




Preschool Developmental Continuum of Skills

Individual children develop at a unique pace.

Toddler

Preschool

Primary

| Skill / Skill Code | | Benchmark 3 | Benchmark 4 | Benchmark 5 |
|---|--|---|---|--|
|  Social & Emotional Development | SED 1 Self-Awareness | Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. | When given two to three options, chooses his/her most desired option. | Describes and compares preferences of self and others. |
| | SED 2 Self-Regulation | Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. | Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. | Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. |
| | SED 3 Attention & Persistence | Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. | Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. | Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| | SED 4 Social Relationships | Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. | Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. | Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. |
|  Physical Development | PD 1 Gross Motor | Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. | Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. | Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. |
| | PD 2 Fine Motor | Opens, closes, twists and pulls objects with one or both hands. | Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. | Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. |
| | PD 3 Safety | Follows simple safety rules. | Seeks opportunities to help others. Tries to solve own social problems. | Describes reasons for safety rules and reminds others to follow them. |
| | PD 4 Personal Care | With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. | Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. | Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. |
| | PD 5 Nutrition | Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. | Identifies food and serves a portion into bowl or plate. Feeds self. | Identifies food groups and sorts food. Chooses between two appropriate food options. |
|  Language & Literacy Development | LLD 1 Listening (Receptive Language) | Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. | Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. | Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. |
| | LLD 2 Communication (Expressive Language) | Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. | Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects.. Asks simple questions and stays on topic for two to three exchanges. | Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. |
| | LLD 3 Phonological Awareness | Shows awareness of separate words in spoken language. | Identifies words that have a similar beginning sound. | Identifies the beginning and ending sounds of words. |
| | LLD 4 Alphabetic Knowledge | Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. | Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds. | Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print. |
| | LLD 5 Concepts of Print | Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. | Identifies letters, words, spaces and some punctuation. Follows the direction of text. | Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. |
| | LLD 6 Reading Comprehension | Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character. | Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. | Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. |
| | LLD 7 Writing | Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. | Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. | Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. |

| | | | | |
|-------------------------|--|---|--|---|
| Mathematics & Reasoning | MR 1 Number Sense | Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. | Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. | Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. |
| | MR 2 Spatial Awareness | Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object. | Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces. | Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide. |
| | MR 3 Shapes | Identifies a few basic shapes. | Identifies four to six basic geometric shapes. | Describes basic and complex two- and three-dimensional shapes using own words. |
| | MR 4 Measurement | Determines which object is bigger (heavier, longer) when given two objects. | Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. | Estimates (not always logically) size and volume. Measures and describes findings. |
| | MR 5 Patterns | Copies patterns with two steps, such as red-blue, red-blue. | Creates and extends two-step patterns. | Creates and extends three- and four-step patterns and plays complex memory games. |
| | MR 6 Classification | Sort objects by one feature, such as size or color. Groups objects by common characteristics. | After sorting objects by one feature, sorts again by a different feature. | Sorts objects by more than one feature and explains why. |
| | MR 7 Logic & Reasoning | Recognizes a problem and asks for help. | Tries out many possible solutions to a problem. | Uses previous knowledge to determine which solution to try first when solving a problem. |
| Science | SCI 1 Investigation & Inquiry | Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. | Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes. | Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. |
| | SCI 2 Natural & Earth Science | Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. | Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. | Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. |
| | SCI 3 Physical Science | Explores motion by moving, rolling, blowing on or dropping a toy. | Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment. | Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. |
| | SCI 4 Technology | Explores movable parts on toys and tools. Uses on and off switches. | Explores simple machines and interacts with simple electronic and screen toys. | Experiments with simple technology to solve problems or accomplish tasks. |
| Social Studies | SS 1 Culture & Community | Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. | Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. | Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. |
| | SS 2 Civics & Economics | Recognizes and attends to authority figures. Recognizes ownership of familiar objects. | Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. | Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. |
| | SS 3 Geography | Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. | Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. | Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. |
| | SS 4 History & Sense of Time | Describes events as they happen. Uses words such as first, then. | Recalls information and events from the past. | Uses language of time to describe familiar sequences of events. |
| Creative Arts | CA 1 Music | Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. | Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. | Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. |
| | CA 2 Dance & Movement | Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. | Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. | Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. |
| | CA 3 Visual Arts | Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. | Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. | Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. |
| | CA 4 Drama | Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. | Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. | Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |