CONSTRUCT PROGRESSION OVERVIEW
– ORGANIZED BY DOMAIN–

Cognitive Development Domain

Mathematical Patterns					
A. Duplicates sequential AB patterns with the same materials.	B. Duplicates sequential three-element patterns (e.g., ABB, ABC) with the same materials.	C. Extends sequential AB patterns at least one unit.	D. Extends sequential three-element patterns (e.g., ABB, ABC) at least one unit.	E. Duplicates sequential patterns (e.g., AB, ABC, AABB) using materials different from those used in the model pattern (pattern abstraction).	F. Identifies repeating unit in sequential patterns.
G. Extends by at least one step or determines the missing step in spatial or numerical growing patterns.	H. Communicates a recursive rule governing the next step in spatial or numerical growing patterns.	I. Creates or enters data into a t-chart to document the relationship between the ordinal position of a step in a growing pattern (i.e., first, second, third) and an important feature of the step.	J. Applies the relationship between the two variables in a t-chart to extend a numerical growing pattern by at least one step.	K. Communicates a one-operation functional rule governing spatial or numerical growing patterns and uses it to determine a far step. L. Communicates a two-operation functional rule governing spatial or numerical growing patterns and uses it to determine a far step.	M. Creates an equation that symbolizes a functional rule governing a spatial or numerical growing pattern.

Object Counting

A. Displays early counting behavior with 4-6 objects arranged in a line (i.e., says or indicates some number words while pointing to the objects but does not count all of the objects correctly).	B. Consistently counts 4-6 objects in a line correctly.	C. Consistently counts 4-6 objects in a scattered arrangement correctly.	D. Knows the last number word used while counting is the total quantity and that the value of a collection of objects does not change unless objects are added or removed.	E. Consistently counts out 4-6 objects from a set of more than 10 objects.	F. Consistently counts out 8-10 objects from a set of more than 10 objects.	G. Correctly counts 18-20 objects in a scattered arrangement.	H. Uses beginning strategies (i.e., counting again from one or by repeating the cardinal number in the original set and then counting on) to find the new total when one object is added to a set of 6-10 objects.	I. Produces the correct number (without pause) when one object is added to a set of 6-10 objects.	J. Produces the correct number automatically (without pause) when two objects are added to a set of 6-10 objects.

Problem Solving

A. Acknowledges that a problem exists without attempting to solve it (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 OR seeking general support from others very early in the problem solving process (e.g., how do I do this? I don't know what to do.).	C. Attempts to solve a problem using random trial and error.	D. Solves OR attempts to solve a familiar problem using procedures learned in previous problem solving experiences.	E. Solves OR attempts to solve a novel problem using procedures learned in previous problem solving experiences without demonstrating knowledge of why the procedure is or is not successful.	F. States a hypothesis about how to solve a novel problem, using both concepts and procedures.	G. Solves OR attempts to solve a novel problem by connecting concepts and using familiar procedures.	H. Generates AND explains an alternate problem solving approach (including when an approach is not working).	I. Generates AND explains multiple approaches for solving a problem.	J. Provides justification for why a chosen self- or peer-generated problem solving approach might be the most efficient one for solving a problem.

Approaches to Learning Domain

Perseverance							
A. Begins to persevere in familiar and/or interesting classroom activities but quickly discontinues involvement in the activity after one or very few tries.	B. Perseveres in familiar and/or interesting classroom activities, but discontinues involvement after persisting through trials for a short period of the allotted time.	C. Perseveres in familiar and/or interesting classroom activities and works through most trials, but discontinues persisting before the end of the allotted time.	D. Perseveres in familiar and/or interesting classroom activities throughout the activity, persisting through trials throughout the allotted time.	E. Perseveres in classroom activities that are novel and/or moderately difficult for the child, fading in effort at points of challenge in the activity.	F. Perseveres within the allotted time in classroom activities that are novel and/or moderately difficult for the child, sometimes persisting and maintaining effort at points of challenge in the activity.	G. Perseveres throughout the allotted time in classroom activities that are novel and/or moderately difficult for the child, persisting and maintaining effort at points of challenge in the activity.	H. Perseveres throughout the allotted time in classroom activities that are very difficult for the child, persisting and maintaining effort at points of challenge in the activity.

Social-Emotional Development Domain

Emotion Expression						
A. Acts, talks, or reacts to an experience or stimulus without demonstrating awareness of the reactions of others around them.	B. Shows awareness that his or her own actions, words, and reactions to an experience or stimulus has an impact on others.	C. Makes choices to express emotions in ways that get their needs met.	D. Begins to express emotions in ways that support building relationships.	E. Generally expresses emotions in ways that support building relationships.	F. Reflects about emotions and the consequences of actions with support from the teacher.	G. Independently reflects about emotions and the consequences of actions.

Emotion Regulation Strategies				
A. When offered strategies for regulating the expression of emotions, begins to use the strategies offered **with continual support**.	B. When offered strategies for regulating the expression of emotions, consistently uses the strategies offered **with minimal support**.	C. **Sometimes** uses learned strategies independently to regulate the expression of emotions during routine activities.	D. **Consistently** uses learned strategies independently to regulate the expression of emotions during routine activities.	E. **Independently** uses learned strategies for regulating emotions during complex contextual transitions (e.g., exposed to multiple stimuli simultaneously), to accomplish a different or new type of task, because of interruptions, or because of changes in the daily routines.

Emotional Literacy								
A. Child expresses verbally or behaviorally a range of emotions.	B. Child shows an awareness of own emotion through verbal or behavioral expression.	C. Identifies emotions in self.	D. Identifies emotions in others.	E. Indicates a response to an event can include one or more emotions, including conflicting emotions, within themselves or another person.	F. Indicates the same event can cause different people to experience different emotions.	G. Indicates knowledge of how the social context relates to his/her own and others' emotion experience.	H. Interprets the emotional experience of others using the social context (e.g., provides justification that includes social information and inferences about others' intentions).	I. Predicts the emotional experience of others using the social context (e.g., provides justification that includes social information and inferences about others' intentions).

Physical/Motor Development Domain

Crossing Midline		
A. Movement is isolated to one side of the midline.	B. Inconsistently crosses midline.	C. Consistently crosses midline.

Grip and Manipulation			
A. Uses early fine motor skills (e.g., fisted grip, palmar grasp, or early scissor grip) to hold and/or manipulate items, with whole arm movement.	B. Uses a more refined grip (e.g., using thumb and finger [pincer grip] or tripod grip) to and hold and/or manipulate objects with whole arm movement and increased stability from the shoulder.	C. Uses refined wrist and finger movement, beginning to transfer control of movement from the shoulder to the elbow.	D. Uses hands with minimal elbow movement and primary control from wrist and fingers.

Gross Motor								
A. Walks on a flat foot or walks on the toes.	B. Walks by distributing weight from heel to toe WITHOUT arms and legs moving in opposition.	C. Walks by distributing weight from heel to toe WITH arms and legs moving in opposition.	D. Maintains balance and control when running.	E. Maneuvers around objects and people while running.	F. Emerging galloping skills.	G. Gallops smoothly.	H. Hops forward smoothly on one foot.	I. Skips smoothly.

Hand Dominance		
A. Uses no established dominance for lead/dominant hand (switching still continues).	B. Uses established dominant hand.	C. Manipulates with dominant hand with assistance from other hand.

Language Development and Communication Domain

Book Orientation			
A. Holds or otherwise demonstrates awareness that a book is an object with pages	B. Holds the book upright (so pictures and text are right side up, irrespective of front to back orientation)	C. Holds the book upright, opens it from the front cover, and turns pages (not always one by one)	D. Holds the book upright, and starting at the front, turns the pages in order, one page at a time

Following Directions					
A. Completes one-step directions when support is provided in the form of visuals, gestures, or modeling.	B. Completes one-step directions (without support provided).	C. PARTIALLY completes two-step direction (without support provided) by completing only one step or completing the steps out of order.	D. Completes two-step directions in the correct order (without support provided).	E. PARTIALLY completes three-step directions (without support provided) by completing two steps, or completing the steps out of order.	F. Completes three-step directions in the correct order (without support provided).

Letter Naming						
A. Distinguishes letters from pictures, shapes, or numerals	B. Distinguishes own first name from other names or other words (e.g., on folders, name charts, among other words or names)	C. Locates, talks about, or asks questions about letters in one's environment	D. Identifies (names, selects) one or more letters in own first name	E. Identifies (names, selects) some uppercase or lowercase letters (in addition to letters found in own first name)	F. Identifies (names, selects) each of the 26 letters in some form (may be a combination of uppercase and lowercase)	G. Identifies (names, selects) all 52 letters in uppercase and lowercase form

Print Awareness						
A. Attends only to pictures and ignores text.	B. Indicates the general area of text and/or where we read words (making a distinction between pictures and text).	C. Indicates where to begin reading and that lines of text are read from top to bottom (where reading begins, top to bottom directionality).	D. Indicates that lines of text are read from left to right (e.g., tracking text) (left to right directionality).	E. Indicates that lines of text are read from left to right; and at the end of each line, returns to the beginning of the next line of text (e.g., tracking text) (return sweep).	F. Distinguishes between a letter and a word on a page of text (excluding the words a, A, and I).	G. Indicates one word on the page for each word read aloud (concept of word).

Reading Comprehension Strategies

A. <u>Listens</u> to a story or informational text (with or without pictures) and <u>demonstrates an understanding</u> of the text.	B. <u>Views pictures or images</u> and <u>demonstrates an understanding</u> of the story or information presented.	C. <u>Pretends to read</u> a familiar book, <u>retelling</u> the story line or information presented in the text.	D. <u>Reads without noticing</u> when the reading does not make sense.	E. <u>Monitors reading</u>, noticing that the reading does not make sense, <u>without attempting to repair meaning</u>.	F. <u>Monitors reading</u>, noticing that the reading does not make sense, and <u>attempts unsuccessfully to repair meaning</u>.	G. <u>Monitors reading</u> and attempts to repair meaning by <u>asking for</u> and using <u>comprehension strategies</u>.	H. <u>Monitors reading</u>, <u>successfully using</u> self-selected <u>comprehension strategies</u> to maintain and improve meaning.

Vocabulary Concepts

A. Connects a word to its related concept	B. Uses school-related words appropriately in <u>one or more contexts</u>	C. Uses <u>multiple words</u> that are <u>closely related in meaning</u> to describe a <u>single</u> school-related <u>concept</u>	D. Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	E. Uses <u>at least two meanings of multiple-meaning words</u>	F. <u>Determines the meanings of unfamiliar words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)	G. <u>Recognizes both literal meanings and non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of words and phrases	H. <u>Uses non-literal meanings</u> of words and phrases (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)

Writing

A. <u>Dictates</u> ideas, information, or stories to have them written down.	B. Uses <u>drawings, scribbles, or letter-like forms</u> to express ideas, information, or stories.	C. <u>Writes letters, words, or phrases</u> to label drawings or express ideas, information, or stories.	D. <u>Writes</u>, demonstrating an understanding of <u>purpose or audience</u> or both.	E. <u>Writes two or more related ideas</u>, pieces of information, or events.	F. <u>Writes</u> using a <u>genre-specific organizational structure</u>.	G. <u>Revises own genre-specific writing</u> to provide clarity to the reader: • Revises by <u>adding</u> ideas, information, or descriptive details. • Revises by <u>rearranging</u> ideas, informative or descriptive details • Revises by <u>deleting</u> unnecessary or unimportant ideas, information, or details • Revises with <u>attention to writer's craft</u> (e.g., developing and elaborating through word choices, phrasing, sentence structure, length of sentences and paragraphs).