

Citizenship

1 b. Follows limits and expectations

[illegible]

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 <ul style="list-style-type: none"> Screams when another child touches his crackers Gets quiet and looks down when another child pushes her 		Seeks adult help to resolve social problems <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Says, "If I let 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 woof." • 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 <i>My Father's Dragon</i> , 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

[illegible]

Objective 11 Demonstrates positive approaches to learning
c. Solves problems

c. Solves problems

[illegible]

Growth Mindset

Objective 11 Demonstrates positive approaches to learning

b. Persists

[illegible]

Objective 1 Regulates own emotions and behaviors

a. Manages feelings

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Uses adult support to calm self <ul style="list-style-type: none">• Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice• Turns away from source of overstimulation and cries but is soothed by being picked up		Comforts self by seeking out special object or person <ul style="list-style-type: none">• Gets teddy bear from cubby when upset• Sits next to favorite adult when sad		Is able to look at a situation differently or delay gratification <ul style="list-style-type: none">• When the Block area is full, looks to see what other areas are available• Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."		Controls strong emotions in an appropriate manner most of the time <ul style="list-style-type: none">• Asserts, "I'm mad. You're not sharing the blocks!" Says, "I'm so excited! We're going to the zoo today!" while jumping up and down		Manages strong emotions using known strategies <ul style="list-style-type: none">• When feeling overwhelmed, talks with teacher about a plan for completing an assignment• Finds a quiet place in the classroom to read after a disagreement with a friend• Talks to a friend about being reprimanded by the teacher		Demonstrates patience with personal limitations; controls feelings based on how they will affect others <ul style="list-style-type: none">• When practicing cursive writing, says, "I need to go slowly when I write the letter Q so I won't get frustrated."• Smiles and says, "thank you" for a gift, and then later tells an adult, "I already read that book, and I didn't like it."		

Growth Mindset

Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

[illegible]

Objective 11 Demonstrates positive approaches to learning

a. Attends and engages

[illegible]