

**Maryland State Department of Education**  
**Division of Early Childhood Development**  
**Individually Developed Curriculum Review for 3, 4, and 5 year olds**  
**Raters Review Appendix A – 3 and 4 year olds and 5 year olds -Kindergarten**  
**Maryland State Department of Education**  
***Maryland Early Learning Standards***

In order to independently developed curriculum for 3 and 4 year olds and 5 year olds -Kindergarten children to be considered for state-acceptance buy the Maryland State Department of Education, programs must provide information as requested in Appendix A for 3 and 4 year olds and 5 year olds –Kindergarten.

- Using the Teacher’s guide/curriculum, programs must provide citations or examples and page numbers to show the corresponding alignment of their curricula with the Maryland Early Learning Standards which include the domains of Language and Literacy, Mathematics, Social Studies, Science, Health, Physical Education, Fine Arts, and Social Foundations. Age specific indicators and examples for each standard can be found in the Maryland Early Learning Standards  
[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-\\_appendix\\_2016.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-_appendix_2016.pdf).

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**Language and Literacy**

<b>Strand: Reading Literature</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text								
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.								
Analyze how and why individuals, events, and ideas develop and interact over the course of text.								
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.								
Analyze the structure of texts, include how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.								



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Assess how point of view or purpose shapes the content and style of text.							
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.							
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.							
Read and comprehend complex literacy and information texts independently and proficiently.							



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**Language and Literacy**

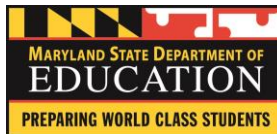
<b>Strand: Reading Informational Text</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.								
Determine central ideal or themes of a text and analyze their development; summarize the key supporting details and ideas.								
Analyze how and why individuals, events, and ideas develop and interact over the course of text.								
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices, shape meaning or tone								
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) related to each other and the whole.								
Assess how point of view or purpose shapes the								



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	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
content and style of a text.							
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.							
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.							
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.							
Read and comprehend complex literary and informational texts independently and proficiently.							

<b>Strand: Reading Foundational Skills</b>							
	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
<b>Standard</b>							
Demonstrate understanding of the organization and basic features of print.							
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Know and apply grade- level phonics and word analysis skills in decoding words.							
Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.							

<b>Strand: Writing</b>								
	<b>Standard</b>	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.								
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.								
Develop and strengthen writing as needed by planning,								



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revising, editing, rewriting, or trying a new approach.							
	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.							
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.							
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.							

<b>Strand: Speaking and Listening</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.							
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.							



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	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.							
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.							
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.							
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.							

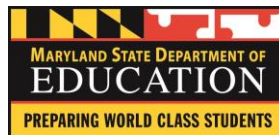




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**Language and Literacy**

<b>Strand: Language</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.								
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.								
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.								
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								



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	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.							

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**Mathematics**

<b>Strand: Counting and Cardinality</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Know number names and the count sequence.								
Count to tell the number of objects.								

<b>Strand: Operations and Algebraic Thinking</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.								

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Mathematics

<b>Strand: Number and Operations in Base Ten</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Work with numbers to gain foundations for place value.							
Describe and compare measureable attributes							

<b>Strand: Measurement and Data</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Describe and compare measureable attributes							

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**Mathematics**

<b>Mathematics Strand: Geometry</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Identify and describe shapes/reason with shapes and their attributes.								

**Social Studies**

<b>Strand: Political Science</b>	<b>Citations/examples and corresponding page numbers from Teacher’s guide</b>							
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.								

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**Social Studies**

<b>Strand: People of the Nation and the World</b>	<b>Citations/examples and corresponding page numbers from Teacher's guide</b>							
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will understand how people in Maryland, the United States and around the world are alike and different.								

<b>Strand: Geography</b>	<b>Citations/examples and corresponding page numbers from Teacher's guide</b>							
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will use geographic concepts and processes to understand location and its relationship to human activities.								



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**Social Studies**

<b>Strand: Economics</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.								

<b>Strand: History</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will use historical thinking skills to understand how individuals and events have changed society over time.								



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<b>Strand: Social Studies Skills and Process</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.							



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**Science**

<b>Strand: Skills and Process</b>	<b>Citations/examples and corresponding page numbers from Teacher’s guide</b>						
	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
<b>Standard</b>							
Students will demonstrate the thinking and acting inherent in the practice of science.							

<b>Strand: Earth/Space</b>							
	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
<b>Standard</b>							
Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.							

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Science

Strand: Chemistry								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.								

Strand: Physics								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.								

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**Science**

<b>Strand: Environment Science</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.							

**Health**

<b>Strand: Safety and Injury Prevention</b>	<b>Citations/examples and corresponding page numbers from Teacher’s guide</b>						
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.							



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**Health**

<b>Strand: Nutrition and Fitness</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.								

<b>Strand: Personal and Consumer Health</b>	<b>Citations/examples and corresponding page numbers from Teacher’s guide</b>							
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.								

**Health**

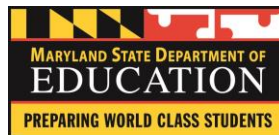


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<b>Strand: Alcohol, Tobacco, and Other Drugs</b>							
	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
<b>Standard</b> Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.							

<b>Strand: Family Life and Human Sexuality</b>	<b>Citations/examples and corresponding page numbers from Teacher's guide</b>						
	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
<b>Standard</b> Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.							

**Health**



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<b>Strand: Disease and Prevention</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.								

**Physical Education**

<b>Strand: Skillfulness</b>	<b>Citations/examples and corresponding page numbers from Teacher's guide</b>							
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.								

**Physical Education**



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<b>Strand: Biomechanical Principles</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.							

<b>Strand: Motor Learning Principles</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.							

**Physical Education**



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<b>Strand: Exercise Physiology</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.								

<b>Strand: Physical Activity</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.								

**Fine Arts**





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<b>Strand: Dance, Perceiving, Performing, and Responding</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.								

<b>Strand: Dance, Historical, Cultural, and Social Context</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate an understanding of dance as an essential aspect of history and human experience.								

<b>Strand: Dance, Creative Expression and Production</b>								
	<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to create and perform dance.								

**Fine Arts**



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Strand: Dance, Aesthetics and Criticism							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Students will demonstrate the ability to make aesthetic judgments in dance.							

Strand: Music: Perceiving, Performing, and Responding							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.							

Strand: Music: Historical, Cultural, and Social Context							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Students will demonstrate an understanding of music as an essential aspect of history and human experience.							

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<b>Strand: Music: Creative Expression and Production</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to organize musical ideas and sounds creatively.							

<b>Strand: Aesthetics and Criticism</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to make aesthetic judgments.							

<b>Strand: Theatre: Perceiving and Responding</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.							



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<b>Strand: Theatre: Historical, Cultural, Social Context</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.							

<b>Strand: Theatre: Creative Expression and Production</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.							

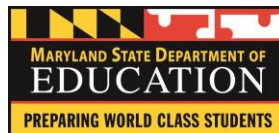
<b>Strand: Theatre: Aesthetics ad Criticism</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to make aesthetic judgments							



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<b>Strand: Visual Arts: Perceiving and Responding</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.							
<b>Strand: Visual Arts: Historical, Cultural, and Social Context</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.							
<b>Strand: Visual Arts: Creative Expression and Production</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.							



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<b>Strand: Visual Arts: Aesthetics and Criticism</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Students will demonstrate the ability to make aesthetic judgments.							

**Social Foundations**

<b>Strand: Social Emotional Regulation</b>							
<b>Standard</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
Demonstrates healthy self-confidence.							
Initiates and maintains relations.							

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**Social Foundations**

<b>Strand: Approaches to Learning and Executive Function</b>	<b>3 Years</b>	<b>4 Years</b>	<b>Kindergarten</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comment</b>
<b>Standard</b>							
Self-regulation/inhibitory control.							
Working memory							
Cognitive flexibility							
Initiative and curiosity							
Demonstrates persistence							
Demonstrates Cooperation							
Understanding and complying with classroom rules, routines, and expectations.							
Demonstrating cognitive flexibility-Understands symbolic representation							

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