

| GRADING CODE |  |  |
| :--- | :--- | :--- |
| E=Emerging: The child never or rarely demonstrates the skill/behavior | $\checkmark$ | Mastery |
| D=Developing: The child sometimes demonstrates the skill behavior but is inconsistent or needs assistance |  |  |
| P= Proficient: The child consistently demonstrates the behavior |  | Shading $=$ Not yet formally assessed |


| READING | GP1 | GP2 | GP3 | GP4 | GP5 | GP6 |  | NUMBER NAMING | GP1 | GP2 | GP3 | GP4 | GP5 | GP6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Engages in reading activities, self-selects books, \& recognizes that text has meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Distinguishes between letters, words, and pictures and understands directionality of print |  |  |  |  |  |  | GP1 | 0 |  |  |  |  |  |  |
| Retells, responds, and predicts about texts |  |  |  |  |  |  | $\mathrm{P}=3$ | 1 |  |  |  |  |  |  |
| Recognizes rhyming words |  |  |  |  |  |  | $\mathrm{D}=2$ | 2 |  |  |  |  |  |  |
| Uses a wide variety of words to label and describe people, places, things, \& actions |  |  |  |  |  |  | $E=0 / 1$ | 3 |  |  |  |  |  |  |
| Blends and segments syllables in words |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |
| Blends consonants and vowels to form a familiar one syllable word |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |
| Produces a word that begins with the same sound as a given pair of words |  |  |  |  |  |  |  | 6 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 7 |  |  |  |  |  |  |
| WRITING | GP1 | GP2 | GP3 | GP4 | GP5 | GP6 |  | 8 |  |  |  |  |  |  |
| Independently writes to communicate his/her ideas for a variety of purposes |  |  |  |  |  |  |  | 9 |  |  |  |  |  |  |
| Uses marks, letters, or symbols to record language and orally share meaning |  |  |  |  |  |  |  | 10 |  |  |  |  |  |  |
| Independently uses letters to make words or parts of words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writes own name (first) using legible letters in proper sequence |  |  |  |  |  |  | ART, MUSIC, PLAY |  | GP1 | GP2 | GP3 | GP4 | GP5 | GP6 |
| Shares and celebrates class-made and individual written products |  |  |  |  |  |  | Participates and uses various forms of self-expression, including art, music, movement, and play |  |  |  |  |  |  |  |
| Moves from scribbles to some letter-sound correspondence using beginning and ending sounds in writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |





