

LEVEL C: Skills to Develop During the Program

Yes, Emerging, or No?

Skill: LANGUAGE	Yes	Em	No
Speaks clearly (or receives intensive speech therapy for articulation)			
Uses complex and compound sentences (or receives language therapy)			
Communicates with hundreds of words (or receives language therapy)			
Understands explanations			
Initiates and enjoys conversations			
Understands that written words represent spoken words			
Understands that letters form words			
Associates sounds with letters			
Uses grammatically correct sentences ("My dad's car is black.")			
Follows 3- or 4-step directions			
Answers questions about the characters or plot in a story after one hearing			
Can retell a simple story in proper sequence			
Begins writing letters correctly with a good pencil grip			
Begins writing simple words with correct spelling			
Begins reading simple words and sentences			
Enjoys books and reading; may enjoy writing letters, words, and numbers			
TOTAL Language – Score how many in each (Yes/Emerging/No).			

Skill: COGNITIVE ABILITY	Yes	Em	No
Solves problems with reasoning abilities			
Can draw to record observations (as in a nature notebook)			
Can hear differences in pitch and match own voice to a melody line			
Memorizes surprisingly large portions of material (Psalm 23, the Lord's Prayer; names of U.S. Presidents, states and capitals; poetry)			
Begins to understand calendar concepts, such as day, week, month			
Asks "why" about people, events, nature, patterns, and rules			
Identifies numerals 0-10			
Adds and subtracts with small quantities			
Identifies circle, square, rectangle, triangle, star (possibly diamond, cross)			
Can compare two objects (larger, smaller; longer, shorter)			
Can identify patterns (triangle-square-circle, triangle-square-circle)			
Begins to offer explanations for occurrences			
TOTAL Cognitive – Score how many in each (Yes/Emerging/No).			

Skill: SOCIAL-EMOTIONAL DEVELOPMENT (manners, behavior, service to others)	Yes	Em	No
Begins to understand cause and effect with the emotions of others ("He dropped his ice cream cone. He felt sad.")			
Understands "good" (talking through) and "bad" (hitting, biting) ways of managing frustration and resolving social conflicts			
Gains greater control over his own emotions in public places			
Uses "please," "thank you," and "excuse me"			
Asks other children and adults to forgive him when he has wronged them			
Forgives others who tell him they are sorry for what they have done			
Shares his toys when other children come over to play			
Follows rules in a group (lining up, taking turns, following directions)			
May act as "peacekeeper" in the conflicts of others			
Learns to answer the telephone			
Understands his own need for quiet time or other means of coping when agitated or distressed (talking about problems, going to his room, painting, or playing music)			
Is becoming a thoughtful person to his friends and family			
TOTAL Social-Emotional – Score how many in each (Yes/Emerging/No).			

Skill: FINE-MOTOR SKILLS (small muscle dexterity, pre-writing)	Yes	Em	No
Writes with a good pencil grip			
If necessary, relaxes (or tightens) pencil grip with reminders			
Dresses and undresses self and dolls/stuffed animals without assistance			
Brushes or combs hair without assistance and can place own hair or doll's hair (girl) in a simple ponytail			
Plays with small cars, tiny dolls, or toys that have small pieces or parts			
Colors within lines			
Paints with watercolors and brushes			
Writes legible letters and numbers			
Writes words with good spacing in between			
Writes letters and numbers on the line			
Writes letters from top to bottom			
Writes words from left to right			
Enjoys puzzles, smaller blocks (Legos), sticker books, and mazes			
Uses fork and spoon to feed himself			
Can cut foods with a knife and fork			
TOTAL Fine-Motor Skills – Score how many in each (Yes/Emerging/No).			

Skill: GROSS-MOTOR SKILLS (large muscle coordination, strength, balance)	Yes	Em	No
Walks upstairs and downstairs without assistance, alternating steps, no rail			
Demonstrates a preference for right or left side when batting, kicking			
Can "walk like a bear" forward and backward			
Skips, gallops, runs, twirls, jumps			
Turns several forward somersaults unassisted			
Can perform knee drops and seat drops on a trampoline			
Can move forward unassisted on monkey bars			
Enjoys climbing, sliding, running, and playing outside			
Rides a tricycle unassisted			
Rides a bicycle with or without training wheels			
Can jump over objects with two feet			
Hops forward and backward on one foot			
Throws ball overhand with developing form			
TOTAL Gross-Motor Skills – Score how many in each (Yes/Emerging/No).			