| **PreK Portfolio Checklist Chart** |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SOCIAL** |
| Makes new friends |  |  |  |  |  |  |  |  |  |  |
| Is able to follow classroom rules |  |  |  |  |  |  |  |  |  |  |
| Understands “taking turns” |  |  |  |  |  |  |  |  |  |  |
| Participates in group activities |  |  |  |  |  |  |  |  |  |  |
| Engages in prolonged imaginary/dramatic play with blocks (with or without peers) |  |  |  |  |  |  |  |  |  |  |
| Engages in prolonged fantasy play with peers using imaginary props |  |  |  |  |  |  |  |  |  |  |
| Enters and sustains play with peers successfully |  |  |  |  |  |  |  |  |  |  |
| Demonstrates being part of the classroom community |  |  |  |  |  |  |  |  |  |  |
| Respects rights, differences, and property of others |  |  |  |  |  |  |  |  |  |  |
| **EMOTIONAL** |  |  |  |  |  |  |  |  |  |  |
| Can draw and describe a picture of self |  |  |  |  |  |  |  |  |  |  |
| Demonstrates confidence in self- “I can!” |  |  |  |  |  |  |  |  |  |  |
| Exhibits self-confidence; willing to try new things |  |  |  |  |  |  |  |  |  |  |
| Finishes a task once it is started; shows persistence |  |  |  |  |  |  |  |  |  |  |
| Expresses feelings/channels them appropriately with adult help if needed |  |  |  |  |  |  |  |  |  |  |
| Begins to express caring for peers and teachers; shows empathy |  |  |  |  |  |  |  |  |  |  |
| Chooses and returns manipulative independently; shows initiative |  |  |  |  |  |  |  |  |  |  |
| Is able to transition form one activity to another |  |  |  |  |  |  |  |  |  |  |
| Takes care of and manages classroom materials |  |  |  |  |  |  |  |  |  |  |
| Initiates problem-solving strategies and seeks adult help if needed |  |  |  |  |  |  |  |  |  |  |
| **EMOTIONAL (cont.)** |  |  |  |  |  |  |  |  |  |  |
| Aware of and maintains personal boundaries |  |  |  |  |  |  |  |  |  |  |
| **INTELLECTUAL/COGNITIVE** |  |  |  |  |  |  |  |  |  |  |
| **Language & Communication** |  |  |  |  |  |  |  |  |  |  |
| Recites full name, own birth date, and age |  |  |  |  |  |  |  |  |  |  |
| Follows 2-3 step directions |  |  |  |  |  |  |  |  |  |  |
| Identifies and can relate simple images, words, and/or objects |  |  |  |  |  |  |  |  |  |  |
| Asks questions when he/she wants to know more |  |  |  |  |  |  |  |  |  |  |
| Responds appropriately to questions (who?, what?, when?, where?, why?, and how?) |  |  |  |  |  |  |  |  |  |  |
| Forms ideas and expresses them clearly  |  |  |  |  |  |  |  |  |  |  |
| Stays on topic in group discussion |  |  |  |  |  |  |  |  |  |  |
| Carries out meaningful conversation  |  |  |  |  |  |  |  |  |  |  |
| Understands the “give and take” of conversation |  |  |  |  |  |  |  |  |  |  |
| Uses sentences that have more than one action word |  |  |  |  |  |  |  |  |  |  |
| **Emergent Literacy** |  |  |  |  |  |  |  |  |  |  |
| Dictates and dramatizes own stories |  |  |  |  |  |  |  |  |  |  |
| Engages in pre-reading behavior |  |  |  |  |  |  |  |  |  |  |
| Developing a sense of print |  |  |  |  |  |  |  |  |  |  |
| Names and/or describes their buildings/structures |  |  |  |  |  |  |  |  |  |  |
| * **Phonological Awareness**
 |  |  |  |  |  |  |  |  |  |  |
| Separates for word sentences into individual words |  |  |  |  |  |  |  |  |  |  |
| * **Phonological Awareness (cont.)**
 |  |  |  |  |  |  |  |  |  |  |
| Segments syllables while clapping their name and/or familiar words |  |  |  |  |  |  |  |  |  |  |
| Listens for and produces words that begin with the same beginning sound |  |  |  |  |  |  |  |  |  |  |
| Listens for and repeats rhyming words |  |  |  |  |  |  |  |  |  |  |
| * **Alphabet Knowledge Skills**
 |  |  |  |  |  |  |  |  |  |  |
| Recognizes letters of the alphabet  |  |  |  |  |  |  |  |  |  |  |
| Beginning to connect letters and their sounds |  |  |  |  |  |  |  |  |  |  |
| * **Comprehension**
 |  |  |  |  |  |  |  |  |  |  |
| Asks and answers questions related to the story |  |  |  |  |  |  |  |  |  |  |
| Listens to and recalls order of events in stories |  |  |  |  |  |  |  |  |  |  |
| Makes predictions about the text (based on title/illustrations, what happens next, etc.) |  |  |  |  |  |  |  |  |  |  |
| Dramatizes adult authored stories |  |  |  |  |  |  |  |  |  |  |
| **Emergent Writing**  |  |  |  |  |  |  |  |  |  |  |
| Draws to convey meaning |  |  |  |  |  |  |  |  |  |  |
| Holds pencil/crayon/paintbrush progressing from beginning grasp to tripod grip |  |  |  |  |  |  |  |  |  |  |
| Reproduces shapes (circle, square, triangle, rectangle) |  |  |  |  |  |  |  |  |  |  |
| Attempts to write some letters of first name or writes first name |  |  |  |  |  |  |  |  |  |  |
| Attempts to copy or write letters, numbers, and/or words |  |  |  |  |  |  |  |  |  |  |
| **Mathematics** |  |  |  |  |  |  |  |  |  |  |
| Identifies and describes shapes (triangle, circle, square, rectangle, and diamond) |  |  |  |  |  |  |  |  |  |  |
| **Mathematics (cont.)** |  |  |  |  |  |  |  |  |  |  |
| Groups objects using one or more attribute (similarities/differences, size/shape, colors, etc.) |  |  |  |  |  |  |  |  |  |  |
| Identifies and reproduces patterns |  |  |  |  |  |  |  |  |  |  |
| Rote count (1 to \_\_\_\_\_) |  |  |  |  |  |  |  |  |  |  |
| Recognizes numbers (1 to \_\_\_\_\_) |  |  |  |  |  |  |  |  |  |  |
| Rational counting (to count objects) |  |  |  |  |  |  |  |  |  |  |
| Demonstrates ability to make one to one correspondence |  |  |  |  |  |  |  |  |  |  |
| Verbally identifies (without counting) the number of objects |  |  |  |  |  |  |  |  |  |  |
| Uses informal and formal strategies to solve word problems |  |  |  |  |  |  |  |  |  |  |
| Knows meanings of mathematical and ordinal terms |  |  |  |  |  |  |  |  |  |  |
| Develops an understanding of time in the context of daily routines |  |  |  |  |  |  |  |  |  |  |
| Knows meanings of positional terms (under, over, above, below, on, beside, next to, between, in front of, near, far, etc.) |  |  |  |  |  |  |  |  |  |  |
| Demonstrates ability to help create and read classroom graphs |  |  |  |  |  |  |  |  |  |  |
| **Science/Engineering** |  |  |  |  |  |  |  |  |  |  |
| Uses five senses to explore scientific investigations |  |  |  |  |  |  |  |  |  |  |
| Demonstrates basic knowledge of measurement skills (length, area, capacity, or weight) |  |  |  |  |  |  |  |  |  |  |
| Creates walls, boxes, and enclosed spaces during block building |  |  |  |  |  |  |  |  |  |  |
| Builds with increasing complexity; involving patterns, decorations, and/or symmetry |  |  |  |  |  |  |  |  |  |  |
| Understands the difference between living and nonliving things |  |  |  |  |  |  |  |  |  |  |
| **Science/Engineering (cont.)** |  |  |  |  |  |  |  |  |  |  |
| If familiar with scientific topics regarding Earth and Space |  |  |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |  |  |
| Understands personal safety (safety with tools, classroom rules, understanding of emergency safety, etc.) |  |  |  |  |  |  |  |  |  |  |
| Takes care of him/her self (uses tissue, washes hands, uses restroom appropriately, discusses healthy snacks, etc.) |  |  |  |  |  |  |  |  |  |  |
| Identifies similarities/differences in characteristics of families and people |  |  |  |  |  |  |  |  |  |  |
| Understands people have roles in the family and in our community |  |  |  |  |  |  |  |  |  |  |
| Is familiar with geography ion terms of his/her local community (classroom, campus, neighborhood) |  |  |  |  |  |  |  |  |  |  |
| Is familiar with the American flag and Texas symbols |  |  |  |  |  |  |  |  |  |  |
| Understand and engages in classroom voting |  |  |  |  |  |  |  |  |  |  |
| **Fine Arts** |  |  |  |  |  |  |  |  |  |  |
| Uses a variety of art materials for exploration |  |  |  |  |  |  |  |  |  |  |
| Demonstrates creative expression through visual arts |  |  |  |  |  |  |  |  |  |  |
| Shows interest and appreciation for the creative work of others |  |  |  |  |  |  |  |  |  |  |
| Participates in musical activities |  |  |  |  |  |  |  |  |  |  |
| Responds to different musical styles through movement (starts/stops to music, uses props to move, etc.) |  |  |  |  |  |  |  |  |  |  |
| Creates or recreates stories, moods, or experiences through dramatic representations |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Digital Technology** |  |  |  |  |  |  |  |  |  |  |
| Is familiar with age-appropriate technology (classroom computer) |  |  |  |  |  |  |  |  |  |  |
| Names different types of technology and their uses (television, CDs, DVDs, and computers and their parts, etc.) |  |  |  |  |  |  |  |  |  |  |
| **SPIRITUAL** |  |  |  |  |  |  |  |  |  |  |
| Participates in weekly Chapel |  |  |  |  |  |  |  |  |  |  |
| Recites prayers and/or Chapel songs |  |  |  |  |  |  |  |  |  |  |
| Retells Bible stories |  |  |  |  |  |  |  |  |  |  |
| Expresses ideas about God and Jesus |  |  |  |  |  |  |  |  |  |  |
| Forms ideas and expresses them clearly in prayer |  |  |  |  |  |  |  |  |  |  |
| Shows care for God’s beautiful world |  |  |  |  |  |  |  |  |  |  |
| Participates in community service projects |  |  |  |  |  |  |  |  |  |  |
| **PHYSICAL *(Gross Motor)*** |  |  |  |  |  |  |  |  |  |  |
| Throws a ball into the air; beginning to catch it |  |  |  |  |  |  |  |  |  |  |
| Throws a ball or beanbag to a target |  |  |  |  |  |  |  |  |  |  |
| Bounces and catches a ball |  |  |  |  |  |  |  |  |  |  |
| Walks forward, backward on a 10-foot line |  |  |  |  |  |  |  |  |  |  |
| Balances on one foot for four to eight seconds |  |  |  |  |  |  |  |  |  |  |
| Jumps with two feet |  |  |  |  |  |  |  |  |  |  |
| Hops four times on each foot |  |  |  |  |  |  |  |  |  |  |
| Alternating foot placement while going downstairs |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **PHYSICAL *(Fine Motor)*** |  |  |  |  |  |  |  |  |  |  |
| Attempts to complete jigsaw puzzles (24 to 48 pcs.) |  |  |  |  |  |  |  |  |  |  |
| Strings 10 or more ¼” beads |  |  |  |  |  |  |  |  |  |  |
| Completes simple parquetry patterns |  |  |  |  |  |  |  |  |  |  |
| Uses scissors to cut shapes (circle, square, and/or triangle) |  |  |  |  |  |  |  |  |  |  |
| Follows a sequence of holes when lacing (with or without adult assistance) |  |  |  |  |  |  |  |  |  |  |
| Buttons (with or without adult assistance) |  |  |  |  |  |  |  |  |  |  |
| Zips (with or without adult assistance) |  |  |  |  |  |  |  |  |  |  |