Citizenship

1 b. Follows limits and expectations

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Responds to changes in an adult's tone of voice and expression Looks when adult speaks in a soothing voice Appears anxious if voices are loud or unfamiliar Touches the puddle of water when adult smiles encouragingly		Accepts redirection from adults • Moves to the sand table at suggestion of adult when there are too many at the art table • Initially refuses to go inside but complies when the teacher restates the request		Manages classroom rules, routines, and transitions with occasional reminders Indicates that only four persons may play at the water table Cleans up when music is played Goes to rest area when lights are dimmed		Applies basic rules in new but similar situations • Walks and uses a quiet voice in the library • Runs and shouts when on a field trip to the park • Listens attentively to a guest speaker		Understands and explains reasons for rules • Explains why running in the gym is safe but running in the hallway is not • When playing a blockbalancing game, says, "You have to sit back when it's not your turn so the table doesn't get bumped."		Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment - Asks to stand on a chair to reach a high shelf, and says it's safe because the chair is sturdy - Suggests organizing a book drive after hearing about a fire at a nearby elementary school's library	

3 b. Solves social problems

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Expresses feelings during a conflict Screams when another child touches his crackers Gets quiet and looks down when another child pushes her		Seeks adult help to resolve social problems Goes to adult crying when someone takes the princess dress she wanted to wear Calls for the teacher when another child grabs the molding dough at the same time he does		Suggests solutions to social problems Says, "You ride around the track one time, then I'll take a turn." Says, "Let's make a sign to keep people from kicking our sand castle like we did in the Block area." Asks teacher to make a waiting list to use the new toy		Resolves social problems through basic negotiation and compromise Says, "If Het you use the ruler, will you let me use the hole-punch?" Responds, "Hey, I know! You two can be the drivers to deliver the pizza."		Seeks conflict resolutions based on interest in maintaining the relationship in the future • Says, "I'll let you keep the best bracelet I made today in art since you gave me my favorite swing on the playground." • Says, "Maybe we should play a different game for now because I told Henry and Myra we wouldn't start playing tag until they are ready. I don't want them to be mad at me."		Considers multiple viewpoints when solving conflicts • Thinks about each person's feelings and wants when solving a problem • Asks friend to explain his viewpoint before sharing a solution	

Collaboration:

Objective 2 Establishes and sustains positive relationships

c. Interacts with peers

Not'	Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			Plays near other children; uses similar materials or actions Sits next to child playing an instrument I mitates other children building with blocks Looks at other child's painting and chooses the same color		Uses successful strategies for entering groups • Watches what other children are doing for a few minutes and then contributes an idea • Asks, "Can I run with you?"		Initiates, joins in, and sustains positive interactions with a small group of two to three children Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus." Enters easily into ongoing group play and plays cooperatively		Interacts cooperatively in groups of four or five children • Takes turns being "it" during tag game on the playground • Invites multiple peers to join in play		Works with a group toward a shared goal; participates in group games with rules - As a member of a group, decides on a board game and compromises in order to make the game go smoothly - On the playground, collects "treasure" and builds a snow fort around it, with a small group of children taking turns as guards, builders, and treasure seekers		Fluidly alternates between the roles of leader and follower in order to sustain play • When preparing for a soccer game, says, "I'm going to be the goalie," but later changes positions when a teammate asks to be the goalie • Says, "You got to be the choreographer yesterday. I want a turn today."	
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Objective 3 Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Responds appropriately to others' expressions of wants Gives another child a ball when asked Makes room on the sofa for a child who wants to look at the book with him		Takes turns • Waits behind another child at the water fountain • Says, "It's your turn now; the timer is up."		Initiates the sharing of materials in the classroom and outdoors Gives another child the gold marker to use but asks to use it again when the other child is done Invites another child to pull the wagon with her		Cooperates and shares ideas and materials in socially acceptable ways • Moves to make space for someone else to work at the table • Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner		Completes cooperative projects with other children Says, "Let's split up the questions and take turns using the book to find the answers." Disagrees with another child by saying, "I don't think that's the right answer, Let's see if we can figure it out." Works with a partner to complete a project about Egypt by dividing the research and writing		Accurately completes self-assessment of role in group work • Says, "I didn't do as much work on this as Connor did. He worked really hard." • Completes a written self-assessment after a group science project	

Communication

Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Engages in simple back-and-forth exchanges with others • Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds • Shakes head for no; waves bye-bye • Joins in games such as pat-a-cake and peekaboo		Initiates and attends to brief conversations • Says, "Doggy," Teacher responds, "You see a doggy." Child says, "Doggy woot." • Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home." • Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."		Engages in conversations of at least three exchanges Stays on topic during conversations Maintains the conversation by repeating what the other person says or by asking questions		Engages in complex, lengthy conversations of five or more exchanges • Offers interesting comments with communication device • Extends conversation by moving gradually from one topic to a related topic		Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions Stays on topic during conversation with another child about weekend plans Asks questions about how a proboscis works during a small- group conversation about butterflies; offers an explanation to a classmate about how butterflies eat		Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions • When talking with two friends, says, "I saw that movie, too. What was your favorite part? Oh, that was Paolo's favorite! Mine was the part with the spaceship." • During class discussion about My Father's Dragon, asks, "Has the author written any other books?"		Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation Continues discussion about moon cycles by sharing previously- read information During science fair, explains to observer how soil helps plants grow; explains lessons learned while completing the experiment	

Creativity

Objective 14 Uses symbols and images to represent something not present

a. Thinks symbolically

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Recognizes people, objects, and animals in pictures or photographs Touches the cow in the illustration when an adult reads, "And the cow jumped" Points to photograph and says, "Mommy." Identifies a duck in a variety of different photos and illustrations		Draws or constructs, and then identifies what it is • Draws various shapes and says, "This is my house." • Glues red yarn on paper and says, "I made spaghetti."		Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas • Sees a dump truck outside and plans how to draw it • Says, "Let's pretend to be seeds growing like in the book."		Represents objects, places, and ideas with increasingly abstract symbols • Makes tally marks • Makes and interprets graphs with teacher's help • Attempts to write words to label a picture		Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference • Makes detailed drawings, writings, and notations, and engages in complex discussions reflecting on a trip to the computer store • Solves a math problem several different ways (pictures, numbers, written sentences) • Asks questions and then explains her thinking back to the teacher • Solves a simple word problem comparing two amounts without relying on manipulatives		Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work Reasons that if one object (A) weighs more than a second object (B), and B weighs more than a third object (C), then A must weigh more than C Mentally organizes symbolic concepts (e.g., thirty-seven, 37, 37 pounds, 37 years of age, 37 points scored, the 37th in line) Uses simple map icons to locate and represent landmarks and/or people (e.g., airplane shape for airport, open circle for cities, colored lines for rivers)	

Critical Thinking

Objective 11 Demonstrates positive approaches to learning

c. Solves problems

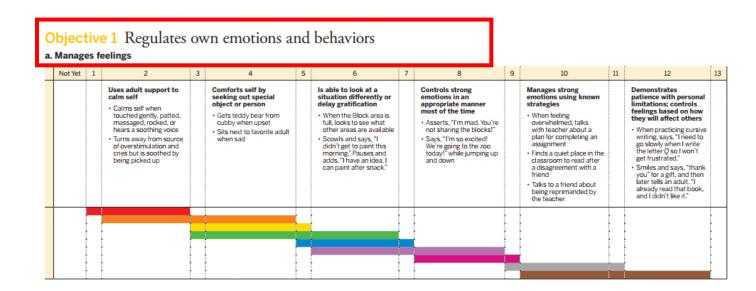
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	
		Reacts to a problem; seeks to achieve a specific goal Grunts when cube gets stuck in shape sorter Reaches for a toy that is just out of reach Blows on warm cereal after seeing someone blow on cereal		Observes and imitates how other people solve problems; asks for a solution and uses it Seeks help opening a stuck cap; pulls one end as teacher pulls the other Asks another child to hold his cup while he pours milk		Solves problems without having to try every possibility • Looks at an assortment of pegs and selects the size that will fit in the hole • Tells another child, "Put the big block down first, or the tower will fall down."		Thinks problems through, considering several possibilities and analyzing results Considers new information before trying a strategy: "If J put this box on top, I can see if they are the same size." Thinks about a book character's problem and suggests solutions Thinks of different ways to hang a paper chain in the doorway and then tries the best idea		Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers Uses a board as a lever to lift a heavy object Makes a reasonable estimate of the answer to a math problem, thinks aloud, and then works backward to obtain the correct answer Repeats an experiment several times to see if the results are the same		Plans, considers various alternatives, and combines skills and strategies needed to solve problems • Makes alphabet tabs to help organize the books so they are easier to locate • Thinks through the process and then makes a list of the steps needed to conduct the experiment • Bargains and trades cards with a friend to get the ones needed for a collection		

Growth Mindset

Objective 11 Demonstrates positive approaches to learning

b. Persists

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Repeats actions to obtain similar results Repeatedly shakes a rattle to produce noise Hits a toy on a play gym accidentally: then waves arms to hit it again Puts objects in a wagon and then dumps them out over and over again		Practices an activity many times until successful • Stacks blocks again and again until tower no longer falls • Uses shovel in many ways to fill small bucket with sand • Chooses the same puzzle every day until he can insert each piece quickly and easily		Plans and pursues a variety of appropriately challenging tasks • Keeps looking through all of the magnetic letters for those that are in her name • Works with others to learn how to use a new software program		Plans and pursues own goal until it is reached Keeps building sand structure, trying multiple ways to get the bridge to hold Returns from lunch with a different idea about what to add to her story Reads own writing about autumn to small group, then makes changes based on questions from peers		Plans and completes grade-appropriate tasks and projects with minimal adult assistance • Works methodically to independently create a bridge from different types of materials • Says, "I need to plan this out and do it right so it will look good when I give it to the teacher." • After writing a paragraph about polar bear habitats, revisits the piece in order to correct spelling and punctuation errors and to evaluate word choice		Finishes long assignments and projects that last for days or weeks; may briefly give up on difficult tasks but returns to complete them Works for several days gathering information and collecting and assembling materials to complete a diorama Becomes frustrated when trying to put together a complex puzzle, stops for a brief time, and then works with resolve until it is completed Creates a story outline before writing a mystery about a missing bicycle; later revises and edits story for content and writing mistakes	
													According to the second



Growth Mindset

Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Not	Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			Indicates needs and wants; participates as adult attends to needs Cries to show discomfort, hunger, or tiredness Opens mouth when food is offered Raises knees to chest when on back for diaper changing Pulls off own socks Raises arms while being lifted out of buggy		Seeks to do things for self Asserts own needs by pointing, gesturing, or talking Holds hands under faucet and waits for adult to turn on water Tries to zip jacket but throws to ground in frustration Attempts to clean up toys		Demonstrates confidence in meeting own needs • Washes hands and uses towel to dry • Stays involved in activity of choice • Uses materials, utensils, and brushes appropriately • Takes off coat and hangs it up • Puts away toys • Volunteers to feed the fish		Takes responsibility for own well-being Completes chosen task Waits turn to go down slide Creates a "Do not touch" sign for construction Tells why some foods are good for you Takes care of personal belongings		Practices skills to reach desired level of personal achievement Says, "I'm going to practice riding my bike every day so I can ride with my big brother." Re-ties shoes when first attempt results in laces that are too loose Writes poetry both at school and at home, claiming, "The more I write, the better I get."		Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals • After watching another child play basketball, says, "I'm not good at basketball. I'm better at soccer." • Completes self-assessment of math skills, checking off the ability to count by 2s, 5s, 10s, 20s, and 100s but not by 6s or 12s • Sets a goal for the amount of money to collect for the local animal shelter fundraiser and then solicits donations	

Objective 11 Demonstrates positive approaches to learning a. Attends and engages 11 13 Not Yet 1 10 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting-practices activities thought to be enjoyable Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort Directs attention based on previous performance and concentrates on activities that require additional study Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions Pays attention to sights and sounds Watches the teacher walk across the room Turns head toward sound of mother's voice Makes relevant · Returns to block Looks up unfamiliar words that require more information for understanding Takes small blocks construction over several days, adding new features each time contributions to group discussion about class pet Concentrates to from adult and continues to drop them into a container sound out unknown Notices the loud Focuses on making Focuses attention as classmates read aloud Continues ring stacking when the teacher says, "You're putting the biggest ones on first." a sign for a building while others are rolling cars down a ramp nearby construction work outside but focuses attention back to the task at hand when reminded by the teacher Pauses to join in problem-solving discussion at adult's request, then returns to art project Begins doing math work first because that is the most difficult for him aroud Attends at the beginning of the school program, but begins to wiggle as the program becomes less interesting Continues the play about going to a restaurant after the teacher offers a menu Systematically scans reading material looking for key words Plays a long board game until its conclusion Practices playing kickball in order to improve skills