

EXPERIENCE ASSESSMENT
USER GUIDE



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Welcome to Experience Assessment!

The Experience Assessment is an authentic developmental assessment, designed to document children's learning progress through natural and intentional observations. As children learn through play, our assessment helps educators to gather the necessary information in a clear and systematic way.

ASSESSMENT OVERVIEW

The Experience Assessment is linked to the Experience Developmental Continuum of Skills, which uses research to outline the progression of developmental milestones and skills that children typically achieve from birth through early primary grades. The Developmental Continuum of skills is broken down into eight domains, containing 36 skills further divided into 73 sub-skills. Each sub-skill shows the progression of skills from benchmark 1 (infants) to benchmark 8 (primary).

Assessment takes place on an ongoing basis and is structured across three-month assessment windows. When used alongside Experience Curriculum, educators are provided a plan for assessing all 73 sub-skills in each window, while still allowing the flexibility to assess during additional activities or play. Educators are encouraged to assess daily and consistently.



USING THE ASSESSMENT

Steps for assessing

1. Plan

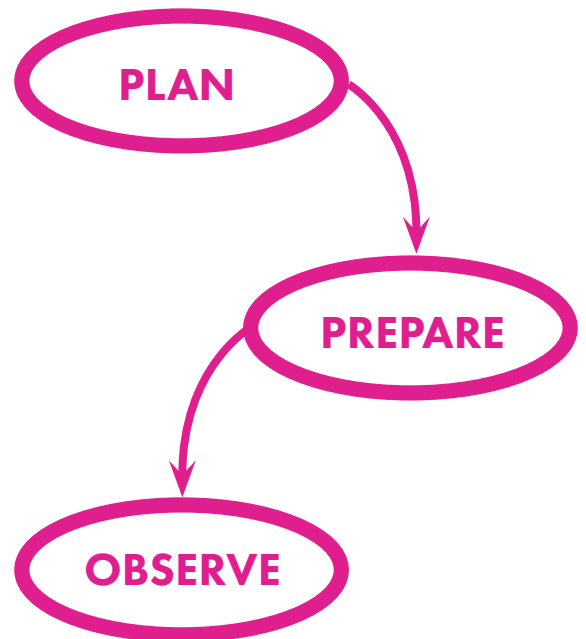
Each week, make a plan for your activities and skills that will be assessed.

2. Prepare

When you are ready to begin an assessed activity, gather all of the necessary materials for the activity. Use the observation guidance to plan for any potential adjustments needed to observe higher or lower benchmarks.

3. Observe

As the children participate in activities, observe for the target sub-skills. Assign a benchmark for each sub-skill observed for each child and enter the number into the app. If you need additional guidance for benchmarks, refer to the observation guidance pages. If you have anecdotal notes to add, such as noting that some of the skills for a benchmark were observed but not all, those can be added in the app as well.



INSTRUCTIONS FOR ASSIGNING BENCHMARKS

A benchmark can be assigned when all parts of that benchmark have been observed. **Pay close attention to separate sentences and the use of the words “and” and “or” within each benchmark**, as they will indicate whether there are multiple pieces to observe or an alternate option.

Examples on how to assign benchmarks:

Benchmark 1

SED 1c Self-Awareness	Reaches for a familiar object or toy.
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Observation	Action	Rationale
The child reaches for a familiar object.	Assign a 1 and observe for benchmark 2.	The word “or” indicates that the child doesn’t have to reach for both.
The child reaches for a familiar toy.	Assign a 1 and observe for benchmark 2.	The word “or” indicates that the child doesn’t have to reach for both.
The child does not reach for anything.	Do not assign a benchmark.	The child has not yet shown these behaviors and this is the first benchmark.

Benchmark 4

PD 4b Personal Care	Describes the function of basic body parts. Can locate body pain.
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Observation	Action	Rationale
The child describes the function of basic body parts.	Make a note that this part of benchmark 4 has been observed and observe for benchmark 3.	Two separate sentences in the benchmark indicate that both parts must be observed.
The child locates body pain.	Make a note that this part of benchmark 4 has been observed and observe for benchmark 3.	Two separate sentences in the benchmark indicate that both parts must be observed.
The child describes the function of basic body parts AND locates body pain.	Assign a 4 and observe for benchmark 5.	Both parts of this benchmark were observed.
The child does not describe the function of basic body parts or locate body pain.	Observe for benchmark 3.	The child has not yet shown these behaviors, so the previous benchmark should be considered.

Benchmark 3

LLD 4 Alphabetic Knowledges	Recognizes the first letter and letter sound in their name.
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Observation	Action	Rationale
The child recognizes the first letter in their name, but doesn't know the sound the letter makes.	Make a note that this part of benchmark 3 has been observed and observe for benchmark 2.	The word "and" indicates that identifying both the letter AND letter sound must be observed.
The child recognizes the first letter sound in their name, but doesn't identify the letter.	Make a note that this part of benchmark 3 has been observed and observe for benchmark 2.	The word "and" indicates that identifying both the letter AND letter sound must be observed.
The child recognizes the first letter and letter sound in their name.	Assign a 3 and observe for benchmark 4.	Both parts of this benchmark were observed.
The child does not recognize the first letter OR letter sound in their name.	Observe for benchmark 2.	The child has not yet shown these behaviors, so the previous benchmark should be considered.

Benchmark 5

M 1e Number Sense	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
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Observation	Action	Rationale
The child adds by adding two objects and recounts to find a total up to ten.	Make a note that this part of benchmark 5 has been observed and observe for benchmark 4.	No subtraction observed.
The child subtracts by removing objects and recounts to find a total up to ten.	Make a note that this part of benchmark 5 has been observed and observe for benchmark 4.	No addition observed.
The child adds by adding to and subtracts by removing objects up to ten.	Make a note that this part of benchmark 5 has been observed and observe for benchmark 4.	No recounting observed.
The child adds by adding to AND subtracts by removing objects AND recounts to find the total up to ten.	Assign a 5 and observe for benchmark 6.	All parts of this benchmark were observed.
The child does not add or subtract by adding to or removing objects.	Observe for benchmark 4.	The child has not yet shown these behaviors, so the previous benchmark should be considered.

Benchmark 2

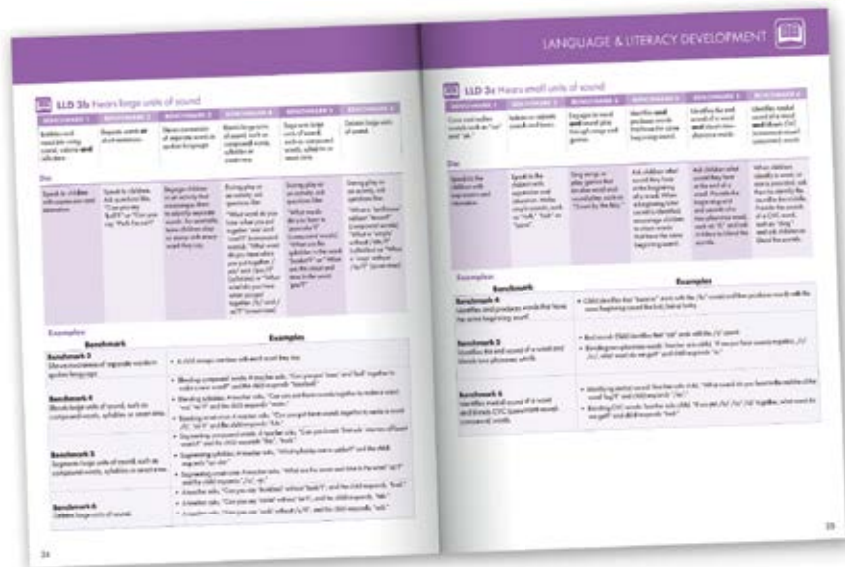
SCI 2a Natural & Earth Science	Plays with natural materials and reacts to animals or plants in the immediate environment
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Observation	Action	Rationale
The child plays with natural materials.	Make a note that this part of benchmark 2 has been observed and observe for benchmark 1.	No reaction to animals or plants observed.
The child reacts to animals and plants in the immediate environment.	Make a note that this part of benchmark 2 has been observed and observe for benchmark 1.	No playing with natural materials observed.
The child plays with natural materials and reacts to a plant.	Assign a 2 and observe for benchmark 3.	Benchmark doesn't require a reaction to both animals and plants.
The child plays with natural materials and reacts to an animal.	Assign a 2 and observe for benchmark 3.	Benchmark doesn't require a reaction to both animals and plants.
The child does not play with natural materials or react to an animal or plant.	Observe for benchmark 1.	The child has not yet shown these behaviors, so the previous benchmark should be considered.



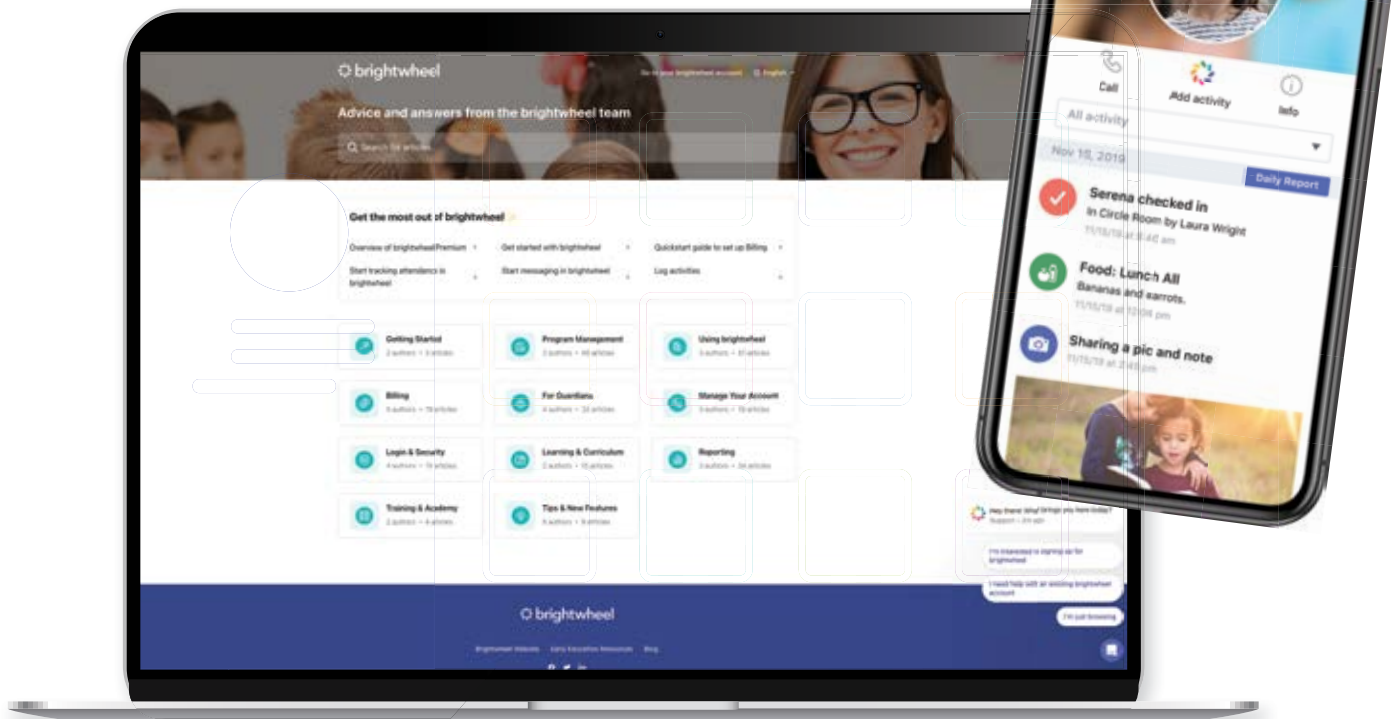
Specifics within Language and Literacy

Additionally, there are some benchmarks within Language & Literacy Development that have very specific tasks or language. To assist with these benchmarks, examples are provided within the observation guidance pages.



Data Entry in the brightwheel App

Using the brightwheel app to log data is the most effective way to document each child's progress, monitor developmental trends over time and share meaningful updates with families. For step-by-step instructions on how to record assessments in brightwheel, visit: <https://help.mybrightwheel.com>



Observation Guidance

Each observation guidance page provides information for one sub-skill and the pages are organized by learning domain. Each page includes the benchmarks for the given sub-skill and guidance for observing those benchmarks. Use these pages for planning your observations.

The grid is titled "Developmental Continuum of Skills" and is organized by learning domain (Social & Emotional, Approaches to Learning, Physical Development, and Literacy) and developmental stage (Infant, Toddler, Preschool, Primary). A pink circle highlights the sub-skill "SED 1a Knows self and expresses confidence" in the Social & Emotional domain, with an arrow pointing to the detailed observation guidance page below.

1 **SED 1a Knows self and expresses confidence**

	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
2	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.
3	Do: Use the child's name when speaking to them or trying to get their attention. Draw attention to hands and feet by touching them or placing them together.	Use the child's name when speaking to them or trying to get their attention. Provide opportunities for mirror play. Watch for things like pointing or touching their own face while looking in the mirror.	Ask the children to say their names and name body parts like nose, head, arms, or legs.	Encourage the children to share characteristics of themselves.	Encourage the children to describe their thoughts or own characteristics and share something they are able to do.	Encourage the children to share about the things they are good at doing.

1. Sub-skill from the Experience Developmental Continuum of Skills.

2. Benchmarks 1-6 for each sub-skill from the Experience Developmental Continuum of Skills.

3. Assessment guidance to support with observing each benchmark listed.



SED 1a Knows self and expresses confidence

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.

Do:

Use the child's name when speaking to them or trying to get their attention. Draw attention to hands and feet by touching them or placing them together.	Use the child's names when speaking to them or trying to get their attention. Provide opportunities for mirror play. Watch for things like pointing or touching their own face while looking in the mirror.	Ask the children to say their names and name body parts like nose, head, arms or legs.	Encourage the children to share characteristics of themselves.	Encourage the children to describe their thoughts or own characteristics and share something they are able to do.	Encourage the children to share about the things they are good at doing.
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SED 1b Expresses needs and preferences

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.

Do:

<i>This benchmark may be observed throughout the day.</i>	Show the child their favorite toys or objects.	Provide a variety of choices during play or an activity. Ask questions about the children's likes and dislikes as you notice choices being made.	Provide the children with two to three options, like choosing a book to read or what center to play at.	Set up an activity with choices and encourage communication about preferences.	
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SED 1c Completes tasks independently

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.

Do:

Set a few familiar objects or toys within the child's reach.	Invite the child to complete a task that they have done before, or provide objects for them to explore on their own.	Provide familiar tasks or activities for independent play. Support as needed.	Invite the children to help plan a task or activity, then invite them to participate. The task or activity can be new or it can be familiar and complex.	Provide the children with an activity that includes at least one new task. Invite them to complete the task independently.	Provide the children with a task or activity that they have done before. Encourage the children to approach the task or activity in a new way.
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SED 1d Identifies emotions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.

Do:

Engage the child by speaking, singing or using a toy. Look for facial expressions or vocalizations expressing engagement or contentment. <i>Expressions of stress or discomfort may be observed throughout the day.</i>	Provide the child with an engaging activity or time for creative play. Watch for facial expressions and gestures that express emotions like excitement.	Provide the children with pictures of different emotions. Ask the children to choose one picture to show how they are feeling and name the feeling.	During play or an activity, encourage the children to name and describe their feelings about different situations, such as waiting for a turn or getting to participate in an exciting activity.	Encourage conversation about feelings throughout an activity, providing the opportunity to identify different emotions that occur within the same activity.	Encourage the children to identify feelings like pride or jealousy.
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SED 2a Manages feelings and behavior

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.

Do:

When the child shows signs of being upset, provide support, such as by picking them up or rocking them.	When the child is in a new situation or shows signs of being upset, watch for their response.	When the children are expressing big emotions, support them by using strategies like naming the emotions and leading breathing exercises.	When the children are expressing big emotions, prompt them to use familiar strategies like talking about their feelings or choosing a calming activity.	When the children are expressing big emotions, watch for them to independently use strategies like talking about their feelings or choosing a calming activity.	Provide examples of different emotions and behaviors through stories or dramatic play. Encourage the children to describe appropriate responses. Watch for their responses to their own emotions.
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SED 2b Follows routines and transitions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition.

Do:

Speak to the child with different tones of voice and facial expressions.	Observe the child's participation during familiar routines and transitions, such as getting ready for lunch or going outside for outdoor play. Support as needed.	Provide opportunities for familiar activities. Observe the children's behavior during these activities or familiar routines. Support the children in transitioning between activities.	Provide the children with a consistent daily routine. Watch for signs that the children know what comes next or notice when the routine changes. If the children notice a change but do not identify it, prompt with language like, "You noticed a change! What do we usually do after lunch?"	Provide the children with a consistent daily routine. When a new or changed routine or transition is introduced, support the children in discussing different ways to handle it.	During transitions throughout the day, observe for the children's ability to transition easily and help peers transition as well.
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SED 3a Develops relationships with adults

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.

Do:

Greet the child when they arrive. Provide consistent opportunities for interactions with caregivers.	When the child is upset, afraid or needs support, observe for proximity to and interactions with familiar adults.	When a new adult is present, observe the way the children respond.	Provide consistent opportunities for interactions and conversations with adults.	Provide descriptions or pictures of trusted adults in the community, such as community helpers and ask the children to identify them. Encourage discussion about when you might need help from each adult.
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SED 3b Develops relationships with peers

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Notices, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.

Do:

Place the child near peers. Encourage play and sounds as appropriate.	Provide the children with opportunities to play together or talk to one another.		Provide the children with opportunities to play together or talk to one another. Encourage the children to express shared interests with friends.	Encourage the children to share about their friendships and other relationships. Ask follow up questions as appropriate.
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SED 3c Participates cooperatively in groups

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.

Do:

Play an interactive game like peekaboo with the child.	During a group activity, encourage the child to copy the actions of others.	Invite the children to participate in a group activity.	Set up a group activity or game where the children need to share, wait and take turns.	Set up a group activity where the children have different roles and responsibilities.
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SED 3d Identifies and respects emotions of others

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.

Do:

Respond to a behavior with an emotional or facial response, like a laugh or clapping.	Show the child different facial expressions, either in person or in books or pictures.	Encourage the children to pay attention to the emotions of others as they play, such as another child becoming upset as they wait for a turn or a child smiling when someone shares.	Encourage conversation about what causes different emotions. Questions like, "How do you think they feel?" or "Why do you think they feel that way?" may be used to support.	Encourage the children to pay attention to the emotions of others as they play. Questions like, "How do you think they feel?" may be used to support.	Encourage conversation about what causes different emotions and how different people respond to things differently.
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SED 4a Solves problems

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.

Do:

Provide the child with engaging objects or toys that encourage accomplishing a task, like toys that hang within a child's reach encouraging them to try to grab.	Provide the child with engaging objects or toys that encourage accomplishing a task, like shape sorters.	Provide the children with activities that include a problem, such as building a cube with only five squares. Watch for the children's responses and support as needed. Watch for naturally occurring problems, such as trouble opening a container or fitting a bin back on a shelf.	Provide the children with activities that include problems that can be approached in several different ways, such as building a house out of different shaped blocks. Encourage conversation surrounding possible solutions.
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SED 4b Responsible Decision-Making

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break."	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.

Do:

Set multiple toys or objects within the child's reach.	At the start of play or an activity, provide guidance, with examples, of making safe and kind choices.	Discuss consequences as related to the activity or current situation.	During play, provide an opportunity for the children to make a decision. Support the children in listing choices or solutions.	Provide options related to the activity or situation. The options can be a part of the activity, such as the children choosing which part of a project they want to work on, or they can be more general, like choosing when to let someone else have a turn at something.
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ATL 1a Attends

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.

Do:

Talk or sing to the child, or show an engaging toy.	While the child is engaged, look at and point to an object (e.g., a picture or toy)	Invite the children to participate in an engaging activity.		Invite the children to participate in an activity or complete a task that will last at least five minutes.	Invite the children to participate in an activity or complete a task that will last at least ten minutes.
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ATL 1b Persists

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.

Do:

Use a familiar object in play with the child.	Invite the child to participate in an activity that involves achieving an end result, such as counting objects or building a tower.			Invite the children to participate in a challenging activity that involves achieving an end result, such as a more complex, age-appropriate puzzle.	
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ATL 2a Shows flexibility

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.

Do:

While the child is focused on a person or object, introduce a separate engaging object or begin talking to the child with expression.	While the child is participating in a task, invite them to transition to a different task. Provide prompts and support as needed.	During a task or activity, encourage and support the children in trying out different ideas, plans or imaginative thinking. For example, when the children are building a tower with blocks, suggest using connecting blocks.	During a complex task or role-play scenario, encourage and support the children in trying out different ideas, plans or imaginative thinking. For example, during pretend play, suggest an obstacle or alternate scenario.	During a simple task or role-play scenario, encourage the children to try out different ideas, plans or imaginative thinking. For example, during pretend play, suggest an obstacle or alternate scenario.	During a complex task or role-play scenario, encourage the children to try out different ideas, plans or imaginative thinking. For example, during pretend play, suggest an obstacle or alternate scenario.
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ATL 2b Engages in play

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with a new or familiar person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.

Do:

Provide the child with a variety of materials that can be manipulated, such as fabric or interactive toys.	Provide a variety of simple activities or objects that the children can choose to play with independently or in a group.		Provide opportunities to interact in a group while sharing and taking turns, such as playing a game. Encourage the children to identify roles. Look for the children offering to help others.	Provide opportunities for social play, like pretending to be a teacher and students. Encourage the children to create their own scenarios and look for creative problem-solving.
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PD 1 Builds strength, coordination and balance of large muscles

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	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.	Changes direction and speed of movement.

Do:

<i>This benchmark may be observed throughout the day.</i>	Provide the children with an opportunity to run in a safe area, a wide beam to walk and balance on or a ball to throw and catch.	Encourage the children to balance and hop on one foot. Provide a ball and encourage the children to throw overhand and underhand. Encourage the children to catch or kick a moving ball.	Encourage the children to hop from one foot to the other and then skip. Create a simple sequence of movements and invite the children to try it.	As the children move in different ways, encourage them to change the direction and speed of their movement. For example, turning while running or running faster.
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PD 2 Builds strength and coordination of small movements

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.

Do:

Set at least one toy or object within the child's reach.	Provide safe objects that the child can grasp with their finger and thumb. <i>This benchmark may also be observed during meal times.</i>	Provide objects that the children can open and close, stack, twist and pull.	Provide additional materials for stringing or snipping with child-safe scissors.	Provide additional materials for buttoning, zipping, buckling, lacing and cutting.	Provide additional materials for cutting paper or tying laces. Look for the children to manipulate objects when completing tasks like putting on a jacket for outdoor play.
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PD 3 Demonstrates safe practices

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.

Do:

<i>This benchmark may be observed throughout the day.</i>	Identify and explain potential dangers, such as climbing on a chair, when they are present.	Provide the children with clear safety rules and look for their responses to danger when present.	Provide the children with clear safety rules and ask them why a rule is important. Watch for the children reminding others to follow rules.	Provide the children with clear safety rules and look for their responses in a variety of situations.
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PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.

Do:

When the child has physical needs that need to be met, like being hungry or needing a diaper change, observe for crying or moving the body.	Throughout the day, look for the child participating in self-care activities, like washing their hands or feeding themselves. Ask the child whether things are dirty or clean.	Throughout the day, look for the children participating in self-care activities, like washing their hands, feeding themselves or putting on shoes.	When the children have personal needs, such as needing to use the bathroom, watch for them to communicate the need or follow steps to get the need met.	Prompt the children to complete personal and hygiene tasks, such as using the bathroom or washing hands.	Remind the children to complete personal and hygiene tasks, such as using the bathroom or washing hands. For example, children may use the bathroom during a scheduled bathroom break.
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PD 4b Understands bodily functions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.

Do:

Draw attention to the child's hands and feet by touching them or placing them together.	Ask the child to point to body parts, such as head, hands or feet. For example, "Point to your head."	Ask the children to name body parts like fingers, toes, eyes, ears, neck or stomach. For example, point to your own neck and say "What is this?"	Encourage conversation about the function of basic body parts. Ask questions like, "What does your nose help you to do?" <i>Locating body pain may be observed outside of an activity.</i>	Encourage conversation about the spread of germs and how we can prevent it. Questions like, "What can we do to keep germs from spreading?" may be used to support.	Engage the children in conversation about contagious diseases. Encourage them to describe some contagious diseases. <i>Describing symptoms when sick may be observed outside of an activity.</i>
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PD 5 Follows healthy nutrition routines

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious.	Describes how nutritious food helps the body grow and develop and helps to prepare food.

Do:

When the child is hungry, which may be evident based on a normal eating time or window, watch for them expressing hunger by crying.	When the child is hungry, observe whether or not they communicate the need. During meal times, watch for feeding themselves finger foods.	Right before meal times, watch for the children indicating a desire to eat. During meal times, talk about the food and allow them to identify familiar food. Watch for the children using utensils to feed themselves.	During meal times, talk about the food and allow the children to identify different food items. Provide the children with opportunities to serve food onto their own bowl or plate. Observe for the children feeding themselves.	Encourage discussion about food groups and healthy eating. During mealtimes, or when toy food or pictures of food are present, ask the children what they have or what they see.	Encourage discussion about what healthy foods do for our bodies. During mealtimes, allow the children to help prepare food in appropriate ways, such as washing fruits and veggies.
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LLD 1a Understands and interprets language

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Turns head toward the person speaking.	Shows understanding of a variety of single familiar words. Points at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.

Do:

Speak to the child.	Ask the child to point to different objects, people or body parts.	Provide opportunities for the children to listen and respond verbally or nonverbally during an activity.
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LLD 1b Follows directions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to speaking in the environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.

Do:

Speak to the child and demonstrate an action like clapping.	Provide the children with one- to three-step directions. Prompt as needed. <ul style="list-style-type: none"> One-step example: "Put the block on the table." Related two-step example: "Put the block on the floor and jump over it." Unrelated two-step example: "Put the block inside the cup, then go sit down." Multi-step example: "Put the blocks in the bin, push your chair in and find a seat on the carpet."
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LLD 2a Uses language to express information and ask/answer questions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions.	Explains personal thoughts about familiar people, places and events.

Do:

Communicate with the child by talking or signing throughout an activity or experience.	Communicate with the children, ask questions and encourage question-asking.	Ask "who," "what," "when," "why" and "how" questions.	Communicate with the children, ask questions and encourage question-asking.
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LLD 2b Uses conversational skills

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.

Do:

Ask the child questions with expression and intonation.	Encourage conversation throughout play or an activity by asking open-ended follow up questions, such as, "Why did you choose that toy?" or "What would you do if you had a pet?"
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LLD 2c Uses sentence structure

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.

Do:

Make sounds and encourage the child to mimic what they hear.	Encourage different types of communication, such as asking and answering questions and engaging in conversations.
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LLD 2d Uses and expands vocabulary

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Uses sounds and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

Do:

Speak to the child. <i>This may be observed throughout the day.</i>	Encourage conversation, especially about people, places and objects that relate to the current play or activity.	Encourage conversations during play, including new vocabulary related to the activity or play.	Encourage conversations during play, including different words that may have similar meanings.
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LLD 3a Rhyme

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Listens and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.

Do:

Play rhyming songs for the child. Demonstrate movements, such as clapping, to the rhyme.	Recite familiar rhymes with the child. Encourage the children to repeat the last word.	Recite poems or sing songs with the children. Pause before some rhyming words to give the children a chance to suggest the missing word.	When reading poems or singing songs with rhyming words, ask the children if two words rhyme.	Provide the children with a word and ask them to think of another word that rhymes.	Provide the children with both real and nonsensical words and ask them to think of rhyming words. Children's words may be real or nonsensical.
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LLD 3b Hears large units of sound

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.

Do:

Speak to the child with expression and intonation.	Speak to the child. Ask questions like, "Can you say 'ball'?" or "Can you say 'Push the car?'"	Engage the children in an activity that encourages them to identify separate words. For example, have them clap or stomp with every word they say.	During play or an activity, ask questions like: "What word do you hear when you put together 'rain' and 'coat'?" (compound words), "What word do you hear when you put together /pā/ and /per/?" (syllables) or "What word do you hear when you put together /b/ and /at/?" (onset-rime)	During play or an activity, ask questions like: "What words do you hear in 'pancake'?" (compound words), "What are the syllables in the word 'basket'?" or "What are the onset and rime in the word 'pin'?"	During play or an activity, ask questions like: "What is 'birdhouse' without 'house'?" (compound words), "What is 'simple' without /sim/?" (syllables) or "What is 'mop' without /m/?" (onset-rime)
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Examples:

Benchmark	Examples
Benchmark 3 Shows awareness of separate words in spoken language.	<ul style="list-style-type: none"> A child stomps one time with each word they say.
Benchmark 4 Blends large units of sound, such as compound words, syllables or onset-rime.	<ul style="list-style-type: none"> Blending compound words: A teacher asks, "Can you put 'base' and 'ball' together to make a new word?" and the child responds "baseball." Blending syllables: A teacher asks, "Can you put these sounds together to make a word: 'wa', 'ter'?" and the child responds "water." Blending onset-rime: A teacher asks, "Can you put these sounds together to make a word: /f/, 'ish'?" and the child responds "fish."
Benchmark 5 Segments large units of sound, such as compound words, syllables or onset-rime.	<ul style="list-style-type: none"> Segmenting compound words: A teacher asks, "Can you break 'firetruck' into two different words?" and the child responds "fire" and "truck." Segmenting syllables: A teacher asks, "What syllables are in spider?" and the child responds "spi-der." Segmenting onset-rime: A teacher asks, "What are the onset and rime in the word 'sip'?" and the child responds "/s/ and -ip."
Benchmark 6 Deletes large units of sound.	<ul style="list-style-type: none"> A teacher asks, "Can you say 'bunkbed' without 'bunk'?" and the child responds, "bed." A teacher asks, "Can you say 'tablet' without 'let'?" and the child responds, "tab." A teacher asks, "Can you say 'sock' without /s/?" and the child responds, "ock."



LLD 3c Hears small units of sound

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Coos and makes sounds such as “oo” and “ah.”	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.

Do:

Speak to the child with expression and intonation.	Speak to the child with expression and intonation. Make simple sounds, such as “muh,” “buh” or “baba.”	Sing songs or play games that involve word and sound play, such as “Down by the Bay.”	Ask the children what sound they hear at the beginning of a word. When a beginning letter sound is identified, encourage the children to share words that have the same beginning sound.	Ask the children what sound they hear at the end of a word. Provide the beginning and end sounds of a two-phoneme word, such as “if,” and ask the children to blend the sounds.	When the children identify a word, or one is provided, ask them to identify the sound in the middle. Provide the sounds of a CVC word, such as “dog,” and ask the children to blend the sounds.
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Examples:

Benchmark	Examples
Benchmark 4 Identifies and produces words that have the same beginning sound.	<ul style="list-style-type: none"> Child identifies that “banana” starts with the /b/ sound and then produces words with the same beginning sound like ball, bat or baby.
Benchmark 5 Identifies the end sound of a word and blends two-phoneme words.	<ul style="list-style-type: none"> End sound: Child identifies that “cat” ends with the /t/ sound. Blending two-phoneme words: Teacher asks the child, “If we put these sounds together, /i/ /n/, what word do we get?” and the child responds “in.”
Benchmark 6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	<ul style="list-style-type: none"> Identifying medial sound: Teacher asks the child, “What sound do you hear in the middle of the word ‘leg’?” and the child responds “/e/.” Blending CVC words: Teacher asks the child, “If we put /b/ /e/ /d/ together, what word do we get?” and the child responds “bed.”



LLD 4 Identifies letters, makes letter-sound connections and decodes words

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.

Do:

Provide the child with books and toys that contain letters and related images.	Invite the child to sing along to a letter song and participate in a letter activity.	Show the children their printed names. Ask them, "What letter does your name start with?" then "What sound does that letter make?"	Provide an opportunity for the children to identify five to ten upper- and lowercase letters and letter sounds, like showing letter cards and asking them to point to a given letter.	Provide an opportunity for the children to identify eleven to twenty upper- and lowercase letters and letter sounds, like showing letter cards and asking them to point to a given letter.	Provide an opportunity for the children to identify all upper- and lowercase letters and letter sounds, like showing letter cards and asking them to point to a given letter.
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LLD 5 Uses print concepts and explores books and other text

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.

Do:

Provide the child with books. Demonstrate opening a book, looking through and pointing at pictures and closing the book.	Provide the child with books. Demonstrate holding the book right-side up and turning the pages from the front to the back.	Provide the children with books. As they look through, ask them to show you the front cover, back cover, and a picture, then a word.	Provide the children with books. As they look through, ask the children to show you a word then show you a letter. Ask them to show you where to start reading.	Provide the children with books. As they look through, ask them to show you different punctuation marks and a space between words.	Provide the children with a variety of print materials. Ask them to point out different types of text, like a poem and punctuation marks. Ask them who the author and illustrator are.
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LLD 6a Responds to text

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from their own life.	With support, compares similarities between two texts.

Do:

Sit within reach of the child and read books to them.	Provide a variety of books for the child to choose from. If they make a choice without picking the book up, hand the book to them. Model opening the book and looking at the pages.	Read a variety of books to the children. During a book reading, encourage conversation about the pictures and ideas.	While reading a familiar book, provide opportunities for the children to guess what will happen next and share their own likes or dislikes.	While reading a book, provide opportunities for the children to talk about how they can relate to characters or events by sharing their own experience.	Read two different texts with the children and encourage them to find similarities between the two. Support as needed by asking questions like, "Did either text have facts?"
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LLD 6b Retells, asks and answers questions about a text or story

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Looks at and listens to books read aloud by an adult.	With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.

Do:

Sit close to the child and read books to them.	While reading, show the child a page in the book and ask where an object in the picture is. During the story, ask them to repeat key words.	While reading a book, or sometime after, ask the children who the characters are. Ask questions about the setting, like where and when the story took place.	After reading a book, provide pictures or props related to the story. Encourage the children to retell parts of the story using pictures, gestures or props.	After reading a book, ask the children simple questions about the characters, setting and events. Ask them to retell the story. Prompt as needed.	After reading a book, ask the children questions about the characters, setting and events. Ask them to retell the story in sequence.
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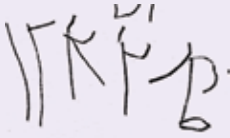
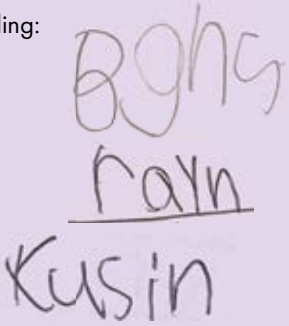
LLD 7a Emergent Writing

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.

Do:

Provide writing tools and paper. Demonstrate writing.	Provide writing tools and paper. Invite the children to write something, such as the letters of their name.	Provide writing tools and paper with enough space for the children to write their full name and additional writing. Ask them to write their name. Encourage additional writing.
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Examples:

Random Marks: 	Letter-like Forms: 	Letter-like Forms in Strings from Left to Right: 	Inventive Spelling: Begins rain cousin 
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LLD 7b Uses writing to represent meaning

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.

Do:

Provide the child with various age-appropriate writing tools.	Provide materials and encourage the child to make prints.	Provide a variety of writing materials and encourage the children to draw and write about something.
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M 1a Verbally counts numbers

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Listens to counting songs and chants.	Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.

Do:

Play or sing a counting song and chant.	Sing counting songs and encourage the child to count.	Provide an opportunity for the children to count during play or an activity.		Provide an opportunity for the children to count and count forward from a number.
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M 1b Identifies and writes numerals

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.

Do:

Point out numbers to the child wherever they appear during the day.	Show the child several numbers and ask them to point to the number 1.	Show the children the numerals 1-5 and provide opportunities for them to identify the numbers verbally or nonverbally.	Provide opportunities for the children to identify numerals up to 10 and express understanding that the numeral represents a number of objects. For example, have the children count objects and point to the numeral that shows how many they have. Provide opportunities to write numerals up to 5.	Provide opportunities for the children to identify numerals up to 20 and express understanding that the numeral represents a number of objects. For example, have the children count objects and point to the numeral that shows how many they have. Provide opportunities to write numerals up to 10.	Provide additional number cards to allow the children to identify numerals up to 50 and write numbers up to 20.
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M 1c Counting one-to-one and composing and decomposing numbers

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.

Do:

Encourage the child to point to objects. Demonstrate pointing.	Provide objects and/or pictures for the child to match.	Encourage the children to count a group of five or less objects one at a time.	Encourage the children to count objects and tell how many they counted without counting again.	Discuss parts of a whole number and number combinations that add up to five (e.g., $2 + 3$, $1 + 4$).
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M 1d Number quantities and comparison

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.

Do:

Place an object in the child's sight then remove it.	Show the child two of any object and ask how many there are.	Show the children three of any object and ask how many there are.	Show the children up to five of any object and ask them to tell you how many there are without counting. Provide additional objects and encourage the children to create and count groups of up to five and compare. Ask the children which group has more, less or if they are equal.	Provide the children with enough objects of different sizes to create and count groups of up to five and compare. Ask them which group has more.	Provide the children with enough objects to create and count groups of up to ten and compare. Ask them if one group has more, less or if they are equal.
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M 1e Addition and subtraction

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to totals up to ten.

Do:

Put toys in front of the child. Add more toys or take away some toys.	Provide the child with a group of objects, such as blocks. Encourage them to add or remove objects.	Provide the children with a group of objects, such as blocks. Encourage them to add or remove objects to find the new total.			Encourage the children to add and subtract by counting on or counting up to (e.g., "You had 3 and we added more. Can you keep counting from 3 to see how many you have now?")
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M 2a Understands how objects move in space

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.

Do:

Provide the child with toys or objects that can be nested, such as nesting cups or blocks and cups.	Provide the child with puzzle-like toys, such as shape sorters. Look for them manipulating other objects while attempting to fit them into a space, like when putting toys away.	Provide the children with a set of toys or objects and intentionally place one or two objects upside-down. Provide them with three-piece puzzles or a picture that has been cut into three pieces.	Provide the children with simple puzzles or pictures that have been cut into several pieces and scattered.		During an activity using familiar objects or symbols, intentionally place one or two objects upside-down or sideways. Provide the children with puzzles without a guide.
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M 2b Determines object location

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.

Do:

Gently raise the child's arms or legs and say "up." Put them back down and say "down."	Provide the child with simple positional directions, such as, "Stand up" or "Step over the block."	Provide the children with positional directions, such as, "Put this toy behind you."	Provide the children with positional directions, such as, "Put the block in front of the cup."	Ask questions about the location of objects.	Encourage the children to make simple maps/models.
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M 3 Identifies shapes and their characteristics

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners," and recognizes shapes regardless of orientation.

Do:

Provide the child with objects that are a variety of shapes.	Provide the child with three shapes and ask them to find two shapes that match.	Provide opportunities for the children to see and identify a variety of two-dimensional shapes, such as a circle, square or triangle.	Provide the children with a variety of shapes and materials to make shapes. Encourage the children to identify the sides and angles as they create shapes.	Provide the children with a variety of shapes laid out in any orientation. Encourage them to identify the shapes and compare the sides and angles.
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M 4a Measures and estimates

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	Makes logical estimates and uses measurement tools to check estimation.

Do:

Provide an opportunity to grab and pick up age-appropriate items. You may observe the children grasping with their whole hand or two fingers during meal times.	Encourage the child to compare objects, like blocks, toys or furniture, to self.	Provide or point out a variety of objects, like blocks, toys or furniture, and encourage the children to compare them.	Provide nonstandard measurement tools, like pieces of string or blocks and ask the children to find things to measure.	Invite the children to find different objects in the environment to compare and describe.	Invite the children to estimate measurements. Provide measurement tools, such as a scale or a ruler, for the children to check their estimations.
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M 4b Compares and orders

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.

Do:

Place several toys or objects within the child's reach.	Provide the child with a variety of objects. Encourage them to line up the objects.	Provide the children with three objects. Encourage the children to put the objects in order and ask them which one is first.	Provide the children with five objects. Encourage them to put the objects in order and ask them to tell you about the order they chose.	Provide the children with ten objects. Encourage them to put the objects in order and ask them to tell you about the order they chose.	Provide the children with a variety of objects. Encourage them to order the objects by one feature, then reorder by another feature. Ask the children to tell you the order of a set of events in the past, present or future.
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M 5 Copies, creates and extends patterns

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notices things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.

Do:

Engage the child in predictable activities, like pat-a-cake or peekaboo.	Provide pictures or objects in the classroom that show things repeating, such as a picture of a zebra with repeating stripes.	Provide the children with AB patterns during play. Remove or hide a piece of the pattern and ask the children to identify the missing piece.	Provide the children with materials to create AB patterns during play. Encourage them to create an AB pattern. Then create a different AB pattern and ask them to copy it by drawing it or replicating it with cards, then extending it.	Provide the children with ABC or AABB patterns during play. Remove or hide a piece of the pattern and ask the children to identify the missing piece.	Provide the children with materials to create ABC or AABB patterns. Encourage them to create an ABC or AABB pattern. Then create a different ABC or AABB pattern and ask them to copy it by drawing it or replicating it with cards, then extending it.
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M 6 Sorts and graphs

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Notices when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.

Do:

Provide the child with a variety of objects, with at least two objects having similarities.	Provide the child with a variety of objects. Encourage them to sort objects by characteristics like color or shape.	Provide the children with a variety of objects. Encourage them to sort objects by one feature, then another, such as sorting toy foods by color, then mixing them up and sorting by type of food.	Provide the children with a variety of objects. Encourage them to sort objects by more than one feature and explain. For example, the children could sort animals into those that fly and those that don't fly, then sort those groups into big and small animals.	Encourage the children to gather a variety of objects to sort and categorize into two groups. Once the objects are counted and categorized, ask the students to count how many are in each group.
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SCI 1a Asks questions and makes predictions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.

Do:

Show the child a toy, then move it out of sight.	<i>This may be observed throughout the day.</i>		Set up an activity with an unknown outcome. Ask a question like, "What do you think will happen if I let go of this car at the top of the ramp?"	Set up an activity with an unknown outcome. Encourage the children to ask questions and make predictions about the outcome.	Set up an activity with an unknown outcome. Encourage the children to make multiple predictions and explain them.
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SCI 1b Observes, describes and records

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.

Do:

Provide a new or changed environment for the child.	Provide an opportunity to play with toys that can be manipulated or show cause and effect, such as a toy that pops up when a button is pressed.	Provide an opportunity to observe a simple scientific phenomenon, like ice melting.	Provide an opportunity to observe a scientific phenomenon (e.g. making ice cream). Ask the children to record what they saw by writing and/or drawing.		Set up an experiment, such as cars on different inclines. Invite the children to make a prediction (which car will go fastest) then test.
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SCI 2a Understands living and nonliving things

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.

Do:

Provide a sensory rich environment for the child that includes objects for them to look at, listen to, touch and smell. <i>While it is appropriate for the child to explore non-food objects with their mouth at this stage, please monitor objects for safety.</i>	Provide natural materials and an opportunity to see an animal or plant.	Show the children different natural materials, animals or plants. Encourage them to group objects by common characteristics, like color or size.	Encourage discussion about what living things need and do. For example, plants need sunlight and plants grow. Ask questions as appropriate.	Encourage the children to describe living things and sort objects by living and nonliving.	Ask the children to describe how living things get what they need and group living things by complex features, such as living things that are nocturnal or can camouflage.
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SCI 2b Demonstrates knowledge of Earth's environment

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reacts to weather changes in immediate environment.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.

Do:

Provide the child with opportunities for outdoor play and access to unobstructed windows for viewing weather and natural elements from indoors.	Discuss the weather and day and night. Provide opportunities for the children to identify them, using words or pictures.	Provide an opportunity for the children to use pictures or words to identify the climate and weather where you are. Encourage discussion about caring for the natural world, such as recycling.	Allow the children to identify the current season and encourage discussion about how weather affects personal life, such as what they wear or whether they go outside.	Provide an opportunity for the children to discuss weather and climates. Provide examples from around the world.
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SCI 3a Explores forces and motion

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.

Do:

Place movable objects, like toy cars or toys hanging from an arch, in front of the children. Demonstrate making the toys move.	Provide movable objects, like toy cars or pom poms. Demonstrate making the objects move.	Show the children pictures of vehicles, animals, or people. Ask them how each moves.	Set up an activity with invisible forces, such as cars going down ramps or magnetic toys. Encourage the children to experiment.	Provide the children with a variety of objects and a variety of surfaces. Encourage the children to try moving each object on different surfaces and compare them.
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SCI 3b Explores the physical properties of materials

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.

Do:

Provide a sensory rich environment for the child that includes objects for them to look at, listen to, touch and smell. <i>While it is appropriate for the children to explore non-food objects with their mouths at this stage, please monitor objects for safety.</i>	Let the child experience different textures, temperatures, smells, sounds and sights.	Provide an opportunity for the children to name colors during play.	Provide an opportunity for the children to name colors, textures or other properties during play.	Allow the children to manipulate matter, like playdough and observe changes.	Provide the children with objects or materials that can be sorted by multiple physical properties.
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SCI 4 Uses tools and technology to perform tasks

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.

Do:

Provide the child with simple toys to explore.	Provide the children with toys that have movable parts.	Provide the children with simple tools, like tweezers, or technology like ramps, switches, scales or electronic toys.	Create a problem scenario or task for the children to solve using tools or technology.
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SS 1a Identifies community and family roles

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.
Do: Greet the child as you see them and speak to them.	<i>This benchmark can be observed throughout the day.</i>	Provide pictures of the children in class and family members or pets as available. Ask questions like "Which one is your dog?"	Encourage discussion about family members and relationships. Provide opportunities for dramatic play to include role-playing community helpers.	Encourage conversation about roles and jobs. Ask questions like "What is your job?" and "What do you have to do?"	Encourage conversation about roles, rules and responsibilities. Ask questions that encourage the children to compare their own roles, rules and responsibilities to those of other groups.



SS 1b Explores and respects cultures and traditions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.
Do: Read stories or play music related to different cultures and traditions.	Provide opportunities for exposure to different cultures or traditions through the use of different images, songs and stories or objects to explore.	Show the children symbols or artifacts from different traditions of customs.	Provide opportunities for the children to share about the routines, familiar stories or celebrations of their families or communities.	Provide opportunities for the children to share about the importance of their own traditions or customs. Model asking questions about traditions or customs of others.	Encourage conversation about different traditions and customs. Encourage the children to explain the meaning of the traditions or customs of others.



SS 1c Respects diversity

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or cultures differ.

Do:

Engage the child with a variety of materials showing diverse features of people, including books, toys or media.	Provide opportunities for the child to see different people or pictures of people. Encourage exploration of and conversation about different features.	Encourage the children to compare and contrast traits of self with traits of others.	Provide opportunities for the children to participate in activities with the children different from them in some way. Encourage respectful behavior.	Provide opportunities for learning about other people. Watch for the children’s interest throughout.	Ask the children to describe how people, families or cultures can be different. Provide opportunities to celebrate those differences, by showing and telling or making family portraits.
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SS 2a Follows rules, limits and expectations

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to adults to hear rules, routines and expectations.	Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.

Do:

Talk to, read to or play with the child.	Invite the child to work with you on something, like building with blocks or playing a game.	Provide the children with verbal rules, routines and expectations.	Provide the children with verbal rules and routines. Ask them to help to make a group decision and express their feelings about fairness.	Provide the children with rules and encourage suggestions for new rules that apply to a given situation.	Encourage conversation about why rules, laws and civic leaders are important. Provide opportunities for the children to vote to make a decision.
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SS 2b Understands concepts of money and economics

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership. Says me and/or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.

Do:

Place a variety of objects within the child's reach.	Provide an opportunity for the child to play with toys or objects in a way that involves choices and ownership.	Provide an opportunity for the children to play with toys or objects in a way that involves choices, sharing and trading. Encourage conversation about different preferences.	Provide an opportunity for the children to play with toys or objects in a way that involves choices, sharing and trading. Include coins or an object to represent money.	Provide an opportunity for the children to play with toys or objects in a way that involves choices, sharing and trading. Include coins or pictures of coins and discuss their value.
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SS 3a Identifies types of places

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.

Do:

Add or change something in the child's immediate environment. For example, change a poster that is at the child's eye level.	As the child move throughout the classroom, look for responses to familiar places, like outdoor areas, meal tables, a changing table or rest areas.	Engage the children in discussion about places in the community. Encourage them to share places they know. Pictures of places that may be familiar to everyone can be used to support.	Engage the children in discussion about different types of landmarks in the community. Encourage them to share landmarks they know. Pictures of landmarks that may be familiar to everyone can be used to support.	As the children see or talk about different structures, ask them what the purpose of each structure is. Look for the children asking questions about landmarks.	Engage the children in discussion about geographic features of different communities. Encourage them to think about how their own community is similar or different from others.
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SS 3b Interacts with maps

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.

Do:

Provide engaging options for play in a familiar environment.	Provide engaging options for play spread out in a familiar environment. Be aware of naturally occurring obstacles, such as the child crossing paths or furniture between learning areas.	Find or create a path by placing tape on the ground and encourage the children to follow the path.	Show the children symbols or landmarks or pictures of them. Encourage them to share what symbols or landmarks they recognize.	Provide the children with a simple map of a familiar place, such as their school. Ask the children to share what is represented on the map. Provide drawing supplies and ask the children to draw a picture of where they are.	Provide the children with materials, such as paper, writing utensils, scissors and glue. Encourage them to create a map of a place they cannot see, like their home or a place they like to go.
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SS 4 Develops sense of time

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Focuses on interactions with others for a short time.	Indicates the beginning or ending of an event.	Describes events as they happen. Uses words such as "first" and "then."	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.

Do:

Talk or sing to the child or show an engaging toy.	Look for the child to express understanding that an event is beginning or ending, such as saying "All done!" at the end of an activity.	Encourage the children to describe things that are happening during play or an activity. Look for the use of words like "first" and "then."	Encourage conversation about past events and the sequence of events. Ask questions like, "What did you do yesterday?" or "What happened first?"	Encourage the children to describe familiar sequences of events, such as events within the daily schedule. Look for the children using words like, "after," "before" or "next."	Encourage the children to retell historical, fictional or past events or stories during play. Ask questions like, "Can you tell us about a time when you did that?"
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CA 1a Expresses through music

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm or melody.

Do:

Speak to the child with expression and intonation.	Play a familiar song and encourage the child to sing.	Encourage discussion about likes and dislikes of familiar songs. Provide a variety of instruments and demonstrate ways to play.	Invite the children to sing and play instruments (or use objects as instruments). Help the children see that they are musicians.	Invite the children to sing or play instruments to show how they feel.	Invite the children to create a rhythm or melody to communicate something.
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CA 1b Develops rhythm

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to rhythm.	Responds to changes in rhythm.	Claps to beat. May not always be consistent.	Claps along to simple rhythm patterns.	Repeats simple rhythm patterns.	Creates simple rhythm patterns.

Do:

Clap or tap a simple rhythm pattern. Look for a response, such as a sound, smile or movement.	Play a song with two different rhythms.	Play a song and encourage the children to clap along.	Demonstrate a simple rhythm pattern and invite the children to repeat it.	Invite the children to create their own rhythm pattern.
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 **CA 1c** Develops tone

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to sounds.	Responds to changes in sound, volume or melody.	Understands the difference between singing and speaking voices.	Controls voice to mimic the melodic direction.	Hears the change of musical phrases in a song. Sings along to familiar songs.	Controls pitch when singing a familiar song.

Do:

Play or make a few different sounds. Look for a response, such as a sound, smile or movement.	Play a song, then change to a different song, or play a song and change the volume several times.	After hearing a song, invite the children to speak a line from the song, then sing it.	Invite the children to sing along to a song.
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 **CA 2a** Expresses through dance

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.

Do:

<i>These benchmarks may be observed throughout the day.</i>	Play music. Invite the children to join you in moving to the music.	Play music. Invite the children to join you in moving to the music. Encourage them to use different energy levels.	Play music. Invite the children to join you in moving to the music. Encourage them to do a planned movement and create their own movements.	Play music. Invite the children to join you in moving to the music. Encourage them to use their movements to express something.
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CA 2b Develops movement techniques

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Demonstrates multiple ways to move body parts. Moves to the beat.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.

Do:

<i>This benchmark may be observed throughout the day.</i>	Invite the child to move to the music. Demonstrate simple movements.	Invite the children to move to the music. Show simple movements and change direction.	Invite the children to move to the music. Demonstrate multiple movements.	Invite the children to move to the music. Make simple movement patterns and ask them to join.	Invite the children to move to the music. Teach a simple movement pattern and ask them to perform it from memory.
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CA 3a Expresses through 2D and 3D visual art

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media.	Makes choices throughout the artistic process.	Plans, designs and seeks materials to make a creation.	Creates art to represent an idea or object. Explains how it was made.

Do:

Provide a variety of art materials for the child to explore.	Provide a variety of art materials, tools and media, including paper.	Provide a variety of art materials, tools and media, including paper. Provide options throughout the artistic process.	Provide a variety of art materials, tools and media, including paper. Provide options throughout the artistic process.	Invite the children to plan and design a creation. Encourage them to find the materials they need, then make it.	Provide an art opportunity and ask the children to describe their process.
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 **CA 3b** Develops visual art techniques

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Uses materials to create shapes or symbols.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.

Do:

Provide a variety of art materials. Encourage exploration.	Provide a variety of art materials and demonstrate exploring them.	Provide a variety of art materials and demonstrate making shapes or symbols.	Provide a variety of art materials and tools and demonstrate different ways to use them.	Provide a variety of art materials, tools and media. Demonstrate or show examples.	Provide a variety of art materials, tools and media. Encourage the children to explore different techniques.
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 **CA 4a** Participates in dramatic and symbolic play

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.

Do:

Show the child different movements and facial expressions.	Encourage the child to play and pretend with others.	Encourage the children to pretend and play out a scene. Provide props.	Encourage the children to pretend and play out a scene with at least one other person. For example, talk about a story that you've read and invite the children to role play. Include props as needed.	Encourage the children to act out a simple pre-planned drama. Provide cues as needed.
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CA 4b Uses and creates props to represent other objects or ideas

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses an object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Uses a combination of real and imaginary props or characters to play out multiple scenes or events.

Do:

Use props or puppets to engage the child in play.	Encourage the use of props during play. Ask questions to encourage finding props like, "What could you use as a shovel?"	Encourage the use of props during play. Ask questions to encourage finding props like, "What could you use as a shovel?" For example, a the child might use a toy shovel in place of a real shovel. Ask them if things are real or pretend throughout the activity.	Encourage the use of props during play. Ask questions to encourage finding props like, "What could you use as a shovel?" For example, a child might use a stick or broom in place of a shovel.	Encourage the use of props and characters during play. Ask questions to encourage props and characters like, "What could you use as a shovel?" and "Are you the doctor?" Ask the children if things are real or pretend throughout the activity.
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