



Tim

Physical Development and Health

- *Fine (Small) Motor Skills*
- *Health Status and Practices*
- *Gross (Large) Motor Skills*
- *Nutrition*

DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.

Fine (Small) Motor Skills

Widely Held Expectations

- Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
 - Uses eye-hand coordination to perform a variety of tasks
 - Develops fine (small) motor skills through participation in activities
 - Uses strength and control to perform simple tasks
- Child explores drawing and painting materials

Examples to observe and document

- Participates in activities which require the use of small muscles (buttoning, squeezing, etc.)
- Handles small objects with growing skill (stringing small beads, fitting small objects into holes, etc.)
- Pulls caps off markers and puts them back on firmly, easily uses scissors, brushes, pencils, etc.
- Puts small building blocks together and pulls them apart with relative ease
- Opens/closes jars or lids on containers
- Uses materials for fine (small) motor skills (drawing, handwriting development, use of computer keyboard/mouse, musical instruments, etc.)

Gross (Large) Motor Skills

Widely Held Expectations

- Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities

- Child develops gross (large) motor skills
 - Coordinates both hands to manipulate large objects

 - Continues to develop body flexibility and coordination

 - Uses indoor and outdoor gross (large) motor equipment safely and appropriately

Examples to observe and document:

- Engages in gross (large) motor activities (marching, hopping, running, dancing, pulling wagons, pushing boxes, rolling, etc.)
- Engages in complex movements (climbing, going up and down steps, riding a tricycle, skipping, throwing, catching, bouncing a ball, etc.)
- Begins to identify body parts and words used in movement (eyes, arms, head, knees, etc.)
- Acknowledges and supports children's natural tendencies to move and be active throughout the day

Nutrition

Widely Held Expectations

- Child shows knowledge of healthy eating and lifestyle habits
 - Demonstrates knowledge that some foods are healthier than others

- Uses manners during meals/snacks, including asking for second helpings

- Child begins to develop interest in foods and eating styles of other cultures

- Child understands that healthy foods help them to grow and give them energy to play and think

Examples to observe and document:

- Passes food and takes child-sized portions
- Chooses to try new foods and eat a variety of foods
- Uses dramatic play materials to show awareness of different kinds of food, cooking utensils, etc.
- Serves and feeds themselves and assists with cleanup
- Provides opportunities for children to prepare healthy snacks

Language and Literacy

- Listening and Understanding
- Speaking and Communicating
- Phonological Awareness
- Book Knowledge and Appreciation
- Print Awareness and Concepts
- Early Writing and Alphabet Knowledge

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Listening and Understanding

Widely Held Expectations

- Child listens to directions and conversations with understanding
 - Demonstrates understanding of the meaning of stories, songs and poems

- Child follows directions in sequences of actions
 - Follows single and multi-step or complex directions

- Child listens to others and responds to feelings and expressed ideas
 - Responds to simple, direct, conversational sentences, either verbally or by Alternative means

- Child demonstrates understanding of native and/or English languages for social interactions and program directions/ activities

Examples to observe and document

- Follows directions from the adult such as "Please go and wash your hands, then sit down at the table"
- Retells main events of stories, and repeats familiar songs and poems
- Carries on a conversation with another person, either verbally or by alternative means, that extends a thought or idea
- Listens to audio-taped or read stories and shows understanding through body language, pointing to pictures

Speaking and Communicating

Widely Held Expectations

- Child communicates needs, wants or thoughts through words, gestures, actions, or expressions
 - Uses sentences that include two or more separate ideas
 - Initiates interactions with adults and peers
- Child communicates for a variety of purposes
 - Attempts to solve problems with other children independently by communicating with them
 - Greets adults and peers
- Child uses English or native language to share feelings and express ideas
- Child uses new vocabulary that has been introduced

Examples to observe and document:

- Speaks clearly enough, or uses alternative communication methods, to be understood by others
- Asks questions to acquire more information
- Uses "please," "thank you," and "excuse me," although often needs reminders
- Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing, etc.)

Phonological Awareness

- Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)
 - Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems
 - Spontaneously repeats songs, rhymes and chants, and creates nonsense words
- Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)
 - Identifies words that begin with the same sound
- Child recognizes the connection between spoken and written words
 - Shows growing ability to hear and discriminate separate syllables in words
 - Isolates beginning and ending sounds of printed or spoken words

Example to observe and document:

- Listens to two words and determines whether or not they rhyme
- Notices that several words or names begin with the same sound (Marcus, Maria, Matthew, etc.)
- Claps hands for each syllable in words
- Plays with sounds to create new words

Book Knowledge and Appreciation

- Child demonstrates interest in and appreciation of reading-related activities
 - Shows interest when stories are read

 - Relates events in story to own knowledge and experience

- Child increases knowledge about books and how they typically are read
 - Holds book right side up

 - Turns pages front to back / one at a time

 - Knows specific words related to books such as author and illustrator

- Child learns to sequence and predict a story
 - Picture reads; tells about the story from the pictures on the cover or in the book

Examples to observe and document:

- Asks people to read stories, signs, notes
- Answers questions about a story that has been read or repeats parts of the story
- Chooses a favorite book
- Pretends to read book titles/simple stories
- Tells stories to others, real and imaginary
- Provides print rich environment and reads to children, both individually and as a group

Print Awareness and Concepts

Widely Held Expectations

- Child shows an awareness of print as a form of meaningful communication
 - Follows the print on the page, moving eyes from left to right and top to bottom (uses finger under print)
 - Identifies some letters and numbers
 - Recognizes and begins to write own name
 - "Reads" familiar environmental print (logos, posters, signs, etc.)
- Child understands that each spoken word can be written down and read

Examples to observe and document:

- Asks people to read stories, signs or notes
- Reads several words or a few simple phrases or sentences
- Points to words using a left to right progression when "reading" picture books
- Picks out and labels specific letters from their name when looking at book titles or program labels
- Wants to read stories to others

Early Writing and Alphabet Knowledge

Widely Held Expectations

- Child shows an interest in early writing
 - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories

- Child progresses in the identification of letters
 - Identifies some letters and numbers

 - Uses pretend writing in play as a purposeful activity

- Child recognizes and/or writes own name on artwork or possessions

Examples to observe and document:

- Uses magnetic letters or other alphabet materials to form own name
- Labels a drawing with several randomly placed, letter-like shapes
- Copies letters from signs and labels posted around the room
- Expresses their thoughts and ideas through the developmental stages of scribbles to conventional print

Social and Emotional Development

- *Self Concept*
- *Social Relationships*
- *Self Control*
- *Knowledge of Families and Communities*
- *Cooperation*

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Self Concept

Widely Held Expectations

- Child develops independence, confidence, and competence
 - Likes self and shows pride in accomplishments
 - Shows growing independence in a range of activities, routines, and tasks
 - Joins other children in various play activities
 - Chooses from a range of activities within the program
- Child identifies own characteristics (name, age, gender, family members, etc.)

Examples to observe and document:

- Is willing to try a new activity (soap painting, cooking project, etc.) and pursues it for a meaningful period of time
- Introduces self and family members to others
- Initiates interactions with others
- Selects and participates in chosen activities independently
- Demonstrates self-regulation skills, self-help skills and independence
- Demonstrates appreciation of their gender and cultural identity

Self Control

Widely Held Expectations

- Child expresses feelings and shows concern for others
 - Shows awareness and responds appropriately to the feelings of others

 - Calms self after excitement, expresses strong emotions constructively and controls aggression

 - Manages fears by expressing concerns and accepting support from adults

- Child follows rules and routines
 - Attempts to solve problems with other children independently, by negotiation or other socially acceptable means

 - Participates in daily routines without being asked

 - Builds awareness and ability to follow basic health and safety rules

Examples to observe and document:

- Follows simple program rules
- Helps pick up cups and napkins and puts them in the wastebasket after breakfast/ lunch
- Keeps the sand inside the sand table after only a few reminders
- Moves from free play to clean up with ease and purpose
- Uses words and other means of communication to describe positive and negative feelings

Knowledge of Families & Communities

Widely Held Expectations

- Child understands and respects similarities and differences among adults and children in their program, home, and community
 - Begins to understand various family roles, jobs, and rules

- Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located

- Child uses familiar words to identify family members and workers in their community

Examples to observe and document

- Reads/looks at books and writes/dictates stories about family, and/or dramatizes stories involving families etc.
- Participates in activities to help others in the group or community
- Sees self as a family member and as a boy or girl in the family
- Shares stories of family events during circle time
- Recognizes familiar places in their environment (stores, parks, restaurants, etc.)
- Describes and appreciate his or her own characteristics and those of others

Creative Arts

- Music
- Art
- Movement
- Dramatic Play

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Music

Widely Held Expectations

- Child is able to sing, play, move and create music, expressing individual imagination
 - Takes the lead in music activities
 - Develops an appreciation for music
- Child responds to music through movement
 - Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)
 - Uses music as an avenue to express thoughts, feelings, and energy
 - Describes and carries out movement sequences
- Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)

Examples to observe and document:

- Participates in music activities (listening, singing, finger plays, games, performances, etc.)
- Uses props to respond with expression to music (scarves, streamers, instruments, etc.)
- Knows the words of often-repeated songs, humming or singing them during other parts of the day
- Makes up songs to accompany their play activities
- Imitates movement to a steady beat
- Uses creative movement and dance in play
- Uses music or songs as cues to transition to a new activity

Art

Widely Held Expectations

- Child progresses in exploration and experimentation with new materials
 - Uses materials to make a simple representation and describes or Demonstrates how it was made

- Child gains experience in making shapes and linear patterns
 - Draws or paints images with a few details

- Child broadens artistic exploration
 - Develops confidence in own creative expression through process-oriented experiences

- Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)

Examples to observe and document:

- Participates in individual and group art activities
- Uses new materials to paint pictures (cotton swabs, straws, twigs, marbles, etc.)
- Tries a variety of materials and ways of using the materials (using a big brush to paint broad strokes, combining colors, etc.)
- Attaches materials using tape, stapler, string, etc.
- Discusses the art that the he or she has created
- Explores the relationship of space and objects as well as color, balance, texture and design
- Points out various forms of media found in books, photographs and prints
- Uses different techniques and art media

Movement

Widely Held Expectations

- Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement
 - Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)

- Child demonstrates a sense of balance and body coordination
 - Demonstrates a wide variety of positions (stretch, bend, rock, twist, etc.)

- Child represents experiences through movement
 - Demonstrates concepts (feelings, directions, words, ideas, etc.)

Examples to observe and document:

- Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm
- Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.)
- Uses props to create special movements and dances (scarves, streamers, instruments, etc.)
- Moves to various rhythms and musical tempos
- Involvement in activities that involve balance and body coordination
- Participates in indoor and outdoor activities involving balancing, running, jumping and other vigorous movements.

Cognitive: Mathematics

- Number and Operations
- Patterns and Measurement
- Geometry and Spatial Sense

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Number and Operations

Widely Held Expectations

- Child develops awareness of numerals
 - Counts up to ten
 - Can judge whether groups of up to five objects each contain the same number of objects
 - Uses one to one matching (correspondence)
 - Distinguishes between numbers and letters
- Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)
 - Begins to learn sequences of events in time (first, next, last, etc.)
- Child develops an understanding of the counting process
 - Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward

Examples to observe and document:

- Compares the quantities of small groups of objects, correctly using words like more/less, some/all
- Recognizes numerals, points to each object when counting, assigning the correct number to it
- Uses words such as yesterday, today, and tomorrow in conversation
- Demonstrates skills using counting in finger plays, books, songs and other activities and materials throughout the daily routine and program
- Groups objects and compares quantities

Geometry and Spatial Sense

Widely Held Expectations:

- Child develops knowledge of geometric principles
 - Learns about shapes
 - Classifies and sorts different shapes
 - Combines different shapes to make representations or patterns
- Child develops spatial sense
 - Uses comparison words correctly
 - Uses words that describe the relative position of things
- Child groups objects together that are the same in some way and gives reasons for groupings

Examples to observe and document:

- Recognizes and names simple shapes (circle, square, triangle, etc.) in various sizes and positions
- Uses a pegboard to create geometric shapes with pegs or pegs and rubber bands
- Uses descriptive words (on, off, on top of, under, in, out, behind, below, above, between, around, through, across, up, down, near, far, next to, etc.)
- Compares the various sizes of unit blocks (longer, shorter, same length) to build math skills
- Makes comparisons of sizes and shapes of blocks
- Creates designs with pattern blocks; draws, paints and cut shapes in their artwork; return blocks to the shelves by sorting them; and locate shapes in the outdoor environment
- Uses empty boxes, tubes and containers for creating and constructing

Patterns and Measurement

Widely Held Expectations:

- Child develops knowledge of patterns
 - Begins to recognize duplicates and extends simple patterns using a variety of materials

 - Describes patterns in the environment

- Child develops knowledge of measurement
 - Uses standard and/or non-standard measures

 - Recognizes that different types of measurement can be made (height, length, weight, etc.)

Examples to observe and document:

- Sorts buttons, beads or pegs into egg cartons, with each compartment holding a different color or size
- Makes a pattern with interlocking cubes (white, blue, green, white, blue, green, etc.)
- Takes leaves brought in from a class walk and arranges them from biggest to smallest
- Uses measuring tools at workbench or water table
- Talks about quantity and comparisons as they interact with materials throughout the day
- Predicts what comes next in a pattern or sequence of events
- Uses objects and tools to measure things, "Look, this table is five pencils long."

Cognitive: Science

• *Scientific Skills and Methods* • *Scientific Knowledge*

DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.

Scientific Skills and Methods

Widely Held Expectations

- Child develops scientific skills and methods
 - Makes observations, and describes objects and processes in the environment

 - Begins to make comparisons between objects that have been observed

 - Begins to find answers to questions through active investigation

- Child uses sentences that include two or more ideas with descriptive details

- Child uses senses, materials, events in nature and the environment to investigate and expand knowledge

Examples to observe and document:

- *Explores various materials to learn about weight, shape, size, color and temperature*
- *Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets to pick up metal, observes through a microscope, etc.)*
- *Makes observations, tries things out to see what will happen, etc.*
- *Finds answers through active exploration and reflecting on what is learned*
- *Observes nature and discusses the life cycles of animals (butterflies, frogs, etc.)*
- *Explores with magnets, magnifying glasses, balance scales, gears, pulleys, measuring devices, and mirrors, etc.*

Approaches to Learning

- Initiative and Curiosity
- Reasoning and Problem Solving

Document 3 examples under these “widely held expectations” for each of your two target children. Include a short narrative, the child’s name and date of competency demonstrated. You may attach the child’s work samples for sharing in Parent/Teacher Conferences. A dated work sample accompanying your narrative and illustrating the child’s ability would count as another entry for 2 points credit.

2 points per entry

3 entries (short narratives and relevant work samples) per target child for a possible TOTAL of 12 points

Initiative and Curiosity

Widely Held Expectations

- Child uses initiative, curiosity and persistence to learn about the world
 - Carries out complex and varied sequences of activities independently

 - Explores ways to use new materials

- Child engages in imaginative play

- Child increasingly uses communication to ask questions and seek answers

Examples to observe and document:

- Asks adults to read stories, signs, or notes
- Participates with different art materials, dramatic play, and puzzles/toys/blocks
- Shows a willingness to listen to a new story or song
- Notices new displays and discusses them with the adult
- Asks questions about new materials in science area
- Tries alternative methods to solve a problem and is highly involved and persistent

Reasoning and Problem Solving

Widely Held Expectations

- Child shows increasing ability to classify, compare and contrast objects, events and experiences
 - Makes comparisons among objects that have been observed
 - Sorts objects by similar qualities
- Child tries several alternative methods to solve a problem and is highly involved and persistent
 - Uses active exploration and trial and error to solve problems
 - Demonstrates persistence in problem solving
 - Increases ability to make predictions and find more than one solution
- Child reflects on experiences and information, and interprets or draws conclusions based on the information

Examples to observe and document:

- Asks for assistance after trying for a minute or two to put together a difficult puzzle
- Tries several methods to reach an object high on a shelf before asking for assistance
- Looks for help when trying to hang up a painting that is still wet
- Constructs a bridge with blocks using past experiences as a guide
- Identifies characteristics of objects or events in their environment
- Make independent choices
- Engages in a variety of sensory experiences
- Tries varied problem solving approaches



CRICKETS