

MMSR/VSC 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.)	Independently identifies by name the most common land forms and bodies of water when looking at pictures in books (Ex: mountain, hill, lake, ocean, river).	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.).
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 a variety of 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!" "We have a new building with a new parking lot and it's going to be a store!").	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!").

Kindergarten

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

The Arts

MMSR Exemplars

Content Area: The Arts - 1.0 Music

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

Fall



MMSR/VSC Indicator: **1 A2 Experience performance through singing and playing instruments**

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.	Initiates own songs and sings as they perform classroom routines.	Sings or chants during group music activities using voice in a variety of ways.	Inconsistently sings or chants during group music activities.
Explore steady beat through singing, speaking, and playing classroom instruments	Imitates a two and three beat rhythm with varying tempo using an instrument such as a tambourine.	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.

* 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: The 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/VSC: **1 A2 Demonstrate kinesthetic awareness and technical proficiency in dance movement**

1 A3 Responds to music through movement

3 A1 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 a variety of movements to music.	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.
Demonstrate understanding of personal space while moving to music	Participates in a group movement experience and suggests ways to move like animals.	Imitates animal movements suggested by the teacher during a movement activity, such as listening to "Peter and the Wolf" moving like the cat in the meadow.	Imitates animal movements suggested by the teacher during a movement activity but moves out of character.
Pantomime familiar short stories	Pantomimes a sequence of actions as part of a short story.	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 with few expressions and variations.

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

MMSR Exemplars

Content Area: The Arts - 3.0 Visual Arts: Creative Expression and Production

WSS Indicator: **VI B3 Uses a variety of art materials to explore and expresses ideas and emotions**

Fall Spring

MMSR/VSC: **3 A1 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	Uses art materials, independently, such as clay, paint, markers, and colored pencils with purpose in mind and includes detail in color and lines.	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 clear plan.

*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: The Arts- 1.0 Dance; 4.0 visual Arts; 4.0 Theatre

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

Fall

Spring

MMSR/VSC: **1 A3 Music – Respond to music through movement**

1 A3 Dance - Respond to dance through observation, experience, and analysis

4 A1 Visual Arts - Develop and apply criteria to evaluate personally created artworks and the artworks of others

4 A1 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	Consistently participates in moving, singing along, or following directions in songs during group time, indicating involvement by body language and facial expression.	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.
Apply the language of dance to observed movement from different genres.	Creates a movement that responds to the beat of a musical selection or interprets the mood conveyed.	Creates a movement that responds to the beat of a musical selection.	Dances to a variety of different kinds of music, such as jazz rock, ethnic, and classical.
Observe, describe, and respond to selected artworks	Reviews own artwork created over the past weeks and selects a few to take home describing the criteria used for the selection.	Reviews own artwork created over the past weeks and selects a few of them to take home.	Reviews own artwork but needs teacher guidance to make a selection.
Observe describe, and respond to theatrical experiences	Closely watches a dramatization then recreates a favorite part of the dramatization.	Watches a dramatization and shows interest in responding to the experience.	Watches a dramatization and shows limited interest in responding to the experience.

Kindergarten

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

Physical Development & Health

MMSR Exemplars

Content Area: Physical Development - 2.0 Biomechanical Principles; 6.0 - Skillfulness

MMSR/VSC: **2 A2 Experience the concept of balance through movement**
6 A1 Practice fundamental movement skills

Objective:	Proficient	In Process	Needs Development
Show static and dynamic balance concepts through movement	Moves confidently around the room and in the halls on foot or using adaptive equipment, including going up and down stairs while holding an object.	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.
Practice variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump and leap	Engages in movement activities outdoors or during organized motor activities with competence (Ex., gallops with ease; jumps down securely from a large block; walks along a curb; goes up stairs alternating feet; jumps with both feet together several times; runs, starting, turning, and stopping, without bumping into things.).	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.

MMSR Exemplars

Content Area: Physical Development – 4.0 Motor Learning Principles; 6.0 - Skillfulness

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

Fall

Spring

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

6A 3 Practice skill themes

Objective:	Proficient	In Process	Needs Development
Demonstrate a basic understanding of specific locomotor and non-locomotor skills	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: catching a ball, then throwing it in the right direction; skipping, galloping, jumping and running smoothly, etc.)	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.)
	Pedals a ride on toy with ease and speed, steering around obstacles.	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.
	Accomplishes 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.	Attempts sequenced movements such as hopscotch, jumping first on 2 feet, then on one foot with adult modeling and prompting.
Demonstrate catching a self-thrown light weight object, such as a scarf and balloon	Coordinates arm, hand and body movements to successfully and quickly grasp balloon from one peer and pass it around the circle to hand it to another.	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.
Practice underhand tosses and overhand throws	Throws a medium size ball with some accuracy.	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.

Kindergarten

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

MMSR Exemplars

Content Area: Physical Development - 4.0 Motor Learning Principles

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

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Demonstrate a basic understanding of specific locomotor and non-locomotor skills	Engages in and perseveres at a variety of activities that require small muscle control, such as using a stapler, scotch tape dispenser, taking lids off toy tubs and replacing them, making play dough snakes and balls, etc.	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.
	Pulls a peer in a wagon with ease.	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.

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

MMSR Exemplars

Content Area: Physical Development - : 4.0 Motor Learning Principles

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

Fall



MMSR/VSC: **4 A1 Experience a variety of age appropriate activities**

Objective:	Proficient	In Process	Needs Development
Demonstrate gross motor skills such as throwing, kicking, leaping, etc	Moves forward and sideways through an obstacle course with ease, using a variety of movements.	Moves forward through an obstacle course using a variety of movements.	Moves forward through an obstacle course.
Demonstrate fine motor skills such as manipulating items, e.g. stack cups	Puts together 18-25 piece puzzles using picture as well as shape clues.	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.
Remove line above.	Traces through a maze that consists of curved and straight lines without deviating from the path, draws shapes, or recreates shapes with manipulatives.	Traces through a maze that consists of curved and straight lines, copies shapes in writing or with manipulatives.	Traces through a maze, deviating from the path on occasion. Copies shapes with fair accuracy in writing or with manipulatives.

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

MMSR Exemplars

Content Area: Physical Development – 4.0 Motor Learning Principles
Language and Literacy Development - 5.0 – Controlling Language

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

Fall



MMSR/VSC Indicator: **4A 1** Experience a variety of age appropriate activities
5D 1 Produce writing that is legible to the audience

Objective:	Proficient	In Process	Needs Development
Demonstrate fine motor skills such as manipulating items, e.g. stack cups	Uses markers, crayons, etc. with control; holds pencil correctly. May use adapted equipment (utensil holders, pencil grips) for physical limitations	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	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.
Develop fine motor skills necessary to control and sustain handwriting	Writes first name legibly without help, holding paper with opposite hand; uses scissors to cut simple shapes and pictures, occasionally straying off the line; painting with different sized brushes to create shapes, designs, and figures.	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.	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.

*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



MMSR/VSC: **7 A2 Identify ways to reduce risks for becoming sick**

Objective:	Proficient	In Process	Needs Development
List ways to protect you from illness: wash hands; cover sneeze/cough; get immunized (shots)	Consistently washes hands after using tissues to wipe nose and throws tissues into the wastebasket.	Usually remembers to wash hands after using tissues to wipe nose and throws the tissues into the wastebasket.	Uses tissues to wipe nose when reminded and throws the tissues into the wastebasket.

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/VSC: **5 A1 Recognize how to respond appropriately to emergency situations**

6 A8 Tell the relationship between food and health

Objective:	Proficient	In Process	Needs Development
Describe how to respond to an emergency (e.g. present different situations; tell and adult; call 911)	Describes why it is important to follow standard fire safety procedures.	Follows standard fire safety procedures.	Follows standard fire safety procedures with teacher guidance.
Explain the effects of food on the body-Energy	Communicates about which foods he/she eats during snack or at lunch time and whether or not they are healthy.	Contributes ideas to a class list of healthy snacks (e.g., apples and cheese).	Contributes ideas to a class list of healthy snacks.