

## **PRESCHOOL BENCHMARKS**

*Preschool students must be age three before September 1.*

Preschool at Renbrook is a play-based program designed to introduce students to a structured school setting, often for the first time. In Preschool, our students explore the world around them with a theme-based and inquiry-driven curriculum that is flexible and responsive to students' individual interests. Renbrook's preschool program encourages student independence and self-advocacy. Through carefully crafted, playful experiences, students develop important language, social-emotional, and cognitive skills as they navigate their diverse classroom and school communities. In addition, Renbrook Preschool students participate in several special subject classes, spend time outdoors across our rich and beautiful campus, enjoy relationships with buddy students in the Upper School, and learn about themselves and what makes them unique. The Preschool Benchmarks below provide a framework for understanding a child's progression in development at Renbrook.

### **SOCIAL-EMOTIONAL**

- Is able to look at a situation differently or delay gratification
- Manages rules, routines, transitions, and meets own needs with occasional reminders
- Manages separations confidently and engages with trusted adults
- Shows concern for the feelings of others
- Uses successful strategies for entering groups and plays with one or two preferred playmates
- Is able to take turns and suggest solutions to social problems

### **PHYSICAL**

- Moves purposefully from place to place with control
- Sustains balance during simple movement experiences
- Manipulates small objects with flexible body movements
- Holds drawing and writing tools by using a three-point finger grip but may hold them too close to one end: snips with scissors

### **LANGUAGE**

- Responds appropriately to specific vocabulary, questions, stories and two-step directions
- Can describe familiar items and tell logical stories using complete sentences and can be understood by most people
- Engages in conversational exchanges using acceptable language and basic social rules when communicating with others

## COGNITIVE

- Initiates a variety of appropriately challenging tasks and sustains interest in activities
- Solves problems without having to try every possibility and changes plans if a better idea arises
- Is eager to learn about a variety of topics and ideas
- Shares and reflects on detailed experiences in the correct order
- Draws on everyday experiences and applies this knowledge to similar situations
- Sorts objects by one characteristic (e.g., color, size, or shape)
- Can describe their own creations
- Engages in pretend play

## LITERACY

- Fills in missing rhyming words and spontaneously generates rhyming pairs
- Sings and/or rhymes with alliteration
- Recognizes words as separate in a sentence and can clap or chant each word
- Recognizes, names, and identifies the sounds of a few letters
- Recognizes, names, and identifies the sounds of a few letters
- Can hold a book and turn pages correctly, often recognizes familiar books, and understands that text can be read
- Pretends to read books and describes the pages using picture cues
- Comprehends fiction and nonfiction; retells stories by recounting details, asking and answering questions, and uses pictures as prompts
- Writes letter strings but some letters may be incorrectly formed or in unconventional order
- Uses drawing, dictation, and letter strings to convey an idea

## MATHEMATICS

- Verbally counts to 10
- Identifies numerals up to five and counts five objects with 1:1 correspondence
- Can follow simple directions related to proximity (beside, between, etc.)
- Can identify a few basic shapes
- Sequences a set of objects, a few ordinal numbers, and basic daily events
- Replicates simple patterns. (e.g., red, blue, red, blue)

