

## ECSE COMMON ASSESSMENT

Aligned with the MO Early Learning Standards

Child Name: [Click here to enter text.](#)

DOB: [Click here to enter text.](#)

Assessment Date: [Click here to enter text.](#)

Completed By: [Click here to enter text.](#)

School/Classroom: [Click here to enter text.](#)

**SCORING:**

0	Does not demonstrate
1	Demonstrates inconsistently; the skill is emerging with cues and prompts
2	Demonstrates consistently and independently without support at least 80% of time
Communication: Receptive or Expressive skills may be demonstrated verbally or through augmentative-alternative communication	

**MELS STANDARD 1: LITERACY**

Process Standard	Indicators	ECSE COMMON ASSESSMENT	0	1	2
<b>Content Component: I. SYMBOLIC DEVELOPMENT</b>					
1. Represents feelings and ideas in a variety of ways	Represents feelings & ideas through: a. pretend play; b. movement; c. music; d. art & construction	Represents ideas and feelings through movement, music, art and construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Component: II. SPEAKING / EXPRESSIVE LANGUAGE**

1. Uses language to communicate	a. Communicates in home language & is understood by others	Experiments with language sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Points or gestures to have needs and wants met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Initiates & responds appropriately in conversation/discussions with adults & children	Combines gestures and utterances to make needs known	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Uses words to communicate wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Uses 2-3 word phrases to communicate wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Communication is understood by others 50% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Communication is understood by others 75% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Listens to others and engages in simple verbal exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Initiates & engages in conversation with adults & children to express ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Uses expanded vocabulary	a. Uses language to pretend or create b. Uses complete sentences of varying length	Uses sentences to communicate wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Content Component: III. LISTENING / RECEPTIVE LANGUAGE**

1. Listens for different purposes	a. Follows simple directions b. Listens responsively to books & stories c. Listens to and engages in conversations with others d. Responds to questions	Listens/Responds to environmental sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Follows simple one-step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Follows 2-step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Follows 3-step (or more) directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Shows interest in books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Listens responsively to books and stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Shakes head yes/no in response to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Answers simple Yes/No or "What" questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Answers simple "Who" and "Where" questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Answers "When" and "Why" questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content Component: IV. READING</b>					
1. Applies early reading skills	a. Shows interest in reading & books	Explores books and demonstrates book-handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Exhibits book-handling skills	Pretends to read and/or repeats repetitive story lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story	Points to and names pictures in books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Comprehends & responds to text	Tells a story from the pictures in a book or with props	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Develops a sense of story				
2. Uses concepts of print	a. Reads environmental print	Recognizes environmental print (e.g., food boxes/logos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Identifies some alphabet letters	Identifies first name in print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Recognizes that print represents spoken words	<u>Identifies</u> (points to) at least 5 uppercase letters: List letters identified: <a href="#">Click here to enter text.</a> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<u>Names</u> at least 5 uppercase letters: List letters named: <a href="#">Click here to enter text.</a> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Recognizes that print represents spoken word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Content Component: V. WRITING</b>					
1. Uses writing as a means of expression /communication	a. Experiments with writing tools & materials	Maintains grasp on writing tool when placed in hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Uses scribbles, shapes, pictures and letters to write	Makes markings/scribbles with writing tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Tells others about intended meaning of drawings and writing	Draws shapes/pictures/ letter-like forms to represent an idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Uses a variety of resources to facilitate writing	Writes name using recognizable letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Tells others about intended meaning of writing and drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Attends to sounds in language (Phonological Awareness)	a. Repeats rhymes, simple songs, poems & finger plays	Participates in rhymes, songs, and word plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Participates in word games	Completes the rhyming word in songs, poems, word play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Discriminates some sounds in words	Generates rhymes / adds word to rhyme pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Makes sound: letter or letter: sound connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>MELS STANDARD 2: MATHEMATICS</b>					
<b>Process Standard</b>	<b>Indicators</b>	<b>ECSE COMMON ASSESSMENT</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Content Component: I. NUMBER &amp; OPERATIONS</b>					
1. Uses number to show quantity	a. Shows interest in counting & quantity b. Develops increasing ability to rote count in sequence	Responds to music/fingerplays with counting/numbers (e.g. 5 little monkeys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Rote counts to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Uses language to represent number of objects	a. Uses language to compare number (e.g., more/less, greater/fewer, equal to)	Responds to basic questions about numbers (e.g., holds up 3 fingers to show age, tells "how many")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Combines & names how many c. Separates & names how many d. Explores everyday fractions	Uses language to compare numbers (e.g., identifies which stack has "more/less")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Solves problems using number	a. Names how many there are in a group (up to 5 objects) b. Uses 1:1 correspondence when counting objects	Counts using 1:1 correspondence to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Uses 1:1 correspondence to compare the size of a group of objects d. Estimates, then counts to verify the # of objects	Counts (rote or 1:1) to 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses numerical representation	a. Uses drawings to represent number	<u>Identifies</u> (points to) numbers 1-10: fill box next to numbers identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Identifies numerals in everyday situations	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>			
	c. Uses ordinal numbers (i.e. 1st, 2nd, last)	<u>Labels</u> (names) numbers to at least 10: fill box next to number identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Writes some numerals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/>			
e. Matches numeral with quantity	Uses ordinal numbers (e.g., first, second, last)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Writes some numbers: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content Component: II. GEOMETRY & SPATIAL SENSE					
1. Investigates positions & locations	a. Takes objects apart & puts them together b. Uses actions & words to indicate position & location c. Uses actions & words to indicate movement & orientation	Responds to changes in position or sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Looks for partially hidden or dropped objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Attempts to pull objects apart or put together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Completes simple puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Demonstrates understanding of basic positional words and concepts: fill box next to concept identified  Open/Close <input type="checkbox"/> Little/Big <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Demonstrates understanding of basic positional words and concepts: fill box next to concept identified  Up/Down <input type="checkbox"/> Top/Bottom <input type="checkbox"/> In/Out <input type="checkbox"/> Over/Under <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Demonstrates understanding of basic positional words and concepts: fill box next to concept identified  Empty/Full <input type="checkbox"/> In front of/Behind <input type="checkbox"/> Slow/Fast <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explores shapes in the environment	a. Investigates & talks about the characteristics of shapes b. Creates & duplicates 3-D & 2-D shapes using a variety of materials c. Identifies & names some shapes d. Indicates if shapes are alike or different using 1 or more characteristics	Identifies (points to) at least 5 shapes: fill box next to shapes identified  Circle <input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Identifies (points to) at least 5 colors: fill box next to colors identified  Red <input type="checkbox"/> Yellow <input type="checkbox"/> Orange <input type="checkbox"/> Green <input type="checkbox"/> Blue <input type="checkbox"/> Purple <input type="checkbox"/> Brown <input type="checkbox"/> Black <input type="checkbox"/> White <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Labels (names) at least 5 shapes: fill box next to shapes named	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Circle <input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/> Oval <input type="checkbox"/> Heart <input type="checkbox"/> Diamond <input type="checkbox"/> Star <input type="checkbox"/> Octagon <input type="checkbox"/>			
		<u>Labels</u> (names) at least 5 colors: fill box next to colors named  Red <input type="checkbox"/> Orange <input type="checkbox"/> Yellow <input type="checkbox"/> Green <input type="checkbox"/> Blue <input type="checkbox"/> Purple <input type="checkbox"/> Pink <input type="checkbox"/> White <input type="checkbox"/> Grey <input type="checkbox"/> Black <input type="checkbox"/> Brown <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Component: III. PATTERNS & RELATIONSHIPS (Algebra)**

1. Recognizes relationships in the environment	a. Matches, sorts, & regroups objects according to 1 or more characteristics	Matches sounds to animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Matches at least 5 colors/shapes and numbers 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Orders things according to relative differences	Sorts or groups objects by a characteristic (e.g., size, shape, category)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses patterns in the environment	a. Recognizes patterns	Recognizes, duplicates or extends patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Duplicates & extends patterns				
	c. Creates patterns				

**Content Component: IV. MEASUREMENT**

1. Makes comparisons	a. Compares objects using measureable features b. Describes measurement c. Orders 3 or more objects according to length or size differences	Compares objects using measurement (e.g., says "my tower is taller", puts cars in a row from smallest to largest)	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Uses language associated with time in everyday situations e. Anticipates, remembers, & predicts a sequence of events	Anticipates, remembers and predicts a sequence of events (e.g., gets coat when it's time to go outside, tells what s/he did yesterday, says what class will do after snack)	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses measurement	a. Explores ways to measure		<input type="checkbox"/>	<input type="checkbox"/>	

	b. Measures using objects				
<b>Content Component: V. EXPLORING DATA (Probability)</b>					
1. Collects, organizes & displays information (Charting & Graphing)	a. Asks ?s to gather information b. Sorts & classifies objects into groups c. Explains how the grouping was done d. Uses charts & graphs to evaluate information		<input type="checkbox"/>	<input type="checkbox"/>	

**MELS STANDARD 3: PHYSICAL DEVELOPMENT, HEALTH & SAFETY**

<b>Process Standard</b>	<b>Indicators</b>	<b>ECSE COMMON ASSESSMENT</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Content Component: I. PHYSICAL DEVELOPMENT</b>					
1. Uses gross motor skills with purpose & coordination	a. Moves from 1 point to another b. Controls body movements c. Uses large muscle movements to manipulate objects	Turns head side to side while on back or in chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Head is steady while supported in sitting position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Begins to sit alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Pulls self to standing position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Crawls forward on hands and knees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Runs well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Jumps forward with two feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Jumps down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Jumps over objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Walks up/down stairs, both feet on each step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Walks up/down stairs with rail, alternating feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Walks up/down stairs without rail, alternating feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Climbs on playground equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Catches/throws playground ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Kicks a playground ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Balances on beam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Hops on 1 foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Skips or gallops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses fine motor skills with purpose & control	a. Performs fine motor tasks b. Uses fingers & hands to accomplish fine motor tasks c. Uses tools in a functional manner d. Exhibits coordination of facial muscles	Grasps object with whole hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Places pegs in peg board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Puts objects in and out of container	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Holds writing utensils with fist or 4-5 fingers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Grasps writing tools with 3-4 fingers, near tip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Uses proper pencil grip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Copies/draws lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Copies/draws simple shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Copies/draws person of picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Colors in the lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Snips with scissors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Cuts across paper with scissors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Cuts simple shapes with scissors with proper hand position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Stacks at least 3 blocks to create tower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Builds tower of at least 9 blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Attempts to use utensils for self-feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Uses spoon/fork to eat, without spilling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Opens food packages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Laces beads onto a string	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Responds to sensory input to function in the environment	a. Exhibits sensory awareness b. Exhibits body awareness c. Exhibits spatial awareness d. Exhibits temporal awareness	Visually tracks items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Sucks from a straw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Chews food with ease and swallows without choking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Accepts sensory input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Exhibits spatial awareness (e.g., completes puzzles, plays games involving movement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content Component: II. HEALTH					
1. Practices healthy behaviors	a. Shows independence in personal hygiene b. Chooses to participate in daily physical activity	Exhibits sensory awareness: participates in messy play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Washes hands and wipes nose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	c. Exhibits body strength & endurance	Zips clothing/backpack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Cares for toileting needs independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Pulls up pants and assists with dressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Dresses self independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content Component: III. SAFETY</b>					
1. Practices safe behaviors	a. Listens to & follows adult directions during emergencies b. Follows vehicle, street, & public safety c. Recognizes personal danger d. Knows how & when to seek help	Listens to and follows adult direction for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Recognizes personal danger (e.g., doesn't touch sharp or hot items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Follows adult direction regarding safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Knows how & when to seek help when feeling unsafe or during emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MELS STANDARD 4: **SCIENCE**

Process Standard	Indicators	ECSE COMMON ASSESSMENT	0	1	2
<b>Content Component: I. PHYSICAL SCIENCE</b>					
1. Explores physical properties of objects & materials	a. Shows interest in the physical world	Explores objects and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Uses 1 or more senses to observe the physical world	Shows interest in the physical world (e.g., manipulates or constructs things with a variety of materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Experiments with simple tools	Experiments with simple tools (e.g., magnets, funnels, magnifying glass)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Investigates properties of objects & materials	a. Asks questions about objects & materials b. Experiments with objects & materials to gather information & observe reactions c. Shows knowledge of physical properties of objects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Solves problems involving physical properties of objects & materials	a. Identifies problems involving physical properties of objects and materials b. Experiments with objects to produce desired effects c. Makes predictions based on experiences with objects and materials		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Represents observations of the physical	a. Represents observations through pretend play b. Represents observations through music & movement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

world in a variety of ways	<ul style="list-style-type: none"> <li>c. Represents observations through art &amp; construction</li> <li>d. Talks about the physical world</li> </ul>				
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**Content Component: II. LIFE SCIENCE**

1. Explores characteristics of living things	<ul style="list-style-type: none"> <li>a. Shows interest in plant &amp; animal changes</li> <li>b. Uses 1 or more senses to observe the natural world</li> </ul>	Shows interest in plants or animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Investigates characteristics of living things	<ul style="list-style-type: none"> <li>a. Asks questions about the natural world</li> <li>b. Collects information to learn about living things</li> <li>c. Shows knowledge of the characteristics of living things</li> </ul>	Asks questions or shows knowledge about living things in the natural world (e.g., animals, bugs, plants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Solves problems related to living things	<ul style="list-style-type: none"> <li>a. Identifies problems involving living things</li> <li>b. Recognizes that living things have needs</li> <li>c. Makes predictions based on experience with living things</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Represents observations about living things in a variety of ways	<ul style="list-style-type: none"> <li>a. Represents observations through pretend play</li> <li>b. Represents observations through music &amp; movement</li> <li>c. Represents observations through art &amp; construction</li> <li>d. Talks about the plants &amp; animals</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content Component: III. EARTH AND SPACE					
1. Explores properties of earth and space	<ul style="list-style-type: none"> <li>a. Shows interest in earth &amp; space</li> <li>b. Uses 1 or more senses to earth &amp; space</li> <li>c. Uses simple tools to explore earth &amp; space</li> </ul>	Uses simple tools to explore earth & space (e.g., sifts sand, digs in dirt, plays with rocks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Comments about the weather or seasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Solves problems involving earth and space	<ul style="list-style-type: none"> <li>a. Identifies problems involving earth &amp; space</li> <li>b. Makes predictions based on experiences with earth &amp; space</li> </ul>	Solves problems or makes predictions involving earth and space (e.g., need umbrella to stay dry in the rain, the snow will melt because it is sunny)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Represents observations about earth and space in a variety of ways	<ul style="list-style-type: none"> <li>a. Represents observations through pretend play</li> <li>b. Represents observations through music &amp; movement</li> <li>c. Represents observations through art &amp; construction</li> <li>d. Talks about earth &amp; space</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MELS STANDARD 5: **SOCIAL & EMOTIONAL DEVELOPMENT /APPROACHES TO LEARNING**

Process Standard	Indicators	ECSE COMMON ASSESSMENT	0	1	2
<b>Content Component: I. KNOWLEDGE OF SELF</b>					
1. Exhibits self-Awareness	a. Shows respect for self b. Develops personal preferences c. Knows personal information	Communicates likes and dislikes through gestures or vocalizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Shows toy preference without perseverating on it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Responds to name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Makes choices; expresses likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Knows personal information: parents' names, first and last name, gender, age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develops self-control	a. Follows simple rules b. Accepts transitions & follows daily routines c. Expresses feelings through appropriate gestures, actions, & language d. Adapts to different environments	Calms with voices or music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Stops crying when caregiver approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Stops activity briefly when told "No"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Separates from parent/guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Expresses feelings and emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Follows simple rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Follows classroom rules and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Accepts changes in daily schedule and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Accepts transitions and follows routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Develops personal responsibility	<ul style="list-style-type: none"> <li>a. Cares for personal &amp; group possessions</li> <li>b. Begins to accept the consequences of his/her own actions</li> </ul>	Begins to accept the consequences of his/her own actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Content Component: II. KNOWLEDGE OF OTHERS**

1. Builds relationships of mutual trust & respect with others	<ul style="list-style-type: none"> <li>a. Respects the rights of others</li> <li>b. Respects adult leadership</li> <li>c. Seeks comfort &amp; security from adult leadership</li> <li>d. Develops friendships</li> <li>e. Uses courteous words &amp; actions</li> <li>f. Respects similarities &amp; differences among people</li> </ul>	Stands up for his/her own rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Uses courteous words and actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Works cooperatively with children & adults	<ul style="list-style-type: none"> <li>a. Participates successfully as a member of a group</li> <li>b. Shares experiences &amp; ideas with others</li> <li>c. Begins to examine a situation from another person's perspective</li> <li>d. Resolves conflicts with others</li> </ul>	Plays alongside peers / parallel play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Initiates adult interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Initiates peer interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Engages in cooperative play with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Participates and attends to a task during small-group classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates and attends to a task during large-group classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Content Component: I. APPROACHES TO LEARNING**

1. Shows curiosity	<ul style="list-style-type: none"> <li>a. Expresses interest in people</li> <li>b. Shows interest in learning new things &amp; trying new experiences</li> </ul>	Looks attentively at human face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Smiles in response to a familiar/friendly face or voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	c. Asks questions	Shows interest in activities of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Shows interest in learning new things and trying new experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Takes Initiative	a. Initiates interactions with others b. Makes decisions independently c. Develops independence during activities, routines, & play	Chooses and completes an activity independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Exhibits creativity	a. Tries new ways of doing things b. Uses imagination to generate a variety of ideas c. Exhibits a sense of humor	Demonstrates pretend/imaginary play with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Shows confidence	a. Expresses own ideas & opinions b. Views self as competent & has a positive self-image		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays persistence	a. Sustains attention to task/activity appropriate for age b. Pursues challenges c. Copes with frustration	Copes with anger or frustration in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses problem-solving skills	a. Recognizes problems b. Tries to solve problems c. Works with others to solve problems		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>