



## Early Childhood Curriculum Standards – Skills Checklist

### Standard 1: Approaches to Learning

Child's Name: \_\_\_\_\_ Dates of Administration: \_\_\_\_\_ Pre \_\_\_\_\_ Post \_\_\_\_\_

**Items in BOLD coincide with Outcomes** Key: NY=Not Yet E=Emerging P=Proficient

<i>Foundational</i>				<i>3 Year Old</i>				<i>4 Year Old-Pre K</i>						
<b>Critical Thinking EC.AL.CT.</b>														
2.1	Notices the environment	NY	E	P	<b>3.1</b>	<b>Chooses Centers</b>	NY	E	P	<b>4.1</b>	<b>Comments on observations</b>	NY	E	P
2.2	Asks simple questions	NY	E	P	<b>3.2</b>	<b>Selects Materials</b>	NY	E	P	<b>4.2</b>	<b>Asks a variety of questions</b>	NY	E	P
2.3	Chooses between 2 items	NY	E	P	<b>3.3</b>	<b>Chooses multiple items</b>	NY	E	P	<b>4.3</b>	<b>Uses senses to discover/examine objects</b>	NY	E	P
2.4	Demonstrates cause/effect	NY	E	P						<b>4.4</b>	<b>Reports information, conclusions, ideas</b>	NY	E	P
<b>Task Completion EC.AL.TC.</b>														
2.1	Demonstrates preferences for highly desired items/activities	NY	E	P	3.1	<b>Stays engaged in 1 – 2 step play activities</b>	NY	E	P	4.1	<b>Initiates/completes multi-step play activities</b>	NY	E	P
<b>Time on Task EC.AL.TT.</b>														
2.1	Follows 1-step routine directions	NY	E	P	<b>3.1</b>	<b>Follows 2-step familiar and unfamiliar directions</b>	NY	E	P	<b>4.1</b>	<b>Follows multi-step directions, familiar and unfamiliar</b>	NY	E	P
2.2	Engages/participates in preferred activities	NY	E	P	<b>3.2</b>	<b>Engages/participates in 1 teacher-directed activity</b>	NY	E	P	<b>4.2</b>	<b>Engages/participates in 2 consecutive teacher-directed activities</b>	NY	E	P
<b>Sensory Experience EC.AL.SE.</b>														
2.1	Acquires information through the 5 senses	NY	E	P	3.1	Uses senses in functional manner (listens, looks, etc.)	NY	E	P	4.1	Uses senses to expand cognitive understanding	NY	E	P
<b>Symbolic Play EC.AL.SP.</b>														
2.1	Shows interest /engages with materials for short time	NY	E	P	<b>3.1</b>	<b>Constructs basic play schemas</b>	NY	E	P	<b>4.1</b>	<b>Communicates play ideas w/others</b>	NY	E	P
										<b>4.2</b>	<b>Creates multi-step play schemes, may include others</b>	NY	E	P

Indicator/Objective Coding: Bold = ▲ KS Early Childhood Outcomes

© USD #233, Olathe, Kansas BOE Approved (Oct. 2006)  
This material was developed for the exclusive use of USD #233 staff.



**Creative Expression EC.AL.CE.**

2.1	Participates in activities	NY	E	P	<b>3.1</b>	<b>Scribbles with meaning</b>	NY	E	P	<b>4.1</b>	<b>Creates representational expressions that may be identified/understood by others</b>	NY	E	P
2.2	Imitates others' expressions.	NY	E	P	<b>3.2</b>	<b>Uses materials for simple pretend play</b>	NY	E	P	<b>4.2</b>	<b>Uses materials/ movements to enhance pretend play</b>	NY	E	P
					<b>3.3</b>	<b>Moves with representational meaning</b>	NY	E	P					



## Early Childhood Curriculum Standards – Skills Checklist

### Standard 2: Communication

Child's Name: \_\_\_\_\_ Dates of Administration: \_\_\_\_\_ Pre \_\_\_\_\_ Post \_\_\_\_\_

**Items in BOLD coincide with Outcomes** Key: NY=Not Yet E=Emerging P=Proficient

<i>Foundational</i>					<i>3 Year Old</i>					<i>4 Year Old-Pre K</i>				
<b>Emergent Literacy EC.CM.EL.</b>														
2.1	Pretends to read	NY	E	P	<b>3.1</b>	<b>Shows increasing awareness of print</b>	NY	E	P	<b>4.1</b>	<b>Understands different functions of print</b>	NY	E	P
2.2	Labels/points to familiar objects	NY	E	P	<b>3.2</b>	<b>Recognizes own name</b>	NY	E	P	<b>4.2</b>	<b>Identifies some letters</b>	NY	E	P
2.3	Labels/points to familiar environmental symbols	NY	E	P	<b>3.3</b>	<b>Participates in stories with predictable patterns</b>	NY	E	P	<b>4.3</b>	<b>Recognizes some beginning letter sounds and rhyming</b>	NY	E	P
2.4	Enters into book-sharing routine with caregivers	NY	E	P	<b>3.4</b>	<b>Recognizes print is meaningful</b>	NY	E	P	<b>4.4</b>	<b>Connects book themes to real-life experiences</b>	NY	E	P
					<b>3.5</b>	<b>Answers open-ended questions about a story</b>	NY	E	P	<b>4.4</b>	<b>Uses contextual cues to tell story</b>	NY	E	P
<b>Learning and Comprehension EC.CM.LC.</b>														
2.1	Makes gestures, facial expressions, responds to cues from peers	NY	E	P	<b>3.1</b>	<b>Follows two-step directions</b>	NY	E	P	<b>4.1</b>	<b>Follows unfamiliar 2-step directions</b>	NY	E	P
2.2	Identifies/associates sounds with routines, objects, etc	NY	E	P						<b>4.2</b>	<b>Follows familiar 3-4 step directions</b>	NY	E	P
2.3	Follows simple one-step direction	NY	E	P										
<b>Vocabulary Skills EC.CM.VS.</b>														
2.1	Points to at least 7 body parts	NY	E	P	<b>3.1</b>	<b>Responds to requests including quantitative. and qualitative concepts</b>	NY	E	P	<b>4.1</b>	<b>Responds to requests including spatial and time concepts</b>	NY	E	P
2.2	Understands/uses 50+ common words for objects/pictures/actions	NY	E	P	<b>3.2</b>	<b>Responds to requests including one to two attributes</b>	NY	E	P					
					<b>3.3</b>	<b>Responds to questions involving objects/functions</b>	NY	E	P					
<b>Speaking EC.CM.SP.</b>														
2.1	Uses 2-3 word utterances with intent to communicate	NY	E	P	<b>3.1</b>	<b>Uses 4-5 word utterances with intent to communicate</b>	NY	E	P	<b>4.1</b>	<b>Uses 5-7 word utterances with intent to communicate</b>	NY	E	P
2.2	Answers yes/no questions	NY	E	P	<b>3.2</b>	<b>Responds to basic "who, where" questions</b>	NY	E	P	<b>4.2</b>	<b>Responds to basic "when, why" questions</b>			
2.3	Answers simple "what" questions	NY	E	P						<b>4.3</b>	<b>Asks "wh" questions</b>			
2.4	Labels familiar objects, people, etc.	NY	E	P										

Indicator/Objective Coding: Bold = ▲ KS Early Childhood Outcomes



<b>Writing EC.CM.WR</b>															
2.1	Scribbles with variety of writing tools	NY	E	P	<b>3.1</b>	<b>Scribbles w/ meaning</b>	NY	E	P	<b>4.1</b>	<b>Represents stories through pictures, dictation, in play</b>	NY	E	P	
										<b>4.2</b>	<b>Progresses from scribbles to letter-like symbols</b>	NY	E	P	
										<b>4.3</b>	<b>Creates pictures and dictates sentences during structured and unstructured group time</b>	NY	E	P	



## Early Childhood Curriculum Standards – Skills Checklist

### Standard 3: General Knowledge

Child's Name: \_\_\_\_\_ Dates of Administration: \_\_\_\_\_ Pre \_\_\_\_\_ Post

**Items in BOLD coincide with Outcomes** Key: NY=Not Yet E=Emerging P=Proficient

<i>Foundational</i>			<i>3 Year Old</i>			<i>4 Year Old-Pre K</i>								
<b>Early Math EC.GK.EM.</b>														
2.1	Manipulates/moves objects from one place to another	NY	E	P	<b>3.1</b>	<b>Matches object to picture</b>	NY	E	P	<b>4.1</b>	<b>Sorts by multiple attributes</b>	NY	E	P
2.2	Matches object to object	NY	E	P	<b>3.2</b>	<b>Sorts by one attribute</b>	NY	E	P	<b>4.2</b>	<b>Sorts by 2 elements of same attribute (i.e. small/large)</b>	NY	E	P
		NY	E	P	3.3	Rote counts to 5	NY	E	P	<b>4.3</b>	<b>Demonstrates 1:1 correspondence to 10</b>	NY	E	P
		NY	E	P	<b>3.4</b>	<b>Gives "two"</b>	NY	E	P	<b>4.4</b>	<b>Recognizes and verbally identifies 5 random numbers 0-10</b>	NY	E	P
		NY	E	P			NY	E	P	<b>4.5</b>	<b>Rote counts to 10+</b>	NY	E	P
										<b>4.6</b>	<b>Uses visual schedule to identify, what is next</b>			
										<b>4.7</b>	<b>Recognizes similarities</b>	NY	E	P
<b>Early Science EC.GK.ES.</b>														
2.1	Manipulates a variety of science materials	NY	E	P	<b>3.1</b>	<b>Explores a variety of complex options</b>	NY	E	P	<b>4.1</b>	<b>Searches to make sense of experiences</b>	NY	E	P
										<b>4.2</b>	<b>Uses materials to answer questions</b>	NY	E	P



## Early Childhood Curriculum Standards – Skills Checklist

### Standard 4: Personal Social Development

Child's Name: \_\_\_\_\_ Dates of Administration: \_\_\_\_\_ Pre \_\_\_\_\_ Post \_\_\_\_\_

**Items in BOLD coincide with Outcomes** Key: NY=Not Yet E=Emerging P=Proficient

<i>Foundational</i>			<i>3 Year Old- Participating</i>						<i>4 Year Old-Pre K – Independently</i>					
<b>Stages of Play EC.PS.SP.</b>														
2.1	Engages in Unoccupied Behavior (maintains proximity w/in group setting, may interact with adults)	NY	E	P	<b>3.1</b>	<b>Engages in Parallel (plays within group, remains engrossed in own activity. May use similar toys, but maintains independence)</b>	NY	E	P	<b>4.1</b>	<b>Regularly engages in Associative Play</b>	NY	E	P
2.2	Engages in Onlooker Behavior (watches and/or converses w/other children engaged in play activities)	NY	E	P	<b>3.2</b>	<b>Engages in Associative Play (shares materials, without coordinating play objectives)</b>	NY	E	P	<b>4.2</b>	<b>Engages in Cooperative Play (Chooses to interact with other children by agreeing to organize into roles with specific goals in mind)</b>	NY	E	P
2.3	Engages in Solitary Independent Play (plays by self)	NY	E	P										
<b>Follow Rules and Routines EC.PS.FR.</b>														
2.1	Follows adult's model and directions with assistance	NY	E	P	<b>3.1</b>	<b>Follows adults' models and directions w/environmental cues</b>	NY	E	P	<b>4.1</b>	<b>Follows adult's model and directions independently</b>	NY	E	P
2.2	Follows 3-5 simple rules	NY	E	P	<b>3.2</b>	<b>Demonstrates awareness of peer's actions regarding rules and routines</b>	NY	E	P	<b>4.2</b>	<b>Demonstrates flexibility in changes and routines</b>	NY	E	P
					<b>3.3</b>	<b>Accepts redirection and follows through</b>	NY	E	P	<b>4.3</b>	<b>Begins to evaluate peer's actions and chooses to follow positive behavior models</b>	NY	E	P
					<b>3.4</b>	<b>Joins a group</b>	NY	E	P	<b>4.4</b>	<b>Accepts authority and adult determined consequences</b>	NY	E	P
<b>Care and Reliance EC.PS.CR.</b>														
2.1	Begins a toileting routine	NY	E	P	<b>3.1</b>	<b>Initiates toileting</b>	NY	E	P	<b>4.1</b>	<b>Manipulates clothing</b>	NY	E	P
2.2	Identifies wet, dry or soiled	NY	E	P	<b>3.2</b>	<b>Manipulates clothing</b>	NY	E	P	<b>4.2</b>	<b>Uses toilet, completing sequence and requesting assistance when needed</b>	NY	E	P
2.3	Brings coat and backpack to adult	NY	E	P	<b>3.3</b>	<b>Uses toilet, completes sequence and requests assistance when needed</b>	NY	E	P	<b>4.3</b>	<b>Completes established arrival and departure routines (attempts fasters, packs backpack)</b>	NY	E	P

Indicator/Objective Coding: Bold = ▲ KS Early Childhood Outcomes

© USD #233, Olathe, Kansas BOE Approved (Oct. 2006)  
This material was developed for the exclusive use of USD #233 staff.



2.4	Drinks from a cup	NY	E	P	<b>3.4</b>	<b>Removes coat and backpack</b>	NY	E	P	<b>4.4</b>	<b>Follows snack routine</b>	NY	E	P
2.5	Eats finger foods independently	NY	E	P	<b>3.5</b>	<b>Gets own coat and backpack and attempts to put them on</b>	NY	E	P					
2.6	Uses utensils w/some spillage	NY	E	P	<b>3.6</b>	<b>Follows snack routine</b>	NY	E	P					
					<b>3.7</b>	<b>Uses snack utensils</b>	NY	E	P					
<b>Resolve Conflicts EC.PS.RC.</b>														
2.1	Allows adults to intervene in conflict situations	NY	E	P	<b>3.1</b>	<b>Imitates and practices strategies for calming self and resolving conflicts</b>	NY	E	P	<b>4.1</b>	<b>Recalls and role plays strategies for calming self and resolving conflicts</b>	NY	E	P
2.2	Calms self with adult-initiated assistance	NY	E	P	<b>3.2</b>	<b>Shows willingness to disengage from conflict when directed by an adult</b>	NY	E	P	<b>4.2</b>	<b>Disengages from conflict when directed to do so by an adult</b>	NY	E	P
		NY	E	P	<b>3.3</b>	<b>Calms self with adult assistance</b>	NY	E	P	<b>4.3</b>	<b>Calms self independently</b>	NY	E	P
		NY	E	P	<b>3.4</b>	<b>Utilizes verbal and visual models for conflict resolution</b>	NY	E	P	<b>4.4</b>	<b>Utilizes adult prompts and/or asks for adult assistance with conflict resolution</b>	NY	E	P
<b>Interact Socially EC.PS.IS.</b>														
2.1	Looks at speaker	NY	E	P	<b>3.1</b>	<b>Responds verbally or nonverbally to requests</b>	N Y	E	P	<b>4.1</b>	<b>Remains with social group</b>	NY	E	P
2.2	Watches other children playing and/or undertaking an activity	NY	E	P	<b>3.2</b>	<b>Initiates interaction, including greetings, requests, comments</b>	N Y	E	P	<b>4.2</b>	<b>Initiates and maintains an appropriate conversation (at least 2 exchanges), demonstrates turn-taking</b>	NY	E	P
<b>Sense of Self EC.PS.SS.</b>														
2.1	Seeks attention for accomplishments	NY	E	P	<b>3.1</b>	<b>Looks in a mirror and describes personal characteristics</b>	N Y	E	P	<b>4.1</b>	<b>Includes children with disabilities in activities</b>	NY	E	P
2.2	Able to explore independently	NY	E	P	<b>3.2</b>	<b>Compares own characteristics to others</b>	N Y	E	P	<b>4.2</b>	<b>Seeks information to understand physical and cultural differences</b>	NY	E	P
2.3	Repeats newly acquired behaviors/skills for acknowledgement	NY	E	P	<b>3.3</b>	<b>Expresses interest in peers who are physically and/or culturally different from self</b>	N Y	E	P	<b>4.3</b>	<b>Chooses to participate in learning activities which reflect diverse cultural groups</b>	NY	E	P
2.4	Responds to name	NY	E	P	<b>3.4</b>	<b>Identifies own family members</b>	N Y	E	P					



## Early Childhood Curriculum Standards – Skills Checklist

### Standard 5: Physical Development

Child's Name: \_\_\_\_\_ Dates of Administration: \_\_\_\_\_ Pre \_\_\_\_\_ Post \_\_\_\_\_

**Items in BOLD coincide with Outcomes** Key: NY=Not Yet E=Emerging P=Proficient

<i>Foundational</i>					<i>3 Year Old</i>					<i>4 Year Old-Pre K</i>				
<b>Fine Motor EC.PH.FM.</b>														
2.1	Builds a 4 block tower	NY	E	P	<b>3.1</b>	<b>Builds a 9-10 block tower</b>	NY	E	P	<b>4.1</b>	<b>Copies cross, square</b>	NY	E	P
2.2	Turns pages	NY	E	P	<b>3.2</b>	<b>Copies a vertical line, horizontal line, circle</b>	NY	E	P	<b>4.2</b>	<b>Cuts on a 5 inch bold line</b>	NY	E	P
2.3	Completes single piece inset puzzle	NY	E	P	<b>3.3</b>	<b>Snips with scissors</b>	NY	E	P	<b>4.3</b>	<b>Holds writing utensil w/tri-pod grip</b>	NY	E	P
2.4	Copies a circular scribble or draws single vertical line	NY	E	P	<b>3.4</b>	<b>Completes multi-piece part to whole puzzle</b>	NY	E	P	<b>4.4</b>	<b>Completes 4-6 interlocking piece puzzles</b>	NY	E	P
<b>Gross Motor EC.PH.GM.</b>														
2.1	Walks in a variety of directions without assistance	NY	E	P	<b>3.1</b>	<b>Jumps with 2 feet leaving the ground together</b>	NY	E	P	<b>4.1</b>	<b>Demonstrates galloping, walking/running on uneven surfaces, running with changes of direction and stopping, walking uphill/downhill</b>	NY	E	P
2.2	Runs safely-including direction changes and stopping	NY	E	P	<b>3.2</b>	Stands on 1 foot briefly	NY	E	P	<b>4.2</b>	<b>Climbs playground equipment using reciprocal arms and legs</b>	NY	E	P
2.3	Walks up/down stairs in an upright position	NY	E	P	<b>3.3</b>	<b>Goes up/down stairs in upright position using 1 hand railing or less</b>	NY	E	P	<b>4.3</b>	<b>Demonstrates ball skills: catches/traps a small ball, kicks a rolled playground ball</b>	NY	E	P
2.4	Steps over low (2"-4") environmental barriers/objects	NY	E	P	<b>3.4</b>	<b>Runs with reciprocal arms and legs</b>	NY	E	P	<b>4.4</b>	<b>Uses 2-foot technique to jump forward and down</b>	NY	E	P
2.5	Walks while carrying objects	NY	E	P	<b>3.5</b>	<b>Demonstrates ball skills: throws a small ball overhead, catches/traps a medium ball, kicks a stationary ball</b>	NY	E	P			NY	E	P



2.6	Uses hands and feet to climb (recess equipment)	NY	E	P			NY	E	P			NY	E	P
2.7	Changes positions independently and safely	NY	E	P			NY	E	P			NY	E	P
<b>Health Habits EC.PH.HH.</b>														
2.1	Participates in basic hygiene practices	NY	E	P	3.1	Completes basic hygiene practices with minimal prompting	NY	E	P	4.1	Completes basic hygiene practices independently	NY	E	P
2.2	Begins to try a variety of foods/drinks	NY	E	P	3.2	Chews most foods	NY	E	P	4.2	Feeds self with utensils	NY	E	P
					3.3	Covers mouth and nose when sneezing/coughing with minimal prompting	NY	E	P	4.3	Eats a variety of foods	NY	E	P
										4.4	Covers mouth and nose when sneezing/coughing independently	NY	E	P
										4.5	Begins to recognize and report signs of illness	NY	E	P
<b>Safety Practices EC.PH.SP.</b>														
2.1	Recognizes familiar people	NY	E	P	3.1	Uses scissors safely with adult assistance	NY	E	P	4.1	Follows basic playground safety rules with adult assistance with minimal or no assistance	NY	E	P
2.2	Ceases mouthing of objects	NY	E	P	3.2	Wears seatbelt or other safety restraint	NY	E	P	4.2	Acknowledges police officers, firefighters, medical personal as community helpers	NY	E	P
2.3	Shows awareness of dangerous things such as fire/moving cars	NY	E	P	3.3	Does not put foreign objects in mouth	NY	E	P	4.3	Participates in school tornado and fire drills with minimal or no assistance	NY	E	P
					3.4	Participates in school tornado and fire drills with adult assistance	NY	E	P	4.4	Recalls personal information, such as 1 <sup>st</sup> and last name, parents 1 <sup>st</sup> and last name	NY	E	P
					3.5	Follows basic playground safety rules with adult assistance	NY	E	P			NY	E	P



Indicator/Objective Coding: Bold = ▲ KS Early Childhood Outcomes

© USD #233, Olathe, Kansas BOE Approved (Oct. 2006)  
This material was developed for the exclusive use of USD #233 staff.