|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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)