

4K Curriculum



Board Approved March 25, 2013

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Introduction

Since the young child’s “work” is play, high quality environments that are nurturing and developmentally appropriate are key for successful implementation of this curriculum. Appropriate practices must be in place to facilitate the learning potential of all of our students. Additionally, balance is necessary between each of the areas of the curriculum.

Learning experiences are driven by the individual child’s interests and encourage creativity, curiosity, exploration and problem solving and foster a love of learning.

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AASD 4K Social Emotional Development

Description Children's early relationships are the foundation for social and emotional competence and affect all other developmental domains. Overall success in school and life is a direct relationship between a child's social and emotional well being. The 4K program will provide the environment, context, and opportunities for children to develop: emotional competence, self-regulation, a personal sense of well-being, and social competence.

Required Assessments AASD Child Assessment

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Revised

AASD Guiding Principles for Teaching and Learning for 4K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for Social Emotional Development: *Early relationships provide the foundation for social and emotional development. Those relationships begin at birth and continue throughout life. In addition to the positive social and developmental context in which to learn social and emotional competence, the Pyramid Model of Social Emotional Growth (for preschoolers) and the work with Positive Behavior Systems (for school agers) within Appleton Area District sites further engage children in making the best decisions for themselves and others. These programs and curricula provide for the teaching and re-teaching of necessary skills and decision making which encourage and sustain continued growth in social competence begun at birth within the context of the family.*

AASD students who are college and career ready in Social Emotional Development will...

- *Demonstrate emotional competence and the self regulation needed to succeed in social settings.*
- *Demonstrate a personal sense of well being.*
- *Form and maintain secure positive relationships with others.*
- *Gain an understanding of social systems.*
- *Understand the perspective and feelings of others.*
- *Achieve personal goals in social interactions while maintaining positive relationships with others.*

WMELS = Wisconsin Model Early Learning Standards

- I. Health and Physical Development
- II. Social and Emotional Development
- III. Language Development and Communication
- IV. Approaches to Learning
- V. Cognition and General Knowledge

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessment
<p>Identify emotions.</p> <p>WMELS reference: (II A.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Point to pictures of faces depicting various emotions, such as worried, surprised, sad, disappointed, tired, calm, scared, happy, when teacher says the word. ✓ Begin to describe facial cues that represent emotion, like how the mouth, eyebrows, and forehead look. 	<p>Observation Anecdotal records Video AASD Child Assessment</p>
<p>Use appropriate language to express emotions.</p> <p>WMELS Reference (II A.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Find an adult when frustrated and ask, "Will you help me?" ✓ Tell another child to stop doing something they do not like. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>
<p>Understand and respond to other's emotions (show empathy).</p> <p>WMELS Reference (II A.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use language to express basic emotions of <i>others</i>, ex. Child observes friend crying and says, "He's sad because he wants his dad." ✓ Express feelings in symbolic play-- may act out roles in dramatic play situations. ✓ Display empathy toward others, such as, child comforts friend who has been hurt or is sad. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessment
<p>Self-regulate emotions.</p> <p>WMELS Reference (II A.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Regulate intense emotions by using a strategy that an adult has taught him/her, such as <ul style="list-style-type: none"> • seek or respond to adult help • deep breathing • go to the quiet area by himself • focus attention • ignore 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>
<p>Develop self esteem.</p> <p>WMELS Reference (II B.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Show positive self-concept and pride in accomplishments, such as wanting a picture they made to be hung up. ✓ Try out new things with ease. ✓ State independent thoughts and opinions and standing up for one's-self. ✓ Display initiative, an "I can do it" attitude. 	<p>Observation Anecdotal records Video/photo</p>
<p>Develop self-awareness.</p> <p>WMELS Reference (II B.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Identify gender, name, body parts, eye and hair color ✓ Name own likes and dislikes. ✓ Refer to self by characteristics, like "I'm smart," "fast," "strong". ✓ Name people in his family, pets, and friends. ✓ Respect own and other's personal space. ✓ Identify and accept differences between self and others, such as tall, short, gender, culture. 	<p>Observation Anecdotal records Video/photo</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessment
<p>Demonstrate attachment, trust, and autonomy.</p> <p>WMELS Reference (II C.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Separate from parents easily. ✓ Accept direction from adult in charge. ✓ Transitions into new situations with confidence. ✓ Take cues from others in the situations by watching, listening, and imitating. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>
<p>Demonstrate respect.</p> <p>WMELS Reference (II C.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Wait patiently. ✓ Give a compliment. ✓ Listen. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>
<p>Participate in cooperative play.</p> <p>WMELS Reference (II C.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use successful strategies for entering groups. ✓ Participate in group games. ✓ Wait for his/her turn. ✓ Take turns. ✓ Share. ✓ Work in a group to role play the same imaginary scenario, such as, playing restaurant or going to a party. ✓ Use a common object to represent a different object for a particular scenario, such as using play dough for a cake and inserting spoons as candles. ✓ Plays cooperatively. ✓ Replace toys and materials when finished. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessment
<p>Understand rules and social expectations.</p> <p>WMELS Reference (II C.EL.3)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Follow everyday routines. ✓ Remember and follow simple group rules. ✓ Speak with a quiet voice. ✓ Be quiet when necessary. ✓ Attend to a speaker. ✓ Respect personal space. ✓ Transition with ease between activities when given gentle reminders of what will happen next. ✓ Use social language with reminders, such as “please,” “thank you,” “excuse me,” greetings and goodbyes. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>
<p>Engage in social problem-solving behavior and resolve conflict.</p> <p>WMELS Reference (II C.EL.4)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Seek assistance from peer or adult when they cannot solve the problem. ✓ Assert their wishes in a calm way like, “I want my turn on the tricycle.” ✓ Suggest solutions to a social problem. ✓ Use variety of strategies, such as negotiation and compromise with peers, walk away, trial and error to solve problems. 	<p>Observation Anecdotal records Video/photo AASD Child Assessment</p>

Sources and Resources:

Pyramid Model materials – See <http://csefel.vanderbilt.edu/> for social stories, book looks, etc.

Multi-grees Curriculum supplemental materials

Early Social Behavior Books by Nita Everly by Lingui Systems, Inc., (*Can You Use Your Words? Can You Share? Can You Stand Up for Yourself? Can You Use a Good Voice? Can You Be Polite? Can You Be a Friend? Can You Tell How Someone Feels? Can You Ta*

AASD 4K Approaches to Learning

Description The way children approach learning is very individual and is the most subject to variation. The child's curiosity about the world and the importance that imagination and invention play are key elements. Attitudes, habits, learning styles, openness to new tasks, persistence, and attentiveness are all part of Approaches to Learning.

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- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for Approaches to Learning: *Approaches to learning encompass attitudes, habits, and learning styles. Children’s ability to integrate knowledge and demonstrate what they know varies based on all other areas of development, individual biology, history, gender, and culture. Children’s approaches to learning are determined by their openness to and curiosity about new tasks and challenges, task persistence and attentiveness, reflection and interpretation of experiences, imagination and invention, and individual temperament.*

AASD students who are college and career ready in Approaches to Learning will...

- *Persist in their learning.*
- *Engage in new experiences willingly.*
- *Extend learning through inventiveness and imagination.*
- *Engage in diverse approaches to learning.*
- *Utilize past knowledge to inform new learning through problem solving and discovery.*
- *Express self in ways that reflect temperament and interests.*

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AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Displays curiosity, risk-taking and willingness to engage in new experiences.</p> <p>WMELS Reference: (IV A.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Attend for longer periods of time and show preference for some activities. <ul style="list-style-type: none"> • Child sits to listen to short stories, being read to and requests them often. • Child selects favorite toy from a shelf or storage area and plays with it for 15 minutes or more. ✓ Be curious about and willing to try new and unfamiliar experiences and activities within their environment. <ul style="list-style-type: none"> • Child tries to climb on outdoor play equipment that he/she has not tried before. • Child plays a new game. 	<p>Anecdotal records Observation Parent Progress Report AASD Child Assessment</p> <p>Observation</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Persistence in learning.</p> <p>WMELS Reference: (IV A.EL.2 & 3)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Repeat an action many times to gain confidence and skill. <ul style="list-style-type: none"> • Child puts the same puzzle together repeatedly. • Child asks for the same story to be read over and over again. • Child continues to do somersaults, even though the child may fall over sideways and bump into things. • Child continues the task at hand through frustration and/or challenges. ✓ Experiment, practice, and refine to expand skill level and gain confidence. <ul style="list-style-type: none"> • Child begins to do a somersault in a kneeling position and then expands to beginning the somersault from a standing position. • Child builds a block structure with more intricate design. ✓ Set, develop, and follow through to completion on plans made. <ul style="list-style-type: none"> • Child begins to do a puzzle and completes fully. • Engages in assigned activity to completion. • Child has an idea and makes a plan for play in an interest center. ✓ Demonstrate growing capacity to concentrate on a task. <ul style="list-style-type: none"> • Child is able to put unfinished work away temporarily and come back to complete it later. • Child continues to play game or complete art despite distractions in room. 	<p>Anecdotal records Observation</p> <p>Anecdotal records Observation</p> <p>Anecdotal records Observation</p> <p>Anecdotal records Observation</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</p> <p>WMELS Reference: (IV B.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Engage in elaborate and sustained imaginative play which may include symbolic representation. <ul style="list-style-type: none"> • Child makes play dough “cookies” on a plate and offers them to adults or friends to “eat.” • Child dresses in make-believe clothes and acts out the part dressed for, such as, mommy/daddy, singer on a stage, firefighter, etc. • Child “plays school,” builds structures while engaging in pretend play, or uses objects like dolls or toy animals in creative play. 	<p>Observation Anecdotal records Photos AASD Child Assessment Progress Report for Parents</p>
<p>Expresses self creatively through music, movement and art.</p> <p>WMELS Reference: (IV B.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Express self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement. <ul style="list-style-type: none"> • Child tries new ideas with play dough, such as, using toothpicks as candles for a birthday cake. • Child expresses through movement and dancing what is felt and heard in various musical tempos, rhythms, and styles. • Child follows a rhythm and beat in music by clapping or using a simple musical instrument. ✓ Progress in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. ✓ Discuss one’s own artistic creations and those of others. 	<p>Anecdotal records Photos of projects Observation Portfolio collection</p> <p>Bi-fold Portfolio collection Anecdotal records</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Uses past knowledge to build new knowledge through explorations, discovery and problem solving.</p> <p>WMELS Reference: (IV.A.EL 1.2.3)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use multisensory abilities to process information. ✓ Use senses and a variety of strategies to investigate information, such as, using tools like cups, spoons, hands to dig in dirt and sand. ✓ Understand new meanings as memory increases. ✓ Use learned information or vocabulary and applies to new context, such as taking fire safety information and bringing it to home environment. ✓ Make statements and appropriately answers questions that require reasoning about objects, situations, or people, such as, child stating that it's raining outside so we will have to play in the gym instead. ✓ Apply problem solving skills. ✓ Use multiple strategies to solve problems by using materials, peers, or adults. 	<p>AASD Child Assessment Progress Report to Parents in the Literacy section Anecdotal records Observation</p> <p>AASD Child Assessment</p>

AASD 4K Language Development and English Language Arts

Description Language development occurs in the context of relationships, encompasses all forms of communication, both verbal and non-verbal, and moves children along the continuum of early literacy. Children increase their language and communication skills by expressing their ideas and feelings, and by listening and understanding others while engaging in meaningful experiences with adults and peers. Children learn to communicate in a variety of ways, such as, using symbols; combining their oral language, pictures, print, and play into a coherent mixed medium, and creating and communicating meaning through both non-verbal and verbal language. (*WI Model Early Learning Standards, Third Edition*)

Resources Mat Man wood pieces, small slates, CD, alphabet desk strips, color wall cards, and golf pencils (Handwriting without Tears related)

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AASD Foundations for English Language Arts:

- *English Language Arts is an integrated discipline.*
- *English Language Arts instruction builds an understanding of the human experience.*
- *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
- *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
- *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD students who are college and career ready in English Language Arts will...

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*

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CC = WI Common Core State Standards

- RL = Reading Literature
- RI = Reading Informational Text
- RFS = Reading Fundamental Skills
- W = Writing
- SL = Speaking and Listening
- L = Language

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>With prompting and support, ask and answer questions through conversation and stories.</p> <p>WMELS reference: (III A.EL.1) (III C.EL.3)</p> <p>Common Core Kindergarten reference: [RL/RI.K.1/RL/RI.K.4]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Look at picture books and asks questions or makes comments. <p>Examples:</p> <ul style="list-style-type: none"> • After the adult has completed reading the print on the page, the child reaches and turns the page. • While pointing to a picture, child asks, “What’s this?” • When looking at a picture book, the child names animals. 	<p>Observation Anecdotal records Photo/video AASD Child Assessment Progress Report for Parents</p>
<p>Understand how stories work through retelling and responding.</p> <p>WMELS reference: (III C.EL.3)</p> <p>Common Core Kindergarten reference: [RL.K.2/RL.K.3/RL.K.2]</p>	<p>Child will:</p> <ul style="list-style-type: none"> ✓ Understand that books have characters, sequence of events, and story plots. <p>Examples:</p> <ul style="list-style-type: none"> • Child acts out the story of <i>The Three Bears</i> by telling about each of the character’s actions and what happened in the beginning, middle, and end of the story. • When listening to a reading of <i>Three Billy Goats Gruff</i>, the child says, “You forgot to say trip-trap-trip-trap.” • When someone asks the child, “Why did the monkeys throw down their hats?” after reading <i>Caps for Sale</i> by Esphyr Slobodkina, the child gives the reason. <ul style="list-style-type: none"> ✓ Demonstrate understanding and listening skills by attending and responding appropriately. <p>Examples:</p> <ul style="list-style-type: none"> • Child listens and attends to someone tell or read a story, such as <i>The Three Little Pigs</i>, and is able to retell the story accurately in his/her own words. • Child listens and attends to someone tell or read stories representing real life situations, and is able to retell the story. 	<p>Observation Anecdotal records Photo/video AASD Child Assessment Progress Report for Parents</p> <p>Observation Anecdotal records Photo/video AASD Child Assessment Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Understands that books have authors, illustrators and titles.</p> <p>WMELS reference: (III C.EL.3)</p> <p>Common Core Kindergarten reference: [RL.K.5/RI.K.5]</p>	<p>Child will, with prompting:</p> <ul style="list-style-type: none"> ✓ Know that the book has a title, author, and illustrator. <p>Examples:</p> <ul style="list-style-type: none"> • Child says, “This is my favorite book; Dr. Suess is the author. The title is <i>Horton Hatches the Egg</i>.” • Child asks, “Who drew the pictures in this book?” 	<p>Observation Anecdotal records</p>
<p>Actively engage in reading activities with purpose and understanding in a variety of settings.</p> <p>WMELS reference: (III C.E.3)</p> <p>Common Core Kindergarten reference: [RL.RI.K.10]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Enjoy short stories, rhymes, finger plays, songs, and music. ✓ Choose reading activities and respond with interest and enjoyment individually, or in small or large groups. <p>Examples:</p> <ul style="list-style-type: none"> • Child asks adult to read him/her a story in a book. • Child “reads” the story in his/her own words—reads from memory, picture reads. • After visiting the library, the child asks, “Can I take this book home to read?” • Child shows a favorite page in the book and tells about the character. 	<p>Observation Anecdotal records Photo/video AASD Child Assessment Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Understands how print works.</p> <p>WMELS reference: (III C.EL.3)</p> <p>Common Core Kindergarten reference: [RFS.K.1 & R.L.5]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Understand that print in the book carries the message. Examples: <ul style="list-style-type: none"> • Child notices that the print, not just the picture, has meaning, e.g., begins to understand that the adult is reading the word under the picture on the page. • Child points to some words as the adult reads the story. • Adult says, "Point to the picture," and the child points to the pictures of butterflies. Pointing to print, the adult asks, "What is this?" "That tells the story," says the child. ✓ Handle books correctly and show increasing skill in print directionality. Examples: <ul style="list-style-type: none"> • Child holds the book properly. • Child reads (pretend or real) the book going from front to back, left to right, and top to bottom. ✓ Understand the difference between letters, words, and sentences. Examples: <ul style="list-style-type: none"> • Child says, "I know all the letters on this page." • Child asks, "What is this word?" • Child says, "This is a long sentence. I am going to count the words in this sentence." ✓ View one page at a time from the front to the back of the book. Example: <ul style="list-style-type: none"> • Child turns the pages one page at a time. ✓ Identify the front cover, back cover and title page. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Demonstrate understanding of phonemic and phonological awareness (listening and hearing).</p> <p>WMELS reference: (III C.EL.1)</p> <p>Common Core Kindergarten reference: [RFS.K.2]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Recognize and match sounds and rhymes in familiar words. Examples: <ul style="list-style-type: none"> • Child plays their own rhyming game matching pairs of rhyming words saying, “Down-town,” “Sadie-lady.” ✓ Recognize rhyming words. Examples: <ul style="list-style-type: none"> • Child is asked, “Tell me a word that rhymes with Pam.” The child says, “Sam.” • Child says, “Humpty, Dumpty, Bumpty, Thumpty, Gumpty.” ✓ Discriminate and separate syllables in spoken words. Examples: <ul style="list-style-type: none"> • Child can clap syllables in his/her name and other names, e.g., Tam-my (two claps); Bill (one clap); Me-lis-sa (three claps). • Child can tell the number of syllables in a word, “My name has two parts, Bob-by” (while clapping for each part). 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.</p> <p>WMELS reference: (III C.EL.2)</p> <p>Common Core Kindergarten reference: [RFS.K.3]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Recognize the difference between letters and other symbols. ✓ Recognizes and names most letters of the alphabet (upper and lowercase). Examples: <ul style="list-style-type: none"> • Uses alphabet stamps and names the letters: “D, e, A, h.” • Child says, “This is a big A and this is a little a.” ✓ Recognize that letters of the alphabet have distinct sounds associated with them. ✓ Recognize letters and their sounds in familiar words, especially in own name. Examples: <ul style="list-style-type: none"> • When looking at a book, the child says, “This word (bike) starts like my name. B is in my name, Becky.” • While playing with the magnetic alphabet, numbers, and shapes, the child can sort letters and numbers. The child says, “These are all letters. These are all numbers.” • Child is able to find and identify some letters and numbers in books, signs, and labels. ✓ Make some letter/sound connections and identifies some beginning sounds. Examples: <ul style="list-style-type: none"> • Child sees the letter D on a block, points and says D is for Daddy.” • Child’s name is Matt. Matt says to his friend, Michael, “M starts your name, too.” • Child says, “Banana starts with /b/.” • Child puts magnetic letters on the board, saying each letter sound as the magnetic letters are placed in a row: “/s/, /k/, /t/, /b/, /j/, /m/.” 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Recognize and reads words/print from their environment.</p> <p>WMELS reference: (III C.EL.2)</p> <p>Common Core Kindergarten reference: [RFS.K.4]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word. Examples: <ul style="list-style-type: none"> • Child recognizes some environmental print, or popular words and signs, e.g. Walmart, McDonalds. • Child points to book cover and says, “Moon” for <i>Goodnight Moon</i> by Margaret Wise Brown. • Child sees the toy store and asks, “Does that say toy? Does is start with a /t/?” ✓ Child can recognize his/her own name. ✓ Read familiar decodable and some irregular words in books, signs, and labels. Examples: <ul style="list-style-type: none"> • Child begins to read a book alone or with an adult, and reads some of the words he/she knows and has learned from past experiences of reading a variety of books with the adult. • Child can read words that he/she sees frequently such as his/her own name, other children’s names, mom, dad, or I love you. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Uses drawing/writing to represent thoughts or ideas.</p> <p>WMELS reference: (III C.EL.4)</p> <p>Common Core Kindergarten reference: [W.K.1/W.K.2/W.K.3]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Verbalize story/information from picture/marks (writing) he/she has made. <ul style="list-style-type: none"> • May include oral and/or pictorial details, yet written work may be limited. • May randomly copy letters or words. • Pieces may be a combination of drawing and writing that is connected in meaningful ways. ✓ Label pictures using scribbles or letter-like forms to represent words or ideas. <p>Examples:</p> <ul style="list-style-type: none"> • After the child writes the letter “B” and wiggly lines, the child says, “This says books.” • Child uses a letter that looks like “M” and other marks to label Mom’s picture and writes several letters in his/her name under his/her picture. • Child hears someone is sick and draws a picture with a sad face. (Drawings represent a spoken message.) ✓ Write lists, notes, names, and labels objects in play. <p>Examples:</p> <ul style="list-style-type: none"> • Child makes signs/labels for things in the house or in a play center, e.g., hospital, store, house, post office. • Child makes a list of things he/she wants to do. • Child makes a list of classmates. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p> <p>AASD Writing Continuum</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Participate in discussion/shared writing to express likes/dislikes about books by same author.</p> <p>WMELS reference: (III C.EL.3 & III C.EL.4)</p> <p>Common Core Kindergarten reference: [W.K.7]</p>	<p>Child can, with adult support,</p> <ul style="list-style-type: none"> ✓ Participate in a shared writing activity/discussion about what they like or dislike. <ul style="list-style-type: none"> • Child could draw picture about story. • Child can verbalize what they write. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>Portfolio of work samples</p>
<p>Follows directions of increasing complexity.</p> <p>WMELS reference: (III A.EL.3)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Follow a series of three or more multi-step directions. <p>Examples:</p> <ul style="list-style-type: none"> • Child follows directions given by an adult such as, “Take this book and put it on the shelf and then come to the table.” • Child remembers instructions given earlier in the day such as, “After we eat lunch today, remember to call grandma and ask her when she will come over this afternoon.” • Child recalls, without reminders, the five steps necessary to put together his/her play house. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Uses spoken language to communicate in conversation.</p> <p>WMELS reference: (III B.EL.2c)</p> <p>Common Core Kindergarten reference: [SL.K.1]</p>	<p>Child will:</p> <ul style="list-style-type: none"> ✓ Initiate and respond to conversations. ✓ Stay on topic for multiple exchanges. Example: <ul style="list-style-type: none"> • Child asks adult if he/she could make cookies. Adult and child talk about what they will need to bake cookies. After the adult and child prepare what they will need, child says, "Can you help me measure the stuff?" Adult says, "Yes, I can help you measure the ingredients and will show you which measuring spoon and cup to use." Child says, "These cups and spoons have numbers on them." The adult tells the child about the numbers and together they continue taking turns in a conversation. ✓ Respond and extend conversations much like adults and can sustain a topic through at least seven turns. Examples: <ul style="list-style-type: none"> • The adult asks the child which animal is his/her favorite animal. Child responds, "The kangaroo, because she carries her baby in her pouch." The adult says, "Where do you suppose kangaroos live?" The child says, "I do not know. How can we find out?" The adult gets the world globe and shows the child where kangaroos live. The conversation continues with the adult and child looking at books to learn more about kangaroos. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>Tape recording</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Derives meaning through listening, asking and answering questions.</p> <p>WMELS reference: (III A.EL.1 & III B.EL.2b)</p> <p>Common Core Kindergarten reference: [SL.K.2/SL.K.3]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Ask many questions to obtain information. Examples: <ul style="list-style-type: none"> • Child asks, "Where's my shoe?" • Child asks a friend, "Where do you live?" • When playing with an object or toy child asks, "What's inside?" • Child asks many "why" questions about things in his/her environment, stories being read, action of people or animals, etc. • As the teacher is reading <i>Curious George</i>, the child asks, "Why is George so naughty?" ✓ Demonstrate understanding and listening skills by attending and responding appropriately. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>
<p>With prompting and support, describe familiar people, places, things, and events.</p> <p>WMELS reference: (III B.EL.2b)</p> <p>Common Core Kindergarten reference: [SL.K.4/SL.K.5]</p>	<p>Child can, with support:</p> <ul style="list-style-type: none"> ✓ Orally describe familiar people, places, things, and events. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>WMELS reference: (III B.EL.2c)</p> <p>Common Core Kindergarten reference: [SL.K.6]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Speak and be understood by others. ✓ Use language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions. <p>Examples:</p> <ul style="list-style-type: none"> • During a group discussion on fire safety, the child listens to others and waits his/her turn to express thoughts such as, "We had a fire at our house and my mom said we all had to get out of the house at once!" • Child says, "I was mad when Ellie took my blocks. I told her to give them back." • After returning from a trip to the zoo, child describes the animals and tells when he/she did such as feeding the monkeys and buying ice cream at the ice cream cart. • Child asks a friend, "Would you like to play with the blocks with me? We could build a big castle together and pretend that we are the kings." 	<p>Observation</p> <p>Anecdotal records</p> <p>Video</p> <p>AASD Child Assessment Progress</p> <p>Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Uses the conventions of standard English grammar and usage when speaking.</p> <p>WMELS reference: (III B.EL. 2a)</p> <p>Common Core Kindergarten reference: [L.K.1]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use plurals (cats), pronouns (I, he, they), and past tense (walked). Examples: <ul style="list-style-type: none"> • Child tells friend, "I have cars and trucks." • When looking at a picture in a book, the child says, "I see two boys." • Child says, "We runned all the way home." ✓ Use multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult. Examples: <ul style="list-style-type: none"> • After hearing his/her favorite story, the child says, "That was a great story. I really liked the part about the boy going on a trip to see his grandmother. I want to plant a garden." • After returning from the zoo, the child tells the whole story of what happened. 	<p>Observation</p> <p>Anecdotal records</p> <p>Video</p> <p>AASD Child Assessment</p>
<p>Begins to use the conventions of writing.</p> <p>WMELS reference: (III C.EL.2)</p> <p>Common Core Kindergarten reference: [L.K.2]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Write recognizable letters and begins to write name and a few words. Examples: <ul style="list-style-type: none"> • Child makes letters when working at his "Writing Place." ✓ Capitalize first letter of name. Examples: <ul style="list-style-type: none"> • Child spontaneously writes letters of the alphabet he/she knows on the white board and says, "See all my letters?" • Child writes his/her name on art work. • Child writes "Mom" and "Dad." • Child writes letters in his /her own name. 	<p>Observation</p> <p>Anecdotal records</p> <p>Portfolio of work samples</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Begins to use the conventions of writing. (cont.)</p> <p>WMELS reference: (III C.EL.2)</p> <p>Common Core Kindergarten reference: [L.K.2]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use knowledge of sounds and letters to write some words and phrases (inventive/temporary and conventional spelling). Examples: <ul style="list-style-type: none"> • After going for a walk, the child gets a piece of paper and says, "I'm going to write a story about our walk." The child writes, "Today is Monday. I wkld (walked) to the prk (park)." • Child writes "I ms you." • After drawing a picture of a computer in his/her journal, the child uses invented spelling to write "I LK CMPTRS." • Child writes sounds he/she hears in familiar words like Mom, Dad, and Tom. The child writes "Mom, Dad, Tom" and "I love you." 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>
<p>Develop increasingly complex vocabulary (receptive vocabulary).</p> <p>WMELS reference: (B.EL.2b)</p> <p>Common Core Kindergarten reference: [L.K.4/L.K.5]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Begin to understand more specific (precise) words. Examples: <ul style="list-style-type: none"> • Point to the jaguar in the picture. • Child can stroll or march when asked. • Child can respond appropriately to "Point to the gentleman in the picture." • Differentiate between a cruise ship, a row boat, a kayak, a yacht or a canoe. ✓ Use a category of words that shows awareness of common aspects among objects. Examples: <ul style="list-style-type: none"> • Child says, "Where are my toys for the sand box?" when he/she wants to play with the specific kind of toy. • Child says, "Water, milk and juice are all something to drink." • Child says, "These are all flowers," as he/she points to flowers that are different colors and shapes. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>

AASD Essential Learning Objectives	AASD Performance Indicators	Classroom Assessments
<p>Develop increasingly complex vocabulary (receptive vocabulary). (cont.)</p> <p>WMELS reference: (B.EL.2b)</p> <p>Common Core Kindergarten reference: [L.K.4/L.K.5]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Respond appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs). <p>Examples:</p> <ul style="list-style-type: none"> • When someone says, “The doll wants to sleep,” the child puts the doll in the crib. • Child will jump like a bunny when asked, “Jump like a bunny.” • Name new objects/ materials in own environment. • When asked, “Where is Sam?” the child looks for brother. Child points to body parts when asked, “Where is your head?” (feet, eyes, ears, nose, mouth, tummy). 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>
<p>Uses new vocabulary in conversation/discussion (expressive vocabulary).</p> <p>WMELS reference: (III B.EL.2b)</p> <p>Common Core Kindergarten reference: [L.K.6]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Comment on as well as produce and comprehend increasingly specific (precise) vocabulary. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>AASD Child Assessment</p>

Sources and Resources:

Informational books, fictional texts, texts with repetition and rhyme, big books, and books with multicultural characters
Literacy Beginnings: A Prekindergarten Handbook, Fountas and Pinnell, Heinemann Publishing

AASD 4K Mathematical Thinking

Description A supportive context with increasingly complex opportunities allows the child to extend their learning through the use of mathematical and logical thinking processes. An understanding of numbers and counting, number operations and relationships, recognition and description of shapes and spatial relationships, comparison and patterning, the concept of measurement, and the collection, description, and recording of information comprise the mathematical thinking component of the curriculum. (*WI Model Early Learning Standards, Third Edition*)

Required Assessments AASD Child Assessment

Board Approved March 25, 2013

Revised

AASD Guiding Principles for Teaching and Learning for 4K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for Mathematics: *The foundation for further mathematical learning and exploration is built in the years prior to formal school instruction and in the 4K program. Within the 4K classroom, mathematics is supported, explored, and understood within a context of developmentally appropriate activities and support.*

National Association of the Education of Young Children's (NAEYC) Recommendations for High Quality Mathematics Education for 3 to 6 Year Olds:

- *Enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds;*
- *Build on children's varying experiences, including their family, linguistic, and cultural backgrounds; their individual approaches to learning; and their informal knowledge;*
- *Base mathematics curriculum and teaching practices on current knowledge of young children's cognitive, linguistic, physical, and social-emotional development;*
- *Use curriculum and teaching practices that strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas;*
- *Ensure that the curriculum is coherent and compatible with known relationships and sequences of important mathematical ideas;*
- *Provide for children's deep and sustained interaction with key mathematical ideas;*
- *Integrate mathematics with other activities and other activities with mathematics;*
- *Provide ample time, materials, and teacher support for children to engage in play, a context in which they explore and manipulate mathematical ideas with keen interest;*
- *Actively introduce mathematical concepts, methods, and language through a range of appropriate experiences and teaching strategies;*
- *Support children's learning by thoughtfully and continually assessing all children's mathematical knowledge, skills, and strategies.*

AASD students who are college and career ready in Mathematics will...

- *Become mathematical problem solvers*
 - *Problem solving challenges students to apply mathematical concepts and procedures in finding solutions to a variety of problems.*
- *Learn to reason mathematically.*
 - *Student should be able to apply logic and question the reasonableness of solutions. At all levels students should be able to justify the use of a particular skill or concept.*
- *Learn to communicate mathematically*
 - *Members of a technological society need to communicate mathematical processes and results to others. The students should be proficient in expressing mathematics both orally and in writing.*
- *Make mathematical connections*
 - *Mathematics should be viewed as a unified whole made up of connected, BIG IDEAS, rather than a collection of abstract concepts and skills. Students need to see connections between various branches of mathematics and their application to other disciplines such as the sciences, art, music, business, medicine.*
- *Become proficient in basic computational skills*
 - *Students should develop a solid understanding of, and proficiency with, the simple calculations of addition, subtraction, multiplication, division of whole numbers, fractions, and decimals. These computational skills will form a strong base from which the student can expand their mathematical knowledge.*
- *Learn to use technology appropriately*
 - *Calculators, computers, and electronic information technology are standard tools for problem solving in science, engineering, business, medicine, government, and finance. The use of technology should enhance conceptual understanding and problem solving skills. The tools of technology, especially calculators, are not a substitute for proficiency in computation.*

WMELS = Wisconsin Model Early Learning Standards

- I. Health and Physical Development
- II. Social and Emotional Development
- III. Language Development and Communication
- IV. Approaches to Learning
- V. Cognition and General Knowledge

CC = WI Common Core State Standards

- CC = Counting and Cardinality
- OA = Operations and Algebraic Thinking
- MD = Measurement and Data
- G = Geometry

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Knows number names and the counting sequence</p> <p>WMELS Reference (V B.EL.1 #3) Common Core Kindergarten reference [CC.K.CC.1]</p> <p>WMELS Reference (V B.EL.1 #4) Common Core Kindergarten reference [CC.K.CC.2]</p> <p>WMELS Reference (V B.EL.1 #5) Common Core Kindergarten reference [CC.K.CC.7&3]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Can rote count and counts concrete objects to 10. ✓ Recognize some numerals and associates number concepts with print materials in a meaningful way. <p>Examples:</p> <ul style="list-style-type: none"> • Child sees a 10 on a calendar and says, "That's a 10." • Child counts number of animals on the page of a picture book. • Child puts 5 flannel apples on the flannel tree that has the number 5 written under it. • When playing with rubber number puzzles, the child puts the correct piece with the number on it with the number of dots on the other puzzle piece. <ul style="list-style-type: none"> ✓ Name and write number symbols 1 through 10 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo/video</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>
<p>Understand the relationship between numbers and quantities.</p> <p>WMELS Reference (V B.EL.1 #6) Common Core Kindergarten reference [CC.K.CC.4a]</p> <p>WMELS Reference (V B.EL.2 #2) Common Core Kindergarten reference [CC.K.CC.4b]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Count with 1 to 1 correspondence up to 10 objects. ✓ Recognize that a set of objects remains the same amount if physically rearranged. <p>Examples:</p> <ul style="list-style-type: none"> • Child counts 3 blocks in a vertical line and 3 blocks in a horizontal line and recognizes that each row contains 3 blocks. • Child can group and regroup a given set in the context of daily activities and play, e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green. • 5 raisins are in the child's hand and 5 raisins are spread on the table. Child knows that there are the same number of raisins in the hand as the raisins spread out on the table. <ul style="list-style-type: none"> ✓ Count 1 set of 5 bundles of sticks and then finishes counting the rest of the sticks by ones 6, 7, 8, 9, 10. 	<p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Understand the relationship between numbers and quantities.</p> <p>WMELS Reference (V B.EL.2 #1) Common Core Kindergarten reference [CC.K.CC.6]</p> <p>WMELS Reference (V B.EL.2 #6) Common Core Kindergarten reference [CC.K.CC.6]</p> <p>WMELS Reference (V B.EL.2 #3) Common Core Kindergarten reference [CC.K.OA.1 & CC.K.CC.4c]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Compare concrete quantities to determine which has more, less or the same. Example: At snack time, the child uses number words saying, "I only have one cracker and he has 2 crackers." ✓ Estimate and use words such as more than, less/fewer than, about, near, and in between. Examples: <ul style="list-style-type: none"> • Child says, "I don't think there are enough apples for all the kids." • Child says, "I think there are about a hundred ants in this sand pile." • Adult says, "How many children do you think could fit into the wagon?" Child says, "More than 2." Adult says, "Let's find out." ✓ Identify "1 more" and "1 less." Examples: <ul style="list-style-type: none"> • Child counts 2 groups of blocks and determines if one group has one more or less than the other group. • Child says, "I need one more mitten." 	<p>Observation</p> <p>Anecdotal Records</p> <p>Photo</p> <p>Video</p> <p>Observation</p> <p>Anecdotal Records</p> <p>Photo</p> <p>Video</p>
<p>Begin to put groups together and take groups apart. (add, subtract)</p> <p>WMELS Reference (V B.EL.2 #4) Common Core Kindergarten reference [CC.K.OA.1]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Join (combine) and separate groups of objects. Examples: <ul style="list-style-type: none"> • Child discovers that 7 can be made up of 2 green cubes and 5 orange cubes or 3 orange cubes and 4 green cubes. • At snack says, "There are 2 boys and 3 girls at our table; but at the other table there are 5 boys." • At snack says, "I have 6 grapes. I ate 1 and now I only have 5." 	

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Uses the attributes of objects for comparison and patterning.</p> <p>WMELS Reference (V B.EL.4 #3) Common Core Kindergarten reference [CC.K.MD.1]</p> <p>WMELS Reference (V B.EL.4 #6) Common Core Kindergarten reference (CC.K.MD.2)</p> <p>WMELS Reference (V B.EL.4 #7) Common Core Kindergarten reference [CC.K.MD.3]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Sort and/or describe objects by one or more attributes or characteristics. Examples: <ul style="list-style-type: none"> • Child sorts buttons, beads, or pegs into egg cartons, with each compartment holding a different color or size. • Child sorts sticks by size, e.g., long or short &/or states, “These are short and these are long.” ✓ Locate which out of 5 objects does not belong in same class or category. ✓ Recognize that there are parts that make up a whole and recognize “less than” a whole. Examples: <ul style="list-style-type: none"> • When having a snack the child says, “This is a little piece of the big apple.” • Child picks up a puzzle piece and says, “This piece belongs to the cat puzzle.” • When asked, “We have 1 small pizza and 2 people to eat it. What can we do?” The child says, “We can cut it in half.” ✓ Match at least 6 items according to class or category. Examples: <ul style="list-style-type: none"> • When given models of a person, a toy car, and an apple, the child can match 9 assorted pictures as he/she puts them into categories and says, “All of these are people, all of these are toys, and these are all foods.” • Child can match all of his/her clothes by color. 	<p>Observation</p> <p>Anecdotal records</p> <p>Photo</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p> <p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Uses the attributes of objects for comparison and patterning.</p> <p>WMELS Reference (B.EL.4 #8) Common Core Kindergarten reference (CC.K.MD.3)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Match groups having equal numbers of objects up to 10. <p>Examples:</p> <ul style="list-style-type: none"> • When provided number puzzles, the child matches the number to the set of dots. • Child can match all the cards in a card deck with numbers of dots on them, e.g., all cards with 4 dots. • Child says, "There are enough chairs (5) for each of us (5 children) to have a chair." 	<p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>
<p>Understands the concept of measurement.</p> <p>WMELS Reference (V B.EL.5 #1) Common Core Kindergarten reference [CC.K. MD.1]</p> <p>WMELS Reference (V B.EL.5 #3) Common Core Kindergarten reference [CC.K.MD.2]</p> <p>WMELS Reference (V B.EL.5 #2) Common Core Kindergarten reference [CC.K.MD.2]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Recognize objects can be measured by height, length, and weight. <p>Examples:</p> <ul style="list-style-type: none"> • Child measures the table, a window, and the height of another child, using small connecting cubes. • When making paper chains at the table, the child says, "Mine is longer than yours," as he/she compares with a friend to see if it is longer. • Child says, "Rocks are heavier," when using the balance scale to weigh rocks and blocks, then tries to balance the rocks with more blocks. <ul style="list-style-type: none"> ✓ Compare and order by size, length, and weight. <p>Examples:</p> <ul style="list-style-type: none"> • Child says, "Daddy is taller than me." • Child says, "My ball is bigger than yours." • Child measures the strings to see who has the longest string or compares play dough snakes to see which one is longer. <ul style="list-style-type: none"> ✓ Determine more, less, many, and few. <p>Examples:</p> <ul style="list-style-type: none"> • Child says, "I put many spoons of sand in this cup," while using a measuring spoon to fill cups at the sand table. • Child asks a friend, "Are there more people that live at your house than at my house?" • Child says, "I have a few gold fish." 	<p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p> <p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Explores, recognizes, and describes shapes and spatial relationships.</p> <p>WMELS Reference (V B.EL.4 #1) Common Core Kindergarten reference [CC.K.G.1]</p> <p>WMELS Reference (V B.EL.3 #2) Common Core Kindergarten reference [CC.K.G.2]</p> <p>WMELS Reference (V B.EL.3 #2) [Common Core Kindergarten K.G.4]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Use positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to. <p>Examples:</p> <ul style="list-style-type: none"> • As the child works and plays, the teacher may ask, “Where will you put the cone shape on your tower?” The child replies, “On top.” <ul style="list-style-type: none"> ✓ Recognize basic two dimensional shapes (circles, triangles, squares, heart, rectangles, and oval) and three dimensional shapes (spheres, cubes, cones, egg, and cylinders). <p>Examples:</p> <ul style="list-style-type: none"> • Child can point to a circle, square, and triangle and put correct shape in matching space. • When shapes are overlapping, the child can find individual shapes of circles, triangles, and squares. • Child identifies and names shapes that are unseen enclosed in a “touch box.” The child describes the shape by touching and feeling it, then takes it out to sort it. • Child recognizes that all tables in the room are rectangles. • Draw or paint shapes on paper and names the shape. Child says, “This is a heart shape.” <ul style="list-style-type: none"> ✓ Begin to analyze, compare and describe shapes by attributes. <p>Example:</p> <ul style="list-style-type: none"> • Sort different triangle and square shapes noticing that, “All triangles have 3 sides and corners, some are tall and thin, some are short and fat,” and says, “A rectangle has 2 short sides and 2 long sides. 	<p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p> <p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD Essential Learning Objective	Performance Indicators	Classroom Assessments
<p>Solves puzzles of increasing difficulty. WMELS Reference (V B.EL.3 #3)</p> <p>Create and build shapes from components WMELS Reference (V B.EL.3 #2) Common Core Kindergarten reference [CC.K.G.5]</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Assemble puzzles of at least 15 intersecting pieces ✓ Make pictures with shapes <p>Examples:</p> <ul style="list-style-type: none"> • Child use parquetry blocks to form other shapes. • Child uses blocks to create larger shapes. • Child creates shapes with geobands and geoboards. 	<p>Observation</p> <p>Anecdotal records</p> <p>Portfolio</p> <p>AASD Child Assessment</p> <p>Progress Report for Parents</p>

AASD 4K Health and Physical Development

Description Health and physical development includes increasing control over large and small muscles so that children are able to manipulate materials and tools, develop eye-hand coordination, and have stability and control of their bodies their movements. Additionally, sensory integration and organization are keys to appropriate and automatic responses to stimuli in the child's environment.

Required Assessments AASD Child Assessment

Board Approved March 25, 2013

Revised

AASD Guiding Principles for Teaching and Learning for 4K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for Health and Physical Development: *The young child's brain and body needs to learn to work together smoothly. Active movement and exploration are an integral part of the process. Children's future health is dependent upon them learning to take care of their bodies, make appropriate food choices, and engage in physical activity. This development provides the foundation for healthy growth in all other areas of development.*

AASD students who are college and career ready in Health and Physical Development will...

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Acquire and analyze information relevant to current health issues and practices.*
- *Understand their potential for total health and well-being.*
- *Develop and maintain lifelong physical, emotional, social, and intellectual health practices.*
- *Develop decision-making and life management skills that improve quality of life and facilitate the realization of personal lifestyle goals.*
- *Become aware of personal responsibility for the promotion and maintenance of individual, family, and societal health.*
- *Value physical activity and its contribution to a healthy lifestyle.*

WMELS = Wisconsin Model Early Learning Standards

- VI. Health and Physical Development
- VII. Social and Emotional Development
- VIII. Language Development and Communication
- IX. Approaches to Learning
- X. Cognition and General Knowledge

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Self-help: Recognizes physical needs and cares for own needs.</p> <p>WMELS reference (I A.EL.1a-1d)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Take responsibility for toileting/hand washing. ✓ Dress self with minimal assistance. ✓ Use appropriate table etiquette and utensils. 	<p>Observation Anecdotal record</p>
<p>Safety: Demonstrates behaviors to meet safety needs.</p> <p>WMELS Reference (I A. EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Follow school and classroom rules. 	<p>Observation Anecdotal records AASD Child Assessment Progress Report for Parents</p>
<p>Healthy Life Style: Cares for personal health, hygiene, and exercise needs independently or with few reminders.</p> <p>WMELS Reference (I A.EL.3)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Understand role of doctor and dentist and their role in keeping us healthy. ✓ Use Kleenex when needed. ✓ Wash hands regularly and when necessary. ✓ Understand that brushing teeth is important and keep them healthy. ✓ Cough and sneezes into elbow. 	<p>Observation Anecdotal records AASD Child Assessment</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Gross Motor: Moves purposely with strength, control, balance, coordination, locomotion, and endurance.</p> <p>WMELS Reference (I B.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Walk, run, climb, jump, skip, and hop with control. ✓ Throw and catch objects with strength and control. 	<p>Observation Anecdotal records AASD Child Assessment Progress Report for Parents</p>
<p>Fine Motor; Uses strength and control to perform fine motor tasks.</p> <p>WMELS Reference (I B.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Control a marker, crayon, or pencil to create some shapes. ✓ Cut lines and curves with scissors. ✓ Use small tools such as staplers or paper punches. ✓ Can button and zip clothing. ✓ Put together small manipulatives, such as small stringing beads and small building blocks. 	<p>Observation Anecdotal records AASD Child Assessment Progress Report for Parents</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Uses senses to take in, experience, integrate, and regulate responses to the environment (Sensory Integration).</p> <p>WMELS Reference (I C.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Put on jacket if cold, takes jacket off if hot, or asks to adjust clothing based on temperature. ✓ Tolerate or suppress loud noises, volume. ✓ Move from high to low activity levels and vice versa. ✓ Transition from one activity to another without becoming anxious or upset. ✓ Selects appropriate clothing for the weather or adjusts water temperature appropriately. 	<p>Observation Anecdotal records</p>

AASD 4K Scientific Thinking

Description Children will begin to use scientific tools and skills to extend their learning. Through developmentally appropriate activities, children will use observation to gather information; compare; actively investigate hypotheses and predictions; and form explanations based on their experiences.

Required Assessments AASD Child Assessment

Board Approved March 25, 2013

Revised

AASD Guiding Principles for Teaching and Learning for 4K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for Scientific Thinking: *Early childhood education provides the environment and context for children to extend their learning. The environment provided will build on a child's natural curiosity through increasingly complex opportunities. The focus is to develop the child's ability to observe, acquire, organize and use information to satisfy that curiosity.*

AASD students who are college and career ready in Scientific Thinking will...

- *Know about science themes and connect and integrate them into what they know about themselves and the world around them.*
- *Realize that scientific knowledge is public, replicable, and continually undergoing revision and refinement based on new experiments and data.*
- *Realize that science includes questioning, forming hypotheses, collecting and analyzing data, reaching conclusions, evaluating results, and communicating procedures and findings to others.*
- *Use science to explain and predict changes that occur around them.*
- *Use science to evaluate consequences in order to make responsible choices.*
- *Use their knowledge of science concepts and processes in making informed choices regarding their lifestyles and the impact they have on their environment, and enhance their natural curiosity about their environment.*
- *Understand that science and technology affect the Earth's systems and provide solutions to human problems.*
- *Use science to analyze topics related to personal health, environment, and management of resources; they will help evaluate the merits of alternative courses of action.*

WMELS = Wisconsin Model Early Learning Standards

- I. Health and Physical Development
- II. Social and Emotional Development
- III. Language Development and Communication
- IV. Approaches to Learning
- V. Cognition and General Knowledge

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Seek information using all five senses to learn about their environment.</p> <p>WMELS reference: (V C.EL.1)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Notice and comment on environment ✓ Use senses to gather, explore, and interpret information through a variety of materials. <ul style="list-style-type: none"> • Experiment with objects in the water/sensory area. ✓ Explore using magnifying glasses, binoculars, and other scientific tools. ✓ Use books to look for information. ✓ Ask questions about what they have seen, heard, and done. 	<p>Anecdotal records Observation AASD Child Assessment Progress Report for Parents</p>
<p>Make comparisons and describe objects that have been collected or observed.</p> <p>WMELS reference: (V C.EL.2)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Share his/her thoughts and ideas about the world around them. ✓ Participate in discussions about science topics. ✓ Draw or tell about an experience where they have used their senses. ✓ Describe differences and similarities between objects, ex. rough, smooth; tiny, gigantic; soft, hard. ✓ Incorporate new vocabulary learned into descriptions and comparisons. 	<p>Anecdotal records Observation AASD Child Assessment Progress Report for Parents</p>

AASD Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>Make predictions and hypothesize based on observations and explorations.</p> <p>WMELS reference: (V C.3 & 4)</p>	<p>Child can:</p> <ul style="list-style-type: none"> ✓ Ask questions, seek information, and test out possibilities with support. ✓ Ask why, what if, and how questions and seek answers through experimentation and exploration. ✓ Make predictions and draw conclusions based on own experiences or own explorations. 	<p>Anecdotal records Observation</p>

Sources and Resources:

Informational books and various scientific tools; for example, magnifying glass, magnets, water table, etc.