

**Frog Street AIM Observational Assessments**  
**Alignment to Frog Street Pre-K Learning Goals**

<b>I. Social and Emotional Development Domain</b>		
<b>Frog Street Pre-K Learning Goals</b>		<b>AIM Observational Progressions</b>
<b>A. Self-Concept Skills</b>		
<b>1.</b>	Child is aware of where own body is in space, respects personal boundaries.	<b>SF.A.6 - Identifying Abilities:</b> Identifies abilities with increasing ability. <b>SF.A.7 - Self-Confidence:</b> Demonstrates increasing self-confidence in own abilities.
<b>2.</b>	Child shows awareness of areas of competence and describes self positively in what he is able to do.	<b>SF.A.7 - Self-Confidence:</b> Demonstrates increasing self-confidence in own abilities.
<b>3.</b>	Child shows reasonable opinion of his own abilities and limitations.	<b>SF.A.7 - Self-Confidence:</b> Demonstrates increasing self-confidence in own abilities.
<b>4.</b>	Child shows initiative in independent situations and persists in attempting to solve problems.	<b>SF.B.2 - Persisting with Tasks:</b> Demonstrates the ability to persist with a task for increasing lengths of time.
<b>B. Self-Control Skills</b>		
<b>1. Behavior Control</b>		
<b>a.</b>	Child follows classroom rules and routines with occasional reminders from teacher.	<b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity. <b>CSS.A.1 – Rules at Home and School:</b> Responds to adult requests/expectations and expands ability to understand the reason for them.
<b>b.</b>	Child takes care of and manages classroom materials.	<b>CSS.A.1 – Rules at Home and School:</b> Responds to adult requests/expectations and expands ability to understand the reason for them.
<b>c.</b>	Child regulates his own behavior with occasional reminders or assistance from teacher.	<b>SF.B.1 - Self-Control Strategies:</b> Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.
<b>2. Emotional Control</b>		
<b>a.</b>	Child begins to understand difference and connection between feelings and behaviors.	<b>SF.A.1 - Emotional Identification:</b> Responds to emotions of others and expands to identifying emotions of self and others.
<b>b.</b>	Child is aware of own feelings most of the time.	<b>SF.A.1 - Emotional Identification:</b> Responds to emotions of others and expands to identifying emotions of self and others.
<b>c.</b>	Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	<b>SF.A.4 - Seeking Emotional Support:</b> Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed. <b>SF.B.1 - Self-Control Strategies:</b> Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.

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<b>3. Control Attention</b>		
<b>a.</b>	Child sustains attention to personally chosen or routine tasks until they are completed.	<b>SF.B.2 - Persisting with Tasks:</b> Demonstrates the ability to persist with a task for increasing lengths of time.
<b>b.</b>	Child remains focused on engaging group activities for about 20 minutes at a time.	<b>SF.B.2 - Persisting with Tasks:</b> Demonstrates the ability to persist with a task for increasing lengths of time. <b>SF.B.8 - Play/ Work with Peers:</b> Engages with peers with increasing coordination and cooperation.
<b>4. Social Competence Skills</b>		
<b>1.</b>	Child uses positive relationships as modeled by his teacher for her own prosocial behaviors.	<b>SF.B.9 - Social Behaviors:</b> Uses increasingly positive social behaviors when interacting with peers.
<b>2.</b>	Child assumes various roles and responsibilities as part of a classroom community.	<b>SF.A.8 - Community:</b> Identifies self in relation to community and other groups with increasing awareness.
<b>3.</b>	Child shows competence in initiating social interactions.	<b>SF.B.9 - Social Behaviors:</b> Uses increasingly positive social behaviors when interacting with peers.
<b>4.</b>	Child increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal.	<b>SF.B.8 - Play/ Work with Peers:</b> Engages with peers with increasing coordination and cooperation.
<b>5.</b>	Child initiates problem-solving strategies and seeks adult help when necessary.	<b>SF.A.5 - Conflict Resolution Strategies:</b> Engages with peers and resolves conflicts with decreasing reliance on adult support. <b>SF.B.5. – Using Logic:</b> Uses logic to solve increasingly complex problems.
<b>6.</b>	Child demonstrates empathy and caring for others.	<b>SF.A.1 - Emotional Identification:</b> Responds to emotions of others and expands to identifying emotions of self and others. <b>SF.A.2 - Response to Distressed Peer:</b> Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer.
<b>7.</b>	Child begins to have meaningful friends.	<b>SF.B.8 - Play/ Work with Peers:</b> Engages with peers with increasing coordination and cooperation.
<b>5. Social Awareness Skills</b>		
<b>1.</b>	Child demonstrates an understanding that others have specific characteristics.	<b>SF.A.1 - Emotional Identification:</b> Responds to emotions of others and expands to identifying emotions of self and others.
<b>2.</b>	Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<b>SF.A.1 - Emotional Identification:</b> Responds to emotions of others and expands to identifying emotions of self and others.

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<b>II. Language and Communication Domain</b>		
<b>Frog Street Pre-K Learning Goals</b>		<b>AIM Observational Progressions</b>
<b>A. Listening Comprehension</b>		
<b>1.</b>	Child shows understanding by responding appropriately.	<b>LL.A.1 - Listening/Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations.
<b>2.</b>	Child shows understanding by following two-step oral directions and usually follows three-step directions.	<b>SF.B.3 – Following Directions:</b> Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.
<b>3.</b>	Child shows understanding of the new language being spoken by English-speaking teachers and peers.	<b>LL.A.1 - Listening/Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations. <b>LL.A.2 - Speaking/Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations.
<b>B. Speaking (Conversation)</b>		
<b>1.</b>	Child is able to use language for different purposes.	<b>LL.A.2 - Speaking/ Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations.
<b>2.</b>	Child engages in conversations in appropriate ways.	<b>LL.A.2 - Speaking/ Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations. <b>LL.A.3 - Word Meanings:</b> Understands and communicates an increasing number of words.
<b>3.</b>	Child provides appropriate information for various situations.	<b>LL.A.2 - Speaking/ Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations.
<b>4.</b>	Child demonstrates knowledge of verbal conversational rules.	<b>LL.A.1 - Listening/Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations.
<b>5.</b>	Child demonstrates knowledge of nonverbal conversational rules.	<b>LL.A.1 - Listening/Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations.
<b>6.</b>	Child matches language to social contexts.	<b>LL.A.2 - Speaking/Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations. <b>SF.B.9 – Social Behaviors:</b> Uses increasingly positive social behaviors when interacting with peers.
<b>C. Speech Production</b>		
<b>1.</b>	Child’s speech is understood by both the teacher and other adults in the school.	<b>LL.A.2 - Speaking/Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations.
<b>2.</b>	Child perceives differences between similar-sounding words.	<b>LL.B.4 - Rhyming Words:</b> Shows interest in rhymes and expands ability to identify and produce rhymes.

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		<b>LL.B.5 - Syllables/ Onsets and Rimes/ Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
3.	Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	<b>LL.B.4 - Rhyming Words:</b> Shows interest in rhymes and expands ability to identify and produce rhymes. <b>LL.B.5 - Syllables/ Onsets and Rimes/ Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>D. Vocabulary</b>		
1.	Child uses a wide variety of words to label and describe people, places, things, and actions.	<b>LL.A.3 – Word Meanings:</b> Understands and communicates an increasing number of words.
2.	Child demonstrates understanding of terms used in the instructional language of the classroom.	<b>LL.A.1 - Listening/Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations. <b>LL.A.3 – Word Meanings:</b> Understands and communicates an increasing number of words.
3.	Child demonstrates understanding in a variety of ways or knowing the meaning of three or four thousand words, many more than he or she uses.	<b>LL.A.3 – Word Meanings:</b> Understands and communicates an increasing number of words.
4.	Child uses a large speaking vocabulary, adding several new words daily.	<b>LL.A.3 – Word Meanings:</b> Understands and communicates an increasing number of words.
5.	Child uses category labels to understand how the words or objects relate to each other.	<b>LL.A.4 – Word Relationships:</b> Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning and multiple meanings for the same word.
6.	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.	<b>LL.A.3 – Word Meanings:</b> Understands and communicates an increasing number of words.
<b>E. Sentence and Structure</b>		
1.	Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences.
2.	Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>LL.A.8 - Inflections:</b> Adds inflections of increasingly complexity to appropriate words.
3.	Child uses sentences with more than one phrase.	<b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences.

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4.	Child combines more than one idea using complex sentences.	<b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences.
5.	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity. <b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences
6.	Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	<b>LL.A.1 - Listening/Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations. <b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences.
7.	Child uses single words and simple phrases to communicate meaning in social situations (ELL).	<b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences. <b>SF.B.9 - Social Behaviors:</b> Uses increasingly positive social behaviors when interacting with peers.
8.	Child attempts to use new vocabulary and grammar in speech (ELL).	<b>LL.A.2 - Speaking/Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations. <b>LL.A.5 - Sentences:</b> Produces words, and expands ability to produce word phrases and increasingly complex sentences. <b>LL.A.8 - Inflections:</b> Adds inflections of increasingly complexity to appropriate words.

III. Emergent Literacy Reading Domain		
Frog Street Pre-K Learning Goals		AIM Observational Progressions
A. Motivation to Read		
1.	Child engages in prereading and reading-related activities.	<b>LL.B.1 – Responds to Questions about a Text:</b> Responds to increasingly complex questions about text. <b>LL.B.2 – Retell a Text:</b> Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
2.	Child uses books and other written materials to engage in prereading behaviors.	<b>LL.B.1 – Responds to Questions about a Text:</b> Responds to increasingly complex questions about text. <b>LL.B.2 – Retell a Text:</b> Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
3.	Child asks to be read to or asks the meaning of written text.	<b>LL.B.1 – Responds to Questions about a Text:</b> Responds to increasingly complex questions about text.

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		<b>LL.B.2 – Retell a Text:</b> Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
<b>B. Phonological Awareness</b>		
<b>1.</b>	Child separates a normally spoken four-word sentence into individual words.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>2.</b>	Child combines words to make a compound word.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>3.</b>	Child deletes a word from a compound word.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>4.</b>	Child combines syllables into words.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>5.</b>	Child can delete a syllable from a word.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>6.</b>	Child can produce a word that rhymes with a given word.	<b>LL.B.4 – Rhyming Words:</b> Shows interest in rhymes and expands ability to identify and produce rhymes.
<b>7.</b>	Child can produce a word that begins with the same sound as a given pair of words.	<b>LL.B.6 – Initial/Final/Medial Sounds:</b> Identifies initial sounds in spoken words, and expands ability to identify final and medial sounds.
<b>8.</b>	Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes. <b>LL.B.7 - Adding/ Deleting/ Substituting Sounds:</b> Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds.
<b>9.</b>	Child combines onset and rime to form familiar one-syllable words without pictorial support.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes. <b>LL.B.7 - Adding/ Deleting/ Substituting Sounds:</b> Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds.

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<b>10.</b>	Child recognizes and blends two phonemes into real words with pictorial support.	<b>LL.B.5 – Syllables/Onsets and Rimes/Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
<b>C. Alphabet Knowledge</b>		
<b>1.</b>	Child names at least 20 upper- and at least 20 lowercase letters.	<b>LL.B.8 – Upper- and Lowercase Letters:</b> Identifies an increasing number of upper- and lowercase letters.
<b>2.</b>	Child recognizes at least 20 letter sounds.	<b>LL.B.9 –Letter Sounds:</b> Identifies and produces an increasing number of the most frequent sounds that correspond to letters.
<b>3.</b>	Child produces the correct sounds for at least 10 letters.	<b>LL.B.9 –Letter Sounds:</b> Identifies and produces an increasing number of the most frequent sounds that correspond to letters.
<b>D. Comprehension of Text Read Aloud</b>		
<b>1.</b>	Child retells or reenacts a story after it is read aloud.	<b>LL.B.2 – Retell a Text:</b> Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
<b>2.</b>	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>LL.B.2 – Retell a Text:</b> Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
<b>3.</b>	Child asks and answers appropriate questions about the book.	<b>LL.B.1 – Responds to Questions about a Text:</b> Responds to increasingly complex questions about text.

<b>IV. Emergent Literacy Writing Domain</b>		
<b>Frog Street Pre-K Learning Goals</b>		<b>AIM Observational Progressions</b>
<b>A. Motivation to Write</b>		
<b>1.</b>	Child intentionally uses scribbles/writing to convey meaning.	<b>LL.C.2 – Writing to Convey Meaning:</b> Conveys meaning through writing with increasing effectiveness.
<b>B. Independently Conveys Meaning</b>		
<b>1.</b>	Child independently uses letters or symbols to make words or parts of words.	<b>LL.C.2 – Writing to Convey Meaning:</b> Conveys meaning through writing with increasing effectiveness.
<b>2.</b>	Child writes own name (first name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	<b>LL.C.1 – Name Recognition and Writing:</b> Recognizes letters of own name and expands ability to recognize and write own name.
<b>C. Forms Letters</b>		
<b>1.</b>	Child independently writes some letters on request (not necessarily well-formed).	<b>LL.C.2 – Writing to Convey Meaning:</b> Conveys meaning through writing with increasing effectiveness.
<b>D. Concepts About Print</b>		

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1.	Child uses some appropriate writing conventions when writing or giving dictation.	<b>LL.C.2 – Writing to Convey Meaning:</b> Conveys meaning through writing with increasing effectiveness.
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V. Mathematics Domain		
Frog Street Pre-K Learning Goals		AIM Observational Progressions
A. Counting Skills		
1.	Child knows that objects or parts of an object can be counted.	<b>CM.A.2 – Object Counting:</b> Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).
2.	Child uses words to rote count from 1 to 30.	<b>CM.A.1 – Rote Counting:</b> Demonstrates knowledge of number words and expands ability to reciting number words in sequence.
3.	Child counts 1 to 10 items, with one count per item.	<b>CM.A.2 – Object Counting:</b> Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).
4.	Child demonstrates that the order of the counting sequence is always the same regardless of what is counted.	<b>CM.A.1 – Rote Counting:</b> Demonstrates knowledge of number words and expands ability to reciting number words in sequence.
5.	Child counts up to 10 items and demonstrates that the last count indicates how many items are counted.	<b>CM.A.2 – Object Counting:</b> Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).
6.	Child demonstrates understanding that when counting, the items can be chosen in any order.	<b>CM.A.2 – Object Counting:</b> Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).
7.	Child uses the verbal ordinal terms.	<b>CSS.B.1 – Past, Present, and Future:</b> Shows awareness of steps in familiar routines and expands ability to describe series of events.
8.	Child verbally identifies, with counting, the number of objects from 1 to 5.	<b>CM.A.4 – Subitizing (Small Number Recognition):</b> Demonstrates ability to recognize and name an increasing number of objects in a group without having to count.
9.	Child recognizes one-digit numerals 0 through 9.	<b>CM.A.3 – Making Sets:</b> Demonstrates knowledge of quantity by making and representing sets of objects.
B. Adding To/Taking Away Skills		
1.	Child uses concrete models or makes a verbal word problem for adding up to five objects.	<b>CM.B.2 – Addition Problems:</b> Solves increasingly complex addition problems.
2.	Child uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set.	<b>CM.B.3 – Subtraction Problems:</b> Solves increasingly complex subtraction problems.



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3.	Child uses informal strategies to share or divide up to ten items equally.	<b>CM.A.3 – Making Sets:</b> Demonstrates knowledge of quantity by making and representing sets of objects.
<b>C. Geometry and Spatial Sense Skills</b>		
1.	Child names common shapes.	<b>CM.C.2 – Two-Dimensional Shapes:</b> Explores two-dimensional shapes and expands ability to match, identify and describe these figures.
2.	Child creates shapes.	<b>CM.C.2 – Two-Dimensional Shapes:</b> Explores two-dimensional shapes and expands ability to match, identify and describe these figures.
3.	Child demonstrates use of location words.	<b>CM.C.4 – Combining Shapes:</b> Combines shapes to form new shapes and uses positional words to describe those transformations.
4.	Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	<b>CM.C.4 – Combining Shapes:</b> Combines shapes to form new shapes and uses positional words to describe those transformations.
<b>D. Measurement Skills</b>		
1.	Child recognizes and compares heights or lengths of people or objects.	<b>CM.C.1 – Identifying/Comparing/Measuring:</b> Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.
2.	Child recognizes how much can be placed within an object.	<b>CM.C.1 – Identifying/Comparing/Measuring:</b> Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.
3.	Child informally recognizes and compares weights of objects or people.	<b>CM.C.1 – Identifying/Comparing/Measuring:</b> Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.
4.	Child uses language to describe concepts associated with the passing of time.	<b>CSS.B.1 – Past, Present, and Future:</b> Shows awareness of steps in familiar routines and expands ability to describe series of events.
<b>E. Classification and Pattern Skills</b>		
1.	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
2.	Child collects data and organizes it in a graphic.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
3.	Child recognizes and creates patterns.	<b>CM.B.4 – Identifying, Extending, and Creating Patterns:</b> Uses logic and observation to identify, extend, describe and create patterns.

<b>VI. Science Domain</b>	
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<b>A. Physical Science Skills</b>	

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1.	Child describes, observes, and investigates properties and characteristics of common objects.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
2.	Child investigates and describes position and motion of objects.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
3.	Child uses simple measuring devices to learn about objects.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
4.	Child investigates and describes sources of energy including light, heat, and electricity.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
<b>B. Life Science Skills</b>		
1.	Child identifies and describes the characteristic of organisms.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. <b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
2.	Child describes life cycles of organisms.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
3.	Child recognizes, observes, and discusses the relationship of organisms to their environments.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
<b>C. Earth and Space Science Skills</b>		
1.	Child identifies, compares and discusses earth materials and their properties and uses.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
2.	Child identifies, observes, and discusses objects in the sky.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
3.	Child observes and describes what happens during changes in the earth and sky.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
4.	Child demonstrates the importance of caring for our environment and our planet.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
<b>D. Personal Safety and Health Skills</b>		
1.	Child practices good habits of personal safety.	<b>CSS.A.1 – Rules at Home and School:</b> Responds to adult requests/expectations and expands ability to understand the reason for them.
2.	Child practices good habits of personal health and hygiene.	<b>PPMD.B.1 – Personal Care and Basic Hygiene:</b> Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.
3.	Child identifies good habits of nutrition and exercise.	<b>PPMD.B.2 – Nutrition:</b> Increasingly makes and identifies healthy eating choices.

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VII. Social Studies Domain		
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<b>A. People, Past and Present Skills</b>		
1.	Child identifies similarities and differences in characteristics of people.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
2.	Child identifies similarities and differences in characteristics of families.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
3.	Child organizes life around events, time and routines.	<b>CSS.B.1 – Past, Present, and Future:</b> Shows awareness of steps in familiar routines and expands ability to describe series of events.
<b>B. Economics Skills</b>		
1.	Child demonstrates that all people need food, clothing, and shelter.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
2.	Child participates in activities to help them become aware of what it means to be a consumer.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
3.	Child discusses the roles and responsibilities of community workers.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
<b>C. Geography Skills</b>		
1.	Child identifies and creates common feature in her immediate environment.	<b>CS.A.1 – Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. <b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.
<b>D. Citizenship Skills</b>		
1.	Child identifies state and U.S. flags.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
2.	Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
3.	The child engages in voting as a method for group decision making.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.
4.	The child identifies similarities among people like himself and classmates, as well as among himself and people from other cultures.	<b>SF.A.8 – Community:</b> Identifies self in relation to community and other community groups with increasing awareness.

**Frog Street AIM Observational Assessments**  
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VIII. Fine Arts Domain		
Frog Street Pre-K Learning Goals		AIM Observational Progressions
<b>A. Art Skills</b>		
1.	Child uses a variety of art materials and activities for sensory experience and exploration.	<b>SF.B.10 – Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.
2.	Child uses art as a form of creative self-expression and representation.	<b>SF.B.10 – Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.
3.	Child demonstrates interest in and shows appreciation for the creative work of others.	<b>SF.B.10 – Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.
<b>B. Music Skills</b>		
1.	Child participates in classroom music activities.	<b>SF.B.10 – Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.
2.	Child responds to different musical styles through movement and play.	<b>SF.B.10 – Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.
<b>C. Dramatic Expression</b>		
1.	Child creates or re-creates stories, moods, or experiences through dramatic representations.	<b>SF.B.10 – Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.

IX. Physical Development Domain		
Frog Street Pre-K Learning Goals		AIM Observational Progressions
<b>A. Gross Motor Development Skills</b>		
1.	Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	<b>PPMD.A.1 - Locomotor Skills:</b> Moves whole body with increasing control, coordination, and balance. <b>PPMD.A.2 - Non-Locomotor Skills:</b> Moves body parts with increasing control, coordination, and balance. <b>PPMD.A.3 - Perceptual/Spatial Awareness:</b> Uses objects with increasing awareness and coordination of the body.
2.	Child coordinates sequence of movements to perform tasks.	<b>PPMD.A.1 - Locomotor Skills:</b> Moves whole body with increasing control, coordination, and balance.

**Frog Street AIM Observational Assessments**  
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		<b>PPMD.A.2 - Non-Locomotor Skills:</b> Moves body parts with increasing control, coordination, and balance. <b>PPMD.A.3 - Perceptual/Spatial Awareness:</b> Uses objects with increasing awareness and coordination of the body.
<b>B. Fine Motor Development Skills</b>		
1.	Child shows control of tasks that require small-muscle strength and control.	<b>PPMD.A.4 - Tools and Object Manipulation:</b> Manipulates tools or objects using hands with increasing coordination and control. <b>PPMD.A.5 - Writing Tool Grasp:</b> Manipulates writing and drawing tools with increasingly efficient grasp.
2.	Child shows increasing control of tasks that require eye-hand coordination.	<b>PPMD.A.4 - Tools and Object Manipulation:</b> Manipulates tools or objects using hands with increasing coordination and control. <b>PPMD.A.5 - Writing Tool Grasp:</b> Manipulates writing and drawing tools with increasingly efficient grasp.

<b>X. Technology Applications Domain</b>		
<b>Frog Street Pre-K Learning Goals</b>		<b>AIM Observational Progressions</b>
<b>A. Technology and Device Skills</b>		
1.	Child opens and navigates through software programs designed to enhance development of appropriate concepts.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them. <b>SF.B.7 – Planning:</b> Plans and initiates activities of increasing complexity. <b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.
2.	Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them. <b>SF.B.7 – Planning:</b> Plans and initiates activities of increasing complexity. <b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.
3.	Child operates voice/sound recorders and touch screens.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them. <b>SF.B.7 – Planning:</b> Plans and initiates activities of increasing complexity. <b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.
4.	Child uses software applications to create and express own ideas.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.

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		<b>SF.B.7 – Planning:</b> Plans and initiates activities of increasing complexity. <b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.
5.	Child recognizes that information is accessible through the use of technology.	<b>CS.A.2 – Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them. <b>SF.B.7 – Planning:</b> Plans and initiates activities of increasing complexity. <b>SF.B.4 – Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.