

REFERENCING TOOL FOR ALIGNING ASSESSMENT, SCREENINGS, AND STANDARDS for KINDERGARTEN READINESS

Information on children’s progress across all domains of development can be obtained from multiple sources such as teacher observations, analysis of work samples, parent input, and observations and assessments. Below in the indicators section are references to Portage, ASQ, ASQ-SE, Oregon Kindergarten standards, and Early Learning Foundations with the Child Outcomes as the framework.

P: Portage item # from 5-6 year age group AQ: ASQSE 60 months CCSS: Common Core State Standards	AS(domain): ASQ 60 months SR: School Readiness Goals TSG: Teaching Strategies Gold
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Domain	Domain Element	Indicators	Teacher Strategies for Data Collection
LANGUAGE DEVELOPMENT	Receptive Language	Attends to language during conversations, songs, stories, or other learning experiences ASC6, ASPeS3, AQ1, AQ4, AQ14, AQ15, SR1, SR3, CCSS.K.RL.4	<ul style="list-style-type: none"> Observation Refer to ongoing assessment Interview parents Refer to recruitment notes, ASQ, ASQSE Goal tracking data Disability information (where applicable) Parent-Staff Conferences and parent goals Portfolio samples
		Comprehends increasingly complex and varied vocabulary ASC1, ASC2, ASC4, ASC5, ASFM2, ASPs1, ASPs2, ASPs4, ASPeS3, AQ4, AQ15, AQ27, SR1, SR3, CCSS.K.RL.4, CCSS.K.RI.4, CCSS.K.L.4, TSG-LAN.8a, TSG-LAN.8b	
		Comprehends different forms of language such as questions or exclamations ASC2, ASC5, SR1, SR3, CCSS.K.RL.5, TSG-LAN.8a	
		Comprehends different grammatical structures or rules for using language ASC3, SR1, CCSS.K.L.4, TSG-LAN.8a	
	Expressive Language	Engages in communication and conversation with others ASC2, ASC5, ASPeS3, ASPeS6, ASO2, ASO3, ASO4, AQ18, AQ19, SR1, SR3, SR9, CCSS.K.MP.3, CCSS.K.RI.7, CCSS.K.RI.8, CCSS.K.W.7, CCSS.K.L.6, CCSS.K.SL.1, CCSS.K.SL.3, P4, TSG-LAN.9a, TSG-LAN.10a, TSG-LAN.10b	
		Uses language to express ideas and needs ASC2, ASC4, ASPs4, ASO2, ASO3, ASO4, AQ18, AQ19, SR1, SR9, SR10, CCSS.K.MP.3, CCSS.K.RL.4, CCSS.K.RI.4, CCSS.K.RI.7, CCSS.K.RI.8, CCSS.K.W.7, CCSS.K.L.6, CCSS.K.SL.1, CCSS.K.SL.4, CCSS.K.SL.6, P1, P4, P12, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.9d, TSG-LAN.10a, TSG-LAN.10b	
		Uses increasingly complex and varied vocabulary ASC4, ASPs1, ASPs2, ASPs4, ASPeS3, ASO2, ASO3, ASO4, SR1, SR3, SR9, SR10, CCSS.K.RL.4, CCSS.K.RI.4, CCSS.K.L.5, CCSS.K.L.6, CCSS.K.SL.1, CCSS.K.SL.4, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.9d, TSG-LAN.10a	
		Uses different forms of language ASC3, ASO2, ASO3, ASO4, SR1, SR9, SR10, CCSS.K.L.4, CCSS.K.L.5, CCSS.K.L.6, CCSS.K.SL.4, TSG-LAN.9b, TSG-LAN.9c, TSG-LAN.10a	
		Uses different grammatical structures for a variety of purposes ASC3, ASO2, ASO3, ASO4, SR1, CCSS.K.L.4, TSG-LAN.9c, TSG-LAN.10a	
		Engages in storytelling AQ4, SR3, CCSS.K.RL.2, CCSS.K.RL.9, CCSS.K.RI.1, CCSS.K.RI.2, CCSS.K.RI.3, CCSS.K.RI.7,	

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Domain	Domain Element	Indicators	Teacher Strategies for Data Collection
		CCSS.K.RI.8, CCSS.K.SL.1, TSG-LIT.18c	
		Engages in conversations with peers and adults ASC2, ASC5, ASC6, ASPeS3, ASO2, ASO3,ASO4, AQ4, AQ18, AQ19, SR1, SR3, SR9, SR10, CCSS.K.W.7, CCSS.K.L.6, CCSS.K.SL.1, CCSS.K.SL.3, TSG-LAN.9b, TSG-LAN.9d, TSG-LAN.10a	
	Phonological Awareness	Identifies and discriminates between words in language SR2, CCSS.K.RF.2, CCSS.K.RF.3, TSG-LIT.15a, TSG-LIT.15b, TSG-LIT.15c	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		Identifies and discriminates between separate syllables in words SR2, CCSS.K.RF.2, TSG-LIT.15c	
		Identifies and discriminates between sounds and phonemes in language such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound SR2, CCSS.K.RF.2, CCSS.K.RF.3, TSG-LIT.15a, TSG-LIT.15b, TSG-LIT.15c	
	Book Appreciation and Knowledge	Shows interest in shared reading experiences and looking at books independently SR3, CCSS.K.RL.10, CCSS.K.RI.10, TSG-LIT.17a	
		Recognizes how books are read such as front-to-back and one page at a time and recognizes basic characteristics such as title, author, and illustrator SR3, CCSS.K.RL.3, CCSS.K.RL.6, CCSS.K.RL.7, CCSS.K.RI.5, CCSS.K.RI.6, TSG-LIT.17a	
		Asks and answers questions and makes comments about print materials SR3, CCSS.K.RF.4, CCSS.K.RL.1, CCSS.K.RL.3, CCSS.K.RL.9, CCSS.K.RL.10, CCSS.K.RI.1, CCSS.K.RI.2, CCSS.K.RI.3, CCSS.K.RI.7, CCSS.K.RI.8, CCSS.K.RI.9, CCSS.K.RI.10, CCSS.K.W.8, CCSS.K.SL.2, CCSS.K.SL.3, TSG-LIT.17a, TSG-LIT.18a	
		Demonstrates interest in different kinds of literature such as fiction and non-fiction books and poetry on a range of topics SR3, CCSS.K.RL.5, CCSS.K.W.7, TSG-LIT.17a	
		Retells stories or information from books through conversation, artistic works, creative movement, or drama SR3, CCSS.K.RF.4, CCSS.K.RL.1, CCSS.K.RL.2, CCSS.K.RL.3,CCSS.K.RL.9, CCSS.K.RL.10, CCSS.K.RI.1, CCSS.K.RI.2, CCSS.K.RI.3, CCSS.K.RI.7, CCSS.K.RI.8, CCSS.K.RI.9, CCSS.K.W.8, CCSS.K.SL.2, TSG-LIT.17a, TSG-LIT.18a, TSG-LIT.18c	
		Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named ASFM6, ASP6, SR2, SR4, TSG-LIT.16a	
	Alphabet Knowledge	Recognizes that letters of the alphabet have distinct sounds associated with them ASFM5, SR2, CCSS.K.RF.2, TSG-LIT.16b	
		Attends to the beginning letters and sounds in familiar words SR2, CCSS.K.RF.2, CCSS.K.RF.3, TSG-LIT.16b	
		Identifies letters and associates correct sounds with letters ASP6, SR2, CCSS.K.RF.1, CCSS.K.RF.2, CCSS.K.RF.3, CCSS.K.RF.4, TSG-LIT.16a, TSG-LIT.16b	
		Recognizes print in everyday life such as numbers, letters, one's name, words, and familiar logos and signs ASFM5, ASFM6, ASP6, SR2, SR4, CCSS.K.CC.7, CCSS.K.RF.1, CCSS.K.RF.3, CCSS.K.RF.4, TSG-LIT.17b, TSG-LIT.18b	
Print Concepts & Conventions	Understands that print conveys meaning ASFM6, SR2, SR4, CCSS.K.CC.7, CCSS.K.RF.1, CCSS.K.RF.4,		

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection
Mathematics		CCSS.K.RL.5, TSG-LIT.17b, TSG-LIT.18b, TSG-LIT.19b	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		Understands conventions such as print moves from left to right and top to bottom of a page ASFM5, ASFM6, SR2, SR4, CCSS.K.RF.1, CCSS.K.L.1, CCSS.K.L.2, P7, TSG-LIT.17b	
		Recognizes words as a unit of print and understands that letters are grouped to form words ASFM6, ASP6, SR2, SR4, CCSS.K.RF.1, TSG-LIT.17b, TSG-LIT.18b	
		Recognizes the association between spoken or signed and written words ASFM6, ASP6, SR2, SR4, CCSS.K.RF.1, TSG-LIT.17b, TSG-LIT.18b	
	Early Writing	Experiments with writing tools and materials ASFM1, ASFM2, ASFM6, SR4, CCSS.K.W.1, CCSS.K.W.2, TSG-P.7b, TSG-LIT.19a, TSG-LIT.19b	
	Recognizes that writing is a way of communicating for a variety of purposes such as giving information, sharing stories, or giving an opinion ASFM5, SR4, CCSS.K.W.1, CCSS.K.W.2		
	Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas ASFM2, ASFM5, ASFM6, SR4, CCSS.K.W.1, CCSS.K.W.2, CCSS.K.W.3, CCSS.K.W.5, P35, TSG-P.7b, TSG-C.14a, TSG-LIT.19a		
	Copies, traces, or independently writes letters or words ASFM1, ASFM5, ASFM6, SR4, CCSS.K.CC.3, CCSS.K.W.1, CCSS.K.W.2, CCSS.K.W.5, TSG-P.7b, TSG-LIT.19a		
	Number Concepts & Quantities	Recognizes numbers and quantities in the everyday environment ASP5, SR5, CCSS.K.MP.2, CCSS.K.CC.4, CCSS.K.CC.6, TSG-M.20a, TSG-M.20c	
	Recites numbers in the correct order and understands that numbers come “before” or “after” one another SR5, CCSS.K.CC.1, CCSS.K.CC.2, TSG-M.20a		
Associates quantities and the names of numbers with written numerals ASP5, SR5, CCSS.K.MP.2, CCSS.K.CC.7, TSG-M.20c			
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity ASP3, SR5, CCSS.K.MP.1, CCSS.K.MP.2, CCSS.K.CC.4, CCSS.K.CC.5, CCSS.K.CC.6, CCSS.K.OA.5, CCSS.K.MD.3, TSG-M.20a, TSG-M.20b			
Uses the number name of the last object counted to represent the number of objects in the set SR5, CCSS.K.MP.1, CCSS.K.MP.2, CCSS.K.CC.2, CCSS.K.CC.4, CCSS.K.CC.5, CCSS.K.CC.6, CCSS.K.OA.5, CCSS.K.MD.3, TSG-M.20b			
Geometry and Spatial Sense	Recognizes and names common shapes, their parts, and attributes ASP2, SR6, CCSS.K.G.1, CCSS.K.G.2, CCSS.K.G.3, TSG-M.21b		
Combines and separates shapes to make other shapes SR6, CCSS.K.4D.2, CCSS.K.MP.4, CCSS.K.G.6, TSG-M.21b			
Compares objects in size and shape ASC4, ASP1, SR6, CCSS.K.MP.6, CCSS.K.G.1, CCSS.K.G.4, TSG-M.21b			
Understands directionality, order, and position of objects such as up, down, in front, behind SR1, CCSS.K.G.1, TSG-M.21a			
Number Relationships & Operations	Uses a range of strategies such as counting, subitizing, or matching to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to ASP3, SR5, CCSS.K.MP.1, CCSS.K.MP.2, CCSS.K.MP.6, CCSS.K.CC.6, CCSS.K.OA.1, CCSS.K.OA.5, CCSS.K.MD.3, TSG-M.20a		
Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects			

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection		
		SR5, CCSS.K.MP.2, CCSS.K.OA.3, CCSS.K.OA.4, CCSS.K.NBT.1, CCSS.K.MD.3, P26			
		Identifies the new number created when numbers are combined or separated SR5, CCSS.K.MP.2, CCSS.K.OA.3, CCSS.K.OA.4, CCSS.K.NBT.1, CCSS.K.MD.3			
		Sorts, classifies, and serializes (puts in a pattern) objects using attributes such as color, shape, or size SR6, CCSS.K.MP.7, CCSS.K.MP.8, CCSS.K.MD.2, CCSS.K.MD.3, CCSS.K.L.5, TSG-C.13, TSG-M.23			
	Patterns	Recognizes, duplicates, and extends simple patterns CCSS.K.MP.1, CCSS.K.MP.7, CCSS.K.MP.8, TSG-M.23			
		Creates patterns through the repetition of a unit CCSS.K.MP.1, CCSS.K.MP.7, CCSS.K.MP.8, TSG-M.23			
		Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier) ASC4, ASP1, SR6, SR7, CCSS.K.MD.1, CCSS.K.MD.2, TSG-M.22			
	Measurement & Comparison	Orders objects by size or length ASP1, SR6, SR7, CCSS.K.MD.2, CCSS.K.MD.2, TSG-M.22			
		Uses nonstandard and standard techniques and tools to measure and compare SR7, CCSS.K.MP.1, CCSS.K.MP.4, CCSS.K.MD.1, TSG-M.22			
	SCIENCE	Scientific Skills & Methods		Uses senses and tools including technology to gather information, investigate materials, and observe processes and relationships SR8, CCSS.K.3S.1, CCSS.K.3S.2, CCSS.K.4D.1, CCSS.K.4D.2, TSG-ST.24, TSG-ST.28	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
Observes and discusses common properties, differences, and comparisons among objects SR8, CCSS.K.3S.1, CCSS.K.3S.2, CCSS.K.MD.2, TSG-C.13, TSG-ST.24, TSG-ST.26					
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations SR8, TSG-ST.24					
Collects, describes, and records information through discussions, drawings, maps, and charts SR8, TSG-ST.24					
Describes and discusses predictions, explanations, and generalizations based on past experience SR8, P27, TSG-ST.24					
Conceptual Knowledge of the Natural World		Observes, describes, and discusses living things and natural processes SR8, CCSSK.1P.1, CCSSK.1L.1, CCSSK.2P.1, CCSS.K.2E.1, CCSS.K.3S.1, CCSS.K.3S.2, TSG-ST.24, TSG-ST.25, TSG-ST.27			
		Observes, describes, and discusses properties of materials and transformation of substances SR8, CCSSK.1E.1, CCSS.K.3S.1, CCSS.K.3S.2, TSG-ST.24, TSG-ST.26			
CREATIVE ARTS		Music	Participates in music activities such as listening, singing, or performing SR9, TSG-A.34	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples 	
			Experiments with musical instruments SR9, TSG-A.34		
		Art	Uses different materials and techniques to make art creations SR9, TSG-A.33		
	Creates artistic works that reflect thoughts, feelings, experiences, or knowledge SR9, CCSS.K.W.2, CCSS.K.W.3, CCSS.K.SL.5, TSG-A.33				
	Discusses one's own artistic creations and those of others SR9, CCSS.K.SL.6, TSG-A.33				

SOCIAL & EMOTIONAL DEVELOPMENT

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection
	Creative Movement & Dance	Expresses what is felt and heard in various musical tempos and styles SR9, TSG-A.35	
		Moves to different patterns of beat and rhythm in music SR9, TSG-A.35	
		Uses creative movement to express concepts, ideas, or feelings SR9, TSG-A.35	
	Drama	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character AR03CP02, TSG-C.14b, TSG-A.36	
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations AR03CP02, AR03CP03, TSG-C.14b, TSG-A.36			
	Self-Concept & Self-Efficacy	Identifies personal characteristics, preferences, thoughts, and feelings ASPeS3, AO9, AQ18, SR9	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples • DECA • Behavior Plans, mental health observations, or behavioral assessments (where applicable)
		Demonstrates age-appropriate independence in a range of activities, routines, and tasks AQ2, ASO9, AQ20, SR10	
		Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks AQ2, ASO9, AQ20	
		Demonstrates age-appropriate independence in decision making regarding activities and materials AQ2, ASO9, AQ20, AQ33, SR10	
	Self-Regulation	Recognizes and labels emotions ASO9, AQ5, AQ8, AQ9, AQ33, SR10, TSG-SE.1a	
		Handles impulses and behavior with minimal direction from adults ASO9, AQ9, AQ16, AQ20, AQ33, SR10, SR12, TSG-SE.1a, TSG-SE.1b	
		Follows simple rules, routines, and directions ASC1, ASO9, AQ15, AQ20, AQ24, AQ25, AQ33, SR10, SR12, TSG-SE.1b, TSG-LAN.8b	
		Shifts attention between tasks and moves through transitions with minimal direction from adults ASO9, AQ20, AQ22, AQ33, SR10, SR12, TSG-SE.1c	
	Emotional & Behavioral Health	Expresses a range of emotions appropriately such as excitement, happiness, sadness, and fear ASO9, AQ3, AQ5, AQ8, AQ33, SR10, SR12, P38, TSG-SE.1a	
		Refrains from disruptive, aggressive, angry, or defiant behaviors ASO9, AQ5, AQ8, AQ9, AQ25, AQ33, SR10, SR11, SR12, TSG-SE.1a	
		Adapts to new environments with appropriate emotions and behaviors ASO9, AQ5, AQ16, AQ33, SR10, SR12	
	Social Relationships	Communicates with familiar adults and accepts or requests guidance AQ1, ASO3, ASO4, AQ3, AQ4, AQ16, AQ18, AQ19, SR11, SR12, TSG-SE1.c, TSG-SE.2a, TSG-SE.3b	
		Cooperates with others ASPeS6, ASO9, AQ4, AQ14, AQ15, AQ16, AQ24, AQ28, AQ29, SR10, SR11, SR13, CCSS.K.W.6, TSG-SE1.a, TSG-SE2.a, TSG-SE2.c, TSG-SE.2d, TSG-SE.3a, TSG-SE.3b, TSG-LAN.8b	
		Develops friendships with peers ASPeS6, ASO9, AQ28, AQ29, SR11, SR13, TSG-SE.2d	
		Establishes secure relationships with adults ASPeS6, ASO9, AQ3, AQ4, AQ6, AQ18, AQ19, SR11, TSG-SE.2a	
		Uses socially appropriate behavior with peers and adults such as helping, sharing, and taking turns ASPeS6, AQ1, ASO9, AQ4, AQ6, AQ16, AQ18, AQ19, AQ28, AQ29, SR11, SR13, TSG-SE.1a, TSG-SE.2c, TSG-SE.3a, TSG-SE.3b	
		Resolves conflict with peers alone and/or with adult intervention as appropriate ASPeS6, ASO9, AQ18, AQ19, AQ28, AQ29, SR11, SR13, TSG-SE1.a, TSG-SE.3a, TSG-SE.3b	

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection
		Recognizes and labels others' emotions ASO9, AQ7, AQ27, TSG-SE.2b	
		Expresses empathy and sympathy to peers ASO9, AQ27, SR10, SR11, TSG-SE.2b, TSG-SE.3a	
		Recognizes how actions affect others and accepts consequences of one's actions ASO9, AQ16, AQ27, AQ28, AQ29, SR10, SR11, TSG-SE.2b, TSG-SE.3a, TSG-SE.3b	
APPROACHES TO LEARNING	Initiative and Curiosity	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities AQ10, AQ21, SR8, SR13, TSG-C.10a, TSG-C.11c, TSG-C.11d	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks ASFM1, AQ2, AQ10, AQ13, AQ21, SR8, SR13, TSG-C.11d	
		Asks questions and seeks new information AQ10, AQ21, SR8, SR13, TSG-C.11d	
	Persistence & Attentiveness	Maintains interest in a project or activity until completed ASFM1, AQ13, SR13, CCSS.K.MP.1, TSG-SE.1c, TSG-SE.2c, TSG-C.11b, TSG-C.11c, TSG-C.11d	
		Sets goals and develops and follows through on plans AQ13, SR8, SR13, CCSS.K.MP.1, TSG-SE.2c, TSG-C.11b, TSG-C.11c	
		Resists distractions, maintains attention, and continues the task at hand through frustration or challenges ASFM1, ASFM2, ASFM6, AQ13, SR13, CCSS.K.MP.1, TSG-SE1.a, TSG-SE.2c, TSG-C.11b	
	Cooperation	Plans, initiates, and completes learning activities with peers AQ28, AQ31, SR13, CCSS.K.MP.1, CCSS.K.MP.3, TSG-SE1.c, TSG-SE2.c, TSG-C.11b, TSG-C.11d	
		Joins in cooperative play with others and invites others to play ASPeS6, AQ28, AQ29, AQ31, SR11, SR13, TSG-SE2.c	
		Models or teaches peers AQ28, AQ29, SR11	
		Helps, shares, and cooperates in a group AQ28, AQ29, AQ31, SR10, SR11, SR13, CCSS.K.W.6, TSG-SE1.a, TSG-SE.3a	
	Reasoning and Problem-Solving	Develops increasing ability to find more than one solution to a question, task or problem SR13, CCSS.K.OA.3, TSG-C.11c, TSG-C.11e	
		Grows in recognizing and solving problems through active exploration including trial and error and interactions and discussions with peers and adults SR13, CCSS.K.MP.2, CCSS.K.MP.3, CCSS.K.OA.2, TSG-C.11c, TSG-C.11e	
Develops increasing abilities to classify, compare and contrast objects, events and experience. ASPs1, TSG-C.13			
PHYSICAL HEALTH AND DEVELOPMENT	Fine Motor Skills	Develops hand strength and dexterity ASFM1, ASFM2, ASPeS1, SR4, SR14, TSG-P.7a	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples • Well Child Exam • Lead Screening • Dental Exam
		Develops eye-hand coordination to use everyday tools such as pitchers for pouring or utensils for eating ASPeS1, SR14, TSG-P.7a	
		Manipulates a range of objects such as blocks or books SR3, TSG-P.7a	
		Manipulates writing, drawing, and art tools ASFM1, ASFM2, ASFM5, ASFM6, SR4, SR14, TSG-P.7b	
	Gross Motor Skills	Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping ASGM4, ASGM5, ASGM6, ASO5, SR15, TSG-P.4, TSG-P.5	
		Develops motor coordination and skill in using objects for a range of physical activities such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle ASGM1, ASGM2, ASGM3, ASO5, SR15, TSG-P.6	

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection
		Understands movement concepts such as control of the body, how the body moves such as an awareness of space and directionality, and that the body can move independently or in coordination with other objects ASGM1, ASGM2, ASGM3, ASGM4, ASGM5, ASGM6, SR15, TSG-P.4, TSG-P.6	<ul style="list-style-type: none"> Developmental History Health History
	Physical Health Status	Possesses good overall health including oral, visual, and auditory health and is free from communicable or preventable diseases ASO1, ASO6, ASO7, ASO8, SR15	<ul style="list-style-type: none"> Observation Refer to ongoing assessment Interview parents Refer to recruitment notes, ASQ, ASQSE Goal tracking data Disability information (where applicable) Work Samples Parent-Staff Conferences and parent goals Portfolio Samples Well Child Exam Lead Screening Dental Exam Developmental History Health History
		Participates in prevention and management of chronic health conditions and avoids toxins such as lead SR15	
		Maintains physical growth within the recommended ranges for weight by height by age SR15	
		Gets sufficient rest and exercise to support healthy development AQ17	
	Health Knowledge & Practice	Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults ASPeS1, ASPeS2, ASPeS4, ASPeS4, AQ11, SR15, TSG-SS.29	
		Communicates an understanding of the importance of health and safety routines and rules AQ23, AQ24, AQ25, AQ26, AQ30, SR10, SR15	
		Follows basic health and safety rules and responds appropriately to harmful or unsafe situations AQ12, AQ23, AQ24, AQ25, AQ26, AQ30, AQ32, SR10, SR15, TSG-SS.29	
		Distinguishes food on a continuum from most healthy to less healthy AQ12, SR15	
		Eats a variety of nutritious foods AQ12, SR15	
		Participates in structured and unstructured physical activities ASO5, SR15	
		Recognizes the importance of doctor and dentist visits SR15	
		Cooperates during doctor and dentist visits and health and developmental screenings SR15	
	Logic & Reasoning	Reasoning & Problem Solving	
Recognizes cause and effect relationships SR8, SR16, CCSSK.1E.1, TSG-C.12b			
Classifies, compares, and contrasts objects, events, and experiences ASC4, CCSS.K.MD.3, CCSS.K.G.4, TSG-C.13			
Uses past knowledge to build new knowledge SR8, SR16, CCSS.K.MP.3, TSG-C.12a			
Symbolic Representation		Represents people, places, or things through drawings, movements, and three-dimensional objects SR14, CCSS.K.G.3, CCSS.K.G.5, TSG-C.14a	
		Engages in pretend play and acts out roles SR13, TSG-L.9d, TSG-C.11a, TSG-C.14b	
		Recognizes the difference between pretend or fantasy situations and reality SR9, TSG-LAN.9d	
Social Studies	Self, Family & Community	Identifies personal and family structure SR17, TSG-SS.29, TSG-SS.30	
		Understands similarities and respects differences among people SR17, TSG-SS.30	
		Recognizes a variety of jobs and the work associated with them SR17, TSG-SS.30	

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection	
English Language Development		Understands the reasons for rules in the home and classroom and for laws in the community SR17, TSG-SS.30	applicable) <ul style="list-style-type: none"> • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples 	
		Describes or draws aspects of the geography of the classroom, home and community SR18, TSG-SS.30		
	People & the Environment	Recognizes aspects of the environment such as roads, buildings, trees, gardens, bodies of water, or land formations SR18, CCSSK.1E.1, TSG-SS.32		
		Recognizes that people share the environment with other people, animals, and plants SR18, TSG-ST.27		
		Understand that people can take care of the environment through activities such as recycling SR18, TSG-ST.27		
	History & Events	Differentiates between past, present, and future SR1, TSG-LAN.9d, TSG-SS.31		
		Recognizes events that happened in the past such as family or personal history SR17, TSG-LAN.9d, TSG-SS.31		
		Understands how people live and what they do changes over time SR17, TSG-SS.31		
	Receptive English Language Skills	Participates with movement and gestures while other children and the teachers dance and sing in English SR19		<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples
		Acknowledges or responds nonverbally to common words or phrases such as “hello,” “goodbye,” “snack time,” or “bathroom” when accompanied by adult gestures SR19, CCSS.K.RF.2, TSG-SL.8a, TSG-SL.8b, TSG-ELA.37		
Points to body parts when asked, “where is your nose, hand, leg...?” ASFM2, SR19, TSG-SL.8a, TSG-SL.8b, TSG-ELA.37				
Comprehends and responds to increasingly complex and varied English vocabulary such as “which stick is the longest?” or “why do you think the caterpillar is hungry?” ASC5, ASP5, SR19, CCSS.K.RF.2, CCSS.K.L.5, TSG-SL.8a, TSG-ELA.37				
Follows multi-step directions in English with minimal cues or assistance ASC1, SR19, TSG-SL.8b, TSG-ELA.37				
Expressive English Language Skills	Repeats word or phrase to self such as “bus” while group sings the “Wheels On the Bus” or “brush teeth” after lunch ASC6, ASO3, SR19, CCSS.K.RL.2, CCSS.K.L.6, P3, TSG-SLAN.9b, TSG-SLAN.10a, TSG-SLIT.18c, TSG-ELA.38			
	Requests items in English such as “car,” “milk,” “book,” or “ball” ASO3, ASO4, AQ18, AQ19, SR19, CCSS.K.RL.1, CCSS.K.SL.3, TSG-SLAN.9b, TSG-SLAN.10b, TSG-ELA.38			
	Uses one or two English words sometimes joined to represent a bigger idea such as “throwball” ASC2, SR19, CCSS.K.RL.2, CCSS.K.RL.10, CCSS.K.L.1, CCSS.K.L.4, CCSS.K.L.6, P1, TSG-SLAN.9b, TSG-ELA.38			
	Uses increasingly complex and varied English vocabulary ASC2, ASC5, ASC6, ASP5, ASP4, ASO2, ASO3, ASO4, AQ18, AQ19, AQ27, SR19, CCSS.K.1P.1, CCSS.K.1L.1, CCSS.K.RL.1, CCSS.K.RL.2, CCSS.K.RL.4, CCSS.K.RL.10, CCSS.K.L.1, CCSS.K.L.6, CCSS.K.SL.1, CCSS.K.SL.3, CCSS.K.SL.6, TSG-SLAN.9a, TSG-SLAN.9b, TSG-SLAN.9c, TSG-SLAN.9d, TSG-SLAN.10a, TSG-SLAN.10b, TSG-SLIT.15a, TSG-SLIT.15b, TSG-ELA.38			

Domain	Domain Element	Indicators	Teacher Strategies for Data Collection	
		Constructs sentences such as “the apple is round” or “I see a fire truck with lights on” ASC2, ASC5, ASC6, ASO2, ASO3, ASO4, AQ18, AQ19, SR19, CCSS.K.RL.1, CCSS.K.RL.2, CCSS.K.RL.4, CCSS.K.L.1, CCSS.K.L.6, CCSS.K.SL.3, CCSS.K.SL.6, TSG-SLAN.9a, TSG-SLAN.9b, TSG-SLAN.9c, TSG-SLAN.10a, TSG-ELA.38	<ul style="list-style-type: none"> • Observation • Refer to ongoing assessment • Interview parents • Refer to recruitment notes, ASQ, ASQSE • Goal tracking data • Disability information (where applicable) • Work Samples • Parent-Staff Conferences and parent goals • Portfolio Samples 	
	Engagement in English Literacy Activities	Demonstrates eagerness to participate in songs, rhymes and stories in English SR20, SR21, TSG-SLAN.10a, TSG-SLIT.15a, TSG-SLIT.18a, TSG-SLIT.18c, TSG-ELA.38		Points to pictures and says the word in English such as “frog,” “baby,” or “run” SR20, TSG-ELA.38
		Learns part of a song or poem in English and repeats it ASC6, SR20, SR21, TSG-ELA.38		
		Talks with peers or adults about a story read in English SR20, SR21, CCSS.K.RL.2, CCSS.K.RL.3, CCSS.K.RL.6, CCSS.K.RL.9, CCSS.K.RI.1, CCSS.K.RI.2, CCSS.K.RI.3, CCSS.K.RI.4, CCSS.K.RI.5, CCSS.K.RI.6, CCSS.K.RI.7, CCSS.K.RI.8, CCSS.K.RI.9, CCSS.K.SL.2, CCSS.K.SL.4, TSG-SLAN.10a, TSG-SLIT.18c, TSG-ELA.38		
		Tells a story in English with a beginning, middle, and end from a book or about a personal experience SR20, CCSS.K.RL.9, CCSS.K.SL.4, TSG-SLAN.10a, TSG-SLAN.10b, TSG-SLIT.18a, TSG-SLIT.18c, TSG-ELA.38		
		Technology		Explore and use various types of technology tools to collect and analyze information TSG-ST.24, TSG-ST.28
Work cooperatively with others while using technology tools CCSSK.W.6, TSG-ST.28				
Demonstrate responsible handling of technology equipment				
Utilize technology to create original works as a means of expression CCSS.K.W.6				
Select and apply appropriate technology based on the specific task TSG-ST.28				
Utilize technology to extend understanding of existing or new concepts across domains of development SR17, CCSS.K.W.6, TSG-ST.24, TSG-ST.28				
Demonstrate basic knowledge of technology devices, their components, and their functions				

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