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| --- | --- | --- |
| **TS Gold Objective and Dimensions**  | **How/Where** | **Evidence** |
| 1 | Regulates own emotions and behaviors |
| ˅ b | follows limits and expectations | During routines | checklist |
| ˅ c | takes care of own needs appropriately  | Arrival/ routines/ clean-up | checklist |
| 2 | Establishes and sustains positive relationships |
| ˅ c | interacts with peers | Work around room | checklist |
| ˅ d | makes friends | Work around room/ YB | Checklist/notes |
| ˅ 4 | Demonstrates traveling skills | P.E./Recess | Checklist |
| ˅ 5 | Demonstrates balancing skills | P.E./Recess | Checklist |
| ˅ 6 | Demo. gross-motor manipulative skills | P.E./Recess | checklist |
| 7 | Demonstrates fine-motor strength and coordination |
| ˅ a | uses fingers and hands | Scissor tasks, play-doh | Observation/list |
| ˅ b | uses writing and drawing tools | Penal gnp (sept.ass) | observation |
| 9 | Uses language to express thoughts and needs |
| ˅ a | uses an expanding expressive vocab. | Yellow book | Monitoring notes |
| ˅ b | speaks clearly | Yellow book | Monitoring notes |
| ˅ c | uses conventional grammar | Yellow book | Monitoring notes |
| ˅ d | tells about another time or place | Yellow book | Monitoring notes |
| 10 | Uses appropriate conversational and other communication skills |
| ˅ a | Engages in conversation | All- workshops & centers | Checklist |
| ˅ b | Uses social rules of language | All- workshops & centers | Checklist |
| 11 | Demonstrates positive approaches to learning |
| ˅ c | solves problems | All - accessing materials | Checklist |
| ˅ d | shows curiosity and motivation  | All- choice time/workshop | Checklist |
| ˅ e | shows flexibility and inventiveness in thinking  |  |  |
| 12 | Remembers and connects experiences |
| ˅ a | recognizes and recalls | YB | Monitoring notes |
| ˅13 | Uses Classification Skills | workshop | Buttons/ worksheet |
| 15 | Demonstrates phonological awareness |
| ˅ a | notices and discriminates rhyme | Small group | File folder/ **???** |
| ˅ b | notices and discriminates alliteration | Small group | Picture card game |
| ˅ c | notices and discriminates smaller & smaller units of sound | YB | Monitoring notes |
| 16 | Demonstrates knowledge of the alphabet |
| ˅ a | ID and name letters | Sept. assessment | K-screener |
| ˅ b | Uses letter-sound knowledge | Sept. assessment | K-screener |
| 17 | Demo knowledge of print and its uses | Sall group | **Pre-???** |
| 18 | Comprehends and responds to books and other texts |
| ˅ a | interacts during read-alouds and book conversations | Whole group/small | Checklist |
| ˅ b | uses emergent reading skills | Read to self/ small group | Checklist |
| ˅ c | retells stories | YB/retell teacher stories | Checklist |
| 19 | Demonstrates emergent writing skills |
| ˅ a | writes name | Sept. assessment |  |
| ˅ b | writes to convey meaning | YB | Monitoring notes |
| 20 | Uses number concepts and operations |
| ˅ a | counts | Sept. assessment |  |
| ˅ b | quantifies | Small group | **???** cards |
| ˅ c | connects numerals w/their quantities | Small group | Counting bags |
| 21 | Explores and describes spatial relationships and shapes  |
| ˅ a | Positional words | Small group | Fox-in-box/ bear-in-cup, etc |
| ˅ b | understands shapes | Sept. assessment | K-screener |
| ˅22 | Compares and Measures |  |  |

Adapted from the work of P. McGrath and M. Jacobs (Bellingham School District)