

COR for Kindergarten

Ongoing Record

Times, Places and Activities

A. Literacy and Language Domain

1. Language: Speaking and Listening

Standard	0	1	2	3	4	5
c. Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	NA	Asks and answers questions to clarify information such as instructions the child does not understand.	Asks and answers questions about topics the child wants to learn more about.	Asks and answers general questions about texts that the child does not understand.	Asks and answers specific questions about texts that the child does not understand.	Asks "what if" questions about topics and ideas from texts the child wants to know more about.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Right after giving directions.
- While reading books that have words unfamiliar to most young children.
- Provide activities with explicit instructions (e.g., color, cut, paste).
- Use vocabulary to describe materials the child may not be familiar with, such as *feathery* or *opaque*.
- Provide planning time prior to choice time so children have opportunities to explore topics they want to learn more about.

Child Led or Naturally Occurring

- Allow children to ask questions throughout the day.
- During choice planning time
- During transition times when children are searching for materials or centers.

Standard	0	1	2	3	4	5
f. Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	NA	Says a few phrases or sentences, mostly in response to questions or when agreeing with others; may follow some agreed-upon rules for discussion.	Expresses thoughts about the topic or text discussed and follows some agreed-upon rules for discussions.	Expresses thoughts and opinions about the topic or text discussed and follows agreed-upon rules for discussions most of the time.	Expresses thoughts and opinions about the topic or text discussed, following agreed-upon rules for discussions.	Expresses thoughts and opinions about the topic or text discussed and leads by inviting others into the conversation.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Lead a conversation after reading a book, completing a project, or going on a field trip.
- Show students how to invite others into a conversation and then watch to see if they can do it.
- Show students how to create rules about having conversations.

Child Led or Naturally Occurring

- Allow children to converse throughout the day
- During choice planning time, children could choose to have conversations with others.
- Right after reading a text, completing a project, or going on a field trip.



2. Foundational Skills: Letter Identification

Standard	0	1	2	3	4	5
d. Recognizes and names all uppercase and lowercase letters of the alphabet (fluently means quickly and without errors).	NA	Names at least 20 letters of the alphabet, whether uppercase or lowercase.	Names all letters of the alphabet, whether uppercase or lowercase.	Names all letters of the alphabet, whether uppercase or lowercase, and names either all upper- or lowercase letters fluently.	Names all letters of the alphabet, both uppercase and lowercase, fluently.	Writes all letters of the alphabet, both uppercase and lowercase.

Times, Places, and Sample Activities for Observation (not easily accomplished through observation only)

Materials needed: cards with ALL uppercase and lowercase letters.

Procedure:

- Show child all of the uppercase letters, one at a time, in random order. Say: **Name the letters as I show them**. Give three seconds to name the letter and move on.
- Show child all of the lowercase letters, one at a time, in random order. Say: **Name the letters as I show them**. Give three seconds to name the letter and move on.

Correct response: Use checklist to score.

Remove all materials from assessment area.

3. Foundational Skills: Phonological Awareness

Standard	0	1	2	3	4	5
a. Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (CVC) words.	NA	Knows the ending sound of most spoken three-letter (CVC) words.	Knows the medial vowel sound in one spoken three-letter (CVC) word.	Knows the medial vowel sounds in most spoken three-letter (CVC) words.	Isolates and pronounces beginning, medial, and ending letter sounds in three-letter (CVC) words.	Isolates and pronounces letter sounds in words that have more than three letters, including words with blends and digraphs.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During large group and small group time and at centers when singing, reading poems, playing rhyming games, playing alliteration games.
- When using Elkonin boxes to help students isolate the sounds of the words they hear or want to write.
- Engage students in reading nursery rhymes that contain rhymes and alliteration.
- Have students draw a picture and write the sounds they hear in the name of the picture.
- Have students play beginning/end sound matching games.
- Have children transition or get ready for lunch, recess, or home via a rhyming or alliteration game.
- Supply the library with books that are alliterative or have tongue twisters.

Child Led or Naturally Occurring

- During writing time, when children are sounding out words that they want to write.
- During recess or outdoor time, when children may chant or play jump rope games.
- When children create their own alphabet books.



4. Foundational Skills: Phonics, Word Recognition, and Fluency

Standard	0	1	2	3	4	5
a. Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant (i.e. the letters c, d, g, q, s, x, and y have more than one consonant sound).	NA	Knows at least 8 sounds for any of the consonants.	Knows at least 10 sounds for any of the consonants.	Knows at least 15 sounds for any of the consonants.	Knows at least 21 sounds for any of the consonants.	Knows all the sounds for each consonant. including these letters that have two to three sounds: c, d, g, q, s, x, y.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During large group and small group time and at centers when singing, reading poems, playing rhyming games, playing alliteration games.
- When using Elkonin boxes to help students isolate the sounds of the words they hear or want to write.
- Engage students in reading nursery rhymes that contain rhymes and alliteration.
- Have students draw a picture and write the sounds they hear in the name of the picture.
- Have students play beginning/end sound matching games.
- Have children transition or get ready for lunch, recess, or home via a rhyming or alliteration game.
- Supply the library with books that are alliterative or have tongue twisters.

Child Led or Naturally Occurring

- During writing time, when children are sounding out words that they want to write.
- During recess or outdoor time, when children may chant or play jump rope games.
- When children create their own alphabet books.

Standard	0	1	2	3	4	5
c. Reads common high-frequency words by sight.	NA	Reads at least 5 words, including own name.	Reads at least 8 high-frequency kindergarten level words.	Reads at least 15 high-frequency kindergarten level words.	Reads at least 25 high-frequency kindergarten level words.	Reads 30 or more high-frequency kindergarten level words.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During small group reading time.
- While conducting guided reading lessons.
- Have students read the stories they write aloud.
- Have students read the interactive writing produced by the class.
- Have students go on “word hunts” and read the words they know.
- Read the words on the word wall.
- When showing students how to use environmental print as a resource for writing.

Child Led or Naturally Occurring

- When near labeled objects, such as centers or cubbies with student names.
- While on field trips or bus trips where reading environmental print is possible: stop, McDonalds, zoo.



5. Reading Literature and Informational Texts: Key Ideas and Details

Standard	0	1	2	3	4	5
b. Retells familiar stories, including key details.	NA	Retells a story that includes who is in the story and where it happened and tells more than two events that happened.	Retells a story that includes details such as characters and settings, and tells more than 3 events in chronological order.	Retells a story from beginning to end that focuses on key details such as characters, settings, and events in chronological order.	Retells a story from beginning to end that focuses on key details such as major characters, central settings, and important events in chronological order.	Retells a story from beginning to end that includes key details such as major characters, central settings, and important events in chronological order, and states a lesson learned from the story.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During large group or small group reading times.
- During choice reading time, ask individual students to retell the story they are reading or just read.
- After a read aloud, ask one child to retell the story.
- After guided reading, ask one child to retell the story.
- Set up a time of day, each day, for retelling time and have two or so children retell a story they just read.
- After choice reading time, have a child retell a story to the entire class and then give it a thumbs up or down as a future reading choice for the other students.
- Have children pair-share, retelling a story to a partner; listen in.

Child Led or Naturally Occurring

- Listen in as children retell stories to other children on their own; may occur just after a child finishes reading a new book.

Standard	0	1	2	3	4	5
d. Identifies the main topic and retells key details of an informational text.	NA	Tells what the informational text is about using specific terms, and tells at least one detail from the text, such as it is about frogs and it has a picture of a frog.	Tells what the informational text about using content-specific terms, and tells at least one related key detail, such as it is about American frogs and it shows that they eat insects and worms.	Identifies the main topic and tells a few key details related to the informational text.	Identifies the main topic and tells most of the key details related to the informational text.	Identifies the main topic and tells the key details about the informational text in the form of a summary.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During large group or small group reading times,
- During choice reading time, ask individual students to summarize informational texts,
- After a read aloud, ask one child to restate the text or tell what was most important about the text,
- After guided reading, ask one child to restate the informational text,
- Set up a time of day, each day, for students to tell you about informational text,
- After choice reading time, have a child tell about an informational text to the entire class and then give it a thumbs up or down as a future reading choice for the other students,
- Have children pair-share, summarizing an informational text; listen in,

Child Led or Naturally Occurring

- Listen in as children summarize informational texts to other children on their own; may occur just after a child finishes reading a new book.



Reading Literature and Informational Texts: Integration of Knowledge and Ideas

Standard	0	1	2	3	4	5
b. Compares and contrasts the adventures and experiences of characters in familiar stories.	NA	Identifies a main character from two different familiar stories and tells at least two events that happened to each.	Tells how two main characters from two different familiar stories have the same adventures or experiences.	Tells how two main characters from two different familiar stories have different kinds of adventures or experiences.	Compares and contrasts the adventures and experiences of two main characters in two different familiar books.	Compares and contrasts the adventures and experiences of many characters in many different familiar stories.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During large group or small group reading times.
- During choice reading time, ask individual students to you tell how characters are different or the same from two stories they have read.
- After a read aloud, ask if the character reminds them of characters from other books they have read or heard.
- After guided reading, ask if the character reminds them of characters from other books they have read or heard.
- Have children pair-share, telling how two characters are the same or are different.

Child Led or Naturally Occurring

- Listen in as children talk about stories to other children on their own; may occur just after a child finishes reading a book that has characters that are similar to characters in other books they have read.

8. Writing: Narrative

Standard	0	1	2	3	4	5
c. Writes about a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.	NA	Includes many known words or a few simple phrases (using conventional and/or invented spelling).	Writes about several loosely linked events somewhat in the order they occurred that provides little or no detail and demonstrates a lack of command of conventions.	Writes about a single event that is mostly in the order the events occurred, provides some detail, and demonstrates some command of conventions.	Writes about a single event that is in the order in which the events occurred, provides adequate visual detail, ends with a reaction to what happened, and demonstrates adequate command of kindergarten conventions.	Writes about a single event that is in the order in which the events occurred, provides clarity through use of visual detail, ends with a reaction to what happened, and demonstrates thorough command of kindergarten conventions.

Times, Places, and Sample Activities for Observation (keep writing samples or copies of samples)

Teacher Led or Modeled

- Daily writing time using prompts
- During writing workshop
- Journaling
- Writing to learn, such as question of the day
- Blogging (field trips, science, social studies)
- Signing in and out at beginning and end of day

Child Led or Naturally Occurring

- Writing center time



B. Mathematics

1. Counting and Cardinality

Standard	0	1	2	3	4	5
c. Counts forward beginning from a given number within the known sequence (accurately and fluently means correct on first attempt and without stops and starts).	NA	Counts forward from 5 to at least 9 accurately and fluently.	Counts forward from 9 to at least 13 accurately and fluently.	Counts forward from 14 to at least 21 accurately and fluently.	Counts forward from 29 to at least 35 accurately and fluently.	Counts forward from 99 to at least 113 accurately and fluently.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- When outside, have students count leaves, rocks, acorns forward from a given number.
- When students work in the blocks center, ask questions that require them to count the blocks and other materials forward from a given number.
- Engage students in counting other students as they enter and exit the classroom or school, e.g. by saying *Five students already walked in—let's count the rest.*

Child Led or Naturally Occurring

- In the dramatic play centers, provide food and other objects to count as the students serve “customers” and “sell” fruit and vegetables; for example, they may have to count forward.

Standard	0	1	2	3	4	5
e. Counts out objects for any given number from 0-20 (accurately and fluently means without errors and stops and starts).	NA	Counts out 13 objects, from a pile of objects, accurately and fluently.	Counts out 15 objects, from a pile of objects, accurately and fluently.	Counts out 18 objects, from a pile of objects, accurately and fluently.	Counts out 20 objects, from a pile of objects, accurately and fluently.	Counts out 23 objects, from a pile of objects, accurately and fluently.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- When outside, have students count leaves, rocks, acorns.
- When students work in the blocks center, ask questions that require them to count the blocks and other materials.
- Engage students in counting students as they enter and exit the classroom or school.
- Have students play games that require counting objects.
- Have students count out objects during math time and in math centers.
- Have students count objects such as tiles stepped on or bulletin boards passed, as they transition through the school.

Child Led or Naturally Occurring

- In the dramatic play centers, provide food and other objects to count as the students serve “customers” and “sell” fruit and vegetables, for example.
- When making own counting books.



Standard	0	1	2	3	4	5
f. Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	NA	Counts and compares groups of objects (more than 5, but less than 8 per group) and may use one of the terms (equal, greater than, or less than) accurately.	Counts and compares groups of objects (more than 5, but less than 8 per group) and uses more than one of the terms (equal, greater than, or less than) accurately.	Counts and compares groups of objects (more than 8, but less than 12 per group) uses the terms (equal, greater than, or less than) accurately most of the time.	Counts and compares groups of objects (more than 8, but less than 12 per group) and uses the terms (equal, greater than, or less than) accurately.	Counts and compares three groups of objects (more than 8, but less than 12 per group) and uses the terms (equal, greater than, or less than) accurately.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- When outside, have students sort and count leaves, rocks, acorns, and determine which is greater than, less than, or equal to.
- When students work in the blocks center, ask questions that require them to sort and count the blocks and other materials, and have them compare the groups of objects
- Engage students in counting other students as they enter and exit the classroom or school.
- Have students play games that require sorting and counting objects to compare groups of objects.
- Have students count out objects during math time and in math centers.
- Have students count objects such as tiles stepped on or bulletin boards passed, as they transition through the school, and then compare the group of objects.

Child Led or Naturally Occurring

- In the dramatic play centers, provide food and other objects to sort, count, and compare as the students serve “customers” and “sell” fruit and vegetables, for example.

Standard	0	1	2	3	4	5
g. Compares two numbers between 1–10, presented as written numerals.	NA	Recognizes all written numerals 1–10.	Accurately compares the written numerals 1–10 if there is at least a difference of 8 between the two numerals, such as 2 and 10.	Accurately compares the written numerals 1–10 if there is at least a difference of 4 between the two numerals, such as 1 and 5.	Accurately compares the written numerals 1–10 if there is at least a difference of 2 between the two numerals, such as 4 and 6.	Accurately compares the written numerals 1–19.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Provide opportunities to match numerals to sets.
- Identify written numerals 0-10 on number lines, with flashcard games, etc.
- Have students go on a “numeral hunt,” recognizing and saying all the numerals they find.
- Write numerals to 10.
- Compare numerals to 10 on number lines.
- Compare numerals to 10 using $>$, $<$, and $=$ cards or marks.

Child Led or Naturally Occurring

- When in the math center
- When reading, page numbers



2. Operations

Standard	0	1	2	3	4	5
b. Solves addition word problems (within 10) by using objects or drawings to represent the problem.	NA	Solves addition problems up to 5 with objects.	Solves addition problems up to 6 without objects.	Solves addition problems up to 8 with objects.	Solves addition problems up to 10 with objects.	Solves addition problems up to 10 without objects.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Play games where children have to answer “how many in all.”
- When outside, have children find two leaves and then three leaves and answer “how many in all.”
- Play dice or domino games.

Child Led or Naturally Occurring

- Many children may count and add during snack if they have small items to eat.
- Math centers where children put things together to create sets of 2, 3, 4, 5.

Standard	0	1	2	3	4	5
c. Solves subtraction word problems (within 10) by using objects or drawings to represent the problem.	NA	Solves subtraction problems up to 5 with objects.	Solves subtraction problems up to 6 without objects.	Solves subtraction problems up to 8 with objects.	Solves subtraction problems up to 10 with objects.	Solves subtraction problems up to 10 without objects.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Play games where children have to answer “how many are left.”
- When outside, have children find five leaves and then through three leaves back and answer “how many are left.”

Child Led or Naturally Occurring

- Math centers where children take things apart to create smaller sets of 1, 2, 3, 4.
- Many children may check how many are left during snack if they have small items to eat.

Standard	0	1	2	3	4	5
d. Finds the number that makes 10 when added to the given number and records the answer with a drawing or equation for any number from 1 to 9.	NA	Finds the number that makes 4 when added to the given number and records the answer with a drawing or equation for any number from 1 to 3, most of the time.	Finds the number that makes 6 when added to the given number and records the answer with a drawing or equation for any number from 1 to 5, most of the time.	Finds the number that makes 8 when added to the given number and records the answer with a drawing or equation for any number from 1 to 7, most of the time.	Finds the number that makes 10 when added to the given number and records the answer with a drawing or equation for any number from 1 to 9, most of the time.	Finds the number that makes 19 when added to the given number and records the answer with a drawing or equation for any number from 1 to 18.



Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Play games where children roll one dice and then determine how many more it takes to get to 10.
- When outside, have children find 1-9 leaves and then determine how many more it takes to get to 10.
- During snack, give children 1-9 crackers, etc. and ask how many more it takes to get to 10.

Child Led or Naturally Occurring

- Math centers

Standard	0	1	2	3	4	5
f. Fluently adds and subtracts equations within 5 (fluently means without errors and stops and starts).	NA	Fluently adds and subtracts equations within 2.	Fluently adds and subtracts equations within 3.	Fluently adds and subtracts equations within 4.	Fluently adds and subtracts equations within 5.	Fluently adds and subtracts equations within 10.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Play games where children have to answer simple equations quickly.
- Have children throw a pair of dice and add both pair quickly.
- Have children throw a pair of dice and subtract the smaller number from the larger number quickly.

Child Led or Naturally Occurring

- Math centers with equation flashcards
- When children play math games online

C. Physical Development and Health

1. Health

Standard	0	1	2	3	4	5
a. Knows and follows established safety rules such as avoiding dangerous activities.	NA	Follows established safety rules with some reminders.	Follows established safety rules with few reminders.	Follows established safety rules and explains the reason for at least one rule.	Follows established safety rules and explains the reasons for several rules.	Appropriately helps others follow established safety rules by demonstrating the rule and explaining the reason behind the rule.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Show students how to move around the school safely and then watch to see if they do.
- Show students how to handle school equipment and tools safely and then watch to see if they do.

Child Led or Naturally Occurring

- When outside playing on equipment
- On field trips
- When sharing materials such as scissors and hole punchers



Standard	0	1	2	3	4	5
b. Knows and performs wellness behaviors such as washing hands and covering when sneezing and coughing.	NA	Demonstrates wellness behaviors with some reminders.	Demonstrates wellness behaviors with few reminders.	Demonstrates wellness behaviors and explains the reason for at least one wellness behavior.	Demonstrates wellness behaviors and explains the reasons for most of the wellness behaviors.	Appropriately helps others follow established wellness behaviors by demonstrating the wellness behavior and explaining the reason behind the wellness behavior.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Show students how and when to wash hands and then watch to see if they do.
- Show students how cover when sneezing and coughing and then watch to see if they do.

Child Led or Naturally Occurring

- Snack or lunch time
- After bathroom use
- After painting, gardening, recesses
- When not feeling well

2. Motor Development

Standard	0	1	2	3	4	5
a. Develops fine-motor skills such as using a pencil to copy shapes or letters and using scissors to cut paper.	NA	Demonstrates adequate fine-motor skills with some reminders.	Demonstrates adequate fine-motor skills with few reminders.	Demonstrates increasing fine-motor skills, at least half of the letters are legible and size appropriate, and cuts on lines at least half of the time.	Demonstrates increasing fine-motor skills, most of the letters are legible and size appropriate, and cuts on lines most of the time.	Demonstrates increasing fine-motor skills by fluently writing legible and size appropriate letters and by cutting intricate shapes with little help.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Use brain breaks that involve fine motor movement such as pinching, painting with cotton swabs, balancing feathers in hands.
- Play Simon Says targeting fine motor movements.
- Play finger plays or sing songs that require finger movements.
- Show students how to hold a pencil and write with it, then see what they do.

Child Led or Naturally Occurring

- Where students participate in activities like art or the cafeteria that utilize small muscles.
- When singing songs and playing rhythmic activities



Standard	0	1	2	3	4	5
b. Develops gross motor skills such as moving around the room safely and skipping, hopping, and jumping.	NA	Demonstrates adequate gross-motor skills with some reminders.	Demonstrates adequate gross-motor skills with few reminders.	Demonstrates increasing gross-motor skills, moves safely around the room, and can skip, hop, and jump most of the time.	Demonstrates increasing gross-motor skills, moves safely around the room, and can skip, hop, and jump.	Demonstrates increasing gross-motor skills by skillfully moving around the room and avoiding all obstacles and skillfully skipping, hopping, and jumping, such as playing hopscotch.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Use brain breaks that involve movement.
- Play Simon Says targeting gross motor movements.
- Play follow-the-leader in transitions around classroom/school.
- Have students move around in different ways (e.g., run, skip, hop, bear walk, alligator crawl).

Child Led or Naturally Occurring

- Where students participate in activities like playground and the gym that utilize large muscles.
- Observe during P.E. class or partner with P.E. teacher in gathering this information.
- When singing songs and playing rhythmic activities.

D. Approaches to Learning

1. Initiative and Curiosity

Standard	0	1	2	3	4	5
a. Chooses to participate in a variety of new and appropriately challenging activities.	NA	Participates in a new and appropriately challenging activity with teacher support during the activity.	Participates in a few new and appropriately challenging activities with teacher support.	Participates in a variety of new and appropriately challenging activities with some encouragement.	Participates in a variety of new and appropriately challenging activities with minimal encouragement.	Participates in a variety of new and appropriately challenging activities independently.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Model how to decide what to do during choice time.
- Have students complete increasingly complex games or tasks.
- Allow children to choose activities at least once a day.
- Show children how you decide if an activity is too easy or too hard.

Child Led or Naturally Occurring

- During choice time
- During recess
- During gym

2. Engagement and Persistence

Standard	0	1	2	3	4	5
a. Self-regulates to persist at challenging assigned tasks until completion.	NA	Persists at assigned tasks independently until completion. expressing frustration at times.	Persists at assigned tasks independently until completion. rarely expressing frustration.	Self-regulates and persists at challenging assigned tasks until completion, with some encouragement.	Self-regulates and persists at challenging assigned tasks until completion, with minimal encouragement.	Self-regulates and persists at challenging assigned tasks independently.



Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Create projects for students to develop over a period of time (e.g., planting seeds, nurturing them, and watching them grow; feeding, watching, and charting gerbil behavior for a week).
- Have students complete increasingly complex games or tasks.
- Require students to complete problem-solving activities with peers.
- Ask questions that require multiple answers.

Child Led or Naturally Occurring (tasks are assigned)

3. Reasoning and Problem Solving

Standard	0	1	2	3	4	5
a. Shows flexibility in seeking solutions to problems by shifting strategies and/or considering strategies suggested by others to arrive at a solution.	NA	Shifts strategies when solving problems by trying at least two strategies on own.	Shifts strategies when solving problems by trying several strategies on own.	Shifts strategies when solving problems by trying several strategies on own and considering a few strategies suggested by others.	Shifts strategies when solving problems by trying many strategies on own and considering many strategies suggested by others.	Shifts strategies when solving problems by trying as many of their own strategies and strategies suggested by others as it takes to arrive at a personally satisfying solution.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Let students explore materials in the science/exploration center (magnets, bubbles, textures, seeds, footprints, etc.).
- Let students explore at a sand/water table.
- Let students explore in the block center.
- Let students explore outside, either on the playground or school grounds.
- Let students initiate self-directed activities in various centers and during different instructional periods.
- Offer puzzles and strategy games that require strategic thinking.

Child Led or Naturally Occurring

- During math
- During science
- When problem solving
- During conflict resolution

Standard	0	1	2	3	4	5
b. Reflects upon arriving at a solution(s) by describing strategies used to solve a problem and telling whether they worked.	NA	Describes one strategy used to solve a problem independently.	Describes several strategies used to solve a problem independently.	Describes several strategies used to solve a problem and tells whether at least one worked or not.	Describes several strategies used to solve a problem and tells whether several worked or not.	Describes all of the strategies used to solve a problem and tells whether each one worked or not.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During math, after children have spent time solving a problem in different ways.
- Allow opportunities for children to explain how they solved math problems, problems with materials, or problems with peers.
- Have small groups reflect on the activities they engaged in during choice time, focusing on problems and the way they were solved.
- Have students explain their thinking or tell why they chose a specific solution when engaged in activities that require strategic thinking.

Child Led or Naturally Occurring

- Right after problem solving activities
- After choice time, when a child solved a problem



E. Social and Emotional Development

1. Cooperation

Standard	0	1	2	3	4	5
a. Knows and follows established group expectations.	NA	Follows established group expectations with some reminders.	Follows established group expectations with few reminders.	Follows established group expectations and explains the reason for at least one group expectation.	Follows established group expectations and explains the reasons for several group expectations.	Appropriately helps others follow established group expectations by explaining the expectations and the reasons behind the expectations.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- During conversations about books or topics of interest.
- While listening to someone read aloud or when viewing presentations.
- Have students participate in group games, allowing students to make up or modify rules.
- Provide opportunities for open-ended play on the playground.
- Observe or receive feedback from specials teachers.

Child Led or Naturally Occurring

- While at recess, before or after school, and during lunch time.
- Watch students in the dramatic play center when children are taking on various roles (e.g., teacher, veterinarian, sales clerk).
- During transitions from one activity to another.

Standard	0	1	2	3	4	5
b. Cooperates with others as they work together toward a shared goal.	NA	Cooperates with others as they work toward a shared goal, with some reminders.	Cooperates with others as they work toward a shared goal, with few reminders.	Cooperates with others as they work toward a shared goal and explains at least one way cooperation helps.	Cooperates with others as they work toward a shared goal and explains several ways cooperation helps.	Appropriately helps others cooperate as they work toward a shared goal by explaining how cooperation helps.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Have students work together during problem-solving activities.
- Have the class work together to get a job done.
- Create opportunities for small groups of students to work together to complete a task.

Child Led or Naturally Occurring

- When some students want others to go along with their plan.
- Watch for students helping other students complete difficult tasks or assist in cleaning up or getting ready to go.



2. Emotions, Empathy, and Conflict Resolution

Standard	0	1	2	3	4	5
a. Processes, expresses, and manages feelings in socially acceptable ways.	NA	Processes, expresses, and manages feelings in socially acceptable ways with some reminders.	Processes, expresses, and manages feelings in socially acceptable ways with few reminders.	Processes, expresses, and manages feelings in socially acceptable ways and explains at least one way it is helpful.	Processes, expresses, and manages feelings in socially acceptable ways and explains several ways it is helpful.	Appropriately helps others process, express, and manage feelings in socially acceptable ways by explaining how acting in socially acceptable ways is helpful.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Let students play group games, allowing students to make up or modify rules.
- Provide opportunities for free play on the playground.

Child Led or Naturally Occurring

- During transition times
- When leaving the room for other classrooms
- After recess

Standard	0	1	2	3	4	5
b. Resolves conflicts with others.	NA	Resolves conflicts with others with some reminders.	Resolves conflicts with others with few reminders.	Resolves conflicts with others by negotiating solutions to conflicts without adult help.	Resolves conflicts with others by negotiating solutions to conflicts without adult help and explains why the solution will work.	Appropriately helps others resolve conflicts.

Times, Places, and Sample Activities for Observation

Teacher Led or Modeled

- Show students how to resolve conflicts and then watch to see if they do.

Child Led or Naturally Occurring

- When students have choice time.
- When students return from other classes or after recess.
- Let students solve their own conflicts before stepping in.
- Have several students share limited materials (e.g., blocks, crayons, scissors, pencils).
- Observe behaviors when students are given a challenge.

