



**Maryland Model for
School Readiness
(MMSR)
Preschool - 3
Exemplars Spring/Exit**

Maryland State Department of Education
Division of Early Childhood Development/Early Learning Branch



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Preschool – 3 (P3)

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 expanded MMSR Exemplars are descriptions of typical student skills and behaviors that a teacher looks for when evaluating performance. They were developed to provide criteria or guidelines for evaluating student performance by determining ratings – *proficient, in process, needs development* – for all of the 66 Kindergarten WSS™ Checklist indicators, all 55 Pre-kindergarten WSS™ Checklist indicators, and all 51 of the *Guidelines for Healthy Child Development* 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.

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 in the fall during the first two weeks in November;
 - To measure progress in the spring during the last two weeks in May.

- **Early Childhood Accountability System (ECAS):**

- To assess **Status At Entry** on all 51 three year old level indicators for children newly identified with initial IEPs;
- To measure **Progress At Exit** 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 51 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 3 years 0 months through 3 years 5 months of age.
- Spring/Exit exemplars (for all 51 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 3 years 6 months through 3 years 11 months of age.

Preschool – 3 (P3)

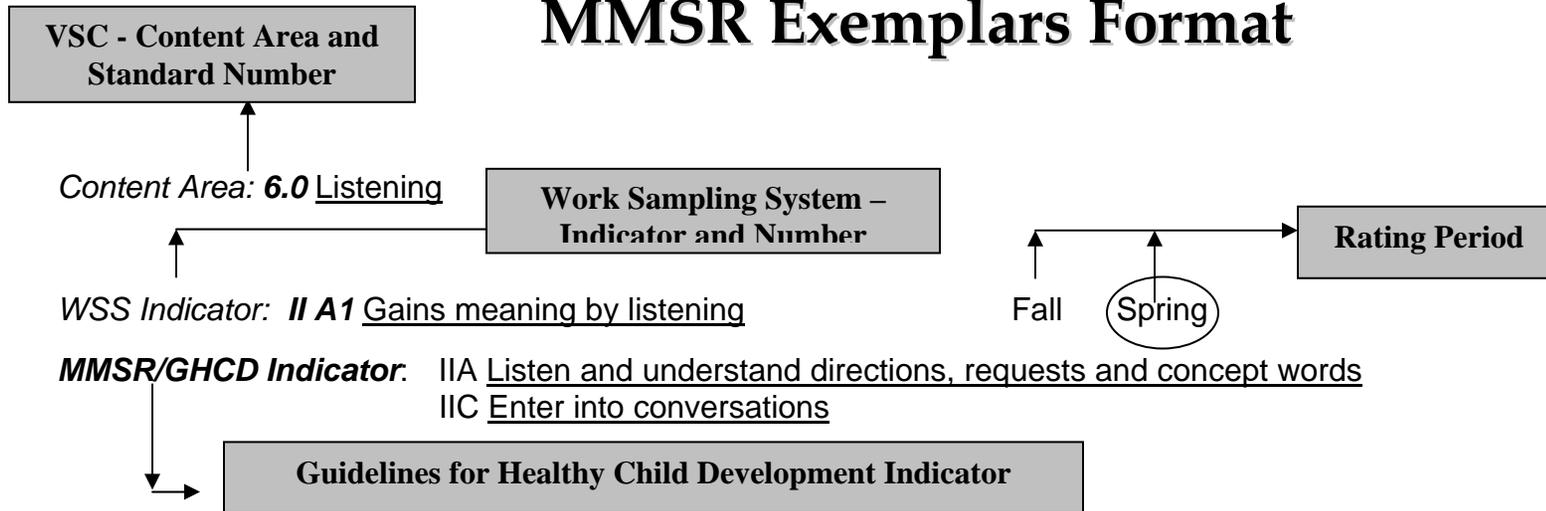
According to federal special education requirements¹, additional information may need to be collected on students with IEPs when they ‘enter’ or ‘exit’ special education services. ***Therefore, to provide clarification for professionals using the WSS to assess kindergarteners and preschoolers upon ‘entry’ to or ‘exit’ from preschool special education services in compliance with the ECAS, the Fall/Entry Exemplars have been designated for “Fall” or “Entry,” and the Spring/Exit Exemplars have been designated for “Spring” or “Exit.”***

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

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

² 2004 Individual with Disabilities Education Act

MMSR Exemplars Format



Objective:	Proficient	In Process	Needs Development
Shows understanding and responds to simple directions and requests	Listens/attends and is able to follow a direction with adult prompting in a group setting.	Listens/attends and is able to follow a direction in one on one conversations	Listens/attends and occasionally follows a direction in a one on one conversation with accompanied with physical cues.
	Takes a napkin from the pile and passes the pile to the next person at the table after being reminded by an adult.	Takes a napkin from the pile after being reminded 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.
	Listens attentively to a short story read aloud when in a group, and shows understanding through body language (clapping or nodding) or facial expressions (smiling or laughing).	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.
Demonstrates active listening skills	Attends to the speaker for 5 to 15 minutes, asks simple questions, and later uses the words and content in a dramatic play.	Attends to the speaker for a few minutes 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.

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

Personal / Social

Preschool – 3 (P3)

Preschool – 3 Exemplars

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

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

Fall



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	Asks to have a turn to hold the flag.	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.
Developing confidence	Chooses a new puzzle from the table toys area and sits down to work on it.	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.
Relates needs, wants, and feelings to others	Asks for a book when it is nap time.	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.
	Pretends to cry and says, "I miss Mommy," (verbally or using augmentative communication) when playing with a doll.	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.

*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



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.	Brings glitter sticks to the easel to decorate his painting.	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.
	Places his painting on the drying rack independently when finished.	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.

	Joins alongside other children with play dishes and food in the housekeeping area; most often in parallel play.	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.
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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	Stands in line at the slide while waiting for a turn to go up the steps.	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.

routines, with guidance	Sits at circle time, attends to a short story, and participates in finger play related to the story.	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.’
Follows simple classroom rules and routines with guidance	Independently throws cup and napkin into the wastebasket after snack.	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.

*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
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Increased self-regulation, following classroom rules and routines, with guidance	Offers one of the several dolls that she has to a classmate and keeps all of the others.	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.
	Independently takes blocks he has used back to the shelf at cleanup time.	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.

Preschool – 3 Exemplars

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

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

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	Responds to a cue (ex., verbal or nonverbal adult cue, blinking lights, bell ringing, song, picture icon etc.) for a change in activity independently.	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.

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	After finding a ladybug on the playground, pretends to be a ladybug by communicating, "I'm flying away!" to an adult.	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.

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	Attempts for several minutes to put a new puzzle together, then brings it to an adult and asks for help.	Briefly attempts to put a new puzzle together; brings it to an adult for help.	Immediately brings a new puzzle to an adult for help without trying to put it together on his own.
	Indicates that he is still hungry after one helping at snack time, and requests another serving, using words, pictures, or augmentative communication.	Indicates that he would like crackers at snack using words, pictures, or augmentative communication.	When prompted by an adult, indicates that he would like crackers at snack using words, pictures, or augmentative communication.

*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



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	Takes play-dough to the housekeeping area to fill the muffin tins before putting them into the play oven.	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.
	Uses the shipping box that a new toy came in as a garage for the cars in the block center.	Uses the shipping box that a new toy came in to add to a block structure in block center.	Uses the shipping box that a new toy came in to repack the original toy at clean up 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 D1** Interacts with one or more children.

Fall



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 friend to play with on the playground and briefly engages in a game of chase.	Plays next to a classmate on the playground, occasionally making comments to the other child.	Plays next to, but not with a classmate on the playground; each child engaging in their own separate play activities.
	Communicates with another child as they pretend to clean up the house in dramatic play.	Briefly joins another child pretending to clean up the house in dramatic play.	Plays next to another child in dramatic play, each engaging in their own separate play activities.
	Joins other children who are playing with a ball, communicating with them and doing the same actions.	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.

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
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Imitates and tries to please familiar adults	Independently puts his trash in the trash can on the playground.	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.
	Shows an adult his Duplo™ construction when it is finished.	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.
	Pretends to wash dishes and puts them away according to labels and pictures indicating where they belong with an adult prompt.	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.
	Independently uses an order pad to scribble/draw/write the order of an adult as they play restaurant.	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.

*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	Participates in group songs and games, such as <i>Farmer in the Dell</i> or <i>Ring Around the Rosy</i> during Group Time.	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.
	Helps to clean up after hearing the cleanup signal.	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.
	Answers a simple question that an adult is asking everyone at group time.	Attempts to answer the question that an adult is asking everyone at group time; may need adult assistance.	Listens/attends to but does not answer 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.

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

IC Relates to other children

Fall



Objective:	Proficient	In Process	Needs Development
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<p>Relates needs, wants and feelings to others</p>	<p>Takes initiative to rock baby doll and pats doll on the back, saying, “Don’t cry, baby.”</p>	<p>Rocks baby doll and pats doll on the back, saying, “Don’t cry, baby,” with an adult prompt.</p>	<p>Hits baby doll and says, “Stop crying!”</p>
<p>Better understands the feelings of other children</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>Shows concern for a classmate by patting child on the back and asking, “Are you OK?” when child has fallen and is crying.</p>	<p>Shows concern for a classmate by patting child on the back when child has fallen and is crying.</p>	<p>Watches as classmates comfort a child who has fallen and is crying.</p>
<p>Better understands the feelings of other children</p>	<p>Shares an extra toy with another child who cries because he has none.</p>	<p>Shares a toy with another child who cries because he has none, with adult prompting.</p>	<p>Watches a child crying because he has no toys to play with, but makes no attempt to share.</p>

*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 an adult for help with a conflict over which song he and a friend will listen to in the Listening Center.	Calls adult when in a 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.

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

Preschool – 3 (P3)

Language & Literacy

Preschool – 3 (P3)

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 with adult prompting in a group setting.	Listens/attends and is able to follow a direction in one on one conversation.	Listens/attends and occasionally follows a direction in a one on one conversation when accompanied with physical cues.
	Takes a napkin from the pile and passes the pile to the next person at the table after being reminded by an adult.	Takes a napkin from the pile after being reminded 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.
	Listens attentively to a short story read aloud when in a group, and shows understanding through body language (clapping or nodding) or facial expressions (smiling or laughing).	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.
Demonstrates active listening skills	Attends to the speaker for 5 to 15 minutes, asks simple questions, and later uses the words and content in dramatic play.	Attends to the speaker for a few minutes 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.

Preschool – 3 (P3)

*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



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 familiar two-step directions.	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.
	Follows 2-step directions without needing individual clarification (Ex., “Find your nametag and come to the carpet.”).	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.”)
	Independently completes familiar routines such as toileting or hand washing.	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.

*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 with a group or on his own.	Joins with other children to sing or communicate familiar simple songs/poems, or parts of songs/poems at circle time.	Listens/attends to familiar simple songs/poems and attempts to repeat chorus during group time or on his own.
	Communicates a simple rhyme that he has heard with a group or alone.	Communicates a simple rhyme that he has heard many times with a group.	Attempts to repeat a simple, familiar rhyme after hearing it modeled by an adult.
	Experiments with making familiar environmental sounds, such as doorbell, fire siren, water running, animal sounds, etc.	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.
	Claps hands to represent the syllables of short phrases (ex., "We like pizza.").	Beginning to clap hands to the beat of music.	Claps hands along with music, not necessarily to the beat.

*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, being understood with little difficulty.	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.
	Initiates a conversation (or reciprocal communication) with an adult, about getting a new kitten at home, being understood with little difficulty.	Initiates a conversation (or reciprocal communication) with an adult, about getting a new kitten at home, with prompting by an 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.
	Independently takes his turn in a group discussion, and is understood with little difficulty.	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.

Objective:	Proficient	In Process	Needs Development
	Communicates with a classmate about the new toy he brought to school, offering some detail, being understood with little difficulty.	Communicates with a classmate about the new toy he brought to school, and is understood by his classmate.	Shows new toy to a classmate; offers no other information, even with adult prompting.
	Initiates communication with adults, offering information, and some details; may use picture icons, augmentative communication, or sign language.	May use picture icons, augmentative communication, or sign language to initiate communications with adults and peers.	Will occasionally offer information using picture icons, augmentative communication, or sign language with adult prompting.

*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	Makes up a variety of “silly” words (ex., doggy, froggy, soggy, togy, loggy).	Beginning to experiment with making up silly nonsense words, such as piggy, wiggy.	Repeats silly words modeled by an adult but does not make up any on his own.
	Using the word “tremendous” learned from a Dr. Suess book when telling a classmate about the amount of sand being piled up in the sand table.	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.
	Relates (verbally or through augmentative communication) an event from a trip to the fire station to something being read aloud from a book.	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.
Uses more conventions of speech as he speaks	Initiates asking questions to start discussions, such as “I wonder what will happen next?”	Repeats adult questions that she has heard an adult ask to start discussions, such as “What do you think will happen next?”	Occasionally repeats simple adult questions that she has heard an adult ask to start discussions, such as “What do you think will happen next?”
Have more meaningful conversations with peers and adults	Tells a story (verbally or through augmentative communication) with some details about a recent trip to the zoo.	Tells a story (verbally or through augmentative communication) with some details about a recent trip to the zoo, with verbal prompting from an adult.	Tells the basic story (verbally or through augmentative communication) about a recent trip to the zoo, with verbal prompting and modeling 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: **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	Holds a book right side up and turns pages one at a time starting at the front of the book.	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.
	Talks about pictures in a book after an adult has read it to him.	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.
	Interacts with an adult by repeating familiar parts of a book when it is read over and over again.	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.
	Pretends to “read” a favorite book to a stuffed animal, retelling parts of the story from memory.	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.

*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
<p>Developing alphabetic principle awareness by recognizing that symbols (and signs) have corresponding meaning</p>	Points to the McDonalds sign and says, "That's McDonalds."	Points to the McDonalds sign and says, "Can we get a Happy Meal?"	Looks at the McDonalds sign when pointed out by an adult.
	Finds his favorite cereal by looking at the labels and pictures on the front of the boxes.	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."
	Says, "There's my name!" when he sees a stop sign because his name begins with the letter "S."	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.
	Independently puts some toys away in correct bins or shelves where labeled with both picture and words.	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.
	Notices that another child's name is similar to his and brings the child's name tag to an adult, saying, "Jeremy is like John."	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.

*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
Begins to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories	Asks and answers questions such as, "What did he do?" or "Where did he go?" when reading a story with an adult.	Asks and answers questions such as, "What did he do?" or "Where did he go?" when reading a story with an adult, with adult prompting.	Listens to and repeats questions about a story being read when modeled by an adult.
	After having a favorite story reread to him, retells story using puppets or other props.	Asks adult to reread a favorite story and tells what will happen next in the story before it has been read.	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..
	Makes personal connections to a story, such as "I have a cat," when seeing a cat in the story.	Makes personal connections to a story, with adult support, such as responding, "I do" when adult points out a cat in the story and asks who has a cat.	Attempts to make personal connections to a story, but comment may have nothing to do with the story.
Develop comprehension by demonstrating understanding of text during and after reading	Acts out favorite stories with some events in sequence in Dramatic Play.	Acts out parts of favorite stories in Dramatic Play.	Watches other classmates act out familiar stories in dramatic play but does not interact.
	Talks about pictures in a book after an adult has read it to him.	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.

*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 piece of paper and scribbles, telling an adult, “I went fishing. I got a fish,” when asked to describe her picture.	Uses a large crayon on a piece of paper and scribbles, telling an adult, “This is me”, when asked to describe her picture.	Uses a large crayon on a piece of paper and scribbles, telling an adult, “I don’t know”, when asked to describe her picture.
	Covers a paper with large swirls of paint, telling the teacher, “This is my house,” and asking the teacher to write, “My House” on the painting.	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.
	Scribbles on paper and describes the thoughts she has “written down,” (ex., “I want a puppy.”)	Takes an adult’s pen and scribbles, saying “I writing!”	Watches adults use writing implements, and occasionally imitates adult writing.
	Describes her drawing when an adult says, “Tell me about your picture.” (ex., “This is me. I like swimming.”)	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.”

*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	Makes a sign consisting of several scribbles and puts it in the block area to warn others to “Keep out.”	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.
	Makes several short wavy lines on a notepad in the dramatic play area and says, “Buy this at the store.”	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.”

*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 (P3)

Mathematical Thinking

Preschool – 3 (P3)

Preschool - 3 Exemplars

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

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

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

Fall Spring

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, and notices that his friend has one cracker.	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.
	Says, “No more friends,” or “too many” to another child who has come into the block center when it is already full.	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.
	Communicates to an adult that his cup is full of sand and hers is empty.	Identifies the cup that is empty and the cup that is full of sand at the sand table when prompted by an adult.	Communicates to an adult that his cup is full of sand and hers is empty, with adult prompting and modeling.
	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, when prompted by an adult and stands next to it, as the adult has suggested, to see how tall it is.	Builds a tower of blocks and says that it is “big.”

*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



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 independently with one-to-one correspondence.	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.
	Recognizes and names the numerals 1, 2, and 3 in a counting book.	Recognizes and names the numerals 1 and 3 in a counting book.	Names numerals in a counting book with adult verbal prompting.
	Comments that everyone at snack has two crackers and one cup of juice.	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."

*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	Picks out all of the yellow crayons from the box and communicates, "This is how many yellow crayons we have."	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.
	Helps to put away the blocks, matching the square blocks to the shape label and the other square blocks and communicating, "These are all square."	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.

*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	Chooses several circle shapes objects when creating a collage in the art area and communicates, “These are all round.”	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.

*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 symmetrical designs with shape blocks.	Makes designs with shape blocks.	Imitates or copies designs with shape blocks.
Uses more conventions of speech as he speaks	Correctly uses positional words, such as “in front of”, “behind”, and “next to” during work, play, and routine tasks (e.g., gets in line “behind” his friend and says, “I’m behind you.”).	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.”)

*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	Stands beside another child who is taller, and comments, "You are taller than me."	Tells a friend that he is bigger than the tower he has built.	Tells a friend that his tower is "bigger."
	Asks for "as many" pretzels as his friend, says, "I did not get enough," or says, "Why do I have less than you?"	Complains that a friend has more pretzels than he does.	Sees a friend's pretzels and says, "I want one."

*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



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

Objective:	Proficient	In Process	Needs Development
Shows interest in quantity, measuring and number relationships	Fills a balance scale with beads, making one side go down, then the other, and comments, "This side is heavy," or "This side has more."	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.

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

Preschool – 3 (P3)

Science

Preschool – 3 (P3)

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



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

Objective:	Proficient	In Process	Needs Development
Seeks information through observation, exploration and descriptive investigations with simple science tools	On a class walk, listens to the call of a bird, asks the teacher or a friend to listen as well, and tries to make the same sound.	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.
	Looks at pine cones and points out every detail he sees or feels or notices (such as the points, the sticky stuff, and the broken parts).	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.”

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

Fall

Spring

Objective:	Proficient	In Process	Needs Development
Seeks information through observation, exploration and descriptive investigations with simple science tools	Uses various 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, a hand lens, and then a pair of goggles).	Uses tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons and sorting trays for simple investigation (e.g., looks at objects through a magnifying glass).	Uses a few tools such as magnifying glass, balance scale, and measuring cups and spoons for investigation (e.g., looks at a variety of objects through a magnifying glass), with adult support.
Uses more advanced problem solving skills, testing his understanding and ideas in real situations	Uses a pair of tongs from the dramatic play area to retrieve a small toy that has fallen into the water table.	Gets a toy broom and uses the handle to get a ball out from under a shelf where it has rolled.	Gets a toy broom and uses the handle to get a ball out from under a shelf where it has rolled, with prompting.
Uses more advanced problem solving skills, testing his understanding and ideas in real situations	Suggests using the fish net to straighten the fallen cave in the fish tank.	Responds to adult suggestion to use the fish net to straighten the fallen cave in the fish tank, and does so independently.	Responds to adult suggestion to use the fish net to straighten the fallen cave in the fish tank, and does so with adult support.
	Asks for some flour to place on his hands when the play dough becomes sticky.	Responds to adult suggestion to place some flour on his hands when the play dough becomes sticky.	Responds to adult suggestion and assistance to place some flour on his hands when the play dough becomes sticky.

*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 many questions about everything he sees/notices, watching carefully (e.g., asks why the ant he is watching does not fly away like a ladybug).	Asks questions about things he sees/notices, 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.”).
	Enthusiastically checks her seed cup to see if there have been any changes in her plant overnight, and comments that her plant is bigger than her friend’s plant.	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.
Uses scientific thinking as well as his senses to discover the world around him and make comparisons between objects	Observes and manipulates rocks in the rock collection and notices that some are bumpy and some are not.	Responds to request to find a very bumpy rock in the rock collection.	Responds to request to find a very bumpy rock in the rock collection, with adult prompting.
	Watches fish and notices that “the slow one” is often “hiding in the cave.”	Watches the fish and observes that the big one swims faster.	Points to the big fish and says “fast,” in response to adult question about which fish is faster.

*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 (P3)

Social Studies

Preschool – 3 (P3)

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	Notices that everyone in the block area today has brown hair.	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.
	Draws a picture of his dad with black hair and himself with blonde hair.	Draws a picture of his dad with very long legs.	Draws a picture of his dad with blue pants, just like his own.

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

Fall Spring

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 her friend that she can’t be a daddy when she grows up because she is a girl.	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.
Begins to recognize his own physical and family characteristics and those of others	Comments that she and Michelle are girls and Jeremy and David are boys.	Counts how many boys are in the group he is playing with.	Points to some of the boys in his group when prompted.
	Shows photo of her family to adult, smiling, pointing to family members, naming them, and commenting that they all have brown hair.	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.

*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 in the 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!”	Imitates an adult pretending to be a firefighter spraying the dramatic play center with the hose in response to adult prompting and modeling.
	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.	Puts on hard hat and puts two wooden blocks end to end, in response to an adult prompting, “Let’s fix the road like this,” and modeling the actions with the 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, 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	Comments about a change in the routine, such as on a rainy day, indicating that today we are playing with big balls <i>inside</i> , and still participates.	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.
	Follows the rules of a simple game briefly, and stops playing when he cannot continue with his turn or has to wait.	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.
	Helps to clean up after Center Time while singing the Clean Up Song.	Helps to clean up after Center Time while singing the Clean Up Song, with adult prompting.	Sings the Clean Up Song after Center Time, but continues to play.

*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	Explains to a classmate, “We have to pick up the trash and bring it to a trash can.”	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.

Preschool – 3 (P3)

The Arts

Preschool – 3 (P3)

Preschool - 3 Exemplars

Content Area: The Arts

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

Fall



MMSR/GHCD:

Objective:	Proficient	In Process	Needs Development
Develop awareness of musical sounds and a variety of environmental sounds	Uses rhythm sticks, drums, or tambourines in time with the music.	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.
Experience performance through singing and playing instruments	Suggests words for open ended songs such as "Aiken Drum," or suggests animals for "Old MacDonald's Farm."	Participates in songs, finger plays, and other music and movement activities by singing and using hand and body motions.	Participates in songs, finger plays, and other music and movement activities by singing and using hand and body motions, 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: The Arts

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

Fall



MMSR/GHCD:

Objective:	Proficient	In Process	Needs Development
Respond to music through movement	Uses scarves in a free movement, floating them overhead or twirling them around.	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.
	Crawls, “flies,” walks on tiptoe, or performs almost any other imaginative movement in response 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.

*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	Independently 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 some adult prompting.	Uses a variety of drawing, painting, collage, and other art materials to create and construct, with adult prompting and modeling.

**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



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.	Hums or moves to music; listens to songs and musical performances with adult prompting and modeling.
Observe and respond to dance, theatre, and dramatic performances	Watches a classmate dance and imitates his movements; shows sustained interest in puppet show or play.	Watches a classmate dance and imitates his movements; shows interest in puppet show or play, with adult prompting.	Watches a classmate dance and smiles; shows interest in short puppet show or play, with adult prompting and modeling.
Observe and respond to artistic creations	Smiles and comments on another child's painting, "Oh, those are pretty colors!"	Imitates another child or an adult commenting on a peer's painting.	Looks on while another child or an adult comments on a peer's painting.

*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



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) with smooth movements and without bumping into objects.	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.
	Jumps like a frog with both feet together several times in a row.	Stands and hops on two feet for a few seconds.	Jumps with both feet together once.
	Runs across playground smoothly, stopping, starting, and turning without falling or bumping into objects.	Runs across playground, stopping, starting, and turning without falling.	Runs around on playground, sometimes tripping.
	Moves around the environment safely (on foot or in wheelchair or walker), avoiding obstacles.	Moves around the environment safely (on foot or in wheelchair or walker), avoiding obstacles, with adult prompting.	Moves around the environment with occasional falls.

**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



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 the stairs on the climber, placing both feet on each step and holding the railing with adult support.
	Propels a big wheel or other ride on toy by pedaling and steering without bumping into objects.	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.
	Consistently catches a large ball with two hands.	Beginning to catch a large ball with two hands.	Reaches to catch a ball with two hands, frequently dropping it.

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Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

Fall



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	Creates recognizable structures with Duplo™ blocks, putting them together and pulling them apart independently.	Pushes Duplo™ blocks together and pulls them apart to build more recognizable structures and objects, with adult prompting.	Stacks bristle blocks, then pulls them apart.
	Independently stacks blocks to make a house or other structure.	Stacks blocks to make a house after being shown how by an adult.	Stacks blocks to make a house with adult assistance.
	Pours or scoops sand from a cup or small spoon into a container with a small opening.	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.
	Creates with playdoh or clay spontaneously by squeezing, rolling, or cutting.	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.

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Preschool – 3 Exemplars

Content Area: **IV** Physical Development

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

Fall



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	Picks up small objects with a finger grasp.	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.
	Manipulates small objects, placing items into containers with ease (such as placing pennies into a bank, etc).	Manipulates small objects, placing items into containers with some success (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.
	Completes simple inset puzzles using trial/error approach, turning pieces several different ways to make them fit.	Completes simple inset puzzles using trial/error approach, attempting to turn pieces to make them fit, or attempting to pound them in.	Attempts to complete simple inset puzzles, needing some adult assistance.

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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	Uses different drawing tools, such as crayons, markers, and chalk, holding them with a fist grasp or with the fingers.	Holds a crayon using a whole fist grasp or with the fingers.	Holds a crayon by grasping it in his palm.
	Experiments with sponges, brushes, Q-tips, and other tools for painting lines and shapes.	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.
Begins to use classroom tools	Snips and begins to make longer cuts into paper with regular or adapted scissors.	Makes individual snips with regular or adapted scissors on paper with some assistance.	Explores scissors, attempting to use them with one or two hands.

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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.	Independently puts on coat, hat, and mittens.	Puts on own hat and mittens. Needs assistance to put on coat.
	Dresses self, and is able to attach Velcro closures and fasten large buttons on clothes.	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.
	Serves self from a serving bowl or plate with a serving spoon or fork, with little spilling.	Feeds self with spoon or fork to complete preschool size meal.	Feeds self with spoon or fork with little spilling.

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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	Independently spreads icing on his gingerbread man using a Popsicle stick.	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.
	Brushes own teeth and hair.	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.
	Washes and dries own hands after being reminded.	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.
Accomplishes self-help and housekeeping tasks with reminders	Follows common safety rules with occasional reminders (e.g., avoiding heat elements and sharp knives, staying with the class when walking outside, holding someone’s hand in a parking lot.)	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.

*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.