



## Prekindergarten Exit Outcomes

These outcomes were developed based on our understanding, experiences and knowledge around early childhood development and in consideration of the following resources: NYS Prekindergarten Foundation for the Common Core, Teaching Strategies GOLD and Fountas and Pinnell Pre-K-2 Literacy Continuum.

### Communication, Language, and Literacy

- Recognizes the difference between numbers and letters
- Recognizes first and last name in print
- Knows that print conveys meaning
- Identifies 15 or more capital letters of the alphabet.
- Identifies 15 or more lower case letters, particularly those in own name
- Creates drawings or other graphics to represent an idea or concept
- Dictates an idea that can be written down by an adult
- Clusters letters or letter-like forms to form words or sentences; may or may not be phonetically correct.
- Independently writes some upper and lower case letters, especially those in own name
- Writes a recognizable first name; last name if able
- Demonstrates an awareness that some words begin with the same sound
- Begins to isolate and identify the initial sound in a word
- Produces the correct sound for 10 or more letters
- Recognizes rhyming words
- Produces rhyming words
- 'Reads' some environmental print
- Is able to speak in a complete sentence
- Can retell a story in the correct sequence
- Understands and follows 3 step directions
- Asks and answers questions to further understand and/or acquire new information
- Uses more descriptive language to tell a story
- While looking at a book, is able to orient a book correctly (right side up, front to back) and turn the pages
- Identifies what an author and an illustrator does
- Actively participates in songs and finger-plays



## Cognition and Knowledge of the World

### Mathematics

- Rote counts to 20
- Uses 1:1 correspondence to count objects up to 10
- Identifies numerals 0-10 in random order
- Able to match numerals to a number of a set of up to 5 to 10 objects, and tell how many objects are in the set.
- Identifies, sorts, matches, and describes basic shapes (circle, square, rectangle, triangle)
- Identifies top, middle, and bottom
- Identifies first and last in reference to position
- Makes a simple A/B pattern
- Sorts by different attributes such as color and/or size
- Completes age appropriate puzzles
- Begins to understand attributes of objects such as length and weight
- Begins to understand and use measurement vocabulary (big, small, short, tall, empty, full, heavy, light)
- Begins to understand and use vocabulary that refers to quantity (more, less, equal, total) and that addition is adding to, and subtraction is taking from

### Science

- Names body parts
- Names and explains use of senses
- Uses senses to explore
- Asks why, how, and what if questions (inquiry)
- Makes predictions
- Differentiates between healthy and unhealthy food choices
- Identifies types of weather and seasons
- Identifies and classifies animals and plants
- Identifies properties of materials in nature (rocks, seeds, etc.)
- Compare and categorize objects based on their properties

### Social Studies

- Identifies himself/herself by characteristics (gender, ethnicity, race, language, culture etc)
- Is able to use manners in different settings



- Understands the terms yesterday, today and tomorrow but may not always use in correct context
- Understands roles of community helpers
- Describes their community
- Identifies characteristics of family, family members and their roles
- Describes the roles of the immediate family (those living in the household)
- Describes some of the holidays, food, customs and events related to their own and others' cultures
- Identifies features of their own home and familiar places
- Knows what a map or globe is and some common features of them
- Understands that money is needed for exchange for some goods and services

### The Arts

- Uses a variety of mediums and methods
- Expresses interest in drawings, sculptures, models, and paintings
- Participates in music (listening, singing, performing, instruments)
- Engages in making different rhythm patterns
- Imitates parts of dance or movement activity

### Technology

- Identify the use of technology in their daily life
- Can use a computer to write, draw and explore concepts
- Uses age appropriate computer programs

### Physical Development and Health

#### Fine Motor

- Able to hold a crayon/pencil correctly (pincher grasp-index finger and thumb)
- Able to cut with scissors
- Able to eat with utensils
- Strings small beads
- Demonstrates ability to engage in finger plays
- Buttons, zippers and/or snaps independently
- Builds towers with blocks
- Places small objects in a container
- Traces vertical and horizontal lines
- Prints a recognizable version of his/her first name
- Draws a recognizable picture of a face or person

#### Gross Motor



- Able to kick a large ball
- Able to catch a large ball
- Balances on one foot, hops on one foot
- Climbs stairs using alternate feet
- Peddles on a tricycle
- Walks backwards
- Standing jump
- Runs and walks in a straight line
- Maintains balance during sitting, standing and movement activities

#### Health

- Washes hands independently
- Covers mouth when coughing or sneezing (elbow)
- Toilets independently

#### Social Emotional Development

- Able to appropriately participate in a small and/or large group setting
- Able to describe himself/herself using several different characteristics
- Shares materials and/or takes turns
- Communicates appropriately with peers
- Communicates appropriately with adults
- Regulates his/her feelings
- Appropriately names and expresses emotions
- Able to transition into unfamiliar and familiar settings with assistance of an adult
- Engages in routine activities
- Acts within established rules
- Able to separate from their parent or caregiver
- Identifies self as part of a family
- Seeks out help from familiar adults
- Has an adequate attention span
- Understands the concept of “personal” space