

Early Childhood Social Awareness and Interpersonal Skills

		Exploring	Developing	Building
Standard	Benchmark	1	2	3
Develop Positive Relationships with Peers and Adults	Recognizes the feelings of others and shows empathy, sympathy, and caring for others	Asks about another child's feelings- not yet	Demonstrates sympathy and caring	Describes how others are feeling based on facial expressions, gestures, or what they say
	Interacts easily and demonstrates attachment with familiar adults	Greets teachers and says goodbye to family members	Demonstrates affection for familiar adults through hugs, kisses, or making gifts	Engages in reciprocal conversations with familiar adults
	Develops positive relationships with peers	Chooses to play with another child more frequently than others	Develops friendships with peers	Accepts that others may have different preferences
Uses communication and social skills to interact effectively	Interacts verbally and nonverbally with other children	Acknowledges another child through a smile or wave when entering the environment	Talks with another child in play or other daily activities	Engages in reciprocal conversations with other children throughout the day
	Engages in cooperative group play	With adult assistance, communicates with another child to determine roles and activities during play	Communicates with another child to determine roles and activities during play	Follows through with cooperative actions after communicating with another child to determine roles and activities during cooperative play
	Uses socially appropriate behavior with peers and adults	Responds to teacher request to help or share	Interacts in socially appropriate ways with peers, such as helping and sharing	Interacts in socially appropriate ways with peers and adults, such as helping and sharing
Demonstrates an ability to prevent, manage, and resolve interpersonal conflicts	Begins to share materials and experiences and take turns	Responds positively to teacher reminders to share materials and take turns most of the time	Keeps play going with another child by sharing most of the time	Takes turn with another child when materials are limited
	Solves simple conflicts with peers with independence, using gestures or words	Responds positively to teacher assistance in solving a conflict with another child- not yet	Attempts to resolve conflicts to keep play going with another child	Suggests solutions to conflicts
	Seeks adult help when needed to resolve conflict	Begins to accept adult help when needed to resolve conflict	Accepts adult help when needed to resolve conflict	Asks an adult for help when needed

Decision-Making Skills and Behaviors

		Exploring	Developing	Building
<i>Standard</i>	<i>Benchmark</i>	1	2	3
Considers ethical, safety, and societal factors in making decisions	Participates in discussions about why rules exist	Accepts reminds from teacher about why rules exist	Participates in a discussion about how throwing objects is dangerous	Discusses how hitting others is not allowed because it can hurt others
	Follows rules and makes good choices about behavior	Follows environmental rule with adult reminder	Follows more than one environmental rule with adult reminder	Follows simple classroom rules independently much of the time
Applies decision making skills to deal responsibly with academic and social situations	Participates in discussions about finding alternative solutions to problems	Stops actions and listens to teacher to discuss alternative solutions after hitting someone	Participates in a discussion with teacher about alternative solutions to hitting someone when upset	Offers solutions to problems
Understands what it means to be a member of a group and community	Recognizes the reasons for rules in the home and school environment	Engages in conversation with teacher about fairness and sharing when a conflict needs to be resolved	Participates in discussing about fairness and sharing in general conversations	Demonstrates an understanding of fairness and sharing
	Contributes to the well-being of one's school and community	Participates in activities that benefit the whole, such as cleaning up after play	Participates in making group rules or rules for routines and transitions	Displays awareness of role as a member of a group and that roles are made to benefit the members of a group