

# Level II Core Knowledge Skills Checklist

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Core Knowledge Domain: **Autonomy & Social Skills**

## Critical CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-A1	Draw a dimensional picture of a person
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-02	Identify and follow classroom rules
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-00	Demonstrate observable listening behaviors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-01	Ignore inappropriate peer behavior
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2A	Interrupt a conversation between 2 people politely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2B	Ask appropriately for the help of an adult when needed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2C	Offer assistance to another child
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2E	Take turns using toys & sharing materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-04	Use acceptable methods of expressing anger
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2G	Accept consequences of actions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2H	Attempt to solve problems or conflicts using words

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-A2	Care for personal needs by dressing self independently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B1	Recognize, call by name, & indicate role of school personnel
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B4	Carry out certain chores that contribute to the well-being and functioning of the group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2D	Respect the personal belongings & property of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B2F	Follow the rules for simple childhood games (board games & group circle games)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-03	Identify and label the following emotions: happy, sad, angry, afraid, frustrated, confused
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4SD-AS-B3	Complete an activity or project in conjunction with another child or small group

# Level II Core Knowledge Skills Checklist

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Core Knowledge Domain: Work Habits

## Critical CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-B1	Carry out multi-step oral directions that have been accompanied by a preliminary demonstration

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-A1	Memorize address, phone number, and date of birth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-B2	Choose & use a toy or activity independently for a sustained period of time (at least 20 minutes)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-B3	Return toys & materials to their proper location after use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-B4	Work in an orderly, persistent fashion in completing a task, even if difficulty is encountered
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-B5	Organize & plan what is needed to carry out a project or task, with adult assistance as needed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4AL-WH-B6	Describe & evaluate one's own work, identify & correct errors, refine work, with the assistance & feedback of an adult, when needed

# Level II Core Knowledge Skills Checklist

## Core Knowledge Domain: Oral Language

### Critical CK Assessment Objectives

Start	Mid	End	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B01 Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner's comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B03 Identify and express physical sensations, mental states & emotional feelings (happy, sad, angry, afraid, frustrated, confused)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B05 Describe oneself, home & immediate family
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B06 Sequence & describe 3 - 5 images of events or phases of a single event, that have been experienced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-C1 Identify outcomes & possible causes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-C2A-M Opposites: big - little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1A Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1A1 Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1B Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1B1 Point to/understand increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1C Use increasingly precise verbs related to eating, movement, the five senses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1D Name a circle, square, rectangle, & triangle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1D1 Point to a circle, square, rectangle, triangle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1E Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1E1 Point to large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1F Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1F1 Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1I Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate.; first-last; beg.-mid.-end; then-next; already; soon
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1I1 Show understanding of temporal words: today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediately; first-last; beg.-middle-end; then-next; already; soon
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1J Use spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1J1 Show understanding of spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back

# Level II Core Knowledge Skills Checklist

Core Knowledge Domain: Oral Language

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-A1	Understand & use intonation & emphasis to ask a question, express surprise, agreement, displeasure, urgency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B02	Carry on a simple conversation on the telephone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B04	After listening to an oral description of a scene, recreate the scene in pictures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B07A	Describe an event or task that has already taken place outside the immediate place & time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B07B	Describe an event or task that will take place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B08	Give simple, multistep directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B09	Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B10	Express a personal opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-B11	Assume a different role or perspective & express different possibilities, imaginary or realistic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1C1	Verbs: Understand increasingly precise verbs related to eating, movement, and the five senses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1G	Other Adjectives: Use increasingly precise vocabulary (adjectives - describing words)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1G1	Other Adjectives: Understand increasingly precise vocabulary (adjectives - describing words)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1H	Use Adverbs - Describing Words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D1H1	Understand Adverbs - Describing Words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D2	Use the future verb tense
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D3	Combine simple sentences using "but", "or"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-LA-D4	Understand & use complex sentences with clauses introduced by "because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing"

# Level II Core Knowledge Skills Checklist

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**Core Knowledge Domain:** Nursery Rhymes, Poems, Fingerplays, & Songs

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-NR-A1	Memorize & recite independently a simple nursery rhyme, poem, or song
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-NR-B1	Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one's own original gestures & movements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-NR-C1	Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-NR-C2	Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation

# Level II Core Knowledge Skills Checklist

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Core Knowledge Domain: Children's Literature: Read-Alouds

## Critical CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-00	Answer who, what, where, when and why questions about a read-aloud
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-B1	"Retell" a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequential events & an ending
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-B2	Sequence illustrations of 3-5 story events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-B3	Predict events in a story, i.e., what will happen next
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-C1	Point to the title of a book, the top, middle or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-A1	Attend & listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-A2	Attend & listen to books with minimal or no illustrations (15 minutes)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-B4	Provide a story ending consistent with other given story events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-B5	"Read"/tell a story based on the illustrations of a book with text that has not been read aloud previously
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-B6	Make up & tell a story
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-C2	Use cover & illustration cues to locate those books that pertain to a particular topic or might answer a topical question
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-SR-C3	Point to words that begin with the same letter as own first name

# Level II Core Knowledge Skills Checklist

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**Core Knowledge Domain:** Emerging Literacy Skills in Reading & Writing

## Critical CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A4	Represent "in written form" people, objects, events or activities, derived from one's experience or imagination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-B1	Sing the "Alphabet Song"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-B4	Point to words as distinct units on a page of print
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-00	Given a word, provide other rhyming words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C1	Segment a spoken sentence into separate, distinct words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C3	Blend two spoken syllables, saying a whole word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C5	Give the beginning sound of a spoken word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C6	Indicate the number of phonemes (1-3) heard in a real or nonsense word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C7	Identify at least 10 letters of the alphabet by name, especially those in the child's first name
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-01	Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-D3A	Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-E4	Write one's first name, using upper and lowercase letters appropriately

# Level II Core Knowledge Skills Checklist

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**Core Knowledge Domain:** Emerging Literacy Skills in Reading & Writing

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A1	Dictate a simple letter, invitation, or thank you note
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A2	Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A3	Use a simplified, illustrated telephone listing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A5	Dictate a description to accompany one's drawings of people, objects, events or activities, derived from one's experience or imagination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A6	Follow a simple, illustrated recipe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A7	Assemble a simple object or craft following illustrated directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-A8	Represent "in written form," following an actual experience: directions for a recipe or craft or scientific observation of events or experiments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-B2	Read the first names of other classmates or family members
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-B3	Associate spoken and written language by matching written word labels with spoken words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-B5	Make beginning efforts to use invented, phonetic spelling to communicate in writing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C2	Blend spoken parts of a compound word, saying a whole word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-C4	Given a sound & a choice of two words, choose the word that begins with the given sound
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-D1	Hold a writing instrument correctly between the thumb & index finger, resting against the middle finger
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4LD-WR-D2	Trace & then draw independently the outlines of geometric shapes & irregular figures

# Level II Core Knowledge Skills Checklist

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**Core Knowledge Domain:** Mathematical Reasoning & Number Sense

## Critical CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A5	Identify & verbally label the difference or criteria used for the classification of several groups of objects or pictures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-B1	Continue a complex, two-color pattern of objects, represented by a pattern card
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-C2	Given a collection of assorted shapes, classify & name the circles, rectangles & triangles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E01	Recite the number sequence, 1-10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E05	Count groups of objects with up to 6 items per group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E07	Name & write numerals 1-6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-G1	Illustrate the concept of "put together" & "take away" with sets of 1-6 objects, with 6 objects being the maximum in any set

# Level II Core Knowledge Skills Checklist

## Core Knowledge Domain: Mathematical Reasoning & Number Sense

### Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A1	Identify pair of objects or pictures as the same or different
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A2A	Sort by size (small-medium-large)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A2B	Sort by function
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A3A	Classify by color
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A3B	Classify by shape
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A3C	Classify by size
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A3D	Classify by function
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A3E	Classify by other conceptual categories
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A4	Identify & verbally label the single common attribute or characteristic of a group of objects or pictures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A6	Select an object or picture according to a description that includes two properties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-A7	Use the criteria along the horizontal and vertical axes of a double-entry table to complete the interior squares of the table
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-B2	Represent on paper "in written form" an alternating pattern of one property or a two-color pattern
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-B3	Create and verbally describe a pattern of concrete objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-C1	Complete puzzles of at least 18 interlocking pieces
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-C3	Find examples of circles or rectangles in everyday objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D1	Divide one item into approximately equal pieces for two people
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D2A	Compare pairs of objects: length: long-short
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D2B	Compare pairs of objects: height: tall-short
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D2C	Compare pairs of objects: large-small, thick-thin, wide-narrow
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D2D	Compare pairs of objects: volume: full-empty
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D2E	Compare pairs of objects: mass: heavy-light
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D2F	Compare pairs of objects: temperature: hot-cold
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D3	Use an arbitrary tool of measurement to compare the length & height of objects, using comparative vocabulary (longer-taller-shorter)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D4	Use a straight edge to compare the length & height of objects, using comparative vocabulary (longer-taller-shorter)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-D5	Seriate at least 3 items by length, height or size in ascending or descending order, using comparative vocabulary (longest-shortest; tallest-shortest, largest-smallest)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E02	Compare 2 groups of no more than 6 objects/group & use quantitative vocabulary to describe the groups (more than, less than, same as)

# Level II Core Knowledge Skills Checklist

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## Core Knowledge Domain: Mathematical Reasoning & Number Sense

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E03	Demonstrate one-to-one correspondence with concrete objects, up to 6 objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E04	Construct a collection of objects so that it has the same number of objects as another group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E06	Given an oral number, create a group with the correct number of objects, up to 6 objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E08	Arrange or write the numerals 1-6 in sequential order
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E09	Play a simple game moving one's marker the number of spaces shown on a single die
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-E10	Organize & read quantitative data in simple bar graphs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-F1	Compare pairs of numerals, 1-6, to determine more & less or greater than & less than
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-G2	Label the action of "put together" as adding & "take away" as subtraction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-G3	Add or subtract problems represented by numerals, 1-4, 4 being the largest numeral, using objects or pictures as needed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-H1	Identify & count up to 6 pennies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-H2	Identify a quarter
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-MR-H3	Indicate that a one dollar bill has more value than a penny or quarter

# Level II Core Knowledge Skills Checklist

## Core Knowledge Domain: Orientation in Time

### Supplemental CK Assessment Objectives

Start	Mid	End	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-A1 Understand & use temporal words to describe day-to-day occurrences (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediately; first-last; beginning-middle-end; then-next;; already; soon; during-while; etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-A2 Use present, past & future tenses of verbs to describe day-to-day occurrences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B1 Sequence chronologically & describe 3-5 images of events or phases of a single event that have been experienced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B2A Name the days of the week in sequence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B2B Identify the days of the weekend
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B2C Name the day that was "yesterday" and the day that will be "tomorrow"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B3A Name the current month
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B3B Name own date of birth (month and day)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B4 Use a simple, illustrated schedule of daily activities to indicate which activity preceded & which will follow the current activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B5A Use a monthly calendar to locate & name the current day of the week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B5B Use a monthly calendar to name the current month
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B5C Use a monthly calendar to locate own date of birth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B5D Use a monthly calendar to identify a horizontal series of 7 squares as representing one week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B6 Use a monthly calendar to name holidays & special events marked by symbols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B7A Use a timeline: year-long timeline to mark annual events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-B7B Use a timeline: century-long timeline to mark events across several generations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C1 Sequence images depicting the evolution & completion of a project or undertaking, over an extended period of time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C2 Sequence & describe photos and/or drawings that represent a timeline of one's own life & experiences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C3A Progression of the stages of development in the life of one person: Sequence photos and/or drawings of a baby, school-age child, young adult, elderly adult & describe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C3B Generations within the context of a family: Sequence photos and/or drawings of a baby, school-age child, young adult, elderly adult & describe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C4 Arrange photos and/or drawings of members of one's own family on a genealogical tree or diagram to represent 3 generations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C5 Consider photos and/or drawings of activities associated with specific periods of life in reference to present age/stage of development & indicate verbally whether these are activities that may be part of past, present, or future experiences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C6 Match images of contemporary objects with like objects from the past, indicating whether the objects belong to the "present" or "past"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OM-C7 Distinguish objects of the more "recent past" from objects of the "distant past"

# Level II Core Knowledge Skills Checklist

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## Core Knowledge Domain: Orientation in Space

### Critical CK Assessment Objectives

Start	Mid	End	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-D1 Identify these geographic features and environments by name in real life, photos, or drawings: land, water, ocean, lake, river, farm, forest (woods), jungle, desert, city

### Supplemental CK Assessment Objectives

Start	Mid	End	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-A1 Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-A2 Follow or give oral, spatially referenced directions to move from one location to another, within a familiar environment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-A3 Given oral, spatially referenced directions correlated to a picture in which different objects represent different "landmarks," trace the path described
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B1 Reproduce a design, represented on a pattern card, using parquetry blocks, mosaic toys or pegs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B2 Copy a tower or construction that has been made by another person, using blocks of different shapes, colors or sizes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B3 Match halves of symmetrical objects to make a whole
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B4 Color squares on a blank grid to reproduce designs represented on other grids
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B5 Continue a linear frieze-like pattern of symbols on a grid
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B6 Use simple coordinates to locate a point on a grid, in which points along one axis are designated by a symbol & points along the other axis are designated by a color
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-B7 Use the shortest route to go from the exterior to the center of a simple maze
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-C1A Mark the location of specific objects, places, etc., as requested on a simple map of a familiar space
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-OS-C1B Mark with arrows or other symbols a path that has been taken from one place to another on a simple map of a familiar space

# Level II Core Knowledge Skills Checklist

## Core Knowledge Domain: Scientific Reasoning & the Physical World

### Critical CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A1C	Describe key physical characteristics (body parts & senses), development, needs, & life cycle of humans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A2	Care for, observe & record observations of an animal, noting key physical characteristics, development, needs & life cycle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A3	Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A4	Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-B1	Observe, describe & record some basic properties of water, its presence & effects in the physical world
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-B2	Observe, describe & record some basic properties of air, its presence & effects in the physical world
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-B3	Observe, describe & record some basic properties of light, its presence & effects in the physical world

### Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A1A	Identify the following organs & their functions: heart & lungs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A1B	Identify the sense & body part associated with the experience of certain sensations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-A1D	Sequence photos and/or drawings of a baby, school-age child, young adult, elderly adult to represent the life cycle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-D1	Demonstrate use of the scientific reasoning cycle.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1A	Cooking: spoon, rolling pin, etc.: Select and use appropriate tool to complete a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1B	Cut: scissors: Select and use appropriate tool to complete a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1C	Join paper: stapler: Select and use appropriate tool to complete a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1D	Join fabric: needle and thread: Select and use appropriate tool to complete a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1E	Nail, join wood: hammer: Select and use appropriate tool to complete a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1F	Dig a hole: trowel, shovel: Select and use appropriate tool to complete a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-SP-C1G	Water a plant: watering can, hose: Select and use appropriate tool to complete a task

# Level II Core Knowledge Skills Checklist

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Core Knowledge Domain: Music (Precursor to Phonological Awareness)

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-A1	Listen to pairs of sounds that are either identical or slightly different & indicate whether they are the same or different
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-A2	Identify family members of friends by their voice alone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-A3	Listen to environmental sounds presented sequentially as a "sound story" & describe the events & context in which they are occurring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-A4	Identify & associate sounds with the objects & instruments (rhythm band, piano, violin) which produce them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-A5	Identify a selection of music as either vocal or instrumental music
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-B1	Imitate clapping pattern sequences of at least 4 claps/pattern that vary in tempo, number & length of pauses between claps, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-B2	Use musical instruments or other objects to imitate a sequence of 3 or more sounds made by more than 1 instrument
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-B3	Accompany a story or musical piece by introducing sound effects at the appropriate moment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-B4	Accompany an adult by either clapping or using rhythm instruments to maintain the beat in a chant, song or other musical piece
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-C1	Listen to, sing & perform children's songs & fingerplays individually or with others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-C2	Sing a round for 2 or more groups
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-D1A	Move to music individually, interpreting & modifying one's movements according to the tempo, intensity and rhythm
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-UM-D1B	Move to music carrying out a sequence of choreographed steps or movements to music

# Level II Core Knowledge Skills Checklist

Core Knowledge Domain: Visual Arts

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-A1	Play games requiring matching of like images such as domino games
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-A2	Identify from memory the color of objects from nature
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-A3	Demonstrate memory of visual details by playing "Concentration" type memory games
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B1A	Staple: Use various tools and techniques in completing art projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B1B	Cut: Use various tools and techniques in completing art projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B1C	Sew: Use various tools and techniques in completing art projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2A	Create drawings (NR - nonrepresentational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2B	Create paintings (NR - nonrepresentational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2C	Create prints (NR - nonrepresentational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2D	Create collage (NR - nonrepresentational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2E	Create sculpture (NR - nonrepresentational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2F	Create drawings (R - representational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2G	Create paintings (R - representational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2H	Create prints (R - representational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2I	Create collage (R - representational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B2J	Create sculpture (R - representational)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B3	Examine a work of art by a known artist & create a work "in the style of..." (Rhythm by Delaunay; Blue Hippo; Head of a Man by Klee; The Snail by Matisse; People & Dog in Sun by Miro; Broadway Boogie Woogie By Mondrian)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-B4	Work with other children to create a collective work of art, such as a large group mural, collage, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-C1	Look at & talk about works of art, describing details & "story" depicted, such as objects, people, activities, setting, time day/year, long ago/contemporary, etc. as well as the mood/feelings elicited
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4KD-VA-C2	Describe one's own art work, explaining the materials & techniques used

# Level II Core Knowledge Skills Checklist

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Core Knowledge Domain: Movement & Coordination

## Supplemental CK Assessment Objectives

Start	Mid	End		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-A1	Relax specific body muscles and/or the whole body, moving from a high activity level to a quiet, focused state
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-B1	Maintain balance walking forwards, backwards, & sideways on a balance beam, 10" wide or less
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-B2A	Move through space using various movements to surmount obstacles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-B2B	Move through space completing a circuit or obstacle course, following arrows or the path indicated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-C1	Throw or kick an object with increasing accuracy at identified targets, varying in height & distance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-C2	Play catch using a large ball, with a partner seated or standing 2 1/2 ft. apart
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-C3	Ride a tricycle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-C4	Maintain momentum on a swing by pumping legs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-C5	Coordinate motor activity to carry out a goal with a partner or group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-D1	Play group games such as Duck, Duck, Goose, Drop the Handkerchief, Kitty Wants a Corner, Musical Chairs, Red Light Green Light, Relay Race, Tag
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-E1	Act out a nursery rhyme, poem or fingerplay
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4MD-MC-E2	Act out a simple pantomime