

Preschool Performance Standards Ages 3-5

Middleton-Cross Plains Area School District

January 2001

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Written and developed cooperatively by parents and representatives from CESA-2, Middleton-Cross Plains Area School District, Little Red Preschool, Bright Start, Kids Express Learning Center, Dane County Health Department, Birth-3 Connections Program. Funded by an IDEA Discretionary Grant in association with CESA-2.

Funding for development and publication provided by the Wisconsin Department of Public Instruction (DPI) through an IDEA Preschool Discretionary Grant awarded to Middleton-Cross Plains Area School District.

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Introduction

The following Preschool Performance Standards for young children were developed by a group of educators and community members in the Middleton-Cross Plains Area School District. These Standards reflect the typical growth and development skills of young children but do not include all the skills that young children acquire between the ages of 3 through 5.

Children develop skills in different patterns and at different rates, so not all children will have met these standards before entering kindergarten. Most children will have the opportunity to acquire the skills as they progress through their kindergarten year.

Parents have the important responsibility to prepare their children for success in school by giving them opportunities to experience their world in a safe and encouraging environment. This includes reinforcing their child's unique strengths and incorporating those strengths into daily living at home and in other social settings. As the child's first teacher, it is the parent's responsibility to provide appropriate healthcare and nutrition so their child can learn. Children also need a loving and accepting homelife which supports healthy emotional development and gives them an opportunity to explore and experiment in play activities, and make sense of all the information that is a part of their daily life.

These Standards should be viewed as guidelines for parents and preschool educators to provide a common framework of experiences so young children can be successful learners in all aspects of life.

MCPASD Standard 1:

Social/Emotional Skills

The child will learn social/emotional skills through play with peers and adults by engaging in a variety of play activities, problem solving activities, and opportunities for expression of feelings.

Performance Standards: When given play and learning opportunities, the child will:

- * initiate and sustain play
- * socialize with peers and adults successfully through:
 - * taking turns
 - * role playing
 - * conversations
 - * trying new experiences
 - * express positive thoughts about themselves
 - * express knowledge of his/her own feelings and feelings of others
 - * control his/her own behavior by:
 - * coping with a variety of situations and changes

- * solving problems nonviolently
- * negotiating with peers
- * working with self-direction on assigned tasks
- * demonstrating respect through behavior and use of social language (please, thank you, greetings)

MCPASD Standard 2:

Daily Living

The child will begin to develop skills necessary for independence in his/her daily living activities.

Performance: Standard: When given opportunities and guidance, the child will:

- * demonstrate knowledge of his/her:
 - * first/last name
 - * name of parents
 - * telephone number
- * identify, respond to, and communicate about safe and/or dangerous situations
- * dress/undress without assistance
- * demonstrate independence in hygiene needs:
 - * toileting
 - * hand-washing
 - * brushing teeth
- * demonstrate independence in feeding/serving skills
- * take responsibility for choosing activities, playing independently, and cleaning up

MCPASD Standard 3:

Sensory/Motor

The child will use motor skills to learn about his/her physical abilities, to explore

action related play and learning, and to develop the fine motor coordination for self care and expression through both art and writing.

Performance Standard: When given play and learning opportunities, the child will:

- * develop the *sensory **integration skills necessary for self-regulation and attention during play and learning
- * run, hop, jump, gallop and skip
- * use writing instruments to imitate circles and vertical, horizontal, and diagonal lines, and to write some letters and words
- * use scissors to successfully cut out simple shapes and objects within 1/2 inch of outline
- * sensory refers to: sensory experiences including touch, taste, smell, movement, body awareness, sound and the sense of gravity.
- ** integration refers to: the process of the brain organizing and interpreting sensory information.

MCPASD Standard 4:

Communication

The child will use language to communicate needs and wants, to share ideas, to express feelings, to ask and answer questions, to explore interests, and to learn about new things.

Performance Standard: When given play and learning opportunities, the child will:

- * listen to others and take turns sharing his/her own ideas in conversation
- * ask questions to gain information and answer questions to share knowledge
- * use complete sentences to successfully communicate needs and wants with peers and adults
- * demonstrate an understanding of language by following simple 2 and 3 step directions
- * use descriptive words to tell about objects and actions

- * begin to tell stories in sequence, adding some details

MCPASD Standard 5:

Creative Arts

The child will begin to explore and integrate an understanding of his/her body and the world through expression of rhythm/music, visual arts, drama, and movement/dance.

Performance Standard: When given play and learning opportunities, the child will:

- * participate in:
 - *rhymes
 - *fingerplays
 - *songs
- * imitate and create simple rhythms
- * explore various:
 - *instruments
 - *vocalizations
 - *movements
- * depict objects and experiences through:
 - *imitation
 - *pretending
 - *building
 - *art work
 - *story telling

MCPASD Standard 6:

Cognition

The child will begin to acquire an understanding of the world.

Performance Standards: When given play and learning opportunities, the child will demonstrate a beginning understanding of cognitive/thinking activities by:

- * demonstrating number skills:
 - * rote count to 20
 - * count objects to 15
- * recognize/name some numerals
- * match/sort/classify/sequence both objects and pictures
- * recognize/name some letters
- * recognize/name some attributes (color, shape, size) of items
- * draw representational pictures with some detail
- * write own name using initial upper case, then lower case letters
- * manipulate objects to make comparisons, and to draw simple inferences and conclusions
- * begin to understand:
 - * simple time and measurement concepts
 - * cause and effect

MCPASD Standard 7:

Early Literacy

The child will begin to develop an understanding of the concepts of written symbols, stories, and the pursuits of reading and writing.

Performance Standards: When exposed to books and stories in play and learning activities, the child will:

- * listen to stories or books in 1:1 or group situations for up to 10 minutes
- * recognize and name some alphabet letters
- * recognize that logos, symbols, and words can
- * represent things/ideas
- * recognize own name in print
- * demonstrate knowledge of use and care of book

- * begin to demonstrate left to right progression in looking at books/writing
- * begin to demonstrate an awareness that letters can represent sounds
- * demonstrate interest in communicating ideas through drawing, invented writing, and by making up stories in play