

Pre-Kindergarten Standards Based Learning Stages

LANGUAGE ARTS

Stage 1

Uses short, simple phrases or sentences
Understands and makes verbal response to comments
Participates in story related activities
Holds book and turns pages conventionally
Identifies common environmental sounds
Recognizes visual symbols in the environment
Uses writing tools to make scribbles

Stage 2

Uses a sentence of 5 or more words to express a thought
Understands and participates in a short conversational exchange
Makes connections between story and own experiences
Knows that pictures in a book tell a story
Notices rhymes and/or similar beginning sounds
Identifies some printed words in the context of the environment
Writes messages using scribbles

Stage 3

Uses a series of at least 2-3 related sentences to tell experiences or stories
Understands and participates in an extended conversational exchange
Understands several aspects of a story
Understands that the printed words in a book convey a story
Generates rhymes and/or similar beginning sounds in play
Identifies some familiar printed words out of context
Writes messages using letter like shapes and some conventional letters

Stage 4

Uses a series of more than 3 related sentences and details to convey experiences or stories
Understands and participates in an extended conversational exchange about past and future events or experiences
Demonstrates specific knowledge and clear understanding of the main characters and sequence of events in a story
Understands that printed words in a book are read from left to right and top to bottom
Identifies words with similar sounds in work and play; connects and matches some sounds to letters
Uses knowledge of sounds and letters to identify words in print
Writes messages using invented spelling and several conventional words

MATH

Stage 1

Moves to another activity when confronted with a problem
Uses inconsistent sorting strategies
Notices similarities and differences in items in a series
Notices similarities and differences in objects
Uses number related vocabulary
Shows understanding of basic positional words

Stage 2

Imitates other child or repeats own strategy to solve problem
Sorts on the basis on one attribute with teacher support
Repeats simple patterns
Makes simple comparison
Rote counts to 10 and uses number related vocabulary with some accuracy
Understands and uses several positional words

Stage 3

Tries more than one strategy to solve a problem with support
Sorts consistently on the basis of one attribute independently
Creates and describes simple patterns
Understands, sequences and makes verbal comparison on visible attributes
Counts five to ten objects and puts two groups of 5-10 objects in one to one correspondence
Uses more complex positional words and represents position in work

Stage 4

Creates and uses alternative strategies to solve problems independently
Sorts the same object in more than one way such as color, shape, etc.
Creates and describes complex patterns
Verbally compares and orders based on non-visible attributes such as time and weight
Counts 10-20 objects and identifies groups of objects with less, same, more
Understands the relative nature of positional concepts

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PERSONAL RESPONSIBILITY

Stage 1

Participates with direction and encouragement
Sustains attention primarily to self-selected, high interest tasks
Makes transitions and follows basic routines and rules with teacher supervision
Expresses desires or feelings primarily non-verbally

Stage 2

Selects familiar materials; often participates in unfamiliar activities with teacher support
Sustains attention to high interest self-selected task until complete or reaches frustration level
Makes transitions and follows basic routines and rules with occasional reminders
Sometimes expresses own desires or feelings using words

Stage 3

Usually participates in both familiar and unfamiliar activities
Sustains attention to a variety of self-selected tasks until complete despite some frustration
Makes transitions and usually follows routines and rules when given a signal
Independently identifies own feelings using words

Stage 4

Independently selects and participates in a wide variety of activities
Persists with both self-selected and teacher directed tasks until task is completed
Anticipates transitions and usually follows routines and rules independently
Independently identifies own feelings and their cause using words

SOCIAL DEVELOPMENT

Stage 1

Stays briefly in interactive high-interest activities in small group w/teacher encouragement
Sometimes notices and reacts to a familiar peer's delight or distress
Works/plays alongside others
Gives in or uses physical force to solve conflicts
Identifies self, family members, teachers and some peers by name
Expresses desires or feelings toward others primarily non-verbally

Stage 2

Joins small group in high-interest activities; usually tries to participate
Usually notices and reacts to a familiar peer's delight or distress
Works/plays in association with another child
Seeks and accepts teacher help to solve conflict with peers
Shows awareness of similarities and differences among own family members
Sometimes expresses desires or feelings toward others using words

Stage 3

Willingly participates in most whole group activities; has difficulty waiting turn
Offers to help peer in need
Works/plays cooperatively with a few others
Develops solutions and works to resolve conflicts with teacher support
Shows awareness of similarities and differences among peers
Independently identifies feelings toward others using words

Stage 4

Actively participates in whole group activities and usually waits turn
Understands when others needs are different from own
Sustains cooperative activities with a range of children
Begins to solve conflicts directly with peers using appropriate strategies
Demonstrates respect for differences among others
Independently identifies own feelings toward others and their cause using words

PHYSICAL

Stage 1

Moves with some large muscle control
Uses fingers to take apart and put together small objects
Performs self-care tasks with teacher help

Stage 2

Moves with increased large muscle control and coordination
Uses eye-hand coordination to manipulate objects with increasing precision
Attempts to dress, eat and toilet independently with some success

Stage 3

Coordinates several movements such as running and jumping
Uses eye-hand coordination to manipulate smaller objects with refined precision
Manages most aspects of dressing, eating and toileting independently

Stage 4

Coordinates more complex movements with increasing control, balance and accuracy
Uses opposing hand movements to manipulate materials including cutting
and drawing with control
Dresses, eat and toilets independently

CREATIVE EXPRESSION

Stage 1

Explores with sensory and building materials in repetitive manner
Draws and paints experimenting with line, shape and color
Plays alone and imitates simple aspects of a role using realistic props and sounds
Reacts to music with consistent responses

Stage 2

Uses sensory and building materials with purpose
Draws or paints with some control and purpose
Engages in parallel and associative play with peers
Repeats parts of simple songs and responds to beat in music

Stage 3

Creates simple constructions to represent own ideas
Creates own representations experimenting with materials
Engages in cooperative role play with peers
Sings simple songs and responds to simple changes in music

Stage 4

Creates elaborate constructions to represent own experiences, thoughts and ideas
Represents own experiences, thoughts and ideas with multiple details
and a sense of space
Engages in extended, planned cooperative role play with peers
Adjusts singing and movement in response to changes in pitch and rhythm