



**STATE OF FLORIDA  
SCHOOL READINESS PROGRAM  
CURRICULUM EVALUATION SCORING FORM  
OEL-SR-7106**

<b>FLORIDA SCHOOL READINESS PROGRAM: CURRICULUM EVALUATION FORM OEL-SR-7106</b>					
Publisher/Submitter Name					
Mailing Address					
Curriculum Name					
Edition (If applicable)					
Year					
Submitted by					
Contact Information					
Email					
Author (If applicable)				Check if curriculum is proprietary and not available for purchase <input type="checkbox"/>	
Please identify the appropriate age group for the curriculum being submitted by placing an x in the correct box(es).					
0-8 mos.	8-18 mos.	18-24 mos.	2 year olds	3 year olds	4 year olds
Failure to meet the requirements for the standards and benchmarks in all identified age-groups will result in the curriculum not being approved.					
<b>OEL OFFICIAL USE ONLY</b>					
Submission date received	Curriculum Standards/Benchmarks Min Totals Met Yes <input type="checkbox"/> No <input type="checkbox"/>	Curriculum Suitability Content, Presentation and Implementation Score Minimum Met	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>CURRICULUM</b>					
<b>Reviewer</b>					
<b>Approved</b> <input type="checkbox"/> Curriculum will be recommended for placement on the School Readiness Approved Curriculum List					
<b>Not Approved</b> <input type="checkbox"/>		OEL COMMENTS:			
<b>CHARACTER DEVELOPMENT</b> The curriculum contains a character development component. Yes <input type="checkbox"/> No <input type="checkbox"/>					

Curriculum Evaluation Scoring Point System							Curriculum Suitability Content Areas, Presentation and Implementation Strategies	
Curriculum Content								
Age	0-8	8 - 18	18 – 24	2-3	3-4	4-K	Content Areas	3
Domain							Presentation	10
Physical Development	7 (6)	12 (10)	14 (12)	13 (11)	14 (12)	17 (14)		
Approaches to Learning	3 (3)	3 (3)	3 (3)	3 (3)	4 (3)	4 (3)	Implementation	4
Social and Emotional	13 (12)	14 (12)	14 (12)	14 (12)	17 (14)	17 (14)	Total	17 (14)
Language and Literacy	19 (15)	22 (19)	24 (20)	26 (22)	30 (26)	43 (37)		
Mathematical Thinking	8 (7)	9 (7)	10 (8)	10 (8)	19 (16)	23 (19)		
Scientific Inquiry	14 (12)	14 (11)	17 (14)	22 (19)	25 (21)	30 (25)		
Social Studies	10 (8)	11 (9)	13 (11)	17 (14)	22 (19)	25 (21)		
Creative Expression Through the Arts	5 (4)	6 (5)	7 (5)	6 (5)	6 (5)	8 (6)		
The first number indicates the total number of benchmarks for each content area. The second number in parentheses indicates the minimum number of benchmarks met to recommend approval in that content area.								

**FORM: 7106**

Office of Early Learning  
School Readiness Curriculum Approval

**Name of Curriculum:** \_\_\_\_\_

Florida Early Learning and Developmental Standards 2017	Meets	Does Not Meet	Scoring Notes
<b>I. Physical Development Domain</b>			
<b>Age: Birth to 8 Months</b>			
<b>A. Health and Well Being</b>			
a. Active Physical Play			
1. Engages in physical activities with increasing balance, coordination, endurance and intensity.			
Benchmark a. Demonstrates beginning signs of balance, control and coordination	<input type="checkbox"/>	<input type="checkbox"/>	
b. Safety			
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity			
Not typically observed			
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
Not typically observed			

d. Feeding and Nutrition			
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
Benchmark a. Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Motor Development</b>	<b>Meets</b>	<b>Does not Meet</b>	<b>Scoring Notes</b>
a. Gross Motor Development			
1. Demonstrates use of large muscles for movement, position, strength, and coordination			
Benchmark a. Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates use of large muscles to move in the environment			
Benchmark b. Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)	<input type="checkbox"/>	<input type="checkbox"/>	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			
Benchmark a. Exhibits body awareness and starts to move intentionally	<input type="checkbox"/>	<input type="checkbox"/>	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			

Benchmark a. Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
Benchmark a. Displays beginning signs of strength, control and eye-hand coordination	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 7</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>I. Physical Development Domain</b>			
<b>Age: 8 to 18 Months</b>			
<b>A. Health and Wellbeing</b>			
a. Active Physical Play			
1. Engages in physical activities with increasing balance, coordination, endurance and intensity.			
Benchmark a. Uses movement and senses to explore and learn	<input type="checkbox"/>	<input type="checkbox"/>	
b. Safety			
2. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity.			
Not typically observed			
c. Personal Care Routines			
2. Responds to and initiates care routines that support personal hygiene			

Benchmark a: Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)	<input type="checkbox"/>	<input type="checkbox"/>	
d. Feeding and Nutrition			
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
Benchmark a. Feeds self some finger food items (feeds self small pieces of food from tray)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b. Shows interest in new foods that are offered	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c. Shows preference for food choices	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d. Explores food with fingers	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Motor Development</b>			
a. Gross Motor Development			
1. Demonstrates use of large muscles for movement, position, strength, and coordination			
Benchmark a: Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates use of large muscles to move in the environment			
Benchmark a: Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)	<input type="checkbox"/>	<input type="checkbox"/>	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			

Benchmark a: Begins to act and move with intention and purpose	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to discover how the body fits and moves through space	<input type="checkbox"/>	<input type="checkbox"/>	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			
Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 12</b>

<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>I. Physical Development Domain</b>			
<b>Age: 18 to 24 Months</b>			

<b>A. Health and Wellbeing</b>			
a. Active Physical Play			
1. Engages in physical activities with increasing balance, coordination, endurance and intensity.			
Benchmark a. Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)	<input type="checkbox"/>	<input type="checkbox"/>	
b. Safety			
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity.			
Benchmark a. Follows guidance about safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)	<input type="checkbox"/>	<input type="checkbox"/>	
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
Benchmark a: Actively participates in simple steps of hygiene routines with adult	<input type="checkbox"/>	<input type="checkbox"/>	
d. Feeding and Nutrition			
2. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
Benchmark a. Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help	<input type="checkbox"/>	<input type="checkbox"/>	



Benchmark b. Shows willingness to try new foods when offered on multiple occasions	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c. Sometimes makes choices about which foods to eat when offered several choices	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d. Distinguishes between food and non-food items	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Motor Development</b>			
a. Gross Motor Development			
1. Demonstrates use of large muscles for movement, position, strength, and coordination			
Benchmark a: Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates use of large muscles to move in the environment			
Benchmark a: Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	<input type="checkbox"/>	<input type="checkbox"/>	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			
Benchmark a: Acts and moves with intention and purpose	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to demonstrate awareness of own body in space	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)	<input type="checkbox"/>	<input type="checkbox"/>	
c. Fine Motor Development			

1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			
Benchmark a: Gains control of hands and fingers	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
Benchmark a: Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 14</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>I. Physical Development Domain</b>			
<b>Age: 2-3 years (24-36 Months)</b>			
<b>A. Health and Well Being</b>			
a. Active Physical Play			
1. Engages in physical activities with increasing balance, coordination, endurance and intensity.			
Benchmark a. Engages in active physical play for short periods of time	<input type="checkbox"/>	<input type="checkbox"/>	
b. Safety			
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity			

Benchmark a. Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)	<input type="checkbox"/>	<input type="checkbox"/>	
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
Benchmark a: Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration	<input type="checkbox"/>	<input type="checkbox"/>	
d. Feeding and Nutrition			
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
Benchmark a: Feeds self a wide variety of foods using developmentally appropriate basic utensils	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Expresses preferences about foods, specifically likes or dislikes	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Motor Development</b>			
a. Gross Motor Development			
1. Demonstrates use of large muscles for movement, position, strength, and coordination			
Benchmark a: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates use of large muscles to move in the environment			

Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	<input type="checkbox"/>	<input type="checkbox"/>	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			
Benchmark a: Develops independence through coordinated and purposeful movements and activities	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates awareness of own body in space	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)	<input type="checkbox"/>	<input type="checkbox"/>	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			
Benchmark a: Coordinates the use of hands and fingers	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 13</b>

	Meets	Does Not Meet	Scoring Notes
<b>Florida Early Learning and Developmental Standards 2017</b>			
<b>I. Physical Development Domain</b>			
<b>Age: 3-4 Years (36-48 Months)</b>			
<b>A. Health and Well Being</b>			
a. Active Physical Play			
1. Engages in physical activities with increasing balance, coordination, endurance and intensity.			
Benchmark a. Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	<input type="checkbox"/>	<input type="checkbox"/>	
b. Safety			
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity.			
Benchmark a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)	<input type="checkbox"/>	<input type="checkbox"/>	
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them	<input type="checkbox"/>	<input type="checkbox"/>	
d. Feeding and Nutrition			

1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
Benchmark a: Serves self or others by scooping or pouring from containers	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to recognize nutritious food choices and healthy eating habits	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Motor Development</b>			
a. Gross Motor Development			
1. Demonstrates use of large muscles for movement, position, strength, and coordination			
Benchmark a: Begins to balance, such as on one leg or a beam, for short periods	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to perform some skills, such as jumping for height and hopping	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Engages in physical activity that requires strength and stamina for brief periods	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates use of large muscles to move in the environment			
Benchmark a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)	<input type="checkbox"/>	<input type="checkbox"/>	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			

Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates awareness of own body in relation to others	<input type="checkbox"/>	<input type="checkbox"/>	
<b>c. Fine Motor Development</b>			
<b>1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks</b>			
Benchmark a: Uses various drawing and art tools with developing coordination	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</b>			
Benchmark a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 14</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>I. Physical Development Domain</b>			
<b>Age: 4 Years – Kindergarten (48 months - Kindergarten)</b>			
<b>A. Health and Well Being</b>			
<b>a. Active Physical Play</b>			

1. Engages in physical activities with increasing balance, coordination, endurance and intensity			
Benchmark a. Seeks to engage in physical activities or active play routinely with increased intensity and duration	<input type="checkbox"/>	<input type="checkbox"/>	
b. Safety			
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity			
Benchmark a: Consistently follows basic safety rules independently across different situations	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Identifies consequences of not following safety rules	<input type="checkbox"/>	<input type="checkbox"/>	
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
Benchmark a: Initiates and completes familiar hygiene routines independently	<input type="checkbox"/>	<input type="checkbox"/>	
d. Feeding and Nutrition			
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices			
Benchmark a. Assists adults in preparing simple foods to serve to self or others	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b. Recognizes nutritious food choices and healthy eating habits	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Motor Development</b>			
a. Gross Motor Development			



1. Demonstrates use of large muscles for movement, position, strength, and coordination			
Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates use of large muscles to move in the environment			
Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	<input type="checkbox"/>	<input type="checkbox"/>	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			
Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates spatial awareness through play activities	<input type="checkbox"/>	<input type="checkbox"/>	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			

Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 17</b>

	Meets	Does Not Meet	Scoring Notes
<b>Florida Early Learning and Developmental Standards:</b>			
<b>II. Approaches to Learning Domain</b>			
<b>Age: Birth to Eight Months</b>			
<b>A. Eagerness and Curiosity</b>			
1. Shows awareness of and interest in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Persistence</b>			
1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	<input type="checkbox"/>	<input type="checkbox"/>	

<b>C. Creativity and Inventiveness</b>			
1. Notices and shows interest and excitement with familiar objects, people and events	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 3</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>II. Approaches to Learning Domain</b>			
<b>Age: 8-18 Months</b>			
<b>A. Eagerness and Curiosity</b>			
1. Shows eagerness and curiosity as a learner	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Persistence</b>			
1. (CD) Pays attention briefly and persist in repetitive tasks	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creativity and Inventiveness</b>			
1. Approaches and explores new experiences in familiar settings	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meetings</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 3</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>II. Approaches to Learning Domain</b>			
<b>Age: 18-24 Months</b>			

<b>A. Eagerness and Curiosity</b>			
1. Shows eagerness and curiosity as a learner	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Persistence</b>			
1. Pays attention for longer periods of time and persists at preferred activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creativity and Inventiveness</b>			
1. Explores the various new properties and uses for familiar objects and experiences	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 3</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>II. Approaches to Learning Domain</b>			
<b>Age: 2 – 3 Years (24-36 Months)</b>			
<b>A. Eagerness and Curiosity</b>			
1. Shows eagerness and curiosity as a learner	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Persistence</b>			
1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creativity and Inventiveness</b>			
1. Explores the environment with purpose and flexibility	<input type="checkbox"/>	<input type="checkbox"/>	

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - 3
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>II. Approaches to Learning Domain</b>			
<b>Age: 3 – 4 Years (36-48 Months)</b>			
<b>A. Eagerness and Curiosity</b>			
1. Shows curiosity and is eager to learn new things and have new experiences	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Persistence</b>			
1. Sustains attention for brief periods and finds help when needed	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creativity and Inventiveness</b>			
1. Approaches daily activities with creativity and inventiveness	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Planning and Reflection</b>			
1. Shows initial signs of planning and learning from their experiences	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 3</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>

<b>II. Approaches to Learning Domain</b>			
<b>Age: 4 Years – Kindergarten (48 Months – Kindergarten)</b>			
<b>A. Eagerness and Curiosity</b>			
1. Shows increased curiosity and is eager to learn new things and have new experiences	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Persistence</b>			
1. Attends to tasks for brief periods of time	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creativity</b>			
1. Approaches daily activities with creativity and inventiveness	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Planning and Reflection</b>			
1. Demonstrates some planning and learning from experiences	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed -3</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>III. Social and Emotional Development</b>			
<b>Age: Birth to 8 Months</b>			
<b>A. Emotional Functioning</b>			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions	<input type="checkbox"/>	<input type="checkbox"/>	

2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
Benchmark a: Shows recognition of familiar adults and imitates their facial expressions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Managing Emotions</b>			
1. Demonstrates ability to self-regulate			
Benchmark a: Uses preferred adult to help soothe	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Attends to sights, sounds and people for brief and increasing periods of time	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>			
1. Develops positive relationships with adults			
Benchmark a: Experiences and develops secure relationship with a primary caregiver	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops positive relationships with peers			
Benchmark a: Notices peers by looking, touching or making sounds directed toward the child	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops increasing ability to engage in social problem solving			

Benchmark a: Signals when there is a problem to seek adult attention and support	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Cries when hearing other children cry	<input type="checkbox"/>	<input type="checkbox"/>	



Florida Early Learning and Developmental Standards	Meets	Does Not Meet	Scoring Notes
<b>III. Social and Emotional Development</b>			
<b>Age: Birth to Eight Months</b>			
<b>D. Sense of Identity and Belonging</b>			
1. Develops sense of identity and belonging through play			
Benchmark a: Eagerly bids for attention of adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Shows interest and inclination to explore without adult direction	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops sense of identity and belonging through routines, rituals, and interactions			
Benchmark a: Begins to respond positively to familiar routines and rituals initiated by familiar adult	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops sense of self awareness and independence			
Benchmark a: Signals preferences related to objects and people (e.g., preferring one pacifier over another)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to recognize own abilities and preferences	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 13</b>

Florida Early Learning and Developmental Standards:			
III. Social and Emotional Development	Meets	Does Not Meet	Scoring Notes
<b>Age: 8-18 Months</b>			
<b>A. Emotional Functioning</b>			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
Benchmark a: Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Managing Emotions</b>			
1. Demonstrates ability to self-regulate			
Benchmark a: Soothes with preferred adult during distress to help calm self	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Exhibits joint attention	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>			
1. Develops positive relationships with adults			
Benchmark a: Develops secure and responsive relationships with consistent adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops positive relationships with peers			

Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops increasing ability to engage in social problem solving			
Benchmark a: Demonstrates emotional expressions to signal for adult assistance	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)	<input type="checkbox"/>	<input type="checkbox"/>	

Florida Early Learning and Developmental Standards	Meets	Does Not Meet	Scoring Notes
<b>III. Social Emotional Development</b>			
<b>Age: 8 to 18 Months</b>			
<b>D. Sense of Identity and Belonging</b>			
1. Develops sense of identity and belonging through play			
Benchmark a: Expectantly bids for attention from adults and other children	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Explores for extended periods and delights in discoveries	<input type="checkbox"/>	<input type="checkbox"/>	

3. Develops sense of identity and belonging through routines, rituals, and interactions			
Benchmark a: Responds positively to and expects patterned routines, rituals and interactions initiated by an adult	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops sense of self awareness and independence			
Benchmark a: Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Recognizes own abilities and preferences	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Responds to name when called	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 14</b>
<b>Florida Early Learning and Developmental Standards:</b>			
<b>III. Social and Emotional Development Domain</b>			
<b>Age: 18 to 24 Months</b>			
<b>A. Emotional Functioning</b>			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Begins to physically respond to the feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			

Benchmark a: Begins to put words to emotions in interactions with others	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Managing Emotions</b>			
1. Demonstrates ability to self-regulate			
Benchmark a: Looks to adults to soothe and may use a transitional object during times of distress	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Maintains focus for longer periods of time and persists at preferred activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>			
1. Develops positive relationships with adults			
Benchmark a: Enjoys games and other social exchanges with familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops positive relationships with peers			
Benchmark a: Plays alongside peers and engages in simple turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops increasing ability to engage in social problem solving			
Benchmark a: May imitate others in resolving problems using simple actions	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits empathy by demonstrating care and concern for others			

Benchmark a: Notices the emotions of others and engages in an intentional action in response	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sense of Identity and Belonging</b>			
1. Develops sense of identity and belonging through play			
Benchmark a: Seeks out preferred companions and eagerly engages in parallel play with others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Capable of sustained independent play at activities the child enjoys	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops sense of identity and belonging through routines, rituals, and interactions			
Benchmark a: Begins to initiate and participate in some familiar routines and rituals	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops sense of self awareness and independence			
Benchmark a: Initiates independent problem-solving efforts but appropriately asks for support from adults when needed	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to verbally or non-verbally communicate own preferences	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to recognize obvious physical similarities and differences between self and others	<input type="checkbox"/>	<input type="checkbox"/>	

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - 14
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>III. Social and Emotional Development Domain</b>			
<b>Age: 2-3 Years (24 -36 Months)</b>			
<b>A. Emotional Functioning</b>			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Labels simple emotions in self and others (e.g., happy, sad)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
Benchmark a: Continues to expand the use of emotion words using them in appropriate settings	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Managing Emotions</b>			
1. Demonstrates ability to self-regulate			
Benchmark a: Takes cues from preferred adult and others to expand their strategies and tools to self- regulate	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Spends more time in child- initiated activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>			
1. Develops positive relationships with adults			

Benchmark a: Enjoys sharing new experiences with familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops positive relationships with peers			
Benchmark a: Seeks out other children and plays alongside and on occasion with other children	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops increasing ability to engage in social problem solving			
Benchmark a: Identifies the problem and requests adult support to address the problem for their desired solution	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Recognizes that others have feelings different than their own and often responds with comforting actions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sense of Identity and Belonging</b>			
1. Develops sense of identity and belonging through play			
Benchmark a: ) Continues to engage in parallel play but also begins to play with other preferred playmates	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Continues sustained independent play while participating in more complex activities	<input type="checkbox"/>	<input type="checkbox"/>	



3. Develops sense of identity and belonging through routines, rituals, and interactions			
Benchmark a: Initiates and participates in the rituals and routines of the day	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops sense of self awareness and independence			
Benchmark a: Verbally or nonverbally communicates more clearly on needs and wants	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Communicates verbally or nonverbally own preferences	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Identifies differences and similarities between self and others; uses pronouns such as I, me, mine	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 14</b>
<b>Florida Early Learning and Developmental Standards:</b>			
<b>III. Social and Emotional Development Domain</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>Age: 3-4 Years (36 - 48 Months)</b>			
<b>A. Emotional Functioning</b>			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
Benchmark a: Verbalizes own feelings and those of others	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Managing Emotions</b>			

1. Demonstrates ability to self-regulate			
Benchmark a: Begins to verbalize their emotions	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Begins to sustain attention for brief period of time in group activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>			
1. Develops positive relationships with adults			
Benchmark a: Develops positive relationships and interacts comfortably with familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops positive relationships with peers			
Benchmark a: Builds social relationships and becomes more connected to other children	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates strategies for entry into social play with peers	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Develops an initial understanding of bullying	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops increasing ability to engage in social problem solving			
Benchmark a: Able to suggest a potential solution to social problems and with adult support is able to follow through	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Responds to the emotions of others with comforting words or actions	<input type="checkbox"/>	<input type="checkbox"/>	

<b>D. Sense of Identity and Belonging</b>			
1. Develops sense of identity and belonging through play			
Benchmark a: Continues to play with preferred playmates	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Continues sustained independent play and participates in more planned group activities	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops sense of identity and belonging through routines, rituals, and interactions			
Benchmark a: Begins to show a willingness to be flexible if routines must change in minor ways	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops sense of self awareness and independence			
Benchmark a: Increasingly uses words to communicate needs and wants	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to recognize preferences of others	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Begins to identify self as part of a group (e.g., class or family)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 17</b>

	Meets	Does Not Meet	Scoring Notes
<b>Florida Early Learning and Developmental Standards:</b>			
<b>III. Social and Emotional Development Domain</b>			
<b>Age: 4 to Kindergarten (48 – Kindergarten)</b>			
<b>A. Emotional Functioning</b>			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Managing Emotions</b>			
1. Demonstrates ability to self-regulate			
Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>			
1. Develops positive relationships with adults			

Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops positive relationships with peers			
Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Responds appropriately to bullying behavior	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops increasing ability to engage in social problem solving			
Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sense of Identity and Belonging</b>			
1. Develops sense of identity and belonging through play			
Benchmark a: Engages in associative play and begins to play cooperatively with friends	<input type="checkbox"/>	<input type="checkbox"/>	
2. Develops sense of identity and belonging through exploration and persistence			

Benchmark a: Persists at individual planned experiences, caregiver- directed experiences and planned group activities	<input type="checkbox"/>	<input type="checkbox"/>	
3. Develops sense of identity and belonging through routines, rituals, and interactions			
Benchmark a: Demonstrates willingness to be flexible if routines must change	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops sense of self awareness and independence			
Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Recognizes preferences of others	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 17</b>

<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>IV. Language and Literacy Domain</b>			
<b>Age: Birth to 8 Months</b>			
<b>A. Listening and Understanding</b>			
1. Demonstrates understanding when listening			
Benchmark a: Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Responds to gestures of adults	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Responds to gestures that indicate understanding of what is being communicated	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increase knowledge through listening			
Benchmark a: Reacts to environmental sounds and verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Turns head toward familiar sounds	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Responds to repeated words and phrases	<input type="checkbox"/>	<input type="checkbox"/>	
3. Follows directions			
Benchmark a: Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Speaking</b>			
1. Speaks and is understood when speaking			

Benchmark a: Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Vocabulary</b>			
1. Shows an understanding of words and their meanings (receptive)			
Benchmark a: Begins to look at familiar people, objects or animals when they are named	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses increased vocabulary to describe objects, actions, and events (expressive)			
Benchmark a: Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sentences and Structure</b>			
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Begins to play with speech sounds	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Conversation</b>			
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems			



Benchmark a: Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication	<input type="checkbox"/>	<input type="checkbox"/>	
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Responds to changes in tone of voice	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Emergent Reading</b>			
1. Shows motivation for and appreciation of reading			
Benchmark a: Shows enjoyment of the sounds and rhythms of language	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Responds to adult reading a book	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 19</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>IV. Language and Literacy Domain</b>			
<b>Age: 8 to 18 Months</b>			
<b>A. Listening and Understanding</b>			

1. Demonstrates understanding when listening			
Benchmark a: Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses gestures to direct adult attention	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Responds to adult's request using gestures or simple words showing an understanding of what is being said	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increase knowledge through listening			
Benchmark a: Responds to vocalizations during daily routines	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Responds by turning and smiling when name is spoken	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to respond to adult questions	<input type="checkbox"/>	<input type="checkbox"/>	
3. Follows directions			
Benchmark a: Focuses attention on speaker when asked to do something	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Speaking</b>			
1. Speaks and is understood when speaking			
Benchmark a: Increases vocalizations	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Vocabulary</b>			
1. Shows an understanding of words and their meanings (receptive)			
Benchmark a: Looks intently at or points at person or object that has been named with the goal of establishing joint attention	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses increased vocabulary to describe objects, actions, and events (expressive)			
Benchmark a: Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sentences and Structure</b>			
1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Produces utterances of one, occasionally two, units of meaning in length	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Produces words of which approximately half are nouns	<input type="checkbox"/>	<input type="checkbox"/>	
2. Connects words, phrases, and sentences to build ideas			
Benchmark a: Produces utterances of one to two words that communicate labeling of objects and sometimes actions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Conversation</b>			
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems			

Benchmark a: Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words	<input type="checkbox"/>	<input type="checkbox"/>	
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Asks and responds to simple questions using gestures, signs, vocalizations and single words	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargonizing, and/or single word)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Emergent Reading</b>			
1. Shows motivation for and appreciation of reading			
Benchmark a: Begins to show interest in print and books	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrates comprehension of books read aloud			
Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Emergent Writing</b>			
1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition			

Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 22</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>IV. Language and Literacy Domain</b>			
<b>Age: 18 to 24 Months</b>			
<b>A. Listening and Understanding</b>			
1. Demonstrates understanding when listening			
Benchmark a: Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Responds appropriately to simple requests	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Uses nonverbal gestures to respond to adult's language and oral reading	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increase knowledge through listening			
Benchmark a: Responds verbally and nonverbally to spoken language	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to participate in simple conversations	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Responds to language during conversations, songs, stories or other experiences	<input type="checkbox"/>	<input type="checkbox"/>	
3. Follows directions			
Benchmark a: Follows simple one-step directions with scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	

<b>B. Speaking</b>			
1. Speaks and is understood when speaking			
Benchmark a: Speaks using new words and phrases and is understood by familiar adult 50 percent of the time	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Vocabulary</b>			
1. Shows an understanding of words and their meanings (receptive)			
Benchmark a: Points to pictures in book when named and/or points to body parts when asked	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Responds to requests (typically understands approximately 300 words)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses increased vocabulary to describe objects, actions, and events (expressive)			
Benchmark a: Uses a number of different words and begins using two or more words together	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sentences and Structure</b>			
1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Produces utterances of two units of meaning in length	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark b: Produces words of which approximately one-third are nouns with verbs becoming increasingly common	<input type="checkbox"/>	<input type="checkbox"/>	
2. Connects words, phrases, and sentences to build ideas			
Benchmark a: Produces phrases of two words including labeling (e.g., “that dog”), action/agent (e.g., “mommy hug”) and object/attribute (e.g., “soup hot”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Conversation</b>			
1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems			
Benchmark a: Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations	<input type="checkbox"/>	<input type="checkbox"/>	
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Emergent Reading</b>			
1. Shows motivation for and appreciation of reading			
Benchmark a: Shows growing interest in print and books	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Learns that pictures represent real objects, events and ideas (stories)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Emergent Writing</b>			
1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition			
Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 24</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>IV. Language and Literacy Domain</b>			
<b>Age: 2-3 Years (24 – 36 Months)</b>			
<b>A. Listening and Understanding</b>			
1. Demonstrates understanding when listening			



Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Increase knowledge through listening</b>			
Benchmark a: Responds to an adult's simple questions about what is being learned	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Participates in simple conversations	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Follows directions</b>			
Benchmark a: Follows multi-step directions with reminders	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Speaking</b>			
<b>1. Speaks and is understood when speaking</b>			
Benchmark a: Speaks and is understood by familiar peer or adult most of the time	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Vocabulary</b>			
<b>1. Shows an understanding of words and their meanings (receptive)</b>			
Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark b: Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses increased vocabulary to describe objects, actions, and events (expressive)			
Benchmark a: Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sentences and Structure</b>			
1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Produces utterances of three to four units of meaning in length	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Connects words, phrases, and sentences to build ideas			
Benchmark a: Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Asks basic questions (e.g., “Mommy gone?”)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Conversation</b>			

1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems			
Benchmark a: Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Emergent Reading</b>			
1. Shows motivation for and appreciation of reading			
Benchmark a: Shows increased interest in print and books	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Pretends to read print or books	<input type="checkbox"/>	<input type="checkbox"/>	

2. Shows age-appropriate phonological awareness			
Benchmark a: Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Shows alphabetic and print knowledge			
Benchmark a: Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Emergent Writing</b>			
1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition			
Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 26</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Scoring Notes</b>
<b>IV. Language and Literacy Domain</b>			
<b>Age: 3-4 Years (36 - 48Months)</b>			
<b>A. Listening and Understanding</b>			
1. Demonstrates understanding when listening			

Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Increase knowledge through listening</b>			
Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Observes simple aspects of child's world and responds and reacts	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Follows directions</b>			
Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Speaking</b>			
<b>1. Speaks and is understood when speaking</b>			
Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Vocabulary</b>			
<b>1. Shows an understanding of words and their meanings (receptive)</b>			
Benchmark a: Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses increased vocabulary to describe objects, actions, and events (expressive)			
Benchmark a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sentences and Structure</b>			
1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Produces utterances of four to five units of meaning in length	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Connects words, phrases, and sentences to build ideas			
Benchmark a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	<input type="checkbox"/>	<input type="checkbox"/>	

<b>E. Conversation</b>			
1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems			
Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	<input type="checkbox"/>	<input type="checkbox"/>	
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Demonstrates awareness of nonverbal conversational rules	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Emergent Reading</b>			
1. Shows motivation for and appreciation of reading			
Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to make real-world connections between stories and real-life experiences	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Asks to be read to or asks the meaning of written text	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Participates in conversations that demonstrate appreciation of printed materials	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows age-appropriate phonological awareness			
Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants	<input type="checkbox"/>	<input type="checkbox"/>	
3. Shows alphabetic and print knowledge			
Benchmark a: Recognizes that print conveys meaning	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Retells or reenacts parts of a story after it is read aloud	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Emergent Writing</b>			
1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition			
Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	<input type="checkbox"/>	<input type="checkbox"/>	



	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - - 31
<b>Florida Early Learning and Developmental Standards:</b>			
<b>IV. Language and Literacy Domain</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>Age: 4 Years – Kindergarten (48 – Kindergarten)</b>			
<b>A. Listening and Understanding</b>			
1. Demonstrates understanding when listening			
Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increase knowledge through listening			
Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	<input type="checkbox"/>	<input type="checkbox"/>	
3. Follows directions			
Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Speaking</b>			
1. Speaks and is understood when speaking			

Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Vocabulary</b>			
1. Shows an understanding of words and their meanings (receptive)			
Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) when describing people and settings in multiple environments	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses increased vocabulary to describe objects, actions, and events (expressive)			
Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Identifies unfamiliar words asking for clarification	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Sentences and Structure</b>			
1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	<input type="checkbox"/>	<input type="checkbox"/>	
2. Connects words, phrases, and sentences to build ideas			
Benchmark a: Uses sentences with more than one phrase	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Conversation</b>			
1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems			
Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	<input type="checkbox"/>	<input type="checkbox"/>	

2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Emergent Reading</b>			
1. Shows motivation for and appreciation of reading			
Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Makes real-world connections between stories and real-life experiences	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows age-appropriate phonological awareness			
Benchmark a: Distinguishes individual words within spoken phrases or sentences	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Shows alphabetic and print knowledge			
Benchmark a: Recognizes that print conveys meaning	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Emergent Writing</b>			
1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition			
Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses letter-like shapes or letters to write words or parts of words	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 43</b>

<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>V. Mathematical Thinking Domain</b>			
<b>Age: Birth to 8 Months</b>			
<b>A. Number Sense</b>			
1. Attend to objects in play, such as reaching or looking for more than one object	<input type="checkbox"/>	<input type="checkbox"/>	
2. Observes songs and finger plays that involve numbers and quantity	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Number and Operations</b>			
1. Explores objects in hands	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Patterns</b>			
1. Explores objects with different characteristics	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Geometry</b>			
1. Begins to notice shapes in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Spatial Relations</b>			
1. Explores the properties of objects and watches how they move	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explores and experiments with objects and attends to events in the environment (e.g., Shaking a rattle)	<input type="checkbox"/>	<input type="checkbox"/>	

<b>F. Measurement and Data</b>			
1. Explores objects in various ways	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 8</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>Florida Early Learning and Developmental Standards:</b>			
<b>V. Mathematical Thinking Domain</b>			
<b>Age: 8 – 18 Months</b>			
<b>A. Number Sense</b>			
1. Attends to quantities when interacting with objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. Communicates using gestures and or basic words to refer to change in the amount of objects such as asking for “more” or saying “all gone”.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Number and Operations</b>			
1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Patterns</b>			
1. Matches objects that have a singular attribute (e.g., color, shape, size)	<input type="checkbox"/>	<input type="checkbox"/>	



2. Explores two objects by making direct comparisons	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Geometry</b>			
1. Notices shapes in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Spatial Relations</b>			
1. <b>Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Explores objects with different shapes</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Measurement and Data</b>			
1. <b>Explores and shows awareness of the size and weight of object with adult assistance</b>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 9</b>

<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>V. Mathematical Thinking Domain</b>			
<b>Age: 18 – 24 Months</b>			
<b>A. Number Sense</b>			
1. Uses number words or sign language to identify small amounts referring to quantity	<input type="checkbox"/>	<input type="checkbox"/>	

2. Begins to count groups of one and two objects in daily routine	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Number and Operations</b>			
1. Demonstrates an understanding that “adding to” increases the number of objects in the group	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Patterns</b>			
1. Begins to recognize patterns in the environment (e.g. clap two times)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to order three to five objects using one attribute through trial and error	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Geometry</b>			
1. Begins to match basic shapes	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to sort familiar objects into two groups based on size	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Spatial Relations</b>			
1. Uses body to demonstrate an understanding of basic special directions through songs, finger plays and games	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to manipulate objects by flipping, sliding and rotating to make them fit	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Measurement and Data</b>			
1. Uses appropriate size words or gestures (small, big) to accurately describe objects	<input type="checkbox"/>	<input type="checkbox"/>	

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - 10
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>V. Mathematical Thinking Domain</b>			
<b>Age: 2 – 3 Years (24 – 36 Months)</b>			
<b>A. Number Sense</b>			
1. Subitizes (immediately recognizes without counting) up to two objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to count groups of one to five objects in daily routine	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Number and Operations</b>			
1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Patterns</b>			
1. Recognizes patterns in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Geometry</b>			
1. Matches basic shapes (circle, square) non-verbally	<input type="checkbox"/>	<input type="checkbox"/>	

<b>E. Spatial Relations</b>			
1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games	<input type="checkbox"/>	<input type="checkbox"/>	
2. Manipulates objects by flipping, sliding and rotating to make them fit	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Measurement and Data</b>			
1. Uses increasingly complex size words to accurately describe objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. Compares sets of objects by one attribute (e.g., sort by size)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 10</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>V. Mathematical Thinking Domain</b>			
<b>Age: 3 – 4 Years (36 – 48 Months)</b>			
<b>A. Number Sense</b>			
1. Subitizes (immediately recognizes without counting) up to two objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. Counts and identifies the number sequence “1 to 10”	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines			

<b>4. Identifies the last number spoken tells “how many” up to five (cardinality)</b>			
<b>5. Counts sets constructed by the teacher to five and beyond</b>			
<b>6. Constructs and counts sets of one to five and beyond</b>			
<b>B. Number and Operations</b>			
1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	<input type="checkbox"/>	<input type="checkbox"/>	
2. Changes size of a set of up to five objects by combining and taking away	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Patterns</b>			
1. Notices a pattern with a missing element and completes the pattern by filling in the missing object	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to duplicate a pattern from a model	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Geometry</b>			
1. Recognizes and names typical shapes (circle, square, triangle)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Matches a wider variety of shapes and orientations	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explores three-dimensional shapes in the environment through play	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Spatial Relations</b>			

1. demonstrates an understanding of basic spatial directions through songs, finger plays and games	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Demonstrates directionality, order and position of objects by following simple directions</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Measurement and Data</b>			
1. Uses size words to label objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explores two objects by making direct comparisons in length, weight and size using a single attribute	<input type="checkbox"/>	<input type="checkbox"/>	
3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance	<input type="checkbox"/>	<input type="checkbox"/>	
4. Participates in group sorting and data collection	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 19</b>
<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>V. Mathematical Thinking Domain</b>			
<b>Age: 4 – Kindergarten (48 – Kindergarten)</b>			
<b>A. Number Sense</b>			
1. Subitizes (immediately recognizes without counting) up to two objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Counts and identifies the number sequence “1 to 31”</b>	<input type="checkbox"/>	<input type="checkbox"/>	

3. <b>Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
4. <b>Identifies the last number spoken tells "how many" up to 10 (cardinality)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Constructs and counts sets of objects (one to 10 and beyond)	<input type="checkbox"/>	<input type="checkbox"/>	
6. <b>Uses counting and matching strategies to find which is more, less than or equal to 10</b>	<input type="checkbox"/>	<input type="checkbox"/>	
7. <b>Reads and writes some numerals one to 10 using appropriate activities</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Number and Operations</b>			
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Patterns</b>			
1. <b>Identifies and extends a simple AB repeating pattern</b>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Duplicates a simple AB pattern using different objects</b>	<input type="checkbox"/>	<input type="checkbox"/>	
3. <b>Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Geometry</b>			
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	<input type="checkbox"/>	<input type="checkbox"/>	

<b>E. Spatial Relations</b>			
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses directions to move through space and find places in space	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Measurement and Data</b>			
1. Measures object attributes using a variety of standard and nonstandard tools	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	<input type="checkbox"/>	<input type="checkbox"/>	
3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	<input type="checkbox"/>	<input type="checkbox"/>	
5. Begins to predict the results of data collection	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 23</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VI. Scientific Inquiry Domain</b>			
<b>Age: Birth – 8 Months</b>			
<b>A. Scientific Inquiry Through Exploration and Discovery</b>			
1. Uses senses to explore and understand their social and physical environment			
Benchmark a: Responds to information received through the senses	<input type="checkbox"/>	<input type="checkbox"/>	



Benchmark b: Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses tools in scientific inquiry			
Benchmark a: Responds to people and objects in simple ways	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses understanding of causal relationships to act on social and physical environments			
Benchmark a: Begins to explore/notice cause and effect (e.g., crying to get needs met)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Life Science</b>			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Shows curiosity about own body structure (e.g., two legs, fingers for grasping)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Physical Science</b>			
1. Demonstrate knowledge related to physical science			
Benchmark a: Displays interest in movement of objects	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Recognizes when a moving object has stopped (e.g., mobile)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Uses senses to gain knowledge about objects	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Earth and Space Science</b>			

1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Touches sand, soil and mud	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to exhibit curiosity about objects in the sky and environment	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Environment</b>			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Recognizes familiar people and objects in the immediate environment	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 14</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VI. Scientific Inquiry Domain</b>			
<b>Age: 8 -18 Months</b>			
<b>A. Scientific Inquiry Through Exploration and Discovery</b>			
1. Uses senses to explore and understand their social and physical environment			

Benchmark a: Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses tools in scientific inquiry			
Benchmark a: Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses understanding of causal relationships to act on social and physical environments			
Benchmark a: Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Life Science</b>			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Physical Science</b>			
1. Demonstrate knowledge related to physical science			
Benchmark a: Demonstrates ability to move objects	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Earth and Space Science</b>			
1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Explores water (e.g., plastic cups or containers in the bathtub)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Explores sand, soil and mud	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to observe the sun, clouds and transition from day to night	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Begins to identify day and night	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Environment</b>			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Begins to identify familiar people and objects in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Engineering and Technology</b>			
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures			
Benchmark a: Attempts to use objects as tools	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 14</b>

Florida Early Learning and Developmental Standards 2017	Meets	Does Not Meet	Scoring Notes
<b>VI. Scientific Inquiry Domain</b>			
<b>Age: 18 – 24 Months</b>			
<b>A. Scientific Inquiry Through Exploration and Discovery</b>			
1. Uses senses to explore and understand their social and physical environment			
Benchmark a: Begins to identify some sense organs	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses tools in scientific inquiry			
Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses understanding of causal relationships to act on social and physical environments			
Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Life Science</b>			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Explores, interacts with and identifies some plants and animals	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Physical Science</b>			

1. Demonstrate knowledge related to physical science			
Benchmark a: Demonstrates ability to push and pull objects	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Observes objects that move at different speeds (e.g., wind-up toys, swings)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Earth and Space Science</b>			
1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Engages in structured play with water	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Engages in structured play with sand, soil and mud activities	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Identifies the objects in the sky (e.g., clouds, sun, moon and stars)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Uses basic vocabulary to describe day and night	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Uses emerging vocabulary to describe basic weather	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Environment</b>			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Identifies familiar people and objects in the environment	<input type="checkbox"/>	<input type="checkbox"/>	

<b>F. Engineering and Technology</b>			
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures			
Benchmark a: Uses simple tools to explore	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Explores simple machines through play (e.g., riding toys or push toys)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 17</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VI. Scientific Inquiry Domain</b>			
<b>Age: 2 – 3 Years (24 – 36 Months)</b>			
<b>A. Scientific Inquiry Through Exploration and Discovery</b>			
1. Uses senses to explore and understand their social and physical environment			
Benchmark a: Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to use senses to observe and experience the environment	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)	<input type="checkbox"/>	<input type="checkbox"/>	

2. Uses tools in scientific inquiry			
Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses understanding of causal relationships to act on social and physical environments			
Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Recognizes and begins to respond to results of own actions	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Life Science</b>			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Physical Science</b>			
1. Demonstrate knowledge related to physical science			
Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses basic words for speed of motion (e.g., fast and slow)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)	<input type="checkbox"/>	<input type="checkbox"/>	



Benchmark d: Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Earth and Space Science</b>			
1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Begins to explore and investigate the properties of water	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to explore and investigate the properties of sand, soil and mud	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Benchmark d:</b> Describes daytime and nighttime through drawing, naming or pretend play	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Benchmark e:</b> Observes and discusses weather	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Environment</b>			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Begins to describe familiar people and objects in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to participate in activities to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Engineering and Technology</b>			
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures			

Benchmark a: Uses props to represent simple tools through play	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 22</b>

<b>Florida Early Learning and Developmental Standards:</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VI. Scientific Inquiry Domain</b>			
<b>Age: 3-4 Years (36 – 48 Months)</b>			
<b>A. Scientific Inquiry Through Exploration and Discovery</b>			
1. Uses senses to explore and understand their social and physical environment			
Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Uses senses to observe and experience objects and environment	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses tools in scientific inquiry			
Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	<input type="checkbox"/>	<input type="checkbox"/>	

3. Uses understanding of causal relationships to act on social and physical environments			
Benchmark a: Makes simple predictions and reflects on what caused something to happen	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Participates in and discusses simple experiments	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Life Science</b>			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to notice the similarities and differences among various living things	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Explores the differences between living and non-living things	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Physical Science</b>			

<b>1. Demonstrate knowledge related to physical science</b>			
Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Earth and Space Science</b>			
<b>1. Demonstrate knowledge related to the dynamic properties of earth and sky</b>			
Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Observes and discusses weather changes day to day	<input type="checkbox"/>	<input type="checkbox"/>	

<b>E. Environment</b>			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Describes familiar people and objects in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Participates in activities to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Engineering and Technology</b>			
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures			
Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 25</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VI. Scientific Inquiry Domain</b>			

<b>Age: 4 – Kindergarten (48 months – Kindergarten)</b>			
<b>A. Scientific Inquiry Through Exploration and Discovery</b>			
1. Uses senses to explore and understand their social and physical environment			
Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses tools in scientific inquiry			
Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses understanding of causal relationships to act on social and physical environments			
Benchmark a: Makes predictions and tests their predictions through experimentation and investigation	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Shares findings and outcomes of experiments	<input type="checkbox"/>	<input type="checkbox"/>	

<b>B. Life Science</b>			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Notices the similarities and differences among various living things	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Understands that all living things grow, change and go through life cycles	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Begins to distinguish between living and non-living things	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Observes that living things differ with regard to their needs and habitats	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Physical Science</b>			
1. Demonstrate knowledge related to physical science			
Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas	<input type="checkbox"/>	<input type="checkbox"/>	

Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Earth and Space Science</b>			
1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Compares the daytime and nighttime cycle	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environment)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Environment</b>			
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment			
Benchmark a: Demonstrates how people use objects and natural resources in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	<input type="checkbox"/>	<input type="checkbox"/>	



Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Engineering and Technology</b>			
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures			
Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 30</b>

Florida Early Learning and Developmental Standards 2017	Meets	Does Not Meet	Scoring Notes
<b>VI. Social Studies Domains</b>			
<b>Age: Birth – 8 Months</b>			
<b>A. Culture</b>			
1. Experiences own family practices (traditions, celebrations, songs, food or language)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Individual Development and Identity</b>			
1. Begins to explore characteristics of self (eyes, nose and hair)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individuals and Groups</b>			
1. Begins to recognize family members	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Spaces, Places, and Environments</b>			
1. Responds to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Time, Continuity, and Change</b>			
1. Begins to respond to schedules	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Governance, Civic Ideals, and Practices</b>			
1. Responds in simple ways to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses senses in simple ways to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	
3. Recognizes familiar people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Economics and Resources</b>			

1. Begins to actively seek out responses	<input type="checkbox"/>	<input type="checkbox"/>	
<b>H. Technology and Our World</b>			
1. Responds to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 10</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VII. Social Studies Domain</b>			
<b>Age: 8 – 18 Months</b>			
<b>A. Culture</b>			
1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Individual Development and Identity</b>			
1. Begins to recognize characteristics of self (eyes, nose and hair)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to recognize ability to impact surroundings	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individuals and Groups</b>			
1. Identifies family members	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Spaces, Places, and Environments</b>			
1. Responds in varied ways to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	

<b>E. Time, Continuity, and Change</b>			
1. Responds to schedules	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Governance, Civic Ideals, and Practices</b>			
1. Responds to simple requests	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to recognize cause and effect of actions	<input type="checkbox"/>	<input type="checkbox"/>	
3. Responds in varied ways to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Economics and Resources</b>			
1. Begins to communicate wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	
<b>H. Technology and Our World</b>			
1. Responds in varied ways to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 11</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VII. Social Studies Domain</b>			
<b>Age: 18 - 24 Months</b>			
<b>A. Culture</b>			
1. Participates in own family practices (traditions, celebrations, songs, food or language)	<input type="checkbox"/>	<input type="checkbox"/>	

<b>B. Individual Development and Identity</b>			
1. Recognizes characteristics of self (eyes, nose and hair)	<input type="checkbox"/>	<input type="checkbox"/>	
2. Recognizes ability to impact surroundings	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individuals and Groups</b>			
1. Begins to recognize self as separate from others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to respond to the needs of others (e.g., peers and family members)	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to participate in routines (e.g., family, classroom, school and community)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Spaces, Places, and Environments</b>			
1. Begins to recognize own personal space	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Time, Continuity, and Change</b>			
1. Recognizes and responds to schedules (e.g., time to eat when hungry)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Governance, Civic Ideals, and Practices</b>			
1. Begins to follow simple requests	<input type="checkbox"/>	<input type="checkbox"/>	
2. Responds to problems in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
3. Shows more complex responses to people and objects	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Economics and Resources</b>			

1. Communicates wants and needs to others	<input type="checkbox"/>	<input type="checkbox"/>	
<b>H. Technology and Our World</b>			
1. Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 13</b>
<b>Florida Early Learning and Developmental Standards 2017</b>			<b>Scoring Notes</b>
<b>VII. Social Studies Domain</b>			
<b>Age: 2 – 3 Years (24 -36 Months)</b>			
<b>A. Culture</b>			
1. Identifies family practices (traditions, celebrations, songs, food or language)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Individual Development and Identity</b>			
1. Begins to recognize characteristics of self as an individual	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to recognize the ways self is similar to and different from peers and others	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individuals and Groups</b>			
1. Recognizes self as separate from others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to respond to the needs of others (e.g., peers and family members)	<input type="checkbox"/>	<input type="checkbox"/>	

3. Begins to follow routines (e.g., family, classroom, school and community)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Spaces, Places, and Environments</b>			
1. Begins to identify own personal space	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explores own environment	<input type="checkbox"/>	<input type="checkbox"/>	
3. Recognizes basic physical characteristics (e.g., landmarks or land features)	<input type="checkbox"/>	<input type="checkbox"/>	
4. <b>Uses words to describe objects in a familiar space</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Time, Continuity, and Change</b>			
1. Begins to sequence events	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to recognize time events and routines	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Governance, Civic Ideals, and Practices</b>			
1. Begins to recognize expectations in varying settings	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates emerging problem-solving and decision-making skills	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to recognize common symbols in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Economics and Resources</b>			
1. Initiates more complex interactions to get wants and needs met	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows awareness of occupations	<input type="checkbox"/>	<input type="checkbox"/>	

<b>H. Technology and Our World</b>			
1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 18</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VII. Social Studies Domain</b>			
<b>Age: 3 –4 Years (36 -48 Months)</b>			
<b>A. Culture</b>			
1. Begins to identify self as a member of a culture	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to understand everyone belongs to a culture	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explores culture of peers and families (classroom)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Individual Development and Identity</b>			
1. Recognizes characteristics of self as an individual	<input type="checkbox"/>	<input type="checkbox"/>	
2. Recognizes the ways self is similar to and different from peers and others	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individuals and Groups</b>			
1. Identifies self and others as part of a group	<input type="checkbox"/>	<input type="checkbox"/>	



2. Identifies groups within a community	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Spaces, Places, and Environments</b>			
1. Recognizes the relationship of personal space to surroundings	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identifies own environment and other locations	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identifies basic physical characteristics (e.g., landmarks or land features)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Begins to use spatial words (e.g., far/close, over/under and up/down)	<input type="checkbox"/>	<input type="checkbox"/>	
5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Time, Continuity, and Change</b>			
1. Recognizes sequence of events to establish a sense of order and time	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explores changes that take place over time in the immediate environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Governance, Civic Ideals, and Practices</b>			
1. Begins to recognize and follow rules and expectations in varying settings	<input type="checkbox"/>	<input type="checkbox"/>	

2. Begins to participate in problem solving and decision making	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to recognize national patriotic symbols (e.g., flag and eagle)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Economics and Resources</b>			
1. Begins to recognize the difference between wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	
2. Recognizes familiar people who perform different occupations	<input type="checkbox"/>	<input type="checkbox"/>	
<b>H. Technology and Our World</b>			
1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 22</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VII. Social Studies Domain</b>			
<b>Age: 4 – Kindergarten (48 – Kindergarten)</b>			
<b>A. Culture</b>			
1. Identifies self as a member of a culture	<input type="checkbox"/>	<input type="checkbox"/>	
2. Understands everyone belongs to a culture	<input type="checkbox"/>	<input type="checkbox"/>	

3. Explores culture of peers and families in the classroom and community	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Individual Development and Identity</b>			
1. Identifies characteristics of self as an individual	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identifies the ways self is similar to and different from peers and others	<input type="checkbox"/>	<input type="checkbox"/>	
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Individuals and Groups</b>			
1. Identifies differences and similarities of self and others as part of a group	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explains the role of groups within a community	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Spaces, Places, and Environments</b>			
1. Identifies the relationship of personal space to surroundings	<input type="checkbox"/>	<input type="checkbox"/>	

2. Identifies differences and similarities between own environment and other locations	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	<input type="checkbox"/>	<input type="checkbox"/>	
4. Uses spatial words (e.g., far/close, over/under and up/down)	<input type="checkbox"/>	<input type="checkbox"/>	
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	<input type="checkbox"/>	<input type="checkbox"/>	
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Time, Continuity, and Change</b>			
1. Identifies changes within a sequence of events to establish a sense of order and time	<input type="checkbox"/>	<input type="checkbox"/>	
2. Observes and recognizes changes that take place over time in the immediate environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. Governance, Civic Ideals, and Practices</b>			
1. Recognizes and follows rules and expectations in varying settings	<input type="checkbox"/>	<input type="checkbox"/>	
2. Participates in problem solving and decision making	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Economics and Resources</b>			

1. Recognizes the difference between wants and needs	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to recognize that people work to earn money to buy things they need or want	<input type="checkbox"/>	<input type="checkbox"/>	
<b>H. Technology and Our World</b>			
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 25</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VIII. Creative Expression Through the Arts Domain</b>			
<b>Age: Birth – 8 Months</b>			
<b>A. Sensory Art Experience</b>			
1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Music</b>			
1. Responds to music in a variety of ways	<input type="checkbox"/>	<input type="checkbox"/>	

<b>C. Creative Movement</b>			
1. Uses movement to show increasing body awareness in response to own environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Imaginative and Creative Play</b>			
1. Imitates familiar experiences in own life	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Appreciation of the Arts</b>			
1. Responds spontaneously to different forms of art in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 5</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VIII. Creative Expression Through the Arts Domain</b>			
<b>Age: 8 – 18 Months</b>			
<b>A. Sensory Art Experience</b>			
1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Music</b>			
1. Begins to discover and engage in creative music experiences	<input type="checkbox"/>	<input type="checkbox"/>	

<b>C. Creative Movement</b>			
1. Begins to use movement to express feelings and/or communicate an idea	<input type="checkbox"/>	<input type="checkbox"/>	
2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Imaginative and Creative Play</b>			
1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Appreciation of the Arts</b>			
1. Shows curiosity indifferent forms of artistic expressions(e.g., music, art and dance	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 6</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VIII. Creative Expression Through the Arts Domain</b>			
<b>Age: 18 – 24 Months</b>			
<b>A. Sensory Art Experience</b>			
1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Music</b>			

1. Discovers and engages in creative music experiences	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creative Movement</b>			
1. Uses movement to express feelings and/or communicate an idea	<input type="checkbox"/>	<input type="checkbox"/>	
2. Responds and moves in creative ways while listening to music, stories and/or verbal cues	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Imaginative and Creative Play</b>			
1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Appreciation of the Arts</b>			
1. Begins to respond to own art and to a variety of artistic expressions of others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to show preferences for various art forms	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed</b>
			- 7
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VIII. Creative Expression Through the Arts Domain</b>			
<b>Age: 2 – 3 Years (24 – 36 Months)</b>			
<b>A. Sensory Art Experience</b>			
1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	<input type="checkbox"/>	<input type="checkbox"/>	



<b>B. Music</b>			
1. Begins to engage in a variety of individual and group musical activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creative Movement</b>			
1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Imaginative and Creative Play</b>			
1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Appreciation of the Arts</b>			
1. Responds to own art and to a variety of artistic expressions of others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Shows preferences for various art forms	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 6</b>
<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VIII. Creative Expression Through the Arts Domain</b>			
<b>Age: 3 – 4 Years (36 – 48 Months)</b>			
<b>A. Sensory Art Experience</b>			

1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Music</b>			
1. Engages in a variety of individual and group musical activities with more coordinated intention	<input type="checkbox"/>	<input type="checkbox"/>	
2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creative Movement</b>			
1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Imaginative and Creative Play</b>			
1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Appreciation of the Arts</b>			
1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 6</b>

<b>Florida Early Learning and Developmental Standards 2017</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Scoring Notes</b>
<b>VIII. Creative Expression Through the Arts Domain</b>			
<b>Age: 4 – Kindergarten (48 months – Kindergarten)</b>			
<b>A. Sensory Art Experience</b>			
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Music</b>			
1. Actively participates in a variety of individual and group musical activities	<input type="checkbox"/>	<input type="checkbox"/>	
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Creative Movement</b>			
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Imaginative and Creative Play</b>			
1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Appreciation of the Arts</b>			

1. Uses appropriate art vocabulary to describe own art creations and those of others	<input type="checkbox"/>	<input type="checkbox"/>	
2. Compares own art to similar art forms	<input type="checkbox"/>	<input type="checkbox"/>	
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total Meeting</b>	<b>Total Not Meeting</b>	<b>Number of Standards/Benchmarks Needed - 8</b>
<b>Curriculum Suitability</b>			
<b>Evaluation of Content (Accuracy, Relevance, Diversity), Presentation, Implementation Strategies, and Character Development</b>			
	Meets	Does Not Meet	
<b>Accuracy of Content</b> – Content must be accurate in historical context and contemporary facts and concepts.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Relevance of Content</b> - Content must be up-to-date for the academic discipline and the context in which the content is presented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Diversity Considerations</b> - Portrayal of gender, ethnicity, age, work situations, and various social groups must include diversity fairness and advocacy	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Curriculum Presentation</b>	Meets	Does Not Meet	
<b>Comprehensiveness of Teacher and Student Resources</b>			
Comprehensiveness of Teacher Resources – Do resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the classroom beyond those available in a typical early learning environment?	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> <li>• Components and materials are easy to use</li> <li>• Materials support lesson planning, teaching, and learning</li> <li>• Suggestions for adapting instruction</li> <li>• Guidelines and resources provided to implement and evaluate learning</li> <li>• Resources provided to use in classroom activities</li> </ul>			
Comprehensiveness of Student Resources – Are the child resources complete? Are directions easy to follow? Are there included review and practice opportunities to help children recall or apply previously taught knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Alignment of Instructional Components – Do the components of the instructional package align with each other, as well as with the curriculum? Does the content and progression of the instructional activities correspond within instructional components across the Florida Early Learning and Developmental Standards domains and over the course of the year? Are the materials provided by the submitter/developer integrated and interdependent with each other?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Organization of Instructional Materials</b>			
<b>Access to content</b> – Are there features to help search and locate information in texts	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Visible structure and format</b> – Do texts include at-a-glance features to signal organization of the content?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Logical organization</b> – Is the pattern of organization of the content consistent and logical?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Readability of Instructional Materials/ Language Style</b> – Do the narratives and visuals engage children in an activity/lesson appropriate to the child’s abilities? Do the language style and visuals guide children understanding of the content?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Pacing of Content</b> – Does the amount of content presented at one time or the pace at which it is presented of a size or rate that allows children to perceive and understand it?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ease of Use of Materials</b>			
<b>Use</b> - Are the print and other media formats of the materials easy to use and replace?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Durability</b> - Will the materials be durable for multiple uses over time?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Implementation Strategies</b>			

<b>Motivational Strategies</b>			
<b>Expectations</b> – Do the materials positively influence the expectations of children?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Guidance and Support</b> - Do the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers?			
<b>Level</b> – Does the curriculum use appropriate scaffolding features to help children become more independent learners and thinkers?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Active Participation of Children</b> - Do the materials engage the physical and mental activity of children during the learning process?			
<b>Activities</b> – Do the curriculum activities engage children physically and mentally, including organized activities and logical extensions of content, goals, and objectives?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Differentiated Instruction</b> - Do projects and activities include opportunities for children to respond and actively participate?	<input type="checkbox"/>	<input type="checkbox"/>	
	Total	Total Not Meeting	17 Eligible Points
<b>Character Development Review – each curriculum being evaluated will be reviewed to determine if it has a character development component. The results will not affect the curriculums approved status. Having character development will be noted in the approved list.</b>			
	Yes	No	Comments
Birth to 8 months			
8 to 18 months			
18 to 24 months			
2 to 3 years			
3 to 4 years			
4 years to Kindergarten			

