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

FLORIDA SCHOOL READINESS PROGRAM: CURRICULUM EVALUATION FORM OEL-SR-7106	
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 ☐

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.

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Submission date received	Curriculum Standards/Benchmarks Min Totals Met Yes☐　　　No☐	**Curriculum Suitability** Content, Presentation and Implementation Score Minimum Met	**Yes** ☐　　　**No** ☐
CURRICULUM			
Reviewer			
Approved ☐　　Curriculum will be recommended for placement on the School Readiness Approved Curriculum List			
Not Approved ☐	OEL COMMENTS:		
CHARACTER DEVELOPMENT The curriculum contains a character development component. Yes ☐　　No ☐			

Curriculum Evaluation Scoring Point System Curriculum Content							Curriculum Suitability Content Areas, Presentation and Implementation Strategies	
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
I. Physical Development Domain			
Age: Birth to 8 Months			
A. Health and Well Being			
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	☐	☐	
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			

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	Meets	Does not Meet	Scoring Notes
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)	☐	☐	
B. Motor Development	**Meets**	**Does not Meet**	**Scoring Notes**
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)	☐	☐	
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)	☐	☐	
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	☐	☐	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			

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	Meets	Does Not Meet	
Benchmark a. Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	☐	☐	
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	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 7**
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
I. Physical Development Domain			
Age: 8 to 18 Months			
A. Health and Wellbeing			
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	☐	☐	
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)	☐	☐	
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)	☐	☐	
Benchmark b. Shows interest in new foods that are offered	☐	☐	
Benchmark c. Shows preference for food choices	☐	☐	
Benchmark d. Explores food with fingers	☐	☐	
B. Motor Development			
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	☐	☐	
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)	☐	☐	
b. Gross Motor Perception			
1. Uses perceptual information to guide motions and interactions with objects and other people			

	Meeting	Meeting	
Benchmark a: Begins to act and move with intention and purpose	☐	☐	
Benchmark b: Begins to discover how the body fits and moves through space	☐	☐	
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)	☐	☐	
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	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 12**

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

A. Health and Wellbeing			
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)	☐	☐	
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	☐	☐	
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	☐	☐	
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	☐	☐	

Benchmark b. Shows willingness to try new foods when offered on multiple occasions	☐	☐	
Benchmark c. Sometimes makes choices about which foods to eat when offered several choices	☐	☐	
Benchmark d. Distinguishes between food and non-food items	☐	☐	
B. Motor Development			
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	☐	☐	
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	☐	☐	
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	☐	☐	
Benchmark b: Begins to demonstrate awareness of own body in space	☐	☐	
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)	☐	☐	
c. Fine Motor Development			

	Meets	Does Not Meet	Scoring Notes
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	☐	☐	
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 14**
Florida Early Learning and Developmental Standards 2017	**Meets**	**Does Not Meet**	**Scoring Notes**
I. Physical Development Domain			
Age: 2-3 years (24-36 Months)			
A. Health and Well Being			
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	☐	☐	
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)	☐	☐	
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	☐	☐	
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	☐	☐	
Benchmark b: Expresses preferences about foods, specifically likes or dislikes	☐	☐	
Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat	☐	☐	
B. Motor Development			
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	☐	☐	
2. Demonstrates use of large muscles to move in the environment			

	Meeting	Not Meeting	
Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	☐	☐	
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	☐	☐	
Benchmark b: Demonstrates awareness of own body in space	☐	☐	
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	☐	☐	
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	☐	☐	
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 13**

	Meets	Does Not Meet	
Florida Early Learning and Developmental Standards 2017			**Scoring Notes**
I. Physical Development Domain			
Age: 3-4 Years (36-48 Months)			
A. Health and Well Being			
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)	☐	☐	
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)	☐	☐	
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	☐	☐	
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	☐	☐	
Benchmark b: Begins to recognize nutritious food choices and healthy eating habits	☐	☐	
B. Motor Development			
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	☐	☐	
Benchmark b: Begins to perform some skills, such as jumping for height and hopping	☐	☐	
Benchmark c: Engages in physical activity that requires strength and stamina for brief periods	☐	☐	
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)	☐	☐	
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	☐	☐	
Benchmark b: Demonstrates awareness of own body in relation to others	☐	☐	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			
Benchmark a: Uses various drawing and art tools with developing coordination	☐	☐	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision			
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)	☐	☐	
Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 14**
Florida Early Learning and Developmental Standards 2017	**Meets**	**Does Not Meet**	**Scoring Notes**
I. Physical Development Domain			
Age: 4 Years – Kindergarten (48 months - Kindergarten)			
A. Health and Well Being			
a. Active Physical Play			

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	☐	☐	
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	☐	☐	
Benchmark b: Identifies consequences of not following safety rules	☐	☐	
c. Personal Care Routines			
1. Responds to and initiates care routines that support personal hygiene			
Benchmark a: Initiates and completes familiar hygiene routines independently	☐	☐	
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	☐	☐	
Benchmark b. Recognizes nutritious food choices and healthy eating habits	☐	☐	
B. Motor Development			
a. Gross Motor Development			

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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	☐	☐	
Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	☐	☐	
Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	☐	☐	
Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	☐	☐	
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)	☐	☐	
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	☐	☐	
Benchmark b: Demonstrates spatial awareness through play activities	☐	☐	
c. Fine Motor Development			
1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks			

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	Meets	Does Not Meet	Scoring Notes
Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	☐	☐	
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	☐	☐	
Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	☐	☐	
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 17**

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

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

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

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

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II. Approaches to Learning Domain			
Age: 4 Years – Kindergarten (48 Months – Kindergarten)			
A. Eagerness and Curiosity			
1. Shows increased curiosity and is eager to learn new things and have new experiences	☐	☐	
B. Persistence			
1. Attends to tasks for brief periods of time	☐	☐	
C. Creativity			
1. Approaches daily activities with creativity and inventiveness	☐	☐	
D. Planning and Reflection			
1. Demonstrates some planning and learning from experiences	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed -3**
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
III. Social and Emotional Development			
Age: Birth to 8 Months			
A. Emotional Functioning			
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	☐	☐	

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

Benchmark a: Signals when there is a problem to seek adult attention and support	☐	☐	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Cries when hearing other children cry	☐	☐	

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

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Florida Early Learning and Developmental Standards:			
III. Social and Emotional Development	Meets	Does Not Meet	Scoring Notes
Age: 8-18 Months			
A. Emotional Functioning			
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	☐	☐	
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	☐	☐	
B. Managing Emotions			
1. Demonstrates ability to self-regulate			
Benchmark a: Soothes with preferred adult during distress to help calm self	☐	☐	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Exhibits joint attention	☐	☐	
C. Building and Maintaining Relationships with Adults and Peers			
1. Develops positive relationships with adults			
Benchmark a: Develops secure and responsive relationships with consistent adults	☐	☐	
2. Develops positive relationships with peers			

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	Meets	Does Not Meet	Scoring Notes
Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly	☐	☐	
3. Develops increasing ability to engage in social problem solving			
Benchmark a: Demonstrates emotional expressions to signal for adult assistance	☐	☐	
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)	☐	☐	

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

	Total Meeting	Total Not Meeting	
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	☐	☐	
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	☐	☐	
Benchmark b: Recognizes own abilities and preferences	☐	☐	
Benchmark c: Responds to name when called	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 14**
Florida Early Learning and Developmental Standards:			
III. Social and Emotional Development Domain			
Age: 18 to 24 Months			
A. Emotional Functioning			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Begins to physically respond to the feelings of others	☐	☐	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			

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

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

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - 14
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
III. Social and Emotional Development Domain			
Age: 2-3 Years (24 -36 Months)			
A. Emotional Functioning			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Labels simple emotions in self and others (e.g., happy, sad)	☐	☐	
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	☐	☐	
B. Managing Emotions			
1. Demonstrates ability to self-regulate			
Benchmark a: Takes cues from preferred adult and others to expand their strategies and tools to self- regulate	☐	☐	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Spends more time in child- initiated activities	☐	☐	
C. Building and Maintaining Relationships with Adults and Peers			
1. Develops positive relationships with adults			

Benchmark a: Enjoys sharing new experiences with familiar adults	☐	☐	
2. Develops positive relationships with peers			
Benchmark a: Seeks out other children and plays alongside and on occasion with other children	☐	☐	
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	☐	☐	
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	☐	☐	
D. Sense of Identity and Belonging			
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	☐	☐	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Continues sustained independent play while participating in more complex activities	☐	☐	

	Meeting	Not Meeting	
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	☐	☐	
4. Develops sense of self awareness and independence			
Benchmark a: Verbally or nonverbally communicates more clearly on needs and wants	☐	☐	
Benchmark b: Communicates verbally or nonverbally own preferences	☐	☐	
Benchmark c: Identifies differences and similarities between self and others; uses pronouns such as I, me, mine	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 14**
Florida Early Learning and Developmental Standards:			
III. Social and Emotional Development Domain	**Meets**	**Does Not Meet**	**Scoring Notes**
Age: 3-4 Years (36 - 48 Months)			
A. Emotional Functioning			
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)	☐	☐	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression			
Benchmark a: Verbalizes own feelings and those of others	☐	☐	
B. Managing Emotions			

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1. Demonstrates ability to self-regulate			
Benchmark a: Begins to verbalize their emotions	☐	☐	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Begins to sustain attention for brief period of time in group activities	☐	☐	
C. Building and Maintaining Relationships with Adults and Peers			
1. Develops positive relationships with adults			
Benchmark a: Develops positive relationships and interacts comfortably with familiar adults	☐	☐	
2. Develops positive relationships with peers			
Benchmark a: Builds social relationships and becomes more connected to other children	☐	☐	
Benchmark b: Demonstrates strategies for entry into social play with peers	☐	☐	
Benchmark c: Develops an initial understanding of bullying	☐	☐	
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	☐	☐	
4. Exhibits empathy by demonstrating care and concern for others			
Benchmark a: Responds to the emotions of others with comforting words or actions	☐	☐	

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D. Sense of Identity and Belonging			
1. Develops sense of identity and belonging through play			
Benchmark a: Continues to play with preferred playmates	☐	☐	
2. Develops sense of identity and belonging through exploration and persistence			
Benchmark a: Continues sustained independent play and participates in more planned group activities	☐	☐	
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	☐	☐	
4. Develops sense of self awareness and independence			
Benchmark a: Increasingly uses words to communicate needs and wants	☐	☐	
Benchmark b: Begins to recognize preferences of others	☐	☐	
Benchmark c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	☐	☐	
Benchmark d: Begins to identify self as part of a group (e.g., class or family)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 17**

Florida Early Learning and Developmental Standards:	Meets	Does Not Meet	Scoring Notes
III. Social and Emotional Development Domain			
Age: 4 to Kindergarten (48 – Kindergarten)			
A. Emotional Functioning			
1. Expresses, identifies and responds to a range of emotions			
Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	☐	☐	
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	☐	☐	
B. Managing Emotions			
1. Demonstrates ability to self-regulate			
Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	☐	☐	
2. Attends to sights, sounds, objects, people and activities			
Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities	☐	☐	
C. Building and Maintaining Relationships with Adults and Peers			
1. Develops positive relationships with adults			

Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	☐	☐	
2. Develops positive relationships with peers			
Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions	☐	☐	
Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	☐	☐	
Benchmark c: Responds appropriately to bullying behavior	☐	☐	
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	☐	☐	
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	☐	☐	
D. Sense of Identity and Belonging			
1. Develops sense of identity and belonging through play			
Benchmark a: Engages in associative play and begins to play cooperatively with friends	☐	☐	
2. Develops sense of identity and belonging through exploration and persistence			

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

Florida Early Learning and Developmental Standards:	Meets	Does Not Meet	Scoring Notes
IV. Language and Literacy Domain			
Age: Birth to 8 Months			
A. Listening and Understanding			
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	☐	☐	
Benchmark b: Responds to gestures of adults	☐	☐	
Benchmark c: Responds to gestures that indicate understanding of what is being communicated	☐	☐	
2. Increase knowledge through listening			
Benchmark a: Reacts to environmental sounds and verbal communication	☐	☐	
Benchmark b: Turns head toward familiar sounds	☐	☐	
Benchmark c: Responds to repeated words and phrases	☐	☐	
3. Follows directions			
Benchmark a: Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)	☐	☐	
B. Speaking			
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	☐	☐	
C. Vocabulary			
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	☐	☐	
Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo	☐	☐	
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	☐	☐	
Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)	☐	☐	
D. Sentences and Structure			
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Begins to play with speech sounds	☐	☐	
E. Conversation			
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	☐	☐	
2. Asks questions, and responds to adults and peers in a variety of settings			
Benchmark a: Responds to changes in tone of voice	☐	☐	
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	☐	☐	
Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)	☐	☐	
F. Emergent Reading			
1. Shows motivation for and appreciation of reading			
Benchmark a: Shows enjoyment of the sounds and rhythms of language	☐	☐	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Responds to adult reading a book	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 19**
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
IV. **Language and Literacy Domain**			
Age: 8 to 18 Months			
A. Listening and Understanding			

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)	☐	☐	
Benchmark b: Uses gestures to direct adult attention	☐	☐	
Benchmark c: Responds to adult's request using gestures or simple words showing an understanding of what is being said	☐	☐	
2. Increase knowledge through listening			
Benchmark a: Responds to vocalizations during daily routines	☐	☐	
Benchmark b: Responds by turning and smiling when name is spoken	☐	☐	
Benchmark c: Begins to responds to adult questions	☐	☐	
3. Follows directions			
Benchmark a: Focuses attention on speaker when asked to do something	☐	☐	
B. Speaking			
1. Speaks and is understood when speaking			
Benchmark a: Increases vocalizations	☐	☐	
C. Vocabulary			
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	☐	☐	

Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)	☐	☐	
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)	☐	☐	
Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)	☐	☐	
D. Sentences and Structure			
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	☐	☐	
Benchmark b: Produces words of which approximately half are nouns	☐	☐	
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	☐	☐	
E. Conversation			
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems			

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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	☐	☐	
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	☐	☐	
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	☐	☐	
Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word)	☐	☐	
F. Emergent Reading			
1. Shows motivation for and appreciation of reading			
Benchmark a: Begins to show interest in print and books	☐	☐	
4. Demonstrates comprehension of books read aloud			
Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)	☐	☐	
G. Emergent Writing			
1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition			

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Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 22**
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
IV. Language and Literacy Domain			
Age: 18 to 24 Months			
A. Listening and Understanding			
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	☐	☐	
Benchmark b: Responds appropriately to simple requests	☐	☐	
Benchmark c: Uses nonverbal gestures to respond to adult's language and oral reading	☐	☐	
2. Increase knowledge through listening			
Benchmark a: Responds verbally and nonverbally to spoken language	☐	☐	
Benchmark b: Begins to participate in simple conversations	☐	☐	
Benchmark c: Responds to language during conversations, songs, stories or other experiences	☐	☐	
3. Follows directions			
Benchmark a: Follows simple one-step directions with scaffolding	☐	☐	

B. Speaking			
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	☐	☐	
C. Vocabulary			
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	☐	☐	
Benchmark b: Responds to requests (typically understands approximately 300 words)	☐	☐	
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	☐	☐	
Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear	☐	☐	
D. Sentences and Structure			
1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences			
Benchmark a: Produces utterances of two units of meaning in length	☐	☐	

Benchmark b: Produces words of which approximately one-third are nouns with verbs becoming increasingly common	☐	☐	
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")	☐	☐	
Benchmark b: Produces phrases of two words that convey negation (e.g., "no more," "kitty go")	☐	☐	
E. Conversation			
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	☐	☐	
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	☐	☐	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	☐	☐	

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Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)	☐	☐	
F. Emergent Reading			
1. Shows motivation for and appreciation of reading			
Benchmark a: Shows growing interest in print and books	☐	☐	
Benchmark b: Learns that pictures represent real objects, events and ideas (stories)	☐	☐	
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	☐	☐	
G. Emergent Writing			
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 24**
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
IV. **Language and Literacy Domain**			
Age: 2-3 Years (24 – 36 Months)			
A. Listening and Understanding			
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	☐	☐	
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	☐	☐	
2. Increase knowledge through listening			
Benchmark a: Responds to an adult's simple questions about what is being learned	☐	☐	
Benchmark b: Participates in simple conversations	☐	☐	
Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds	☐	☐	
3. Follows directions			
Benchmark a: Follows multi-step directions with reminders	☐	☐	
B. Speaking			
1. Speaks and is understood when speaking			
Benchmark a: Speaks and is understood by familiar peer or adult most of the time	☐	☐	
C. Vocabulary			
1. Shows an understanding of words and their meanings (receptive)			
Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps	☐	☐	

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)	☐	☐	
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)	☐	☐	
Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child	☐	☐	
D. Sentences and Structure			
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	☐	☐	
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.")	☐	☐	
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.")	☐	☐	
Benchmark b: Asks basic questions (e.g., "Mommy gone?")	☐	☐	
E. Conversation			

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	☐	☐	
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	☐	☐	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	☐	☐	
Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)	☐	☐	
F. Emergent Reading			
1. Shows motivation for and appreciation of reading			
Benchmark a: Shows increased interest in print and books	☐	☐	
Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories)	☐	☐	
Benchmark c: Pretends to read print or books	☐	☐	

	Total Meeting	Total Not Meeting	
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)	☐	☐	
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)	☐	☐	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations	☐	☐	
G. Emergent Writing			
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	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 26**
Florida Early Learning and Developmental Standards:	**Total Meeting**	**Total Not Meeting**	**Scoring Notes**
IV. **Language and Literacy Domain**			
Age: 3-4 Years (36 - 48Months)			
A. Listening and Understanding			
1. Demonstrates understanding when listening			

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Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	☐	☐	
Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said	☐	☐	
2. Increase knowledge through listening			
Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	☐	☐	
Benchmark b: Observes simple aspects of child's world and responds and reacts	☐	☐	
3. Follows directions			
Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	☐	☐	
B. Speaking			
1. Speaks and is understood when speaking			
Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	☐	☐	
C. Vocabulary			
1. Shows an understanding of words and their meanings (receptive)			
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)	☐	☐	

Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)	☐	☐	
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)	☐	☐	
Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	☐	☐	
D. Sentences and Structure			
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	☐	☐	
Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.")	☐	☐	
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.")	☐	☐	
Benchmark b: Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?")	☐	☐	
Benchmark c: Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	☐	☐	

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E. Conversation			
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	☐	☐	
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	☐	☐	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Demonstrates awareness of nonverbal conversational rules	☐	☐	
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)	☐	☐	
Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	☐	☐	
F. Emergent Reading			
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	☐	☐	
Benchmark b: Begins to make real-world connections between stories and real-life experiences	☐	☐	

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Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads	☐	☐	
Benchmark d: Asks to be read to or asks the meaning of written text	☐	☐	
Benchmark e: Participates in conversations that demonstrate appreciation of printed materials	☐	☐	
2. Shows age-appropriate phonological awareness			
Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants	☐	☐	
3. Shows alphabetic and print knowledge			
Benchmark a: Recognizes that print conveys meaning	☐	☐	
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)	☐	☐	
Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	☐	☐	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Retells or reenacts parts of a story after it is read aloud	☐	☐	
G. Emergent Writing			
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	☐	☐	

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - - 31
Florida Early Learning and Developmental Standards:			
IV. **Language and Literacy Domain**	**Meets**	**Does Not Meet**	**Scoring Notes**
Age: 4 Years – Kindergarten (48 – Kindergarten)			
A. Listening and Understanding			
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	☐	☐	
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	☐	☐	
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	☐	☐	
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	☐	☐	
3. Follows directions			
Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	☐	☐	
B. Speaking			
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	☐	☐	
C. Vocabulary			
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)	☐	☐	
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	☐	☐	
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)	☐	☐	
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)	☐	☐	
Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	☐	☐	
Benchmark c: Identifies unfamiliar words asking for clarification	☐	☐	

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Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	☐	☐	
D. Sentences and Structure			
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	☐	☐	
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	☐	☐	
2. Connects words, phrases, and sentences to build ideas			
Benchmark a: Uses sentences with more than one phrase	☐	☐	
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	☐	☐	
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	☐	☐	
E. Conversation			
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")	☐	☐	

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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	☐	☐	
3. Demonstrates understanding of the social conventions of communication and language use			
Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	☐	☐	
Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	☐	☐	
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	☐	☐	
F. Emergent Reading			
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	☐	☐	
Benchmark b: Makes real-world connections between stories and real-life experiences	☐	☐	
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	☐	☐	
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	☐	☐	

Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	☐	☐	
2. Shows age-appropriate phonological awareness			
Benchmark a: Distinguishes individual words within spoken phrases or sentences	☐	☐	
Benchmark b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")	☐	☐	
Benchmark c: Deletes a word from a compound word (e.g., "starfish" – "star" = "fish")	☐	☐	
Benchmark d: Combines syllables into words (e.g., "sis" + "ter" = "sister")	☐	☐	
Benchmark e: Deletes a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")	☐	☐	
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)	☐	☐	
3. Shows alphabetic and print knowledge			
Benchmark a: Recognizes that print conveys meaning	☐	☐	
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)	☐	☐	
Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	☐	☐	

	Total Meeting	Total Not Meeting	
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)	☐	☐	
4. Demonstrates comprehension of books read aloud			
Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	☐	☐	
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…?")	☐	☐	
G. Emergent Writing			
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)	☐	☐	
Benchmark b: Uses letter-like shapes or letters to write words or parts of words	☐	☐	
Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 43**

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

F. Measurement and Data			
1. Explores objects in various ways	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 8**
Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
Florida Early Learning and Developmental Standards: **V. Mathematical Thinking Domain**			
Age: 8 – 18 Months			
A. Number Sense			
1. Attends to quantities when interacting with objects	☐	☐	
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".	☐	☐	
B. Number and Operations			
1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	☐	☐	
C. Patterns			
1. Matches objects that have a singular attribute (e.g., color, shape, size)	☐	☐	

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

Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
V. Mathematical Thinking Domain			
Age: 18 – 24 Months			
A. Number Sense			
1. Uses number words or sign language to identify small amounts referring to quantity	☐	☐	

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

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

	Total Meeting	Total Not Meeting	

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

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

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

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

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

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)	☐	☐	
2. Uses tools in scientific inquiry			
Benchmark a: Responds to people and objects in simple ways	☐	☐	
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)	☐	☐	
B. Life Science			
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)	☐	☐	
C. Physical Science			
1. Demonstrate knowledge related to physical science			
Benchmark a: Displays interest in movement of objects	☐	☐	
Benchmark b: Recognizes when a moving object has stopped (e.g., mobile	☐	☐	
Benchmark c: Uses senses to gain knowledge about objects	☐	☐	
Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	☐	☐	
D. Earth and Space Science			

	Total Meeting	Total Not Meeting	
1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth)	☐	☐	
Benchmark b: Touches sand, soil and mud	☐	☐	
Benchmark c: Begins to exhibit curiosity about objects in the sky and environment	☐	☐	
Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	☐	☐	
E. Environment			
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	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 14**
Florida Early Learning and Developmental Standards 2017	**Meets**	**Does Not Meet**	**Scoring Notes**
VI. **Scientific Inquiry Domain**			
Age: 8 -18 Months			
A. Scientific Inquiry Through Exploration and Discovery			
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)	☐	☐	
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)	☐	☐	
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)	☐	☐	
B. Life Science			
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)	☐	☐	
C. Physical Science			
1. Demonstrate knowledge related to physical science			
Benchmark a: Demonstrates ability to move objects	☐	☐	
Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)	☐	☐	
Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)	☐	☐	

Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)	☐	☐	
D. Earth and Space Science			
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)	☐	☐	
Benchmark b: Explores sand, soil and mud	☐	☐	
Benchmark c: Begins to observe the sun, clouds and transition from day to night	☐	☐	
Benchmark d: Begins to identify day and night	☐	☐	
E. Environment			
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	☐	☐	
F. Engineering and Technology			
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	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 14**

Florida Early Learning and Developmental Standards 2017	Meets	Does Not Meet	Scoring Notes
VI. Scientific Inquiry Domain			
Age: 18 – 24 Months			
A. Scientific Inquiry Through Exploration and Discovery			
1. Uses senses to explore and understand their social and physical environment			
Benchmark a: Begins to identify some sense organs	☐	☐	
Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	☐	☐	
2. Uses tools in scientific inquiry			
Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes)	☐	☐	
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	☐	☐	
B. Life Science			
1. Demonstrates knowledge related to living things and their environments			
Benchmark a: Explores, interacts with and identifies some plants and animals	☐	☐	
C. Physical Science			

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

F. Engineering and Technology			
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	☐	☐	
Benchmark b: Explores simple machines through play (e.g., riding toys or push toys)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 17**
Florida Early Learning and Developmental Standards 2017	**Meets**	**Does Not Meet**	**Scoring Notes**
VI. Scientific Inquiry Domain			
Age: 2 – 3 Years (24 – 36 Months)			
A. Scientific Inquiry Through Exploration and Discovery			
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)	☐	☐	
Benchmark b: Begins to use senses to observe and experience the environment	☐	☐	
Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)	☐	☐	

2. Uses tools in scientific inquiry			
Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)	☐	☐	
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	☐	☐	
Benchmark b: Recognizes and begins to respond to results of own actions	☐	☐	
B. Life Science			
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	☐	☐	
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)	☐	☐	
C. Physical Science			
1. Demonstrate knowledge related to physical science			
Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)	☐	☐	
Benchmark b: Uses basic words for speed of motion (e.g., fast and slow)	☐	☐	
Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)	☐	☐	

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)	☐	☐	
D. Earth and Space Science			
1. Demonstrate knowledge related to the dynamic properties of earth and sky			
Benchmark a: Begins to explore and investigate the properties of water	☐	☐	
Benchmark b: Begins to explore and investigate the properties of sand, soil and mud	☐	☐	
Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars)	☐	☐	
Benchmark d: Describes daytime and nighttime through drawing, naming or pretend play	☐	☐	
Benchmark e: Observes and discusses weather	☐	☐	
E. Environment			
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	☐	☐	
Benchmark b: Begins to participate in activities to protect the environment	☐	☐	
F. Engineering and Technology			
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	☐	☐	
Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle)	☐	☐	
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 22**

Florida Early Learning and Developmental Standards:	**Meets**	**Does Not Meet**	**Scoring Notes**
VI. Scientific Inquiry Domain			
Age: 3-4 Years (36 – 48 Months)			
A. Scientific Inquiry Through Exploration and Discovery			
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	☐	☐	
Benchmark b: Uses senses to observe and experience objects and environment	☐	☐	
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)	☐	☐	

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	☐	☐	
Benchmark b: Participates in and discusses simple experiments	☐	☐	
Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	☐	☐	
B. Life Science			
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)	☐	☐	
Benchmark b: Begins to notice the similarities and differences among various living things	☐	☐	
Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	☐	☐	
Benchmark d: Explores the differences between living and non-living things	☐	☐	
Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow	☐	☐	
C. Physical Science			

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

E. Environment			
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	☐	☐	
Benchmark b: Participates in activities to protect the environment	☐	☐	
F. Engineering and Technology			
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)	☐	☐	
Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers	☐	☐	
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 25**
Florida Early Learning and Developmental Standards 2017	**Meets**	**Does Not Meet**	**Scoring Notes**
VI. Scientific Inquiry Domain			

Age: 4 – Kindergarten (48 months – Kindergarten)			
A. Scientific Inquiry Through Exploration and Discovery			
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	☐	☐	
Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses	☐	☐	
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	☐	☐	
2. Uses tools in scientific inquiry			
Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	☐	☐	
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	☐	☐	
Benchmark b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs)	☐	☐	
Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	☐	☐	
Benchmark d: Shares findings and outcomes of experiments	☐	☐	

B. Life Science			
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)	☐	☐	
Benchmark b: Notices the similarities and differences among various living things	☐	☐	
Benchmark c: Understands that all living things grow, change and go through life cycles	☐	☐	
Benchmark d: Begins to distinguish between living and non-living things	☐	☐	
Benchmark e: Observes that living things differ with regard to their needs and habitats	☐	☐	
C. Physical Science			
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	☐	☐	
Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	☐	☐	
Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	☐	☐	
Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas	☐	☐	

Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	☐	☐	
D. Earth and Space Science			
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)	☐	☐	
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)	☐	☐	
Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	☐	☐	
Benchmark d: Compares the daytime and nighttime cycle	☐	☐	
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	☐	☐	
E. Environment			
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	☐	☐	
Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	☐	☐	

Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	☐	☐	
F. Engineering and Technology			
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)	☐	☐	
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)	☐	☐	
Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	☐	☐	
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 30**

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

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	Meets	Does Not Meet	Scoring Notes
1. Begins to actively seek out responses	☐	☐	
H. Technology and Our World			
1. Responds to people and objects	☐	☐	

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - 10

Florida Early Learning and Developmental Standards 2017	Meets	Does Not Meet	Scoring Notes
VII. Social Studies Domain			
Age: 8 – 18 Months			
A. Culture			
1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)	☐	☐	
B. Individual Development and Identity			
1. Begins to recognize characteristics of self (eyes, nose and hair)	☐	☐	
2. Begins to recognize ability to impact surroundings	☐	☐	
C. Individuals and Groups			
1. Identifies family members	☐	☐	
D. Spaces, Places, and Environments			
1. Responds in varied ways to people and objects	☐	☐	

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

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

	Total Meeting	Total Not Meeting	
1. Communicates wants and needs to others	☐	☐	
H. Technology and Our World			
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)	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 13**
Florida Early Learning and Developmental Standards 2017			**Scoring Notes**
VII. Social Studies Domain			
Age: 2 – 3 Years (24 -36 Months)			
A. Culture			
1. Identifies family practices (traditions, celebrations, songs, food or language)	☐	☐	
B. Individual Development and Identity			
1. Begins to recognize characteristics of self as an individual	☐	☐	
2. Begins to recognize the ways self is similar to and different from peers and others	☐	☐	
C. Individuals and Groups			
1. Recognizes self as separate from others	☐	☐	
2. Begins to respond to the needs of others (e.g., peers and family members)	☐	☐	

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

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

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

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

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

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

	Meets	Does Not Meet	
1. Recognizes the difference between wants and needs	☐	☐	
2. Begins to recognize that people work to earn money to buy things they need or want	☐	☐	
H. Technology and Our World			
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	☐	☐	

	Total Meeting	Total Not Meeting	Number of Standards/Benchmarks Needed - 25

Florida Early Learning and Developmental Standards 2017	Meets	Does Not Meet	Scoring Notes
VIII. Creative Expression Through the Arts Domain			
Age: Birth – 8 Months			
A. Sensory Art Experience			
1. Begins to experience the sensory qualities of a wide variety of open- ended, diverse and process-oriented sensory materials	☐	☐	
B. Music			
1. Responds to music in a variety of ways	☐	☐	

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

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

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

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

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	Total Meeting	Total Not Meeting	
1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	☐	☐	
B. Music			
1. Engages in a variety of individual and group musical activities with more coordinated intention	☐	☐	
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)	☐	☐	
C. Creative Movement			
1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	☐	☐	
D. Imaginative and Creative Play			
1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	☐	☐	
E. Appreciation of the Arts			
1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 6**

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

	Meets	Does Not Meet	
1. Uses appropriate art vocabulary to describe own art creations and those of others	☐	☐	
2. Compares own art to similar art forms	☐	☐	
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	☐	☐	
	Total Meeting	**Total Not Meeting**	**Number of Standards/Benchmarks Needed - 8**

Curriculum Suitability **Evaluation of Content (Accuracy, Relevance, Diversity), Presentation, Implementation Strategies, and Character Development**			
	Meets	Does Not Meet	
Accuracy of Content – Content must be accurate in historical context and contemporary facts and concepts.	☐	☐	
Relevance of Content - Content must be up-to-date for the academic discipline and the context in which the content is presented.	☐	☐	
Diversity Considerations - Portrayal of gender, ethnicity, age, work situations, and various social groups must include diversity fairness and advocacy	☐	☐	
Curriculum Presentation	Meets	Does Not Meet	
Comprehensiveness of Teacher and Student Resources			
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?	☐	☐	

• Components and materials are easy to use • Materials support lesson planning, teaching, and learning • Suggestions for adapting instruction • Guidelines and resources provided to implement and evaluate learning • Resources provided to use in classroom activities			
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?	☐	☐	
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?	☐	☐	
Organization of Instructional Materials			
Access to content – Are there features to help search and locate information in texts	☐	☐	
Visible structure and format – Do texts include at-a-glance features to signal organization of the content?	☐	☐	
Logical organization – Is the pattern of organization of the content consistent and logical?	☐	☐	
Readability of Instructional Materials/ Language Style – 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?	☐	☐	
Pacing of Content – 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?	☐	☐	
Ease of Use of Materials			
Use - Are the print and other media formats of the materials easy to use and replace?	☐	☐	
Durability - Will the materials be durable for multiple uses over time?	☐	☐	
Implementation Strategies			

Motivational Strategies			
Expectations – Do the materials positively influence the expectations of children?	☐	☐	
Guidance and Support - Do the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers?			
Level – Does the curriculum use appropriate scaffolding features to help children become more independent learners and thinkers?	☐	☐	
Active Participation of Children - Do the materials engage the physical and mental activity of children during the learning process?			
Activities – Do the curriculum activities engage children physically and mentally, including organized activities and logical extensions of content, goals, and objectives?	☐	☐	
Differentiated Instruction - Do projects and activities include opportunities for children to respond and actively participate?	☐	☐	
	Total	Total Not Meeting	17 Eligible Points

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.			
	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			

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