

School Readiness Goals and Benchmarks

The following benchmarks are written referring to the Objectives for Development and Learning in Teaching Strategies GOLD. The benchmark levels are the top level of the age color bands before it overlaps with the next higher age level of the Widely-Held Expectations in GOLD unless otherwise noted. In the example below the green band is for three year olds so the expectation is level 4 because level 5 overlaps with the expectations for four year olds.

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Not Yet		Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate manner most of the time	

Color bands:

Red – birth to 1st birthday

Orange – One year olds

Yellow – Two year olds

Green – Three year olds

Blue – Four year olds

Purple – Five year olds

Teaching Strategies GOLD Objectives and Dimensions (3s, 4s, and 5s) that align with NMCAA Head Start Kindergarten Readiness Goals: 1b, 1c, 2a, 2b, 2c, 6, 7a, 7b, 8b, 10b, 11a, 11c, 11d, 11e, 12a, 12b, 16a, 16b, 19a, 20a, 20b, 20c, 21b, 29, 32, 33, 34, 35, 36, colors form, safety procedures form.

Infant Objectives and Dimensions that align with our Kindergarten Readiness Goals are 1b, 1c, 2a, 2b, 2c, 6, 7a, 8b, 10b, 11a, 11c, 11d, 12a, and 12b.

Toddler Objectives and Dimensions (1 year olds) that align with Kindergarten Readiness Goals are 1b, 1c, 2a, 2b, 2c, 6, 7a, 7b, 8b, 10b, 11a, 11c, 11d, 11e, 12a, 12b, 19a, 20a, 20b, 21b, 29, and 34.

Twos Objectives and Dimensions that align with Kindergarten Readiness Goals are 1b, 1c, 2a, 2b, 2c, 6, 7a, 7b, 8b, 10b, 11a, 11c, 11d, 11e, 12a, 12b, 16a, 19a, 20a, 20b, 20c, 21b, 29, 34, 35, 36, Colors Form and Safety Procedures Form.

Yellow highlighter indicates goals that include infants, toddlers and twos.

Blue highlighter indicates goals that include toddlers and twos.

Green highlighter indicates goals that include twos.

School Readiness Goals and Benchmarks

1) Social/Emotional Development

a) Children develop skills to promote positive interactions and meaningful relationships with peers and adults

i) Benchmark 1 (objective 2a) – Forms relationships with adults

- i) F: 50% of children will form a relationship with a primary caregiver
- ii) W: An additional 15% of children will form a relationship with a primary caregiver
- iii) S: An additional 15% of children will form a relationship with a primary caregiver

ii) Benchmark 2 (objective 2b) – Responds to emotional cues

- i) F: 30% of children will respond to emotional cues
- ii) W: An additional 15% of children will respond to emotional cues
- iii) S: An additional 15% of children will respond to emotional cues

iii) Benchmark 3 (objective 2c) – Interacts with peers

- a) F: 40% of children will interact with peers and make friends
- b) W: An additional 20% of children will interact with peers and make friends
- c) S: An additional 15% of children will interact with peers and make friends

b) Children learn to regulate own behavior and manage feelings

i) Benchmark 1 (objective 1b) – Follows limits and expectations

- a) F: 30% of children will follow limits and expectations
- b) W: 25% of children will follow limits and expectations
- c) S: 25% of children will follow limits and expectations

2) Physical Development and Health

a) Children learn about safety and health practices

i) Benchmark 1 (objective 1c) – Takes care of own needs appropriately

- (a) F: 30% of children will take care of own needs appropriately
- (b) W: An additional 30% of children will take care of own needs appropriately
- (c) S: An additional 20% of children will take care of own needs appropriately

ii) Benchmark 2 – Follows safety procedures as taught

2 year old – allows self to be taken through emergency evacuation procedures

3 years old – Follows emergency evacuation procedures

4 years old – States emergency evacuation procedures and can verbalize why the procedures should be followed

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- a) F: 25% of children will follow safety procedures as taught
- b) W: An additional 40% of children will follow safety procedures as taught
- c) S: An additional 15% of children will follow safety procedures as taught

b) Child develop gross motor skills

i) Benchmark 1 (objective 6) – Demonstrate gross-motor and manipulative skills

- a) F: 50% of children will demonstrate gross motor and manipulative skills
- b) W: An additional 20% of children will demonstrate gross motor and manipulative skills
- c) S: An additional 20% of children will demonstrate gross motor and manipulative skills

c) Children develop fine motor skills

i) Benchmark 1 (objective 7a, 7b) – Demonstrates fine-motor strength and coordination

- a) F: 25% of children will demonstrate fine motor and coordination skills
- b) W: An additional 15% of children will demonstrate fine motor and coordination skills
- c) S: An additional 15% of children will demonstrate fine motor and coordination skills

3) Approaches to Learning

a) Children express their natural curiosity and motivation to learn

i) Benchmark 1 (objective 11a) – Attends and engages

- a) F: 50% of children will attend and engage in activities
- b) W: An additional 15% of children will attend and engage in activities
- c) S: An additional 10% of children will attend and engage in activities

ii) Benchmark 2 (objective 11d) – Shows curiosity and motivation

- a) F: 50% of children will show curiosity and motivation during center and group activities
- b) W: An additional 10% of children will show curiosity and motivation during center and group activities
- c) S: An additional 5% of children will show curiosity and motivation during center and group activities

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iii) **Benchmark 3 (objective 11e) – Shows flexibility and inventiveness in thinking**

- a) F: 25% of children will show flexibility in inventiveness in thinking
- b) W: An additional 20% of children will show flexibility in inventiveness in thinking
- c) S: An additional 15% of children will show flexibility in inventiveness in thinking

b) **Children display knowledge of the steps of daily routines and transitions**

i) **Benchmark 1 (objective 12a) – Recognizes and recalls**

- a) F: 25% of children will recognize and recall daily routines
- b) W: An additional 20% of children will recognize and recall daily routines
- c) S: An additional 15% of children will recognize and recall daily routines

ii) **Benchmark 2 (objective 12b) – Makes connections**

- a) F: 15% of children will make connections during daily routines and transitions
- b) W: An additional 35% of children will make connections during daily routines and transitions
- c) S: An additional 20% of children will make connections during daily routines and transitions

c) **Children develop self-help and independence**

i) **Benchmark 1 (objective 1c) – Takes care of own needs appropriately**

- a) F: 20% of children will take care of own needs appropriately
- b) W: An additional 35% of children will take care of own needs appropriately
- c) S: An additional 10% of children will take care of own needs appropriately

d) **Children exhibit creativity and represent feelings and ideas through a variety of means**

i) **Benchmark 1 (objective 33) – Explores the visual arts**

3 year olds – Uses different art media to explore movement, sensory response and cause/effect

4 year olds – Uses a variety of two- and three – dimensional media to create more detailed original works of art. Expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.

- a) F: 50% of children will explore the visual arts
- b) W: An additional 15% of children will explore the visual arts
- c) S: An additional 10% of children will explore the visual arts

ii) **Benchmark 2 (objective 34) – Explores musical concepts and expression**

Birth through 1 year olds – Responses to music (Examples: is calmed by soft music, excited by faster rhythms)

2 year olds – Participates in music activities including listening and singing. Recognizes favorite songs

3 year olds – Joins in with singing and playing musical instruments. Taps out simple repeated rhythms. Sings a few familiar songs independently.

4 year olds – Participate in a variety of musical and rhythmic experiences, including singing, listening and finger-plays. Notices differences in pitch, tempo, dynamics, and timbre.

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- a) F: 50% of children will explore musical concepts and expression
- b) W: An additional 15% of children will explore musical concepts and expression
- c) S: An additional 10% of children will explore musical concepts and expression

iii) Benchmark 3 (objective 35) – Explores dance and movement concepts

2 year olds – Begins to move to the beat of music (swaying, bouncing). Explores cause and effect with musical instruments (no particular beat).

3 year olds – Begin to show rhythm in dance and movement using balance and more complex movements.

4 year olds – Expresses through movements and dancing what is felt and heard in various musical tempos and styles. Shows growth in moving in time to different beats

- a) F: 50% of children will explore dance and movement concepts
- b) W: An additional 15% of children will explore dance and movement concepts
- c) S: An additional 10% of children will explore dance and movement concepts

iv) Benchmark 4 (objective 36) – Explores drama through actions and language

2 year olds – Mimic facial expressions of story teller. (Examples: Imitates teacher's facial expression of sadness when reading Percy's lament of "I want my mommy" in Owl Babies.) Imitates simple role play activities from life and stories (Examples: will pretend to feed dolly, puts dolly down for nap, etc.)

3 year olds – Role plays self-determined roles in dramatic play center. Begins to take an assigned role in play or retelling stories.

4 year olds – Shows creativity and imagination to use materials and assume different roles in dramatic play situations. Interact with peers in dramatic play activities that become more extended and complex. Participates in a variety of dramatic play activities that become more extended and complex. Engages in elaborate and sustained role play.

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- a) F: 50% of children will explore drama through actions and language
- b) W: An additional 15% of children will explore drama through actions and language
- c) S: An additional 10% of children will explore drama through actions and language

4) Cognition and General Knowledge

a) Children will learn and begin to use math concepts

i) Benchmark 1 (objective 20a) - Counts

- a) F: 15% of children will rote count to ten
- b) W: An additional 15% of children will rote count to ten
- c) S: An additional 20% of children will rote count to ten

ii) Benchmark 2 (objective 20b) - Quantifies

- a) F: 10% of children will quantify one to five items or fingers automatically
- b) W: An additional 10% of children will quantify one to five items or finger automatically
- c) S: An additional 15% of children will quantify one to five items or finger automatically

iii) Benchmark 3 (objective 20c) – Connects numerals with their quantities

- a) F: 10% of children will connect numerals with their quantities up to 10
- b) W: An additional 15% of children will connect numerals with their quantities
- c) S: An additional 10% of children will connect numerals with their quantities

iv) Benchmark 4 (objective 21b) – Understands shapes

- a) F: 25% of children will recognize and name basic shapes (circle, square, triangle, and rectangle)
- b) W: An additional 15% of children will recognize and name basic shapes
- c) S: An additional 15% of children will recognize and name basic shapes

b) Children will learn and begin to use science concepts

i) Benchmark 1 – Children will recognize and name colors. 4yo will name 8 basic colors (red, orange, yellow, green, blue, purple, brown and black). 3yo will point to identify the 6 primary and secondary colors (red, orange, yellow, green, blue, purple). 2yo will point to 3 colors

- a) F: 25% of children will recognize and name colors
- b) W: An additional 25% of children will recognize and name colors
- c) S: An additional 15% of children will recognize and name colors

c) Children will demonstrate an understanding of their environment

i) Benchmark 1 (objective 29) – Demonstrates knowledge about themselves.

- 2 year old – first name, age (show with fingers) gender
- 3 year old – know first and last name, age, gender, self-portrait (head, eyes, mouth, arms)
- 4 year old – know full name, age, address (town), parents' name, birthdate, self-portrait (including detail: head, eyes, mouth, arms, ears, legs, neck, hands, feet, hair), expresses likes/dislikes appropriately, acknowledges accomplishments

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- a) F: 15% of children will demonstrate knowledge about self
 - b) W: An additional 25% of children will demonstrate knowledge about self
 - c) S: An additional 15% of children will demonstrate knowledge about self
- ii) Benchmark 2 (objective 32) – Demonstrates simple geographic knowledge**
- 3 year old – Knows their house is next on the bus route,
4 year old - Knows whose house is next on the bus route, knows how to get back to their classroom from the CRS office, can give some landmarks in describing how to get to their house
- a) F: 25% of children will demonstrate simple geographic knowledge
 - b) W: An additional 40% of children will demonstrate simple geographic knowledge
 - c) S: An additional 15% of children will demonstrate simple geographic knowledge

5) Language and Literacy

a) Children will demonstrate receptive language skills

i) Benchmark 1 (objective 8b) – Follows directions

- i) F: 50% of children will follow directions
- ii) W: An additional 20% of children will follow directions
- iii) S: An additional 10% of children will follow directions

b) Children will demonstrate expressive language skills

i) Benchmark 1 (Objective 10b) – Uses social rules of language

- i) F: 40% of children will use social rules of language
- ii) W: An additional 20% of children will use social rules of language
- iii) S: An additional 20% of children will use social rules of language

c) Children will demonstrate emergent writing and reading skills

i) Benchmark 1 (objective 16a, 16b) – Identifies and name letters

- i) F: 40% of children will identify and name letters
- ii) W: An additional 20% of children will demonstrate knowledge of the alphabet
- iii) S: An additional 20% of children will demonstrate knowledge of the alphabet

ii) Benchmark 2 (objective 19a) – Writes name

- i) F: 15% of children will write their name
- ii) W: An additional 25% of children will write their name
- iii) S: An additional 20% of children will write their name