

Strand: Social and Emotional

Topic: SE 1.2 Identification and Expression of Emotions

Level: Pre-Kindergarten

Score 4.0	In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning. The student attends to task for ten minutes or more without prompting or redirection.		Sample Tasks Student's body language and/or verbalizations match the mood/emotion as indicated by the student.
	3.5	The student is able to use sentences that attempt to relate the expressed feelings to a similar experience	
Score 3.0	The student: Uses a combination of words, phrases, and actions to respond appropriately to fix problems or ask an adult for help when needed.		<ul style="list-style-type: none"> • The teacher observes the student using words to tell a friend that he has a problem, or that he doesn't like what's happening. • Student asks teacher for help after trying to solve the problem themselves first.
	2.5	Observe a peer's emotion and approach a familiar adult to communicate concern	
Score 2.0	The student: Begins to express emotions and handle conflict with adult help or suggested strategies.		<ul style="list-style-type: none"> • The teacher may provide a script for the child to help with conflict like "Maybe you can ride the scooter for two more minutes, and then I can have a turn." • Student can say, "I'm suppose to be sitting there" before tattling to the teacher. • Students can say, "I don't like when you do that."
	1.5	With direct support, the student is able to express both positive and negative feelings	
Score 1.0	The student recognizes different emotions such as sad, happy, shy, excited, mad.		<ul style="list-style-type: none"> • The teacher shows a picture of an emotion and the child can identify it.
	0.5	With direct support, the student is able to respond positively to adults who provide comfort.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Social and Emotional

Topic: SE 2.1 Self-Regulation

Level: Pre-Kindergarten

Score	Description	Sample Tasks
Score 4.0	<p>In addition to Score 3.0, in-depth inferences, applications and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> The student tends to task for ten minute or more without prompting or redirection. 	<p align="center">Sample Tasks</p> <ul style="list-style-type: none"> Student uses the full rotation time to complete a task without hurrying to finish first. Student knows additional activities to do if they finish early.
3.5		
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Manages transitions and adapts to changes in schedules, routines, and situations resources independently i.e. timer, visual schedule <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student performance will be observed naturally in the preschool environment, with the teacher observing the student transitioning easily with no disruption of peers.
2.5	<p>The student is able to apply a self-regulating strategy when changes in the routine occur but may take longer than peers</p>	
Score 2.0	<p>The student initiates self-regulation strategies, in order to manage/adapt to situational changes in schedules/routines and may ask for adult support as an appropriate coping strategy.</p>	<ul style="list-style-type: none"> The teacher provides guidance, choices to prompt the student to engage in self regulatory behaviors.
1.5	<p>The student follows simple routines with minimal support from peers and/or adults.</p>	
Score 1.0	<ul style="list-style-type: none"> With teacher directed support, the student makes one or more attempts to manage and/or adapt to changes in routine, schedule, situation. 	<ul style="list-style-type: none"> The teacher models strategies and/or self regulating behaviors that will aid the student in regulating impulses. The strategies provide the student with support needed to follow simple routines.
0.5	<p>The student demonstrates the beginnings of impulse control with adult support, during changes in routine.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	<ul style="list-style-type: none"> Despite teacher support, the student is unable to manage the transition/change in situation or routine.

Strand: Approaches to Play and Learning

Topic: APL 4.1 Social Interaction

Level: Pre-Kindergarten

Score		Description	Sample Tasks
Score 4.0		In addition to Score 3.0, the student: Begins to accept and share leadership in cooperative play	The student further creates and expands upon the imaginative play of peers in the small group activity and supports turn taking and coordinates roles to reduce peer conflict that would negatively affect the interaction.
	3.5	The student interacts with peers in more complex pretend play	
Score 3.0		The student: <ul style="list-style-type: none"> Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation, without errors or omissions exhibited. 	The student creates an environment to bolster the imaginative play of self and peers. Planning how events will occur, roles of self/peer, enlisting the cooperation of others to further the provided activity.
	2.5	Interacts with peers in complex pretend play with encouragement from teacher.	
Score 2.0		The student: Participates in cooperative play, activities with some adult guidance.	The teacher will provide a cooperative play activity and assign student roles to help facilitate cooperative play. I.e. housekeeping, reenacting a story or nursery rhyme
	1.5	With direct support, the student participate in play activities with a certain peers	
Score 1.0		With direct support, the student begins to exhibit skills in associative play	The student shows curiosity and indicates an interest in playing with peers but seems hesitant and/or needs an explanation for the imaginative concepts being demonstrated by peers
	0.5	With help, the student plays solitarily in a classroom setting.	
Score 0.0		Even with help, no understanding or skill demonstrated.	Regardless of explanation by the teacher and/or observation of peers, the student will not engage in imaginative play.