



Early Learning Center Benchmarks for Learning

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At the Forman Early Learning Center, a Hillel Academy - JCC preschool, educators and parents partner to develop children into the best little humans they have the potential to be by using a set of individualized benchmarks for learning. These benchmarks develop skills in the following areas:

- Physical Development - Gross Motor Skills
- Physical Development - Fine Motor Skills
- English Language Development
- Academic / Cognitive - Literacy
- Academic / Cognitive - Mathematics and Science
- Daily Living
- Social and Emotional
- Hebrew Language Development
- Academic / Cognitive - Judaism and Midot (values)

These benchmarks direct the experiences taking place with each group of students. The children think they are playing and having fun with their friends and educators. The educators and parents know there is an entire backdrop of rhyme and reason for each activity in which the children participate.

The benchmarks below are organized by skill, starting with those for our youngest children and ending with those for our oldest children. Children develop in these areas at extraordinarily different rates. Three times a year, they are assessed by the ELC Director who shares the data with the teachers and parents. The teachers use this data to continue to drive learning forward in their classes.

Standards & Benchmarks

Physical Development: Gross Motor Skills

Physical Development: Gross Motor Skills	
Standard	Benchmark
Standing	Gets to standing position without support
	Stands on one foot with one hand held
	Stands on other foot with one hand held
	Stands on tiptoes momentarily
	Stands on one foot momentarily (even if not balanced)
	Stand on other foot momentarily
	Stands on one foot for one second
	Stands on the other foot for one second
	Stands on one foot for ten seconds
	Stands on one foot for five second
	Stands on the other foot for five seconds
	Stands on one foot for ten seconds
	Stands on either food for 10 seconds
	Stands on one foot for one second with eyes closed
	Stands on other foot for one second with eyes closed
Walking	Walks alone with hands high to aid balance
	Walks without frequent falling
	Walks well with hands low(at sides) and rarely falls
	Walks erect with arms swinging
	Walks sideways 2 steps
	Walks backward two steps
	Walks backward four steps
	Walks backward a distance of 6 feet
	Walks on tiptoes three steps

	Walks on tiptoes four steps
	Walks forward on a straight line distance of 6 feet
	Walks forward heel-to-toe three steps
	Walks forward heel-to-toe four steps
	Walks forward heel-to-toe five steps
	Walks up stairs, alternating feet, while holding rail
	Walks down stairs, alternating feet while holding rail
	Walks forward on a straight line heel-to-toe a distance of 6 feet
	Walks up stairs, alternating feet, while holding rail
	Walks backward toe-to-heel four steps
Climbing	Creeps up stairs
	Creeps down stairs backwards
	Walks up stairs, alternating feet, with one hand held
Running, Skipping, Galloping	Runs , but not necessarily in a coordinated manner
	Runs with flight phase * (nonsupport phase)
	Runs well, stopping and starting with ease
	Runs, leaning forward with most of the weight on balls of feet and with arms swinging more at sides that outward
	Skips on one foot
	Gallops, perhaps with poor coordination
	Runs 50 yards in 45 seconds
	Runs 50 yards in twelve seconds
	Skips, alternating feet
Jumping	Attempts jump with one hand held
	Attempts jump without hand held
	Jumps with at least one foot leaving floor
	Jumps off floor with both feet
	Jumps over small objects
	Jumps with both feet together (broad-jumps) a distance of 2 inches
	Jumps four consecutive jumps

	Jumps with both feet together over object or string 2 inches high
	Jumps with both feet together a distance of 10 inches
	Jumps forward 10 times
	Jumps backward once
	Jump rope three consecutive jumps
	Jumps backward two consecutive jumps
Hopping	Hops once on preferred foot, with one hand held for balanced support
	Hops one hop on preferred foot
	Hops three hops on the preferred foot
	Hops five hops on the preferred foot
	Hops one hop on other foot
	Hops two hops on other foot
	Hops five hops on preferred foot
	Hops three hops on the other foot
	Hops five hops on the other foot
	Hops a distance of 10 feet on preferred foot
	Hops a distance of 10 feet on other foot
	Hops a distance of 50 feet on preferred foot
	Rolling and throwing
Hurls tennis ball(throws ball with very little coordination, perhaps does not release at the right time, or does not follow ball visually)	
Throws playground ball with both hands from an overhead position	
Throws playground ball by holding ball above shoulders, using almost exclusively arm movement, not changing in feet position and with little or no body rotation	
Throws tennis ball a distance of 10 feet	
Throws playground ball by holding ball behind head, with horizontal rotation of the body and with feet stationary	
Throws playground ball by holding both hands behind head, with body rotation and with step a forward	
Throws tennis ball a distance of 20 feet	
Kicking	Rolls playground ball by pushing foot against it but without using a backward leg swing

	Kicks, flexing lower leg on backward swing with little or no movement of the arm in opposition to the leg
	Walks up to and kicks a stationary playground ball
	Kicks playground ball with definitive backward and forward leg swing and with definitive arm movement in opposition to the leg
	Does a coordinated kick with good backward and forward leg swing, movement of the arm (in opposition to the leg), and follow through
	Does a coordinated kick with good backward and forward leg swing, movement of the arm (in opposition to the leg) and follow through
Balancing on a beam	Walks balance beam with both hands held
	Walks forward using hands to aid balance
	Walks balance beam with hands at side
	Walks balance beam heel to toe
Catching	Catches bounced playground ball by hugging it to body
	Catches bounced playground ball with hands and chest
	Catches thrown playground ball by scooping under the ball and trapping it to the chest
	Catches thrown playground ball with both hands
	Catches bounced playground ball with hands and chest
	Catches thrown playground ball with both hands and arms extended
	Catches bounced tennis ball with both hands

Physical Development: Fine Motor Skills

Physical Development: Fine Motor Skills	
Standard	Benchmark
General eye/finger/hand manipulative skills	Puts objects such as blocks into a container Takes objects such as blocks out of a container Grasps and releases objects easily and automatically
	Unwraps loosely wrapped small objects
	Holds container with one hand and releases objects, such as blocks, into it with the other hand
	Deliberately dumps or pours objects from container
	Turns knobs

	Imitates scribble
	Turns reachable door knob to open door
	Nests or stacks objects that are graduated in size
	Uses one hand consistently in most activities
	Moves fingers independently
	Wiggles thumb in imitation
	Folds paper in half, may be imprecise
	Sorts dissimilar objects
	Hammers nail holding happier near its head
	Sorts objects of three colors
	Sorts two shapes
	Sorts three shapes
	Sews through holes in sewing card
	Sorts coins of two denominations
	Folds paper diagonally and creases it
	Sorts objects by composition
	Uses pencil sharpener
	Ties knot in string
	Builds structure with blocks or other manipulative materials
Builds tower with blocks	Attempts to build a tower
	Builds a 2 block tower
	Builds a 3 block tower
	Builds a 4 block tower
	Builds a 5 block tower
	Builds a 6 block tower
	Builds a 7 block tower
	Builds an 8 block tower
	Builds and eleven tower block
	Builds a twelve tower block
	Builds and eleven tower block

	Builds a twelve tower block
Early handwriting skills	Attempts to scribble, strokes are not controlled and most go off the paper
	Scribbles with crayon, strokes are not purposeful or well controlled and frequently lose contact with the paper
	Scribbles with crayon; strokes are purposeful or well-controlled so seldom lose contact with paper
	Holds crayon (or pencil) with fingers, perhaps incorrectly, with hand not fisted
	Uses one hand consistently
	Draws somewhat recognizable picture that is somewhat meaningful to the student, but perhaps not meaningful to adult
	Traces along vertical line
	Traces along horizontal line
	Draws, names, and describes a recognizable person
	Grasps pencil correctly between thumb and fingers
	Traces capital letters
	Copies uppercase letters
	Copies first name
	Colors within lines
Copies forms	Vertical line
	Horizontal line
	Circle
	Copies a plus sign
	Copies an X
	Copies a square
	Rectangle
	Triangle
Draws a person	Head
	Eyes
	Legs
	Mouth
	Arms

	Hair
	Nose
	Head
	Eyes
	Legs
	Mouth
	Arms
	Hair
	Nose
	Trunk
	Hands
	Feet
	Neck
	Ears
	Shoulders
Cuts with scissors	Places scissors on fingers and holds comfortably and correctly
	Opens and closes scissors
	Snips or makes small cuts in paper
	Holds paper for cutting
	Cuts five inch piece of paper in two
	Cuts five inch line within ½ inch limits
	Cuts triangle with two inch sides within ½ inch limits
	Cuts 5 inch circle within ½ inch limits
	Moves paper while cutting
	Cuts 5 inch circle within ¼ inch limits
	Cuts 5-inch curving line with ¼-inch limits

English Language Development

English Language Development	
Standard	Benchmark
Prespeech receptive language	Follows directions accompanied by conventional gestures
	Understands the request <i>Give Me</i> Accompanied by gesture
	Gesture in response to “where” questions
	Points to familiar objects when requested
	Uses consistent vocalization for objects (vroom for car, moo for cow)
	Communicates at least 5 times per minute
Prespeech expressive language	Points to objects to draw adults attention to it
	Imitates sounds or words
	Uses meaningful one word utterances
	Initiates communication at least one time per minute
	Waves bye-bye
	Uses rising intonation of vocalizations to ask questions in pretend talking
	Nods head for yes
	Pretends talks with some real words
	Answers simple questions using gestures and/or vocalizations
	Combines gestures and utterances to make wishes known
	Communicates at least 2 times per minute
	General speech and language development
Says real words(at least one other word besides mama or dada)	
Has an expressive vocabulary of at least 10 words	
Calls at least one person by name	
Responds with <i>yes</i> or <i>no</i> to questions regarding his/her wants or needs	
Repeats phrases	
Has an expressive vocabulary of at least 25 words	
Uses two or three words in combination	
Uses the word NO to indicate refusal	
Uses subject predicate phrases	
Asks for food when hungry	

Refers to self by name
Uses words ending in s to indicate more than one
Uses words with the suffix <i>ing</i>
Uses personal pronouns I and me
At least 50% of speech is intelligible
Has a mean length utterance of 2 or more
Vocalizes toileting needs
Uses the words my and mine to indicate possession
Uses past tense
Asks simple questions
Has a mean length utterance of 3 or more
At least 75% of speech is intelligible
Responds to simple yes or no questions related to visual information
Uses possessive nouns
Uses pronouns to refer to others
Asks "where" questions
Asks "why" questions frequently
Speaks in sentences of at least two words
Speaks in sentences of at least three words
Knows first name
Knows last name
Uses simple sentences with pronouns
Answers "who" sentences
Uses negative phrases
At least 90% of speech is intelligible
Answers "why" questions
Asks "when" questions
Asks "how" questions
Uses prepositions (other than in, on)
Answers "where" questions

	Uses irregular plurals (men, people, mice, etc)
	Speaks in sentences of at least four words
	Uses some conjunctions
	Defines simple words
	Asks definitions of words
	Can describe differences between objects
	Can describe similarities between objects
	Participate in conversation by taking turns
	Exhibits reciprocity and maintains the topic of a conversation
	Uses words related to a sequence
	Uses the words tomorrow and yesterday
	Answers the "telephone", takes simple message, and delivers it
Length of sentences	Speaks using one word meaningful utterances
	Speaks in sentences of at least five words
Follows verbal directions	Follows one step directions
	Follows two step directions
	Follows three step directions
	Move toward/away from
	Place it in the center/corner of a square
Knows personal information	gender
	Age
	Name of City/Town
	Name of siblings
	Birthday (month and day)
	Names of parents / caregivers
	Name of School
	Teacher's Name
Identifies pictures (points)	Cat Dog Car
	Apple Key Airplane Man(daddy)

	girl (sister) woman (mommy) boy tree bird cup
	sock pencil
	Crossout those not identifiable: Boat Scissors Kite Wagon Ladder Fish Duck Snake Leaf
	Crossout those not identifiable: Owl Nail
Names pictures	Cat Dog Car
	Apple key airplane man (daddy)
	girl (sister) woman (mommy) boy tree bird cup
	Crossout those not identifiable: Boat Scissors Kite Wagon Ladder Fish Duck Snake Leaf
	Crossout those not identifiable: Duck Snake Leaf
	Crossout those not identifiable: Owl Nail
Identifies parts of the body (points)	Eyes Nose Mouth Hair
	feet ears head tongue teeth legs fingers arms
	toes stomach neck back
	Crossout those not identifiable: Knees Thumbs Fingernails Chin Elbow
	Crossout those not identifiable: Chest Shoulder Jaw
	Crossout those not identifiable: Heels Ankles Hips Wrists Waist
Identifies parts of the body (names)	Eyes nose mouth hair
	Feet ears head tongue teeth legs fingers arms
	toes stomach neck back
	Crossout those not identifiable: Knees Thumbs Fingernails Chin Elbow
	Crossout those not identifiable: Chest Shoulder Jaw
	Crossout those not identifiable: Gray
Matches colors	red blue
	Green yellow orange purple

	Crossout those not identifiable: PInk White Black Brown Gray
Identifies colors by pointing	Crossout those not identifiable: Red Blue Green Yellow Orange Purple
	Crossout those not identifiable: PInk White Black Brown Gray
Identifies colors (Naming)	Crossout those not identifiable: Red Blue
	Crossout those not identifiable: PInk White Black Brown Gray
Understands directional/positional Concepts	close/open front/back in/out up/down
	Behind/ In front of
	Bottom/ top
	Over/under
	Low/high
	Forward/backward
	Away from/toward
	Above/below
	Center / corner
	Right / left (of self)
Understands qualitative concepts	Big/little
	Full/empty
	Tall/short
	Fast/slow
	All/none
	Long/short
	Large/small
	Thick/thin
	More/less
Many/few	
Classifies objects into categories	Crossout those not classified: Animals Vehicles Clothing Foods

	Crossout those not classified: Pets Dishes
	Crossout those not classified: Numbers Things to read Fruits Vegetables
Knows uses of objects	Care bed chair
	Stove coat
	Crossout those not known: Pencil Dishes Book Phone Scissors Key
	Crossout those not known: Refrigerator house airplane
	Crossout those not known: Clock
Repeats numbers	Repeats two numbers
	Repeats three numbers
	Repeats four numbers
	Repeats four numbers
Repeats sentences (with picture stimuli)	Five syllables
	Repeats a sentence of six syllables with picture stimulus
	Ten syllables
Repeats sentences (without picture stimuli)	Two syllables three syllables four syllables
	Uses prepositions
	Uses irregular plural pronouns
	Crossout those not repeated: Five Six
	Crossout those not repeated: Ten syllables Eleven syllables
Uses meaningful language in context	Compares objects that are in the picture

Academic / Cognitive: Literacy

Standard	Benchmark
Uses meaningful language in context	Tells what is happening in the picture
	Anticipates events in the picture
	Uses time concepts in the picture
Response to and experience with books	Turns a picture book right side up
	Indicates a desire to be read a book
	Says unique sounds or words at pictures in books
	Has a favorite book
	Repeats familiar phrases
	Listens to stories when read to him/her individually
	Looks at pictures selectively
	Pretends to read to doll or action figure or self
	Selects a book at nap time
	Attends for 3-5 minutes
	Turns stiff pages individually
	When read a familiar book, points to a picture and tells what it is
	Points to pictures of animals or common objects when requested
	Points to and tries to make simple pictures
	Notices mistakes made deliberately by reader
	Asks to have pictures named
	Understands open and close
	Is interested in read-to-me books
	Imitates phrases in a book with repetition
	Protests when reader gets a word wrong in a familiar story
	Asks questions about stories
	Labels actions in familiar books (without hints)
	Makes pertinent comments about stories
	Talks about action in books
Takes part in reading by filling in words and phrases	
Has several favorite books	

	Knows the front and back of a book
	Talks about story characters
	Talks about story events
	Notices finger tracing
	Sings songs or recites nursery rhymes
	Knows parts of a book: beginning, middle, end
	Knows parts of a page: top, bottom
	Gains information from books about real things
	Tries to read books from memory
	Follows along in a book being read
	Asks to have specific words read
	Tells the context of the story but may confuse facts
	Recognizes own name written on paper
	Points to a picture that has been described
	Describes settings (where or when)
	Retells the story from a picture book, recalling at least two parts of the story (beginning, middle, end)
	Understands that English text progresses from left to right
	Trails words with finger
	Turns a non-picture book right side up
	Points to words as they are read
	Retells a story with a beginning, middle, and end
	Distinguishes between fantasy and reality
	Talks about characters' feelings
	Anticipates events in stories
Identifies common signs	Crosscut those not identifiable: Wait/Don't Walk sign Stop sign Bathroom door sign Danger sign Walk sign Bus Stop sign Pedestrian Crossing sign Handicapped Accessible sign School Bus sign Fire Alarm sign Wet Floor sign Railroad Crossing sign Exit sign No Parking sign
	Crosscut those not identifiable: Wait/Don't Walk sign Stop sign Bathroom door sign Danger sign Walk sign Bus Stop sign Pedestrian Crossing sign

	Handicapped Accessible sign School Bus sign Fire Alarm sign Wet Floor sign Railroad Crossing sign Exit sign No Parking sign
Blends word parts into one word	Crossout those not identifiable: Base + Ball = Baseball Sail + Boat = Sailboat Cup + Cake = Cupcake
	Crossout those not identifiable: Base + Ball = Baseball Sail + Boat = Sailboat Cup + Cake = Cupcake Go+ing= going po+ny= pony spi+der= spider
	Crossout those not identifiable: Grand + Fa + Ther = Grandfather Com + Put + Er = Computer Va + Ca + Tion = Vacation But + Ter + Fly = Butterfly News + Pa + Per = Newspaper
Identifies blended word parts as words	Crossout those not identifiable: Mail + Box = Mailbox Pan + Cake= Pancake
	Crossout those not identifiable: Ta+ble Pen+cil Car+rot Ham+mer
	Crossout those not identifiable: Butterfly = But + Ter + Fly Newspaper = News + Pa + Per
Discriminates beginning sounds	Go-so rain-rain job-job pig-big fan-van
Discriminates end sounds	Sick-sit red-red bus- buzz seed-seal pass-pass
Auditory Discrimination	Crossout -medial sounds not discriminated (long vowels): Read - Road (not same) Bake - Bake (same) Nose - Nice (not same) Mane - Mine (not same) Tune - Tune (same)
	Crossout -medial sounds not discriminated (short vowels): Pet - Pet (same) Bug - Big (not same) Sack - Sack (same) Stop - Step (not same) Thank - Think (not same)
Visual discrimination forms	Line 1 (animals) Line 2 (squares) Line 3 (rectangles) Line 4 (circles) Line 5 (triangles) Line 6 (lines)
Visual discrimination	Crossout -lowercase letters not identified: o c c n b
	Crossout -words not identified: can men on was
Visual discrimination uppercase letters	Line 1 (LLOL) Line 2 (AIAA) Line 3 (PDDD) Line 4 (UUUV) Line 5 (YXYY)

Recites alphabet	Crossout letter of first mistake: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Matches uppercase letters	Crossout mistaken letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Matches lowercase letters	Crossout mistaken letters: a b c d e f g h i j k l m n o p q r s t u v w x y z
points to lowercase letters	Crossout mistaken letters: a b c d e f g h i j k l m n o p q r s t u v w x y z
Names lowercase letters	Crossout mistaken letters: a b c d e f g h i j k l m n o p q r s t u v w x y z
Prints uppercase letters in sequence	Crossout mistaken letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Prints uppercase letters in sequence from memory	Crossout mistaken letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Prints first letter of first name	
Prints first name	
Prints last name	
Prints personal information	Crossout words not identified: Age Telephone Number Middle Name
Identifies pictures that rhyme	Crossout those not identifiable: Hat-bat tree-bee rock-sock coat-goat star-car chair-pear Wheel-seal snake-cake fox-box kitten-mitten carrot-parrot
	Crossout words not identified: Kitten - Mitten Carrot - Parrot
Segments words into parts	Crossout those not identifiable: Backpack bathtub doorbell
	Crossout words not identified: Window = win + dow Monday = mon + day Pumpkin = pump + kin
Identifies beginning sounds	Crossout those not identifiable: Sun Bird Fish Pig Van
	Crossout sounds not identified:

	/n/ = nose /j/ = jar /r/ = rake /k/ = kite /t/ = turtle
Matches Beginning Sounds and Letters with Pictures	Crossout words not identified: B = bike, box H = hand, horse S = seal, saw M = mitten, mouse W = wagon, web F = feather, fox L = lamp, leaf T = table, tent C = cart, camel D = desk, dog P = parrot, penguin N = nail, nest R = rabbit, rope G = goat, guitar
Identifies blended phonemes as words	Crossout those not identifiable: Boat hat fish rose lamp seal pen mop kite bed
	Crossout words not identified: /b/ /o/ /t/ = boat /h/ /a/ /t/ = hat /f/ /i/ /sh/ = fish /r/ /O/ /z/ = rose /l/ /a/ /m/ /p/ = lamp /s/ /E/ /l/ = seal /p/ /e/ /n/ = pen /m/ /o/ /p/ = mop /k/ /l/ /t/ = kite /b/ /e/ /d/ = bed /b/ /a/ /g/ = bag
Identifies blended phonemes as words	Crossout words not identified: /b/ /o/ /t/ = boat /h/ /a/ /t/ = hat /f/ /i/ /sh/ = fish /r/ /O/ /z/ = rose /l/ /a/ /m/ /p/ = lamp /s/ /E/ /l/ = seal /p/ /e/ /n/ = pen /m/ /o/ /p/ = mop /k/ /l/ /t/ = kite /b/ /e/ /d/ = bed /b/ /a/ /g/ = bag
Reads basic vocabulary words	Crossout words not identified: a go is can yes my do
Reads basic vocabulary words	Crossout words not identified: run so of fast

Academic / Cognitive: Mathematics and Science

Academic / Cognitive: Literacy	
Standard	Benchmark
Understands number concepts	Just one
	One more
	Crossout those not identifiable: Two Three Four
	Crossout those not identifiable: Five six seven
Counts by rote without error to	3 5 10 20
Compare different amounts	1 vs 3
	5 vs 2
	9 vs 4 (e.g. marbles)

	8 vs 9 (e.g. stars)
Identifies shapes (by pointing)	Crossout those not identifiable: Circle Square
	Crossout those not identifiable: Triangle rectangle
	Crossout those not identifiable: Diamond
Names shapes	Crossout those not named: Triangle Rectangle
Matches shapes	Crossout those not identifiable: Diamond
Sorts objects (by size, color, shape)	Sorts by one attribute
	Sorts by one attribute like blue Sorts by two attributes like large blue
	Sorts by two attributes (crossout those not identified): Large blue Small circles
	Sorts by three attributes (crossout those not identified): Large red circles Small blue squares
Recognizes quantity without counting	Crossout those not identifiable: Three five six eight
	Crossout those not identifiable: Eight Nine
Solves word problems using picture prompts	Are there enough tennis balls so that each dog can have a tennis ball? How many more tennis balls do we need so that each dog can have a tennis ball? Are there enough caps for each child? How many more caps do we need so that each child can have a cap?
Knows money	Penny nickel dime quarter dollar bill
Understands time knows time of day for specific daily activities (morning, afternoon, night)	When do you eat breakfast? When do you go to bed? When do you eat dinner? When do you see the moon and stars? When do you go to school?
Sequences	Sequences five daily activities and tells time of day (Example: I wake up and go to school in the morning. I eat snack and play at school. I go home in the afternoon. I go to bed at night.)
Understands five senses	Sight: We see with our _____ Hearing: We hear with our _____ Taste: We taste with our _____ Smell: We smell with our _____

	Touch: We touch/feel with our _____
Distinguishes between living and non living with picture support	Crossout those not identifiable: Boy chair yo-yo tiger baseball bat goat kite woman
Matches quantities with numerals	Crossout those not identifiable: 2 1 4 3 5
	Crossout those not identifiable: 7 8 6 9 10
Understands ordinal position	Crossout those not identifiable: First Last Second
Reads Numerals	Reads numerals to: 5 10
Knows missing numerals in sequences	Names numeral missing from a sequence of three numerals. Crossout those not identifiable: 1. 3, X, 5 2. 7, X, 9 3. 1, 2, X 4. 7, 8, X
Determines total of two Sets	Crossout those not identifiable: 3 4 5 6
Knows addition facts	Crossout inaccuracies of addition facts with sums to: 4 6 8 10
Tells value of coins and dollar bill	Crossout those not known: One cent Five cents Ten cents Twenty-five cents
Understands time and reads a clock	Differentiates between the little and big hands on a clock
	Tells time to the hour
	Tells time to the half-hour
Understands weather concepts	Knows what to wear in different types of weather ... eressout inaccurate responses: Snowing Sunny Raining Windy
understands The five senses	Names the sense used to explore a living thing or an object: Sight Hearing Taste Smell Touch
Distinguishes between living and non-living things	Crossout those not known: Turtle Box Car Pancakes Airplane Fish
Identifies plants and animals	Crossout those not known: Grass Lizard Cactus

Daily Living

Daily Living	
Standard	Benchmark
Feeding/Eating	Chews and swallows solid food
	Controls drooling
	Holds cup with both hands and drinks with assistance
	Lifts cups/glass from table to drink
	Holds cup/glass with both hands and drinks, without assistance
	Returns cup to table after drinking
	Asks for food when hungry
	Manipulates spoon to "scoop" food
	Takes spoon from plate to mouth with some spilling
	Uses straw to drink
	Holds cup with one hand and drinks
	Chews with ease and rotary motion
	Inserts spoon in mouth without turning it upside down, moderate spilling
	Inserts spoon in mouth without turning it upside down, little or no spilling
	Uses fork for eating
	Spoon-feeds without spilling
	Uses side of fork for cutting soft food
	Uses napkin
	Holds fork in fingers (not fist)
	Uses knife for spreading
Uses knife for cutting soft foods	
Undressing	Cooperates in undressing
	Removes socks
	Assists in undressing
	Removes shoes
	Removes coat

	Removes shirt
	Removes pull-down clothing
	Undresses self by may need help with pull-over clothing
	Removes some pull over clothing
Dressing	Cooperates in dressing
	Assists in dressing
	Puts on front-opening, sleeved garment if it is positioned so that arms can be placed in correct sleeves
	Puts on short-sleeved garment with opening in front (shirt)
	Puts on long-sleeved garment with opening in front (coat or shirt)
	Puts on front-opening, pull-up garment if it is positioned so that feet can be placed in the correct legs
	Puts on short-legged garment with opening in front (shorts)
	Puts on long-legged garment with opening in the front (pants)
	Puts on shoes (may be on wrong feet)
	Puts on pull-up garment that has elastic waist band
	Dresses with little supervision, except for help with difficult fasteners (sometimes clothing may be on backward)
	Dresses with little supervision, except for help with difficult fasteners
	Puts on shoes (each shoe on correct foot)
	Dresses self, putting all clothes on correctly and fastening all fasteners
Unfastening	Unzips front non separating zipper
	Unbuttons front buttons
	Unties bows
	Unsnaps front snaps
	Unzips front separating zipper
	Unsnaps front snaps
	Unzips front separating zipper
Fastening	Buttons large front buttons
	Snaps front snaps
	Zips from non-separating zipper

	Buttons small front buttons
	Buckles belt or shoes
	Attempts to tie shoes
	Zips front separating zipper
Toileting	Is usually dry after a nap
	Indicates wet or soiled diaper or pants
	Has regular bowel movements
	Begins to anticipate and communicate toileting needs
	Anticipates and verbalizes/communicates toileting needs fairly consistently
	Gets on potty by self, but may need help with clothing
	Has bowel control (occasional accident)
	Has bladder control (occasional accident)
	Distinguishes between urinating and having a bowel movement and communicates each need differently
	Climbs onto toilet seat
	Has firmly established toileting skills (rarely has an accident)
	Pulls down pants when he/she needs toileting
	Urinate without toileting assistance
	Stays dry at night if toileted in evening
	Attempts to wipe self
	Cares for toileting needs, may need help wiping
	Flushes toilet
	Manages clothes adequately on own when toileting
	Wipes self independently
	Recognizes and acts upon toileting needs
	Cares for toileting needs, may need help wiping
	Flushes toilet
	Manages clothes adequately on own when toileting
	Wipes self independently
	Recognizes and acts upon toileting needs

	Totally care for toileting needs, including flushing toilet and washing and drying hands
	Totally cares for toileting needs, including flushing toilet and washing and drying hands
Bathing	Cooperates in drying and washing hands
	Dries hands, but may need assistance
	Washes hands, but may need assistance using soap efficiently
	Dries hands without assistance
	Dries face, but may need assistance
	Washes hands with soap without assistance
	Washes face but may need assistance
	Turns faucet on and off without assistance
	Knows which faucet is for hot and which faucet is for cold
	Adjusts water temperature with adult assistance
	Dries face without assistance
	Washes hands with soap without assistance
	Washes face without assistance
	Bathes self with assistance
	Dries self without assistance
Grooming	Willingly allows nose to be wiped
	Begins brushing teeth, but may need much assistance
	Wipes nose when asked to do so
	Brushes teeth but may need assistance
	Rinses mouth and expels water
	Combs hair but may need assistance
	Brushes hair but may need assistance
	Brushes teeth without assistance
	Combs / brushes hair without assistance
	Wipes nose without verbal cue
Knows what to do in different situations	What do you do when you are (cross-out those not known): You are: Hungry Sleepy Cold Thirsty Sick Cut your finger? The room is dark?

	Your hands are dirty?
	What do you do when you are (eross-out those not known): Your shoes are untied? When it is raining and you want to go outside? What would you do if a stranger offered you candy? What do you do when you want to cross the street?
	What do you do when you are (eross-out those not known): See a house on fire? Cough or sneeze?
Classroom chores	Returns chairs to table if moved Returns materials and toys to proper place after use
Safety	Is cautious crossing the street Can be depended upon to stay in a designated area
Knows what community helpers do	Grossout those not known: Doctors Librarians Firefighters Police Officers Mail Carriers Dentists
Knows where to go for services	Grossout those not known: When we are very sick? To buy bread? To buy milk? To see animals, like tigers and bears? To buy clothes? To buy medicine?

Social and Emotional Development

Social and Emotional Development	
Standard	Benchmark
Relationships with adults	Shows interest in activities with others
	Explores and returns to parent/ caregiver
	Demonstrates pride in response to praise
	Follows gaze of another person
	Watches faces for emotional cues
	Is warmly responsive to adults
	Engages with an adult by doing an activity for five minutes
	Demonstrates warmth when interacting with an adult
	Meets and accepts strangers comfortably (in a known environment with safe teachers/parents)
	Interacts with adults respectfully
	Responds appropriately to directions from adult
	Shares feelings with adult when upset or sad

	Shares feelings with adult when happy
	Asks an adult for guidance when he/she needs help
	Enjoys sharing information about self with an adult
Play and relationship with peers	Imitates actions of others
	Begins to link objects to functional relationships
	Takes favorite toy/object to bed
	Initiates interactions with other students
	Engages in play that extends beyond self--brushes doll's hair, feeds doll, feeds mother
	Engages in a simple game with others--rolling a ball back and forth
	Engages in pretend play----pretends to eat, sleep or drink from a cup
	Plays differently with different toys
	Imitates environmental sounds during play
	Imitates motions of an object
	Begins to take turns
	Imitates another student's actions
	Matches toys that go together in play
	Plays alone in the presence of other students (parallel play)
	Identifies self with students of same age and gender
	Watches other students play and joins briefly
	Imitates self doing something, such as crying or eating
	Begins to play with other students with adult supervision
	Uses a doll other toy to act out a scene
	Is aware of and curious about gender differences
	Engages in domestic make-believe play, imitating an adult activity for five minutes
	Engages in domestic make-believe play, imitating an adult activity for ten minutes
	Engages in domestic make-believe play, imitating an adult activity for fifteen minutes
	Engages in domestic make-believe play, imitating an adult activity for twenty minutes
	Plays simple group games, such as Ring Around the Rosy
	Uses blocks or other objects to build simple enclosures such as pens or yards
	Engages in small-group project or activity for at least 5 minutes

	Shows preference for some friends over others
	Forms a temporary attachment to one playmate
	Engages in small group project or activity for at least 12 minutes
	Usually plays cooperatively, but may need adult help
	Prefers companionship of peers to that of an adult
	Takes turns in play without adult supervision
	Has several friends and maybe one special friend
	Plays cooperatively with two or three students for five minutes
	Plays cooperatively with two or three students for 10 minutes
	Plays cooperatively with two or three students for 15 minutes
	Plays cooperatively with two or three students for 20 minutes
	Plays cooperative in large-group games
Motivation and self confidence	Explores with curiosity
	Opens doors or cabinets Explores the environment
	Shows a sense of self as evidenced by wanting less service and dependence
	Shows pride in new accomplishments
	Insists upon doing things for him/herself
	Maintains interest when reading with an adult for at least 5 minutes
	Begins to be aware of so-called good and bad behavior in self
	Begins to be aware of so called good and bad behaviors in others
	Seeks detailed explanations with frequent use of why
	Maintains interest when engaged in small-group activity or project for 10 minutes
	Is eager to comply with class rules and activities
	Demonstrates satisfaction and comfort with self
	Maintains a positive attitude during activities
	Usually remains at a 10-12 minute task until it is time to finish
	Transitions appropriately from one activity to another
	Demonstrates independence in learning activities and tasks
	Likes to finish what he/she starts

	Pushes for autonomy (wants to be independent like an adult)
	Approaches new tasks with confidence
Prosocial skills and behaviors	Helps put things away
	Identifies self with students of same age and gender
	Likes to perform for others
	Describes social behavior using a variety of descriptive words
	Reacts appropriately to change
	Shows pride in new accomplishments and skills
	Listens and Takes Feedback well
	Demonstrates self-confidence
	Demonstrates perseverance
	Gives as well as takes
	Discovers satisfaction from doing things for others
	Shows concerns that playmates are not hurt
	Performs simple errands
	Establishes eye contact when interacting with peers
	Establishes eye contact when interacting with adults
	Greets adults and peers appropriately
	Engages appropriately in conversation initiated by others
	Refuses requests or activities appropriately
	Is truthful when sharing information with others
	Takes turns (with assistance)
	Takes pleasure in doing simple favors for others
	Volunteers to help a peer with an activity without prompting
	Begins to show empathy for others
	Participates well in group activities
	Responds appropriately to criticism
	Understands the need to share and take turns
Reacts to disappointment and failure in an acceptable manner	
Ask adults for permission	

	Reacts appropriately to conflict
	Asks before using another student's toy or things
	Offers apologies for accidents or mistakes

Hebrew Language Development (in development)

Hebrew Language Development	
Standard	Benchmark

Academic / Cognitive: Judaism and Midot (in development)

Academic / Cognitive: Judaism and Midot	
Standard	Benchmark

Cambridge International Curriculum of Advanced Studies

The following standards and benchmarks have been identified by Cambridge to best prepare students for the transition to a rigorous Cambridge International elementary school, like Hillel Academy. ***These standards and benchmarks are already included in the standards and benchmarks listed above that are taught in the Forman Early Learning Center, a Hillel Academy - JCC program.***

Language Arts	
Standard	Benchmark
Reading	Developing awareness of sound structures in spoken words, e.g. <ul style="list-style-type: none"> ● clapping syllables ● recognising rhyming words.
	Developing early reading skills, including: <ul style="list-style-type: none"> ● distinguishing text from pictures ● understanding that text carries meaning ● understanding that English is read from left to right, and from top to bottom ● understanding that one spoken word corresponds with one written word ● recognising own name ● recognising some simple words in familiar texts.
	Recognising many letters of the English alphabet, and the most common sounds (phonemes) associated with them.
	Beginning to use knowledge of sounds (phonemes) to read single-syllable words with short vowels, including: <ul style="list-style-type: none"> ● simple rhyming strings (e.g. pat, cat, sat, fat, hat).
Writing	Developing early writing skills, including: <ul style="list-style-type: none"> ● forming some letters, e.g. using a finger in the air/sand, a paint brush, a crayon, a pencil ● writing own name ● beginning to write some simple words.
Speaking and listening	Making themselves understood in everyday situations, including: <ul style="list-style-type: none"> ● talking about self and everyday events (including present, past and future events) ● talking about own and others' feelings ● asking simple questions ● using a range of simple vocabulary.
	Listening and responding appropriately in everyday situations, including: <ul style="list-style-type: none"> ● answering simple questions ● following simple verbal instructions ● listening and responding to simple stories and rhymes.

Mathematics/Maths	
Standard	Benchmark
Number	Develop number awareness verbally <ul style="list-style-type: none"> ● counting from 1 saying which number comes next and which number comes before ● as a class, chant numbers forwards and backwards ● singing songs that include numbers.
	Recognise numbers from 1 to 10 <ul style="list-style-type: none"> ● numbers around the school, at home or in the community ● counting objects ● counting things that cannot be touched e.g. sounds made using a drum ● 'touch-counting' a set of objects (understand that the last number counted gives its name to the whole counted set) ● one to one correspondence

	<ul style="list-style-type: none"> ● share objects into two equal groups in a play context. <p>Recording numbers</p> <ul style="list-style-type: none"> ● mark-making to represent the number of toys in a collection ● attempts at creating symbols to represent numbers. <p>Beginning to use knowledge of sounds (phonemes) to read single-syllable words with short vowels, including:</p> <ul style="list-style-type: none"> ● simple rhyming strings (e.g. pat, cat, sat, fat, hat). <p>Use beads or counters to make repeating colour patterns</p> <ul style="list-style-type: none"> ● say what colour would come next in their own or others' patterns.
Geometry and measurement	<p>Name and sort commonly found at school or home</p> <ul style="list-style-type: none"> ● 2D shapes ● 3D shapes. <p>Use everyday language of direction and distance to describe movements of objects or self.</p> <p>Compare lengths or mass of objects using words such as longer, shorter, taller, bigger, smaller, lighter, heavier etc.</p> <p>Name units of time</p> <ul style="list-style-type: none"> ● days of the week ● yesterday, today, tomorrow ● morning, evening.
Statistics and probability	<p>Represent and interpret data using pictorial representations or concrete materials.</p>