



June 2020

# New Mexico Early Learning Guidelines; Essential Indicators with Rubrics\*: Preschool to Kindergarten

\*Please note: Birth to 36 month rubrics are only to be used to assess preschool children who may have developmental delays and disabilities to show the child's growth and plan for instruction. These rubrics are not intended to be used to assess a child younger than 36 months.

# Early Learning Guidelines; Essential Indicators with Rubrics: Preschool to Kindergarten

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## Preschool and Kindergarten Outcomes and Indicators - Assessed

DOMAIN 1 > Physical Development, Health, and Well-Being			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
1. The child uses gross motor control independently, including balance, spatial awareness, and stability.	1.1 Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	●	●
	1.2 Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, duck, goose”]).	●	
2. The child independently uses fine motor skills.	2.1a Develops manual coordination to use writing and crafting tools.	●	●
	2.1b Demonstrates self-help fine motor skills such as buttoning and zipping.	●	
<b>Total Essential Indicators &gt; Domain 1:</b>		4	2

LEGEND	
	Preschool Only
	KOT Only

DOMAIN 2 > Literacy			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
5. The child demonstrates understanding and function of both receptive and expressive vocabulary.	5.2 Demonstrates the ability to attend, understand, and follow increasingly complex directions.	●	●
	<i>5.3 Demonstrates increasing abilities to understand and use language by the number, variety, and complexity of words across varied purposes.</i>		●
6. The child communicates experiences, ideas, and feelings through speaking or American Sign Language.	6.1 Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	●	●
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.2 Demonstrates comprehension of a story “read aloud” by asking relevant questions or providing key details in literacy texts.	●	
	7.3a Shows an understanding of the basic concepts of print.	●	●
	7.3b Understands that print carries meaning.	●	●
	7.4a Recognizes and generates rhyming sounds in spoken language.	●	●
	7.4b Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	●	●
	7.5a Shows an understanding of alphabetic knowledge.	●	●
	7.5b Knows and applies letter-sound correspondence and beginning sound- recognition skills.	●	●
8. The child engages in activities that promote the acquisition of emergent writing skills.	8.3 Understands how to apply the early stages of drawing and writing to convey meaning.	● *	●
<b>Total Essential Indicators &gt; Domain 2:</b>		<b>10</b>	<b>10</b>

DOMAIN 3 > Mathematics			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
9. The child understands that numbers, ways of representing numbers, and relationships between quantities and numerals.	9.1 Uses numbers and counting as means for solving problems and determining quantity.	●	●
	9.3a Rote counts in sequence.	●	●
	9.3b Names and identifies written numerals.	●	●
10. The child demonstrates understanding of geometrical and spatial concepts.	10.1 Recognizes, names, describes, compares, and creates familiar shapes.	●	
11. The child demonstrates an understanding of nonstandard units to measure and make comparisons.	11.3 Demonstrates emerging knowledge of measurement.		●
12. The child demonstrates the ability to investigate, organize, and create representations.	12.1 Sorts, classifies, and groups materials by one or more attributes.	●*	●
<b>Total Essential Indicators &gt; Domain 3:</b>		<b>5</b>	<b>5</b>

DOMAIN 4 > Aesthetic Creativity			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
13. The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).	13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	● **	
<b>Total Essential Indicators &gt; Domain 4:</b>		1	0

DOMAIN 5 > Scientific Conceptual Understanding			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
14. The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	●	●
	14.3 Makes predictions and forms hypotheses.	●	
16. The child acquires scientific knowledge related to earth science.	16.1 Investigates, compares, contrasts seasonal and weather changes in the immediate environment.		●
<b>Total Essential Indicators &gt; Domain 5:</b>		2	2

DOMAIN 6 > Self, Family, and Community			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
18. The child demonstrates self-control.	18.1 Adapts behaviors to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	●	●
19. The child demonstrates personal responsibility.	19.1 Cares for personal and group possessions.	●	●
20. The child works cooperatively with other children and adults.	20.1 Plays and interacts with various children sharing experiences and ideas with others.	●	●
	20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	●	●
21. The child develops relationships of mutual trust and respect with others.	21.2 Accepts guidance from a variety of appropriate adults and seeks their support when needed.	●	●
<b>Total Essential Indicators &gt; Domain</b>		<b>5</b>	<b>5</b>

DOMAIN 7 > Approaches to Learning			
Outcome	Essential Indicator	Preschool Essential Indicators	KOT Essential Indicators
24. The child takes initiative.	24.2 Develops increasing independence during activities, routines, and play.	●	●
25. The child exhibits imagination and creativity.	25.3 Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.	●	
27. The child displays persistence and pursues challenges.	27.1 Focuses and completes a variety of tasks, activities, projects and experiences.	●	●
<b>Total Essential Indicators &gt; Domain 7:</b>		<b>3</b>	<b>2</b>

<b>Total Number of Essential Indicators:</b>	<b>30</b>	<b>26</b>
<b>Portfolio Items:</b>	<b>3</b>	
<b>Creativity Sample:</b>	<b>1</b>	

\*Portfolio item for PreK

\*\* Creativity Sample for PreK

LEGEND	
	Preschool Only
	KOT Only
	Both Preschool & KOT

## New Mexico Preschool Observation Tool Essential Indicators



### Physical Development, Health, and Well-Being (4):

E.I. #1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. (*Coordination and strength*)

E.I. #1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, duck, goose”]). (*Spatial awareness*)

E.I. #2.1a: Develops manual coordination to use writing and crafting tools. (*Fine motor tools*)

E.I. #2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping. (*Self help fine motor*)

### Literacy (10):

E.I. #5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions. (*Follows directions*)

E.I. #6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences. (*Conversational ability*)

E.I. #7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions or providing key details in literacy texts. (*Reading comprehension*)

E.I. #7.3a: Shows an understanding of the basic concepts of print. (*Concepts of print*)

E.I. #7.3b: Understands that print carries meaning. (*Print meaning*)

E.I. #7.4a: Recognizes and generates rhyming sounds in spoken language. (*Rhyme*)

E.I. #7.4b: Demonstrates an understanding of spoken words, syllables, and sounds (phonemes). (*Phonological Awareness*)

E.I. #7.5a: Shows an understanding of alphabetic knowledge. (*Letter Naming*)

E.I. #7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills. (*Letter-Sound Correspondence*)

E.I. #8.3: Understands how to apply the early stages of drawing and writing to convey meaning. (*Writing*)



### **Mathematics (5):**

E.I. #9.1: Uses numbers and counting as means for solving problems and determining quantity. *(One-to-one correspondence)*

E.I. #9.3a: Rote counts in sequence. *(Rote counting)*

E.I. #9.3b: Names and identifies written numerals. *(Numerals)*

E.I. #10.1: Recognizes, names, describes, compares, and creates familiar shapes. *(Shape recognition)*

E.I. #12.1: Sorts, classifies, and groups materials by one or more attributes. *(Sorting)*

### **Aesthetic Creativity (1):**

E.I. #13.1: Communicates ideas and/or feelings through creative activities (e.g., making up a song, acting out a story, creating a piece of art work, or a set of movements). *(Creativity)*

### **Scientific Conceptual Understandings (2):**

E.I. #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. *(Investigations)*

E.I. #14.3: Makes predictions and forms hypotheses. *(Predictions)*

### **Self, Family, and Community (5):**

E.I. #18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). *(Self control)*

E.I. #19.1: Cares for personal and group possessions. *(Cares for possessions)*

E.I. #20.1: Plays and interacts with various children, sharing experiences and ideas with others. *(Cooperative play)*

E.I. #20.2: Uses and accepts negotiations, compromise, and discussion to resolve conflicts. *(Social problem solving)*

E.I. #21.2: Accepts guidance and direction from classroom and school personnel and seeks their support when needed. *(Guidance and support)*

**Approaches to Learning (3):**

E.I. #24.2: Develops increasing independence during activities, routines, and play. (*Independence*)

E.I. #25.3: Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences. (*Role-plays*)

E.I. #27.1: Focuses and completes a variety of tasks, activities, projects, and experiences. (*Focus*)



## New Mexico Kindergarten Observation Tool (KOT) Essential Indicators

### Physical Development, Health, and Well-Being (2):

E.I. #1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. (*Coordination and strength*)

E.I. #2.1a: Develops manual coordination to use writing and crafting tools. (*Fine motor tools*)

### Literacy (10):

E.I. #5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions. (*Follows directions*)

E.I. #5.3: Demonstrates increasing abilities to understand and use language by the number, variety, and complexity of words across varied purposes. (*Vocabulary*)

E.I. #6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences. (*Conversational ability*)

E.I. #7.3a: Shows an understanding of the basic concepts of print. (*Concepts of print*)

E.I. #7.3b: Understands that print carries meaning. (*Print meaning*)

E.I. #7.4a: Recognizes and generates rhyming sounds in spoken language. (*Rhyme*)

E.I. #7.4b: Demonstrates an understanding of spoken words, syllables, and sounds (phonemes). (*Phonological Awareness*)

E.I. #7.5a: Shows an understanding of alphabetic knowledge. (*Letter Naming*)

E.I. #7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills. (*Letter-Sound Correspondence*)

E.I. #8.3: Understands how to apply the early stages of drawing and writing to convey meaning. (*Writing*)

### **Mathematics (5):**

E.I. #9.1: Uses numbers and counting as means for solving problems and determining quantity. (*One-to-one correspondence*)

E.I. #9.3a: Rote counts in sequence. (*Rote counting*)

E.I. #9.3b: Names and identifies written numerals. (*Numerals*)

E.I. #11.3: Demonstrates emerging knowledge of measurement. (*Measurement*)

E.I. #12.1: Sorts, classifies, and groups materials by one or more attributes. (*Sorting*)

### **Scientific Conceptual Understandings (2):**

E.I. #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. (*Investigations*)

E.I. #16.1: Investigates, compares, and contrasts seasonal and weather changes in the immediate environment. (*Earth science*)

### **Self, Family, and Community (5):**

E.I. #18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). (*Self control*)

E.I. #19.1: Cares for personal and group possessions. (*Cares for possessions*)

E.I. #20.1: Plays and interacts with various children, sharing experiences and ideas with others. (*Cooperative play*)

E.I. #20.2: Uses and accepts negotiations, compromise, and discussion to resolve conflicts. (*Social problem solving*)

E.I. #21.2: Accepts guidance and direction from classroom and school personnel and seeks their support when needed. (*Guidance and support*)

### **Approaches to Learning (2):**

E.I. #24.2: Develops increasing independence during activities, routines, and play. (*Independence*)

E.I. #27.1: Focuses and completes a variety of tasks, activities, projects, and experiences. (*Focus*)

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.**

**Indicator 1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.**

**Aligned New Mexico Kindergarten Standards: *Physical Education Standards***

Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

- K-4 Benchmark 1: Demonstrate competency in selected motor skills.
  - K-2.1 travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature gait
  - K-2.2. demonstrate skills of chasing, fleeing and dodging to avoid others
  - K-2.3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Gross Motor***

- Goal IT-PMP 3.** Child demonstrates effective and efficient use of large muscles for movement and position.
- Goal IT-PMP 4.** Child demonstrates effective and efficient use of large muscles to explore the environment
- Goal P-PMP 1.** Child demonstrates control, strength, and coordination of large muscles.

**ELG Rubric Text 1.1**

0-36 Month Rubric				3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Turns head side to side, while lying on stomach. Rolls from front to back and back to front. Reaches for objects with one hand (using both hands equally).	Changes from a crawling position to a sitting position with trunk control. Uses furniture or stable objects to lift self up to standing position (stoops and recovers). Develops coordination during a variety of movements, including walking with wide gait (walking and running less clumsy).	Gains control of a variety of movements including walking smoothly forwards across a variety of surfaces, walks backwards, changes speed and direction, stoops and recovers without holding on to stable object, standing and walking on tiptoes, squats, kneels, and jumps off floor with both feet. Climbs stairs on hands and knees.	Walks up stairs alternating feet with one hand held. Descends stairs independently with both feet coming together on each step or walks down stairs alternating feet with one hand held. Jumps over an object and four consecutive jumps. Runs and walks easily from place to place.	Climbs stairs independently (not necessarily alternating feet) and runs and walks easily from place to place.	Climbs stairs and tries new stairs /ladders, progressing to alternating feet, independently and runs and walks easily from place to place.	Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches.	Climbs on age-appropriate playground equipment with minimal adult assistance and walks, runs, jumps, marches, and hops.	Climbs on age-appropriate playground equipment independently and walks, runs, jumps, marches, hops, and gallops.	Demonstrates gross motor control by transitioning smoothly between movements (e.g., running into a jump) and attempting to skip independently.	Demonstrates gross motor coordination and strength in a variety of activities and movements, including skipping using mature form.	Consistently demonstrates gross motor coordination and strength in the age-appropriate range of activities and movements in play and complex games.

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.**

**Indicator 1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., “Duck, duck, goose.”)**

**Aligned New Mexico Kindergarten Standards: *Physical Education Standards***

Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

K-4 Benchmark 3: Demonstrate competency in selected skills utilizing age-appropriate equipment:

K-3.3. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.)

**Aligned with Head Start Early Learning Outcomes Framework: *Ages Birth to Five: Gross Motor***

**Goal IT-PMP 5.** Child uses sensory information and body awareness to understand how their body relates to the environment.

**Goal P-PMP 2.** Child uses perceptual information to guide motions and interactions with objects and other people

**ELG Rubric Text 1.2**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Lifts head, grabs toys, tracks objects moving across line of vision, rolls over, and turns toward sound and touch. Rocks back and forth on hands and knees.	Begins to understand body location in space. Picks up toys without falling over. Begins to crawl in direction of object of interest. Pulls to a stand, then walks holding on to furniture or someone.	Walks smoothly and navigates corners. Bounces or moves body to music and rhythm. Tosses/throws a ball with little coordination or direction. Pushes against a ball.	Develops awareness of body in space, sometimes bumping in to objects or people, but maintains balance. Throws playground ball with both hands overhead in direction of target. Kicks a stationary ball. Balances on one foot.	Maneuvers around objects and people without bumping into them most of the time; kicks and throws a ball.	Walks along a line or beam structure with some success and attempts to catch a large ball.	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls.	Demonstrates balance in many situations including play outdoors, ball-handling and in simple group games.	Demonstrates balance in many situations including play outdoors, ball-handling and in simple group games; throws or kicks objects with increased accuracy.	Demonstrates balance in many situations, moving, changing speed, direction, and pathway of quickly and safely most of the time (sometimes in response to throwing, catching, and kicking balls).	Moves in different directions and makes the necessary adjustments and kicks or bats at a ball with increasing coordination.

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 2: The child independently uses fine motor skills.**

**Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.**

**Rubric 2.1a: Develops manual coordination to use writing and crafting tools.**

**Rubric 2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.**

**Aligned New Mexico Kindergarten Standards: Art Content Standards for Visual Arts**

Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.

K-5 Benchmark 1B: Explore and develop skills using art materials, tools and techniques

K-1.1. Use a variety of art materials and related skills.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Perceptual, Motor and Physical Development**

**Goal IT-PMP 6.** Child coordinates hand and eye movements to perform actions

**Goal IT-PMP 7.** Child uses hands for exploration, play, and daily routines.

**Goal IT-PMP 8.** Child adjusts reach and grasp to use tools.

**Goal P-PMP 3.** Child demonstrates increasing control, strength, and coordination of small muscles.

**ELG Rubric Text 2.1a**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Grips finger of another person when placed in hand. Uses raking or sweeping motion to bring toys or objects closer. Move from two-handed palmar to one-handed palmar grasp to grab objects.	Uses thumb and forefinger to pick up small objects. Demonstrates controlled release of objects. Holds an item in one hand and transfers it to other hand.	Jabs at paper with crafting and writing tools. Fits shapes in to shape sorter.	Uses one hand consistently in most activities, imitates circular, vertical, and horizontal lines with some wrist action.	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand but uses whole-arm movements to make marks.	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand to make marks. Opens and closes scissors with one hand.	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support.	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with a 3 point grip but too close to either end. Uses scissors to snip materials.	Uses writing and crafting tools with a 3 point grip. Uses scissors to cut a line.	Demonstrates fine motor control in using writing and crafting tools independently with a 3 point grip* (e.g., cuts simple geometric shapes).	Demonstrates fine motor coordination in using a variety of writing and crafting tools independently so that work products have detail.	Consistently Demonstrates fine motor coordination and skill in using a variety of writing and crafting tools to create intricately detailed work products.

ELG Rubric Text 2.1b

0-36 Month Rubric				3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Reaches for or cries for comfort item during rest time. Raise arms when shirt is being changed.	Demonstrates an interest in dressing/ un-dressing when wet/dirty. Removes loose clothing (e.g. pulls off socks, hats, shoes).	Participates in dressing and undressing (e.g. puts arms in sleeves, helps put on shoes and socks).	Take off coat and try to hang on hook. Does not unfasten independently.	Attempts to unzip, unbutton, untie, or unsnap clothing with guidance and support from adults.	Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.	Button, or snap clothing with guidance and support from adults.	Requires some assistance in self-help situations that require fine motor skills (e.g., buttoning, zipping, snapping, and velcroing).	Requires minimal support in self-help situations that require fine motor skills.	Independently buttons and zips, snaps, and velcros clothing, but may struggle with shoelaces.	Independently ties shoes and manages all aspects of dressing.	Shows independence in all self-help situations that require fine motor skills.



**Domain 2: Literacy**

**Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary**

**Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.**

**Aligned New Mexico Kindergarten Standards:** N/A

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication***

**Goal IT-LC 1.** Child attends to, understands, and responds to communication and language from others.

**Goal IT-LC 2.** Child learns from communication and language experiences with others.

**Goal IT-LC 7.** Child understands an increasing number of words used in communication with others.

**Goal P-LC 1.** Child attends to communication and language from others.

**Goal P-LC 2.** Child understands and responds to increasingly complex communication and language from others

**ELG Rubric Text 5.2**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Turns when name is called. Smiles and is attentive when spoken to.	Gestures or points when asked a question or object are named.	Responds to simple commands (e.g. “show me your head, legs, arms).	Follows simple one step, directions with scaffolded support.	Follows simple, one step, oral directions (e.g., Teacher- “Put this toy in the basket please”).	Follows oral directions of two or more <b>related</b> steps with adult modeling (e.g., washes and dries hands after seeing demonstration).	Follows oral directions of two or more <b>related</b> steps with verbal adult support (e.g., Teacher – “Remember to put the caps on the markers then put them in the basket”).	Follows oral directions that involve two or more <b>related</b> steps independently, without prompting between steps (e.g., after you finish your drawing, please hang it on the wall”).	Follows oral directions that involve two steps in a series of <b>unrelated</b> sequences of action with adult modeling (e.g., “After you clean up the blocks, walk to line up by the door”).	Follows oral directions that involve two or more steps in a series of <b>unrelated</b> sequences with verbal adult support between steps (e.g., “After you finish your reading, please choose a learning center and begin activity.”).	Follows multi-step oral directions in a series of <b>unrelated</b> sequences of action independently, without prompting between steps.	Retains multi-step oral directions for activities, discussions, or projects over an extended period of time and follows through with them independently (e.g., follows the steps of the writing process over the period of a multi- day assignment without the need for prompting between each step).

**Domain 2: Literacy**

**Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary.**

**Indicator 5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.**

**Aligned New Mexico Kindergarten Standards: *English Language Arts Common Core State Standards***

- RL.K.4 Ask and answer questions about unknown words in a text.
- RI. K.4 With prompting and support, ask and answer questions about unknown words in a text.
- L.K. 3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- L.K. 4 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication***

<b>Goal IT-LC 3.</b> Child communicates needs and wants non-verbally and by using language.	<b>Goal P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.
<b>Goal IT-LC 4.</b> Child uses non-verbal communication and language to engage others in interaction.	<b>Goal P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.
<b>Goal IT-LC 6.</b> Child initiates non-verbal communication and language to learn and gain information.	<b>Goal P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.

**ELG Rubric Text 5.3**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Vocalizes pleasure and displeasure sounds differently (e.g. laugh, giggle, cry, fuss). Turns to smile at sound of familiar voice.	Uses familiar words and gestures (e.g. waves when saying goodbye). Points and mimics language to show what child wants. First word is evident by 12 months.	Uses limited vocabulary spontaneously to indicate familiar people, objects, animals, and places. Begins to develop a sense of “me,” “my,” “mine.”	Uses action words, possessive terms, and pronouns (e.g. “run,” “yours,” “mine”).	With prompting and support, uses gestures, facial expressions and/or words to express meaning while participating in stories, songs, and fingerplays.	With prompting and support, points or names/ labels familiar words found in classroom objects, books, routines, home & family.	With verbal prompting and support, connects new vocabulary with known words and experiences (from stories, places, songs, fingerplays).	With verbal adult support, ask questions to gain a sense of why they identified and sorted common objects, pictures, colors, shapes, etc. into specific categories. Displays interest in new/novel words heard in books and conversation.	Demonstrates understanding that vocabulary includes basic concepts with related words (e.g., comparison: less/more/same), spatial concepts (e.g., first/last, over/under), and descriptors (i.e., adjectives and adverbs) as appropriate to the child’s home language. Compare commonalities and differences by identifying opposites using descriptive words (i.e., big/little, short/long).	Demonstrates understanding of vocabulary, connecting new words with known words that include specialized areas of interest (e.g., vocabulary related to a unit of study at school). Access prior knowledge and experiences to identify connections between words and their application to real life using words to communicate their feelings.	Demonstrates understanding of vocabulary that distinguish shades of meaning (e.g., synonyms) among verbs (e.g., talk/ whisper/ scream) or among adjectives (e.g., tiny/small/little) by describing and/or acting out the meanings. Clarify the meanings of unknown and multiple-meaning words and phrases and apply them accurately (i.e., a duck is a bird; to duck).	With guidance and support, uses context clues and/or applies knowledge of affixes (i.e., -s, - ed, ing, re-, un-) and word relationships as clues to the meaning of an unknown word, in order to access higher-level vocabulary. Use new vocabulary that is directly taught through reading, speaking and listening.

**Domain 2: Literacy**

**Outcome 6: The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).**

**Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.**

**Aligned New Mexico Kindergarten Standards: *English Language Arts Common Core State Standards***

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication***

- Goal IT-LC 5.** Child uses increasingly complex language in conversation with others.
- Goal IT-LC 8.** Child uses an increasing number of words in communication and conversation with others
- Goal P-LC 6.** Child understands and uses a wide variety of words for a variety of purposes.

**ELG Rubric Text 6.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Uses a variety of sounds (e.g. babbles, cooing, screams) to mimic conventional conversation. Pauses to listen for response.	Sounds begin to take form and fall into patterns as child creates sounds with inflections. Communication mimics conversation with back and forth exchanges.	Repeats and imitates words overheard in conversation. Responds to questions or simple requests with non-verbal or verbal answer. Begins to use back and forth conversation.	Listens to and responds to brief conversations and discussions using one to two-word phrases to communicate. Can be understood by unfamiliar listener at least 50% of the time.	Speaks or signs in familiar phrases with limited word choice related to an action or request (i.e., "Help me" "Me run" "more") Takes turns speaking in conversation.	Combines three words into a simple sentence to share or initiate an idea or thought that may or may not be meaningful to the situation (i.e., "My cat barks." "The boy cries.").	Uses four word sentences to share or initiate an idea or thought meaningful to the situation or about themselves. The sentence may omit some words or use some words incorrectly (i.e., "I played more gooder." "I like red bikes.").	Uses five-to six-word sentences* to communicate needs and wants or express ideas (i.e., "We walked to my school." "I want some chocolate milk, please.").	Uses two or three connected sentences* with at least one sentence having seven or more words, to communicate familiar information or ideas.	Converses effectively by listening and speaking through five or more exchanges. Expresses ideas clearly and completely, using longer, complex sentences, articulating the idea, experience, or event.	Converses effectively by listening and speaking through five or more exchanges and replies with relevant information to questions (who, what, where, when, why, how).	Converses effectively by listening and speaking through five or more <b>on-topic</b> exchanges. Produces and expands complete sentences that stay on-topic communicating the ideas, experiences and/or events with a logical order and elaborated details.

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts.**

**Aligned New Mexico Kindergarten Standards: *English Language Arts Common Core State Standards***

RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.10 Actively engages in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10 Actively engages in group reading activities with purpose and understanding.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication and Literacy***

**Goal IT-LC 12.** Child comprehends meaning from pictures and stories.

**Goal P-LIT 4.** Child demonstrates an understanding of narrative structure through storytelling/re-telling.

**Goal P-LIT 5.** Child asks and answers questions about a book that was read aloud.

**ELG Rubric Text 7.2**

36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Responds to talking, singing and reading. Shows enjoyment of the sounds and rhythm of language.	Enjoys hearing familiar stories while cuddling and reinforcing bonds with adults.	Points to a picture and asks, “what’s that”. Begins to learn that pictures represent real objects, events, and ideas. Names items in a picture book.	Listens to a simple story and points to associated pictures. Shows preference for familiar story and can repeat phrases from story.	Relates story content with their own experiences (i.e., “Look, my dog”).	Connects their own experiences and the illustrations to gain meaning of the story. Their comments may or may not follow along the story line.	Listens to stories and responds to questions by pointing to pictures. Ask and answer simple questions about details they just heard.	With prompting and support, asks and answers basic factual questions (e.g., characters, setting, major events) about a story (e.g., What is happening on this page?). Makes comments that relate to the story, but may sometimes get off topic.	With prompting and support, asks and answers factual questions about a story (e.g., What is the main character’s name? What happened first, next, last?) Begin to ask and answer inferential questions (e.g., What might happen next?). Makes comments that are relevant to the story and stays on topic.	With prompting and support, asks and answers factual and inferential questions about a story (e.g., How is the main character feeling and what happened to make him feel that way?). Makes comments that demonstrate a sense of story (e.g., identifies beginning, middle, and end; naming characters; discussing key details of plot).	With prompting and support, describes the story with many key details about the character’s personalities, theme / events and supporting ideas about a story. (e.g., Based on what you know about the main character, what do you think he is going to do next? What in the story makes you think that?). Provides comments that demonstrate critical thinking related to the story.	With prompting and support: - Describes the connection between the characters, events, ideas, or pieces of information within the story. Engages in a group discussion related to a deeper understanding of the story (e.g., theme or lesson learned from the story; compare and contrast characters in familiar stories)  Provides comments that demonstrate critical thinking related to the story.

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.3: Demonstrates the knowledge to make sense of print.**

**Rubric 7.3a: Shows an understanding of the basic concepts of print.**

**Rubric 7.3b: Understands that print carries meaning.**

**Aligned New Mexico Kindergarten Standards: *English Language Arts Common Core State Standards***

- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.1.A Follow words from left to right, top to bottom, and page by page.
- RF.K.1.C Understand that words are separated by spaces in print.
- RL.K.2 With prompting and support, retell familiar stories, including key details.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication - Literacy***

- Goal IT-LC 10.** Child handles books and relates them to their stories or information.
- Goal IT-LC 11.** Child recognizes pictures and some symbols, signs, or words.
- Goal IT-LC 12.** Child comprehends meaning from pictures and stories.
- Goal P-LIT 2.** Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

**ELG Rubric Text 7.3a**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric			Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1		
Points to and makes sounds when listening to picture books.	Brings book to adult and "reads".	Turns book right side up.	Turns pages in board books one at a time.	Shows interest in environmental print (pictures, symbols, logos, signs) (i.e., "That says stop.").	Shows awareness of environmental print (pictures, symbols, signs) Recognizes a book by its cover. Holds a book and attempts to turns pages one at a time.	Recognizes print in everyday life (i.e., logos, numbers, words, their name and uses it as a cue to finding their possessions). Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story.	Displays awareness between pictures and print (e.g., checking job chart, "exit" sign, children's work). Holds a book upright and turns pages. Identifies the first page to begin pretend reading using picture clues to tell the story (i.e., first page of text).	Handles a book and identifies various book elements (i.e., front cover, back cover, and title). Distinguishes pictures from letters & words on the pages. Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print.	Shows understanding of directionality in a text (i.e., follows words in a book from left to right, top to bottom, & page by page). Points to words with one finger as they read the text. (e.g., Identifies the first word on the first page as the place to begin reading. <i>May skip lines or miss pages when attempting to read independently.</i>	Identifies book elements with ease (including title, author, illustrator) & follows rules related to directionality, proficiently when reading appropriately leveled texts. Knows each spoken word can be written down & read in a story.	Applies the conventions of reading, including those related to more distinguishing features of print (i.e., recognizes sentences by punctuation in print).		

**ELG Rubric Text 7.3b**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Responds to an adult when reading a book. Pats pictures in a book.	Interacts (e.g., making sounds, saying words, laughs out loud, perform action from text) with adults when reading a book.	Touches or identifies pictures when prompted.	Shows interest in familiar stories. Makes up stories while turning pages of a book.	Shows interest in an adult reading a story/text (not necessarily listening to the whole book) and/or looks at books.  OR Shows interest in books during story time.	Begins to understand that the text is meaningful and asks an adult to read the same story again and again.	Demonstrates interest in an adult reading a full story/text. Begins to recognize that all types of printed materials (e.g., books, magazines, signs) conveys meaning and connects to real things.	Demonstrates interest and enjoyment listening to an adult reading a full story/text. Chooses familiar / favorite books to look at and pretend read independently. Uses and interprets illustrations to gain meaning.	Actively attends to stories/texts during a read aloud without being distracted. Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide. Answers questions about details of a story just heard.	Begins retelling stories and/or key details in a variety of ways (e.g., using pictures to make up the text, acting out part of the story in dramatic play, using a flannel board) The adult may prompt and support the retell with probing questions. <i>(May not be completely accurate).</i>	Reads and/or pretends to read and retells familiar stories using key details in a text with accuracy, using their experiences, language, pictures, illustrations and / or familiar words from the text as guides. The adult may prompt and support the retell with probing questions.	Reads and comprehends an unfamiliar story/text using their experiences, and the illustrations, pictures and may attend to familiar words within the text.  Retells, discusses or reconstructs the context of story. (i.e., generates a picture with a written response that identifies who or what of a story/text).

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness.**

**Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language.**

**Rubric 7.4b: Demonstrates understanding of spoken words, syllables and sounds (phonemes).**

**Aligned New Mexico Kindergarten Standards: *English Language Arts Common Core State Standards***

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A Recognize and produce rhyming words. RF.K.2.B Count, produce, blend, and segment syllables in spoken words. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2.B Count, produce, blend, and segment syllables in spoken words. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A Recognize and produce rhyming words. RF.K.2.B Count, produce, blend, and segment syllables in spoken words..
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**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication – Literacy***

**Goal IT-LC 9.** Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

**Goal P-LIT 1.** Child demonstrates awareness that spoken language is composed of smaller segments of sound.

**ELG Rubric Text 7.4a**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Not typically observed.	Imitates vocalizations and sounds.	Responds to rhythm and hums or sings familiar songs.	Imitates tempo and speed of sound (e.g. clapping hands fast/slow, speaking fast/slow).	With prompting and support, participates in stories, songs, or fingerplays with rhyming words.	With prompting and support, repeats rhyming words in songs, poems, or stories.	Recites simple and familiar chants or rhymes.	Recognizes rhyming sounds in familiar songs or stories.	Identifies words that rhyme when orally presented with matched pairs of words.	Identifies words that rhyme and do not rhyme when presented with a small set of orally matched words.	Consistently distinguishes words that rhyme from those that do not rhyme. Produces a rhyming word when orally presented with a rhyming word pattern.	Recognizes rhyming patterns in texts and is able to make predictions about what orally matched words might come next in shared reading activities involving rhymes. Recognize and orally generate rhyming words independently.

ELG Rubric Text 7.4b

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Making utterances with many vowels (e.g. “ma ma ma,” “da da da”).	Engages in spontaneous vocal play (e.g. makes voice louder/softer and babbles).	Responds to rhythm and hums or sings familiar songs.	Imitates tempo and speed of sound (e.g. clapping hands fast/slow, speaking fast/slow).	With prompting and support, participates in stories, songs, or fingerplays with rhyming words.	Begins to recognize the number of words in sentences.  Hears and shows awareness of syllables (word parts) in simple words.	Identifies and separates syllables (word parts) in familiar words.	Counts, pronounces, blends and segments syllables in spoken words. Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).	Identifies and separates syllables in words and begins isolating initial sounds in spoken words. Repeats alliterative language (e.g., “cute cats can kiss,” “Pepe pecas pica papas con un pico”).	Verbally separates and blends onsets and rimes within single-syllable spoken words.  Recognizes initial and final sounds in spoken words.	Identifies, isolates and pronounces the initial, final and medial sounds (phonemes) in 3-phoneme (not letters) spoken words. (e.g., consonant-vowel-consonant words).	Adds, substitutes, or deletes individual sounds in simple, one-syllable spoken words to create new words. (e.g., individual sounds, can be consonants, vowels, digraphs, and blends to create new words.)

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.**

**Rubric 7.5a: Shows an understanding of alphabetic knowledge.**

**Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.**

**Aligned New Mexico Kindergarten Standards: *English Language Arts Common Core State Standards***

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3.A Demonstrates basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3.C Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Language and Communication - Literacy***

**Goal IT-LC 9.** Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

**Goal IT-LC 11.** Child recognizes pictures and some symbols, signs, or words.

**Goal P-LIT 3.** Child identifies letters of the alphabet and produces correct sounds associated with letters.

**ELG Rubric Text 7.5a**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Not assessed at this stage.	Not assessed at this stage.	Attempts to sing the alphabet song (e.g., misses some letters).	Begins to recognize that symbols and print have meaning (e.g., signs, nametags) Sings the alphabet song.	Identifies print in the environment (i.e., asking "What's that say?").	Identifies own name as a whole.	Recognizes that letters are a special category of visual graphics that can be individually named.  Differentiates and correctly identifies some letters by their shapes.	Names and identifies some letters with personal significance (e.g., letters in own name).  Identifies capital letters as they sing the alphabet song.	Names and identifies at least 18 capital letters and 15 lowercase letters.	Names and identifies all capital letters and 20 lowercase letters.	Names and identifies all capital letters and lowercase letters (including variations of a and g; a/a, g/g) and recognizes familiar combinations of letters in order to read common high-frequency words (e.g., 15-35 words).	Recognizes a variety of high-frequency words with regular and irregular sound- symbol correspondence (e.g., reads more than 100 high-frequency words by sight).

ELG Rubric Text 7.5b

0-36 Month Rubric				3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Not assessed at this stage.	Recognizes environmental print without understanding that letters represent speech sounds.	Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound).	Attends to the beginning letters and sounds in familiar words (e.g., recognizes words that start with the same letter/sound as own name).	Develops a simple understanding of the alphabetic principle: that letters represent speech sounds.  Attempts to sound out first letters in environmental print, familiar words and within early stages of writing.	Identifies the correct letters and produces the primary or most frequent sound for many consonants.  Begins to decode, or sound out, simple words (go, cat, pop).	Identifies the correct letters and produces the primary or most frequent sound for all consonants. Adds or substitutes individual sounds in simple (CVC) words to create new words.  Shows understanding that a sequence of letters represents a sequence of spoken sounds to support reading and writing words.	Applies letter- sound correspondence during the emergent reading stage, when attempting to read and write words.  Builds and manipulates individual letter-sounds combinations to create new words.				



Domain 2: Literacy											
Outcome 8: The child demonstrates that writing is a way of communicating for a variety of purposes.											
Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning.											
Aligned New Mexico Kindergarten Standards: <i>English Language Arts Common Core State Standards</i>											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2 L.K.1.A Print many upper- and lowercase letters. L.K.3 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.4 L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.						W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ). W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.					
Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: <i>Language and Communication - Literacy</i>											
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions. Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.											
ELG Rubric Text 8.3											
0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Gr.1)	Making Progress for Grade 1
Makes some random marks. There is no connection made between scribbles and meaning.	Makes random marks and scribbles. There is no connection made between scribbles and meaning.	Labels pictures using scribble-writing.	Uses symbols or pictures as representations of oral language.	Pretends to write and experiment with various writing / drawing tools by making marks or scribbles to represent ideas (sharing what they wrote to an adult).	Makes early approximations with horizontal or vertical sets of lines or scribbles intending to represent letters (sharing what they wrote to an adult).	Understands that his/her marks or scribbles are conveying ideas. May write a series of scribbles separated by spaces representing their understanding of the sound structure of language.	Draws simple pictures to represent their ideas and shares thoughts by writing words with mock letters (letter-like forms) - (sharing what they wrote to an adult).	Creates drawings and writing to represent meaningful ideas on paper with some level of clarity. Print may transition from random letter strings. (May rely on dictation with an adult to clarify content.) Forms letters in the first name to sign drawings and other written work.	Provides more detail when combining drawing and writing to convey their meanings on paper. Will observe a transition of random letter strings and the early stage of semi- phonetic Writing where the child writes letters that have the most recognizable sound(s) in each word.	Creates a product that uses a combination of drawing and writing to represent ideas relevant to a topic / theme on paper in some detail. Will observe complete sentences written down in the manner of semi-phonetic spellings with capitals and punctuation marks.	Independently writes to convey meaning. Produces complete sentences, uses sentence conventions and spells simple words phonetically. Begins to apply grade-level phonics skills (e.g., spells words with consonant digraphs and uses conventions for representing long vowel sounds.

**Domain 3: Mathematics**

**Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.**

**Indicator 9.1: Uses numbers and counting as means for solving problems and determining quantity.**

**Aligned New Mexico Kindergarten Standards: *Mathematics Common Core State Standards***

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.B.4.B Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Cognition and Mathematics Development***

**Goal IT-C 8.** Child develops sense of number and quantity.

**Goal P-MATH 2.** Child recognizes the number of objects in a small set.

**Goal P-MATH 3.** Child understands the relationship between numbers and quantities.

**Goal P-MATH 4.** Child compares numbers.

**Goal P-MATH 6.** Child understands addition as adding to and understands subtraction as taking away from.

**ELG Rubric Text 9.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)			Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
Participates in simple counting of object when led by adult.	Counts groups of one and two objects with adult guidance.	Applies number and counting to daily routines with adult guidance.	Imitates counting of objects by counting aloud with no relationship to the objects at hand.	Imitates counting of objects by counting aloud with no relationship to the objects at hand.	Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block).	Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects).	Demonstrates one-to-one correspondence (e.g., pairs each object with one and only one number name and each number name with one and only one object) in counting 10 objects in a group when arranged in a line.	Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle. Recognizes that each successive number name refers to a quantity that is one larger.	When given a number up to 20, counts out that many objects and begins to solve problems involving joining and combining using small quantities of objects (i.e., totals of up to 5).	Solves problems involving joining, separating, and combining using small quantities of objects (i.e., totals of up to 10).	Relates counting to addition and subtraction by counting on (i.e., by counting on 2 to add 2; e.g., student counts 5 objects, 2 objects are added to the group, and student adds 2 by counting on to 6, 7 rather than starting the count over at 1).	

**Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.**

**Indicator 9.3: Progresses in understanding of number words and numeral recognition skills.**

**Rubric 9.3a: Rote counts in sequence.**

**Rubric 9.3b: Names and identifies written numerals.**

**Aligned New Mexico Kindergarten Standards: *Mathematics Common Core State Standards***

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Mathematics Development***

**Goal P-MATH 1.** Child knows number names and the count sequence.

**Goal P-MATH 5.** Child associates a quantity with written numerals up to 5 and begins to write numbers.

**ELG Rubric Text 9.3a**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten 5-Yr-Old Rubric		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Participates in simple songs or finger plays that involved number & quantity.	Imitates rote counting attempting to use fingers or objects.	States number names in sequence up to 3 with adult guidance.	States number names up to 3 independently.	States number names, not necessarily in sequence.	States number names in sequence 1-5 with some adult guidance.	States number names in sequence 1-5.	States number names in sequence from 1 to 10 when counting by ones.	States number names in sequence from 1 to 30 when counting by ones.	States number names in sequence to 100 when counting by tens.	States number names in sequence from 1 to 100 when counting by ones.	States number names in sequence to 100 by twos and fives.

**ELG Rubric Text 9.3b**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Participates in simple songs or finger plays that involve number and quantity.	Uses words or gestures to request "more" in reference to food or play.	Begins to attach meaning for mathematical language (eg. "Give me one").	Begins to participate in counting rhymes, chants and songs.	Begins to participate in counting rhymes, chants and songs.	Begins to understand that a written numeral represents a quantity.	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Recognizes numerals distinctly from letters or other symbols in print, calling them "numbers."	Names and identifies a few written numerals with personal significance (e.g., numeral representing own age).	Names and identifies written numerals from 0 to 10.	Names, identifies, and writes numerals from 0 to 20.	Identifies place value of digits in written numerals and writes numerals from 0 to 100.

**Domain 3: Mathematics**

**Outcome 10: The child demonstrates understanding of geometrical and spatial concepts.**

**Indicator 10.1: Recognizes, names, describes, compares, and creates familiar shapes.**

**Aligned New Mexico Kindergarten Standards:**

**Mathematics Common Core State Standards**

- K.G.A Describe object in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. K.G.B Correctly name shapes regardless of their orientations or overall size.
- K.G.C Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- K.G.B.4 Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).
- K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Cognition and Mathematics Development**

- Goal IT-C 9.** Child uses spatial awareness to understand objects and their movement in space.
- Goal P-MATH 9.** Child identifies, describes, compares, and composes shapes.
- Goal P-MATH 10.** Child explores the positions of objects in space.

**ELG Rubric Text 10.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for 1)	Making Progress for Grade 1	
Explores objects with different shapes.	Explores objects with different shapes.	Attempts to name two dimensional shapes in environment often incorrectly.	Recognizes and names two dimensional shapes with adult guidance.	Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).	Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.	Distinguishes familiar shapes from one another.	Identifies 5 familiar two-dimensional shapes (e.g., circle, triangle, square, oval, rectangle) in various sizes, orientations, or circumstances.	Compares and sorts two-dimensional shapes by common attributes and states reasons for grouping (e.g., shape, size). Composes simple shapes using objects or by drawing.	Identifies shapes as two-dimensional (“flat”) or three-dimensional (“solid”) (cone, cube, cylinder, sphere). Names both types of shapes with some accuracy. Composes both types of shapes using objects or drawing.	Accurately describes attributes of two- and three-dimensional shapes. Composes simple shapes to form larger shapes.	Consistently and accurately describes attributes of two- and three-dimensional shapes. Analyzes similarities and differences of various shapes by composing and decomposing them.	

**Domain 3: Mathematics**

**Outcome 11: The child demonstrates an understanding of non-standard units to measure and make comparisons.**

**Indicator 11.3: Demonstrates emerging knowledge of measurement.**

**Aligned New Mexico Kindergarten Standards: *Mathematics Common Core State Standards***

K.M. D.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.M. D.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Cognition, Mathematics Development and Scientific Inquiry***

**Goal P-MATH 8.** Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

**Goal P-SCI 3.** Child compares and categorizes observable phenomena.

**ELG Rubric Text 11.3**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)			Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1		
				Increases vocabulary related to size (e.g., uses words such as “tall”, “long”).	Describes an object in the immediate environment by using language or gestures related to size.	Compares by using language or gestures related to size and identifies objects as big or small	Describes at least two measurable attributes of an object’s size or length with accuracy.	Describes at least two measurable attributes of an object’s weight or capacity with accuracy.	Compares two objects based on a measurable attribute and explains how they are different (e.g., bigger/smaller, taller/shorter, heavier/lighter, more full/less full).	Uses non-standard measurement tools (e.g., hands, blocks, cubes) to measure objects and makes one or more comments explaining his/her process.	Uses standard and non-standard measurement tools to compare sets of objects based on measurable attributes.		

**Domain 3: Mathematics**

**Outcome 12: The child demonstrates the ability to investigate, organize, and create representations.**

**Indicator 12.1: Sorts, classifies, and groups materials by one or more attributes.**

**Aligned New Mexico Kindergarten Standards: *Mathematics Common Core State Standards***

K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Cognition, Mathematics Development and Scientific Inquiry***

**Goal IT-C 10.** Child uses matching and sorting of objects or people to understand similar and different characteristics.

**Goal P-MATH 4.** Child compares numbers.

**Goal P-MATH 7.** Child understands simple patterns.

**Goal P-SCI 3.** Child compares and categorizes observable phenomena.

**ELG Rubric Text 12.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
Explores objects with different shapes.	Explores objects with different shapes.	Attempts to name two dimensional shapes in environment, often incorrectly.	Places objects in order on the basis of one characteristic with adult guidance (e.g. places bears in order from shortest to tallest).	Identifies two objects or pictures that are the same.	Identifies two objects or pictures that are the same and eliminates ones that are different in a group with adult support.	Begins to sort and classify objects based on one attribute (e.g.,color) with adult support.	Sorts and classifies objects based on one attribute (e.g., color).	Determines a classification scheme for a collection of objects that creates a group for every item and makes one or more comments about the classification scheme.	Sorts and classifies objects into groups by one characteristic and compares the number of objects in the groups using comparison vocabulary (e.g., more/less).	Sorts and classifies a group of objects by more than one characteristic (i.e., is able to re-sort and re-classify a group based on different characteristics). Counts the number of objects in each category and sorts the categories by count.	Sorts and classifies a group of objects by more than one characteristic into multiple categories. Counts the number of objects in each category and sorts the categories by count.	

**Domain 4: Aesthetic Creativity**

**Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).**

**Indicator 13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).**

**Aligned New Mexico Kindergarten Standards:**

**VISUAL AND PERFORMING ARTS**

**Dance:** K-4 Benchmark 2A: Use the elements of movement to express imaginative, literary and personal themes.  
 K-4 Benchmark 3A: Explore connections between the elements of dance and other arts disciplines. Music:  
 K-4 Benchmark 2A: Understand how music expresses ideas.  
 K-4 Benchmark 8B: Participate in appropriate school programs.

**Theater Arts:** K-4 Benchmark 2A: Develop classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc.).  
 K-4 Benchmark 3B: Select movement, music, or visual elements to enhance a dramatization.

**Visual Arts:** K-4 Benchmark 2A: Create art work that expresses ideas, feelings and experiences about self, family, community and the world.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Approaches to Learning**

- Goal IT-ATL 7.** Child shows interest in and curiosity about objects, materials, or events
- Goal IT-ATL 8.** Child uses creativity to increase understanding and learning.
- Goal IT-ATL 9.** Child shows imagination in play and interactions with others.
- Goal P-ATL 11.** Child shows interest in and curiosity about the world around them.
- Goal P-ATL 12.** Child expresses creativity in thinking and communication.
- Goal P-ATL 13.** Child uses imagination in play and interactions with others.

**ELG Rubric Text 13.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<div style="border: 2px solid purple; border-radius: 20px; padding: 15px; background-color: #8e7cc3; color: white; margin: 0 auto; width: 80%;"> <p style="text-align: center; margin: 0;">Preschool: document an example of the child’s creativity on the form for Indicator 13.1. Indicator is not rated</p> </div>											

**Domain 5: Scientific Conceptual Understandings**

**Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.**

**Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.**

**Aligned New Mexico Kindergarten Standards: Science Standards**

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically.

K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.

- K.1. Use observation and questioning skills in science inquiry (e.g., What happens when something is pushed or pulled?).
  - K.2. Ask and answer questions about surroundings and share findings with classmates.
  - K.3. Record observations and data with pictures, numbers, and/or symbols.
- K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.
- K.1. Communicate observations and answer questions about surroundings.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Cognition and Scientific Inquiry**

**Goal IT-C 1.** Child actively explores people and objects to understand self, others, & objects.

**Goal P-SCI 6.** Child analyzes results, draws conclusions, and communicates results.

**Goal P-SCI 4.** Child asks a question, gathers information, and makes predictions.

**Goal P-SCI 1.** Child observes and describes observable phenomena (objects, materials, organisms, and events).

**Goal P-SCI 5.** Child plans and conducts investigations and experiments.

**Goal P-SCI 2.** Child engages in scientific talk.

**ELG Rubric Text 14.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3's	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Actively explores new objects in environment (e.g. mouths, pats and grasps).	Begins to show curiosity and interest in new objects, experiences and people. Drops objects repeatedly to gain attention.	Explores and manipulates familiar objects in the environment (e.g. feeds a doll, drives a toy truck).	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement.	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Demonstrates an interest in the surrounding world, using senses to observe , explore, and gather information making one or two simple comments (e.g., "gross").	Uses two or more senses (e.g., both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences.	Participates in small hands-on multisensory experiments with adult guidance and uses observation and questioning skills to investigate and draw conclusions	Participates in a variety of hands-on multisensory experiments with adult guidance. Uses observation & questioning skills in order to draw conclusions. Demonstrates an ability to record & analyze data through drawing & writing.	Participates in a variety of hands-on multisensory experiments that require high-level observational skills (e.g., explores cause & effect relationships). Demonstrates an ability to record & analyze data through writing charting & graphing.

**Domain 5: Scientific Conceptual Understandings**

**Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.**

**Indicator 14.3: Makes predictions and forms hypothesis.**

**Aligned New Mexico Kindergarten Standards: *Science Standards***

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically.

K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.

- K.1. Use observation and questioning skills in science inquiry (e.g., What happens when something is pushed or pulled?).
- K.2. Ask and answer questions about surroundings and share findings with classmates.
- K.3. Record Observations and data with pictures, numbers and/or symbol.

K-4 Benchmark II:

- K.1. Communicate observations and answer questions about surroundings.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Approaches to Learning and Cognition***

**Goal IT-ATL 7.** Child shows interest in and curiosity about objects, materials, or events.

**Goal IT-C 7.** Child uses reasoning and planning ahead to solve problems.

**Goal IT-C 2.** Child uses understanding of causal relationships to act on social and physical environments.

**ELG Rubric Text 14.3**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Repeats similar actions on different objects (e.g., shakes stuffed animal in same manner as a rattle to hear noise).	Attempts different ways to manipulate objects to see the result (e.g., rolls a ball gently, then hard to see how fast and far it will move; drops a ball from various heights to see what happens).	Starts to predict the consequence of simple and familiar actions (e.g., knows that flipping the light switch will turn light on or off).	Recognizes actions and objects and can generalize meaning (e.g., hears thunder and predicts rain and wind).	Asks “why?” and other simple questions for adult explanations about things observed.	Asks “why?” and other simple questions for adult explanations about things observed and explored through additional senses.	In a science or nature experience, guesses at what will happen next with no relation to the experience.	In a science or nature experience, makes one or more prediction or guess that is related to the experience.	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	Develops plans with teacher assistance for testing prediction or hypothesis and tries out ideas.	Independently develops plans for testing prediction of hypothesis and tries out ideas.	Develops alternative hypothesis based on testing results when initial prediction-hypothesis is found to be inaccurate.

**Domain 5: Scientific Conceptual Understandings**

**Outcome 16: The child acquires scientific knowledge related to earth science.**

**Indicator 16.1: Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.**

**Aligned New Mexico Kindergarten Standards**

**Science Standards**

Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.

K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.

K.1. Observe that changes in weather occur from day to day and season to season.

K.2. Observe that the sun warms the land and water, and they warm the air.

**Social Studies Standards**

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.

K.2. Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, and weather).

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Approaches to Learning and Scientific Inquiry**

Goal P-ATL11. Child shows interest in and curiosity about the world around them.

Goal P-SCI 1. Child observes and describes observable phenomena.

Goal P-SCI 3. Child compares and categorizes observable phenomena.

Goal P-SCI 5. Child plans and conduct investigations and experiments.

Goal P-SCI 6. Child analyzes results, draws conclusions and communicates results.

**ELG Rubric Text 16.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
				Notices and/or observes different types of weather (e.g., rainy, cold, sunny, windy).	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with some accuracy.	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with accuracy.	Observes how weather can change within a day or from day to day (e.g., “It was raining this morning, and now it is not raining,” or, “It was colder yesterday than it is today”).	Observes patterns regarding weather over an extended period of time (e.g., “It has been windy all week”) and begins to understand how weather relates to seasons (e.g., understanding that snow comes in winter).	Observes, records, and describes patterns regarding weather and the effects on the immediate environment (e.g., understanding that rain over a period of days may cause flooding).	Investigates ways in which weather variables (e.g., temperature, precipitation, wind) affect us or cause changes to Earth’s features (e.g., stream has greater water flow after snow melts).	Identifies and describes different climates and how weather affects climate (e.g., desert, arctic, rainforest).

**Domain 6: Self, Family, and Community**

**Outcome 18: The child develops self control.**

**Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).**

**Aligned New Mexico Kindergarten Standards: *Social Studies Standards***

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.

K.2. Explain what is meant by “good citizenship,” to include:

- a. taking turns and sharing
- b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Social Emotional Development***

**Goal IT-ATL 5.** Child demonstrates the ability to be flexible in actions and behavior.

**Goal P-ATL 1.** Child manages emotions with increasing independence.

**Goal P-ATL 2.** Child follows classroom rules and routines with increasing independence.

**Goal P-ATL 4.** Child manages actions, words, and behavior with increasing independence.

**Goal P-ATL 5.** Child demonstrates an increasing ability to control impulses.

**Goal IT-SE 6.** Child learns to express a range of emotions.

**Goal IT-SE 7.** Child recognizes and interprets emotions of others with the support of familiar adults.

**Goal P-SE 6.** Child expresses a broad range of emotions and recognizes these emotions in self and others.

**Goal P-SE 8.** Child manages emotions with increasing independence.

**Goal P-SE 9.** Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

**ELG Rubric Text 18.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5 Yr Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Gr.1)	Making Progress for Grade 1
Responds to negative and positive reactions (e.g., facial expressions and social cues). Children depend on caregivers or teachers to co-regulate behavior.	Reads cues and body language of caregivers or teachers to guide reactions and behaviors in novel and uncertain situations. May have difficulty channeling excitement (e.g., screams jumps, squeezes, bites).	Begins to respond to caregiver or teachers cues and modifies behavior (e.g., does not touch forbidden object, once recognizing caregiver’s facial/auditory cues).	Demonstrates awareness of expectations in the classroom setting (e.g., waiting for brief periods of time, when turn taking).	Shows awareness of different behavioral expectations in different settings with frequent adult prompting and support.	Shows awareness of different behavioral expectations in different setting, with some adult prompting and support.	Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support.	Follows basic routines for pre-K (e.g., transitioning between activities with one-step directions) and complies with basic expectations for behavior (e.g., “Keep your hands to yourself”), but may require frequent adult prompting and support.	Follows basic routines for preschool and K (e.g., transitioning between activities with one- or two-step directions) and complies with basic expectations for behavior (e.g., “Stay in your chair”), but sometimes requires adult prompting.	Follows complicated routines (e.g., activities that include multiple steps) and high-level expectations for behavior (“Treat your peers with respect, and show responsibility for your learning”) with minimal prompting.	Internalizes classroom routines and behaves in socially acceptable ways without the need for prompting.	Serves as a model for behavior and contributes to classroom culture in positive ways (e.g., providing support to peers who may be struggling in a learning activity).

**Domain 6: Self, Family, and Community**

**Outcome 19: The child demonstrates personal responsibility.**

**Indicator 19.1: Cares for personal and group possessions.**

**Aligned New Mexico Kindergarten Standards:**

**Social Studies Standards**

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community.

K.2. Explain what is meant by “good citizenship,” to include:

- a. taking turns and sharing
- b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Approaches to Learning and Social Emotional Development**

**Goal P-ATL 3.** Child appropriately handles and takes care of classroom materials.

**Goal IT-SE 10.** Child shows awareness about self and how to connect with others.

**Goal IT-SE 11.** Child understands some characteristics of self and others.

**Goal P-SE 11.** Child has sense of belonging to family, community, and other groups.

**ELG Rubric Text 19.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Shows awareness of possible conflicts by crying, turning away, or showing distress.	Engages in conflict with peers regarding possession of items (e.g., steals a toy from another child, shouts “mine”).	Begins to engage in simple, reciprocal interactions (e.g., rolls a ball back and forth). Shows awareness of feelings displayed by peers.	Demonstrates a preference towards select peers. Begins to engage in more complex play, with 2 or 3 children. Shows awareness of peers’ personal space and belongings.	Responds to directions from adults to put items away or to be careful with group possessions some of the time.	Responds to directions from adults to put items away or be careful with group possessions most of the time.	With adult assistance, places personal items (backpack, jacket, shoes, etc.) in designated space and participates in cleanup time.	Places personal items in designated space without assistance (may need reminding), and participates in cleanup time with some independence and some adult help.	Places personal items in designated space without assistance, and participates in cleanup time independently (without adult help) almost every day.	Routinely demonstrates responsibility in caring for personal and group possessions with minimal prompting, and may engage peers to assist with care of classroom environment.	Internalizes expectations around caring for personal and group possessions, demonstrating a consistently high level of responsibility by exercising reasonable care and returning found items to their proper places or owners.	Practices citizenship in all areas of the school, demonstrating a consistently high level of responsibility that extends beyond what they are personally responsible for (e.g., picks up garbage on the playground that they did not put there).

**Domain 6: Self, Family, and Community**

**Outcome 20: The child works cooperatively with other children and adults.**

**Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.**

**Aligned New Mexico Kindergarten Standards: *Physical Education Standards***

Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

K-4 Benchmark 2: work cooperatively and productively with a partner or small group:

K-2.1. invite a peer to take his turn at a piece of apparatus before repeating turn; and

K-2.2. assist partner by sharing observations about skill performance during practice.

Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

K-4 Benchmark 2: recognize the talents that individuals with differences can bring to group activities:

K-2.1. work productively with a variety of partners.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Social Emotional Development***

**Goal IT-SE 4.** Child shows interest in, interacts with, and develops personal relationships with other children.

**Goal IT-SE 5.** Child imitates and engages in play with other children.

**Goal P-SE 3.** Child engages in and maintains positive interactions and relationships with other children.

**Goal P-SE 4.** Child engages in cooperative play with other children.

**Goal P-SE 7.** Child expresses care and concern toward others.

**Goal P-SE 8.** Child manages emotions with increasing independence.

**ELG Rubric Text 20.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Observes other children in the environment, but does not initiate play.	Observes other children in the environment and begins to initiate play (e.g., reaches out to touch a peer or take a toy).	Engages in mostly solitary play.	Engages in mostly solitary play, with some parallel play.	Demonstrates preference for play with familiar or select peers. (e.g. consistently selects same center as a friend)	Interacts with a small group of preferred friends, sharing objects, conversation, and ideas to cooperate in play activities.	Maintains friendships with familiar or select children (e.g. uses friends names and begins to identify “best friends”).	Plays cooperatively with a few peers for a sustained period of time (e.g. plays with unfamiliar peers). Makes decisions with other children with adult help.	Develops or extends themes in cooperative work and play activities.	Takes turns being a leader and group member in cooperative play and work.	Participates in cooperative play and work projects as leader or group member (e.g., accepts direction from peer when in “member” role and provides positive direction when in “leader” role).	Demonstrates flexibility and maturity in interactions with other children. Coordinates roles effectively, considering each group member’s individual strengths, and shows leadership in activities when appropriate.

**Domain 6: Self, Family, and Community**

**Outcome 20: The child works cooperatively with other children and adults.**

**Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.**

**Aligned New Mexico Kindergarten Standards:**

***Physical Education Standards***

Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict:

K-2.1. demonstrate the elements of socially acceptable conflict resolution; and

K-2.2. demonstrate effective communication skills.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: *Social Emotional Development***

**Goal P-SE 2.** Child engages in prosocial and cooperative behavior with adults.

**Goal P-SE 4.** Child engages in cooperative play with other children.

**Goal P-SE 5.** Child uses basic problem-solving skills to resolve conflicts with other children.

**ELG Rubric Text 20.2**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Responds to negative and positive reactions (e.g., facial expressions and social cues). Children depend on caregivers or teachers to co-regulate behavior.	Reads cues and body language of caregivers or teachers to guide reactions and behaviors in novel and uncertain situations. May have difficulty channeling excitement (e.g., screams, jumps, squeezes, bites).	Demonstrates the beginning of impulse control with adult guidance (e.g., starts to bite another child but stops when teacher intervenes).	Regulates some impulses with adult guidance (e.g., sits down in chair after teacher says “no” and signals to get down).	Waits for something he or she wants to have or do only with adult help.	Can wait for something he or she wants to have or do without adult help some of the time.	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.	Begins to develop strategies for dealing with conflict, but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution.	Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution.	Frequently initiates and completes conflict resolution successfully, with minimal adult assistance.	Independently negotiates, compromises, and discusses conflict with success on a regular basis.	Models positive ways to resolve conflict for peers, stepping in to support others when appropriate.

**Domain 6: Self, Family, and Community**

**Outcome 21: The child develops relationships of mutual trust and respect with others.**

**Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.**

**Aligned New Mexico Kindergarten Standards:**

<p><b>Social Studies Standards</b>                  Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.                  K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.                  K.1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).</p>	<p><b>Health Standards</b>                  Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will: K-4 Benchmark IV: describe how physical, social and emotional environments influence personal health:                  K.3. know how to access help (e.g., dial 911 in an emergency, trusted adult).</p>
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**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Approaches to Learning, Cognition, Social Emotional Dev. & Perceptual, Motor & Physical Development**

<p><b>Goal IT-ATL 1.</b> Child manages feelings and emotions with support of familiar adults.  <b>Goal IT-ATL 2.</b> Child manages actions and behavior with support of familiar adults.  <b>Goal IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.  <b>Goal IT-C 4.</b> Child recognizes the stability of people and objects in the environment.  <b>Goal IT-SE 1.</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.  <b>Goal IT-SE 2.</b> Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.  <b>Goal IT-SE 3.</b> Child learns to use adults as a resource to meet needs.</p>	<p><b>Goal IT-SE 9.</b> Child manages emotions with the support of familiar adults.  <b>Goal IT-SE 13.</b> Child develops a sense of belonging through relationships with others.  <b>Goal IT-PMP 10.</b> Child uses safe behaviors with support from adults.  <b>Goal P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.  <b>Goal P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.  <b>Goal P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.  <b>Goal P-SE 11.</b> Child has sense of belonging to family, community, and other groups.</p>
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**ELG Rubric Text 21.2**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Gr 1)	Making Progress for Grade 1
Responds differently to familiar and unfamiliar adults. Develops trust and attachment to familiar adults.	Demonstrates preference for familiar adults (e.g., reaches out for caregiver). Expresses caution with unfamiliar adults. Use social referencing when encountering new experiences (e.g., reads facial cues to know how to respond to unfamiliar person or unknown object).	Seeks familiar adult's assistance with challenges but may refuse help or say no. Uses key adults as secure base when exploring the environment.	Initiates activities that are meaningful in a relationship (e.g., brings book to share with familiar adult).	Begins to trust and interact with familiar adults other than primary caregivers	Trusts and interacts with familiar adults other than primary caregivers.	Establishes relationship with consistent adults other than primary caregivers.	Accepts guidance and support from classroom personnel, but may not actively seek support when needed (e.g., may abandon an activity when frustrated without asking for help).	Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time.	Accepts guidance & support from classroom & school personnel when appropriate & actively seeks support from adults when needed but may not identify the appropriate authority figure to help in every situation or articulate a need clearly.	Accepts guidance and support from appropriate classroom and school personnel. Identifies the appropriate authority figure for support most of the time and articulates a need with some level of clarity.	Accepts guidance and support from appropriate classroom and school personnel. Consistently identifies the appropriate authority figure for support and articulates a need clearly, only after attempting to try something independently.

**Domain 7: Approaches to Learning**

**Outcome 24: The child takes initiative.**

**Indicator 24.2: Develops increasing independence during activities, routines, and play.**

**Aligned New Mexico Kindergarten Standards:**

**Physical Education Standards**

Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

K-4 Benchmark 4: work independently and on-task for short periods of time:

K-2.1. demonstrate independent work habits during short-term activity.

**Aligned with Head Start Early Learning Outcomes Framework: *Ages Birth to Five: Approaches to Learning, Social Emotional Development and Perceptual, Motor and Physical Development***

**Goal IT-ATL 6.** Child demonstrates emerging initiative in interactions, experiences, and explorations.

**Goal IT-ATL 7.** Child shows interest in and curiosity about objects, materials, or events.

**Goal P-ATL 9.** Child demonstrates flexibility in thinking and behavior.

**Goal P-ATL 10.** Child demonstrates initiative and independence.

**Goal P-ATL 11.** Child shows interest in and curiosity about the world around them.

**Goal IT-SE 12.** Child shows confidence in own abilities through relationships with others.

**Goal IT-PMP 9.** Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

**Goal P-SE 10.** Child expresses confidence in own skills and positive feelings about self.

**ELG Rubric Text 24.2**

0-36 Month Rubric				3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Exhibits interest in people and things in their surroundings (e.g., turns head toward mother when child hears mother’s voice).	Uses available senses to learn about and explore environment (e.g., explores toys and water with teacher).	Demonstrates desire to complete more complex tasks by self. Child checks in for reassurance with caregiver or teacher (e.g., child glances at teacher before continuing to play).	Demonstrates eagerness and determination when problem solving during new tasks (e.g., child pushes teacher’s hand away and refuses help) Verbally expresses desire to complete tasks by self.	Begins play activity only after adult prompting.	Begins play activity but needs adult guidance and support during transitions and self-help activities most of the time.	Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time.	Requires minimal adult guidance and support during activities, routines, and play, but shows interest in trying things independently.	Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	Demonstrates independence during activities, routines, and play. Attempts to assist peers or asks for peer support during activities, routines, and play before calling on adults for help.	Maintains independence during activities, routines, and play over extended periods of time. Works collaboratively with peers to overcome problems, calling on adults only when necessary.	Sets a goal, follows through, and maintains concentration during learning activities, routines, and play alone or with others.

**Domain 7: Approaches to Learning**

**Outcome 25: The child exhibits imagination and creativity.**

**Indicator 25.3: Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.**

**Aligned New Mexico Kindergarten Standards:**

**Visual and Performing Arts**

Dance: K-4 Benchmark 2A: Use the elements of movement to express imaginative, literary and personal themes.

Theater Arts: K-4 Benchmark 2A: Develop classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc).

**English Language Arts Common Core State Standards**

RL.K.2 With prompting and support, retell familiar stories, including key details.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Approaches to Learning and Cognition**

**Goal IT-ATL 8.** Child uses creativity to increase understanding and learning.

**Goal IT-ATL 9.** Child shows imagination in play and interactions with others.

**Goal P-ATL 12.** Child expresses creativity in thinking and communication.

**Goal P-ATL 13.** Child uses imagination in play and interactions with others.

**Goal IT-C 5.** Child uses memories as a foundation for more complex actions and thoughts.

**Goal IT-C 11.** Child observes and imitates sounds, words, gestures, actions, and behaviors.

**Goal IT-C 12.** Child uses objects or symbols to represent something else.

**Goal IT-C 13.** Child uses pretend play to increase understanding of culture, environment, and experiences.

**ELG Rubric Text 25.3**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Manipulates objects and imitates actions observed (e.g., brings hands to face for teacher to play peek-a-boo).	Uses objects for or imagined purpose during simple play with adult guidance.	Uses objects for real or imagined purpose (e.g., uses a toy spoon to feed a baby doll).	Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real life or imaginary experiences with adult guidance.	Interacts with dolls, stuffed animals, or props in pretend play.	Adds dress-up clothes or other items to pretend play.	Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real life or imaginary experiences.	Incorporates one or two social behaviors observed in adults and expression of one or two feelings in role-playing real-life roles and experiences.	Incorporates more than two social behaviors with increasing self-regulation in dramatic play situations with other children.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children.	Communicates feelings and tries out social behaviors with increasing self-regulation, in dramatic play situations with other children and begins to sustain the role-play across more than one day.	Communicates feelings and tries out social behaviors with increasing self-regulation, in dramatic play situations with other children and makes plans to sustain the role-play across more than one day.

**Domain 7: Approaches to Learning**

**Outcome 27: The child displays persistence and pursues challenges.**

**Indicator 27.1: Focuses and completes a variety of tasks, activities, projects, and experiences.**

**Aligned New Mexico Kindergarten Standards:**

**Physical Education Standards**

Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:  
 K-4 Benchmark 4: work independently and on-task for short periods of time:  
 K-2.1. demonstrate independent work habits during short-term activity.

**Health Standards**

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:  
 K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems  
 K.1. list steps in the decision-making process.

**Aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five: Approaches to Learning and Cognition**

**Goal IT-ATL 3.** Child maintains focus and sustains attention with support.  
**Goal IT-ATL 4.** Child develops the ability to show persistence in actions and behavior.  
**Goal P-ATL 6.** Child maintains focus and sustains attention with minimal adult support.  
**Goal P-ATL 7.** Child persists in tasks.

**Goal P-ATL 8.** Child holds information in mind and manipulates it to perform tasks.  
**Goal P-ATL 9.** Child demonstrates flexibility in thinking and behavior.  
**Goal IT-C 6.** Child learns to use a variety of strategies in solving problems.  
**Goal IT-C 7.** Child uses reasoning and planning ahead to solve problems.

**ELG Rubric Text 27.1**

0-36 Month Rubric				3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric
Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Examines objects for a brief period of time (e.g., explores toy by putting in mouth).	Engages and persists with an activity, toy or object (e.g., presses buttons repeatedly or hits lever on a pop up toy) for a few moments before moving on to another toy.	Engages in joint attention with teacher or caregiver (e.g., joins in looking at the same object or shifts gaze to where someone is pointing).	Engages in teacher-directed activity for short periods of time (e.g., listens to familiar stories, especially when accompanied by movement).	Begins to show interest in self selected activities.	Shows interest by repeatedly selecting the same/similar activities over and over again.	Stays with a self-selected task for up to five minutes; may give up when problems arise.	Maintains focus on a self-selected task for 5 to 10 minutes and attempts to solve problems that arise, but may be easily distracted.	Maintains focus on a self-selected task for 10–15 minutes at a time and attempts to complete new tasks and activities, but may get frustrated or distracted at times and abandon progress.	Maintains focus on a self-selected task for 15–25 minutes at a time to complete tasks and activities, ignoring most distractions or returning to activities, but may call on adults for support.	Maintains focus on a task for 25–40 minutes at a time and persists in completing tasks and activities independently regardless of distractions, only calling on adults for support after attempting more than one strategy.	Maintains focus for more than 40 minutes at a time and persists in completing complicated tasks and activities independently, continuing to persevere regardless of distractions and through multiple attempted strategies.

**The *New Mexico Early Learning Guidelines* were designed to be used for the benefit of children and families.** The developmental expectations were identified to help educators assist each child to reach his or her maximum potential and to communicate clearly with families about how their child is growing and learning, what steps are being taken to enhance his or her early learning experience, and to address the family's goals and concerns. The Twelve Foundational Principles help us understand and use the New Mexico Early Learning Guidelines.

**1. All children are respected as competent and unique individuals.**

Young children differ in temperament, learning style, home environment, cultural background, strengths, needs, and abilities. These differences influence development and learning.

**2. Infants are born learning and all young children are capable of learning.**

Development begins in the prenatal period and extends throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory and brain development. The research and knowledge about how early relationships shape brain development has been exploding in recent years.

**3. Development occurs in the context of relationships.**

Brain development occurs in the context of relationships. Therefore, healthy relationships support healthy brain development. This influences the development of all other domains (such as cognitive, social/emotional, and approaches to learning) allowing for positive school performance and success later in life. Every child needs consistent, predictable, reliable, and responsive adults who are available both emotionally and cognitively. Nurturing and responsive relationships with their families as well as their educators provide the foundation for healthy growth and development. These relationships help children develop a sense of security and trust. In early childhood programs, infants and toddlers learn through reciprocal communication and interactions with educators in the context of routine care, play, and within an appropriate developmental environment. Preschoolers and kindergartners learn with caring educators guiding and facilitating play and investigative experiences, as well as large and small group activities.

**4. Young children are eager learners.**

"During [the] early years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later in life." (NASP 2003, 1) Appropriate early educational experiences, offered in a safe and stimulating environment, can extend, expand, and clarify the ideas, concepts, language, and social skills children gain spontaneously.

**5. Each child develops at his or her own pace.**

While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.

## **6. Learning is integrated across domains.**

A domain represents a broad area of growth and development. Development in one domain influences development in other domains. At times, development may accelerate in one domain while remaining stable in others. Therefore, environments and experiences should be organized to build upon developmental strengths and maximize connections across domains.

## **7. Learning experiences begin with family.**

Families are the primary caregivers and the first educators of their children. They are valued partners in early education. When young children are in a setting outside of the home, they benefit most when the environment is open and welcoming to families. The program is best when it is rooted in the familiar cultural context of the family. Program planning works best when educators support the family's goals for the child and work in partnership with them. Optimal development occurs when early childhood programs partner with families to provide for each child's health and well-being. Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools are critical to children's academic success and later school achievement (National Research Council 2002). Educators must give families the information they need to support their children's learning and development. Creating partnerships with families is a way to ensure that children have the best learning experiences at home and at preschool.

## **8. The context of family and community culture influences every aspect of development.**

Children are deeply influenced by culture, particularly the unique culture of their own family. Culture, the social context in which children learn, grow, and develop is defined as a complex whole of language, knowledge, beliefs, art, morals, laws, customs, and ways of living that are passed on from generation to generation. "For optimal development and learning of all children, individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of all families." (Division for Early Childhood 2010, 1) Families, neighborhoods, religious sects, or ethnic groups within a society all explicitly or implicitly pass on their customs, values, and moral principles to the young. Beginning at birth, every culture socializes children to become members of a social group. But, children are not just products of the culture they grow in. As children grow, they pick and choose selectively from the cultural influences they are exposed to, shaping their own cultural context over time. (National Research Council and Institute for Medicine 2000)

## **9. Valuing children's home language is vital to their development.**

Families transmit values, beliefs, and a sense of belonging to their children. Because they do so primarily through their language, support of a child's home language is strongly encouraged by all involved in relationships with the child and his or her family. "Children's positive development requires maintaining close ties to their family and community. If home language and culture are supported, children, families, and communities stay securely connected." (NAEYC 2009, 1) Educators should recognize that some young children may be developing more than one language simultaneously or adding a second language as they come to the early childhood setting. "Research tells us that children under the age of six need continuing support of their home language while they are also developing their second." (Espinosa 2010) (Nemeth 2012,

22) Assessment of language skills should be done in the language of the home as well as in the child's second language.

## **10. Young children learn by doing. Play and active learning are the best strategies to enhance young children's development.**

Research has shown that children construct their own knowledge through physical, social, and mental activity. (Piaget and Inhelder 1969; Vygotsky 1986) Children are active learners

—they "...are thinking, moving, feeling, and interacting human beings." (NAEYC 2009, 10) As active learners, young children need opportunities to observe objects, people, and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers. (Dewey, 1944; Glassman, 2001) Play is children's mode of finding out about the world around them. All types of play — manipulative play, play with games, rough-and-tumble play, and socio-dramatic

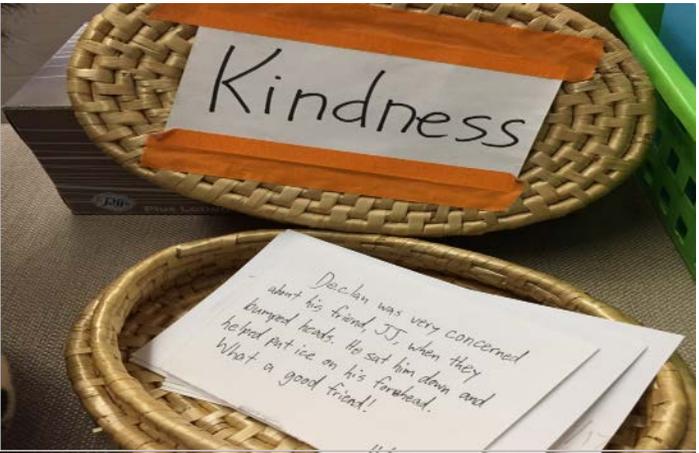
play — provide children with opportunities to try things out, observe what happens, and learn. (Rubin, Bukowski, & Parker, 1998) High-level play experiences can serve as “...a self-help tool that enables children to achieve higher levels of cognitive functioning.” (Roskos and Christie 2004, 113) Early development is enhanced by educators who become involved in guiding and expanding children’s active learning and play experiences. Skilled educators provide an environment that is safe, orderly, nurturing, and appropriately challenging. Language and an emerging understanding of early literacy, mathematics, and science should be supported and integrated into meaningful experiences that are developmentally appropriate and based on hands-on exploration and playful learning.

**11. The most reliable and informative assessment process is the observation and documentation of children’s performance in activities and routines that take place throughout the day.**

The Chief Council of State School Officers states: “The reliability and validity of assessments increase with children’s age” and continues: “Children younger than primary age have not attained the developmental capabilities to understanding the purposes of formal testing....There is wide agreement among researchers that the younger the child, the stronger the case for using more informal assessment procedures.” ([www.ccsso.org](http://www.ccsso.org)) Systematic, ongoing, observational assessment that is criterion-based is recommended. The New Mexico Early Learning Guidelines are the criteria that outline the developmental expectations by which each child’s accomplishments are able to be measured. Educators observe children in action, write factual and descriptive observational notes, and collect artifacts and work samples as evidence to support conclusions they draw when evaluating each child’s progress.

**12. The information gained through authentic, observational assessment related to the Guidelines is used to inform families and plan individualized curriculum activities and strategies to help each child grow and develop.**

A cycle of observation, documentation, curriculum planning, and implementation is the basis for New Mexico’s curricular planning approach for infants, toddlers, preschoolers, and kindergartners. This curriculum cycle is supported by reflective practices, engagement with families, and partnerships with the community. Every day, educators implement strategies and modify activities to better meet the needs of children based on documented observations of each child’s successes and challenges. As educators reflect upon their documented observations, they refer to the Early Learning Guidelines to determine what each child can do and how to plan for that child. This ongoing process may involve moving forward, backward, and across the cycle rather than always in a circular, step-by-step manner. Experienced educators are thoughtful and intentional in determining when to use each step in the process.



# APPENDIX A: Early Childhood Outcomes (ECO) Crosswalk- NM Early Learning Guideline (ELG): Birth through Kindergarten

Outcome 1: Positive Social Relationships	Outcome 2: Acquires and Uses Knowledge	Outcome 3: Takes Appropriate Action to Meet Needs
<ul style="list-style-type: none"> <li>ELG Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.</li> </ul>
<ul style="list-style-type: none"> <li>ELG Indicator 13.1: Communicates ideas and/ or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work, or a set of movements).</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., “Duck; Duck; Goose”).</li> </ul>
<ul style="list-style-type: none"> <li>ELG Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.</li> </ul>
<ul style="list-style-type: none"> <li>ELG Indicator 19.1: Cares for personal and group possessions.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 7.3: Demonstrates the knowledge to make sense of print.</li> </ul>	<p>Rubric 2.1a: Develops manual coordination to use writing and crafting tools.</p>
<ul style="list-style-type: none"> <li>ELG Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.</li> </ul>	<p>Rubric 7.3a: Shows an understanding of the basic concepts of print.</p>	<p>Rubric 2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.</p>
<ul style="list-style-type: none"> <li>ELG Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</li> </ul>	<p>Rubric 7.3b: Understands that print carries meaning.</p>	<ul style="list-style-type: none"> <li>ELG Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</li> </ul>
<ul style="list-style-type: none"> <li>ELG Indicator 25.3: Role plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness.</li> </ul>	<ul style="list-style-type: none"> <li>ELG Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.</li> </ul>
	<p>Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language.</p>	<ul style="list-style-type: none"> <li>ELG Indicator 24.2: Develops increasing independence during activities, routines, and play.</li> </ul>

Outcome 1: Positive Social Relationships	Outcome 2: Acquires and Uses Knowledge	Outcome 3: Takes Appropriate Action to Meet Needs
	<ul style="list-style-type: none"> <li>ELG Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills. Rubric 7.5a: Shows an understanding of alphabetic knowledge. Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning.</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 9.1: Uses numbers and counting as means for solving problems and determining quantity.</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 9.3: Progresses in understanding of number words and numeral recognition skills. Rubric 9.3a: Rote counts in sequence. Rubric 9.3b: Names and identifies written numerals.</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 10.1: Recognizes names, describes, compares, and creates familiar shapes.</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 12.1: Sorts, classifies, and groups materials by one or more attributes.</li> </ul>	
	<ul style="list-style-type: none"> <li>** ELG Indicator 13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work, or a set of movements).</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</li> </ul>	
	<ul style="list-style-type: none"> <li>ELG Indicator 14.3: Makes predictions and forms hypothesis.</li> </ul>	

- ELG Indicator may be used for portfolio documentation
- \*\*ELG Indicator may be used for multiple outcomes

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