



# **Maryland Model for School Readiness (MMSR)**

## **Prekindergarten Expanded Exemplars ~ Spring/Exit**

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Revised Fall 2007  
Fifth Edition



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 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:**
  - To complete summative evaluations of students on the 29 highlighted Pre-k level indicators in the fall during the first two weeks in November;
  - To measure progress against the 29 highlighted Pre-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 55 Pre-k level indicators for children newly identified with initial IEPs;
  - To measure **Progress At Exit** on all 55 Pre-k level indicators for children with IEPs who met their IEP goals and who exit special education and related services prior to the end of their kindergarten year; a child must have a **Status At Entry** measure and have participated in special education and related services for at least six months in order for a **Progress At Exit** measure to be completed.

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:**
  - Fall exemplars describe expectations for the fall of the school year.
  - Spring exemplars describe expectations for the end of the school year.

- **Early Childhood Accountability System (ECAS):**
  - **Fall/Entry exemplars (for all 55 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/Entry exemplars be used for children with initial IEPs whose chronological age falls from 4 years 0 months through 4 years 5 months of age.
  - **Spring/Exit exemplars (for all 55 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 4 years 6 months through 4 years 11 months of age.

According to federal special education requirements<sup>1</sup>, 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.”***

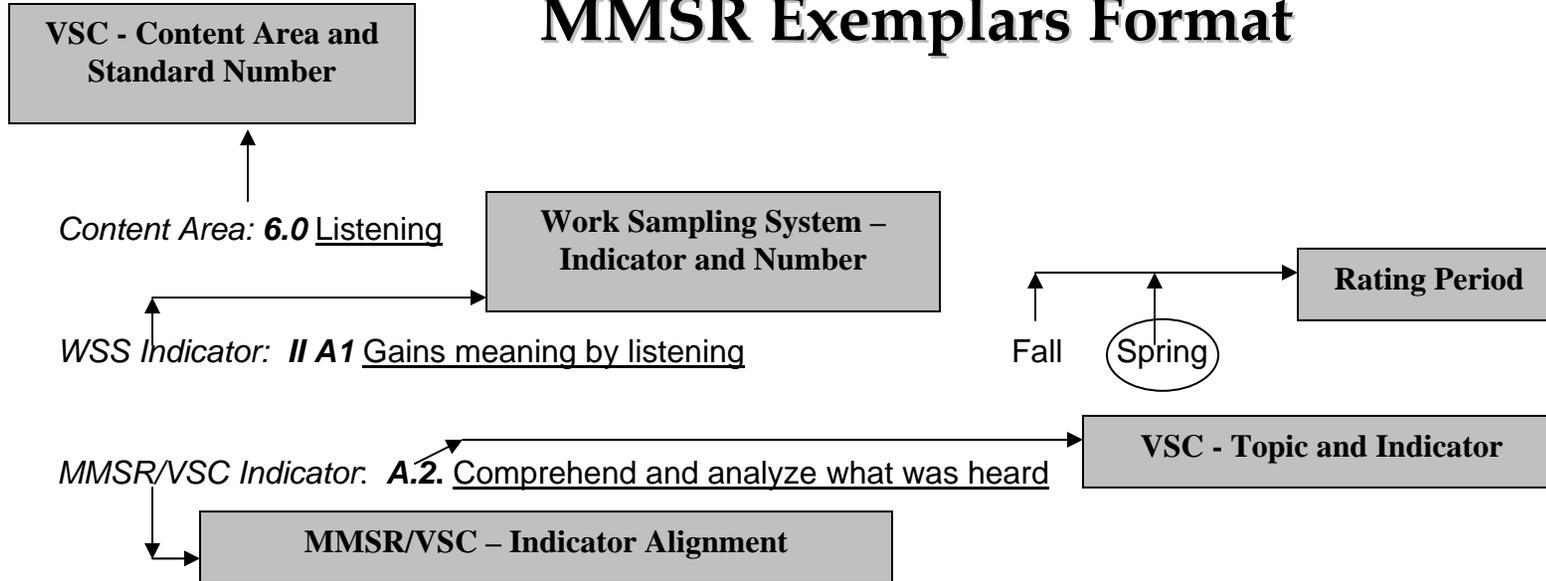
Teachers are encouraged to become familiar with the new MMSR exemplars, discuss them during the training sessions and with colleagues, use them to guide their evaluations, and communicate student learning and progress as students move from one grade to the next.

<sup>1</sup> Kindergarten teachers working at schools with Judy Centers evaluate students in the spring.

<sup>2</sup> 2004 Individual with Disabilities Education Act

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# 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/VSC - Objective**

Personal / Social

# MMSR Exemplars

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

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

Fall



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

Objective:	Proficient	In Process	Needs Development
Attempts new play and learning experiences independently	Copies hand motions and/or words to a new finger play/song when modeled by an adult.	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 but does not try to copy.
Knows resources are available in the classroom and how to use them	At center time, student independently goes to art shelf, locates play dough and brings it to the table and begins playing with it.	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.

# MMSR Exemplars

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

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

Fall

Spring

MMSR: **1 A3 Shows self-direction in familiar settings**

Objective:	Proficient	In Process	Needs Development
Makes choices with help and pursues tasks with intention	Attempts a new activity and pursues it for a meaningful period of time.	Chooses one familiar activity over another and actively and purposefully participates in it. (In different situations, the activity or choice varies.)	Chooses a familiar (purposeful play or work) activity only with assistance from an adult.
Cares for own belongings with occasional reminders	Stores own belongings or class projects, such as art work or work samples in assigned areas (may benefit from visual cues).	Places own belongings, such as hats 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).

# MMSR Exemplars

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

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

Fall

Spring

MMSR: **1 A4 Follows simple classroom rules and routines with guidance**

Objective:	Proficient	In Process	Needs Development
Generates and follows classroom rules	Suggests appropriate rules for classroom or playground and consistently responds to teacher directions or signals.	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.
Plans routine activities in the classroom with guidance	Independently identifies a choice activity and creates a plan for that activity.	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.

# MMSR Exemplars

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

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

Fall

Spring

MMSR: **1 A5 Uses classroom materials appropriately**

Objective:	Proficient	In Process	Needs Development
Plays with and uses materials with appropriate intention and purpose	Uses learning materials independently and appropriately.	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.
Puts away classroom materials after use	Places materials in designated areas when finished with an activity.	Places materials in designated areas when finished with an activity, with reminders from the an adult (or with visual cues).	Places materials on <b>any</b> shelf when finished with an activity, even with reminders from an adult.

# MMSR Exemplars

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

WSS Indicator: **I B3** Manages transitions

Fall



MMSR/VSC: **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 gives the class a verbal or nonverbal cue, student moves smoothly from one routine to another throughout the day (Ex: from story time to getting ready to go home; from outdoor play to coming inside).	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.)
Listens to simple directions specific to the tasks	Student follows two-step verbal or nonverbal directions given to the whole group, such as, "Time to hang up coats and come to circle."	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.

# 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: **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	Demonstrates eagerness about the new butterfly garden by getting a book about butterflies from the library area to find out more about them; drawing, dictating, and writing about butterflies, etc.	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.
Ask some questions about new things and experiences	Asks a variety of “Who, what, when, where, why, how” questions, and responds to suggestions for finding answers.	Begins to ask a variety of “Who, what, when, where, why, how” questions.	Asks only “why” questions.
Speaks about new learning experiences	Independently tells/communicates the details of getting a new puppy to adults and peers.	Talks/communicates about the details of getting a new puppy with peers or adults with minimal verbal prompting by an adult.	Will answer/respond to questions about new puppy when asked by adult, but does not volunteer the info on his own.

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

## 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/VSC: **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 one- or two-step directions, such as “Put your coat on, then find a partner,” “Stir the batter with the spoon and hold the bowl with your other hand,” etc.	Student attends to an adult and follows 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 giving simple one- or two-step directions, such as “Go to the table and sit down for small group time.”. Needs occasional verbal or nonverbal reminders from an adult.
Complete short-term tasks	Student stays engaged in a self-chosen activity at the block center for 7-10 minutes and completes task independently.	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.

## 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: **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 with “table setter” job places a napkin and cup in front of each chair before snack time after being asked to make sure everyone gets a napkin and a cup.	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 verbal direction and may occasionally have to redirect attention to the task.
Asks questions to seek ideas for new tasks	When making a road with blocks, student asks the other children, “Where can we put the houses?” and responds to suggestions and new ideas that they offer.	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 says, “I’m making a house.”
Relates relevant previous experiences to	Having seen the teacher make play doh green with green paint, student asks the teacher	After watching adult use tape to mend a book page, student attempts to do the same when	After watching adult use tape to mend a book page, student brings another book with a

new task	for red paint to color the play doh.	he notices a ripped page in the book he is reading.	ripped page to adult to mend with tape.
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\*Student may use sign language or augmentative communication to communicate questions and comments, and to demonstrate understanding.

## MMSR Exemplars

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

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

Fall

Spring

MMSR: **2 A1 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 consistently during classroom activities.	Takes turns during classroom activities with occasional reminders from an adult.	Takes turns during classroom activities with consistent verbal reminders and occasional modeling by an adult.
Shares materials and equipment with guidance	Consistently shares materials and equipment with other children.	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.

# 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: **2A 1** Student initiates and maintains relationship with peers and adults

Objective:	Proficient	In Process	Needs Development
Initiates conversations with adults	Independently 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.	When prompted, 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 answering questions about the event when asked to do so by an adult.
Seeks adult help when solving interaction conflicts	After asking another child to give the marker back that she took from him, student brings adult to art center to help him get the marker back.	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 yells to adult, "He took my marker!"

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

## MMSR Exemplars

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

WSS Indicator: **1 D3** Participates in the group life of the class

Fall

Spring

MMSR/VSC: **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 verbal direction and demonstrates the movement being described.	When playing “Simon Says,” during Group Time, student focuses on his classmate who is giving the verbal 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.
Understands rules of group activities with guidance	When playing Duck, Duck, Goose, student gets up and chase when it is his turn, with physical assistance if mobility is limited.	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 when verbally reminded by adult and adult runs along with him.
Speaks of individual contributions and group accomplishments	Student is able to communicate about what he did during center time, adding a few details.	Student is able to communicate about what he did during center time and elaborates with details when adult asks questions.	Student communicates, “I played in blocks.” inconsistently provides more information when asked by adult to elaborate..

**\*Student may use sign language or augmentative communication to communicate questions and comments, 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

Spring

MMSR/VSC: **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	Pats a child's back and communicates to teacher that the child is 'sad' when he notices the other child with his head down on the table, and hears him crying and saying that he is 'sad.'	Communicates to teacher 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?"
Cares with guidance for peers who are in distress	Take initiative to put arm around crying child hurt on the playground.	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.

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

## MMSR Exemplars

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

WSS Indicator: IE1 Seeks adult help when needed to resolve conflicts

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Seeks adult help when solving interaction conflicts	After asking another child for a truck that he wants, student brings adult to block area to help him get a turn with the truck.	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 may use sign language or augmentative communication to communicate questions and comments, and to demonstrate understanding.**



# Language & Literacy

## MMSR Exemplars

Content Area: Language and Literacy - 6.0 Listening

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

Fall

Spring

MMSR/VSC Indicator: **6 A2** Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Determine a speaker's general purpose	Follows the teacher's direction to hang up coat and hat, then selects a book or puzzle.	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.
Remove line above	Demonstrates understanding of a book read by re-enacting it in the dramatic play area.	Asks a question to clarify understanding of a book read or class discussion.	Communicates one key idea about a book read or class discussion.
Demonstrate an understanding of what is heard by retelling and relating prior knowledge	Engages in a conversation with another child that extends a thought or idea expressed to the group earlier by the community visitor such as "policemen help keep us safe."	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.
Listen carefully to expand and enrich vocabulary	Listens to the audio-taped version of the story, <u>Chicka Chicka Boom Boom</u> , then appropriately uses the vocabulary from the story in their dramatic play.	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.

**\*Student may use sign language or augmentative communication to communicate questions and comments, 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/VSC: **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 two- and three-step verbal directions that have been modeled by an adult. (May rely on signs, symbols, or visual cues.)	Student is able to consistently follow two-step verbal directions that have been modeled by an adult. (May rely on signs, symbols, or visual cues.)	Student occasionally follows two-step verbal directions that have been modeled by an adult. (May rely on signs, symbols, or visual cues.)

# MMSR Exemplars

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

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

Fall Spring

MMSR/VSC Indicator: **6 A2 Comprehend and analyze what is heard**

**1 A1 Discriminate sounds and words**

**1 A2 Discriminate and produce rhyming words and alliteration**

Objective:	Proficient	In Process	Needs Development
Identify rhythms and patterns of language, including rhyme and repetition	After being introduced to a song (or fingerplay, poem, or chant) sung with repeating language, such as "Willaby, Wallaby, Wo," student is able to sing, repeat, and add nonsense phrases appropriately.	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.
Tell whether sounds are 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 tell whether the words and the individual sounds (phonemes) in each of them are the same or different with adult prompting.	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.

**\*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: Phonemic Awareness

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

Fall Spring

MMSR/VSC Indicator: **6 A2** Comprehend and analyze what is heard

**1 A1** Discriminate sounds and words

**1 A2** Discriminate and produce rhyming words and alliteration

<p>Tell whether sounds are the same or different (cont).</p>	<p>Student notices whether similar pictures, symbols and signs are the same or different, and what the differences are, if any.</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>Repeat rhyming words</p>	<p>Invents string of rhyming words, including nonsense words.</p>	<p>Chants familiar rhymes with classmates and begins to produce a word, nonsense word, or sign that rhymes with a word said by an adult.</p>	<p>Chants familiar rhymes with classmates during circle time. Rarely or never produces a word or nonsense word or sign that rhymes with a word said by an adult.</p>

\*Student may use sign language or augmentative communication to communicate questions and comments, 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/VSC Indicator: **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	Uses appropriate articulation and volume (or augmentative communication), without teacher prompting, to describe a recent event, such as a field trip.	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.
	Participates in conversation during center time or on the playground, speaking, signing, or communicating clearly enough to be understood by a classroom visitor.	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.
	IF NONVERBAL, uses sign language in the classroom without any production errors and can be easily understood by a classroom visitor.	IF NONVERBAL, uses sign language in the classroom without any production errors and can be easily understood by the group.	Uses signs with one or two production errors, but is easily understood.

**\*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: Vocabulary

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

MMSR/VSC: **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.
		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.
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.)
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".

# 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/VSC: **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 by pointing to words with one finger as he recites/communicates the text.	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.

**\*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: Comprehension

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

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

**1 D1** 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, labels the picture and "reads" the labels.	Draws a picture and asks the teacher to label 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.
Understand that print conveys meaning	Identifies a letter, numeral, or word in the daily message or story as directed by the teacher.	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."
Identify some signs, labels, environmental print	Student notices the Food Lion TM insignia and label on an empty cracker box in the housekeeping area and says, "I like Food Lion too!"	Student notices the yellow packaging of the cereal box and says, "We're having Cheerios TM for breakfast today."	Student notices the yellow packaging of the cereal box and says, "We're having cereal 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/VSC: **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 and names some of the letters (Ex:" Look! That "R" is in my name, too!").	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!").
Match familiar consonant sounds to appropriate letters. Such as, m, b, f, t, p	Student is able to make the sound made by the first letter in his name, and knows that other words that begin with that letter have the same sound (Ex: "That word goes, /sss/ like Savion.")	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 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: Comprehension

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

Fall

Spring

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

**1 E4** 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 is based on the illustrations.	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.
Connect events, characters, and actions in stories to specific life experiences	Listens to a story being read aloud, such as <u>Corduroy</u> , and relates personal experiences to specific story events such as, shopping trips, losing a toy.	Listens to a story such as <u>Corduroy</u> , and makes make a personal connection such as, "I have a bear at home just like <u>Corduroy</u> ."	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.")
Recall information from the text	Identifies in detail, characters or events of a story read by the teacher.	Identifies characters or events in a story read by the teacher	Identifies characters or events in a story read by the teacher with prompting.
Respond orally to questions	Provides important details, ideas, and connections when responding to questions about a story.	Makes relevant responses to questions asked about a story.	Make irrelevant responses to questions asked about a story.

\*Student may use sign language or augmentative communication to communicate questions and comments, 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/VSC: **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	Consistently represents personal story ideas by using scribbling, some letter-like shapes on a notepad and/or attempting to copy own name to picture.	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 little attempts to “write” to represent ideas.
Use drawings, letters or symbols to express personal ideas	Student draws about a personal experience and labels drawing with several randomly placed letter-like shapes.	Student draws about a personal experience and communicates to an adult about his picture.	Student draws but is unable to tell adult what it is a picture of when prompted by an adult.
	Student consistently types letters or uses a drawing program to describe a thought or story.	Student attempts to type letters or use 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 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/VSC Indicator: **4 A1** Compose texts using the pre-writing and drafting strategies of effective writers and speakers

**4 A2** 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	Writes consistently to represent ideas such as making a shopping list or writing friend's names by using scribbling and some letter-like shapes.	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.
Use drawings, letters or symbols to express personal ideas	Attempts to represent ideas through "writing" such as creating signs or lists. (Ex., makes a sign using letters and/or draws a picture to label his block construction of a fire house "MEIVNs FR HS".).	Attempts to represent ideas through "writing" such as making scribbles or letter-like shapes on a notepad and asking adult to "read" it.	Occasionally makes attempts to represent ideas making scribbles on a notepad.

\*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/VSC: **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 forms (or types on assistive tech device) letters and words on his or her own about a picture he has drawn, using letter-like shapes and forming some letters correctly.	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.
Contribute to a shared writing experience or topic of interest	Student offers an appropriate thought or sentence with some detail, verbally or adaptively, to add to the daily news, when asked (Ex: "I'm going to Monica's house today. We're going to make cookies.").	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 to add to the daily news, when first modeled by an adult (Ex: "I'm going to Monica's house today.").
Use drawings, letters or symbols to express personal ideas	Student draws picture with writing utensil forming letter-like shapes and letters, or using assistive technology, and "reads" the caption to another person.	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	Student draws picture with writing utensil or using assistive technology, and sometimes communicates about the picture when prompted by an adult.

		name onto picture.	
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# Mathematical Thinking

# MMSR Exemplars

Content Area: Mathematics – 7.0 Processes of Math

WSS Indicator: **III A1 Begins to use simple 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
Identify the question in the problem	While making play dough balls with another child, student asks, "Do we have enough play dough to make more balls?"	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?"
Make a plan to solve a problem	Determines the number of cups needed for snack by counting the number of children.	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.

\*Student may use sign language or augmentative communication to communicate questions and comments, 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/VSC Indicator: **6A 1 Apply knowledge of whole numbers**

Objective:	Proficient	In Process	Needs Development
Construct relationships based quantity	Counts and determines that there are more cars than tow trucks in the block area.	Counts 3 cars and recognizes that he/she has the same number of cars as a friend has.	Inconsistently counts small sets of objects but does not make comparisons.
Use concrete materials to build sets 0 to 5	Builds sets for 0-5 and matches the set to the correct numeral.	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.

# 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/VSC: 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	In the table toys area, student sorts all of the Lotto cards into piles of people and piles of animals.	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.
Match triangles, circles and squares	In the table toys area, student sorts pattern blocks according to shape.	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.

# MMSR Exemplars

Content Area: Mathematics—1.0 Knowledge of Algebra, Patterns, and Functions

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

Fall Spring

MMSR/VSC Indicator: **1 A2 Identify, copy, and extend non-numeric patterns**

Objective:	Proficient	In Process	Needs Development
Match patterns kinesthetically such as: clap/snap/clap/snap/...	Student makes up two-part patterns such as pat back, stomp feet, pat back, stomp feet.	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.
Recognize simple patterns	Identifies simple patterns on clothing or borders.	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.
Continue a simple pattern	Strings beads in a simple repeating pattern according to color, shape, or size.	Using a model, strings beads in a repeating AB pattern according to color, shape, or size.	Using a model, strings beads but does not consistently repeat the AB pattern.

# MMSR Exemplars

Content Area: Mathematics – 2.0 Knowledge of Geometry

WSS Indicator: **III D1 Begins to recognize and describes some attributes of shapes**      Fall

Spring

MMSR/VSC Indicator: **2 A1 Recognize and describe 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, and length.	Sorts a variety of shapes by at least one attribute and explains the sort.	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.
Name the attribute of plane figures such as: shape, color, size	During snack time, student notices and says, "I have big and small goldfish on my napkin."	During snack time, student notices and says, "I have all chocolate Teddy Grahams TM on my napkin!"	During snack time, student looks at snack and says, "Yes, I do," when teacher says, "You have all chocolate Teddy Grahams TM on your napkin!"
Identify triangles, circles, and squares in the environment	Student announces that a shape on a poster looks like "a triangle with its head cut off."	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 may use sign language or augmentative communication to communicate questions and comments, 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/VSC: **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 follows simple verbal or nonverbal directions that include directional words, such as “stand behind Nicole in the line,” “Put the ball under the chair,” “Sit beside Jair.”	Student can inconsistently follow simple verbal directions that include directional words, such as, “Sit next to..., stand beside..., put the block on...etc.	Student can follow simple verbal directions that include directional words when the action is also modeled by an adult.

\*Student may use sign language or augmentative communication to communicate questions and comments, and to 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/VSC: **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.	Notices which children in the class are taller and which are shorter.	Student notices his play dough snake is longer than another child's snake and communicates, "My snake is bigger than yours."	Student notices his play dough snake is different from a classmates and indicates, "They're not the same."
Compare and describe objects according to a single attribute	"Measure" with a friend to find out who has the longer stringer of beads. Uses a variety of measurement words throughout the school day (Ex: bigger, smaller, longer, shorter, taller, hotter, colder, etc.)	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.

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

## MMSR Exemplars

Content Area: Mathematics – 3.0 Knowledge of Measurement

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

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Measure length of objects	Student independently makes a line of Unifix™ cubes, lays it next to a toy car and says, "Look! My car is four blocks long."	With teacher prompting, 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."
Explore the weight of objects	Tries to balance a scale by putting various objects on each side of it.	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.

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

Science

## 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/VSC Indicator: **1 A1 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.**

**1 C1 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 investigation and report observations with attempts at accuracy (Ex: Asking, “ How many bumps [ridges] are on this seashell?” and counting the ridges.).	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 questions 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.
Describe and compare things in terms of number, shape, texture, size, weight, color and motion	Independently and accurately matches same textures or natural resources, such as stone or wood.	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.

\*Sign language or augmentative communication to communicate questions and comments, and to 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/VSC Indicator: **1 A1 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.**

## 1 D1 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	Independently uses simple tools appropriately for active investigation, 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.	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.
Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task	Student builds a “house” or a “fence” out of Duplos for the class hermit crab to play in.	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 an adult.

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

## MMSR Exemplars

Content Area: Science - 4.0 Chemistry

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

Fall Spring

MMSR/VSC Indicator: **4 A1** 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 predicts that big objects will sink and small objects will float.	When playing at the water table, the student notices that some of his objects float and some sink and runs off to find 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.
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 feels the different fabric scraps and describes them (Ex: “slippery” [satin], “bumpy” [corduroy], or “crinkly” [taffeta]).	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.

\*Students with physical limitations may need physical assistance to use or create products.



# 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 personal and family characteristics**

Fall

Spring

MMSR/VSC Indicator: **A 1 Identify similarities and differences in people and 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	Says, "Maria's family grows their vegetables and my family buys vegetables at the store."	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.
	Notices that some classmates dress differently than others, and says, "Kyona and her sisters like to wear dresses, but I wear pants."	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.
Use personal experiences, stories to demonstrate understanding that all people need food, clothing, shelter	After reading <i>Pancakes for Breakfast</i> and talking about different kinds of breakfast foods, student says, "My Daddy cooks bacon and eggs but not pancakes for breakfast."	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.

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

# MMSR Exemplars

Content Area: Social Studies - 4.0 Economics

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

Fall

Spring

MMSR/VSC Indicator: 1 C1 Identify the roles, rights, and responsibilities of being a member of the family and school

4 A2 Identify that materials/resources are used to make products

Objective:	Proficient	In Process	Needs Development
Identify roles of family members	Dramatizes family jobs in the home (Ex: Pretends to be Grandma folding the laundry or talking on the phone; pretends to be Dad talking with the mechanic at the garage about getting the car fixed).	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.
Identify the roles of members the school, such as principal, teacher, nurse	In the dramatic play area following a visit to the school nurse's office, pretends to be the school nurse and demonstrates a variety of job-related activities of a nurse's different roles and responsibilities of the 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.
Recognize that workers do jobs in the home and school	Asks for props to role play how the farmer pressed apples into juice after a visit to an orchard; uses the flannel board to recall the process.	Contributes some detail to a discussion about how the farmer pressed apples into juice after a visit to or discussion about an orchard.	Contributes some details with teacher prompting about how the farmer pressed apples into juice after a visit to or discussion about an orchard.

\*; sign language or augmentative communication to communicate questions and comments, and to demonstrate  
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## 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/VSC Indicator: **4 A3** 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 appliance to cook food	Able to independently use classroom equipment when directed by teacher.	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.

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

## MMSR Exemplars

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

WSS Indicator: **V C1 Demonstrates awareness of rules** Fall (Spring)

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

**2 C1 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 independently state some classroom rules, and to explain why some rules are helpful.	Student is able to name some of the classroom rules (Ex: take turns, listen 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, listen 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	Suggests appropriate rules for classroom or playground and consistently responds to teacher directions or signals in class.	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, such as responding to the signal to clean up but continues playing.
Identify/demonstrate appropriate social skills that help people live, work play together at home/school	Student accepts that sometimes he/she has to wait to engage in some activities such as painting at the easel if the easels are full; and follows rules such as using a name tag to save a place at an interest area.	Student shares toys with another child, with adult verbal guidance.	Student will occasionally share toys with another student when adult intervenes.

\*Student may use sign language or augmentative communication to communicate questions and comments, and to 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/VSC: **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 independently identify his weekly classroom job and carry it out effectively (Ex: line leader, messenger, calendar helper, etc.) with occasional reminders from an adult, and physical assistance if mobility is limited.	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.	Student needs verbal reminders throughout the school day to complete his weekly classroom job (Ex: line leader, messenger, calendar helper, etc.)

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

# MMSR Exemplars

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

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

Fall

Spring

MMSR/VSC: **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 follows a simple treasure hunt map within the classroom.	Student draws a picture of his bedroom, points to places in the picture and describes what is located there in the picture.	Student draws 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.)”
Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures and photographs	In block center, student builds a road with blocks, uses block props to represent stores along his main street, and talks about the order of the “stores.”	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 assistance and direction.

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

# MMSR Exemplars

Content Area: Social Studies – 3.0 Geography

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

Fall

Spring

MMSR/VSC: **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 contributes to a class discussion about reasons for not picking flowers on the walk through the park that they recently took.	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.)
Identify ways people adapt to the environment, such as wearing clothing appropriate for the weather	Student contributes to a class discussion about what would happen if we go outside in the rain without a raincoat or umbrella.	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.

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

# The Arts

# MMSR Exemplars

Content Area: The Arts - 1.0 Music

WSS Indicator: **VI A2 Participates in group music experiences**

Fall

Spring

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

Objective:	Proficient	In Process	Needs Development
Sing songs that use the voice in a variety of ways	Knows the words to oft-repeated songs, humming or singing them during other parts of the day.	Joins in songs during circle time engaging in songs, hand motions, and remembering the words to an oft-repeated song.	Joins in songs during circle time but seldom engages in song's hand motions or remembers words to an oft-repeated song.
Practice "wait and listen" before imitating rhythmic and melodic patterns	Varies two or three rhythm beats in tempo after teacher's introduction.	Imitates two or three beats with rhythm sticks repeatedly after listening to teacher's introduction.	Imitates two or three beats with rhythm sticks inconsistently.

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

# 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/VSC Indicator: **1 A2 - Dance - Demonstrate kinesthetic awareness and technical proficiency in dance**

**1 A3 – 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
<b>Dance</b> - Reproduce movement demonstrated by the teacher	Initiates creative movement using a series of directed body movements.	Follows directed body movements such as swings arms, bends back, jumps in place.	Follows directed body movements with teacher guidance.
<b>Music</b> - Express music through movement, developing the concept of personal space (“bubble space”)	Uses movement with music to interpret animal feelings or mood.	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 watches while listening to (or feeling the beat of) music.
<b>Theatre</b> - Pantomime characters from books or rhymes	Pantomimes characters from books and nursery rhymes with a variety of expressions such as using different facial expressions and variety of motions to provide nuances to the pantomime.	Pantomimes character from a nursery rhyme after reading the nursery rhyme.	Pantomimes character from a nursery rhyme with teacher guidance.

\*Student may use sign language or augmentative communication to communicate questions and comments, and to demonstrate understanding. \*\*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/VSC Indicator: **3 C1 Create images and forms from observations, memory, and imagination**

Objective:	Proficient	In Process	Needs Development
Explore art media, processes, and techniques	Student tries a variety of media and ways of using the materials independently such as, uses a big/small brush to paint strokes on paper, then on clay or wood.	Tries one medium many times in order to experience its 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.
Create artworks that explore the uses of color, line, shape, and texture to express ideas	Student represents his/her thinking and expresses ideas through art experiences, exploring how to create shapes, lines, various colors, and/or textures in his/her artworks (Ex: Talks about his painting of “an angry lion roaring,” with its “black stripes and orange colors,” and “red mouth with sharp teeth.”).	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 and shows little interest in creating artworks.

\*\*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/VSC Indicator: **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, analyze, and apply criteria to assess individual and group theatre processes**

Objective:	Proficient	In Process	Needs Development
<b>Dance</b> - Apply the language of dance to observed movement	Copies dance steps of a classmate during creative movement and adds some additional steps.	Copies dance steps of a classmate during creative movement.	Copies some dance steps of a classmate with teacher assistance.
<b>Visual Arts</b> - Observe, describe, and respond to selected artworks	Reviews own artwork and portfolio and selects a few items to take to next year's teacher.	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.
<b>Theatre</b> - Observe and respond to theatrical experiences	Independently recreates a story based on Reader's Theater or a puppet show.	Asks questions about a story being performed through Reader's Theatre or a puppet show.	Asks questions when prompted by the teacher.

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

# Physical Development & Health

## MMSR Exemplars

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



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

Fall Spring

MMSR/VSC Indicator: **2 A2** Experience the concept of balance through movement  
**6 A1** Explore and experience fundamental movement skills

Objective:	Proficient	In Process	Needs Development
Show how to balance	Maintains balance on a 2X4 balance beam that is close to the ground.	Walks on a line on the floor or along a curb or the edge of a sandbox using balanced heel to toe steps (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 edge of a sandbox, but often loses balance when trying heel to toe steps (or if visually impaired, stands on one foot for several seconds).
Explore a variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump, leap	Student independently engages in movement activities during group time and other gross motor times, galloping and running smoothly, jumping with both feet together, and attempting to skip.	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 with physical limitations may require adaptive equipment and/or physical assistance.

## MMSR Exemplars

Content Area: Physical Development - 4.0 Motor Learning Principles

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

Fall



MMSR/VSC Indicator: **4 A1 Experience a variety of play situations**

Objective:	Proficient	In Process	Needs Development
Experience a variety of age appropriate activities that include walking, hopping, jumping, etc.	Student will independently engage in a variety of motor activities during outside time, including using the slide, seesaw, or swings, riding a tricycle on a path, throwing a ball in an intended direction, and catching a ball using his arms and body.	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, attempting hopscotch or jumping rope, when prompted to do so by an adult.

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

# MMSR Exemplars

Content Area: Physical Development - 2.0 Biomechanical Principles

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

Fall

Spring

MMSR/VSC: **2 A1** Experience movement through play

Objective:	Proficient	In Process	Needs Development
Show various forms of movement during play	Student is observed engaging in a variety of coordinated large muscle and small muscle movements when playing at centers (Ex: using clothespins to hang paintings or pretend laundry; pushing a cookie cutter into dough; cutting off tape with scissors or using tape dispenser's serrated edge).	Student is observed engaging in a variety of coordinated large muscle and small muscle movements when playing at centers (Ex: using two hands to string beads, drawing, 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 and small muscle movements.
	Demonstrates strength needed to pull the caps off of markers; twist a cap off of a jar of paste; use the paper punch to make holes.	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.

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/VSC: **6 A3** Explore and experience skill themes.

Objective:	Proficient	In Process	Needs Development
Explore throwing at a variety of levels	Independently catches a medium sized ball with two hands successfully; throws ball with some accuracy toward a target.	Beginning to catch a ball with two hand grasp with increased success; to throw a ball toward a target.	Inconsistently catches a ball with two hand grasp or throws a ball toward a target.
	Independently cuts with scissors on a line are around a large picture; dresses dolls using snaps and buttons, constructs or copies buildings and roads with the table blocks.	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.

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

# MMSR Exemplars

Content Area: Physical Development - 6.0 Skillfulness

Visual Arts – 3.0 Creative Expression and Production

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

Fall

Spring

MMSR/VSC: **6 A3 Explore and experience fundamental movement skills**

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

Objective:	Proficient	In Process	Needs Development
Explore spatial awareness	Student constructs a structure at the Lego™ table, building on the horizontal plane, keeping the structure in his space at the table, and building upward.	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.
Manipulate art media, materials and tools safely	Student uses the easel paints appropriately, paints only on appropriate surfaces and remembers to put the paintbrush back into the paint cup when finished with no reminders.	Student needs occasional reminders to use the easel paints appropriately, paint only on appropriate surfaces and remember 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.
	Uses scissors (regular or adapted) to cut on a line (only straying from the line occasionally) or around a large picture.	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.

\*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/VSC: There is no alignment at this time

Objective:	Proficient	In Process	Needs Development
There is no objective in the VSC at this time	Masters zipper, buttons, and some buckles independently.	Attempts to zip, button, and/or buckle independently; may ask for adult assistance.	Attempts to zip, button, and/or buckle; still needs adult assistance.
	Zips, buttons, and/or buckles most fasteners independently.	Tries to zip, button, and/or buckle independently; may ask for adult assistance.	Attempts to zip, button, and/or buckle; still needs adult assistance.
	Washes and dries hands independently and thoroughly after using the bathroom without prompting from adult.	Washes and dries hands independently after using the bathroom without prompting from adult.	Washes and dries hands after using the bathroom with adult prompting.

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

# 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



MMSR/VSC Indicator: **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
Identify how to respond to an emergency (e.g. present different situations ) Tell an adult; Call 911	In Dramatic Play Center, student acts out/communicates many fire safety procedures, such as dialing 911, calling for a fire truck when there's a fire, crawling on the ground, 'stop, drop, and roll,' getting out of the building, etc.	In Dramatic Play Center, student acts out/communicates some fire safety procedures, such as dialing 911, calling for a 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.
Tell why the body needs food <ul style="list-style-type: none"> <li>Growth</li> </ul>	Relates/communicates in simple factual terms how food effects body growth, such as, milk being needed for bone growth, after reading story on human body and growth.	Relates/communicates how food effects body growth, such as, child liking milk "because it makes you 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!")

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