

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Texas Prekindergarten Guidelines



References



Texas Education Agency. (2016). *Texas prekindergarten guidelines*. Austin, TX: Author. Retrieved from <http://tea.texas.gov/pkg.aspx>

Texas Prekindergarten Guidelines	Vine Assessments by LifeCubby
I. Social and Emotional Development Domain	Vine Indicators
A. Self Concept Skills	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	SED 6-3 Cooperates with Peers CM 12-2 Develops Spatial Awareness
I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.	SED 4-2 Becomes Confident
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	SED 4-2 Becomes Confident
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	ATL 1-5 Shows Initiative
B. Self Control Skills	
1. Behavior Control	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	ATL 2-1 Understands Routines
I.B.1.b. Child takes care of and manages classroom materials.	ATL 2-2 Shows Responsibility
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	SED 3-2 Manages Feelings & Demonstrates Self-Control
2. Emotional Control	
I.B.2.a. Child begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> .	SED 3-2 Manages Feelings & Demonstrates Self-Control
I.B.2.b. Child is aware of own feelings most of the time.	SED 3-1 Expresses Emotion
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	SED 3-2 Manages Feelings & Demonstrates Self-Control
3. Control of Attention	
I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.	ATL 1-1 Is Attentive
I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	ATL 1-1 Is Attentive
C. Social Competence Skills	
I.C.1. Child uses positive relationships as modeled by his teacher for her own pro social behaviors.	SED 5-2 Learns from Adults

I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	ATL 2-2 Shows Responsibility
I.C.3. Child shows competence in initiating social interactions.	SED 6-2 Bonds with Peers
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	SED 6-2 Bonds with Peers
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	SED 6-3 Cooperates with Peers
I.C.6. Child demonstrates empathy and caring for others.	SED 6-1 Builds Empathy
I.C.7. Child begins to have meaningful friends.	SED 6-2 Bonds with Peers
D. Social Awareness Skills	
I.D.1. Child demonstrates an understanding that others have specific characteristics.	SED 4-1 Develops Awareness of Self
I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	SED 6-1 Builds Empathy

II. Language and Communication Domain	
A. Listening Comprehension Skills	
II.A.1. Child shows understanding by responding appropriately.	LC 7-1 Develops Receptive Communication
II.A.2. Child shows understanding by following twostep oral directions and usually follows three-step directions.	LC 7-1 Develops Receptive Communication
II.A.3. Child shows understanding of the new language being spoken by English speaking teachers and peers (ELL).	LC 7-1 Develops Receptive Communication
B. Speaking (Conversation) Skills	
II.B.1. Child is able to use language for different purposes.	LC 7-2 Develops Expressive Communication
II.B.2. Child engages in conversations in appropriate ways.	LC 7-6 Learns Conversation Structure
II.B.3. Child provides appropriate information for various situations.	LC 7-2 Develops Expressive Communication
II.B.4. Child demonstrates knowledge of verbal conversational rules.	LC 7-6 Learns Conversation Structure
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	LC 7-6 Learns Conversation Structure

II.B.6. Child matches language to social contexts.	LC 7-6 Learns Conversation Structure
C. Speech Production Skills	
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	LC 7-5 Expands Grammar and Pronunciation
II.C.2. Child perceives differences between similar sounding words.	LC 7-5 Expands Grammar and Pronunciation
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	LC 7-3 Develops Phonemic Awareness
D. Vocabulary Skills	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	LC 7-4 Expands Vocabulary
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	LC 7-4 Expands Vocabulary
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	LC 7-4 Expands Vocabulary
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	LC 7-4 Expands Vocabulary
II.D.5. Child uses category labels to understand how the words/objects relate to each other.	LC 7-4 Expands Vocabulary
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	LC 7-4 Expands Vocabulary
E. Sentences and Structure Skills	
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	LC 7-5 Expands Grammar and Pronunciation
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	LC 7-5 Expands Grammar and Pronunciation
II.E.3. Child uses sentences with more than one phrase.	LC 7-5 Expands Grammar and Pronunciation
II.E.4. Child combines more than one idea using complex sentences.	LC 7-5 Expands Grammar and Pronunciation

II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	LC 7-5 Expands Grammar and Pronunciation
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	LC 7-2 Develops Expressive Communication
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	LC 7-2 Develops Expressive Communication
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	LC 7-2 Develops Expressive Communication

III. Emergent Literacy – Reading Domain	
A. Motivation to Read Skills	
III.A.1. Child engages in pre-reading and reading-related activities.	LKS 8-3 Develops Emergent Reading
III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	LKS 8-1 Develops Early Literacy
III.A.3. Child asks to be read to or asks the meaning of written text.	LKS 8-1 Develops Early Literacy
B. Phonological Awareness Skills	
III.B.1. Child separates a normally spoken four-word sentence into individual words.	LC 7-3 Develops Phonemic Awareness
III.B.2. Child combines words to make a compound word.	LC 7-3 Develops Phonemic Awareness
III. B.3. Child deletes a word from a compound word.	LC 7-3 Develops Phonemic Awareness
III.B.4. Child combines syllables into words.	LC 7-3 Develops Phonemic Awareness
III.B.5. Child can delete a syllable from a word.	LC 7-3 Develops Phonemic Awareness
III.B.6. Child can produce a word that rhymes with a given word.	LC 7-3 Develops Phonemic Awareness
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	LC 7-3 Develops Phonemic Awareness
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	LC 7-3 Develops Phonemic Awareness
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	LC 7-3 Develops Phonemic Awareness

III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	LC 7-3 Develops Phonemic Awareness
B. [C] Alphabet Knowledge Skills	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	LKS 8-2 Develops Alphabetic Knowledge
III.C.2. Child recognizes at least 20 letter sounds.	LKS 8-2 Develops Alphabetic Knowledge
III.C.3. Child produces the correct sounds for at least 10 letters.	LKS 8-2 Develops Alphabetic Knowledge
D. Comprehension of Text Read Aloud Skills	
III.D.1. Child retells or reenacts a story after it is read aloud.	LKS 8-1 Develops Early Literacy
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	LKS 8-1 Develops Early Literacy
III.D.3. Child asks and answers appropriate questions about the book.	LKS 8-1 Develops Early Literacy

IV. Emergent Literacy – Writing Domain	
A. Motivation to Write Skills	
IV.A.1. Child intentionally uses scribbles/writing to convey meaning.	LKS 9-1 Develops Emergent Writing
B. Independently Conveys Meaning Skills	
IV.B.1. Child independently uses letters or symbols to make words or parts of words.	LKS 9-1 Develops Emergent Writing
IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	LKS 9-1 Develops Emergent Writing
C. Forms Letters Skills	
IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	LKS 9-1 Develops Emergent Writing
D. Concepts about Print Skills	
IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	LKS 9-1 Develops Emergent Writing

V. Mathematics Domain	
A. Counting Skills	
V.A.1. Child knows that objects, or parts of an object, can be counted.	CM 10-1 Begins Counting

V.A.2. Child uses words to rote count from 1 to 30.	CM 10-1 Begins Counting
V.A.3. Child counts 1-10 items, with one count per item.	CM 10-1 Begins Counting
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted	CM 10-1 Begins Counting
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	CM 10-1 Begins Counting
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	CM 10-1 Begins Counting
V.A.7. Child uses the verbal ordinal terms.	CM 10-1 Begins Counting
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	CM 10-2 Builds and Observes Sets
V.A.9. Child recognizes one-digit numerals, 0-9.	CM 10-4 Reads and Writes Numbers
B. Add To/Taking Away Skills	
V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	CM 10-3 Learns Addition, Subtraction and Division
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.	CM 10-3 Learns Addition, Subtraction and Division
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.	CM 10-3 Learns Addition, Subtraction and Division
C. Geometry and Spatial Sense Skills	
V.C.1. Child names common shapes.	CM 12-1 Learns Shapes & Sizes
V.C.2. Child creates shapes.	CM 12-1 Learns Shapes & Sizes
V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).	CM 12-2 Develops Spatial Awareness
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	CM 12-1 Learns Shapes & Sizes
D. Measurement Skills	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	CM 11-1 Learns Measurement and Quantities
V.D.2. Child recognizes how much can be placed within an object.	CM 11-1 Learns Measurement and Quantities
V.D.3. Child informally recognizes and compares weights of objects or people.	CM 11-1 Learns Measurement and Quantities

V.D.4. Child uses language to describe concepts associated with the passing of time.	CM 11-1 Learns Measurement and Quantities
E. Classification and Pattern Skills	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	CS 13-2 Classifies or Sorts Objects
V.E.2. Child collects data and organizes it in a graphic representation.	CS 14-4 Draws Conclusions and Sorts Results
V.E.3. Child recognizes and creates patterns.	CM 11-2 Understands Patterns

VI. Science Domain	
A. Physical Science Skills	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.	CS 13-1 Explores Objects
VI.A.2. Child investigates and describes position and motion of objects.	CS 13-1 Explores Objects
VI.A.3. Child uses simple measuring devices to learn about objects.	CS 13-1 Explores Objects
VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.	CS 13-1 Explores Objects
B. Life Science Skills	
VI.B.1. Child identifies and describes the characteristics of organisms.	CS 15-2 Develops an Understanding of and Care for the Natural World
VI.B.2. Child describes life cycles of organisms.	CS 15-2 Develops an Understanding of and Care for the Natural World
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	CS 15-1 Explores the Natural Environment
C. Earth and Space Science	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	CS 15-2 Develops an Understanding of and Care for the Natural World
VI.C.2. Child identifies, observes, and discusses objects in the sky.	CS 15-1 Explores the Natural Environment
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	CS 15-1 Explores the Natural Environment
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	CS 15-2 Develops an Understanding of and Care for the Natural World

D. Personal Safety and Health Skills	
VI.D.1. Child practices good habits of personal safety.	PMP 20-2 Learns Safety Rules
VI.D.2. Child practices good habits of personal health and hygiene.	PMP 19-2 Develops Self-Care Skills
VI.D.3. Child identifies good habits of nutrition and exercise.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 20-1 Learns about Nutrition

VII. Social Studies Domain	
A. People, Past and Present Skills	
VII.A.1. Child identifies similarities and differences in characteristics of people.	SS 16-1 Explores Cultures
VII.A.2. Child identifies similarities and differences in characteristics of families.	SED 4-1 Develops Awareness of Self
VII.A.3. Child organizes their life around events, time, and routines.	ATL 2-1 Understands Routines
B. Economic Skills	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	SS 16-5 Learns about Government and Economics
VII.B. 2. Child participates in activities to help them become aware of what it means to be a consumer.	SS 16-5 Learns about Government and Economics
VII.B.3. Child discusses the roles and responsibilities of community workers.	SS 16-4 Learns about Community Roles and Jobs
C. Geography Skills	
VII.C.1. Child identifies and creates common features in her immediate environment.	SS 16-3 Explores Geography
D. Citizenship Skills	
VII.D.1. Child identifies flags of the United States and Texas.	SS 16-5 Learns about Government and Economics
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	SS 16-5 Learns about Government and Economics
VII.D.3. The child engages in voting as a method for group decision-making.	SED 6-3 Cooperates with Peers
VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	SS 16-1 Explores Cultures

VIII. Fine Arts Domain	
A. Art Skills	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	CCA 21-1 Explores Art Media
VIII.A.2. Child uses art as a form of creative self-expression and representation.	CCA 21-1 Explores Art Media
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	CCA 21-1 Explores Art Media
B. Music Skills	
VIII.B.1. Child participates in classroom music activities.	CCA 21-2 Explores Music
VIII.B.2. Child responds to different musical styles through movement and play.	CCA 21-2 Explores Music
C. Dramatic Expression Skills	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	CCA 21-4 Participates in Dramatic Play

IX. Physical Development Domain	
A. Gross Motor Development Skills	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	PMP 17-1 Develops Perception & Balance
IX.A.2. Child coordinates sequence of movements to perform tasks.	PMP 17-5 Develops Large Motor Coordination Skills
B. Fine Motor Development Skills	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	PMP 18-2 Develops Fine Hand-Eye Coordination

X. Technology Applications Domain	
A. Technology and Devices Skills	
X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.	CS 13-3 Learns Using Technology
X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	CS 13-3 Learns Using Technology
X.A.3. Child operates voice/sound recorders and touch screens.	CS 13-3 Learns Using Technology

X.A.4. Child uses software applications to create and express own ideas.	CS 13-3 Learns Using Technology
X.A.5. Child recognizes that information is accessible through the use of technology	CS 13-3 Learns Using Technology

DISCLAIMER:

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