

Prekindergarten – Physical Development Competencies

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1 – Gross Motor The student moves and stops with control over speed and move from one space to another by walking, running, jumping, and skipping.	X	X	X	X
C2- Fine Motor The student uses hands and fingers to manipulate various classroom materials and shows increasing control of tasks that require eye-hand coordination.	X	X	X	X
C3- Personal Safety Health The student follows safety rules while using classroom materials (scissors, glue, pencils), practices good hygiene (coughs and sneezes into his/her elbow, washes hands after using the restroom and eating), and identify and discuss the importance of healthy snacks and exercise.	X	X	X	X

Learning Progression for Competency 1: Gross Motor

The student moves and stops with control over speed and move from one space to another by walking, running, jumping, and skipping.

Developing	Progressing	Proficient
Begins to demonstrate coordination and balance with support from an adult (hop on one foot, gallops, and jumps).	Demonstrates coordination and balance in coordination with a partner (moves body into position to catch or a throw a ball to a partner).	Participates in group games involving movement within a space of defined boundaries.
Success Criteria for Proficient in Gross Motor: The student can: <ul style="list-style-type: none">• Balance while walking on a balance beam; hop on one foot; coordinate leg and body movement while on a swing or to skip.• Move my body into position to catch or kick a ball with a partner.• Participate in movement games with other children (Red light, green light).		

Learning Progression for Competency 2: Physical Development – Fine Motor

The student uses hands and fingers to manipulate various classroom materials and shows increasing control of tasks that require eye-hand coordination.

Developing	Progressing	Proficient
Shows control of tasks that require small-muscle strength such as shaping modeling clay.	Shows control of tasks that require small muscle control such as using tweezers to pick up small objects.	Shows increasing control of tasks that require eye-hand coordination, such as, using scissors or putting puzzles together.
Success Criteria for Proficient in Physical Development – Fine Motor: The student can: <ul style="list-style-type: none">• Play with clay to make shapes.• Use tweezers to grasp small objects; string small beads.• Button, zip, snap, and use scissors.		

Learning Progression for Competency 3: Personal Safety Health

The student follows safety rules while using classroom materials (scissors, glue, pencils), practice good hygiene (coughs and sneezes into his/her elbow, washes hands after using the restroom and eating), and identify and discuss the importance of healthy snacks and exercise.

Developing	Progressing	Proficient
Begins to talk about safety procedures using visual cue cards (how to use scissors or how much glue to use).	Engages in fire safety and shelter in place procedures with visual supports as reminders; Describes pet safety care.	Demonstrates practices good habits of personal safety with few reminders.
Begins to talk about good habits of personal health with visual cue cards.	Shows partner good habits of personal health with visual supports (models coughing or sneezing into elbow instead of into hands).	Uses practices of good habits of personal health and hygiene with few reminders (washes hands after using the toilet and before eating).
Begins to identify nutritious healthy snacks.	Models understanding of healthy or unhealthy foods by categorizing foods on a chart.	Demonstrates good habits of nutrition and exercise by eating healthy snacks and participating in physical activities.
Success Criteria for Proficient in Personal Safety Health: The student can: <ul style="list-style-type: none">• Describe safety procedures.• Discuss pet ownership safety.• Model safety procedures.• Identify body parts.• Cough and sneeze into elbow.• Wash hands after using toilet, before snack, and lunch.• Engage in creating collages of healthy and unhealthy foods.		