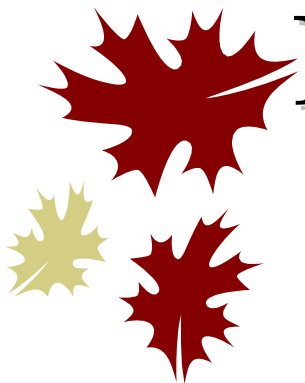




Maryland Model for School Readiness (MMSR)

Prekindergarten Expanded Exemplars ~ Fall/Entry



Maryland State Department of Education
Division of Early Childhood Development/Early Learning Office Branch
Division of Special Education/Early Intervention Services/

Maryland Infants and Toddlers Program/Preschool Services Branch
200 West Baltimore Street
Baltimore, Maryland 21201
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Sixth Edition

Maryland Model for School Readiness Exemplars


Introduction

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

What are the MMSR Exemplars?

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

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

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

How to use the MMSR Exemplars?

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

It is important to remember that:

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

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

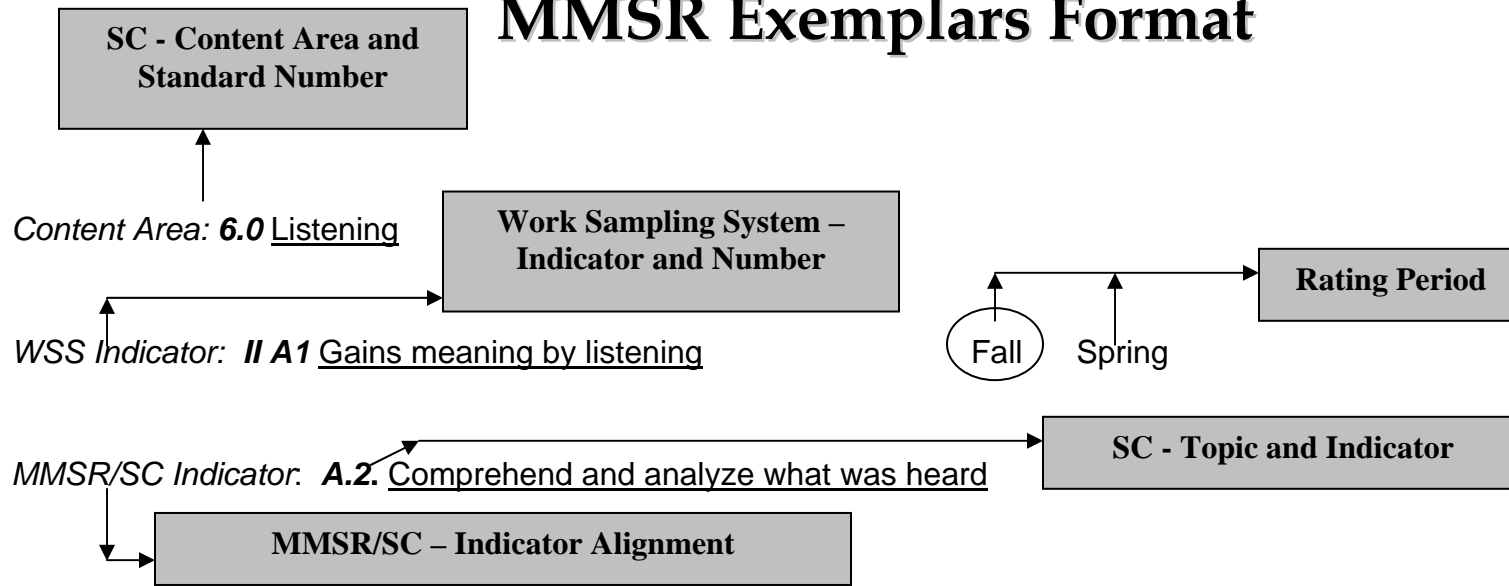
Teachers are encouraged to become familiar with the MMSR exemplars, discuss them during the training sessions and with colleagues, use them to guide their evaluations, and share expectations for student performance when they move from one grade to the next.

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

² 2004 Individual with Disabilities Education Act

Work Sampling System is a trademark of Pearson Early Learning.

MMSR Exemplars Format



Objective:	Proficient	In Process	Needs Development
Determine a speaker's general purpose	Removes and hangs up coat when directed by the teacher to take off and hang up coat/jacket (May rely on visual cues.)	Removes coat and leaves it on the floor when directed by teacher and/or provided with visual cues to take off and hang up coat/jacket.	Joins the class with coat/jacket on after being directed by the teacher to take off and hang up coat/jacket.
Demonstrate and understanding of what is heard by retelling and relating prior knowledge	Listens to a visitor communicate about what s/he does in the community (e.g., police officer) then finds a book about community helpers and makes a personal connection by communicating that her Dad is a police officer.	Listens to a visitor communicate about what s/he does in the community (e.g., police officer) and later uses some words (or signs or pictures) and content in dramatic play.	When asked a question about the classroom visitor, responds by communicating, "I don't know," or "Today I am packing my lunch."
Listen carefully to expand and enrich vocabulary	Defines new vocabulary and is sometimes able to use it in the correct context during conversation.	Defines new vocabulary but is not able to use it in the correct context during conversation.	Unable to define or use new vocabulary.



MMSR/SC - Objective

Personal / Social

PreKindergarten

MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Emotional Self-Regulations

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

(Fall) Spring

MMSR/SC: **1A 1** Student will demonstrate healthy confidence

Objective:	Proficient	In Process	Needs Development
Attempts new play and learning experiences independently	Attempts to copy hand motions and/or words to a new finger play/song when modeled by an adult.	Watches adult model the hand motions and/or words to a new finger play/song but does not try to copy.	Does not attend to adult modeling new finger play/song.
Knows resources are available in the classroom and how to use them	When asked by a classmate, "Can you get/show/find me the play dough?" student goes to art shelf, locates play dough and brings it to the table and begins playing with it.	When asked by a classmate, "Where's the play dough?" student points to the art shelf where the play dough is located.	When asked by a classmate, "Where's the play dough?" student shrugs shoulders or says, "I don't know."



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Emotional Self-Regulations

WSS Indicator: **I A2 Shows some self-direction**

Fall Spring

MMSR/SC: **1A 3 Shows self-direction in familiar settings**

Objective:	Proficient	In Process	Needs Development
Makes choices with help and pursues tasks with intention	Chooses one familiar activity over another and actively and purposefully participates in it. (In different situations, the activity of choice varies.)	Chooses a familiar (purposeful play or work) activity only with assistance from an adult.	Moves among activities and shows no interest in participating in any activity.
Cares for own belongings with occasional reminders	Places own belongings, such as hat or mittens in predetermined storage area (may benefit from visual cues).	Places own belongings in storage area with assistance from an adult (may rely on visual cues).	Misplaces own belongings frequently.



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Emotional Self-Regulations

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

Fall Spring

MMSR/SC: **1A 4 Follows simple classroom rules and routines with guidance**

Objective:	Proficient	In Process	Needs Development
Generates and follows classroom rules	Identifies simple rules and responds to teacher directions or signals. For example, hears the cleanup bell ringing (or sees the cleanup light blinking) and either begins to clean up or says, "We have to put our trucks on the shelf." May rely on visual cues.	Identifies simple rules with reminders and occasionally responds to teacher directions or signals. For example, when provided with a visual cue or asked "What do you need to remember about the sand?" says, "Keep it in the sand table," points to the sand table, or begins to keep sand in the table.	Unresponsive to teacher directions or signals.
Plans routine activities in the classroom with guidance	Identifies and engages in a choice activity, such as selecting an audiotape to listen to a story, on a regular basis when given the choice or asked, "What will you do today during centers?" (May rely on visual cues.)	Occasionally identifies and engages in a choice activity, such as selecting an audiotape to listen to a story with adult guidance.	Unable to choose an activity to do, even with adult guidance.



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Emotional Self-Regulations

WSS Indicator: **I B2 Uses classroom materials carefully**

Fall Spring

MMSR/SC: **1A 5 Uses classroom materials appropriately**

Objective:	Proficient	In Process	Needs Development
Plays with and uses materials with appropriate intention and purpose	Uses learning materials as introduced or guided by an adult, such as using pattern blocks to match geometric outline, dressing doll in dramatic play area.	Uses learning materials inconsistently as introduced or guided by an adult.	Uses learning materials that have been introduced/modeled by an adult inappropriately or does not engage with them.
Puts away classroom materials after use with occasional reminders	Places materials in designated areas or containers when finished with an activity, with reminders from an adult (or with visual cues).	Places materials on any shelf or in any container when finished with activity, even with reminders from an adult or visual cues.	Does not put materials away when finished with an activity.

MMSR Exemplars

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

WSS Indicator: **I B3** Manages transitions

Fall Spring

MMSR/SC: **3A 2** Students will attend to learning tasks with guidance

Objective:	Proficient	In Process	Needs Development
Manages transitions from one activity to the next with guidance	When teacher says, “One minute to clean up!”, student begins to clean up and put away toys. (May benefit from visual prompts such as a picture schedule.)	When teacher says, “One minute to clean up!”, student cleans up toys inconsistently, or when verbally reminded or clean up is modeled for him by adult. (May benefit from visual prompts such as a picture schedule.)	When teacher says, “One minute to clean up!”, student looks up, but continues to play.
Listens to simple directions specific to the tasks	Student complies with simple two-step verbal or nonverbal directions, such as, “Get a book from the Book Nook and read it to Buddy Bear.”	Student complies with simple two-step verbal or nonverbal directions, only if the directions are modeled by an adult.	Student does not comply with simple two-step directions after they are communicated and the activity is modeled by an adult.

MMSR Exemplars

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

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

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Demonstrates interest and curiosity in learning new things with guidance	Shows curiosity about the new butterfly garden in the classroom, spending time observing the butterflies and asking questions about them.	Acknowledges the new butterfly garden in the classroom, but spends no time observing or asking questions about them.	Shows no interest in the new butterfly garden.
Ask some questions about new things and experiences	Beginning to ask a variety of “Who, what, when, where, why, how” questions	Asking only “why” questions.	Does not ask questions.
Speaks about new learning experiences	Talks about the details of getting a new puppy with peers or adults with minimal prompting by an adult.	Will answer questions about new puppy when asked by adult, but does not volunteer the information on his own.	Says, “I don’t know,” shrugs, or does not respond when asked about new puppy.

MMSR Exemplars

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

WSS Indicator: **I C2** Attends to tasks and seeks help when encountering a problem

(Fall)

Spring

MMSR/SC: **3A 2** Student will attend to learning tasks with guidance

Objective:	Proficient	In Process	Needs Development
Listens to simple directions specific to the tasks	Student attends to an adult and follows a variety of simple one- or two-step directions, such as “Go to the table and sit down for small group time.”	Student inconsistently attends to an adult when given a variety of simple one- or two-step directions, such as “Go to the table and sit down for small group time.” Needs occasional verbal reminders from an adult.	Student does not attend to an adult and needs frequent reminders to follow simple one- or two-step directions, such as “Go to the table and sit down for small group time.”
Complete short-term tasks	Student stays engaged in a self-chosen activity at the block center for 7-10 minutes and may complete task with adult guidance.	Student stays engaged in a self-chosen activity at the block center for 5-7 minutes. May only partially complete task, even with adult guidance.	Student stays engaged in a self-chosen activity for a maximum of 2-3 minutes. Does not complete task even with adult modeling and guidance.

MMSR Exemplars

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

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

Fall

Spring

MMSR/SC: **3A 3** Student will use some learning strategies when approaching new tasks

Objective:	Proficient	In Process	Needs Development
Plans and carries out familiar tasks with guidance	Student hands a paper napkin to each student during snack time. Adult asks, "Does everyone have a napkin?" and student checks to make sure.	Student hands a paper napkin to each student during snack time, as adult gives direction and may occasionally have to redirect attention to the task.	Student hands out paper napkins to each student during snack time, as adult gives directions and consistently has to provide physical guidance to keep student focused on the task.
Asks questions to seek ideas for new tasks	When making a road with blocks, student asks another child, "Where can we put the houses?"	When making a road with blocks, student takes blocks from the road and communicates, "I'm making a house."	Student builds a road with blocks, without interacting with other students.
Relates relevant previous experiences to new task	After watching adult use tape to mend a book page, student attempts to do the same when he notices a ripped page in the book he is reading.	After watching adult use tape to mend a book page, student brings another book with a ripped page to adult to mend with tape.	After watching adult use tape to mend a book page, student looks at a book with torn pages without attempting to fix torn pages or get adult assistance.



MMSR Exemplars

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

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

Fall Spring

MMSR/SC: **2A 1 Student initiates and maintains relationship with peers and adults**

Objective:	Proficient	In Process	Needs Development
Able to take turns when working in groups with guidance	Takes turns during a variety of classroom activities with occasional reminders from an adult.	Takes turns during a variety of classroom activities with consistent reminders and occasional modeling by an adult.	Shows frustration or unwillingness when asked to wait for a turn, or to give another child a turn.
Shares materials and equipment with guidance	Able to share the pattern blocks with another child when prompted to do so by an adult.	Occasionally shares materials and equipment with other children when modeled by adult.	Demonstrates emotional upset or unwillingness to share.

MMSR Exemplars

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

WSS Indicator: **ID2** Interacts easily with familiar adults

Fall Spring

MMSR/SC: **2A 1** Student initiates and maintains relationship with peers and adults

Objective:	Proficient	In Process	Needs Development
Initiates conversations with adults	Tells/communicates with adult about event of personal interest to himself and is able to consistently respond to questions asked by an adult about the event.	Occasionally shares an event of personal interest to himself, but shows inconsistent interest in responding to questions about the event when asked to do so by an adult.	Does not initiate conversations about events of personal interest and uninterested in conversing even when prompted by questions from an adult.
Seeks adult help when solving interaction conflicts	Brings adult to the art center when he needs help getting back a marker that another child took from him.	Grabs marker from the hands of another child and/or yells to adult, "He took my marker!"	Grabs back marker he was using from the child who took it, cries, or does react when marker is taken from him.

MMSR Exemplars

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

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

Fall Spring

MMSR/SC: **2A 2** Participates cooperatively in group activities

Objective:	Proficient	In Process	Needs Development
Listens to directions from peers and responds to simple tasks	When playing “Simon Says,” during Group Time, student focuses on his classmate who is giving the direction and imitates the movement being demonstrated.	When playing “Simon Says,” during Group Time, student occasionally focuses on the speaker, imitating the movement after watching the rest of the group do the action.	Student does not focus on the speaker and may or may not imitate the movement.
Understands rules of group activities with guidance	When playing Duck, Duck, Goose, student is able to get up and chase when it is his turn, with adult reminder, and physical assistance if mobility is limited.	When playing Duck, Duck, Goose, student is able to get up and chase with adult reminders and modeling (and physical assistance if mobility is limited).	When playing Duck, Duck, Goose or another group game, student does not participate, even when adult models for him.
Speaks of individual contributions and group	Student is able to communicate about what he did during center time and elaborates with details	Student communicates, “I played in blocks;” inconsistently provides more information when asked by	Student says, “I don’t know,” or does not respond when asked by adult about center time activities.

PreKindergarten

accomplishments	when adult asks questions.	adult to elaborate.	
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MMSR Exemplars

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

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

Fall Spring

MMSR/SC: **2A 2** Shows empathy and concern for peers and adults

Objective:	Proficient	In Process	Needs Development
Understand basic feelings, such as happy, sad, as expressed by others verbally or non-verbally	Communicates to teacher that something is wrong with another child when he notices the other child with his head down on the table and hears crying.	When working at table, looks at student sitting next to him with his head down and crying. When teacher asks what is wrong with peer, student communicates, "I don't know. Why is he crying?"	Does not respond to the crying child sitting next to him at table. Continues to work on own activity.
Cares with guidance for peers who are in distress	Puts arm around crying child hurt on the playground when asked by adult to comfort the injured child.	Requires explanation and modeling by an adult on to how to comfort a hurt child on the playground.	Laughing or not noticing when another child falls down and is crying.

MMSR Exemplars

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

WSS Indicator: I E1 Seeks adult help when needed to resolve conflicts

Fall Spring

MMSR/SC: 2A 1 Student initiates and maintains relationship with peers and adults

Objective:	Proficient	In Process	Needs Development
Seeks adult help when solving interaction conflicts	Student (verbally or nonverbally) calls out for adult to come and resolve a conflict over the sharing of a toy with another child (Ex: “Ms. B, Tony won’t let me have that truck.”).	Student calls out/communicates, “Tony took my truck!” and grabs it from the other child.	Student grabs truck away from another student and runs/moves to another part of the room to play with it.

Language & Literacy



MMSR Exemplars

Content Area: Language and Literacy - 6.0 Listening

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

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Determine a speaker's general purpose.	Removes and hangs up coat when directed by the teacher to take off and hang up coat/jacket. (May rely on visual cues.)	Removes coat and leaves it on the floor when directed by teacher and/or provided with visual cues to take off and hang up coat/jacket.	Joins the class with coat/jacket on after being directed by the teacher to take off and hang up coat/jacket.
	Asks a question to clarify understanding of a book read or class discussion.	Communicates 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.
Demonstrate an understanding of what is heard by retelling & relating prior knowledge	Listens to a visitor communicate about what she does in the community (e.g., police officer) then finds a book about community helpers and makes a personal connection by communicating that her Dad is a police officer.	Listens to a visitor communicate about what s/he does in the community (i.e., police officer) and later uses some words (or signs or pictures) and content in dramatic play.	When asked a question about the classroom visitor, responds by communicating, "I don't know," or "Today I am packing my lunch."
	Expresses questions and comments relevant to the topic and reacts appropriately to what is	Identifies the problem and details of a story that is	

PreKindergarten

	communicated.		
Listen carefully to expand and enrich vocabulary	Listens attentively to a story such as <u>Chicka Chicka Boom Boom</u> and repeats the phrase “Chicka Chicka Boom Boom” throughout the day.	Listens attentively to a story such as <u>Chicka Chicka Boom Boom</u> read aloud and chants with the group when the phrase is repeated in story.	Interrupts during story with a question such as, “Can you tie my shoe?” “Is it time for lunch?”
	Communicates a new word learned from a classroom experience or book in appropriate context.	Communicates a new word learned from a classroom experience or book in response to teacher modeling and prompting.	Does not attempt to communicate a new word.

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

MMSR Exemplars

Content Area: Language and Literacy - 6.0 Listening

WSS Indicator: **II A2** Follows two- or three-step directions

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Follow a set of two- or three-step directions	Student is able to consistently follow a variety of two-step directions that have been modeled by an adult. (May rely on signs, symbols or visual cues.)	Student occasionally follows a variety of two-step directions that have been modeled by an adult. (May rely on signs, symbols or visual cues.)	Student is able to follow two-step directions when each step has been given separately (Ex: "Go get your name tag" – student goes; "Now bring it to me." – student does.).



MMSR Exemplars

Content Area: Language and Literacy - **6.0** Listening; **1.0** General Reading Processes: Phonemic Awareness

WSS Indicator: **II A3** Demonstrates phonological awareness

Fall Spring

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

1A 1 Discriminate sounds and words

1A 2 Discriminate and produce rhyming words and alliteration

Objective:	Proficient	In Process	Needs Development
Identify rhythms and patterns of language, including rhyme and repetition	After listening many times to a song (or fingerplay, poem, or chant) sung with repeating language, such as "Willaby, Wallaby Wo", student is able to sing and/or repeat correctly the nonsense phrases.	After listening many times to a song (or fingerplay, poem, or chant) sung with repeating language, such as "Willaby, Wallaby Wo", student inconsistently repeats correctly the nonsense phrases.	After listening many times to a song (or fingerplay, poem, or chant) sung with repeating language, such as "Willaby, Wallaby Wo", student makes limited attempts to sing and/or repeat nonsense phrases, or does not participate.
Tell whether sounds are the same or different	When two words are spoken, student can tell whether the words and the individual sounds (phonemes) in each of them are the same or different.	When two words are spoken, student can inconsistently tell whether the words and the individual sounds (phonemes) in each of them are the same or different.	When two words are spoken, student is unable to tell whether the words and the individual sounds (phonemes) in each of them are the same or different.

PreKindergarten

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MMSR Exemplars

Content Area: Language and Literacy - **6.0** Listening; **1.0** General Reading Processes: Phonemic Awareness

WSS Indicator: **II A3** Demonstrates phonological awareness

Fall Spring

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

1A 1 Discriminate sounds and words

1A 2 Discriminate and produce rhyming words and alliteration

<p>Tell whether sounds are same or different (cont.)</p>	<p>When two similar pictures, symbols, or signs are presented, student can tell whether they are the same or different.</p> <p>*(This becomes a visual discrimination skill rather than an auditory discrimination skill for students who are deaf/hard of hearing.)</p>	<p>When two similar pictures, symbols, or signs are presented, student can inconsistently tell whether they are the same or different.</p>	<p>When two similar pictures, symbols, or signs are presented, student is unable to tell whether they are the same or different.</p>
<p>Repeat rhyming words</p>	<p>Chants familiar rhymes with classmates; begins to produce a word, nonsense word, or sign that rhymes with a word or sign provided by an adult.</p>	<p>Chants familiar rhymes with classmates during circle time. Rarely or never produces a word, nonsense word, or sign that rhymes with a word or sign provided by an adult.</p>	<p>Does not chant familiar rhymes with classmates; produces words or signs that do not rhyme with word or sign provided by an adult.</p>

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



MMSR Exemplars

Content Area: Language and Literacy - **7.0 Speaking**

WSS Indicator: II B1 Speaks clearly enough to be understood without contextual clues.

Fall Spring

MMSR/SC: **7A 1 Use organization and delivery strategies**

Objective:	Proficient	In Process	Needs Development
Speaks clearly enough to be heard and understood in a variety of settings M	Uses appropriate articulation and volume (or augmentative communication), with teacher prompting, to describe a recent event, such as riding the school bus.	Occasionally uses appropriate articulation and volume (or augmentative communication), with teacher prompting, to describe a recent event, such as riding the school bus.	Unable to use appropriate articulation and volume (or augmentative communication) to describe a recent event, such as riding the school bus.
	Participates in conversation during center time or on the playground, speaking, signing, or communicating clearly enough to be understood by the group.	Participates in conversation during center time or on the playground, speaking, signing, or communicating clearly enough to be partially understood by the group.	Participates in conversation during center time or on the playground, but not speaking, signing, or communicating clearly enough to be understood by the group.
	*IF NONVERBAL, uses sign language without any production errors and can be easily understood by all.	Uses signs with one or two production errors, but is easily understood.	Signs with some production errors, and sometimes needs a prompt to clarify meaning.

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

MMSR Exemplars

Content Area: Language and Literacy - **1.0** General Reading Processes: Vocabulary

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

MMSR/SC: **1D 1** Develop and apply new vocabulary through exposure to a variety of texts

Objective:	Proficient	In Process	Needs Development
Discuss words and word meanings daily as they are encountered in texts, instruction and conversation	When adult is reading aloud a big book, student consistently asks adult to define meaning of specific words (or signs or symbols) he hears (or sees) in the text that are unfamiliar to him.	When adult is reading aloud a big book, student occasionally asks adult to define meaning of specific words (or signs or symbols) he hears (or sees) in the text that are unfamiliar to him.	When adult is reading aloud a big book, student never asks adult to define meaning of specific words (or signs or symbols) he hears (or sees) in the text that are unfamiliar to him.
	Student uses “new” or “target” vocabulary words to respond to questions or tell about an event from a story.	Student sometimes uses “new” or “target” vocabulary words to respond to questions or tell about an event from a story.	Student does not use “new” or “target” vocabulary words to respond to questions or tell about an event from a story.
Asks questions about unknown objects and words related to topics discussed	Student asks questions about new and unfamiliar concepts or words heard in books read aloud (Ex: “What is a persimmon?”). (May use augmentative communication to ask questions.)	Student occasionally asks questions about new and unfamiliar concepts or words heard in books read aloud (Ex: “What is a persimmon?”). (May use augmentative communication to ask questions.)	Student does not ask questions about new and unfamiliar concepts or words heard in books read aloud (Ex: “What is a persimmon?”).
Collect and play with favorite words	When playing in centers, student repeats one or two favorite phrases remembered from familiar songs, such as “Chicka-chicka-boom-boom” or “Willaby-wallaby-wo”.	When playing in centers, student occasionally repeats a phrase remembered from familiar songs, such as “Chicka-chicka-boom-boom” or “Willaby-wallaby-wo”.	Student does not attempt to repeat familiar phrases heard in familiar songs, such as “Chicka-chicka-boom-boom” or “Willaby-wallaby-wo”.

PreKindergarten

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MMSR Exemplars

Content Area: Language and Literacy - **7.0** General Reading Processes: Comprehension

WSS Indicator: **II C1** Shows appreciation for books and reading

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Demonstrate the proper use of a book	Chooses a familiar storybook and pretends to read while turning the pages and holding the book correctly.	Re-tells a complete story while looking at only one page of the book.	Holds the book upside down while pretending to read.



MMSR Exemplars

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

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

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

1D 1 Develop and apply vocabulary through exposure to a variety of texts

Objective:	Proficient	In Process	Needs Development
Understand that speech can be written and read	Draws a picture and asks the teacher to write a label for the pictures as he/she tells about it.	Draws a picture and provides some verbal (or nonverbal – using sign language or augmentative communication) labels when prompted by the teacher.	Draws a picture and teacher prompts the student to provide verbal (or nonverbal – using sign language or augmentative communication) labels. Child makes no connection between picture and labels.
Understand that print conveys meaning	Asks, a question such as, “What does that say?” when they see a sign, label, or other print.	Sees a stop sign and makes a comment such as, “There is my name.”	Holds a newspaper while in dramatic play and makes the comment, “I’m watching the newspaper.”
Identify some signs, labels, environmental print	Student notices the yellow packaging of the cereal box and says, “We’re having Cheerios™ for breakfast today.”	Student notices the yellow packaging of the cereal box and says, “We’re having cereal for breakfast today.”	Student does not notice the yellow packaging of the cereal box and asks, “What are we having for breakfast today?”

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

MMSR Exemplars

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

WSS Indicator: **II C3** Begins to develop knowledge about letters

Fall

Spring

MMSR/SC: **1B 1** Recognize that letters have corresponding sounds

Objective:	Proficient	In Process	Needs Development
Recognize similarities and differences in letter shapes	When looking at student name tags, student notices letters on other's tags that are in his name but does not name the letters (Ex:" Look! That is in my name, too!").	When looking at student name tags with adult guidance, student occasionally notices letters on other's tags that are in his name but does not name the letters (Ex:" Look! That is in my name, too!").	Student is unable to match letter shapes on his name tag that may also appear on the name tags of peers, even with adult guidance.
Match familiar consonant sounds to appropriate letters. Such as, m, b, f, t, p	Student is able to repeat the sound made by the first letter in his name, after hearing an adult model it (Ex: "Your name is Savion. That letter says, /sss/").	Student inconsistently repeats the sound made by the first letter in his name, after hearing an adult model it (Ex: "Your name is Savion. That letter says, /sss/").	Student does not repeat the sound made by the first letter in his name, after hearing an adult model it (Ex: "Your name is Savion. That letter says, /sss/").

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



MMSR Exemplars

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

WSS Indicator: **II C4** Comprehends and responds to stories read aloud

Fall

Spring

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

1E 4 Demonstrates understanding of text (after reading)

Objective:	Proficient	In Process	Needs Development
Use illustrations to construct meaning	Looks at a picture book and communicates (by telling, writing, drawing, signing, or dramatizing) a story that may or may not connect to the illustrations.	Looks at a picture book and communicates (by telling, writing, drawing, signing, or dramatizing) a story that is not connected to the illustrations.	Looks at a picture book and does not attempt to communicate any story.
Connect events, characters, and actions in stories to specific life experiences	Listens to a story, such as <u>Corduroy</u> and makes a personal connection, such as, "I have a bear at home just like Corduroy."	Listens to a story, such as <u>Corduroy</u> and makes comments related to the story but does not necessarily make a personal connection (Ex: "His button is missing.>").	Listens to a story such as <u>Corduroy</u> , and does not comment, or makes a comment that is unrelated to the story, such as, "I went out to dinner last night."
Recall information from the text	Identifies characters or events in a story read by the teacher.	Identifies characters or events in a story read by the teacher with prompting.	Unable to identify characters or story events in a story read by the teacher.
Respond orally to questions	Makes relevant responses to questions asked about a story.	Make irrelevant responses to questions asked about a story.	Makes no response to questions asked about a 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 - 4.0 Writing

WSS Indicator: **II D1** Represents ideas and stories through pictures, dictation, and play (Fall) Spring

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

Objective:	Proficient	In Process	Needs Development
Write to express personal ideas using letter-like shapes, symbols, and letters	Attempts to represent personal story ideas by using scribbling, some letter-like shapes on a notepad and/or attempting to copy own name to picture.	Shows few or inconsistent attempts to “write” to represent ideas.	Shows no interest in “writing.”
Use drawings, letters or symbols to express personal ideas	Student draws about a personal experience and verbally tells an adult about his picture.	Student draws but is unable to tell adult what it is a picture of when verbally prompted by an adult.	Student shows no interest in drawing.
	Student types letters or uses a drawing program to describe a thought or story.	Student types letters or uses a drawing program with adult assistance to describe a thought or story.	Student shows no interest in drawing or typing to describe thoughts or ideas.

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



MMSR Exemplars

Content Area: Language and Literacy - 4.0 Writing

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

MMSR/SC: **4A 1. Compose texts using the pre-writing and drafting strategies of effective writers and Speakers**

4A 2. Compose oral and visual presentations that express personal ideas

Objective:	Proficient	In Process	Needs Development
Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas	Attempts to represent ideas through “writing” such as, letter-like shapes to label pictures or copying a friend’s name from a name tag.	Shows inconsistent attempts to “write” or to represent ideas when prompted by teacher.	Shows no interest in “writing”.
Use drawings, letters or symbols to express personal ideas	Attempts to represent ideas through “writing” such as, making scribbles or letter-like shapes on a notepad and asks adult to “read” it.	Occasionally make attempts to represent ideas making scribbles on a notepad.	Shows no interest in “writing”

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

MMSR Exemplars

Content Area: Language and Literacy - 4.0 Writing

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

Fall Spring

MMSR/SC: **4A 1** Compose texts using the pre-writing and drafting strategies of effective writers and speakers

4A 2 Compose oral and visual presentations that express personal ideas

Objective:	Proficient	In Process	Needs Development
Recognize that writing conveys meaning	Student asks teacher to write down exactly what he says, or attempts to form (or type on assistive tech device) letters and words on his or her own about a picture he has drawn and to write the words he says at the bottom of the picture.	Student can describe a picture he has drawn but does not want the teacher to write anything on his drawing.	Student draws a picture. When asked to tell about the picture, student says, "I don't know," or does not respond.
Contribute to a shared writing experience or topic of interest	Student offers an appropriate thought or sentence, verbally or adaptively, to add to the daily news, when asked (Ex: "I'm going to Monica's house today.").	Student offers an appropriate thought or sentence, verbally or adaptively, to add to the daily news, when first modeled by an adult (Ex: "I'm going to Monica's house today.").	Student offers an irrelevant thought or sentence, verbally or adaptively, to add to the daily news, or does not attempt to add a thought, even when modeled by an adult and verbally prompted.
Use drawings, letters or symbols to express personal ideas	Student draws picture with writing utensil or using assistive technology, and communicates about it, when prompted to do so by adult. May attempt to copy name onto picture.	Student draws picture with writing utensil or using assistive technology, and sometimes communicates about the picture when prompted by an adult.	Student draws picture with writing utensil or using assistive technology, but does not communicate about it even when prompted by adult.

Mathematical Thinking

PreKindergarten



MMSR Exemplars

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

WSS Indicator: **III A1** **Begins to use simple strategies to solve mathematical problems.**

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Identify the question in the problem	While watching another child make play dough balls, student asks, "How can I make my play dough into a ball?"	While watching another child make play dough balls, student attempts to copy after adult models asking the question, "How can you make your play dough into a ball?"	While watching another child make play dough balls, student does not attempt to copy, even after adult asks the question, "How can you make your dough into a ball?" and models for the student.
Make a plan to solve a problem	Determines the number of cups needed for snack with teacher assistance.	Unable to determine the number of cups needed for snack, even with teacher assistance.	Makes no attempt to determine the number of cups needed for snack.

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



MMSR Exemplars

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

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

MMSR/SC: **6A 1** Apply knowledge of whole numbers

Objective:	Proficient	In Process	Needs Development
Construct relationships based on quantities	Counts 3 cars and recognizes that he/she has the same number of cars as a friend.	Inconsistently counts small sets of objects and does not make comparisons.	Plays with objects but does not count or make comparisons.
Use concrete materials to build sets 0 to 5	Consistently able to count and build a set for a given number 0-5.	Inconsistently able to count and build a set for a given number 0-5.	Unable to count and build a set for a given number 0-5.

MMSR Exemplars

Content Area: Mathematics – **2.0** Knowledge of Geometry

WSS Indicator: **III C1** Sort objects into subgroups that vary by one or two attributes

Fall Spring

MMSR/SC: **2A 1** Recognize and use the attributes of plane geometry figures

Objective:	Proficient	In Process	Needs Development
Sort objects by one attribute such as: shape, color, size	During clean-up, student lines up all the red cars together on the shelf and all the blue cars on a different shelf.	During clean-up, student lines up all the red cars together on the shelf with adult verbal assistance and modeling.	Student lines all cars randomly on shelf, without sorting them into red and blue, as modeled by an adult.
Match triangles, circles and squares	When shown a circle shape, student is consistently able to find another object in the room that is a circle shape and brings it/points it out to an adult.	When shown a circle shape, student inconsistently finds an object in the room that is a circle shape and brings it/points it out to an adult.	When shown a circle shape, student is not able to find another object in the room that is a circle shape.



MMSR Exemplars

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

WSS Indicator: **III C2 Recognizes simple patterns and duplicates them**

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Match patterns kinesthetically such as: clap/snap/clap/snap/...	Student copies a two-part pattern (Ex: tap knees, tap head) as modeled by an adult.	Student attempts to copy a two-part pattern (Ex: tap knees, tap head) as modeled by an adult, with inconsistency.	Student is unable to copy a two-part pattern (Ex: tap knees, tap head) as modeled by an adult.
Recognize simple patterns	Recognizes simple patterns such as, the stripes on a flag or a zebra with teacher support.	Inconsistently recognizes a simple pattern, such as stripes on a flag or zebra with teacher support.	Unable to recognize simple patterns.
Continue a simple pattern	Using a model, strings beads, stacks blocks, or lines up cars in a repeating AB pattern according to color, shape, or size.	Using a model, strings beads, stacks blocks, or lines up cars, but does not consistently repeat the AB pattern.	Strings beads, stacks blocks, or lines up cars indiscriminately.



MMSR Exemplars

Content Area: Mathematics – 2.0 Knowledge of Geometry

WSS Indicator: **III D1 Begins to recognize and describe the attributes of shapes**

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Sort objects by one attribute such as: shape, color, size, weight, length	Sorts a variety of shapes by one attribute but is unable to explain sort.	Attempts to sort a variety of shapes using one attribute with some success.	Makes no attempt to sort.
Name the attribute of plane figures such as: shape, color, size	During snack time, student notices and says, "I have all chocolate Teddy Grahams™ on my napkin!"	During snack time, student looks at snack and says, "Yes, I do" when teacher says, "You have all chocolate Teddy Grahams™ on your napkin!"	During snack time, student does not notice or comment on his snack being all the same color or kind.
Identify triangles, circles, and squares in the environment	Student notices and points to shapes in the room that are the same as the ones in a book he is reading.	Student looks at and points to shapes in the room that are the same as the ones in a book he is reading, when prompted by an adult.	Student does not look at or point to shapes in the room that are the same as the ones in a book he is reading, [even] when prompted by an adult.

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

MMSR Exemplars

Content Area: **2.0** Mathematics – Knowledge of Geometry

WSS Indicator: **III D2** Shows understanding of and uses several positional words

Fall

Spring

MMSR/SC: **2E 1** Begin to recognize a transformation

Objective:	Proficient	In Process	Needs Development
Tell position by using words such as: over, under, above, on, next to, below, beside, etc.	Student can correctly follow simple directions that include position words, such as, “Sit next to..., stand beside..., put the block on”...etc.	Student can correctly follow simple directions that include positional words when the action is also modeled by an adult.	Student is not able to consistently follow directions that include positional words even when the action is modeled by an adult.

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

MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

WSS Indicator: **III E1** Orders, compares and describes objects according to a single attribute

(Fall) Spring

MMSR/SC: **3A 1** Recognize and use measurement attributes

Objective:	Proficient	In Process	Needs Development
Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, taller, hotter, colder, etc.	Student notices his play dough snake is longer than another child’s snake and says, “My snake is bigger than yours.”	Student notices his play dough snake is different from a classmate’s and indicates, “They’re not the same.”	Student does not respond when adult asks student to point to which play dough snake is bigger.
Compare and describe objects according to a single attribute	When two objects are laid next to each other, student is able to consistently point correctly to the object that is bigger, smaller, longer, when asked to do so by an adult.	When two objects are laid next to each other, student inconsistently points correctly to the object that is bigger, smaller, longer, when asked to do so by an adult.	When two objects are laid next to each other, student is unable to point correctly to the object that is bigger, smaller, longer, when asked to do so by an adult.

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

MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

WSS Indicator: **III E2** Participates in measuring activities

(Fall) Spring

MMSR/SC: **3B 1** Measure in non-standard units

Objective:	Proficient	In Process	Needs Development
Measure length of objects	Student makes a line of Unifix™ cubes, lays it next to a toy car and says, “Look! My car is four blocks long.”	Student makes a line of Unifix™ cubes, lays it next to a toy car and says, “Look! They are the same.”	Student makes a line of Unifix™ cubes and pretends it is a car.
Explore the weight of objects	Comments that the full juice pitcher requires two hands to pick up and carry when it’s full, but that it gets easier to carry as juice is poured out of it.	Comments that the full juice pitcher requires two hands to pick it up when it’s full of juice. Does not notice what happens as it gets emptier.	Does not comment on the weight of the juice pitcher.

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

Science

PreKindergarten



MMSR Exemplars

Content Area: Science – 1.0 Skills and Processes

WSS Indicator: **IV A1** Asks questions and uses senses to observe and explore materials and natural phenomena

Fall Spring

MMSR/SC Indicator: **1A 1** Raise questions about the world around them and be willing to seek answers to some of them by making careful observation and trying things out.

1C 1 Ask[s], “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question

Objective:	Proficient	In Process	Needs Development
Seek information through reading, observation, exploration, and investigations	Student will ask questions when engaged in an activity (Ex: “What color play dough will I get if I mix these colors together?”), answering his own question through further exploration with teacher guidance.	Teacher models asking reflective questions when student is engaged in an activity (Ex: “What color play dough will you get if you mix red and blue together?”). Student occasionally explores further with teacher guidance.	Teacher models asking reflective questions when student is engaged in an activity (Ex: “What color play dough will you get if you mix red and blue together?”). Student not interested in exploring further.
Describe and compare things in terms of number, shape, texture, size, weight, color and motion	Matches same textures, such as rough or smooth, or natural resources, such as stone or wood accurately with teacher guidance.	Matches same textures, such as rough or smooth or natural resources, such as stone or wood inconsistently with teacher guidance.	Unable to match same textures such as rough or smooth or natural resources, such as stone or wood with teacher guidance.

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



MMSR Exemplars

Content Area: Science - 1.0 Skills and Processes

WSS Indicator: **IV A2 Use simple tools and equipment for investigation**

Fall Spring

MMSR/SC Indicator: **1A 1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observation and trying things out**

1D 1 Design and make things with simple tools and a variety of materials

Objective:	Proficient	In Process	Needs Development
Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data	Uses a variety of simple tools appropriately when given direction on their use, such as using a hand lens to aide in seeing small objects or using a sieve to sift through sand to discover small hidden objects.	When given direction on appropriate use of simple tools, displays appropriate use, such as using a funnel to pour water into a small-mouthed jar. Inconsistently uses other tools appropriately.	When given direction and structured guidance on appropriate use of simple tools, demonstrates inappropriate use.
Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task	Student uses paper towel tube to look through when looking for bugs on the playground during recess.	Student uses paper towel tube to look through when looking for bugs on the playground during recess when modeled by adult.	Student not interested in using paper towel tube to look through when others in class are looking for bugs on the playground during recess.

*Students 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: 4.0 Chemistry

WSS Indicator: **IV A3 Makes comparisons among objects.**

Fall

Spring

MMSR/SC Indicator: **1C 1 Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question**

4A 1 Use evidence from investigations to describe the observable properties of a variety of objects.

Objective:	Proficient	In Process	Needs Development
Describe things as accurately as possible and compare observations with those of others	When playing at the water table, the student notices that some of his objects float and some sink, and finds more objects to try, when guided by an adult.	When playing at the water table, the student only notices that some of his objects float and some sink when pointed out by an adult.	When playing at the water table, the student shows no interest in exploring floating and sinking objects and does not attend to activity being modeled by an adult.
Examine and describe a variety of familiar objects in terms of the materials from which they are made	When making a fabric collage, the student notices that some of the fabric scraps feel like dress up clothes fabrics or their own clothes (Ex: the satin fabric scraps feel like the kimono in the dress up center).	When making a fabric collage, the student puts all the silk pieces into a pile, but cannot tell why when asked by an adult.	Student engages in making a fabric collage without commenting about the different types of fabrics even when prompted to do so by an adult.

*Students with physical limitations may need physical assistance to engage with objects or create products.

Social Studies

PreKindergarten



MMSR Exemplars

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

WSS Indicator: **V A1** Identifies similarities and differences in personal and family characteristics

Fall Spring

MMSR/SC: **2A 1** Identify themselves as individuals and members of families that have the same human needs as others

Objective:	Proficient	In Process	Needs Development
Identify themselves as individuals and members of their families and the ways that they meet their human needs for food, clothing, shelter	Makes accurate and factual comment related to a family's routine following the reading of a story about a family's routine at home.	Follows the reading of a story about a family's routine at home and makes a personal comment, such as "That's funny," related to the routine.	Follows the reading of story about a family's routine at home and provides unrelated comments, or does not comment.
	Accurately describes preferences and contrasts them with peers such as, "I like playing in the block area, but Jim doesn't like it."	Describes basic differences, such as, "That one's like mine," but offers no elaboration when prompted by teacher after drawing pictures of families.	Does not describe differences when prompted by teacher after drawing pictures of families.
Use personal experiences, stories to demonstrate understanding that all people need food, clothing, shelter	Describes differences in detail, such as, "She has 4 people in her family, but my family is different because we have 5." after drawing pictures of their families in class.	Describes preferences but does not draw contrast with others when prompted by teacher.	Does not state preferences when prompted by teacher.

*Student may use sign language to demonstrate understanding

Use appropriate communication to communicate comments, answer questions, follow directions, and



MMSR Exemplars

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

WSS Indicator: **V B2** Describes some people’s jobs and what is required to perform them.

Fall

Spring

MMSR/SC: **1C 1** Identify the roles, rights and responsibilities of being a member of the family and School

4A 2 Identify that materials/resources are used to make products

Objective:	Proficient	In Process	Needs Development
Identify roles of family members	Able to accurately talk about family jobs in the home (Ex: Mom drives me to school.).	Inconsistent in ability to answer correctly about family member’s jobs in the home.	Offers irrelevant comments when asked what a family member does in the home (Ex: Daddy has a beard.), or does not comment.
Identify the roles of members of the school, such as principal, teacher, nurse	Pretends to be the school nurse and takes the temperature of classmates in the dramatic play area following a visit to the school nurse’s office.	States that s/he’s the school nurse but does not demonstrate any job-related activities in the dramatic play area following a visit to the school nurse’s office.	Uses the school nurse props for unrelated purposes in the dramatic play area following a visit to the school nurse’s office.
Recognize that workers do jobs in the home and school	Contributes some details to a discussion about how the farmer pressed apples into juice after a visit to or discussion about an	Contributes some details with teacher prompting about how the farmer pressed apples into juice after the visit to or discussion	States that apples make juice but offers no details to show the steps after the visit to or discussion about an orchard.

PreKindergarten

	orchard.	about an orchard.	
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*Student may use sign language or augmentative communication to communicate comments, answer questions, follow directions, and demonstrate understanding.



MMSR Exemplars

Content Area: Social Studies - 4.0 Economics

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

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food	Identifies equipment used during regular classroom routines, such as, VCR, tape recorder.	Identifies some of the equipment used during regular classroom routines when prompted by teacher.	Does not identify, when prompted by teacher, any of the equipment used during regular classroom routines.

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



MMSR Exemplars

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

WSS Indicator: **V C1** Demonstrates awareness of rules

Fall

Spring

MMSR/SC: **1A 1** Identify the importance of rules
2C 1 Identify how groups of people interact

Objective:	Proficient	In Process	Needs Development
Recognize why people have rules at home and at school	Student is able to name some of the classroom rules (Ex: take turns, listening to others, keep hands and feet to yourself, etc.) without adult prompting.	Student is able to name at least one of the classroom rules (Ex: take turns, listening to others, keep hands and feet to yourself, etc.) with adult prompting.	Student does not name any of the classroom rules (Ex: take turns, listening to others, keep hands and feet to yourself, etc.) with adult prompting.
Generate and follow classroom rules that promote order and safety in the classroom	Identifies simple rules and responds to teacher directions or signals, such as responding to the signal to clean up and participating in class clean up time.	Identifies simple rules with reminders and occasionally responds to teacher directions or signals (Ex., responds to the signal to clean up but continues to play).	Does not respond to teacher directions or signals and continues playing after the signal to clean up has been given.
Identify/ demonstrate appropriate social skills that help people live, work, play together at home/ school	Student shares toys with another child, with adult verbal guidance.	Student occasionally will share toys with another student when adult intervenes.	Student refuses to share toys with another child when asked by an adult to do so.

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

MMSR Exemplars

Content Area: Social Studies – 1.0 Political Science

WSS Indicator: **V C2** Shows awareness of what it means to be a leader

(Fall) Spring

MMSR/SC: **1A 1** Identify the roles, rights and responsibilities of being a member of the family and school

Objective:	Proficient	In Process	Needs Development
Identify and discuss rights, responsibilities and choices in the classroom and family	Student is able to carry out effectively his weekly job in the classroom (Ex: line leader, messenger, calendar helper, etc.) with occasional reminders from an adult, and physical assistance if mobility is limited.	Student needs reminders throughout the school day to complete his weekly classroom job (Ex: line leader, messenger, calendar helper, etc.)	Student requires daily modeling and reminders by an adult to carry out his weekly classroom job (Ex: line leader, messenger, calendar helper, etc.).

MMSR Exemplars

Content Area: Social Studies – **3.0** Geography

WSS Indicator: **V D1** Describes the location of things in the environment

Fall Spring

MMSR/SC: **3A 1** Recognize that a globe and maps are used to help people locate places

Objective:	Proficient	In Process	Needs Development
Recognize that maps are models of places	Student draws/recognizes a picture of his bedroom, points to places in the picture and describes what is located there in the picture.	Student draws/recognizes a picture of his bedroom and answers “Yes/no” questions asked by an adult when adult points to places in the picture and asks, “Is this your___? (bed, chair, lamp, etc.)”	Student shows no interest in drawing/looking at a picture of his bedroom.
Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures and photographs	In block center, student builds a road with blocks and a bridge and talks about what he’s built. When asked why he built the bridge, says, “so cars won’t crash into the river”.	During centers, student builds a road and a bridge with adult verbal assistance and direction.	Student builds with blocks and crashes toy car into structure to knock it down.

*Student may use sign language or augmentative communication to communicate comments, answer questions, follow directions, and demonstrate understanding. Student with physical limitations may need physical assistance to create maps.

MMSR Exemplars

Content Area: Social Studies – 3.0 Geography

WSS Indicator: **V D2** Shows awareness of the environment

Fall

Spring

MMSR/SC: **3B 1** Recognize that places in the immediate environment have specific physical and human-made features

3D 1 Describe how people adapt to their immediate environment

Objective:	Proficient	In Process	Needs Development
Discuss that places have natural features (lakes, ponds, hills) and human-made features (parks, streets, stores)	Student builds a road with blocks and uses props, such as plastic animals, buildings, people, etc. appropriately (Ex: builds a barn for the animals next to the road, builds road around the pond, drives tractor on the road, etc.).	Student builds a road with blocks and uses props, such as plastic animals, buildings, people, etc. inappropriately (Ex: puts tractor in pond, animals on road, etc.)	Student uses props in block area in inappropriate ways (Ex: throws plastic animals at a block tower to knock it down).
Identify ways people adapt to the environment, such as wearing clothing appropriate for the weather	Playing dress up in housekeeping and dressing the dolls in warm clothes to “go out to play in the snow.”	When prompted by teacher, student will dress doll in warm clothes to go play in the snow.	Doll has no clothes on to go play in the snow.

*Student may use sign language or augmentative communication to communicate comments, answer questions, follow directions, and demonstrate understanding. Student with physical limitations may need physical assistance to construct or engage with toys.

PreKindergarten

The Arts

PreKindergarten



MMSR Exemplars

Content Area: The Arts - 1.0 Music

WSS Indicator: **VI AI Participates in group music experiences**

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Sing songs that use the voice in a variety of ways	Joins in songs during circle time, engaging in song's hand motions, and remembers the words to an oft- repeated song.	Joins in songs during circle time, but seldom engages song's hand motions, and seldom remembers words to an oft- repeated song.	During circle time songs, does not engage in song's hand motions or remember words to an oft- repeated song.
Practice "wait and listen" before imitating rhythmic and melodic patterns	Imitates two or three beats with rhythm sticks repeatedly after listening to teacher's introduction.	Imitates two or three beats with rhythm sticks inconsistently.	Is unable to imitate two or three beats with rhythm sticks.

*Student may use sign language or augmentative communication to communicate comments, answer questions, follow directions, and demonstrate understanding. Student with physical limitations may need physical assistance to engage with musical instruments.



MMSR Exemplars

Content Area: The Arts - 1.0 Music; 1.0 Dance; 3.0 Theatre

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

Fall

Spring

- MMSR/SC: **1A 2** - Dance - Demonstrate kinesthetic awareness and technical proficiency in dance
- 1A 3** – Music - Respond to music through movement
- 3 C1** – Theatre - Use a variety of theatrical elements to communicate ideas and feelings

Objective:	Proficient	In Process	Needs Development
Dance - Reproduce movement demonstrated by the teacher	Follows directed body movements such as, swings arms, bending back, jumps in place.	Follows directed body movements with teacher guidance.	Is unable to follow directed body movements.
Music - Express music through movement, developing the concept of personal space (“bubble space”)	Initiates the imitation of animals such as butterflies or elephants moving gracefully while listening to (or feeling the beat of) music.	Occasionally participates in teacher-modeled activities involving acting out animal movements but usually only watches while listening to (or feeling the beat of) music.	Does not participate in teacher-modeled activities involving imitation of animals such as butterflies or elephants while listening to (or feeling the beat of) music.
Theatre - Pantomime characters from books or rhymes	Pantomimes character from a nursery rhyme after reading the nursery rhyme.	Pantomimes character from a nursery rhyme with teacher guidance.	Is unable to pantomime a character from a nursery rhyme.

Student with physical limitations may need physical assistance.



MMSR Exemplars

Content Area: The Arts- 3.0 Visual Arts

WSS Indicator: **VI A3 Uses a variety of art materials for tactile experience and exploration** Fall Spring

MMSR/SC: **3 C1 Create images and forms from observations, memory, imagination, and feelings**

Objective:	Proficient	In Process	Needs Development
Explore art media, processes and techniques	Tries one medium many times in order to experience its properties in depth such as painting at the easel several times in a row, using several colors, or covering the whole paper with paint.	Participates in activities using different art media when encouraged by the teacher.	Rarely chooses art-related activities.
Create artworks that explore the uses of color, line, shape, and texture to express ideas	Student participates in a variety of art experiences, such as finger painting, easel painting, making collages.	Student rarely chooses to play at the art center, shows little interest in creating artworks, or participates in only one kind of art experience.	Student does not choose to play at the art center.

Student with physical limitations may need physical assistance.



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/SC: **1 A3** – Dance – Respond to dance through observation, experience, & analysis.
4 D1 – Visual Arts - Develop and apply criteria to evaluate personally created artworks and the artworks of others
4 D1 – Theatre - Identify, describe, and apply criteria to assess individual and group theatre processes

Objective:	Proficient	In Process	Needs Development
Dance - Apply the language of dance to observed movement	Copies dance steps of a classmate during creative movement.	Copies some dance steps of a classmate with teacher assistance.	Is unable to copy dance steps with teacher assistance.
Visual Arts - Observe, describe, and respond to selected artworks	Reviews own artwork created over past weeks and selects a few of them to take home.	Reviews own artwork but needs teacher guidance to make selection.	Reviews own artwork but is unable to select a few even with teacher guidance.
Theatre - Observe and respond to theatrical experiences as participants and audience members	Asks questions about a story being performed through Reader's Theatre or a puppet show.	Asks questions when prompted by the teacher.	Is unable to attend through the duration of the performance.

*Student may use sign language or augmentative communication to communicate comments, answer questions, follow directions, and demonstrate understanding. Student with physical limitations may need physical assistance.

Physical Development & Health

PreKindergarten



MMSR Exemplars

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

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

Fall

Spring

MMSR/SC: **1 A1 Show fundamental movement skills**
2 B2 Identify balance through movement

Objective:	Proficient	In Process	Needs Development
Explore locomotor skills, including walking, galloping, running, hopping, and jumping,	Student consistently participates in movement activities during group time, such as galloping, jumping several times with both feet together, and running smoothly with stops, starts, and turns.	Student will occasionally participate in movement activities during group time, attempting to gallop, jump with both feet together, and run smoothly with stops, starts, and turns.	Student does not participate in motor movement activities during group time, even with adult prompting and guidance; inconsistently attempts to gallop, jump with both feet together, or run with stops, starts, and turns.
Show the ability to balance on one or more body parts	Walks on a line on the floor or along a curb or the edge of a sandbox using balanced heel to toe steps (or if visually impaired, stands on either foot for more than 10 seconds).	Walks on a line on the floor or along a curb or the end of a sandbox but often loses balance when trying heel to toe steps (or if visually impaired, stands on one foot for several seconds).	Walks on a line on the floor or along a curb or the edge of a sandbox without attempting heel to toe steps, even when modeled or prompted.

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

PreKindergarten



MMSR Exemplars

Content Area: Physical Development - 3.0 Motor Learning Principles

WSS Indicator: **VII A2 Coordinate movements to perform simple tasks**

Fall

Spring

MMSR/SC: **3 A1 Recognize that skills will develop over time with appropriate practice and use of the correct cues**

Objective:	Proficient	In Process	Needs Development
Show basic motor skills using imitation as a means for motor skill improvement	Student will engage in a variety of motor movement activities during outside time, including climbing on play structures or attempting hopscotch.	Student will inconsistently engage in a variety of motor movement activities during outside time, including climbing on play structures, or attempting hopscotch, when prompted to do so by an adult.	Student stands next to an adult, sits on grass, etc. and does not engage in motor movement activities when outside even when prompted.
	Imitates fingerplays and songs with actions during circle time.	Attempts to imitate fingerplays and songs with actions during circle time.	Needs assistance to imitate fingerplays and songs with actions during circle time.

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

MMSR Exemplars

Content Area: Physical Development – 3.0 Motor Learning Principals

WSS Indicator: **VII B1** Uses strength and control to perform simple tasks

Fall

Spring

MMSR/SC: **2 B1** Identify balance through movement

3A1 Recognize that skills will develop over time with appropriate practice and use of the correct cues

Objective:	Proficient	In Process	Needs Development
Show basic motor skills, using imitation, as a means for motor skill improvement	Student is observed engaging in a variety of coordinated large muscle and small muscle movements when playing at centers (Ex: walking from center to center, moving around tables without bumping into them, sitting, dancing, bending, reaching, etc.).	Student is observed engaging in a limited number of coordinated large muscle movements or actions.	Student does not engage in a variety of motor movements appropriate to the center activity and movements may not be coordinated.
	Demonstrates strength needed to carry backpack by self, push open doors, remove lids from markers, push together and pull apart resistive materials.	Attempts resistive activities with some adult assistance to carry heavy objects, push open doors, remove lids from markers, and push together and pull apart resistive materials.	Needs adult help to complete resistive activities or carry heavy objects. Does not attempt resistive play.

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

MMSR Exemplars

Content Area: Physical Development - 6.0 Skillfulness

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

Fall

Spring

MMSR/SC: **1C1** Explore and experience skill themes.

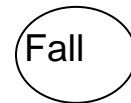
Objective:	Proficient	In Process	Needs Development
Explore throwing a ball	Beginning to catch a ball tossed from a short distance away with two hand grasp with increased success; to throw a ball overhand toward a target.	Inconsistently catches a ball with two hand grasp or throws a ball toward a target.	Does not catch a ball with two hand grasp; does not throw ball, or randomly throws.
	Easily manipulates small pieces within the classroom to string a variety of items, lace cards, stack and build with blocks, trace lines with accuracy.	Completes simple activities requiring precision such as stringing small beads, stacking and building with blocks, and tracing straight, curved lines that have been drawn.	Needs physical assistance to complete activities such as placing a string through a hole on a bead, stacking blocks, tracing lines that have been drawn.

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

MMSR Exemplars

Content Area: Physical Development - 1.0 Skillfulness
Visual Arts – 3.0 Creative Expression and Production

WSS Indicator: **VII B3** Shows beginning control of writing, drawing, and art tools



Spring

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

3 C1 Create images and forms from observations, memory, imagination, and feelings

Objective:	Proficient	In Process	Needs Development
Use general spatial awareness and self space awareness in physical activities	Student constructs a structure at the Lego™ table, building on the horizontal plane and keeping the structure in his space at the table. May begin experimenting with building up.	Student constructs a structure at the Lego™ table, building on the horizontal plane and has difficulty keeping the structure in his space at the table. Adjusts building with some difficulty.	Student constructs a structure at the Lego™ table, building on the horizontal plane only and is unaware that his structure is moving into a classmate's space at the table. Will not change or alter structure when prompted by adult.
Manipulate art media, materials and tools safely	Student uses the easel paints appropriately, painting only on appropriate surfaces and remembering to put the paintbrush back into the paint cup when finished.	Student uses the easel paints, sometimes spilling paint on the floor; may experiment with painting on unapproved surfaces. Sometimes forgets to put paintbrush back in cup so it dries out.	Student uses the easel paints in unapproved ways, such as painting a classmate or a chair, spilling paint on the floor, using paint brush as a weapon, etc.
	Uses scissors (regular or adapted) to cut a piece of paper in half.	Snips independently with scissors (regular or adapted) with some assistance to place the scissors in his hand appropriately.	Does not make individual snips with regular or adapted scissors , or refuses adult assistance.

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



MMSR Exemplars

Content Area: Health Education - **6.0** Health Education

WSS Indicator: **VII C1** Performs some self-care tasks independently

Fall Spring

MMSR/SC: There is no alignment at this time

Objective:	Proficient	In Process	Needs Development
There is no objective in the SC at this time	Puts on shirt, pants, socks and shoes with occasional assistance, and with adaptations as needed for physical limitations.	Tries to put on shirt, pants, socks and shoes, needing occasional physical assistance or adaptations.	Needs assistance to put on and take off clothing, even with adaptations. May assist by pushing arms and legs through clothing.
	Tries to zip, button, and/or buckle independently; may ask for adult assistance.	Attempts to zip, button, and/or buckle; still needs adult assistance.	Unable to zip, button, or buckle and consistently needs adult to perform the tasks.
	Washes and dries hands independently after using the bathroom without prompting from an adult.	Washes and dries hands after using the bathroom with adult prompting.	Needs assistance and prompting to complete the task of washing and drying hands.



MMSR Exemplars

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

WSS Indicator: **VII C2 Follows basic health and safety rules**

Fall Spring

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

Objective:	Proficient	In Process	Needs Development
Identify how to respond to an emergency such as, tell an adult and call 911	In Dramatic Play center, student acts out/communicates some fire safety procedures, such as dialing 911, calling for fire truck when there's a fire, etc.	In Dramatic Play center, student acts out/communicates some fire safety procedures, such as dialing 911, calling for fire truck when there's a fire, etc., with teacher guidance and modeling.	Is unable to act out fire safety procedures, even with teacher modeling.
Tell why the body needs food	Relates/communicates how food effects body growth in personal terms, such as, child liking milk "because it makes me strong", after reading story on human body and growth.	Relates/communicates inappropriately how food effects body growth after reading a story on human body and growth (Ex: "Milk can make me fly!")	Is unable to describe/communicate how food effects body growth after reading story on human body and growth.