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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 1 | | Physical Development, Health, and Well Being | | | | | |
| Outcome 1 | | The child uses gross motor control independently, including balance, spatial awareness, and stability. | | | | | |
| Indicator 1.1 | | Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. | | | | | |
|  | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches. | Climbs on age-appropriate playground equipment with minimal adult assistance, walks, runs, jumps, marches, and hops. | Climbs on age-appropriate playground equipment independently, walks, runs, jumps, marches, hops, and gallops. | Demonstrates gross motor control by transitioning smoothly between movements (e.g., running into a jump) and attempting to skip independently. | Exhibits gross motor coordination and strength in a variety of activities and movements, including skipping using mature form. | Consistently exhibits gross motor coordination and strength in the age-appropriate range of activities and movements in play and complex games. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 1 | | Physical Development, Health, and Well Being | | | | | |
| Outcome 2 | | The child independently uses fine motor skills. | | | | | |
| Indicator 2.1a | | Develops manual coordination to use writing and crafting tools. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support. | Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with a 3 point grip but too close to either end. Uses scissors to snip materials. | Uses writing and crafting tools with a 3 point grip. Uses scissors to cut a line. | Demonstrates fine motor control in using writing and crafting tools independently with a 3 point grip (e.g., cuts simple geometric shapes). | Demonstrates fine motor coordination in using a variety of writing and crafting tools independently so that work products have detail. | Consistently Demonstrates fine motor coordination and skill in using a variety of writing and crafting tools to create intricately detailed work products. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 5 | | The child demonstrates the understanding and function of both receptive and expressive vocabulary. | | | | | |
| Indicator 5.2 | | Follows increasingly complex directions. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Follows directions of two or more **related** steps with some verbal adult support (e.g., Teacher – “remember to put the caps on the markers then put them in the basket”). | Follows directions that involve two or more **related** steps independently (e.g., after finishing his/her drawing, he/she hang it on the wall”). | Follows directions that involve two steps in a series of **unrelated** sequences of action with some prompting (e.g., “After you clean up the blocks, walk to line up by the door”). | Follows directions that involve two or more steps in a series of **unrelated** sequences of action most of the time, but may require minimal verbal prompting between steps (e.g., “After you finish your reading, please choose a learning center and begin activity.”). | Follows multi-step directions in a series of **unrelated** sequences of action independently, without prompting between steps. | Retains multi-step directions for activities, discussions, or projects over an extended period of time and follows through with them independently (e.g., follows the steps of the writing process over the period of a multi-day assignment without the need for prompting between each step). |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 5 | | The child demonstrates the understanding and function of both receptive and expressive vocabulary. | | | | | |
| Indicator 5.3 | | Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| With verbal prompting and support, connects new vocabulary with known words and experiences (from stories, places, songs, fingerplays) | With verbal adult support, ask questions to gain a sense of why they identified and sorted  common objects, pictures, colors, shapes, etc. into specific categories.  Displays interest in new/novel words heard in books and conversation. | Demonstrates understanding that vocabulary includes basic concepts with related words (e.g., comparison: less/more/same), spatial concepts (e.g., first/last, over/under), and descriptors (i.e., adjectives and adverbs) as appropriate to the child’s home language.  Compare commonalities and differences by identifying opposites using descriptive words (i.e., big/little, short/long, happy/sad). | Demonstrates understanding of vocabulary, connecting new words with known words that include specialized areas of interest (e.g., vocabulary related to a unit of study at school).  Access prior knowledge and experiences to identify connections between words and their application to real life.  Using words to communicate their feelings. | Demonstrates understanding of vocabulary that distinguish shades of meaning (e.g., synonyms) among verbs (e.g., talk/ whisper/ scream) or among adjectives (e.g., tiny/small/little) by describing and/or acting out the meanings.  Clarify the meanings of unknown and multiple-meaning words and phrases and apply them accurately (i.e., a duck is a bird; to duck). | With guidance and support, uses context clues and/or applies knowledge of affixes (i.e., -s, -ed, ing, re-, un-)and word relationships as clues to the meaning of an unknown word, in order to access higher-level vocabulary.  Use new vocabulary that is directly taught through reading, speaking and listening. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 6 | | The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL). | | | | | |
| Indicator 6.1 | | Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Uses four word sentences to share or initiate an idea or thought meaningful to the situation or about themselves.  The sentence may omit some words or use some words incorrectly (i.e., “I played more gooder.” “I like red bikes.”). | Uses five-to six-word sentences\* to communicate needs and wants or express ideas (i.e., “We walked to my school.” “I want some chocolate milk, please.”). | Uses two or three connected sentences\* with at least one sentence having seven or more words, to communicate familiar information or ideas. | Converses effectively by listening and speaking through five or more exchanges. Expresses ideas clearly and completely, using longer, complex sentences, articulating the idea, experience, or event. | Converses effectively by listening and speaking through five or more exchanges and replies with relevant information to questions (who, what, where, when, why, how). | Converses effectively by listening and speaking through five or more **on-topic** exchanges.  Produces and expands complete sentences that stay on-topic communicating the ideas, experiences and/or events with a logical order and elaborated details. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 7 | | The child engages in activities that promote the acquisition of foundational reading skills. | | | | | |
| Indicator 7.3a | | Shows an understanding of the basic concepts of print. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Recognizes print in everyday life (i.e., logos, numbers, words, their name and uses it as a cue to finding their possessions).  Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story. | Displays awareness between pictures and print (e.g., checking job chart, “exit” sign, children’s work).  Holds a book upright and turns pages. Identifies the first page to begin pretend reading using picture clues to tell the story (i.e., first page of text). | Handles a book andidentifies various book elements (i.e., front cover, back cover, and title of a book). Distinguishes pictures from letters and words on the pages.  Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print. | Shows understanding of directionality in a text (i.e., follows words in a book from left to right, top to bottom, and page by page).  Points to words with one finger as they read the text. (e.g., Identifies the first word on the first page as the place to begin reading. *May skip lines or miss pages when attempting to read independently.)* | Identifies book elements with ease (including title, author, illustrator) and follows rules related to directionality proficiently when reading appropriately leveled texts.  Knows each spoken word can be written down and read in a story. | Applies the conventions of reading, including those related to more distinguishing features of print (i.e., recognizes sentences by punctuation in print). |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 7 | | The child engages in activities that promote the acquisition of foundational reading skills. | | | | | |
| Indicator 7.3b | | Understands that print carries meaning. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Demonstrates interest in an adult reading a full story/text.  Begins to recognize that all types of printed materials (e.g., books, magazines, signs) conveys meaning and connects to real things. | Demonstrates interest and enjoyment listening to an adult reading a full story/text.  Chooses familiar / favorite books to look at and pretend read independently.  Uses and interprets illustrations to gain meaning. | Actively attends to stories/texts during a read aloud without being distracted. Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide.  Answers questions about details of a story just heard. | Begins retelling stories and/or key details in a variety of ways (e.g., using pictures to make up the text, acting out part of the story in dramatic play, using a flannel board) The adult may prompt and support the retell with probing questions.  *(May not be completely accurate).* | Reads and/or pretends to read and retells familiar stories using key details in a text with accuracy, using their experiences, language, pictures, illustrations and /or familiar words from the text as guides.  The adult may prompt and support the retell with probing questions. | Reads and comprehends an unfamiliar story/text using their experiences, and the illustrations, pictures and may attend to familiar words within the text.  Retells, discusses or reconstructs the context of story. (i.e., generates a picture with a written response that identifies who or what of a story/text). |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 7 | | The child engages in activities that promote the acquisition of foundational reading skills. | | | | | |
| Indicator 7.4a | | Recognizes and generates rhyming sounds in spoken language. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Recites simple and familiar chants or rhymes. | Recognizes rhyming sounds in familiar songs or stories. | Identifies words that rhyme when orally presented with matched pairs of words. | Identifies words that rhyme and do not rhyme when presented with a small set of orally matched words. | Consistently distinguishes words that rhyme from those that do not rhyme.  Produces a rhyming word when orally presented with a rhyming word pattern. | Recognizes rhyming patterns in texts and is able to make predictions about what orally matched words might come next in shared reading activities involving rhymes.  Recognize and orally generate rhyming words independently. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 7 | | The child engages in activities that promote the acquisition of foundational reading skills. | | | | | |
| Indicator 7.4b | | Demonstrates understanding of spoken words, syllables and sounds (phonemes). | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Identify and separate syllables (word parts) in familiar words. | Count, pronounce, blend and segment syllables in spoken words.  Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name). | Identify and separate syllables in words and begin isolating initial sounds in spoken words.  Repeats alliterative language (e.g., “cute cats can kiss,” “Pepe pecas pica papas con un pico”). | Verbally separate and blend onsets and rimes within single-syllable spoken words.  Recognize initial and final sounds in spoken words. | Identify, isolate and pronounce the initial, final and medial sounds (phonemes) in 3-phoneme (not letters) spoken words.  (e.g., consonant-vowel-consonant words) | Add, substitute, or delete individual sounds in simple, one-syllable spoken words to create new words.  (e.g., individual sounds, can be consonants, vowels, digraphs, and blends to create new words.) |
| Student Name | | **Rubric Rating** | | | | | |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 7 | | The child engages in activities that promote the acquisition of foundational reading skills. | | | | | |
| Indicator 7.5a | | Shows an understanding of alphabetic knowledge. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Recognizes that  letters are a special category of visual graphics that can be  individually named.  Differentiate and correctly identify some letters by their shapes. | Names and identifies some letters with personal significance (e.g., letters in own name).  Identify capital letters as they sing the alphabet song. | Names and identifies at least 18 capital letters and 15 lowercase letters. | Names and identifies all capital letters and 20 lowercase letters. | Names and identifies all capital letters and lowercase letters (including variations of a and g; a/a, g/g) and recognizes familiar combinations of letters in order to read common high-frequency words (e.g., 15-35 words). | Recognizes a variety of high-frequency words with regular and irregular sound-symbol correspondence (e.g., reads more than 100 high-frequency words by sight) |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 2 | | Literacy | | | | | |
| Outcome 7 | | The child engages in activities that promote the acquisition of foundational reading skills. | | | | | |
| Indicator 7.5b | | Knows and applies letter-sound correspondence and beginning sound-recognition skills. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound) | Attends to the beginning letters and sounds in familiar words (e.g., recognizes words that start with the same letter/sound as own name). | Develops a simple understanding of the alphabetic principle: that letters represent speech sounds.  Attempts to sound out first letters in environmental print, familiar words and within early stages of writing. | Identifies the correct letters and produces the primary or most frequent sound for many consonants.  Begins to decode, or sound out, simple words (go, cat, pop) | Identifies the correct letters and produces the primary or most frequent sound for all consonants. Adds or substitutes individual sounds in simple (CVC) words to create new words. Shows understanding that a sequence of letters represents a sequence of spoken sounds to support reading and writing words. | Applies letter-sound correspondences, during the emergent reading stage, when attempting to read and write words.  Builds and manipulates individual letter-sounds combinations to create new words. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | | | | | | | |
| Domain 2 | | Literacy | | | | | | | | | | | |
| Outcome 8 | | The child demonstrates that writing is a way of communicating for a variety of purposes. | | | | | | | | | | | |
| Indicator 8.3 | | Understands how to apply the early stages of drawing and writing to convey meaning. | | | | | | | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | | **Making Progress**  **for 4s** | | **Accomplished for 4s** | | **Making Progress**  **for K** | | **Accomplished for K** | | **Making Progress**  **for Grade 1** | |
| Understands that his/her marks or scribbles are conveying ideas.  May write a series of scribbles separated by spaces representing their understanding of the sound structure of language. | | Draws simple pictures to represent their ideas and shares thoughts by writing words with mock letters (letter-like forms) - (sharing what they wrote to an adult) | | Creates drawings and writing to represent meaningful ideas on paper with some level of clarity. Print may transition from mock letters to random letter strings. (May rely on dictation with an adult to clarify content.)  Forms letters in first name to sign drawings and other written work. | | Provides more detail when combining drawing and writing to convey their meanings on paper.  Will observe a transition of random letter strings and the early stage of semi-phonetic writing where the child writes letters that have the most recognizable sound(s) in each word. | | Creates a product that uses a combination of drawing and writing to represent ideas relevant to a topic / theme on paper in some detail.  Will observe complete sentences written down in the manner of semi-phonetic to phonetic spellings with capitals and punctuation marks. | | Independently writes to convey meaning. Produces complete sentences, uses sentence conventions and spells simple words phonetically.  Begins to apply grade-level phonics skills (e.g., spells words with consonant digraphs and uses conventions for representing long vowel sounds). | |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | | | | | | | |
| Domain 3 | | | Numeracy | | | | | | | | | | |
| Outcome 9 | | | The child understands numbers, ways of representing numbers, and relationships between quantities and numerals. | | | | | | | | | | |
| Indicator 9.1 | | | Uses numbers and counting as a means for solving problems and determining quantity. | | | | | | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | | **First Steps for 4s** | | **Making Progress**  **for 4s** | | **Accomplished for 4s** | | **Making Progress**  **for K** | | **Accomplished for K** | | **Making Progress**  **for Grade 1** |
| Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects). | | Demonstrates one-to-one correspondence (e.g., pairs each object with one and only one number name and each number name with one and only one object) in counting 10 objects in a group when arranged in a line. | | Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle. Recognizes that each successive number name refers to a quantity that is one larger. | | When given a number from 20, counts out that many objects and begins to solve problems involving joining and combining using small quantities of objects (i.e., totals of up to 5). | | Solves problems involving joining, separating, and combining using small quantities of objects (i.e., totals of up to 10). | | Relates counting to addition and subtraction by counting on (i.e., by counting on 2 to add 2; e.g., student counts 5 objects, 2 objects are added to the group, and student adds 2 by counting on to 6, 7 rather than starting the count over at 1). |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 3 | | Numeracy | | | | | |
| Outcome 9 | | The child understands numbers, ways of representing numbers, and relationships between quantities and numerals. | | | | | |
| Indicator 9.3a | | Rote counts in sequence. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Rote counts number words in sequence 1-5. | Rote counts number words in sequence from 1 to 10 when counting by ones. | Rote counts number words in sequence from 1 to 30 when counting by ones. | Rote counts number words in sequence to 100 when counting by tens. | Rote counts number words in sequence from 1 to 100 when counting by ones. | Rote counts number words in sequence to 100 by twos and fives. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 3 | | Numeracy | | | | | |
| Outcome 9 | | The child understands numbers, ways of representing numbers, and relationships between quantities and numerals. | | | | | |
| Indicator 9.3b | | Names and identifies written numerals. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers. | Recognizes numerals distinctly from letters or other symbols in print, calling them “numbers.” | Names and identifies a few written numerals with personal significance (e.g., numeral representing own age). | Names and identifies written numerals from 0 to 10. | Names, identifies, and writes numerals from 0 to 20. | Identifies place value of digits in written numerals and writes numerals from 0 to 100. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 3 | | Numeracy | | | | | |
| Outcome 11 | | The child demonstrates an understanding of non-standard units to measure and make comparisons. | | | | | |
| Indicator 11.3 | | Demonstrates emerging knowledge of measurement. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Compares by using language or gestures related to size and identifies objects as big or small. | Describes at least two measurable attributes of an object’s size or length with accuracy. | Describes at least two measurable attributes of an object’s weight or capacity with accuracy. | Compares two objects based on a measurable attribute and explains how they are different (e.g., bigger/smaller, taller/shorter, heavier/lighter, more full/less full). | Uses non-standard measurement tools (e.g., hands, blocks, cubes) to measure objects and makes one or more comments explaining his/her process. | Uses standard and non-standard measurement tools to compare sets of objects based on measurable attributes. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 3 | | Numeracy | | | | | |
| Outcome 12 | | The child demonstrates the ability to investigate, organize, and create representations. | | | | | |
| Indicator 12.1 | | Sorts, classifies, and groups materials by one or more attributes. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Begins to sort and classify objects based on one attribute (e.g., color) with adult support. | Sorts and classifies objects based on one attribute (e.g., color). | Determines a classification scheme for a collection of objects that creates a group for every item and makes one or more comments about the classification scheme. | Sorts and classifies objects into groups by one characteristic and compares the number of objects in the groups using comparison vocabulary (e.g., more/less). | Sorts and classifies a group of objects by more than one characteristic (i.e., is able to re-sort and re-classify a group based on different characteristics). Counts the number of objects in each category and sorts the categories by count. | Sorts and classifies a group of objects by more than one characteristic into multiple categories. Counts the number of objects in each category and sorts the categories by count. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 5 | | Scientific Conceptual Understandings | | | | | |
| Outcome 14 | | The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions. | | | | | |
| Indicator 14.1 | | Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Uses obvious  sensory information  to explore the  world, reacting  more physically than verbally. | Demonstrates an interest in the surrounding world, using senses to observe , explore, and gather information, making one or two simple comments (e.g., “gross”). | Uses two or more senses (e.g., both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences. | Participates in small hands-on multisensory experiments with adult guidance and uses observation and questioning skills to investigate and draw conclusions. | Participates in a variety of hands-on multisensory experiments with adult guidance. Uses observation and questioning skills in order to draw conclusions. Demonstrates an ability to record and analyze data through drawing and writing. | Participates in a variety of hands-on multisensory experiments that require high-level observational skills (e.g., explores cause and effect relationships). Demonstrates an ability to record and analyze data through writing, charting, and graphing. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 5 | | Scientific Conceptual Understandings | | | | | |
| Outcome 16 | | The child acquires scientific knowledge related to earth science. | | | | | |
| Indicator 16.1 | | Investigates, compares, and contrasts seasonal and weather changes in the immediate environment. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with accuracy. | Observes how weather can change within a day or from day to day (e.g., “It was raining this morning, and now it is not raining,” or, “It was colder yesterday than it is today”). | Observes patterns regarding weather over an extended period of time (e.g., “It has been windy all week”) and begins to understand how weather relates to seasons (e.g., understanding that snow comes in winter). | Observes, records, and describes patterns regarding weather and the effects on the immediate environment (e.g., understanding that rain over a period of days may cause flooding). | Investigates ways in  which weather variables  (e.g., temperature, precipitation, wind) affect us or cause changes to Earth’s features (e.g., stream has greater water flow after snow melts). | Identifies and describes different climates and how weather affects climate (e.g., desert, arctic, rainforest). |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 6 | | Self, Family, and Community | | | | | |
| Outcome 18 | | The child develops self control. | | | | | |
| Indicator 18.1 | | Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support. | Follows basic routines for pre-K (e.g., transitioning between activities with one-step directions) and complies with basic expectations for behavior (e.g., “Keep your hands to yourself”), but may require frequent adult prompting and support. | Follows basic routines for preschool and K (e.g., transitioning between activities with one- or two-step directions) and complies with basic expectations for behavior (e.g., “Stay in your chair”), but sometimes requires adult prompting. | Follows complicated routines (e.g., activities that include multiple steps) and high-level expectations for behavior (“Treat your peers with respect, and show responsibility for your learning”) with minimal prompting. | Internalizes classroom routines and behaves in socially acceptable ways without the need for prompting. | Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 6 | | Self, Family, and Community | | | | | |
| Outcome 19 | | The child develops self control. | | | | | |
| Indicator 19.1 | | Cares for personal and group possessions. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| With adult assistance, places personal  Items (backpack, jacket, shoes, etc.) in designated space  and  participates in  cleanup time | Places personal items in designated space without assistance (may need reminding), and participates in cleanup time with some independence and some adult help. | Places personal items in designated space without assistance, and participates in cleanup time independently (without adult help) almost every day. | Routinely demonstrates responsibility in caring for personal and group possessions with minimal prompting, and may engage peers to assist with care of classroom environment. | Internalizes expectations around caring for personal and group possessions, demonstrating a consistently high level of responsibility by exercising reasonable care and returning found items to their proper places or owners. | Practices citizenship in all areas of the school, demonstrating a consistently high level of responsibility that extends beyond what they are personally responsible for (e.g., picks up garbage on the playground that they did not put there). |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 6 | | Self, Family, and Community | | | | | |
| Outcome 20 | | The child works cooperatively with other children and adults. | | | | | |
| Indicator 20.1 | | Plays and interacts with various children, sharing experiences and ideas with others. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Plays alongside other children most of the time (may share objects). | Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities. | Develops or extends themes in cooperative work and play activities. | Takes turns being a leader and group member in cooperative play and work. | Participates in cooperative play and work projects as leader or group member (e.g., accepts direction from peer when in “member” role and provides positive direction when in “leader” role). | Demonstrates flexibility and maturity in interactions with other children. Coordinates roles effectively, considering each group member’s individual strengths, and shows leadership in activities when appropriate. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 6 | | Self, Family, and Community | | | | | |
| Outcome 20 | | The child works cooperatively with other children and adults. | | | | | |
| Indicator 20.2 | | Uses and accepts negotiation, compromise, and discussion to resolve conflicts. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Uses and accepts  negotiation,  compromise, and  discussion to resolve  conflicts only when mediated by teacher talk and assistance. | Begins to develop strategies for dealing with conflict, but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution. | Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution. | Frequently initiates and completes conflict resolution successfully, with minimal adult assistance. | Independently negotiates, compromises, and discusses conflict with success on a regular basis. | Models positive ways to resolve conflict for peers, stepping in to support others when appropriate. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 6 | | Self, Family, and Community | | | | | |
| Outcome 21 | | The child develops relationships of mutual trust and respect with others. | | | | | |
| Indicator 21.2 | | Accepts guidance from a variety of appropriate adults and seeks their support when needed. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Establishes relationships with consistent adults other than primary caregivers. | Accepts guidance and support from classroom personnel, but may not actively seek support when needed (e.g., may abandon an activity when frustrated without asking for help). | Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time. | Accepts guidance and support from classroom and school personnel when appropriate and actively seeks support from adults when needed, but may not identify the appropriate authority figure to help in every situation or articulate a need clearly. | Accepts guidance and support from appropriate classroom and school personnel. Identifies the appropriate authority figure for support most of the time and articulates a need with some level of clarity. | Accepts guidance and support from appropriate classroom and school personnel. Consistently identifies the appropriate authority figure for support and articulates a need clearly, only after attempting to try something independently. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 7 | | Approaches to Learning | | | | | |
| Outcome 24 | | The child takes initiative. | | | | | |
| Indicator 24.2 | | Develops increasing independence during activities, routings, and play. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time. | Requires minimal adult guidance and support during activities, routines, and play, but shows interest in trying things independently. | Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed. | Demonstrates independence during activities, routines, and play. Attempts to assist peers or asks for peer support during activities, routines, and play before calling on adults for help. | Maintains independence during activities, routines, and play over extended periods of time. Works collaboratively with peers to overcome problems, calling on adults only when necessary. | Sets a goal, follows through, and maintains concentration during learning activities, routines, and play alone or with others. |
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| *New Mexico Early Childhood Observation Tool Essential Indicators* | | | | | | | |
| Domain 7 | | Approaches to Learning | | | | | |
| Outcome 27 | | The child displays persistence and pursues challenges. | | | | | |
| Indicator 27.1 | | Focuses and completes a variety of tasks, activities, projects, and experiences. | | | | | |
| KOT-LogoColor-WhiteBackRGB.jpg | | **First Steps for 4s** | **Making Progress**  **for 4s** | **Accomplished for 4s** | **Making Progress**  **for K** | **Accomplished for K** | **Making Progress**  **for Grade 1** |
| Stays with a self-selected task for  up to five minutes;  may give up when  problems arise | Maintains focus on a self-selected task for 5 to 10 minutes and attempts to solve problems that arise, but may be easily distracted. | Maintains focus on a self-selected task for 10–15 minutes at a time and attempts to complete new tasks and activities, but may get frustrated or distracted at times and abandon progress. | Maintains focus on a self-selected task for 15–25 minutes at a time to complete tasks and activities, ignoring most distractions or returning to activities, but may call on adults for support. | Maintains focus on a task for 25–40 minutes at a time and persists in completing tasks and activities independently regardless of distractions, only calling on adults for support after attempting more than one strategy. | Maintains focus for more than 40 minutes at a time and persists in completing complicated tasks and activities independently, continuing to persevere regardless of distractions and through multiple attempted strategies. |
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