

Connecticut State Department of Education

FLIP CHART

Preschool Assessment Framework

*Performance Standards and Description of Benchmarks
for 2¹/₂- to 6-Year-Old Children*

PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>P & S 1</p> <p><i>Shows self-direction with range of materials</i></p>	<p>Selects and uses a limited range of familiar materials; uses some new materials with direction and encouragement</p> <p>Usually selects small range of familiar materials. May use or refuse less familiar materials when teacher invites and supports child's involvement.</p> <ul style="list-style-type: none"> ▪ Takes own truck from cubby and pushes it around room. ▪ Observes others using sand toys; then plays briefly next to peer after demonstration of shovel by teacher. ▪ Sits by teacher when invited to join new play dough activity; briefly touches materials and leaves. 	<p>Selects familiar materials; participates in unfamiliar activities with teacher support</p> <p>Engages in an increasing range of both familiar and unfamiliar activities.</p> <ul style="list-style-type: none"> ▪ Often chooses to work/play in a variety of centers in room. ▪ When teacher suggests that child join her and play with new, more challenging puzzles, chooses one and starts to do it. 	<p>Usually participates in both familiar and unfamiliar activities</p> <p>On own, chooses wide variety of familiar materials; tries new materials with either teacher or peer support. May experiment by combining materials.</p> <ul style="list-style-type: none"> ▪ Often selects and uses play dough on own; experiments by adding buttons and plastic straws from art area. ▪ Regularly uses swing; tries new group tire swing with friend's encouragement. 	<p>Independently selects and participates in a wide variety of activities; requests additional materials to extend work</p> <p>Usually comfortable with regularly available classroom materials. Actively experiments, often without need for encouragement.</p> <ul style="list-style-type: none"> ▪ Selects new marble track and experiments without teacher introducing it. ▪ After class visit to farm, initiates building a farm in block area with peers and asks teacher for 1" colored cubes to decorate farm. ▪ Using computer, opens new program on own and tries to use it.

PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
P & S 2 <i>Sustains attention to task/goal that child has set out to accomplish</i>	<p>Sustains attention primarily to self-selected, high interest tasks</p> <p>Likely to change activities frequently. May often move from one activity to another without completing task.</p> <ul style="list-style-type: none"> ▪ With teacher's encouragement, paints at easel for 2-3 minutes; then moves to block center. ▪ Puts in 2 pieces of unfamiliar 5-piece puzzle, then moves to water table. ▪ Sits for 5 minutes and turns each page of favorite book brought from home while telling self own story. 	<p>Sustains attention to high interest, self-selected task until complete or reaches frustration level</p> <p>May need adult encouragement to complete demanding task.</p> <ul style="list-style-type: none"> ▪ If having difficulty completing a simple puzzle, stays to complete when teacher suggests and helps with a different strategy. ▪ Continues to work on completing a collage for 10 minutes with familiar adult at table ▪ Works on building roads and houses in block area throughout center time. 	<p>Sustains attention to <u>variety</u> of self-selected tasks until complete, despite some frustration</p> <ul style="list-style-type: none"> ▪ Experiments with new magnets for 15 minutes in order to examine prediction about which objects will be attracted to magnets. ▪ Works on a challenging puzzle for 20 minutes until completed without teacher prompting. ▪ Builds and rebuilds block airport throughout activity time until it can hold planes without breaking. 	<p>Persists with both self-selected and teacher-directed tasks until task completed</p> <p>Stays with task or activity that may take several sessions to complete. Returns to activity after a break or interruption.</p> <ul style="list-style-type: none"> ▪ Starts to make a bird feeder and completes it the next day. ▪ Returns to finish listening to a book-on-tape after lunch. ▪ After teacher gives directions, works on and completes a drawing and story with phonetic spelling of several words.

PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>P & S 3</p> <p><i>Participates in teacher-led group activities</i></p>	<p>Stays briefly in interactive, high interest activities with <u>small group</u> (up to 5) with teacher encouragement</p> <p>Comes to group when invited; may wander off unless activity is of special interest or sits next to teacher.</p> <ul style="list-style-type: none"> ▪ Observes and/or participates in creative movement activity for a few minutes while standing next to teacher. ▪ Joins teacher and 2 peers and tries to do familiar fingerplays for 5 minutes; goes to sand table as teacher starts to demonstrate new fingerplay. 	<p>Joins <u>small group</u> (up to 10) in high interest activities; usually participates</p> <p>May come to group on own and can remain for at least 10 minutes if sitting next to familiar peer or teacher. Often is distracted, responds out of turn, or gives responses that may not be connected to activity.</p> <ul style="list-style-type: none"> ▪ Tries to sing 3 familiar songs with group; then starts to play with ball in her or his pocket. ▪ Listens to a high interest story for about 10 minutes while sitting next to friend. ▪ Joins circle game; may observe new game several times before attempting to play. 	<p>Willingly participates in most whole-group activities; has difficulty waiting turn</p> <p>Listens and responds with words or actions related to activity. Sometimes acts appropriately by waiting turn and giving responses connected to ongoing activity.</p> <ul style="list-style-type: none"> ▪ Participates in series of 3 finger plays, repeating all words and movements; attempts a few words and movements when less familiar. ▪ After listening to a story <i>Whistle for Willy</i>, when asked to move like a dog, shouts, "I have a cat named Ginger!" 	<p>Actively participates in whole-group activities and usually waits turn</p> <p>Joins in most large-group activities. Usually listens attentively, waits turn and responds appropriately to teacher directions.</p> <ul style="list-style-type: none"> ▪ Waits turn to hold baby chick visiting classroom. ▪ When teacher reads book about vacations, shares details of own vacation. "This summer I took a jet plane with my mom. Grandma met us at the airport in Chicago." ▪ When peer is sharing about favorite ice cream, shouts out, "Mine is pistachio."

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P & S 4 <i>Manages transitions, follows routines and rules</i>	<p>Makes transitions and follows basic routines and rules with teacher supervision</p> <p>Usually able to transition and follow simple routine or rule when supported by an adult.</p> <ul style="list-style-type: none"> ▪ Washes hands before lunch when accompanied by teacher. ▪ Puts away materials with teacher help. ▪ Reluctant to stop water play for snack. Leaves water table with sponge and pail in hand, and returns to water table when group transitions to story. 	<p>Makes transitions and follows basic routines and rules with occasional reminders</p> <p>Usually makes transitions and follows basic routines and rules; may need prompting with both signals and reminders from teacher. Responds appropriately to teacher requests.</p> <ul style="list-style-type: none"> ▪ Puts away materials before going outdoors with teacher reminder and signal from timer. ▪ When asked by teacher, joins circle time on rug. ▪ Uses quieter voice in block area after teacher reminds child to “use indoor voice, please.” 	<p>Makes transitions and usually follows routines and rules when given signal</p> <p>Knows what to do without additional reminders or signals.</p> <ul style="list-style-type: none"> ▪ Gets sponge to wash table in response to “cleanup” song. ▪ When teacher shakes tambourine, recognizes signal, parks and gets off bike, and gets ready to go indoors. ▪ Says, “Do I have to?” when teacher uses hand-clapping pattern, indicating it’s time to stop block play and clean up, but gradually puts away some blocks with a friend. 	<p>Anticipates transitions and usually follows routines and rules independently</p> <p>Anticipates and verbalizes routines and rules; describes consequences of breaking a rule.</p> <ul style="list-style-type: none"> ▪ Prepares for next activity on own by putting away materials, getting coat and getting ball for outdoor play. ▪ Tells peer, “It’s time to put away our puzzles and wash our hands for snack.” ▪ When asked, tells teacher she knows she lost the chance to use a bike tomorrow because she kept crashing into someone else’s today.

PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR OLD CHILDREN			
<p>P & S 5</p> <p><i>Uses words to express emotions or feelings</i></p>	<p>Expresses desires or feelings, primarily nonverbally</p> <p>Communicates emotional responses, wants or needs primarily by physical display or facial expression.</p> <ul style="list-style-type: none"> ▪ Laughs, smiles, claps. ▪ Cries, frowns. ▪ Hits, bites. ▪ Grabs or points and says, "Want that," or "Mine." 	<p>Sometimes expresses desires or feelings using words</p> <p>May need teacher support to verbalize emotions.</p> <ul style="list-style-type: none"> ▪ Says, "I want my mom," after teacher says, "You wish your mommy could stay." ▪ When told about upcoming trip to aquarium, asks, "Can we see whales?" ▪ When told Grandma is visiting next week, says, "Yeah! I'm gonna see Grandma!" 	<p>Independently identifies and expresses own feelings using words</p> <p>With teacher support, may connect feelings to a cause.</p> <ul style="list-style-type: none"> ▪ When child says, "I'm drawing me with a sad face," teacher asks, "Are you sad that your dad is in the hospital?" Child responds, "Yeah." ▪ When another child takes his toy says, "I'm mad!" After teacher suggests, "Tell her why you're mad," says, "I'm mad you took my toy!" 	<p>Independently identifies own feelings related to a cause using words</p> <ul style="list-style-type: none"> ▪ When pushed on a swing by another child, says, "Don't push so high. It makes me scared!" ▪ Shouts, "When you knock down my building, it really makes me angry!" ▪ Says, "I'm so happy that we are going to see the play tomorrow!"

PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
P & S 6 <i>Shows empathy and caring for others</i>	Sometimes notices and reacts to a familiar peer's delight or distress	Usually notices and reacts to a familiar peer's delight or distress	Offers to help peer in need	Understands when others' needs are different from own
	<ul style="list-style-type: none"> ▪ When a peer starts to cry, may approach him and tap his cheek lightly. ▪ When excitedly involved in riding a new trike, looks but continues to ride when peer falls off scooter. 	<ul style="list-style-type: none"> ▪ When peer shouts, "I did it!" after finishing puzzle, claps. ▪ When friend mistakenly knocks down own block structure, looks up with sad expression and says, "Ohhh." ▪ When friend gets finger caught in door, calls for teacher to come and help. 	<ul style="list-style-type: none"> ▪ When peer falls off trike, gets off own asks, "Are you okay?" and tries to help him get up. ▪ When peer runs out of LEGO® blocks to complete symmetrical structure, offers extra pieces from own pile or gets more for peer from shelf. ▪ When friend has forgotten mittens, offers extra pair from own cubby so friend can play in snow. 	<p>Able to take others' points of view, respond when needs are different from own, and can explain.</p> <ul style="list-style-type: none"> ▪ When child can't participate in activity, states, "He can't go there; there's no ramp for his wheelchair." ▪ Says, "She can't have that; she's allergic to peanut butter." ▪ After riding bike for some time, notices peer waiting for a turn and gives her his bike.

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Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>P & S 7</p> <p><i>Interacts cooperatively with peers</i></p>	<p>Works/plays alongside others</p> <p>Involved in parallel activities, not with others.</p> <ul style="list-style-type: none"> ▪ Builds with blocks next to (not with) another child. ▪ Pretends to cook next to another “chef” without speaking or interacting with him within the play. ▪ Uses play dough at a table with other children. 	<p>Works/plays in association with another child</p> <p>Interacts with 1-2 peers in familiar activities. Makes attempts to join others in play.</p> <ul style="list-style-type: none"> ▪ When peer dials on one telephone. enters play by using another phone. ▪ Feeds her baby doll next to friend who feeds her baby; asks friend to “pass a blanket ‘cause my baby is cold.” ▪ Uses headset to listen to a book with 2 other children. 	<p>Works/plays cooperatively with a few others</p> <p>Adjusts own behavior in response to others; takes complementary role and sometimes able to take turns in play. Succeeds in entering ongoing play when players and/or activity are familiar.</p> <ul style="list-style-type: none"> ▪ After observing shoe store dramatic play for a few minutes, enters play as customer by asking peer, the “salesperson,” if she has any sneakers. ▪ When building a block house with 2 peers, suggests that they add a garage and she’ll get the cars to park. ▪ Waits turn to be the storyteller with flannel board pieces. 	<p>Sustains cooperative activities with a range of children</p> <p>Enters work/play situation and participates cooperatively in sustained activity with a variety of peers; negotiates by making and accepting suggestions for play scenario. Usually takes turn in play.</p> <ul style="list-style-type: none"> ▪ When playing circus, allows others to join play; suggests lion act but accepts peer’s idea for clown act instead. ▪ Wants to be bus driver but agrees to be passenger and take turn as driver later “after we reach New Haven.” ▪ Works with others to create a teacher-assigned mural of jungle animals.

PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>P & S 8</p> <p>Works to resolve conflicts</p>	<p>Gives in or uses physical force to solve conflicts</p> <p>In response to conflicts with peers over materials and space, usually:</p> <ul style="list-style-type: none"> ▪ Hits, grabs, throws or cries; ▪ Gives up toy; or ▪ Moves away. 	<p>Seeks and accepts teacher help to solve conflicts with peers</p> <p>Sometimes responds to teacher's suggestions to refrain from using force. Frequently gets teacher to help rather than backing away from conflict.</p> <ul style="list-style-type: none"> ▪ At teacher's suggestion, asks peer to return toy that he grabbed. ▪ At teacher's prompt, comes back to deal with disagreement over turns on bike. ▪ When peer takes his sand shovel, asks teacher for help. 	<p>Develops solutions and works to resolve conflicts with teacher support</p> <p>Talks with teacher and peer to identify the problem and to brainstorm possible solutions. Participates in agreeing on and using a solution.</p> <ul style="list-style-type: none"> ▪ When two children want to use the stethoscope, states that she wants a turn using it. Teacher facilitates brainstorming about possible solutions. Gives some ideas and agrees to let second child use it for 10 minutes, then she will have her turn. 	<p>Begins to solve conflicts directly with peers using appropriate strategies</p> <p>Independently attempts to solve conflicts directly with peers by offering solutions and by trying appropriate strategies before seeking teacher's help; accepts reasonable compromises.</p> <ul style="list-style-type: none"> ▪ When peer tries to enter the school bus play scenario by taking over the role of driver, suggests that peer be the teacher and help the children off the bus. When peer refuses, suggests that she build another bus and drive it herself. ▪ When peer wants a turn at the computer after child has been working only 2 minutes, accepts peer's suggestion that they work together on it.

PERSONAL AND SOCIAL				
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P & S 9 Recognizes similarities and appreciates differences	<p>Identifies self, family members, teachers and some peers by name</p> <ul style="list-style-type: none"> ▪ Calls out, “My baby” when parent arrives with his infant sister. ▪ Uses teachers’ names when asking them for help. ▪ Says own name and those of several other children in the program. 	<p>Shows awareness of similarities and differences among own family members</p> <p>States similarities and differences among family members.</p> <ul style="list-style-type: none"> ▪ Shares, “My hair’s like my mom’s.” ▪ Says, “My brothers and I like pizza; my sister don’t.” 	<p>Shows awareness of similarities and differences among peers; plays with a variety of children other than friends</p> <p>States similarities and differences among peers. Interacts with different peers regardless of gender, race or ability.</p> <ul style="list-style-type: none"> ▪ Comments that own hair is curly and friend’s hair is straight. ▪ Able to state which children have a baby girl in the family “just like me” and which have a baby boy. ▪ Plays with a range of children other than few friends. Will use materials or engage in activities regardless of who is using them. 	<p>Demonstrates respect for differences among others; chooses to interact with a variety of children</p> <p>Plays with a variety of peers, regardless of gender, race or ability; shows positive feelings toward differences</p> <ul style="list-style-type: none"> ▪ Asks for brown and black crayons and suggests to friend that he needs the yellow crayon so they can each complete their own self-portraits. ▪ Moves chair away to make space for wheelchair so child can join group at art table. ▪ Comments positively, “I live with my mom and grandma; she lives with her dad.” ▪ Shares, “My mom was born here; my dad is from San Juan.

PHYSICAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>PHY 1</p> <p>Uses coordinated large-muscle movements</p>	<p>Moves with some large-muscle control</p> <p>Walks and runs with balance and some control over speed. Occasionally bumps into people or furniture, or steps on materials.</p> <ul style="list-style-type: none"> ▪ Runs across playground with regular stride without falling. ▪ Walks on bike path while pushing a doll stroller. ▪ Jumps off one step with both feet. ▪ Walks into block tower. 	<p>Moves with increased large- muscle control and coordination</p> <p>Walks and runs with balance.</p> <ul style="list-style-type: none"> ▪ Alternates feet up steps. ▪ Pedals tricycle to move forward. ▪ Climbs up the ladder of a slide. ▪ Jumps in place with both feet several times. ▪ Enters into block area, avoiding structure. 	<p>Coordinates several movements, such as running and jumping</p> <p>Combines several large-muscle movements. For example:</p> <ul style="list-style-type: none"> ▪ Runs and jumps. ▪ Runs and steps in to kick a ball. ▪ Runs, stops, starts and turns without falling. ▪ Throws a ball toward someone; or ▪ Negotiates obstacle course. 	<p>Coordinates more complex movements with increasing control, balance and accuracy</p> <ul style="list-style-type: none"> ▪ Hops on one foot. ▪ Carries a container of water across the room without spilling. ▪ Moves to catch a ball, but may still trap it with arms against body rather than with hands. ▪ Throws ball overhand. ▪ Able to maintain body position in chair or on floor for 20 min. ▪ Pumps on swing.

PHYSICAL				
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<p>PHY 2</p> <p>Uses coordinated small-muscle movements</p>	<p>Uses fingers to take apart and put together small objects</p> <ul style="list-style-type: none"> ▪ Builds and takes apart Duplo blocks. ▪ Uses pegboards with large pegs. ▪ Removes simple doll clothes (closed by Velcro or snap). ▪ Rolls, squeezes and pounds play dough. ▪ Turns pages of book. 	<p>Uses eye-hand coordination to manipulate objects with increasing precision</p> <ul style="list-style-type: none"> ▪ Strings 1" beads with accuracy. ▪ Holds marker with functional (non-standard) grasp to draw. ▪ Uses opposing thumb and fingers when making snips with scissors; may need teacher to hold paper. ▪ May begin to dress doll with snap or Velcro closures. ▪ Cuts on a straight line. 	<p>Uses eye-hand coordination to manipulate smaller objects with refined precision</p> <ul style="list-style-type: none"> ▪ Strings ½" beads with accuracy. ▪ Operates puppets with limbs. ▪ Holds marker with 3-point grasp. ▪ Manipulates cloth and thick needle to sew. ▪ Uses computer mouse with control. ▪ Cuts on curved line or circle with accuracy. 	<p>Uses opposing hand movements to manipulate materials, including cutting and drawing with control</p> <ul style="list-style-type: none"> ▪ Operates puppet with limbs with control. ▪ Holds pencil with standard grip to draw objects and shapes with control and accuracy (for example, circle, square, some letters...). ▪ Constructs patterns with small mosaic blocks, paper shapes and strips. ▪ Cuts out a form/shape with straight and curved lines.

PHYSICAL				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>PHY 3</p> <p><i>Cares for self independently</i></p>	<p>Performs self-care tasks with teacher's help</p> <ul style="list-style-type: none"> ▪ Puts on jacket with teacher assistance. ▪ Uses toilet; needs help from teacher to wipe and pull up pants. ▪ Pours milk from small pitcher with teacher assistance. ▪ Eats with a spoon. 	<p>Attempts to dress, eat and toilet independently with some success</p> <ul style="list-style-type: none"> ▪ Puts on jacket; may put it on upside-down. ▪ Pours milk from small pitcher with occasional spills. ▪ Pulls own pants down and up for toileting. ▪ Washes hands using soap, and dries with paper towel. ▪ Blows nose with tissue and puts in trash with teacher reminder. 	<p>Manages most aspects of dressing, eating and toileting independently</p> <ul style="list-style-type: none"> ▪ Puts on jacket and zips it; may need zipper started by teacher. ▪ Uses tissue to blow nose, puts tissue in trash and washes hands. ▪ Serves self food for lunch or snack using the appropriate utensils. ▪ Toilets independently. ▪ Puts on and removes smock with Velcro closure. 	<p>Dresses, eats and toilets independently</p> <ul style="list-style-type: none"> ▪ Puts on jacket, mittens, snow pants and boots without assistance. ▪ Usually able to tie shoes. ▪ Puts on dress-up clothes or costumes by self, using zippers and buttons. ▪ Serves self food and opens some juice or snack containers without assistance.

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 1</p> <p><i>Engages in scientific inquiry</i></p>	<p>Observes or explores and notices effects</p> <p>Observes events or nature. Uses materials and observes the impact of own actions. May repeat actions to reproduce an effect.</p> <ul style="list-style-type: none"> ▪ Watches ants come from a hole in the ground and says, "Hello, ants." ▪ Pours water on sidewalk and watches the patterns. ▪ Kicks leaves in the air over and over, watches them fly, shouting, "Wheel!" 	<p>Experiments, observes and comments</p> <p>Manipulates materials and comments on the impact of own actions related to cause and effect. Observes and comments on events or nature.</p> <ul style="list-style-type: none"> ▪ Says, "The ants are bigger," when using a magnifying glass, or "The ice is melting." ▪ Pours water on the sidewalk and comments, "Look at my water pictures." ▪ Kicks leaves on a windy day and says, "Leaves fly." ▪ Pushes car hard into own block building, saying, "Watch out, I'm crashing!" 	<p>Experiments, observes purposefully and describes how effects vary</p> <p>Makes intentional attempts to vary the effect of own actions on materials and describes how changes in actions create different effects. (What will happen if...)</p> <ul style="list-style-type: none"> ▪ "When I put salt on the ice, it melts." ▪ "When I pour water from the skinny bottle, I can make skinnier pictures." ▪ "When I throw the leaves high, they fly longer." ▪ Changes height of ramp, notices and then tries to make speed of cars vary. 	<p>Describes, predicts and plans for purposeful exploration or observation</p> <p>Predicts impact of observations or own actions and describes plans for testing predictions.</p> <ul style="list-style-type: none"> ▪ "When I put salt on the ice cubes, they'll melt faster." ▪ "If I water this bean plant, I think it will grow faster than one without water. I'll test it." ▪ "I can make a picture of a snake with the water! I'm 'gonna' pour it slowly like this." Pours water while walking down sidewalk. ▪ "If I throw leaves from the top of the climber, they might fly to the end of the yard. I'm going to try it from there!"

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 2</p> <p><i>Uses a variety of strategies to solve problems</i></p>	<p>Moves to another activity when confronted with a problem</p> <ul style="list-style-type: none"> ▪ Says, “Me do it!” and tries to complete puzzle. Walks away when not successful. ▪ After attempting to put pants on doll, gives it to teacher. ▪ After another child grabs the phone she is using in dramatic play area, leaves and starts to use play dough in art area. 	<p>Imitates other child's or repeats own strategy to solve a problem</p> <ul style="list-style-type: none"> ▪ Continues to try to put shape in the wrong spot in a puzzle. ▪ When asked to demonstrate different ways to get across the room, imitates response of peer who moves just before her or always runs. 	<p>Tries more than one strategy to solve a problem with teacher support</p> <ul style="list-style-type: none"> ▪ When challenged with a puzzle, responds to teacher's questions and/or suggestions by finding a piece that has the same color or shape and turning the piece around. ▪ After unsuccessfully trying to put up a piece of art work with tape, responds to teacher's question about whether glue or a stapler might work by trying one or both. 	<p>Creates and uses alternative strategies to solve problems independently</p> <ul style="list-style-type: none"> ▪ Finds and uses tracks, tubes and pieces of wood when asked to have a car go all the way across a room. ▪ On own, tries paper clips, then tape and staples to hold two pieces of heavy paper together. ▪ Figures out which type of blocks and supports are needed to build and use a long bridge to go across a “river.”

COGNITIVE				
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COG 3 Sorts objects	Uses inconsistent sorting strategies Starts sorting using one criterion, then changes criterion in process of effort. <ul style="list-style-type: none"> ▪ Puts some seashells in a pile with stones, other seashells in a pile with nuts. ▪ Puts some horses with cows, then puts other horses with dogs. ▪ Starts putting red buttons in one pile, blue in another; then adds blue and green buttons to red pile. 	Sorts on the basis of one attribute with teacher support Applies sorting rule suggested by teacher consistently. Separates items by color, size or type. <ul style="list-style-type: none"> ▪ Groups cars and trucks into separate sets. ▪ Puts buttons with holes and buttons without holes in separate cans upon request. ▪ Takes only the colored blocks to create a tower, leaving the natural wood ones in the box. 	Sorts consistently on the basis of one attribute independently and tells reason Verbalizes reason for sorting objects. <ul style="list-style-type: none"> ▪ Sorts into groups of circles and squares and says, "These are all circles, these are all squares." ▪ Sorts and explains, "I put all the airplanes in one garage and all the cars in the other one." 	Sorts the same objects in more than one way, such as color, shape, size and function, and tells reason Verbalizes reasons for sorting and re-sorting. May need prompt to re-sort. <ul style="list-style-type: none"> ▪ First sorts all vehicles by color, creating a pile of red cars and trucks and a pile of blue ones; then re-sorts, putting cars in one pile and trucks in another. ▪ Sorts pile of pictures into animals and vehicles. When asked by teacher to sort in another way and think about where they travel, re-sorts into those that go in water (fish, boats), on land (dogs, cars) and in air (birds, planes).

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 4</p> <p><i>Recognizes and makes patterns</i></p>	<p>Notices similarities and differences in items in a series</p> <ul style="list-style-type: none"> ▪ When teacher asks, points to same-color beads on a string. ▪ When playing with ring-stacking toy, selects only those shapes that have holes to try to stack. ▪ Puts dinosaur figures on some of the black squares of a checkerboard saying, "The red ones are too hot!" 	<p>Repeats simple pattern</p> <ul style="list-style-type: none"> ▪ Lines up car, then plane, alternating car, plane, car, plane after teacher demonstrates. ▪ Repeats an alternating soft, loud pattern using a drum or rhythm instrument. ▪ Copies pattern made by peer alternating colored beads (red, blue, red, blue...). 	<p><u>Creates and describes simple patterns</u></p> <ul style="list-style-type: none"> ▪ Demonstrates a simple movement pattern with arms and says, "Up, down, up down." ▪ Arranges beads on a string, alternating colors, and describes, "pink, purple, pink, purple." ▪ Using musical instruments, makes simple loud, soft pattern and simultaneously chants, "LOUD, soft, LOUD, soft...." 	<p><u>Creates and describes complex patterns</u></p> <ul style="list-style-type: none"> ▪ Creates an ABB pattern started by teacher in a sponge print and "reads" it: "circle, triangle, triangle...." ▪ Creates a movement routine with 3 or more repeating steps, singing, "Hop, jump, clap; hop, jump, clap." ▪ Builds fence for block barn with ABC pattern while saying, "short, medium, tall."

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 5</p> <p><i>Compares and orders objects and events</i></p>	<p>Notices similarities and differences in objects</p> <ul style="list-style-type: none"> ▪ When teacher asks child to pick up the little car, selects small car from a variety of sized vehicles. ▪ Looks at 2 bowls of soup, points to steaming one, and says, "That one's hot!" 	<p>Makes simple comparisons and orders several events or objects</p> <p>Arranges 2 to 3 objects or events in sequence.</p> <ul style="list-style-type: none"> ▪ Puts 3 unit blocks in order by height. ▪ Finds the biggest of 3 dolls in the crib. ▪ Uses photos to sequence: <ol style="list-style-type: none"> 1. Put soap on your hands. 2. Wash your hands. 3. Dry your hands. 	<p>Sequences and makes verbal comparisons on visible attributes</p> <p>Uses comparison words such as big and bigger and uses some temporal words, such as first, second or last.</p> <ul style="list-style-type: none"> ▪ Correctly inserts a 4" straw within an ordered set of five other straws sequenced from 1" – 5" and says, "This one goes here; it is shorter than the last one." ▪ As teacher points to photos on daily schedule, tells four events in correct order; for example, "first comes center time; then snack time, then story time and then rest." 	<p>Verbally compares and orders based on non-visible attributes such as time and weight</p> <ul style="list-style-type: none"> ▪ After picking up three wrapped boxes, says, "This one's the heaviest." ▪ Puts sequence of 5 pictured events in order and describes, "The boy gets up, brushes his teeth, take off his pajamas, gets dressed and then eats his breakfast." ▪ Shares, "yesterday my grandmother came because tomorrow is my mom's birthday."

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<p>COG 6</p> <p><i>Relates number to quantity</i></p>	<p>Uses number-related vocabulary</p> <p>Uses numerals when speaking or counting objects <u>without accuracy</u>.</p> <ul style="list-style-type: none"> ▪ Holds up five fingers and says, "I'm three!" ▪ Touches 3 animals in a row and counts without accuracy, "One, two, five." 	<p>Rote counts to 10 and uses number-related vocabulary with some accuracy</p> <ul style="list-style-type: none"> ▪ Counts aloud correctly to 10 while engaged in activities such as singing a song or doing a fingerplay like "Ten Little Bubbles." ▪ Responds correctly when asked, "How old are you?" by saying number and holding up correct number of fingers. ▪ Counts a row of 10 items: 1,2,3,4,5,7,8,9,10. 	<p>Counts 10 to 20 objects and puts two groups of 5 to 10 objects in 1-to-1 correspondence</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Correctly counts aloud to 10 the number of names on the sign-in sheet for using the light table. ▪ Playing "school," gets 5 dolls, counts them, then gets 5 chairs and places one doll on each chair. 	<p>Counts 10 to 20 objects and identifies groups of objects with less, same or more</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Counts 20 pencils and brings them to group. ▪ Counts 10 chairs; then gets 10 cups and 10 napkins to set table for lunch. ▪ After counting says, "There are more girls [12] than boys [7] here today."

COGNITIVE				
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<p>COG 7</p> <p><i>Demonstrates spatial awareness</i></p>	<p>Shows understanding of basic positional words</p> <p>Follows simple directions with basic positional words such as in, out, off, on.</p> <ul style="list-style-type: none"> ▪ Puts the tissue <u>in</u> the trash when asked. ▪ Responds to, "Take your jacket off the table." 	<p>Understands and uses several positional words</p> <p>Follows directions and uses a few basic positional words to describe location or activity.</p> <ul style="list-style-type: none"> ▪ Says, "I'm going to put the baby <u>in</u> the crib." ▪ Shouts, "I'm climbing <u>up</u> the slide." ▪ Upon request, sits <u>next to</u> Carlos in a group activity. 	<p>Uses more complex positional words and represents position in work</p> <p>Understands and uses words such as high, low, under, over, outside, inside. Begins to show sense of position in drawing and size in constructing.</p> <ul style="list-style-type: none"> • Builds and rebuilds a block structure until large enough to fit all the animals. • Draws figure with facial parts and stick arms and legs in correct place. • Asks a friend to get the boat that is <u>under</u> the bridge and put it <u>in</u> the lake <u>next to</u> his boat. 	<p>Understands the relative nature of positional concepts</p> <p>Understands that positional words differ depending on an individual's position/ perspective. Draws people or things that are more relative and realistic in size.</p> <ul style="list-style-type: none"> ▪ Turns a picture upside down so that the children sitting across the table can see it. ▪ Draws head on person to a more realistic scale relative to body. Draws animals in scale to humans. ▪ Says, "Give me the block that is <u>behind you</u>" to a peer.

COGNITIVE				
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<p>COG 8</p> <p><i>Uses complex sentences and vocabulary to describe ideas and experiences*</i></p> <p><i>*in any language.</i></p> <p><i>Use a language sample to document this item.</i></p>	<p>Uses short, simple phrases or sentences</p> <p>Uses 3 to 4 words to make statements, state negatives, ask or answer questions. Errors in pronunciation and grammar may occur.</p> <ul style="list-style-type: none"> ▪ “Look, big truck.” ▪ “Mommy ‘goed’ to work.” ▪ “No more juice.” ▪ “Go out?” 	<p>Uses a sentence of 5 or more words to express a thought</p> <p>Sometimes includes two or more separate ideas connected by words, such as “and.”</p> <ul style="list-style-type: none"> ▪ “That’s a big, blue garbage truck.” ▪ “Mommy works at night and brings me cookies.” 	<p>Uses a series of at least 2 to 3 related sentences to tell experiences or stories</p> <p>Connects ideas with words, such as “then,” “next” and “because.” Uses correct sentence structures.</p> <ul style="list-style-type: none"> ▪ “Daddy stopped the car because the garbage truck was broke. He honked the horn. Then we took a detour to school.” ▪ “Taryn’s mama brought goats to school and tied them up outside the playground. Then we gave them water because it was hot.” 	<p>Uses a series of more than three related sentences and details to convey experiences or stories</p> <p>Regularly uses elaborated vocabulary to convey details, including precise nouns, action verbs and descriptive adjectives.</p> <ul style="list-style-type: none"> ▪ “The yellow backhoe dug up the asphalt in front of my house and made lots of noise. It surprised me. When Daddy took me to school, we saw the deep trench. The workers are going to put cables in the trench and then fill the dirt back in.”

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 9</p> <p><i>Understands and participates in conversations*</i></p> <p>* in any language</p>	<p>Understands and makes verbal response to comments</p> <p>Makes a brief, but related comment in response to the comments of another child or an adult.</p> <ul style="list-style-type: none"> ▪ Responds, “Me too” when another child says, “I like goldfish crackers.” ▪ When adult says, “The sand is very wet,” responds “It’s sticky.” ▪ When friend says, “It’s my birthday,” says “My birthday!” 	<p>Understands and participates in a short conversational exchange</p> <p>Takes at least two turns talking to adult or peer; responses are brief but related to the prior speaker’s comments.</p> <ul style="list-style-type: none"> ▪ Peer: “I like goldfish crackers.” Child: “I do, too.” Peer: “Do you like carrots?” Child: “Ick, they’re yucky.” ▪ Peer: “I’m feeding my baby.” Child: “I’m dressing my baby.” Peer: “My baby’s ready to go.” Child: “Mine, too. Let’s go shopping.” 	<p>Understands and participates in an extended conversational exchange</p> <p>Takes more than two turns talking. Responses are elaborate and related.</p> <ul style="list-style-type: none"> ▪ Peer: “I like goldfish crackers.” Child: “I like goldfish and Ritz, but not graham crackers.” Peer: “I like graham crackers with jelly.” Child: “I like jelly on rice cakes.” Peer: “What are rice cakes?” Child: “They’re round and big like this” (demonstrating with hands). 	<p>Understands and participates in an extended conversational exchange about past and future events or experiences</p> <p>Takes several turns talking meaningfully about past and future events or experiences (in addition to the here and now). Responses are elaborate and related.</p> <ul style="list-style-type: none"> ▪ Adult: “What are you going to do this weekend?” Child: “We’re going to Nana’s house in New York.” Adult: “What do you do at your Nana’s house?” Child: “Last time Nana took me to the zoo and we saw the bears.” Adult: “Oh, that sounds like fun.” Child: “The polar bear was asleep in his cave and I could only see his feet.” Adult: “I bet they were big feet.” Child: (laughing) “Yeah, hope I see the WHOLE bear this time!”

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
COG 10 Shows understanding of stories	<p>Participates in story-related activities</p> <p>When adult reads a short book or tells a simple story to a few children, attends and displays interest non-verbally (through facial expression or body movement) or verbally (answers simple questions about pictures in a book or recites repeated phases of a familiar story).</p> <ul style="list-style-type: none"> ▪ Points to picture of bear when teacher asks, “Where’s the bear?” ▪ After hearing several pages of <i>The Very Hungry Caterpillar</i> repeats with the group, “He was still hungry.” 	<p>Makes connections between story and own experiences or feelings</p> <p>When adult reads or tells a story to a small group of children, responds with an appropriate emotion (facial expression), OR acts out one related idea in play, OR makes one related comment.</p> <ul style="list-style-type: none"> ▪ Shows surprise when something unexpected happens in story or when adult changes a story. ▪ After a parent tells a story about camping, gets under table, pretending it’s a tent. ▪ When teacher reads <i>Rain Makes Applesauce</i>, says, “I had applesauce for dinner.” ▪ Retells 1 or 2 main events in a story. 	<p>Understands several aspects of story, such as characters or events</p> <p>Demonstrates understanding of a character and/or an event in a story by making several comments, asking questions, drawing or acting out parts of the story.</p> <ul style="list-style-type: none"> ▪ After teacher reads <i>The Very Hungry Caterpillar</i>, acts out eating and then emerging from the cocoon. ▪ After visitor tells story of childhood experience making a quilt, makes a picture of a quilt and tells grandmother, “Mrs. Ramos helped her mommy sew a quilt with red and blue stars when she was little.” 	<p>Demonstrates specific knowledge and clear understanding of the main characters and <u>sequence</u> of events in story</p> <p>Recalls main characters and major events of the story in sequence and understands how they are connected. Demonstrates this by retelling, acting out in play, representing in art work, or answering who, when, where, how and why questions related to story.</p> <ul style="list-style-type: none"> ▪ After teacher reads <i>Caps for Sale</i>, describes how the peddler fell asleep, the monkeys took his hats, and he got so angry that the monkeys gave him the hats back. ▪ Answers appropriately when teacher asks, “What happened next?” and, “How did the peddler get his hats back?” ▪ Draws a series of three pictures showing the beginning, middle and end of <i>Caps for Sale</i>.

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 11</p> <p><i>Displays knowledge of books and print</i></p>	<p>Holds book and turns pages conventionally</p> <p>Holds book right side up and turns pages starting at the front of book.</p>	<p>Knows that pictures in book tell a story</p> <p>Looks at pictures and pretend reads (tells own story about pictures or paraphrases a simple, familiar story while turning pages of book). OR asks about the story using only the pictures.</p> <ul style="list-style-type: none"> ▪ Turns pages and looks at pictures in <i>The Carrot Seed</i> and tells herself a story about eating big carrots (not the story in the book). ▪ Looks at familiar picture of girl in <i>Blueberries for Sal</i> with an adult and asks, "What's the girl doing?" Turns page to bear picture and asks, "Now what's the bear doing?" 	<p>Understands that the printed words in book convey the story</p> <p>Demonstrates an understanding that print is what conveys the story or meaning by pointing to printed words while pretend reading (though not in a left-to-right, top-to-bottom sequence) OR pointing to a printed word and asking adult what it says.</p> <ul style="list-style-type: none"> ▪ Points to printed words in familiar picture book as she pretend reads, telling herself the main events in the story. ▪ Points to printed words in <i>Brown Bear, Brown Bear, What Do You See?</i> while asking adult, "What does it say here about the bear?" ▪ Moves hands off print on page so that adult can read story. 	<p>Understands that printed words in book are read from left to right and top to bottom</p> <p>Knows to start at top left and demonstrates conventional sequence by moving eyes or fingers across print in correct direction.</p> <ul style="list-style-type: none"> ▪ Pretend reads, following print with finger and moving in conventional direction, sharing many details of a familiar story. ▪ Follows print in conventional direction with eyes as adult reads from book. ▪ Shows adult where to start reading the words to a song printed on chart paper and, using a pointer, moves it along in appropriate direction.

COGNITIVE				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>COG 12</p> <p>Recognizes similar sounds in speech</p>	<p>Identifies common environmental sounds</p> <p>Distinguishes between sounds and names sources of common sounds.</p> <ul style="list-style-type: none"> ▪ Hears meow and says “kitty.” ▪ Hears siren and says “fire truck.” ▪ Hears voices of 2 teachers in next room and identifies speakers by name. 	<p>Notices rhymes and/or similar beginning sounds</p> <ul style="list-style-type: none"> ▪ Notices the sounds “eensy weensy” in song and later while playing repeats, “eensy, weensy; eensy, weensy.” ▪ Recognizes sound similarities in the beginning of her name and a friend’s name. Says, “Hey, we’re the same, Jovan and Janea.” 	<p>Generates rhymes and/or similar beginning sounds in play</p> <p>Plays with words, creating own rhymes (by substituting new initial sounds) or alliterations (by starting with the same sounds). Words created may be nonsense, silly or novel.</p> <ul style="list-style-type: none"> ▪ Sings “Wheels on the Bus,” saying “beep, boop, boom” for “beep, beep, beep.” ▪ Instead of singing “Miss Mary Mack, Mack, Mack,” invents “Miss Mary Sack, Sack, Sack.” 	<p>Identifies words with similar sounds in work and play; connects and matches some sounds to letters</p> <p>Selects rhyming words or words that start with the same sound when given choices. Knows letters that represent some beginning or ending sounds in words.</p> <ul style="list-style-type: none"> ▪ Answers correctly when adult asks, “Which words rhyme in the name of this book (<i>The Cat in the Hat</i>)?” ▪ Playing with words, says, “Big, black bug.” Adult says, “That’s hard to say.” Child responds, “Yeah, they all start with B.”

COGNITIVE				
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<p>COG 13</p> <p><i>Identifies printed words</i></p>	<p>Recognizes visual symbols in the environment</p> <ul style="list-style-type: none"> ▪ Points to shape on cubby and says, "This mine." ▪ Sees picture of red traffic light in book and says, "Stop, cars, stop!" ▪ Says, "I want a burger" when sees McDonald arch. ▪ Points to symbol of woman in a dress on rest room door and says, "This is for mommies." 	<p>Identifies some printed words in the context of the environment</p> <p>With the support of contextual cues, makes meaning from some familiar printed words.</p> <ul style="list-style-type: none"> ▪ Sees stop sign and says, "That says stop." ▪ Points to the word "Exit" on the door and says, "EXIT, this goes outside." ▪ Points to printed name on cubby and says, "This is my name." ▪ Points to printed word "egg" next to picture of an egg in a recipe and asks the teacher, "Egg?" 	<p>Identifies some familiar printed words out of context</p> <p>Uses the printed text alone to recognize commonly used words.</p> <ul style="list-style-type: none"> ▪ Finds own name on class list. ▪ Recognizes the word "Dad" on a Father's Day card because it is a familiar pattern. ▪ While listening and following along as teacher reads, <i>The Cat in the Hat</i>, finds the word "cat" on the page because it is a pattern that is repeated frequently. 	<p>Uses knowledge of sounds and letters to identify words in print</p> <ul style="list-style-type: none"> ▪ Tries to find the word, "Dad" on the Father's Day card, says the "d" sound, and scans the page for a word that starts with letter "D." ▪ After finding the word "cat," points to another word and says, "That must be "hat" because it has some letters the same." ▪ Identifies the words "milk" and "sugar" on a brownie recipe using the knowledge of the first and last sound in the words. ▪ Finds friend's name on class list and reads it.

COGNITIVE				
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<p>COG 14</p> <p><i>Uses writing to convey meaning</i></p>	<p>Uses writing tools to make scribbles</p> <ul style="list-style-type: none"> ▪ Uses crayons, markers, pencils, etc. to make scribbles on paper. 	<p>Writes messages using scribbles</p> <p>Understands writing is different from drawing. Uses pretend writing to convey meaning (write card, make sign). Child's writing looks different from his pictures (may have horizontal lines or letter-like shapes).</p> <ul style="list-style-type: none"> ▪ Makes 2 round scribbles and says, "That's a bird." Then makes some letter-like scribble shapes and says, "That says bird." ▪ Stuffs a few scraps of paper in an envelope, scribbles some round shapes on the front and says, "This is for Mom." 	<p>Writes messages using letter-like shapes and some conventional letters</p> <p>Uses some recognizable letters, often unrelated to sound system, in a letter chain (for example, FNOVRT). Copies several letters and independently writes some identifiable letters (usually from own name). May not always start writing from left.</p> <ul style="list-style-type: none"> ▪ Writes a series of letter-like shapes in a line, including several conventional letters from own name, to let others know not to touch wet paint. ▪ Helps teacher make list of ingredients for matzo balls. Copies words "egg" and "oil" from recipe. ▪ Prints most letters of name so they are recognizable. 	<p>Writes messages using invented spelling and several conventional words</p> <p>Writing features mostly recognizable letters. Starts writing on left; moves to right. Some letters may be reversed. Knows correct letters for own name and several familiar words. Letter choice for most words is random.</p> <ul style="list-style-type: none"> ▪ Writes "D N TCH" for "Do not touch." ▪ Writes "I love mi nu pe" for "I love my new puppy," leaving spaces between words. ▪ Writes own name with recognizable letters in correct order. ▪ Types own name and a few familiar words on computer keyboard.

CREATIVE EXPRESSION				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>CRE 1</p> <p><i>Builds and constructs to represent own ideas</i></p>	<p>Explores with sensory and building materials in repetitive manner</p> <ul style="list-style-type: none"> ▪ Pours water back and forth between two containers. ▪ Moves blocks from one place to another. ▪ Stacks and unstacks DUPLO® blocks. ▪ Pours glue on paper and tries to stick fabric, walnuts, stones 	<p>Uses sensory and building materials with purpose</p> <p>Tries different actions to see how materials respond. After experimentation, may name the construction ("It's a house," "cake"...).</p> <ul style="list-style-type: none"> ▪ Learns to dampen sand to pack it in bucket and turns it over to create a form; then labels it the preschool. ▪ Stacks LEGO® blocks carefully to make a tower. ▪ Lines up unit blocks on floor; then says, "This is the road to Mom's office." ▪ Selects soft materials from art area and creates collage. 	<p>Creates simple constructions to represent own ideas</p> <p>Applies understanding of how materials work to construct representations with intention. Usually starts out knowing what he wants to represent.</p> <ul style="list-style-type: none"> ▪ Shouts, "I'm gonna make a snowman;" then rolls play dough into three balls to make one. ▪ Adds yarn hair to drawing of a girl. ▪ Selects toilet paper rolls and tape to make binoculars. ▪ Says, "I'm making a garage for the snow plow truck" and creates one with a shoe box. 	<p>Creates elaborate constructions to represent own experiences, thoughts and ideas</p> <p>Uses a variety of materials to represent own knowledge and imaginary ideas. May create and develop constructions during dramatic play.</p> <ul style="list-style-type: none"> ▪ Creates unit block apartment building with multiple floors; adds parking garage when peers drive over to visit. ▪ Makes detailed LEGO® castle for "magic dragon." ▪ After putting out fire, helps to build hospital for the injured using a variety of boxes. ▪ Works with clay to make horse, adds yarn mane and tail; makes fabric saddle when friend offers a rider for horse.

CREATIVE EXPRESSION				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>CRE 2</p> <p><i>Draws and paints to represent own ideas</i></p>	<p>Draws and paints, experimenting with line, shape and color</p> <p>Demonstrates some intentionality and beginning control in placing marks on paper.</p> <ul style="list-style-type: none"> ▪ Makes lines on edge of paper in various colors with markers. ▪ Creates circular scribbles with markers, making big and small marks all over paper. ▪ Paints lines up and down at easel. 	<p>Draws or paints with some control and <u>own</u> purpose</p> <p>Tries different actions to see how materials respond. After experimentation, may label the drawing or painting ("It's my dog," "a tiger," "my house and swing set"...).</p> <ul style="list-style-type: none"> ▪ Draws shapes that look like heads with four legs and labels them "dogs" and "horses." ▪ Makes chalk circular drawings on sidewalk and calls them "bugs". 	<p>Creates <u>own</u> representations, using different materials</p> <p>Draws or paints objects or events with some details. Selects or combines media for own purposes.</p> <ul style="list-style-type: none"> ▪ Draws body, including head, arms and legs. Adds hair and shoes with colored pencils. ▪ Makes sign for doctor's office using stamps and ink pad. ▪ Observes geranium in classroom and decides to paint flower at easel, trying to match color of flower and leaves. ▪ Draws house with door and windows and then mixes yellow and blue crayons to make it "green like my house." 	<p>Represents <u>own</u> experiences, thoughts and ideas with multiple details and a sense of space</p> <p>Uses a variety of media to make elaborate creations based on memory, observation and imagination.</p> <ul style="list-style-type: none"> ▪ Draws self and brother in multi-colored jackets with buttons and hood, using fine magic markers. ▪ Paints person in proportion next to house with blue grass, striped flowers and purple trees. ▪ After sketching class pet guinea pig several times, develops detailed crayon and colored pencil version of pet in its cage. ▪ Observes self looking happy in mirror and draws self-portrait with open smiling mouth, showing some teeth and space for one that is missing, using oil-pastels.

CREATIVE EXPRESSION				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>CRE 3</p> <p><i>Represents experiences and fantasies in pretend play</i></p>	<p>Plays alone and imitates simple aspects of a role using realistic props and sounds</p> <ul style="list-style-type: none"> ▪ Stirs pretend coffee in cup with spoon, drinks and says, “Mmm.” ▪ “Feeds” baby doll with bottle, then “burps” the baby. ▪ Puts play phone receiver to ear and pretends to talk to Daddy, saying “Hi, Daddy. Good bye.” Then hangs up. 	<p>Engages in parallel and associative play with peers</p> <p>Combines several aspects of a role and uses pretend props alongside peer. May briefly relate to friend in play.</p> <ul style="list-style-type: none"> ▪ Changes and rocks baby doll next to friend who rocks another doll; then feeds doll using block as a bottle. ▪ Cooks and then “eats” a meal using acorns as food. ▪ Moves fire engine on block road toward house friend has built and then uses a straw as a hose to put out the fire. 	<p>Engages in cooperative role-play with peers</p> <p>Interacts with others in play and uses imaginary props and words to depict action, when necessary.</p> <ul style="list-style-type: none"> ▪ Hands a friend imaginary money to pay for a purchase in the play store. ▪ Makes honking noises, welcomes passengers and collects fares as a bus driver in a bus made with hollow blocks and chairs. ▪ Calls friend using imaginary phones to get advice from the vet about a sick cat who is vomiting. 	<p>Engages in extended, planned cooperative role-play with peers</p> <p>Coordinates roles with others and sustains play for at least 15 minutes. Able to step out of role to develop plans for play.</p> <ul style="list-style-type: none"> ▪ Suggests, “I’ll be the cook, you’re the waiter, and she’ll come in and order food.” ▪ Pretends to be injured and lies stiffly as the ambulance driver listens to his heart. ▪ Pretends to grab his wallet and hat and says to peer, “You watch the baby while I go shopping for dinner.”

CREATIVE EXPRESSION				
Performance Standard	BENCHMARKS FOR 2½ - TO 6-YEAR-OLD CHILDREN			
<p>CRE 4</p> <p><i>Sings and responds to music</i></p>	<p>Reacts to music with consistent responses</p> <p>Moves or sings to music, not necessarily in synchrony with beat.</p> <ul style="list-style-type: none"> ▪ Uses one type of movement in response to music (sways back and forth or bobs up and down from the knees...). ▪ Tries out musical instruments, often without keeping time to beat. ▪ Makes repetitive sound in response to music, such as repeating the refrain, E-I-E-I-O or BINGO. 	<p>Repeats parts of simple songs and responds to beat in music</p> <p>Repeats familiar, repetitive parts of simple songs. Able to control coordination and rhythmic response by reacting in time to beat.</p> <ul style="list-style-type: none"> ▪ When teacher sings “The Wheels on the Bus”, moves arms round and round, and shouts “round and round at appropriate times.” ▪ Joins small group in singing simple, familiar songs like “Row, Row, Row Your Boat” and “Twinkle, Twinkle Little Star.” ▪ Uses simple percussion instruments, like rhythm sticks, to keep time to music. 	<p>Sings simple songs and responds to changes in music with voice or body</p> <p>Sings entire song. Responds appropriately with voice or body to changes in tempo or volume.</p> <ul style="list-style-type: none"> ▪ Moves to march by stamping, waltz by swaying arms in air.... ▪ Sings “Dinnertime, dinnertime,” after “cooking” meal in dramatic play center. ▪ Using percussion instruments, makes louder sounds as music gets louder, softer sounds as music gets softer. ▪ Moves more quickly when music tempo speeds up; slows down as music slows. 	<p>Adjusts singing and movement in response to changes in pitch and rhythm</p> <p>Usually sings on pitch and keeps rhythm. May create own song.</p> <ul style="list-style-type: none"> ▪ Joins large group in singing more complex songs so others recognize tune and most of words (for example, Aiken Drum, De Colores). ▪ Improvises with rhythm instruments in time to audiotape that she and friend select in music center. ▪ Uses drum to repeat rhythm and pattern started by peer on tambourine. ▪ Follows series of dance movements of peer; then improvises own creative movements in time to music.