

Name: _____

Birthday: _____

Date: _____

Brickton Montessori School

Toddler Exit Outcomes

(Check List)

Directions: Please indicate where this student performs for each outcome by writing NY (not yet), IP (in progress) or M (mastery). Explanations of each marking are located at the top of your list of indicators. Please use the indicators for each outcome to understand the outcome more clearly.

1. Personal/Social

- _____ Wants to be helpful
- _____ Learns to say, "Excuse me"
- _____ Knows when to say "please" and "thank you"
- _____ Knows to ask a classmate "May I work with you?"
- _____ Can express likes and dislikes
- _____ Can host a "tea party" and invite a friend to join him/her

Comments:

2. Care of Self

- _____ Can take off and put on a coat or a jacket
- _____ Can take off and put on socks and shoes
- _____ Can take off and put on pants
- _____ Can wash hands with soap
- _____ Can wipe a runny nose (more or less successfully)
- _____ Can use the toilet (more or less successfully)

Comments:

3. Language

- _____ Speaks in intelligible, short sentences
- _____ Says his/her name
- _____ Can name several colors and the basic shapes

Comments:

4. Cognitive Development

- Can match picture to picture
- Can name and point to parts of the body
- Can distinguish hot from cold
- Can tell soft from loud sounds

Comments:

5. Fine Motor

- Can use crayons and chalks
- Can work a 10-piece puzzle
- Can pour dry material
- Can pour water (more or less successfully)
- Can squeeze a sponge
- Can wipe up a spill
- Can work pegboards
- Can use a spoon effectively

Comments:

6. Gross Motor

- Can carry a tray with objects on it

Comments:

Name: _____

Birthday: _____

Date: _____

Brickton Montessori School

Kindergarten Exit Outcomes

(Check List)

Directions: Please indicate where this student performs for each outcome using a 1 to 4 scale (1 = never, 2 = only with adult assistance or cueing, 3 = sometimes/often, 4 = consistently). Further explanations of each marking are located at the top of your list of indicators. Please use the indicators for each outcome to understand the outcome more clearly.

1. Personal/Social

- ____ Exercises self-control on a consistent basis
- ____ Sits still and concentrates
- ____ Solves problems independently
- ____ Solves problems appropriately
- ____ Postpones gratification
- ____ Demonstrates order, responsibility, concentration, independence and persistence on a consistent basis
- ____ Grasps implications of behavior control through such words as “later” and “next”
- ____ Helps to maintain the environment
- ____ Resolves a dispute independently
- ____ Resolves a dispute civilly
- ____ Responds to the needs of the other children
- ____ Is supportive of another child’s learning

Comments:

2. Language

- ____ Listens to a continuing story over time
- ____ Digests and executes a three-part command
- ____ Has age appropriate receptive language skills
- ____ Has age appropriate expressive language skills
- ____ Names words beginning with a sound
- ____ Identifies initial sound of given word
- ____ Identifies final sound of given word
- ____ Identifies some middle short vowel sounds of a three letter phonetic word
- ____ Uses pronouns accurately
- ____ Formulates a question
- ____ Breaks apart familiar words into chunks and reassembles them with parts missing
- ____ Creates stories
- ____ Responds to cadence in a story or poem read aloud
- ____ Rhymes
- ____ Composes words, sentences with the movable alphabet or a pencil
- ____ Reads some short vowel phonetic words

Comments:

3. Mathematics

- Counts quantity and identify symbol from 1-19
- Counts quantity and identify symbol from 20 on
- Sequences quantity and symbol from 1-100
- Identifies quantity and symbol, and associate quantity to symbol (1; 10; 100; 1000)
- Arranges quantity and symbol of 1; 10; 100; 1000, according to the hierarchy of numbers
- Adds two one-digit numbers
- Performs static addition for two complex quantities with materials

Comments:

4. Cultural

- Identifies days of the week
- Associates an event to its appropriate time frame (i.e. Thanksgiving-November, snow-winter)

Comments:

5. Fine Motor

- Zips and buttons clothing
- Ties shoe
- Can hold a writing instrument with proper grip
- Shows coordination and control with a pencil
- Can form letters and numbers based on Brickton's approved form

Comments:

6. Gross Motor

- Walks heel to toe on the line
- Performs silence

Comments:

Brickton Montessori School

Elementary: 6-9 Curriculum

Language

Phonics: Short vowel sounds
Consonant blends
Long vowel sounds
Irregular letter combinations

Spelling

Punctuation

Capitalization

Grammar

Literature Reading

Word Study: Antonyms, Synonyms &
Homonyms
Suffix & Prefix
Contractions
Syllabication
Compound words
Abbreviations
Alphabetizing

Writing: Expository

Descriptive
Narrative
Poetry
Research
Letter

Speaking and Listening Skills

Mathematics

Math facts: Addition
Subtraction
Multiplication

Math operations

& concepts: Addition
Subtraction
Multiplication
Division

Measurement

Money

Fractions

Geometry

Graphing

Number

Comparisons: Odd/Even

Estimation
Greater than/Less than
Sequencing Numbers
Rounding Numbers
Roman Numerals

History/Civics

Study of the timeline of the Earth
Calendars and Clock
Seasons
Study of the Needs of Humans
Community Concepts
World Religions
U.S. History & Holidays

Geography

Map Skills
Study of each continent
Study of the United States
Rocks & Minerals
Inner Earth
Land and Water Forms
Planets, Sun & Moon
Atmosphere

Science

States of Matter
Light
Water
Air
Gravity
Sound
Magnetism
Friction
Weather

Botany

Study of Trees
Study of Plants
Study of Seeds

Study of Fruits & Vegetables
Study of Flowers

Zoology

Classification of Animals
External parts of Vertebrates
External parts of Invertebrates
External and Internal Anatomy

Personal Development

Problem solving skills
Independent thinking
Organizational skills
Monthly Self-Evaluations
Portfolios
Classroom discussions and debates
Participation in community life
Repetition of materials

Interpersonal Development

Conflict resolution
Partner work
Group projects
Community meetings
Establishing ground rules
Jobs
Lunch tables

Auxiliary Subjects

Spanish
Gym
Orff
Group Singing
Art

Brickton Montessori School

Language

Oral Communication

	First Year	Second Year	Third Year
Speech	<ul style="list-style-type: none"> •pronunciation of vowels, consonants, blends •share experiences with other students 	<ul style="list-style-type: none"> •study phonograms for proper enunciation •develop rhythm in speech 	<ul style="list-style-type: none"> •formulate complete, precise and logical replies to questions •uses expression in speaking •expresses ideas with clarity
Auditory Skills	<ul style="list-style-type: none"> •carry out spoken commands •recount sounds heard during silent period 	<ul style="list-style-type: none"> •listen for comprehension 	<ul style="list-style-type: none"> •listens for comprehension •gains meaning by listening •follows multi-step directions
Social Listening	<ul style="list-style-type: none"> •share experiences with classmates 	<ul style="list-style-type: none"> •share experiences with classmates 	<ul style="list-style-type: none"> •develops good listening habits: attention interest in speaker
Appreciative Listening	<ul style="list-style-type: none"> •listen to stories, poems and songs 	<ul style="list-style-type: none"> •listen to music and dramatic readings 	<ul style="list-style-type: none"> •listen and appreciates poetry: mood, rhythm, and rhyme

Written Communication

	First Year	Second Year	Third Year
Spelling	<ul style="list-style-type: none"> •distinguish between names and sounds of letters •distinguishes vowels and consonants •knows some sight words •knows ch, th, sh, ng, nk, a-e, i-e 	<ul style="list-style-type: none"> •knows phonograms: kn, ph, wh, tch, ou, aw, ar, ow, oo long e: ee, ea, ey, y, ie long a: ai, ay, eigh, ea long i: ie, igh, y long o: oa, oe, ow long u: u-e 	<ul style="list-style-type: none"> •masters words related to cultural studies •masters prefixes: meaning and spelling •homonyms •knows phonograms: wor, wr, qu, ir, ur, er, or, oy, oi,

	<ul style="list-style-type: none"> •masters simple phonetic words with double consonants and blends 	<ul style="list-style-type: none"> •understands nouns: plural, regular, irregular •knows verb endings •recognizes classified nomenclature •knows some sight words, irregular spellings 	<ul style="list-style-type: none"> ew, ue, ei, tion, sion •identifies patterns in spelling and uses developing skills in writing
Vocabulary Development		<ul style="list-style-type: none"> •recognizes families of words (live, living, livable) •develops compound words •comprehends descriptive words 	<ul style="list-style-type: none"> •develop skills in word formation: prefixes, suffixes, compound words •distinguish antonyms, synonyms and homonyms •identifies and utilizes descriptive words and phrases
Creative Writing	<ul style="list-style-type: none"> •can write an autobiographical story •develop creative writing of personal experience and stories 	<ul style="list-style-type: none"> •writes an autobiographical sketch •uses descriptive words: adjectives & adverbs •learns simple poems: haiku, limericks •uses alliteration 	<ul style="list-style-type: none"> •distinguish types of paragraphs: <ul style="list-style-type: none"> personal descriptive directive •recognizes elements of narrative, descriptive and expository writing
Functional Writing	<ul style="list-style-type: none"> •constructs short sentences • shares experiences orally •composes questions and answers with another child 	<ul style="list-style-type: none"> •develops sentence structure •learns kinds of sentences: declarative, interrogative, imperative, exclamatory 	<ul style="list-style-type: none"> •write paragraphs: <ul style="list-style-type: none"> topic sentence unity coherence •knows all parts of a letter and format •Uses strategies to draft, revise, and edit written work •identifies and constructs sentences

			<ul style="list-style-type: none"> •identifies and constructs paragraphs
<p>Usage and Research Skills</p>	<ul style="list-style-type: none"> •understands capitalization beginning of sentence proper nouns •alphabetizing •uses correct punctuation: periods & question marks 	<ul style="list-style-type: none"> •uses proper capitalization: titles, months, days, "I" •uses periods at end of sentence and for abbreviations, question marks and exclamation points 	<ul style="list-style-type: none"> •uses correct punctuation commas: words in a series dates city/state direct address apostrophes: possessives contractions •dictionary skills with emphasis on definitions •follows conventions of punctuation and capitalization •uses a variety of sources to gather information for directed and independent research

Reading

	First Year	Second Year	Third Year
<p>Development of Skills</p>	<ul style="list-style-type: none"> •develop word recognition by building phonetic words and phrases •to name objects •recognize phonograms •learn building of words: 	<ul style="list-style-type: none"> •develop skills in sentence analysis subject, verb, object •develop classified nomenclature in cultural areas •reads and interprets texts; 	<ul style="list-style-type: none"> •develop proper eye movement • Reads with fluency and expression •develops skills in word attack

	<p>initial consonants ending consonants</p> <ul style="list-style-type: none"> •uses context cues 	<p>makes connection to own experience</p>	<p>phonetic words phonograms sight words</p> <p>(Uses phonetic skills and context cues including charts, tables and pictures)</p> <ul style="list-style-type: none"> •meaning clues •sentence analysis •Identifies the main idea of a paragraph or passage •identifies literary elements – them, setting, plot and characters •identifies fiction/non-fiction
Comprehension	<ul style="list-style-type: none"> •understand commands of one, two or more actions •restates a phrase or sentence to answer questions about text 	<ul style="list-style-type: none"> •understand content •understand and appreciate: poetry and literature 	<ul style="list-style-type: none"> •uses reading as a learning tool •reads for personal enrichment
Critical Thinking	<ul style="list-style-type: none"> •develop skills of: comparisons physical qualities association adjective/noun, noun/verb 	<ul style="list-style-type: none"> •develop skills in association •agreement of words in sentences •logical agreement of verb and adverb 	<ul style="list-style-type: none"> •develop skills in: associations comparisons •comprehends, analyzes and summarizes text

Grammar

	First Year	Second Year	Third Year
Function of Words	<ul style="list-style-type: none"> •To recognize and identify: noun- number articles- definite 	<ul style="list-style-type: none"> •To recognize and identify: nouns- gender verbs- tense 	<ul style="list-style-type: none"> •To recognize, identify and define: all parts of speech •to distinguish between regular and irregular verbs

	indefinite adjectives- numeral ordinal verbs- adverbs- function preposition- function phrases	agreement with subject adverbs- position in sentence logical agreement with vb. conjunctions- function pronouns- function interjections- function	•to use patterns of speech to create sentences
Reading Analysis	•to understand simple sentences: noun, verb or noun phrase, verb	•To group words in sentences: simple sentence subject, verb, object •to recognize common patterns of parts of speech in a sentence	•To recognize: multiple subjects, predicates and multiple direct objects

Mathematics

Numbers and Numeration

	First Year	Second Year	Third Year
Concept of Numbers	<ul style="list-style-type: none"> •identify numbers to one thousand 	<ul style="list-style-type: none"> •learn numbers to one million •study the concept of fraction and equivalent fractions 	<ul style="list-style-type: none"> •learn numbers to trillions •study the concept of improper fractions and mixed numbers
Numeration (Symbols)	<ul style="list-style-type: none"> •learn numerals to thousands •can associate quantity to symbol 	<ul style="list-style-type: none"> •identify millions •learn to mark by comma unit, ten, hundred •study fractional notation and equivalent forms 	<ul style="list-style-type: none"> •identify numerals to trillions •recognizes families of numbers

Number Theory	<ul style="list-style-type: none"> •skip count by 2, 5, 10 	<ul style="list-style-type: none"> •learn multiples of numbers 1-10 	<ul style="list-style-type: none"> •study prime and composite numbers
Place Value	<ul style="list-style-type: none"> •learn the first law of the decimal system (regrouping by tens) •study expanded notation to one thousand 	<ul style="list-style-type: none"> •learn expanded notation to millions 	<ul style="list-style-type: none"> •learn expanded notation to trillions
Mathematical Languages and Notation	<ul style="list-style-type: none"> •write numerals to 4 digits •identify signs for add, subtract, multiply, divide and equal •learn addition, subtraction, multiplication and division in vertical form 	<ul style="list-style-type: none"> •study Roman Numerals symbols 1-20 •learn fractional notation •can do equations in vertical or horizontal form 	<ul style="list-style-type: none"> •study Fractional Notation: equivalences, like and unlike fractions •learn binomial squared •study trinomial squared •study Roman Numerals symbols to 1000

Operations and Relations

	First Year	Second Year	Third Year
Function and Process	<ul style="list-style-type: none"> •learn the function of division with 1 digit divisors – distributive •gain skills in addition and subtraction, 4 digit numbers with regrouping •learn multiplication as repeated addition •gain skill in the function of addition, subtraction and multiplication 	<ul style="list-style-type: none"> •learn the function of multiplication, 2 and 3 digit multipliers •learn the function of division with 2-3 digit divisors •add and subtract, 7 digit numbers with regrouping •study the process of division, 2 digit divisors 	<ul style="list-style-type: none"> •demonstrates dynamic addition and subtraction •study the concept of group division with 2 and 3 digit divisors •gain skill in the process of multiplication done mentally •gain skill in the process of division – special cases with zeros and divisors
Memorization of Number Facts	<ul style="list-style-type: none"> •memorize addition facts 	<ul style="list-style-type: none"> •memorize subtraction facts 	<ul style="list-style-type: none"> •master memorization of addition, subtraction and multiplication facts

Interrelationships	<ul style="list-style-type: none"> •demonstrates understanding of odd and even numbers •demonstrates understanding of sequencing numbers •understands the communicative property of addition 	<ul style="list-style-type: none"> •study inverse relationships of addition and subtraction •demonstrates understanding of greater than/less than 	<ul style="list-style-type: none"> •study the inverse relationships of multiplication and division (checking division problems) •demonstrates understanding of rounding numbers •demonstrates understanding of estimation
Operations with Common Fractions	<ul style="list-style-type: none"> •learn the concept of fractions •can identify specific fractional values 	<ul style="list-style-type: none"> •add, subtract and multiply like fractions 	<ul style="list-style-type: none"> •add, subtract, multiply and divide like fractions

Geometry

	First Year	Second Year	Third Year
Plane Geometry	<ul style="list-style-type: none"> •recognizes properties and nomenclature for families of rectangles, circles, polygons, quadrilaterals and curvilinear shapes •name kinds of triangles by sides and angles 	<ul style="list-style-type: none"> •study point, line, surface and solids •study the types of lines •identify positions of lines •know line and its parts •know 2 straight lines on a plane 	<ul style="list-style-type: none"> •understand the concepts of angle and the principal angle •gain facility in measurement of angles •learn the relationship between 2 angles on a plane •study vertical angles •study angles formed when 2 straight angles are cut by a transversal •study angles formed when 2 parallel lines are cut by a transversal
Solid Geometry	<ul style="list-style-type: none"> •name geometric solids 	<ul style="list-style-type: none"> •name and give properties of geometric solids 	

Applied Geometry	<ul style="list-style-type: none"> •use the triangle to construct quadrilaterals 	<ul style="list-style-type: none"> •construct geometric solids •construct triangles 	<ul style="list-style-type: none"> •draw angles •measure angles •add angles
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Measurement

	First Year	Second Year	Third Year
	<ul style="list-style-type: none"> •study the concept of length, width and height: inches and feet •study the concept of time: hours and minutes 	<ul style="list-style-type: none"> •study the concept of length, width, height and perimeter: inches, ft. and cm. •understand the concept of perimeter 	<ul style="list-style-type: none"> •study the distributive properties of multiplication •Gathers information from bar, line and simple pie graphs •creates bar, line and pie graphs •determine weights •study liquid capacity: cups, pints, quarts, gallons •measure angles in degrees

Problem Solving

	First Year	Second Year	Third Year
	<ul style="list-style-type: none"> •learn to tell time: hour, half hour •identify U.S. coins and values •solve oral problems •solve word problems in addition 	<ul style="list-style-type: none"> •learn to tell time: quarter hour •add groups of U.S. coins •solve oral problems •gain skill in working science experiments •solve word problems in addition, subtraction 	<ul style="list-style-type: none"> •tell time to the minute •add and subtract monetary values •solve word problems in addition, subtraction, multiplication

Scientific Thinking

	First Year	Second Year	Third Year
Zoology	<ul style="list-style-type: none"> •can discriminate between vertebrates and invertebrates •can name external parts of the five vertebrate families (fish, amphibian, reptile, bird, mammal) •can name external parts of the human body 	<ul style="list-style-type: none"> •can name external parts of the six invertebrate families (porifera, coelenterate, echinoderm, mollusk, annelid, arthropod) •can name differences between invertebrates and vertebrates •can identify some major bones of the human body 	<ul style="list-style-type: none"> •can classify animals into their families by using characteristics of the animal •recognizes similarities and differences between the vertebrate families •knows the hierarchy of the animal kingdom chart •can identify some major organs of the human body
Botany	<ul style="list-style-type: none"> •can discriminate between plant and animal •can name the parts of the plant, fruit, flower and seed •can name some plants we eat 	<ul style="list-style-type: none"> •can name the parts of the leaf, stem, root and bulb •can connect plants we eat with the part of the plant it derives from 	<ul style="list-style-type: none"> •can name ways plants reproduce •can distinguish between the major families of plants •can name some ways families of plants differ
Scientific Inquiry	<ul style="list-style-type: none"> •can discriminate between organic and inorganic things •can identify the three states of matter •can define gravity •can observe changes in living things 	<ul style="list-style-type: none"> • Can perform simple experiments •makes predictions about experiments •uses observation skills to reach conclusions •can differentiate between magnetic and non-magnetic objects 	<ul style="list-style-type: none"> •can draw a hypothesis based on prior knowledge • Makes logical predictions to scientific investigation •can draw conclusions relevant to the variables of an experiment •has some understanding of the water cycle •Understands atmospheric processes • Understands forces and gravity

Social Studies

Brickton Montessori School

	First Year	Second Year	Third Year
Geography	<ul style="list-style-type: none"> •can recognize each continent and ocean •recognizes that places on a map are actual locations •can discriminate between the eight basic land and water forms: island/lake, peninsula/gulf, cape/bay, isthmus/strait •knows the four layers of the Earth •understands the movement of the planets around the sun •understands the movement of the moon around the Earth •can name the three major types of rocks (igneous, sedimentary, metamorphic) 	<ul style="list-style-type: none"> •can locate the equator, poles and hemispheres of the Earth •recognizes that each country has a capital •recognizes more advanced land and water forms •identifies some properties of each layer of the Earth •can name the planets •studies the phases of the moon •understands the formation of the three major types of rocks 	<ul style="list-style-type: none"> •distinguishes between city, state, country and continent •understands characteristics and uses of maps, globes and other geographical tools •knows that the world is divided into political divisions •recognizes major land and water forms in each continent •can name some properties of each planet •can name the properties of the moon •can name properties of the three major types of rocks •understands the relationship between rocks and minerals
History	<ul style="list-style-type: none"> •can sequence days and months •can name the four seasons of the year •understands the term: extinct •understands the terms: past, present and future 	<ul style="list-style-type: none"> •can relate events and weather changes to seasons of the year •understands that the Earth and living things on it have undergone change through the eras •recognizes different ancient civilizations 	<ul style="list-style-type: none"> •Understands the calendar: BC/AD, significance of the months and days of the week •can name the eras of the earth and events that took place during each • Shows understanding of time and how the past influences people's lives •can identify similarities and differences between ancient civilizations

<p>Civics</p>	<ul style="list-style-type: none"> •recognizes similarities and differences between self and others •understands the difference between fact and opinion •understands the rules of the classroom •participates in recycling •recognizes the differences between needs and wants •recognizes the American flag and the Pledge of Allegiance •participates in activities about other cultures 	<ul style="list-style-type: none"> •recognizes that similarities and differences exist between cultures •recognizes stereotypes and prejudices •understands that individual actions affect the school community •understands and implements school rules •understands the need for conservation of natural resources •recognizes symbols of American culture •participates in discussions about other cultures 	<ul style="list-style-type: none"> •understands some ways that differences affect people's lives •understands relationship between individual actions and well-being of community •recognizes different forms of leadership •knows common ways in which rules and laws are used •understands the relationship between physical environment and needs of people •recognizes significant people and events of America •recognizes significant people, events and symbols of other cultures
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The Arts

	First Year	Second Year	Third Year
<p>Artistic Skills</p>	<ul style="list-style-type: none"> • creates simple representations of an object, place, or event •participates in rhythmic activities at meeting •acts out a scene or role based on a story read aloud 	<ul style="list-style-type: none"> •creates more detailed representations of an object, place or event •uses musical instruments to express an interpretation of a story or poem •dramatizes a scene from a 	<ul style="list-style-type: none"> •creates visual and physical representations of an object, place or event •composes songs or uses musical instruments that relate to a specific study in class

	by the teacher •finds innovative ways to use everyday items in art	story •creates sculptures using found materials •uses paints and brushes in experimental ways to create texture in painting •makes up new verses for popular classroom songs	•dramatizes whole stories or skits •uses body movements, voice, and props to create a vivid, dramatic interpretation of book or skit •mixes paint to create many colors to give accuracy to picture •experiments with tempo and volume in a musical composition •makes up new lyrics to the tune of popular classroom songs
Art Appreciation	•joins singing activities at an in-school celebration •listens with pleasure to tapes and CDs •shows interest in book illustrations •recognizes that an illustration used colors to convey ideas and emotions •hears music and relates it to real sounds •notices that an actor's movements can convey ideas and emotions	•joins in and learns the words to songs •sings/hums along with tapes and CDs •shows interest in the artwork of popular artists •recognizes that an illustration used line and shape to convey ideas and emotions •can interpret what an actor is feeling or doing, even without dialogue	•initiates singing songs with the class during meeting times •selects tapes and CDs to listen to during group times •finds out more about an artist or kind of art that interests them •can describe the emotions that an artist might have been feeling by looking at painting •can compare different kinds of musical compositions

Physical Development

	First Year	Second Year	Third Year
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<p>Gross Motor</p>	<ul style="list-style-type: none"> • walks across the classroom carrying a material without mishap • distributes materials in the classroom without dropping them • plays on outdoor equipment with ease • jumps and turns a rope at the same time • throws and catches a ball • runs and then kicks a soccer ball 	<ul style="list-style-type: none"> • walks with free, sure steps and moves easily through the classroom and hallways • runs easily with the ability to swerve, dodge and change directions suddenly • combines several moves while jumping rope • completes a series of tumbling acts, such as somersaults • plays ball games that require coordination (four square, kickball) 	<ul style="list-style-type: none"> • moves furniture easily in the classroom in order to prepare environment for another activity • learns a series of jump rope tricks and combines them into a routine • runs and kicks a ball • performs a series of tumbling maneuvers, such as cartwheels and flips • swings a bat and hits a ball • performing intricate dance steps • throws and catches a ball in skillful ways
<p>Fine Motor</p>	<ul style="list-style-type: none"> • uses scissors to cut out an outlined figure • uses a stapler to join several pages of a story • fits pattern blocks and tangrams into pre-drawn outlines • strikes the keys of a calculator or keyboard with increasing accuracy • holds pencils, crayons and markers with increasing ease • forms letters and numbers with greater accuracy • uses one hand to write and the other to hold the paper 	<ul style="list-style-type: none"> • uses a stapler or hole punch effectively • uses scissors to cut straight and curved lines and shapes • works with woodworking tools • uses the computer keyboard easily • strings bead patterns on yarn or thread • uses crayons, markers and paint brushes to create representational images • forms upper and lower case letters with accuracy • begins to develop a handwriting style 	<ul style="list-style-type: none"> • uses woodworking tools to complete a project • plays a computer game that requires speed and accuracy • creates objects using a needle and thread • uses tweezers to prepare a microscope slide • can string beads together to make a finished product • uses writing tools with increased ease for a purpose, such as writing stories, lists, letters and charts • writes legibly with good spacing • begins to use cursive writing

			<ul style="list-style-type: none"> •uses various art media with confidence and control
Health and Safety	<ul style="list-style-type: none"> •dresses appropriately for the weather •washes hands before snack or lunch times and after using the bathroom •uses tissues to wipe runny nose •identifies people who can help in emergency situations 	<ul style="list-style-type: none"> •covers their nose or mouth when sneezing and coughing •knows and obeys fire drill rules •looks both ways before crossing the street •shows positive ways to deal with range of emotions; like taking private time if they are sad or angry 	<ul style="list-style-type: none"> •uses actions that help prevent germs from spreading •keeps their body and hair clean and neat •follows traffic safety rules •identifies practices that might be dangerous to health •can discuss their emotions with a trusted friend or adult

Brickton Montessori School

Third Grade Indicators

Key to coding outcomes: NY - is not exhibiting this outcome at all or minimally; IP - is exhibiting this outcome sometimes (including students who only exhibit it when teacher-directed; if this applies, indicate it in comments section); M - is exhibiting this outcome regularly

Personal/Social

1. Can record work
 - a. writes name, date and heading
 - b. completes required written work to specification of teacher
2. Can plan work
 - a. has daily requirements written in calendar from work plan
3. Can follow through with work/assignment with minimal adult intervention
 - a. can show completed work that required no adult assistance
(this does not include mechanics)
4. Accepts guidance and directions positively
 - a. does not become emotional when redirected
5. Can work cooperatively and responsibly to achieve group goal
 - a. considers other ideas
 - b. is flexible to others' ideas
 - c. has good sportsmanship
 - d. can lead and follow
6. Understands that school is for learning
 - a. stays at work
 - b. completes work requirements
 - c. uses time constructively
 - d. takes initiative to do work
7. Can understand need for accuracy in meeting work expectations
 - a. takes initiative to use available resources for accuracy (dictionary, thesaurus, etc.)
 - b. written work looks presentable
 - c. most words are spelled correctly
 - d. punctuation is mostly appropriate
8. Can sustain attention to work over a period of time
 - a. can complete most individual works in thirty to forty-five minutes
9. Can assist a younger child with transitions
 - a. models appropriate behavior
 - b. kindly redirects when necessary
10. Can be supportive of another child's learning
 - a. leads group discussions
 - b. kindly redirects
 - c. gives affirmations
 - d. represents materials
 - e. checks written work and set up of work
11. Good stewardship
 - a. goes to toddler, 3-6, kitchen to help adults
 - b. takes recycling home
 - c. gets supplies for the classroom
 - d. helps with lunch set up and clean up
 - e. tends to animals and plants of classroom
12. Helps to maintain the environment
 - a. takes recycling home
 - b. does daily job in the classroom thoroughly

- c. does extra pick up in the classroom when necessary
- d. replaces classroom supplies
- e. picks up trash in the outdoor environment around the school

Language

1. Uses reading to learn
 - a. Reading for Concepts and New Practice Readers books (SRAs)
 - b. uses three part cards independently and successfully
 - c. can take facts from a source for research
 - c. can find information to answer questions
 - d. reads at grade level
2. Reads out loud fluently
 - a. makes sense when child reads aloud
 - b. addresses punctuation marks
 - c. reads at grade level
3. Uses a variety of strategies to decode words
 - a. recognizes word as unfamiliar
 - b. uses syllables to make down word
 - c. sounds it out
 - d. says it out loud until it is recognizable
 - e. does not gloss over it
 - f. uses context clues of surrounding text
 - g. asks a friend
4. Uses proper writing mechanics to produce a written work
 - a. can define what a paragraph is
 - b. can properly use all end marks
 - c. can define some comma rules
 - d. understands and properly uses capitalization
 - e. can correctly spell 90% of third grade appropriate words (Rebecca Sitton Spelling)
 - f. uses strategies to achieve accuracy (dictionary, syllabication, materials)
5. Can do research
 - a. can write an original, cohesive one to two paragraph report
 - b. can locate information from directed questions (from teacher)
 - c. can locate information from self-directed questions
 - d. can use encyclopedias and dictionaries to locate information
 - e. can apply language mechanics to final draft (punctuation, capitalization, spelling)
6. Uses language for a variety of purposes
 - a. can orally define what expository, narrative, persuasive and descriptive writings are
 - b. can write using expository, narrative and descriptive forms
 - c. can orally define the difference between poetry and prose
 - d. can orally define the difference between fiction and non-fiction
7. Uses words in a variety of ways
 - a. can define subject, predicate and direct object in sentence analysis and perform corresponding activities
 - b. can state definitions of homonyms, contractions, compounds, synonyms, antonyms, alphabetizing, prefix, suffix, syllables, and abbreviations and perform corresponding activities
 - c. can define all parts of speech
8. Uses listening as a learning tool
 - a. can process directions to perform tasks
 - b. can listen to a continuing story and answer questions about it
9. Uses oral expression to communicate ideas
 - a. can participate in a discussion with focus on the topic

Mathematics

1. Has mastered abstract addition and subtraction facts and operations
 - a. can do a holey card with 100% accuracy in two minutes
 - b. can do problems of dynamic addition and subtraction independently with no mistakes

- c. can correctly answer a math fact when it is given orally
- 2. Has mastery of multiplication facts
 - a. can do a holey card with 100% accuracy in under four minutes
 - b. can correctly answer a math fact when it is given orally
- 3. Has mastered concept of fractions and nomenclature (definition and names of fractions)
 - a. can tell a teacher or student what any given fraction up to tenths means
 - b. can successfully identify a fraction within the contexts of its family
 - c. knows you can add, subtract, multiply and divide fractions
- 4. Has mastered abstraction of 1-digit multiplication
 - a. can do 4 problems of dynamic multiplication independently with no mistakes within 30 minutes
- 5. Can tell time by hour and minute
 - a. can identify what time it is with a digital and an analog clock
- 6. Can identify units of U.S. currency and represent and use their value
 - a. can recognize U.S. coins and bills
 - b. can add like and unlike coins to get to specific total
 - c. can do story problems with addition and subtraction of money independently
- 7. Understands the concept and process of long division
 - a. can solve division problems using concrete materials, up to 3-digit divisors (stamp game and test tube)
 - b. can solve 1-digit abstract division problems accurately

Geometry

- 1. Has mastered sides and angles of the triangle (detective triangle)
 - a. can successfully do detective triangle game
 - b. can name all three sides and angles of triangles
- 2. Knows all line nomenclature
 - a. can define what a point, line, surface and solid are and perform corresponding activities
 - b. can define what oblique, vertical, horizontal, divergent, convergent and parallel lines are and perform corresponding activities
 - c. can define what an end point, segment and ray are and perform corresponding activities
- 3. Knows names and definition of polygons
 - a. can define what regular polygons are, from 3-sided to 10-sided

Cultural

botany/zoology

- 1. Knows and understands classification of organic/inorganic, plant/animal, and vertebrate/invertebrate
 - a. can give definition and name examples of each category and perform corresponding activities
- 2. Knows basic parts of the plant, flower, fruit and seed
 - a. can name all parts, tell what the purpose of the part is and perform corresponding activities

history/geography

- 3. Can differentiate between the wants and needs of humans
 - a. can name all of the needs of humans
 - b. can give examples of some wants of humans
- 4. Understands the distinction between continent, country, city, etc.
 - a. can give examples of each category and explain their relation to one another
- 5. Can define and identify eight basic land and water forms
- 6. Can use an atlas
 - a. can find a country, city, land or water form on a given map

Fine Motor

- 1. Can write in manuscript and cursive fluently
- 2. Respects the appropriate use of line and space on a lined paper
 - a. understands where to put name and date
 - b. starts with holes on the left
 - c. uses left margin as a start to writing

Name: _____

Birthday: _____

Date: _____

Brickton Montessori School

Third Year Exit Outcomes

(Check List)

Directions: Please indicate where this student performs for each outcome using a 1 to 4 scale (1 = never, 2 = only with adult assistance or cueing, 3 = sometimes/often, 4 = consistently). Further explanations of each marking are located at the top of your list of indicators. Please use the indicators for each outcome to understand the outcome more clearly.

1. Personal/Social

- ____ Records work
- ____ Plans work
- ____ Follows through with work/assignment with minimal adult intervention
- ____ Accepts guidance and directions positively
- ____ Works cooperatively and responsibly to achieve group goal
- ____ Understands that school is for learning
- ____ Understands the need for accuracy in meeting work expectations
- ____ Sustains attention to work over a period of time
- ____ Assists a younger child with transitions
- ____ Is supportive of another child's learning
- ____ Has good stewardship
- ____ Helps to maintain the environment

Comments:

2. Language

- ____ Uses reading to learn
- ____ Reads out loud fluently
- ____ Uses a variety of strategies to decode words
- ____ Uses proper writing mechanics to produce a written work
- ____ Can do research
- ____ Uses language for a variety of purposes
- ____ Uses words for a variety of purposes
- ____ Uses listening as a learning tool
- ____ Uses oral expression to communicate ideas

Comments:

3. Mathematics

- ___ Has mastered abstract addition and subtraction facts and operations
- ___ Has mastery of multiplication facts
- ___ Has mastered concept of fractions and nomenclature (definition and names of fractions)
- ___ Has mastered abstraction of 1-digit multiplication operations
- ___ Tells time by hour and minute
- ___ Identifies units of U.S. currency and represents and uses their value
- ___ Understands the concept and process of long division

Comments:

4. Geometry

- ___ Has mastered sides and angles of the triangle (detective triangle)
- ___ Knows all line nomenclature
- ___ Knows names and definition of polygons

Comments:

5. Cultural

Botany/Zoology

- ___ Knows and understands classification of organic/inorganic, plant/animal, and vertebrate/invertebrate
- ___ Knows parts of the plant, flower, fruit and seed

History/Geography

- ___ Differentiates between the wants and needs of humans
- ___ Understand distinction between continent, country, city, etc.
- ___ Defines and identifies the eight basic land and water forms
- ___ Uses an atlas

Comments:

6. Fine Motor

- ___ Writes in manuscript and cursive fluently
- ___ Respects the appropriate use of line and space on a lined paper

Comments:

If there are any other documents that you were wondering about that you don't see here, please e-mail me at Mahala613@aol.com.

Thanks,
Erica Lane
Brickton Montessori School