

# Florida Department of Education



## 2008 Proposed Voluntary Prekindergarten Education Standards

Rule Development Workshop: Performance Standards  
*Revising the VPK Education Performance Standards  
 for Children Participating in the VPK Education Program*

Proposed additions are underlined. Proposed deletions have a ~~strike-through~~.

### I. Physical Health

#### A. Physical Health

- A.1. Shows characteristics of good health to facilitate learning
- A.2. Demonstrates visual ability to facilitate learning
- A.3. Exhibits auditory ability to facilitate learning
- A.4. Performs oral hygiene routines
- A.5. Shows familiarity with the role of a primary health care provider

#### B. Knowledge of Wellness

- B.1. Shows that basic physical needs are met
- B.2. Follows basic health and safety rules
- B.3. Participates in physical fitness activities
- B.4. Makes wise food choices
- B.5. Performs some self-care tasks independently

### II. Approaches to Learning

#### A. Eagerness and Curiosity

- A.1. Shows eagerness and curiosity as a learner

#### B. Persistence

- B.1. Attends to tasks and seeks help when encountering a problem

#### C. Creativity and Inventiveness

- C.1. Approaches tasks with flexibility and inventiveness

#### D. Planning and Reflection

- D.1. Shows some planning and reflection

### III. Social and Emotional Development

#### A. Self-concept

- A.1. Demonstrates self-concept

A.2. Shows some self-direction

**B. Self-control**

B.1. Follows simple classroom rules and routines

B.2. Uses classroom materials carefully

B.3. Manages transitions

**C. Relationships with Adults**

C.1. Interacts easily with familiar adults

C.2. Seeks adult assistance appropriately

**D. Relationships with Peers**

D.1. Interacts easily with one or more children

D.2. Develops special friendships

D.3. Participates in the group life of the class

D.4. Shows empathy and caring for others

**E. Social Problem Solving**

E.1. Seeks adult help when needed to resolve conflicts

## IV. Language and Communication

**A. Listening**

A.1. Gains meaning by listening

Benchmark: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said

A.2. Follows two- and three-step directions

Benchmark: Child has mastery of two-step directions and usually follows three-step directions

**B. Speaking**

B.1. Speaks clearly enough to be understood without contextual clues

Benchmark: Child's speech is understood by both a familiar and an unfamiliar adult.

**C. Vocabulary**

C.1. Shows an understanding of words and their meanings

Benchmark a: Child has age appropriate vocabulary in several categories and demonstrates a wide variety of words within each category (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe-adjectives and adverbs; and action words-verbs)

Benchmark b: Child has mastery of instructional language of the classroom and objects in the classroom (e.g. same and different, in front of and behind, next to, opposite, below)

Benchmark c: Child understands or knows the meaning of many thousands of words, many more than he or she uses

C.2. Uses an expanded vocabulary to describe many objects, actions, and events

Benchmark a: Child uses a large speaking vocabulary, adding new words weekly

Benchmark b: Child uses category labels (e.g. fruit, vegetable, animal, transportation, tools)

**D. Sentences and Structure**

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order

Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement

D.2. Connects phrases and sentences to build ideas

Benchmark a: Child uses sentences with more than one phrase

Benchmark b: Child combines more than one idea using complex sentences

Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning

### **E. Conversation**

- E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems  
Benchmark: Child demonstrates varied uses of language e.g., requesting, commenting, using manner words, problem-solving)
- E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings  
Benchmark a: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content  
Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself; requests assistance such as asking for help; answers questions such as providing name and address to a police officer or other appropriate adult)
- E.3. Uses appropriate language and style for context  
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)  
Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, appropriate distance in conversation)  
Benchmark c: Child matches language to social contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children)

## **V. Emergent Literacy**

### **A. Emergent Reading**

- A.1. Shows motivation for reading  
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others)  
Benchmark b: Child uses books and other written materials appropriately (e.g., pretends to read, looks at books in an orderly fashion, turns one page at a time, goes from front to back)  
Benchmark c: Child asks to be read to or asks the meaning of written text
- A.2. Shows age-appropriate phonological awareness  
Benchmark a: Child combines words to make a compound word (e.g. “foot” + “ball” = “football”) and deletes a word from a compound word (e.g., “starfish” – “star” – “fish”)  
Benchmark b: Child combines syllables into words (e.g. “sis” + “ter” = “sister”)  
Benchmark c: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)  
Benchmark d: Child combines onset and rime to form a familiar one-syllable word with pictorial support (e.g. when shown several pictures, and adult says “c” + “at”, child can select the picture of the cat)
- A.3. Shows alphabetic knowledge  
Benchmark a: Child recognizes almost all letters by name (e.g., when shown a group of letters, can accurately identify the letter that is named)  
Benchmark b: Child names most letters (e.g., when shown a letter, can accurately say its name)  
Benchmark c: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes)  
Benchmark d: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given)
- A.4. Shows understanding of text read aloud

Benchmark a: Child retells or reenacts story after it is read aloud

Benchmark b: Child 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...?”)

## B. Emergent Writing

B.1. Shows motivation to engage in written expression

Benchmark: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)

B.2. Uses letter-like shapes, symbols, and letters to convey meaning

Benchmark a: Child independently uses letters or symbols to make words or parts of words

Benchmark b: Child writes own name (first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters

B.3. Demonstrates age-appropriate ability to write letters

Benchmark: Child independently writes some letters on request

B.4. Shows knowledge of structure of written composition

Benchmark: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear” or the idea that a story has a beginning, middle, and end)

## VI. Cognitive Development and General Knowledge

### A. Mathematical Thinking

#### A.a. ~~Mathematical Processes~~ Number

~~A.a.1. Begins to use simple strategies to solve mathematical problems~~

A.a.1. Shows understanding of how to enumerate and construct sets

Benchmark a: Child counts sets up to 15.

Benchmark b: Child constructs sets up to 15.

A.a.2. Shows understanding by participating in the comparison of quantities

Benchmark a: Child compares two sets to determine if they are equal.

Benchmark b: Child compares two sets to determine if one set has more.

Benchmark c: Child compares two sets to determine if one set has less.

A.a.3. Begins to develop an understanding of number sense

Benchmark: Child determines one quantity of objects is a lot more than another quantity of objects.

A.a.4. Assigns and relates numerical representations among numerals, sets, and number words

Benchmark: Child assigns a number to each item or set being counted.

A.a.5. Counts and knows the sequence of number names

Benchmark a: Child counts and recognizes numbers up to 20.

Benchmark b: Child counts up to 31 by understanding pattern of adding by one.

A.a.6. Shows understanding of and uses appropriate terms to describe ordinal positions

Benchmark a: Child demonstrates the concept of ordinal position with concrete elements (e.g., children or objects).

Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).

A.a.7. Demonstrates understanding of one to one correspondence

Benchmark a: Child demonstrates one to one correspondence when counting.

Benchmark b: Child demonstrates one to one correspondence to determine if two sets are equal.

A.e.b. Number and Operations~~A.c.1. Shows beginning understanding of number and quantity~~A.b.1. Shows understanding of how to combine numbersBenchmark a: Child indicates there are more when they add objects together.Benchmark b: Child indicates there are less when they subtract objects.A.b.2. Shows understanding of addition and subtraction using a concrete set of objectsBenchmark a: Child adds and subtracts up to ten using a variety of set sizes.Benchmark b: Child uses mental representation to solve at least smaller number problems (number facts up to 4 or 5).Benchmark c: Child uses external manipulatives to solve larger problems (e.g. fingers, blocks).Benchmark d: Child remembers some number facts.Benchmark e: Child has the ability to check the results with counting.A.b.3. Solves addition and subtraction problems with sets of objects or embedded in story problemsBenchmark a: Child solves addition problems using single sets with objects.Benchmark b: Child solves subtraction problems using single sets with objects.Benchmark c: Child solves addition problems using two sets with objects.Benchmark d: Child solves subtraction problems using two sets with objects.Benchmark e: Child solves addition and subtraction problems presented in story formatA.b.4. Creates the same sum by combining different sets of objects togetherA.b.5. Begins to develop an understanding of division by dividing a group into partsA.b.c. Patterns and Seriation, Relationships, and Functions~~A.b.1. Sorts objects into subgroups that vary by one or two attributes~~~~A.b.2. Recognizes simple patterns and duplicates them~~~~A.b.3. Collects and analyzes information (data analysis)~~A.c.1. Recognizes patterns and non-patterns (e.g. a/b-a/b vs. rainbow)A.c.2. Recognizes pattern units (e.g. a/b, dog/cat, a/b/c, dog, cat, cow)A.c.3. Recognizes and verbalizes the rule that governs the pattern unit (e.g. Child can tell the teacher which element is missing from a pattern, abab b; and verbalizes the rule by saying something like “after an a there is a b” or “Two ‘B’s don’t go together, it has to go ABAB”)A.c.4. Completes the pattern unit by identifying which element is missing (e.g. Finding the missing element in a pattern (abab b))A.c.5. Duplicates patterns with at least 2 elementsBenchmark a: Child duplicates an identical pattern with identical elements.Benchmark b: Child duplicates equivalent patterns with different elements (abab pattern duplicated w/ cdcd).A.c.6. Duplicates patterns with different elements than the original patternA.c.7. Extends patterns (Example needed of specifically the skill is here—is it a/b, a/b/c, a/b/c/d, or a/b/, aabb, aaabbb, or does it matter?)A.c.8. Orders, compares, and describes objects according to a single attributeBenchmark a: Child places objects in increasing order of size where the increasing unit is constant (ex: unit blocks)Benchmark b: Child verbalizes why objects were placed in order (Describes process of how and why)

A.d. ~~Geometry and Spatial Relations~~ (Spatial Relations becomes a separate sub-category)

~~A.d.1. Begins to recognize and describe the attributes of shapes~~

~~A.d.2. Shows understanding of and uses several positional words (moved to A.e.1.)~~

A.d.1. Identifies shapes using accurate terminology

A.d.2. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, rhombus

Benchmark a: Child names each of the two-dimensional shapes (circle, triangle, square, rectangle, oval, rhombus).

Benchmark b: Child categorizes (sorts) each of the two-dimensional shapes.

Benchmark c: Child constructs each of the two-dimensional shapes.

Benchmark d: Child analyzes the number of sides of two-dimensional shapes (need information here about what we mean by analyze, in description & examples).

Benchmark e: Child analyzes the number of angles of two-dimensional shapes.

A.d.3. Understands various three-dimensional shapes, including sphere, cube, tetrahedron

Benchmark a: Child names each of the three-dimensional shapes.

Benchmark b: Child categorizes (sorts) each of the three-dimensional shapes.

Benchmark c: Child constructs each of the three-dimensional shapes.

Benchmark d: Child analyzes three-dimensional shapes by counting the number of faces of three-dimensional shapes.

Benchmark e: Child analyzes the number of sides and angles of three-dimensional shapes.

A.d.4. Compares properties of different shapes (e.g. number of sides, number of angles, number of faces (three-dimensional))

A.d.5. Shows understanding that shapes are equivalent (remain the same) in different orientations

Benchmark a: Child slides shapes.

Benchmark b: Child flips shapes.

Benchmark c: Child rotates shapes.

A.d.6. Shows knowledge that shapes are proportionally similar

Benchmark a: Child composes shapes ( e.g. square becomes two triangles or four squares or rectangles; two squares become rectangles; hexagons become rhombus, trapezoids or triangles) (GIVE EXAMPLES AND NON-EXAMPLES).

Benchmark b: Child decomposes shapes (GIVE EXAMPLES AND NON-EXAMPLES).

A.d.7. Analyzes and constructs simple symmetries in two-dimensions

Benchmark: Child explores examples of symmetry and non-symmetry through paper folding activities.

A.e. ~~Spatial Relations~~

A.e.1. Shows understanding of and uses several positional words (e.g. above, below, next to, beside, on top of, left, right, inside, outside)

Benchmark a: Child shows understanding of positional words (receptive knowledge).

Benchmark b: Child uses the terms (expressive knowledge): above, below, next to, beside, on top of, left, right, inside and outside.

A.e.2. Describes relative position from different perspectives (e.g. "I am on top of the climber and you are below me.")

A.e.3. Understands and can tell the difference between orientation terms such as horizontal, diagonal, and vertical

A.e.4. Uses mental spatial representation (cognitive maps) to move through space and find places in space

A.e.5. Uses directions to move through space and find places in space (e.g. obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

A.e.6. Uses external spatial representations (external maps) to move through space and find places in space

**A.e.f. Measurement**

~~A.e.1. Orders, compares, and describes objects according to a single attribute~~

A.f.1. Compares continuous quantities along various dimensions

Benchmark a: Child measures using length.

Benchmark b: Child measures using weight.

Benchmark c: Child measures using height.

Benchmark d: Child uses measurement vocabulary associated with the dimensions above.

~~A.e.2. Participates in measuring activities~~

A.f.2. Shows understanding of a developmental sequence in measurement

Benchmark a: Child aligns two objects along a physical dimension such length, weight or capacity.

Benchmark b: Child compares via non-standard reference.

Benchmark c: Child enumerates via iteration (repeating) of a non-standard unit.

Benchmark d: Child uses the inverse relation between the size of the unit and number of units.

A.f.3. Represents and analyzes data

Benchmark a: Child assists with collecting and sorting materials to be graphed.

Benchmark b: Child works with teacher and small groups to represent mathematical relations in graphs, charts, and pictographs.

Benchmark c: Child analyzes, with teacher and small group, the relationship between items/objects represented by charts, graphs, and pictographs.

Benchmark d: Child predicts the results of a data collection, after much practice and multiple experiences over time.

**B. Scientific Thinking**

*B.a. Inquiry*

B.a.1. Asks questions and uses senses to observe and explore materials and natural phenomena

B.a.2. Uses simple tools and equipment for investigation

B.a.3. Makes comparisons among objects

**C. Social Studies**

*C.a. People, Past and Present*

C.a.1. Identifies similarities and differences in personal and family characteristics

*C.b. Human Interdependence*

C.b.1. Begins to understand family needs, roles and relationships

C.b.2. Describes some people's jobs and what is required to perform them

C.b.3. Begins to be aware of technology and how it affects life

*C.c. Citizenship and Government*

C.c.1. Demonstrates awareness of rules

C.c.2. Shows awareness of what it means to be a leader

*C.d. People and Where They Live*

C.d.1. Describes the location of things in the environment

C.d.2. Shows awareness of the environment

**D. The Arts**

*D.a. Expression and Representation*

D.a.1. Uses a variety of art materials for tactile experience and exploration

D.a.2. Participates in group music experiences

D.a.3. Participates in creative movement, dance, and drama

*D.b. Understanding and Appreciation*

D.b.1. Responds to artistic creations or events

## **VII. Motor Development**

### **A. Gross Motor Development**

- A.1. Moves with balance and control
- A.2. Coordinates movements to perform simple tasks

### **B. Fine Motor Development**

- B.1. Uses strength and control to perform simple tasks
- B.2. Uses eye-hand coordination to perform tasks
- B.3. Shows beginning control of writing, drawing, and art tools