

**Teacher Guidance for Completing the *Mississippi Early Learning Standards for Classrooms*  
*Serving Four-Year-Old Children: An Observational and Performance-Based Checklist***

A high-quality early childhood program should have multiple tools to assess how children grow academically and developmentally throughout the school year. *Serving Four-Year-Old-Children: The Observational and Performance-Based Checklist* provides specific four-year-old standards within each content area. When recording progress, teachers may select one of four codes: needs improvement, making progress, developing as expected, and advanced development to show student progression throughout the school year: fall, winter, spring, and summer (if applicable).

As a guide for meeting skill development in each content area, students should typically meet or exceed seventy percent (70%) of the standards in each area. This metric should not be used as a measurement of pass/fail for the pre-kindergarten grade level. The metric should only be used as a guide to see where students are developmentally and serve as a resource when discussing standards with parents.

The definition for each code is listed below:

**Code 1= Needs Improvement-** the student exhibits the desired skill in isolated or rare instances, or with a great deal of support

**Code 2= Making Progress-** the student exhibits the desired skill more frequently with teacher support

**Code 3= Developing As Expected-**the student exhibits consistent progress toward the desired skill with little teacher support

**Code 4= Advanced Development-**the student exhibits mastery of the desired skill with little teacher support

The teacher should monitor student checklists for any regression that students may exhibit per assessment period. The teacher should provide academic interventions as needed and seek assistance for interventions that may include vision, hearing, speech, mental health services, etc.

**Sample Grade Level Coding Exemplar**

ELA.RF.PK4.1d Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.			
Code 1 Needs Improvement	Code 2 Making Progress	Code 3 Developing As Expected	Code 4 Advanced Development
Your child exhibits the skill in isolated, rare instances, or needs consistent support from teachers and adults.	You child is making some steady progress toward the desired skill.	Your child is making consistent progress and requires minimal assistance from teachers and adults.	Your child is ahead of expected developmental knowledge and progress toward the skill.
Code 1 Example	Code 2 Example	Code 3 Example	Code 4 Example
Your child may be able to sing or recite the alphabet, but he or she does not yet recognize letters in isolation.	Your child can identify some letters in his or her name with supports (hints) and prompts (pictures, prompts, adult help by making verbal and visual connects).	Your child can independently identify his or her own name in print and distinguish between uppercase and lowercase letters.	Your child recognizes all letters in isolation. In addition to his or her own name, your child recognizes the printed names of close friends and relatives.



## **Teacher Guidance for Completing the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*: An Observational and Performance-Based Checklist**

### **Frequently Asked Questions (FAQs)**

#### Does MDE require teachers/school districts to complete the standards checklist?

MDE does not require teachers or school districts to complete the standards checklist. The checklist is a tool to be used as a guide to make sure all standards are being taught and to record the progress of each student for each standard. Educational entities who do not have report cards or progress reports can use the checklist as a method of student progress communication for parents.

#### Do I have to complete the checklist for every grading period?

It is up to your school district, childcare, Head Start, or other early childhood educational entity when and how often the checklist is completed. MDE considers checklist completion a local agency decision.

#### Do I continue to mark a standard if the student has a code 3, developing as expected, or code 4, advanced development?

This is also a local agency decision. However, we recommend that you continue to mark each standard during each period in case there has been some learning loss in one particular area.

#### Do the standards have to be taught in the order on the checklist?

No, the standards do not have to be taught in the order of the checklist. You may follow your school district/early childhood site pacing guide or your curriculum to make decisions about what standards will be taught and when. The checklist is a guide to make sure that you teach each of them at some point during the school year.