LOWER ELEMENTARY:
First, Second, and Third Grade Levels

The following criteria are general guidelines to be used when considering children for Lower Elementary placement. We recognize that every child will not meet each criterion. Behavior criteria will be weighted more heavily than academic criteria. Each child is evaluated on an individual basis.

**Behavior:** The child is able to maintain acceptable behavior without calling attention to self.

**Academic:** The child is able to work independently using materials that are developmentally appropriate.

**Commitment:** The child is willing and able to be responsible for doing his or her best.

**Support:** The parents maintain a positive involvement in their child’s education.

**Respect**

*The child demonstrates developmentally appropriate respect by:*

- showing respect for others’ work, property, body and feelings.
- showing respect for adults.
- using polite language and behavior.
- demonstrating body awareness in the way he/she sits; keeps his/her boundary with others.
- moving about the classroom using appropriate eye contact and tone of voice.
- using a voice level appropriate to the classroom.
- showing respect for learning materials by the way in which he/she uses and places the materials on a rug or a table.

**Independence and Responsibility**

*The child demonstrates developmentally appropriate independence by:*

- functioning in a classroom setting without constant teacher cueing.
- working and choosing work independently.
- showing developmentally appropriate coping skills.
- completing a work cycle, i.e. getting materials, planning his/her work, returning materials, and working in an efficient manner.
- making a smooth transition from one task or environment to another.
Developmental Readiness

The child demonstrates developmental readiness by:

- using developmentally appropriate vocabulary and language.
- following a three-step verbal direction.
- listening attentively, using good eye contact and appropriate body language.
- sitting for a group activity for 20 minutes.

Academic Readiness

The child demonstrates academic readiness by:

- recognizing similarities and differences in a set of pictures.
- seeing and reproducing patterns.
- classifying objects and/or pictures.
- identifying upper and lower case letters in writing.
- holding a pencil properly.
- reading and writing his or her first and last name with correct capital and lower case letters.
- articulating and associating all consonant sounds with their corresponding letter.
- using a moveable alphabet to construct words.
- recognizing work boundaries (beginning-end).
- reading twenty basic words: the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, and I.
- reading eight basic color words: red, blue, green, yellow, brown, black, purple, orange.
- identifying quantity of bead bars 1-10 without counting.
- understanding symbol and quantity relationship from 0-19.
- writing and sequencing numbers 1-20.
- identifying the place value of golden beads and numerals for units, tens, hundreds, and thousands.
- identifying and copying basic geometric forms: circle, square, triangle.
- reading the number words zero-ten.