

MELS4.SE1.B1 Follows Rules and Routines

Grade: PK4 Subject: Social/Emotional Month(s): August-May Pre: August Post: May

**Standards**

<b>Report Card Topic</b>	MELS4.SE1.B1	Follows Rules and Routines	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS4.SE1.B1	Follows Rules and Routines	•
<b>Supporting Standards</b>			

\*Click on standard code above to see Item Specifications from DESE and Released Items

**Instructional Ideas/Notes**

		<b>Lesson(s)</b>	<b>Instructional Ideas/Prerequisite Knowledge</b>
<b>Priority Standard</b>	MELS4.SE1.B1	Daily opportunities throughout the day.	
<b>Supporting Standards</b>			<b>This is where we would link supplemental lessons.</b>

**Tasks/Learning Progression**

**Key Vocabulary**

Safe	Rules	Listen		
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**Common Assessments Go to the Scope and Sequence**

MELS4.SE1.B1 Follows Rules and Routines

**Proficiency Scale**

Score	Learning Goal	Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>The student recognizes and follows rules in a variety of settings such as the classroom, recess, assemblies, pick/up and drop/off times with no prompts from the teacher 90% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>You will assess this standard in a variety of settings through observation.</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>The student recognizes and follows rules in a variety of settings such as the classroom, recess, assemblies, pick/up and drop/off times with no prompts from the teacher 80% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>You will assess this standard in a variety of settings through observation.</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>The student recognizes and follows rules in a variety of settings such as the classroom, recess, assemblies, pick/up and drop/off times with no prompts from the teacher 70% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>You will assess this standard in a variety of settings through observation.</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>The student recognizes and follows rules in a variety of settings such as the classroom, recess, assemblies, pick/up and drop/off times with no prompts from the teacher 60% of the time or less.</li> </ul>	<ul style="list-style-type: none"> <li>You will assess this standard in a variety of settings through observation.</li> </ul>

MELS4.SE1.B1 Follows Rules and Routines

MELS4.SE.1.A3 Knows Personal Information

Grade: PK Subject: Social/Emotional Month(s): November-May Pre November Post: May

**Standards**

<b>Report Card Topic</b>	MELS4.SE.1.A3	Knows Personal Information	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS4.SE.1.A	Knows Personal Information	•
<b>Supporting Standards</b>			

\*Click on standard code above to see Item Specifications from DESE and Released Items

**Instructional Ideas/Notes**

		<b>Lesson(s)</b>	<b>Instructional Ideas/Prerequisite Knowledge</b>
<b>Priority Standard</b>	MELS4.SE.1.A3	Circle time, entrance/exit tickets	
<b>Supporting Standards</b>			<b>This is where we would link supplemental lessons.</b>

**Tasks/Learning Progression**

**Key Vocabulary**

First Name	Last Name	Age	Parent	
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**Common Assessments Go to the Scope and Sequence**

MELS4.SE.1.A3 Knows Personal Information

**Proficiency Scale**

A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>The student can tell their first name, last name, one parent name, age, and birthday.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the student what is your first name, what is your last name, what is your mom/dad/caregiver’s name, how old are you, what is your birthday(month and day)?</li> </ul>
<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>The student can name four of the following: first name, last name, one parent name, age, and birthday.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the student what is your first name, what is your last name, what is your mom/dad/caregiver’s name, how old are you?</li> </ul>
<b>2.5</b> No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
<b>Score 2.0</b>	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>The student can name three of the following: first name, last name, one parent name, age, and birthday.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the student what is your first name, what is your last name, what is your mom/dad/caregiver’s name, how old are you?</li> </ul>
<b>1.5</b> Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
<b>Score 1.0</b>	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>The student can name two or fewer of the following: first name, last name, one parent name, age, and birthday.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the student what is your first name, what is your last name, what is your mom/dad/caregiver’s name, how old are you?</li> </ul>

MELS4.SE.1.E1 Sustains Attention to Task (Approaches to Learning)

Grade: PK4 Subject: Social/Emotional Month(s): August-May Pre: August Post: May

**Standards**

<b>Report Card Topic</b>	MELS4.SE.1.E1	Sustains Attention to Task	<b>Expectation Unwrapped</b>
<b>Priority Standard</b>	MELS4.SE.1.1	Sustains Attention to Task (Approaches to learning)	•
<b>Supporting Standards</b>			

\*Click on standard code above to see Item Specifications from DESE and Released Items

**Instructional Ideas/Notes**

		<b>Lesson(s)</b>	<b>Instructional Ideas/Prerequisite Knowledge</b>
<b>Priority Standard</b>	MELS4.SE.1.1	Circle time, Shared Reading, Academic seat time	
<b>Supporting Standards</b>			<b>This is where we would link supplemental lessons.</b>

**Tasks/Learning Progression**

**Key Vocabulary**

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**Common Assessments Go to the Scope and Sequence**

MELS4.SE.1.E1 Sustains Attention to Task (Approaches to Learning)

**Proficiency Scale**

A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b></p> <ul style="list-style-type: none"> <li>• Student sustains attention to task for more than five minutes in a task not of their choosing such as circle time, read alouds, or academic seat time.</li> </ul>	•
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student sustains attention to task for four or more minutes in a task not of their choosing such as circle time, read alouds, or academic seat time.</li> </ul>	•
2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content.		
Score 2.0	<p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Student sustains attention to task for three or more minutes in a task not of their choosing such as circle time, read alouds, or academic seat time.</li> </ul>	•
1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.		
Score 1.0	<p><b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b></p> <ul style="list-style-type: none"> <li>• Student sustains attention to task for two or fewer minutes in a task not of their choosing such as circle time, read alouds, or academic seat time.</li> </ul>	