



Description of Academic Indicator and Skills - Kindergarten

Language and Literacy Development						
Understanding of Language (Receptive)						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen	Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
Communication and Use of Language (Expressive)						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener	Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts
Comprehension of Age-Appropriate Text						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
Letter and Word Knowledge						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies ten or more letters (not necessarily at the same time); and Shows understanding	Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and	Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the	Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long

			that letters make up words	Shows understanding that letters correspond to sounds in words	majority of consonants and many vowels; and Identifies frequently-used words (e.g., the, of, is, to, you, she, my)	vowel sounds for most vowels
Emergent Writing						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Makes scribble marks or simple drawings that represent people, things, or events	Writes letter-like shapes or a few letters to represent own name or words	Writes own name, but may make errors	Writes several words or a few simple phrases, but may make errors	Writes and composes simple sentences to communicate ideas to others	Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events
Mathematics						
Classification						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into two or more groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and resorts the entire collection into new groups	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information
Number Sense of Quantity						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one-to-one correspondence; and Demonstrates understanding that ten numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100
Patterning						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Matches simple sequences that are seen, heard, or experienced	Attempts to create simple repeating patterns (with two elements)	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Creates, copies, or extends complex patterns (with three or more elements)	Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

Shapes						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them	Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes
Approaches to Learning						
Curiosity and Initiative in Learning						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Explores through simple observations, manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions
Self-Control of Feelings and Behavior						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors	Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success
Engagement and Persistence						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	Pursues simple multistep activities, following the steps through to completion	Completes complex multi-step activities, making and adjusting plans as needed
Social Emotional Development						
Relationships and Social Interactions with Familiar Adults						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Engages in extended	Seeks a familiar adult's ideas or	Takes initiative in creating	Works cooperatively with	Seeks to be cooperative or to	Shows interest in how familiar adults'

	interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	explanations about events or experiences that are interesting to the child	cooperative activities with a familiar adult	familiar adults, over sustained periods, to plan and carry out activities or to solve problems	promote cooperation by showing understanding of familiar adults' goals through words or actions	experiences, feelings and thoughts affect their behavior
Relationships and Social Interactions with Peers						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)	Explains own feelings, thoughts, and opinions to other children

15