

Consolidated School District of New Britain Preschool Programs
RECORD OF ASSESSMENT
CONNECTICUT PRESCHOOL PERFORMANCE STANDARDS



Child's Name: Student Student Date of Birth: 05/05/2000 Teacher's Name: School Year: 2010-2011 Date entered this school year: 10/26/2011 Report Printed on: 10/04/12	<p style="text-align: center;">KEY</p> M - The child has mastered the skills included in this benchmark level E - The child demonstrates some skills at this benchmark level * - The child is currently working toward the first preschool benchmark level NI - Not Introduced
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	NOV	MAR	JUNE
ABSENCES EXCUSED	0	0	0
ABSENCES UNEXCUSED	0	0	0
PERSONAL & SOCIAL DEVELOPMENT: Development as a learner, an individual, and a member of a group			
<i>P&S-1: SHOWS SELF-DIRECTION WITH RANGE OF MATERIALS</i>			
Participates with direction and encouragement			
Selects familiar materials; often participates in unfamiliar activities with teacher support			
Usually participates in both familiar and unfamiliar activities			
Independently selects and participates in a wide variety of activities			
<i>P&S-2: SUSTAINS ATTENTION TO TASK</i>			
Sustains attention primarily to self-selected, high interest tasks			
Sustains attention to high interest, self-selected task until complete or reaches frustration level			
Sustains attention to variety of self-selected tasks until complete despite some frustration			
Persists with both self-selected and teacher-directed tasks until task completed			
<i>P&S-3: PARTICIPATES IN TEACHER-LED GROUP ACTIVITIES</i>			
Stays briefly in interactive, high interest activities with small group (up to 5) with teacher encouragement			
Joins small group (up to 10) in high interest activities, usually tries to participate			
Willingly participates in most whole group activities; has difficulty waiting turn			
Actively participates in whole group activities and usually waits turn			
<i>P&S-4: MANAGES TRANSITIONS, FOLLOWS ROUTINES AND RULES</i>			
Makes transitions and follows basic routines and rules with teacher supervision			
Makes transitions and follows basic routines and rules with occasional reminder			
Makes transitions and usually follows routines and rules when given signal			
Anticipates transitions and usually follows routines and rules independently			
<i>P&S-5: USES WORDS TO EXPRESS EMOTIONS OR FEELINGS</i>			
Expresses desires or feelings primarily non-verbally			
Sometimes expresses desires or feelings using words			
Independently identifies own feelings using words			
Independently identifies own feelings and their cause using words			
<i>P&S-6: SHOWS EMPATHY AND CARING FOR OTHERS</i>			
Sometimes notices and reacts to familiar peer's delight or distress			
Usually notices and reacts to a familiar peer's delight or distress			
Offers to help peer in need			
Understands when others' needs are different from own			

P&S-7: INTERACTS COOPERATIVELY WITH OTHERS			
Works/plays alongside others			
Works/plays in association with another child			
Works/plays cooperatively with a few others			
Sustains cooperative activities with a range of children			
P&S-8: WORKS TO RESOLVE CONFLICTS			
Gives in or uses physical force to solve conflicts			
Seeks and accepts teacher help to solve conflict with peers			
Develops solutions and works to resolve conflicts with teacher support			
Begins to solve conflicts directly with peers using appropriate strategies			
P&S-9: RECOGNIZES SIMILARITIES AND APPRECIATES DIFFERENCES			
Identifies self, family members, teachers and some peers by name			
Shows awareness of similarities and differences among own family members			
Shows awareness of similarities and differences among peers			
Demonstrates respect for differences among others			
PHYSICAL DEVELOPMENT: Development of physical abilities, health habits, and self-help skills			
PHYS-1: USES COORDINATED LARGE MUSCLE MOVEMENTS			
Moves with some large muscle control			
Moves with increased large muscle control and coordination			
Coordinates several movements such as running and jumping			
Coordinates more complex movements with increasing control, balance and accuracy			
PHYS-2: USES COORDINATED SMALL MUSCLE MOVEMENTS			
Uses fingers to take apart and put together small objects			
Uses eye-hand coordination to manipulate objects with increasing precision			
Uses eye-hand coordination to manipulate smaller objects with refined precision			
Uses opposing hand movements to manipulate materials including cutting and drawing with control			
PHYS-3: CARES FOR SELF INDEPENDENTLY			
Performs self-care tasks with teacher's help			
Attempts to dress, eat and toilet independently with some success			
Manages most aspects of dressing, eating and toileting independently			
Dresses, eats and toilets independently			
CREATIVE EXPRESSION Development of expression and appreciation in a variety of art forms			
CRE-1: BUILDS AND CONSTRUCTS TO REPRESENT OWN IDEAS			
Explores with sensory and building materials in repetitive manner			
Uses sensory and building materials with purpose			
Creates simple constructions to represent own ideas			
Creates elaborate constructions to represent own experiences, thoughts and ideas			
CRE-2: DRAWS AND PAINTS TO REPRESENT OWN IDEAS			
Draws and paints, experimenting with line, shape and color			
Draws or paints with some control and purpose			
Creates own representations, experimenting with materials			
Represents own experiences, thoughts and ideas with multiple details and sense of space			

CRE-3: REPRESENTS EXPERIENCES AND FANTASY IN PRETEND PLAY			
Plays alone and imitates simple aspects of a role using realistic props and sounds			
Engages in parallel and associative play with peers			
Engages in cooperative role play with peers			
Engages in extended, planned cooperative role play with peers			
CRE-4: SINGS AND RESPONDS TO MUSIC			
Reacts to music with consistent responses			
Repeats parts of simple songs and responds to beat in music			
Sings simple songs and responds to changes in music			
Adjusts singing and movement in response to changes in pitch and rhythm			
COGNITIVE DEVELOPMENT: Development of language, literacy, understanding the world, thinking, problem solving, and remembering			
COG-1: ENGAGES IN SCIENTIFIC INQUIRY			
Observes or explores and notices effects			
Experiments, observes and comments			
Experiments, observes purposefully and describes how effects vary			
Describes, predicts, and plans for purposeful exploration or observations			
COG-2: USES A VARIETY OF STRATEGIES TO SOLVE PROBLEMS			
Moves to another activity when confronted with a problem			
Imitates other child's or repeats own strategy to solve problem			
Tries more than one strategy to solve a problem with teacher support			
Creates and uses alternative strategies to solve problems independently			
COG-3: SORTS OBJECTS			
Uses inconsistent sorting strategies			
Sorts on the basis of one attribute with teacher support			
Sorts consistently on the basis of one attribute independently			
Sorts the same objects in more than one way, such as color, shape, size, function			
COG-4: RECOGNIZES AND MAKES PATTERNS			
Notices similarities and differences in items in a series			
Repeats simple pattern			
Creates and describes simple patterns			
Creates and describes complex patterns			
COG-5: COMPARES AND ORDERS OBJECTS AND EVENTS			
Notices similarities and differences in objects			
Makes simple comparisons			
Understands, sequences, and makes verbal comparisons on visible attributes			
Verbally compares and orders based on non-visible attributes such as time, weight			
COG-6: RELATES NUMBER TO QUANTITY			
Uses number related vocabulary			
Rote counts to 10 and uses number related vocabulary with some accuracy			
Counts 5-10 objects and puts two groups of 5-10 objects in 1-to-1 correspondence			
Counts 10-20 objects and identifies groups of objects with less, same or more			
COG-7: DEMONSTRATES SPATIAL AWARENESS			
Shows understanding of basic positional words			
Understands and uses several positional words			
Uses more complex positional words and represents position in work			
Understands the relative nature of positional concepts			

COG-8: USES COMPLEX SENTENCES AND VOCABULARY TO DESCRIBE IDEAS AND EXPERIENCES			
Uses short, simple phrases or sentences			
Uses a sentence of 5 or more words to express thought			
Uses a series of at least 2-3 related sentences to tell experiences or stories			
Uses a series of more than 3 related sentences and details to convey experiences or stories			
COG-9: UNDERSTANDS AND PARTICIPATES IN CONVERSATIONS			
Understands and makes verbal response to comments			
Understands and participates in a short conversational exchange			
Understands and participates in an extended conversational exchange			
Understands and participates in an extended conversational exchange about past and future events or experiences			
COG-10: SHOWS UNDERSTANDING OF STORIES			
Participates in story-related activities			
Makes connections between story and own experiences or feelings			
Understands several aspects of story			
Demonstrates specific knowledge and clear understanding of the main characters and sequence of events in story			
COG-11: DISPLAYS KNOWLEDGE OF BOOKS AND PRINT			
Holds book and turns pages conventionally			
Knows that pictures in book tell story			
Understands that the printed words in book convey the story			
Understands that printed words in book are read left to right and top to bottom			
COG-12: RECOGNIZES SIMILAR SOUNDS IN SPEECH			
Identifies common environmental sounds			
Notices rhymes and/or similar beginning sounds			
Generates rhymes and/or similar beginning sounds in play			
Identifies words with similar sounds in work and play; connects and matches some sounds to letters			
COG-13: IDENTIFIES PRINTED WORDS			
Recognizes visual symbols in the environment			
Identifies some printed words in the context of the environment			
Identifies some familiar printed words out of context			
Uses knowledge of sounds and letters to identify words in print			
COG-14: USES WRITING TO CONVEY MEANING			
Uses writing tools to make scribbles			
Writes messages using scribbles			
Writes messages using letter-like shapes and some conventional letters			
Writes messages using invented spelling and several conventional words			
Teacher Comments:	Parents Attended?		
	___ Yes ___ No		
Parent Comments/Notes:			