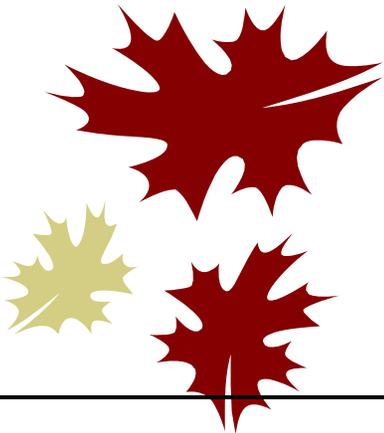




Maryland Model for School Readiness (MMSR)

Preschool - 3 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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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 Voluntary State Curriculum (VSC) 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.

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

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

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."***

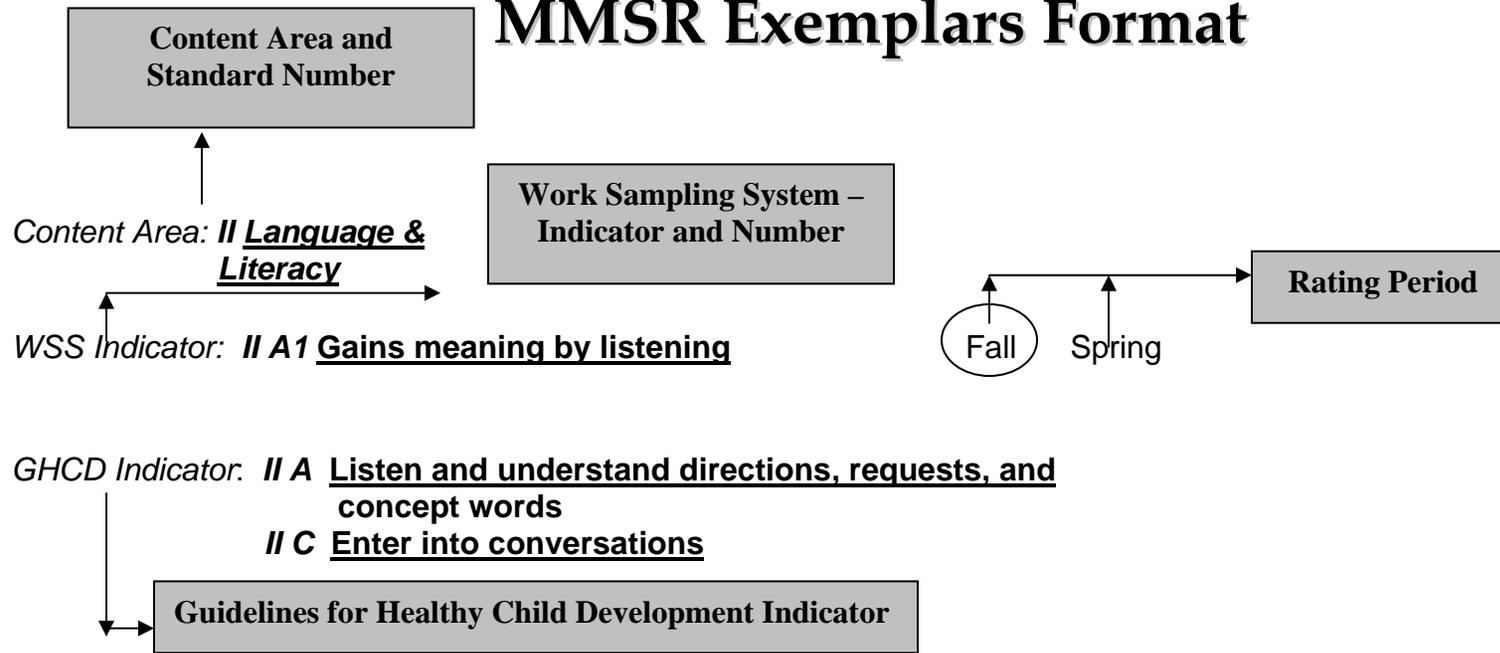
Teachers are encouraged to become familiar with the MMSR exemplars, discuss them during the training sessions and with colleagues, use them to guide their evaluations, and share expectations for student performance when they move from one grade to the next.

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
Shows understanding and responds to simple directions and requests	Listens/attends and is able to follow a direction more easily in one on one conversation than in a group setting.	Listens/attends and occasionally follows a direction in a one on one conversation when accompanied with physical cues.	Does not listen/attend and follow a direction even when accompanied with physical cues.
Demonstrates active listening skills	Attends to the speaker for a longer period of time and asks simple questions about what he heard.	Occasionally attends to the speaker but does not comment or ask simple questions about what he heard.	Does not attend to the speaker.

Personal / Social

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall

Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Developing confidence, self-direction and beginning to engage in purposeful and inventive play	Raises hand and or says, "I do!" with enthusiasm when adult asks who wants to have a turn to hold the flag.	Does not volunteer to hold the flag, but will hold the flag when asked to do so by an adult.	Does not volunteer to hold the flag, says "No," turns away and/or ignores the request if asked to do so by an adult.
Developing confidence	Chooses a puzzle from the table toys area and sits down to work on it.	Chooses a puzzle from the table toys area with visual or verbal prompting and modeling.	Stands in the table toys area and does not choose an activity even with adult prompting and modeling.
Relates needs, wants, and feelings to others	Says, "I no want nap " when told it is time for a nap.	Pushes adult away and pouts when told it is time for a nap.	Cries and is unable to show or tell an adult how he feels about taking a nap.
	Says, "Mommy coming back." (verbally or using augmentative communication) when playing with a doll.	When playing with a doll, repeats "Mommy coming back" when first verbally modeled by an adult.	When playing with a doll, ignores adult's modeled interactions and verbalizations; engages in isolate play with doll.

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

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall

Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Developing confidence, self-direction and beginning to engage in purposeful and inventive play.	Gets paper for the easel and puts it on the easel with assistance.	Stands at easel and says, “No paper!” and makes no attempt to locate paper without adult assistance.	Notices that there is no paper on the painting easel; leaves the art area to engage in another activity.
	Locates his place to hang up coat by finding his picture next to the hook and smiles, or says, “Me!” without adult assistance.	Locates his place to hang up coat with adult assistance to focus his attention on the photos by each hook.	Does not indicate recognition of his or her own picture by pausing, pointing to, or commenting when asked “Is this your hook?”
	Uses play dishes and food in the housekeeping area, stirring, and serving the food to a doll or stuffed animal.	Plays in the housekeeping area when prompted by an adult. May stir, serve, or pretend to eat pretend foods.	Does not chose to play in the housekeeping area, even with adult prompting and modeling.

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall

Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Increased self-regulation, following classroom rules and routines, with guidance	Takes turns when an adult intervenes and helps her to communicate about how to take turns with another child.	Occasionally takes turns when an adult intervenes and models how to take turns with another child.	Does not respond to an adult's directions, modeling of turn-taking, or signals when it is time to take a turn.
	Sits at circle time and attends for a short read aloud story.	Sits at circle time with some adult reminders and redirection and attends for most of a short read aloud. May benefit from sensory strategies such as deep pressure, adaptive seating, 'fidgets.'	Sits at circle time only with adult prompting, physical assistance, and modeling. Does not attend during a short read aloud. May benefit from sensory strategies such as deep pressure, adaptive seating, 'fidgets.'
Follows simple classroom rules and routines with guidance	Picks up her cup and napkin and takes them to the wastebasket after snack with adult verbal reminder or visual cues.	Takes cup to wastebasket after snack with adult prompting, modeling, or use of visual cues, but forgets napkin.	Does not respond to adult prompting, modeling, or visual cues to put cup and napkin in wastebasket after snack.

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

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

WSS Indicator: **I B2** Begins to use classroom materials carefully.

Fall Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Increased self-regulation, following classroom rules and routines, with guidance	Shares one of the several dolls that she has with a classmate after being prompted by an adult.	Occasionally shares one of the several dolls that she has with a classmate after being prompted by an adult.	Throws dolls onto the floor and walks on them when prompted to share a doll with another child.
	Puts blocks back in container during clean up time when prompted by an adult, and adult models how to put blocks away.	Puts blocks back in container during clean up time when adult gives child physical assistance to clean up the blocks.	Throws blocks into the container and against the shelf when it is clean up time.

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

WSS Indicator: **I B3** Manages transitions.



Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Increased self-regulation, following classroom rules and routines, with guidance	Requires a cue (blinking lights, bell ringing, song, picture icon etc.) and adult verbal guidance to transition from one activity to another.	Requires a cue (blinking lights, bell ringing, song, picture icon etc.), adult verbal guidance and physical prompting to transition from one activity to another.	Unable to transition to a new activity even with a cue (blinking lights, bell ringing, song, picture icon, etc.), adult verbal guidance and physical prompting.

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall Spring

GHCD Indicator: **I A** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Developing confidence, self-direction and beginning to engage in purposeful and inventive play	Shows great excitement about a ladybug found by a classmate on the playground.	Watches other children interact with the ladybug found on the playground but does not engage with them.	Shows no interest in the ladybug found by a classmate out on the playground.

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

WSS Indicator: **I C2** Attends briefly, and seeks help when encountering a problem.

(Fall)

Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Relates his needs, wants and feelings to others	Briefly attempts to put a new puzzle together; brings it to an adult and asks for help.	Immediately brings a new puzzle to an adult and asks for help without trying to put it together on his own.	Leaves incomplete new puzzle on the floor, does not ask an adult to help and finds a new activity.
	Indicates that he would like more crackers at snack using words, pictures, or augmentative communication.	When prompted by an adult, indicates that he would like more crackers at snack using words, pictures, or augmentative communication.	Cries, or does not indicate wants or needs, even when prompted by an adult.

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

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

WSS Indicator: **I C3** Approaches play with purpose and inventiveness.

(Fall)

Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept

Objective:	Proficient	In Process	Needs Development
Developing confidence, self-direction and beginning to engage in purposeful and inventive play	Makes a choice to go to the block area rather than the art center when asked by an adult, “Do you want to play in blocks or art?”	Makes a choice between two centers when adult reminds or shows him what options are available to do in each center.	Unable to make a choice between two centers even when adult shows him and models what options are available to do in each center.
	Uses the shipping box that a new toy came in as a garage for the cars in block center.	Uses the shipping box that a new toy came in to repack the original toy at clean up time.	Stomps on the box that a new toy came in.

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

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall Spring

GHCD Indicator: **IC** Relates to other children

Objective:	Proficient	In Process	Needs Development
Begins to play cooperatively for brief periods with other children	Looks for a favorite friend to play with on the playground and briefly engages in a game of chase.	Plays next to, but not with a classmate on the playground; each child engaging in their own separate play activities.	Engages in isolate play on the playground; not near or with other children.
	Communicates with another child as they pretend to clean up the house in dramatic play	Plays next to another child in dramatic play, each engaging in their own separate play activities.	Plays alone in the dramatic play center and leaves if another child enters.
	Watches other children play with the ball, then attempts to join in doing the same actions.	Watches other children play with a ball but does not attempt to join in.	Plays alone on the climber while other children play with a ball nearby.

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

(Fall) Spring

GHCD Indicator: **IB** Relates to adults

Objective:	Proficient	In Process	Needs Development
Imitates and tries to please familiar adults	While on the playground, picks up his trash and takes it to the trash can after adult reminds him, “please put it in the garbage.”	While on the playground, picks up his trash and takes it to the trash can after adult models the behavior and gives him physical prompts.	While on the playground, child refuses to pick up his trash and takes it to the trashcan after adult prompts.
	Comes to adult to show each new addition to his Duplo™ construction.	Shows an adult each new addition to his Duplo™ construction when asked to do so by adult.	Does not show interest in showing adult each new addition to his Duplo™ construction.
	Pretends to wash dishes and puts them away in places where an adult has shown him they belong.	Pretends to wash dishes and randomly put them away, even after an adult has shown him where they belong.	Pretends to wash dishes but refuses to put them away when modeled and told by an adult where they belong.
	Attempts to use an order pad to scribble the order of an adult as they play restaurant.	Looks at adult but continues in his own play after adult places an order in the play restaurant.	Does not engage with adult who enters into Dramatic Play as children play restaurant.

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

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall Spring

GHCD Indicator: **IC** Relates to other children

Objective:	Proficient	In Process	Needs Development
Participate, with help, in the group life of the class	Attempts to join in group songs and games, such as <i>Farmer in the Dell</i> or <i>Ring Around the Rosy</i> during Group Time.	Watches as classmates attempt to join in group songs and games, such as <i>Farmer in the Dell</i> or <i>Ring Around the Rosy</i> during Group Time.	Leaves Group Time and wanders the room while classmates attempt to join in group songs and games, such as <i>Farmer in the Dell</i> or <i>Ring Around the Rosy</i> .
	Helps to clean up after hearing the signal and being encouraged by an adult.	Watches others clean up after hearing the signal and being prompted and provided with physical assistance by an adult.	Continues playing and makes no attempt to clean up after hearing the signal and being prompted by an adult.
	Answers the question that an adult is asking everyone at group time.	Listens/attends to but does not answer the question that an adult is asking everyone at group time.	Does not attend to the question that an adult is asking everyone at group time.

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

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall Spring

GHCD Indicator: **IA** Has increased self-awareness and stronger self-concept
IC Relates to other children

Objective:	Proficient	In Process	Needs Development
Relates needs, wants and feelings to others	Rocks baby doll and pats doll on the back, saying, "Don't cry, baby."	Hits baby doll and says, "Stop crying!"	Throws baby dolls on the floor and walks on them.
Better understands the feelings of other children	Says "sorry", or otherwise consoles by hugging or patting child's back, when he accidentally knocks another child down in a rush up the steps of the climber, when verbally prompted by an adult.	Watches and listens, but makes no attempt to say sorry, or otherwise consoles by hugging or patting child's back, or acknowledge when he accidentally knocks another child down in a rush up the steps of the climber, when verbally prompted by an adult.	Hits or pushes child and makes no attempt to say "sorry", or otherwise consoles by hugging or patting child's back, when he accidentally knocks another child down in a rush up the steps of the climber, even when verbally prompted by an adult.
	Shows concern for a classmate by patting child on the back when child has fallen and is crying.	Watches as classmates comfort a child who has fallen and is crying.	Laughs when witnesses a child has fallen and is crying.

Preschool – 3 (P3)

Better understands the feelings of other children	Shares a toy with another child who cries because he has none.	Watches a child crying because he has no toys to play with, but makes no attempt to share.	Hits child who cries because he has no toys to play with.
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*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

Preschool – 3 Exemplars

Content Area: **I** Personal and Social Development

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

Fall Spring

GHCD Indicator: **IC** Relates to other children

Objective:	Proficient	In Process	Needs Development
Begins to play cooperatively for brief periods with other children	Comes to adult to help resolve conflict over which song he and a friend will listen to in the Listening Center.	Looks in the direction of an adult and cries when in a conflict with another child over which song he and a friend will listen to in the Listening Center.	Hits classmate when unable to listen to the song he chooses in the Listening Center.

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

Language & Literacy

Preschool – 3 Exemplars

Content Area: **II Language and Literacy**

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

Fall

Spring

GHCD Indicator: **II A Listen and understand directions, requests, and concept words**
II C Enter into conversations

Objective:	Proficient	In Process	Needs Development
Shows understanding and responds to simple directions and requests	Listens/attends and is able to follow a direction more easily in one on one conversations than in a group setting.	Listens/attends and occasionally follows a direction in a one on one conversation when accompanied with physical cues.	Does not listen/attend and follow a direction even when accompanied with physical cues.
	Takes a napkin from the pile and passes the pile to the next person at the table after being directed by an adult.	Takes a napkin from the pile and passes the pile to the next person at the table after being verbally (or nonverbally) and physically directed by an adult.	Does not take a napkin from the pile and pass the pile to the next person at the table, even after being directed by an adult.
	Listens attentively to a short story read aloud when in a group of 2-3 children.	Listens/attends for a short time to a short story read aloud to a group of 2-3 children, but leaves the group before the end of the story.	Unable to listen/attend to a short story read aloud to 2-3 children.
Demonstrates active listening skills	Attends to the speaker for a longer period of time and asks simple questions about what he heard.	Occasionally attends to the speaker but does not comment or ask simple questions about what he heard.	Does not attend to the speaker.

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

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II A2** Follows two-step directions.

Fall Spring

GHCD Indicator: **II A** Listens and understands directions, requests, and concept words

Objective:	Proficient	In Process	Needs Development
Shows understanding and responds to simple directions and requests	Follows a variety of two-step directions that are part of a familiar routine and have been modeled by an adult.	Follows the first part of two-step directions that are part of a familiar routine and have been modeled by an adult.	Does not follow any part of a two-step direction that are part of a familiar routine and have been modeled by an adult.
	Follows 2-step related directions without cues (Ex., “Get the cup and give the doll a drink.”)	Inconsistently follows 2-step related commands with cues (Ex., “Open the box and give me the ball.”)	Does not follow 2-step related directions with cues. (Ex., ., “Open the box and give me the ball.”)
	Completes familiar routines such as toileting or hand washing using a picture schedule.	Completes familiar routines such as toileting or hand washing using a picture schedule and adult prompting.	Needs adult prompting and physical assistance to complete familiar routines such as toileting or hand washing.

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

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II A3** Shows beginning phonological awareness.

(Fall) Spring

GHCD Indicator: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
Develop phonemic awareness by becoming aware of the sounds of spoken language	Sings or communicates familiar simple songs/poems, or parts of songs/poems with a group or on his own.	Listens/attends to familiar simple songs/poems and attempts to repeat chorus during group time or on his own.	Makes no attempt to sing/communicate familiar simple songs/poems.
	Communicates a simple rhyme that he has heard many times with a group or alone.	Attempts to repeat a simple, familiar rhyme after hearing it modeled by an adult.	Makes no attempt to repeat a simple, familiar rhyme after hearing it modeled by an adult.
	Identifies familiar environmental sounds, such as doorbell, fire siren, water running, animal sounds, etc.	Listens to and repeats familiar environmental sounds, such as doorbell, fire siren, water running, animal sounds, etc. when adult identifies them.	Unable to repeat familiar environmental sounds, such as doorbell, fire siren, water running, animal sounds, etc. when adult identifies them.
	Beginning to clap hands to the beat of music.	Claps hands along with music, not necessarily to the beat.	Makes no attempt to clap hands along with the music.

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

Preschool - 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II B1** Speaks clearly enough to be understood by most listeners.

Fall Spring

GHCD Indicator: **II C** Enters into conversations

Objective:	Proficient	In Process	Needs Development
Has more meaningful conversations with peers and adults	Sings, chants nursery rhymes and communicates them to a classmate, adult, or dolls with which he is playing, and being understood by familiar adults.	Attempts to sing or chant nursery rhymes for others; sometimes mixing up the order of the song/chant; may be partially understood by familiar adults.	Does not attempt to sing or chant nursery rhymes for others.
	Initiates a conversation (or reciprocal communication) with an adult about getting a new kitten at home, with prompting by adult, and being understood by familiar adults.	Attempts to initiate a conversation (or reciprocal communication) with an adult about getting a new kitten at home with occasional movement off topic, even when adult redirects; may be partially understood by familiar adults.	Does not attempt to communicate with an adult about the new kitten at home even with adult prompting, or attempts but is unintelligible.
	Takes his turn in a group discussion, with adult prompting, and is understood by familiar adults.	Occasionally will offer information to a group discussion, with adult prompting. May or may not be topic-relevant; may be partially understood by familiar adults.	Does not offer information to a group discussion, even with adult prompting.

Preschool – 3 (P3)

<p>Has more meaningful conversations with peers and adults (cont.)</p>	<p>Communicates with a classmate about the new toy he brought to school, and is understood by his classmate.</p>	<p>Shows new toy to a classmate; offers no other information, even with adult prompting.</p>	<p>Plays with new toy brought to school but makes no attempt to show it to classmates, even with adult prompting.</p>
	<p>May use picture icons, augmentative communication, or sign language to initiate communications with adults and peers.</p>	<p>Will occasionally offer information using picture icons, augmentative communication, or sign language with adult prompting.</p>	<p>Does not offer information to a group discussion, even with adult prompting.</p>

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

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

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

GHCD Indicator: **II B** Expresses thoughts and ideas using conventions of speech

II C Enters into conversations

Objective:	Proficient	In Process	Needs Development
Uses more conventions of speech as he speaks	Beginning to experiment with making up silly nonsense words, such as piggy, wiggy, siggy, liggy, diggy.	Repeats silly words modeled by an adult but does not make up any on his own.	Shows no interest to trying out silly words, even when modeled by an adult.
	Beginning to experiment with new words, such as “prickly” as introduced in a story about a porcupine.	Repeats new words modeled by an adult but does not say the word on his own.	Shows no interest in trying out new words, even when modeled by an adult.
	Tells (verbally or through augmentative communication) about what is happening in a story using action words.	Repeats (verbally or through augmentative communication) what an adult verbally models about what is happening in a story.	Listens to an adult tell about what is happening in a story using action words but makes no attempt to imitate.

<p>Uses more conventions of speech as he speaks</p>	<p>Repeats adult questions that she has heard an adult ask to start discussions, such as “What do you think will happen next?”</p>	<p>Occasionally repeats simple adult questions that she has heard an adult ask to start discussions, such as “What do you think will happen next?”</p>	<p>Does not repeat adult questions that she has heard an adult ask to start discussions, such as “What do you think will happen next?”</p>
<p>Have more meaningful conversations with peers and adults</p>	<p>Tells a story (verbally or through augmentative communication) with some details about a recent trip to the zoo, with verbal prompting from an adult.</p>	<p>Tells the basic story(verbally or through augmentative communication) about a recent trip to the zoo, with verbal prompting and modeling by an adult.</p>	<p>Unable to tell a story (verbally or through augmentative communication) about a recent trip to the zoo, even with modeling and verbal prompting by an adult.</p>

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

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II C1** Shows appreciation for books.

Fall Spring

GHCD Indicator: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
Begins to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories	Correctly turns the pages of a favorite book, sometimes 2 or 3 at a time.	Holds book upside down and turns pages, front to back and back to front.	Uses books as hats or slides on them across the rug.
	Points to the pictures associated with what an adult is reading to him.	Watches as an adult models pointing to the pictures associated with the words on the page.	Shows no interest in what adult is reading.
	Asks an adult to read the same book over and over again.	Listens to the favorite stories of classmates, but does not appear to have any personal favorites.	Shows no interest in listening to stories read aloud.
	Chooses to look at a favorite book at rest time, retelling parts of the story softly to himself.	Takes a book chosen for him by an adult at rest time and looks at the pictures.	Takes a book from an adult, chosen for him to look at during rest time, but chooses not to open it.

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

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II C2** Shows interest in letters and words.

(Fall) Spring

GHCD Indicator: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
Developing alphabetic principle awareness by recognizing that symbols (and signs) have corresponding meaning	Points to the McDonalds sign and says, "Can we get a Happy Meal?"	Looks at the McDonalds sign when pointed out by an adult.	Does not attend to environmental print and familiar signs.
	Finds his favorite cereal by looking at the pictures on the front of the boxes.	Incorrectly chooses a box thinking it is his favorite cereal "because it's (the box) green."	Unable to locate his favorite cereal unless he looks inside each box.
	Places just the stop signs on the rug when playing with cars at the Blocks Center and stops cars when comes to a sign.	Places road signs randomly on the rug when playing with cars at the Blocks Center.	Uses the stop signs as people when playing with cars at the Blocks Center.
	Puts toys away in correct bins or shelves where labeled with both picture and words with some adult guidance.	Puts toys away in correct bins or shelves where labeled with both picture and words with adult guidance and modeling.	Throws toys into any empty bin, not attending to the labels even with adult guidance and modeling.
	Finds his name tag and brings it to an adult saying, "This is me!"	Finds his name tag by matching it to a sample, with adult guidance.	Unable to find name tag with a model and using adult guidance.

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

Preschool - 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II C3** Comprehends and responds to stories read aloud.

(Fall) Spring

GHCD Indicator: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
<p>Begins to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories</p>	<p>Asks and answers questions such as, “What did he do?” or “Where did he go?” when reading a story with an adult.</p>	<p>Listens to and repeats questions about a story being read when modeled by an adult.</p>	<p>Does not repeat questions modeled by an adult.</p>
	<p>Asks adult to reread a favorite story and tells what will happen next in the story before it has been read.</p>	<p>Asks adult to reread a favorite story and repeats/tells what will happen next in the story before it has been read, when modeled by an adult..</p>	<p>Listens to an adult-chosen favorite story and is not able to repeat/tell what will happen next in the story before it has been read, even when modeled by an adult.</p>
	<p>Makes personal connections to a story, such as “I have a cat” when seeing a cat in the story.</p>	<p>Attempts to make personal connections to a story, but comment may have nothing to do with the story.</p>	<p>Makes no attempt to respond to a story being read aloud.</p>

Preschool – 3 (P3)

Develop comprehension by demonstrating understanding of text during and after reading	Acts out favorite stories in Dramatic Play.	Watches other classmates act out familiar stories in dramatic play but does not interact.	Shows no interest in watching classmates acting out favorite stories in dramatic play.
	Points to pictures associated with what an adult is reading in the story.	Watches as an adult models pointing to the pictures associated with the words on the page.	Shows no interest in what adult is reading.

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

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

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

GHCD Indicator: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations	Uses a large crayon on a large piece of paper and scribbles, telling an adult, "This is me", when asked to describe her picture.	Uses a large crayon on a large piece of paper and scribbles, telling an adult, "I don't know", when asked to describe her picture.	Shows no interest in using crayons or other writing implements.
	Paints using broad strokes across the paper with a few different colors and tells adult that it is a rainbow.	Paints covering an entire piece of easel paper with one color. Not able to describe painting when asked.	Shows no interest in using paints and brushes.
	Takes an adult's pen and scribbles, saying "I writing!"	Watches adults use writing implements, and occasionally imitates adult writing.	Watches adults use writing implements, but makes no attempt to imitate.
	When asked to dictate her story, the student tells about the new puppy her family got last night.	When asked to dictate her story, the student says, "I don't have a story."	When asked to dictate her story, the student says nothing and continues playing with blocks.

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

**Student with physical limitations may require physical assistance, adaptive equipment, computer, and/or augmentative device.

Preschool – 3 Exemplars

Content Area: **II** Language and Literacy

WSS Indicator: **II D2** Uses scribbles and unconventional shapes to write.

Fall

Spring

GHCD Indicator: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations	Pretends to take an adult's order while playing restaurant by scribbling on a pad with a pencil.	Asks an adult what they want to eat while playing restaurant and watches as an adult models writing the order on a pad with a pencil.	Asks an adult what they want to eat while playing restaurant but shows no interest as an adult models writing the order down on a pad with a pencil.
	Fills up an entire page with scribbles and reads, "Little man, little man, little man...", when asked what it says.	Fills up an entire page with scribbles. When asked by an adult to talk about it, child says, "I don't know."	Shows no interest in putting marks on paper using pencils or markers.

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

**Student with physical limitations may require physical assistance, adaptive equipment, computer, and/or augmentative device.

Mathematical Thinking

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge - Mathematical Thinking

WSS Indicator: **III A1** Shows interest in solving mathematical problems.

(Fall) Spring

MMSR/GHCD: **III A** Mathematical thinking

Objective:	Proficient	In Process	Needs Development
Use mathematical thinking to solve real problems	Counts out two crackers from the snack basket when it is passed to him.	Counts out two crackers from the snack basket with adult prompting when it is passed to him.	Takes “one” cracker and then “one more” with prompting from adult when the snack basket is passed to him, or takes several crackers with no regard for how many.
	Tells an adult about a child who has come into the block center when it is already full.	Says “No” to a child who enters the block center whether or not it is already full.	Takes no notice of how full the block center is when another child enters.
	Communicates to an adult that his cup is full of sand and hers is empty.	Communicates to an adult that his cup is full of sand and hers is empty, with adult prompting and modeling.	Does not show an understanding of, or use, or respond to the words “full” or “empty.”
	Builds a tower of blocks and stands next to it to see if it is as tall as him.	Builds a tower of blocks and says that it is “big.”	Builds a tower of blocks and takes no notice of its height even with adult prompting.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge – Mathematical Thinking

WSS Indicator: **III B1** Shows curiosity and interest in counting and numbers.

Fall Spring

MMSR/GHCD: **III A** Mathematical thinking

Objective:	Proficient	In Process	Needs Development
Shows beginning interest in numerals and counting	Sets 3 cups at the snack table, placing one at each chair, and counts them with adult prompting.	Sets 3 cups at the snack table, placing one at each chair with adult assistance; may need adult physical assistance and modeling to count them.	Does not engage in counting objects, even with adult modeling and prompting.
	Recognizes and names the numerals 1 and 3 in a counting book.	Names numerals in a counting book with adult verbal prompting.	Does not show recognition of numerals even with adult verbal modeling and prompting.
	Notices that a friend has more pretzels than he does, “You have two. I want more.”	Points to a friend’s pretzels, and cries, “More.”	Does not show awareness of quantities of objects.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge - Mathematical Thinking

WSS Indicator: **III C1** Sorts objects into subgroups that vary by one attribute.

(Fall) Spring

MMSR/GHCD: **III A** Mathematical thinking

Objective:	Proficient	In Process	Needs Development
Shows interest in concepts such as matching and sorting according to a single criteria	Chooses a blue car to play with, and notices that his friend has a green car by pointing and saying, "Green!"	Sorts the counting bears by color onto 4 different color plates with adult prompting.	Shows no awareness of or interest in sorting objects; identifies two objects that match with adult prompting.
	Helps to put away the blocks, matching the square blocks to the shape label and the other square blocks.	Helps to put away the blocks, matching the square blocks to the shape label and the other square blocks, with adult assistance.	Helps to put away the blocks without regard for matching the blocks to the other blocks with the same shapes, even with adult modeling and prompting.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge - Mathematical Thinking

WSS Indicator: **III D1** Identifies several shapes.

Fall

Spring

MMSR/GHCD: **III A** Mathematical thinking

Objective:	Proficient	In Process	Needs Development
Shows beginning interest in geometry	Finds circle shapes in the classroom when prompted (e.g., points to the clock, the paper circles on the collage table, and a magnifying glass in the science area).	Finds circle shapes in the classroom when prompted (e.g., points to the clock, the paper circles on the collage table, and a magnifying glass in the science area), with adult assistance.	Does not show an understanding of or respond to the concept of shape even with adult assistance and modeling.

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge - Mathematical Thinking

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

(Fall) Spring

MMSR/GHCD: **III A** Mathematical thinking

II B Express thoughts and ideas using conventions of speech

Objective:	Proficient	In Process	Needs Development
Shows beginning interest in geometry	Makes designs with shape blocks.	Imitates or copies designs with shape blocks.	Does not respond to or create designs with shape blocks even with adult encouragement and modeling.
Uses more conventions of speech as he speaks	Uses or responds to some positional words, such as “in front of”, “behind”, and “next to” (e.g., gets in line “behind” his friend when prompted, and may say, “I behind.”)	Uses or responds to basic positional words, such as “on,” “off”, and “under.” (e.g., finds the apple when told that it is “on” the table, and may say, “on table.”)	Does not respond to or use positional words.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge - Mathematical Thinking

WSS Indicator: **III E1** Shows understanding of some comparative words.

(Fall) Spring

MMSR/GHCD: **III A** Mathematical thinking

Objective:	Proficient	In Process	Needs Development
Shows interest in quantity, measuring and number relationships	Tells a friend that he is bigger than the tower he has built.	Tells a friend that his tower is "bigger."	Looks at his friend's tower but does not make any comment.
	Fills a balance scale with beads, making one side go down, then the other.	Puts beads in a balance scale, and with adult prompting, makes one side go down, then the other.	Puts beads in a balance scale with no regard for the effect on the movements of each side, or does not interact with the balance scale.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge - Mathematical Thinking

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

Fall

Spring

MMSR/GHCD: **III A** Mathematical thinking

Objective:	Proficient	In Process	Needs Development
Shows interest in quantity, measuring and number relationships	Complains that a friend has more pretzels than he does	Sees a friend's pretzels and says, "I want one."	Does not notice that his friend has more pretzels.

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

Science

Preschool – 3 Exemplars

Content Area: **IV** Cognition and General Knowledge – Scientific Thinking

WSS Indicator: **IV A1** Uses senses to observe and explore classroom materials and natural phenomena

Fall Spring

MMSR/GHCD: **IV B** Scientific thinking

Objective:	Proficient	In Process	Needs Development
Seeks information through observation, exploration and descriptive investigations with simple science tools	Shows desire to pick up and bring home interesting things he finds on a class walk (e.g., sees a wooly bear caterpillar and asks to take it to classroom and feed it; finds a rock and asks to keep it).	Picks up interesting things on a walk and agrees to take them home when given a bag and prompted by an adult.	Does not stop to notice interesting things on a walk, even with adult prompting and modeling.
	Uses senses to observe and gather information (e.g., holds a pine cone and says that it feels “sharp;” says that the fish is funny when he “blows bubbles.”).	Looks at or touches things found on a walk with adult prompting. May repeat words that describe what is observed, such as “sharp,” or “buzzing.”	Kicks at or throws objects found on a walk.

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

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

Preschool – 3 Exemplars

Content Area: **IV** Cognition and General Knowledge – Scientific Thinking

WSS Indicator: **IV A2** Begins to use simple tools and equipment for investigation

Fall Spring

MMSR/GHCD: **IV B** Scientific thinking

	Proficient	In Process	Needs Development
<p>Seeks information through observation, exploration and descriptive investigations with simple science tools</p>	<p>Uses tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons and sorting trays for investigation (e.g., looks at a variety of objects through a magnifying glass).</p>	<p>Uses tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons and sorting trays for investigation (e.g., looks at a variety of objects through a magnifying glass), with adult support.</p>	<p>Uses investigative tools inappropriately, or shows no interest in using even with adult prompting and modeling.</p>
<p>Uses more advanced problem solving skills, testing his understanding and ideas in real situations</p>	<p>Gets a toy broom and uses the handle to get a ball out from under a shelf where it has rolled.</p>	<p>Gets a toy broom and uses the handle to get a ball out from under a shelf where it has rolled, with prompting.</p>	<p>Sees ball roll under shelf and either cries or walks away, even with adult prompting and modeling to use a tool to retrieve it.</p>

<p>Uses more advanced problem solving skills, testing his understanding and ideas in real situations</p>	<p>Suggests using the fish net to straighten the fallen cave in the fish tank.</p>	<p>Responds to adult suggestion to use the fish net to straighten the fallen cave in the fish tank, and does so with adult support.</p>	<p>Does not respond to adult suggestion to use the fish net to straighten the fallen cave in the fish tank, or shows no interest in the fallen cave.</p>
	<p>Asks for some flour to place on his hands when the play dough becomes sticky.</p>	<p>Responds to adult suggestion to place some flour on his hands when the play dough becomes sticky.</p>	<p>Does not respond to adult suggestion to place flour on hands when the play dough becomes sticky, does not notice the stickiness, or cries.</p>

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

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

Preschool – 3 Exemplars

Content Area: **IV** Cognition and General Knowledge – Scientific Thinking

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

Fall

Spring

MMSR/GHCD: **IV B** Scientific thinking

Objective:	Proficient	In Process	Needs Development
Uses scientific thinking as well as his senses to discover the world around him and make comparisons between objects	Asks questions about everything he sees, watching carefully (e.g., asks if the ant he is watching will fly away).	Responds to adult modeled questions about things he notices by imitating a modeled answer, or by attempting an answer that may or may not be logical (e.g., “I dunno,” or “he flying.”).	Does not question or respond to modeled questions about things he notices.
	Enthusiastically checks his seed cup to see if there have been any changes overnight since her first seed started to sprout (e.g., “Is it growing?”).	In response to adult question, “Did your seed grow any more?” looks in seed cup and shakes her head.	Does not show interest in checking for change in her seed cup, even with adult prompting and modeling.

<p>Uses scientific thinking as well as his senses to discover the world around him and make comparisons between objects</p>	<p>Responds to request to find a very bumpy rock in the rock collection.</p>	<p>Responds to request to find a very bumpy rock in the rock collection, with adult prompting.</p>	<p>Does not show interest in rock collection, or respond to adult prompting and modeling.</p>
	<p>Watches the fish and observes that the big one swims faster.</p>	<p>Points to the big fish and says “fast,” in response to adult question about which fish is faster.</p>	<p>Does not show interest in or respond to adult prompting to watch the fish swim or compare them.</p>

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

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

Social Studies

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge – Social Studies

WSS Indicator: **V A1** Begins to recognize own physical characteristics and those of others.

(Fall) Spring

MMSR/GHCD: **III C** Social studies

Objective:	Proficient	In Process	Needs Development
Begin to recognize his own physical and family characteristics and those of others	Goes to the table when an adult says that everyone with brown hair may go.	Needs an adult reminder to go to the table with everyone else who has brown hair.	Does not respond to adult prompting to go to the table with everyone else who has brown hair.
	Draws a picture of his dad with very long legs.	Draws a picture of his dad with blue pants, just like his own.	Does not represent (draw) or show recognition of own or family members' physical characteristics.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge – Social Studies

WSS Indicator: **V B1** Begins to understand family structures and roles.

Fall

Spring

MMSR/GHCD: **III C** Social studies

Objective:	Proficient	In Process	Needs Development
Explore more complex situations and concepts, beginning to understand some people’s jobs and care for the environment	Tells a friend that he wants to be a daddy when he grows up and that daddies are boys.	Pretends to be a daddy in the dramatic play center.	Does not show awareness of complex situations, concepts, or roles; does not engage in role playing.
Begins to recognize his own physical and family characteristics and those of others	Counts how many boys are in the group he is playing with.	Points to some of the boys in his group when prompted.	Does not show an awareness of which friends are boys and which are girls.
	Shows photo of her family to adult, smiling, pointing to family members, and naming them.	Shows photo of her family to adult, smiling, pointing to family members, and naming them with prompting.	Does not show interest in photo of her family even with adult prompting.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge – Social Studies

WSS Indicator: **V B2** Describes some jobs that people do.

(Fall) Spring

MMSR/GHCD: **III C** Social studies

Objective:	Proficient	In Process	Needs Development
Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment	Pretends to be a firefighter and spray dramatic play center with the play hose, telling everyone to get out.	Imitates another child or an adult pretending to be a firefighter spraying the dramatic play center with the play hose and saying, “Get out!”	Does not explore roles or jobs in dramatic play, even with adult modeling and prompting,
	Puts on hard hat and say’s “I’m a road fixer,” while putting two wooden blocks end to end to make a road.	Puts on hard hat and say’s “I’m a road fixer,” while putting two wooden blocks end to end to make a road in imitation of peer or adult model.	Watches another child wearing a hard hat and pretending to “fix” a road made of wooden blocks, but does not engage or respond.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge – Social Studies

WSS Indicator: **V C1** Shows awareness of group rules.

(Fall)

Spring

MMSR/GHCD: **III C** Social studies

Objective:	Proficient	In Process	Needs Development
Have beginning understanding of consequences when following routines and recreating familiar events	Participates but expresses strong feelings about any change in the class routine.	Cries in response to change in class routine, but participates with adult support.	Cries in response to change in class routine without responding to adult support to participate.
	Tries to follow the rules of a simple game; becomes frustrated when he doesn't understand why something has changed.	Tries to engage in a simple group game with no regard for the rules; becomes frustrated when reminded of the rules.	Does not show interest in engaging in a group game, even with adult support.
	Helps to clean up after Center Time while singing the Clean Up Song.	Sings the Clean Up Song after Center Time, but continues to play.	Cries or throws toys in response to the Clean Up Song.

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

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

Preschool – 3 Exemplars

Content Area: **III** Cognition and General Knowledge – Social Studies

WSS Indicator: **V D1** Shows beginning awareness of their environment.

(Fall)

Spring

MMSR/VSC: **III C** Social studies

Objective:	Proficient	In Process	Needs Development
Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment	Picks up the trash on the playground and brings it to the teacher.	Picks up the trash on the playground in imitation of another child or in response to teacher prompting.	Does not notice the trash on the playground or follow suit when other children are picking it up.

The Arts

Preschool – 3 Exemplars

Content Area: The Arts

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

Fall Spring

MMSR/GHCD:

Objective:	Proficient	In Process	Needs Development
Develop awareness of musical sounds and a variety of environmental sounds	Explores a variety of classroom instruments such as triangles, wood blocks, tambourines, rhythm sticks, and maracas, trying different ways to make sounds with them.	Explores classroom instruments, making sounds with them in response to adult prompting.	Does not show interest in musical instruments.
Experience performance through singing and playing instruments	Participates in songs, fingerplays, and other music and movement activities by singing and using hand and body motions.	Participates in songs, fingerplays, and other music and movement activities by singing and using hand and body motions, with adult prompting.	Does not participate in music and movement activities, even with adult prompting and modeling.

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

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

Preschool – 3 Exemplars

Content Area: The Arts

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

(Fall)

Spring

MMSR/GHCD:

Objective:	Proficient	In Process	Needs Development
Respond to music through movement	Uses body movements in response to moods and rhythms of different types of music.	Imitates adults or peers in moving to different types of music.	Does not respond to music or to adult prompting to move to music.
	Imitates animals and uses other imaginative movements in response to music.	Imitates animals and uses other imaginative movements in response to music, with adult prompting.	Does not participate in movement to music.

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

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

Preschool – 3 Exemplars

Content Area: The Arts

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

(Fall)

Spring

MMSR/GHCD:

Objective:	Proficient	In Process	Needs Development
Experiment and construct with a variety of art media	Uses a variety of drawing, painting, collage, and other art materials to create and construct.	Uses a variety of drawing, painting, collage, and other art materials to create and construct, with adult prompting.	Shows no interest in exploring art media.

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

Preschool – 3 Exemplars

Content Area: The Arts

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

Fall

Spring

MMSR/GHCD:

Objective:	Proficient	In Process	Needs Development
Listen and respond to music	Hums or moves to music; listens attentively to songs and musical performances.	Hums or moves to music; listens attentively to songs and musical performances with adult prompting and modeling.	Turns head to the sound of music, but does not maintain sustained attention to it.
Observe and respond to dance, theatre, and dramatic performances	Watches a classmate dance and imitates his movements; shows interest in short puppet show or play.	Watches a classmate dance and imitates his movements; shows interest in short puppet show or play, with adult prompting and modeling.	Shows no interest in dance, theatre, and dramatic performances, even with adult support.
Observe and respond to artistic creations	Smiles and comments on another child's painting, "Oh, pretty colors!"	Imitates another child or an adult commenting on a peer's painting.	Takes no notice of a peer's art work.

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

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

Physical Development & Health

Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

Fall Spring

MMSR/GHCD: **IV A** Use large muscle coordination to move and play

Objective:	Proficient	In Process	Needs Development
Move with confidence and stability, coordinating movements to accomplish simple tasks	Goes over, under, around and through on an obstacle course on foot or using a mobility device (wheelchair, walker).	Goes over, under, around and moves through an obstacle course with adult prompting and modeling.	Needs assistance to move through course without following the path or verbal directions.
	Stands and hops on two feet for a few seconds.	Jumps with both feet together once.	Attempts to jump, but both feet do not leave the floor simultaneously, or does not attempt to jump.
	Runs across playground, stopping, starting, and turning without falling.	Runs around on playground, sometimes tripping.	Walks, or “run-walks” on playground.
	Moves around the environment safely (on foot or in wheelchair or walker), avoiding obstacles.	Moves around the environment with occasional falls.	Moves around the environment needing supervision for safety.

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

Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

Fall Spring

MMSR/GHCD: **IV A** Use large muscle coordination to move and play

Objective:	Proficient	In Process	Needs Development
Move with confidence and stability, coordinating movements to accomplish simple tasks	Climbs the stairs on the climber with alternating feet, holding onto the railing.	Climbs the stairs on the climber, placing both feet on each step and holding the railing.	Climbs or crawls up the stairs on the climber with adult assistance.
	Propels a big wheel or other ride on toy by pedaling fast and attempting to steer.	Attempts to pedal a big wheel or other ride on toy with some assistance. May propel self by pushing on the ground with his feet.	Does not attempt to push or pedal a big wheel or other ride on toy.
	Beginning to catch a large ball with two hands.	Reaches to catch a ball with two hands, frequently dropping it.	Needs adult assistance to catch a large ball, or does not attempt.

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

Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

Fall

Spring

MMSR/GHCD: **IV B** Uses small muscle control to accomplish many tasks

Objective:	Proficient	In Process	Needs Development
Develop finger skills through many forms of play	Uses Duplo™ blocks to build more recognizable structures and objects.	Stacks Duplo blocks, then pulls them apart.	Dumps Duplo blocks out of container, then puts them back in; needs assistance to connect blocks.
	Stacks blocks to make a house after being shown how by an adult.	Stacks blocks to make a house with adult assistance.	Does not attempt to construct with blocks.
	Fills and dumps several cups in the sand table using a shovel, then a smaller spoon.	Fills and dumps several cups in the sand table using a shovel, then a smaller spoon, with adult assistance.	Fills and dumps large cups in the sand table, or shows no interest in doing so.
	Manipulates playdoh or clay spontaneously by squeezing, rolling, or cutting.	Squeezes and attempts to roll or cut playdoh or clay when prompted by an adult.	Does not touch or attempt to play with playdoh or clay when prompted by an adult.

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

Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

Fall Spring

MMSR/GHCD: **IV B** Uses small muscle control to accomplish many tasks

Objective:	Proficient	In Process	Needs Development
Develop finger skills through many forms of play	Begins to pick up small objects with a finger grasp, but reverts to a whole fist grasp, at times.	Picks up small objects with a whole fist grasp.	Needs assistance to pick up small objects.
	Manipulates small objects, placing items into containers with ease (such as placing pennies into a bank, etc).	Manipulates small objects with some assistance to place them into containers. May need help getting a string into a small hole on a bead.	Needs assistance to manipulate small objects, often dropping them when attempting to place them into containers.
	Completes simple inset puzzles using trial/error approach and turning pieces to make them fit.	Attempts simple inset puzzles using trial/error approach, needing some adult assistance.	Shows no interest in simple inset puzzles, or does not use a trial/error approach.

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

Preschool – 3 Exemplars

Content Area: **IV** Physical Development ; **II** Language and Literacy

WSS Indicator: **VII B3** Explores the use of various drawing and art tools.

Fall

Spring

MMSR/GHCD: **II D** Pre-reading

Objective:	Proficient	In Process	Needs Development
Use writing utensils for scribbles and drawings	Holds a crayon using a whole fist grasp or with the fingers.	Holds a crayon by grasping it in his palm.	Needs assistance to hold a crayon and make marks. May use adaptations such as utensil holders to compensate for physical needs.
	Scribbles or paints with increasing control; keeping marks on the paper.	Scribbles randomly, or dabs with a paintbrush making marks on and off of paper.	Shows no interest in making marks with writing tools or paints.
Begins to use classroom tools	Makes individual snips with regular or adapted scissors on paper with some assistance.	Explores scissors, attempting to use them with one or two hands.	Shows no interest in scissors

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

Preschool – 3 Exemplars

Content Area: **IV** Physical Development

WSS Indicator: **VII C1** Begins to perform self-care tasks independently.

Fall Spring

MMSR/GHCD: **IV C** Has a larger set of self-help skills

Objective:	Proficient	In Process	Needs Development
Accomplishes self-help and housekeeping tasks with reminders	Puts on coat, hat and mittens but needs help with gloves and getting the zipper started.	Puts on own hat and mittens. Needs assistance to put on coat.	Waits for an adult to dress him.
	Dresses self with assistance for fasteners and front/back orientation.	May put on simple articles of clothing such as socks and pulls pants up and down for toileting.	Holds out arms and legs to assist with dressing.
	Feeds self with spoon or fork to complete preschool size meal.	Feeds self with spoon or fork with little spilling.	Attempts to feed self, needing adult assistance to get food on utensil, or does not attempt to feed self.

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

Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

_____ Fall Spring

MMSR/GHCD: **IV C** Has a larger set of self-help skills

Objective:	Proficient	In Process	Needs Development
Accomplishes self-help and housekeeping tasks with reminders	Spreads icing on his gingerbread man using a Popsicle stick, licks the stick.	Spreads icing on his gingerbread man using a Popsicle stick with adult assistance.	Spreads icing on his gingerbread man using his fingers, or does not attempt.
	Brushes own teeth and hair with verbal prompting or visual cues from an adult.	Brushes own teeth and hair with physical assistance and visual cues.	Resists, or does not attempt to brush own teeth and hair.
	Washes and dries his own hands, with verbal prompting or visual cues from an adult.	Washes and dries his own hands with physical assistance and visual cues.	Waits for an adult to wash his hands.
Accomplishes self-help and housekeeping tasks with reminders	Follows common safety rules with reminders and visual cues (e.g., avoiding heat elements and sharp knives, staying with the class when walking outside, holding someone’s hand in a parking lot.)	Needs physical assistance and modeling to follow common safety rules.	Shows no regard for or awareness of common safety rules; does not respond to reminders.

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

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