

AT A GLANCE • NC K-3 CONSTRUCT PROGRESSIONS

APPROACHES TO LEARNING	PERSEVERANCE IN ASSIGNED ACTIVITIES	A. When assigned an activity, focuses on various other distractions that are not relevant to the assigned activity.	B. When assigned an activity, ignores some distractions, begins focusing on the on-task behavior of other children, and mimics some of the strategies used by the other children.	C. Uses strategies provided or prompted by the teacher, while resisting distractions and attempting to complete an assigned activity.	D. Uses learned strategies with some support from the teacher, while sustaining attention to accomplish assigned activities.	E. Sometimes uses learned strategies to accomplish an activity.	F. Consistently uses learned strategies and perseveres to accomplish assigned activities.	G. Formulates a plan and perseveres in activities that require multiple steps, occur over multiple sessions, or may be more open-ended.	H. Uses a learned strategy to accomplish a familiar activity in a new context.	I. Adapts strategies to accomplish activities that are more sophisticated or in a different context.	
COGNITIVE DEVELOPMENT	PROBLEM SOLVING	A. Considers a problem without attempting to solve. (This may manifest as a child moving away from the problem.)	B. Attempts to solve a problem by mimicking the motions and procedures of others.	C. Seeks support from others prior to starting to problem solve or very early in the problem solving process.	D. Attempts to solve a problem using random trial and error.	E. Attempts to solve a familiar problem using procedure(s) and tools learned in previous problem solving experiences.	F. Solves a familiar problem using procedure(s) and tools learned in previous problem solving experiences.	G. Attempts to solve a novel problem by using previously learned procedure(s) without demonstrating knowledge of why the procedure is or is not successful.			
		H. Uses concept knowledge with learned procedures to form a hypothesis.	I. Solves a novel problem by applying the process of solving a familiar problem when certain conceptual patterns exist.	J. Generates and explains a new problem solving strategy when one is not working (self-monitoring).	K. Invents and explains multiple novel strategies for solving a problem.	L. Justifies why the strategy used was the most efficient one to solve the problem.	M. Generates sophisticated problems for others to solve.				
EMOTIONAL AND SOCIAL DEVELOPMENT	EMOTIONAL REGULATION	A. Reacts to an experience or stimulus without demonstrating awareness of the reactions of others around them.	B. Shows awareness that a reaction to an experience or stimulus has an impact on others.	C. Shows awareness that one's choice of how to express emotions has an effect on relationships with others and with getting one's needs met.	D. When offered support for regulating the expression of emotions, sometimes uses the strategies offered.	E. When offered support for regulating the expression of emotions, consistently follows directions and/or suggestions offered by teacher, parent or peer.	F. Sometimes uses learned strategies independently to regulate the expression of emotions.	G. Consistently uses learned strategies independently to regulate emotions.	H. Uses learned strategies for regulating emotions during transitions, because of interruptions, to accomplish a different or new type of task, or because of changes in the daily routines.	I. Reflects about emotions and the consequences of actions. Demonstrates reflection by changes in behavior, by incorporating feedback into self-regulation strategies, or by displaying compassion.	
HEALTH & PHYSICAL DEVELOPMENT	GROSS MOTOR	WEIGHT DISTRIBUTION FOR WALKING	A. Walks* on a flat foot. * Children may or may not walk in a straight line at this stage.			B. Walks by distributing weight from heel to toe with developing balance and control.		C. Walks by distributing weight from heel to toe evenly and demonstrates balance and control.			
			PATHWAYS	A. Navigates a path to avoid obstacles.			B. Navigates varying pathways while maneuvering in different directions.		C. Increases speed and agility while moving through varying pathways.		
		STAIR CLIMBING		A. Walks up and down stairs placing two feet on each step with assistance.		B. Walks up and down stairs placing one foot on each step (alternating gait) with assistance.		C. Walks up and down stairs placing one foot on each step (alternating gait) without assistance.		D. Moves up and down stairs with increased speed and can adjust to higher stair heights.	

LANGUAGE DEVELOPMENT & COMMUNICATION	READING COMPREHENSION	A. Listens to a story or informational text and monitors for meaning.	B. Uses a picture or image to monitor for meaning.	C. Pretends to read a familiar book; retells following the story line.	D. Reads without monitoring or noticing when the reading does not make sense.	E. Monitors reading, recognizing that the reading does not make sense without attempting to repair meaning.	F. Monitors reading, noticing that the reading does not make sense, and attempts to repair and preserve meaning.	G. Monitors reading, using strategies for self-correction when suggested by the teacher.	H. Monitors reading, using self-correction strategies independently, but does not select the optimal strategy.	I. Monitors reading, using optimal self-correction strategies independently to improve and maintain meaning.
	VOCABULARY	A. Begins to connect a word to its related concept within a specific context.	B. Uses a word in a specific context and sometimes uses it accurately within that context.	C. Uses a word in a specific context and consistently uses it accurately within that context.	D. Uses a word accurately within a context but uses it inaccurately in a different context.	E. Uses a word accurately within a context and sometimes uses it accurately in a different context.	F. Uses a word accurately within a context and consistently uses it accurately across multiple contexts.	G. Uses a few related known words to make connections to a concept.	H. Uses an expanded collection of related known words with greater precision to make connections to a concept.	I. Sometimes uses context in order to determine or clarify the correct meaning of multiple-meaning words.
		J. Consistently uses context in order to determine or clarify the correct meaning of multiple-meaning words.	K. Uses multiple-meaning words frequently and accurately in writing, and talking.	L. Shows an awareness that the structure of a known word can help clarify the meaning of an unfamiliar word.	M. Sometimes uses knowledge of root words or affixes to create new words.	N. Frequently uses known words to understand unfamiliar words.	O. Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).	P. Uses figurative language by making real-life connections.	Q. Uses word relationships and nuances of word meanings accurately when writing and speaking.	
	WRITING	A. Communicates thoughts for an adult to write.	B. Communicates using drawings and symbols or letters.	C. Writes single words or phrases to label drawings or express ideas.	D. Uses drawings and writing to compose a variety of short messages.	E. Writes imitating conventions (such as repeated lines, patterns, author styles).	F. Writes a series of generally related ideas or events, beginning to use the conventions of writing (such as repeated lines, patterns, author styles).	G. Writes about an event or topic, choosing a structure that considers audience.	H. Writes with an introduction, related content, and a sense of closure.	I. Adapts writing to provide clarity to the reader by doing things, such as: <ul style="list-style-type: none"> • Writing to build knowledge about a topic. • Writing using descriptive details (i.e., character, setting and events, academic vocabulary). • Writing with attention to the conventions of writing (i.e., word choices, phrasing, sentence structure, length of sentences and paragraphs). • Writing and making changes to strengthen readability and understanding.