

Benchmarks for Three, Four, and Five Year Olds

CHILD'S NAME: _____

SCHOOL YEAR _____

TEACHERS: _____

P/S 1: Shows self direction with range of materials

****Selected for intentional teaching****	Participates with direction and encouragement		Selects familiar materials; often participates in unfamiliar activities with teacher support		Usually participates in both familiar and unfamiliar activities		Independently selects and participates in a wide variety of activities	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 2: Sustains attention to task

****Selected for intentional teaching****	Sustains attention primarily to self-selected, high interest tasks		Sustains attention to high interest, self-selected task until complete or reaches frustration level		Sustains attention to variety of self-selected tasks until complete despite some frustration		Persists with both self-selected and teacher-directed tasks until tasks completed	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 3: Participates in teacher-lead group activities

****Selected for intentional teaching****	Stays briefly in interactive, high-interest activities with small group (up to 5) with teacher encouragement		Joins small group (up to 10) in high-interest activities; usually tries to participate		Willingly participates in most whole group activities; has difficulty waiting turn		Actively participates in whole group activities and usually waits turn	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 4: Manages transitions, follows routines and rules

****Selected for intentional teaching****	Makes transitions and follows basic routines and rules with teacher supervision		Makes transitions and follows basic routines and rules with occasional reminders		Makes transitions and usually follows routines and rules when given signal		Anticipates transitions and usually follows routines and rules independently	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 5: Uses words to express emotions or feelings

****Selected for intentional teaching****	Expresses desires or feelings primarily non-verbally		Sometimes expresses desires or feelings using words		Independently identifies own feelings using words		Independently identifies own feelings and their cause using words	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CHILD'S NAME: _____

P/S 6: Shows empathy and caring for others

****Selected for intentional teaching****	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	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 7: Interacts cooperatively with peers

****Selected for intentional teaching****	Works/plays alongside others		Works/plays in association with another child		Works/plays cooperatively with a few others		Sustains cooperative activities with a range of children	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 8: Works to resolve conflicts

****Selected for intentional teaching****	Gives in or uses physical force to solve conflicts		Seeks and accepts teacher help to solve conflict with peers		Develops solutions and works to resolve conflicts with teacher support		Begins to solve conflicts directly with peers using appropriate strategies	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

P/S 9: Recognizes similarities and appreciates differences

****Selected for intentional teaching****	Identifies self, family members, teachers, and some peers by name		Shows awareness of similarities and differences among own family members		Shows awareness of similarities and differences among peers		Demonstrates respect for differences among others	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

PHY 1: Uses coordinated large muscle movements

****Selected for intentional teaching****	Moves with some large muscle control		Moves with increased large muscle control and coordination		Coordinates several movements such as running and jumping		Coordinates more complex movements with increasing control, balance and accuracy	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

PHY 2: Uses coordinated small muscle movements

****Selected for intentional teaching****	Uses fingers to take apart and put together small objects		Uses eye-hand coordination to manipulate objects with increasing precision		Uses eye-hand coordination to manipulate smaller objects with refined precision		Uses opposing hand movements to manipulate materials including cutting and drawing with control	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CHILD'S NAME: _____

PHY 3: Cares for self independently

****Selected for intentional teaching****	Performs self-care tasks with teacher's help		Attempts to dress, eat and toilet independently with some success		Manages most aspects of dressing, eating and toileting independently		Dresses, eats and toilets independently	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 1: Engages in scientific inquiry

****Selected for intentional teaching****	Observes or explores and notices effects		Experiments, observes and comments		Experiments, observes purposefully and describes how effects vary		Describes, predicts, and plans for purposeful exploration or observation	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 2: Uses a variety of strategies to solve problems

****Selected for intentional teaching****	Moves to another activity when confronted with a problem		Imitates other child's or repeats own strategy to solve a problem		Tries more than one strategy to solve a problem with teacher support		Creates and uses alternative strategies to solve problems independently	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 3: Sorts objects

****Selected for intentional teaching****	Uses inconsistent sorting strategies		Sorts on the basis of one attribute with teacher support		Sorts consistently on the basis of one attribute independently		Sorts the same objects in more than one way, such as color, shape, size, function	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 4: Recognizes and makes patterns

****Selected for intentional teaching****	Notices similarities and differences in items in a series		Repeats simple pattern		Creates and describes simple patterns		Creates and describes complex patterns	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 5: Compares and orders objects and events

****Selected for intentional teaching****	Notices similarities and differences in objects		Makes simple comparisons		Understands, sequences, and makes verbal comparisons on visible attributes		Verbally compares and orders based on non-visible attributes such as time, weight	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CHILD'S NAME: _____

COG 6: Relates number to quantity

****Selected for intentional teaching****	Uses number related vocabulary		Rote counts to 10 and uses number related vocabulary with some accuracy		Counts 5 - 10 objects and puts two groups of 5 - 10 objects in 1-to-1 correspondence		Counts 10 - 20 objects and identifies groups of objects with less, same or more	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 7: Demonstrates spatial awareness

****Selected for intentional teaching****	Shows understanding of basic positional words		Understands and uses several positional words		Uses more complex positional words and represents position in work		Understands the relative nature of positional concepts	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 8: Uses complex sentences and vocabulary to describe ideas and experiences

****Selected for intentional teaching****	Uses short, simple phrases or sentences		Uses a sentence of 5 or more words to express a thought		Uses a series of at least 2 - 3 related sentences to tell experiences or stories		Uses a series of more than three related sentences and details to convey experiences or stories	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 9: Understands and participates in conversations

****Selected for intentional teaching****	Understands and makes verbal response to comments		Understands and participates in a short conversational exchange		Understands and participates in an extended conversational exchange		Understands and participates in an extended conversational exchange about past and future events or experiences	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 10: Shows understanding of stories

****Selected for intentional teaching****	Participates in story related activities		Makes connections between story and own experiences or feelings		Understands several aspects of story		Demonstrates specific knowledge and clear understanding of the main characters and sequence of events in story	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CHILD'S NAME: _____

COG 11: Displays knowledge of books and print

****Selected for intentional teaching****	Holds book and turns pages conventionally		Knows that pictures in book tell a story		Understands that the printed words in book convey the story		Understands that printed words in book are read from left to right and top to bottom	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 12: Recognizes similar sounds in speech

****Selected for intentional teaching****	Identifies common environmental sounds		Notices rhymes and/or similar beginning sounds		Generates rhymes and/or similar beginning sounds in play		Identifies words with similar sounds in work and play; connects and matches some sounds to letters	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 13: Identifies printed words

****Selected for intentional teaching****	Recognizes visual symbols in the environment		Identifies some printed words in the context of the environment		Identifies some familiar printed words out of context		Uses knowledge of sounds and letters to identify words in print	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

COG 14: Uses writing to convey meaning

****Selected for intentional teaching****	Uses writing tools to make scribbles		Writes messages using scribbles		Writes messages using letter-like shapes and some conventional letters		Writes messages using invested spelling and several conventional words	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CRE 1: Builds and constructs to represent own ideas

****Selected for intentional teaching****	Explores with sensory and building materials in repetitive manner		Uses sensory and building materials with purpose		Creates simple constructions to represent own ideas		Creates elaborate constructions to represent own experiences, thoughts, and ideas	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CRE 2: Draws and paints to represent own ideas

****Selected for intentional teaching****	Draws and paints, experimenting with line, shape and color		Draws or paints with some control and purpose		Creates own representations, experimenting with materials		Represents own experiences, thoughts, and ideas with multiple details and a sense of space	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CHILD'S NAME: _____

CRE 3: Represents experiences and fantasy in pretend play

****Selected for intentional teaching****	Plays alone and imitates simple aspects of a role using realistic props and sounds		Engages in parallel and associative play with peers		Engages in cooperative role play with peers		Engages in extended, planned cooperative role play with peers	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

CRE 4: Sings and responds to music

****Selected for intentional teaching****	Reacts to music with consistent responses		Repeats parts of simple songs and responds to beat in music		Sings simple songs and responds to changes in music		Adjusts singing and movement in response to changes in pitch and rhythm	
	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered	Emerging	Mastered
November								
February								
May								

Teacher Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____