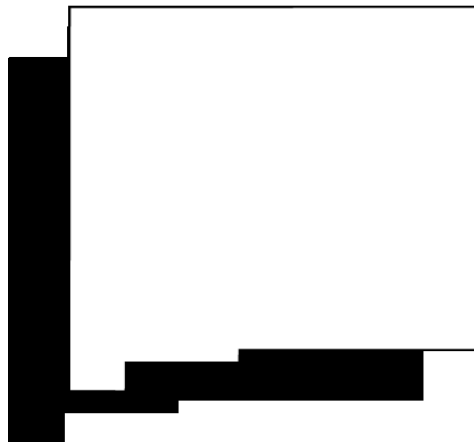


**New Mexico Public Education Department  
Performance Standards and Benchmarks  
for Three- and Four-Year-Old Children**

Correlated to

**BRIGANCE<sup>®</sup> Inventory of Early Development-II (IED-II)**



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**PERFORMANCE STANDARDS AND BENCHMARKS FOR THREE- AND FOUR-YEAR OLD CHILDREN**

**Performance Standard I: Children will demonstrate effective personal and social skills.**

<b>Benchmarks</b>	<b>IED–II Assessment</b>	<b>Level Yr/Mo</b>
A. Child will interact with peers and adults and show increasing ability to maintain social relationships and demonstrate social participation in play.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	0-1 to 7-0 0-3 to 7-0 0-0 to 7-0
B. Child will demonstrate appropriate assertion, affection/emotion and problem-solving skills in interactions with others.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	0-1 to 7-0 0-3 to 7-0 0-0 to 7-0
C. Child will demonstrate self concept, self awareness, and appropriate self esteem.	G-1, G-1C General Social and Emotional Development	0-1 to 7-0
D. Child will demonstrate increasingly effective self-regulation of behavior and emotions.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	0-1 to 7-0 0-3 to 7-0 0-0 to 7-0

**Performance Standard II: Children will participate as active and effective learners.**

<b>Benchmarks</b>	<b>IED–II Assessment</b>	<b>Level Yr/Mo</b>
A. Child will demonstrate logical reasoning and problem-solving skills through play and daily activities.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	0-1 to 7-0 0-3 to 7-0 0-0 to 7-0
B. Child will demonstrate interest in learning new things through natural curiosity, exploration, and discovery in home, school, and community.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	0-1 to 7-0 0-3 to 7-0 0-0 to 7-0
C. Child will demonstrate conceptual and practical understanding of early literacy and math skills/concepts during play and daily activities.	G-2, G-2C Play Skills and Behaviors	0-3 to 7-0

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**Performance Standard III: Children will communicate optimally and effectively in a variety of settings.**

<b>Benchmarks</b>	<b>IED–II Assessment</b>	<b>Level Yr/Mo</b>
A. Child will use gestures, sounds, words, or sentences to convey wants and needs or to express meaning to others.	E-2, E-2C Prespeech Gestures E-3, E-3C Prespeech Vocalization E-4, E-4C General Speech and Language Development	0-0 to 1-6 0-1 to 1-6 1-0 to 7-0
B. Child will respond to others' communication with appropriate actions or communicative reply.	E-4, E-4C General Speech and Language Development	1-0 to 7-0
C. Child will initiate, respond to and maintain reciprocal social interactions with peers and adults in a variety of settings.	E-4, E-4C General Speech and Language Development G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	1-0 to 7-0 0-1 to 7-0 0-3 to 7-0 0-0 to 7-0
D. Child will demonstrate understanding of conversational rules or devices and increasing awareness of social aspects of discourse.	E-4, E-4C General Speech and Language Development G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	1-0 to 7-0 0-1 to 7-0 0-3 to 7-0 0-0 to 7-0

**Performance Standard IV: Children will use their bodies optimally to explore, negotiate, and manipulate the environment.**

<b>Benchmarks</b>	<b>IED–II Assessment</b>	<b>Level Yr/Mo</b>
A. Child negotiates the home, school and community environment safely and with increasing proficiency.	D-11S Safety	1-3 to 7-0
B. Child shows increasing confidence in balance/motor control and motor planning ability.	<b>A. PREAMBULATORY MOTOR SKILLS AND BEHAVIORS</b> <b>B. GROSS-MOTOR SKILLS AND BEHAVIORS</b>	0-0 to 1-3 1-0 to 7-0
C. Child demonstrates increasing skill with tabletop activities.	<b>C. FINE-MOTOR SKILLS AND BEHAVIORS</b>	0-1 to 7-0
D. Child demonstrates increasing skill level by manipulating or playing with toys or devices.	C-1, C-1C General Eye/Finger/Hand Manipulative Skills C-2, C-2C Block Tower Building C-6, C-6C Cutting with Scissors C-7S Puzzles C-8S Painting with Brush C-9S Clay G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors	0-0 to 7-0 0-6 to 7-0 2-0 to 7-0 2-6 to 7-0 2-0 to 7-0 1-6 to 7-0 0-1 to 7-0 0-3 to 7-0 0-0 to 7-0

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**Performance Standard V: Children will demonstrate optimal independence in areas of daily life.**

<b>Benchmarks</b>	<b>IED–II Assessment</b>	<b>Level Yr/Mo</b>
A. Child actively participates in mealtime activities with increasing independence.	D-1, D-1C Feeding/Eating	0-0 to 7-0
B. Child actively participates in dressing.	D-3, D-3C Dressing	0-3 to 7-0
C. Child actively participates in self care.	<b>D. SELF-HELP SKILLS</b>	0-1 to 7-0
D. Child actively participates in self safety.	D-11S Safety	1-3 to 7-0
E. Child shows awareness of roles of community helpers.	F-10 Knows Function of Community Helpers	5-3 to 7-0

**Performance Standard VI: Children will engage in a variety of meaningful literacy experiences.**

<b>Benchmarks</b>	<b>IED–II Assessment</b>	<b>Level Yr/Mo</b>
A. Child will give and receive nonverbal and verbal messages to attach meaning to experiences, events and interactions.	E-1, E-1C Prespeech Receptive Language E-2, E-2C Prespeech Gestures E-3, E-3C Prespeech Vocalization E-4, E-4C General Speech and Language Development	0-0 to 1-6 0-0 to 1-6 0-1 to 1-6 1-0 to 7-0
B. Child will experience written language functions.	<b>J. MANUSCRIPT WRITING</b>	5-3 to 7-0
C. Child will demonstrate auditory and visual discrimination and knowledge of letter-sound relationships.	H-1a Visual Discrimination – Forms and Uppercase Letters H-1b Visual Discrimination – Lowercase Letters and Words H-5 Lowercase Letter Knowledge I-7 Auditory Discrimination I-8 Matches Initial Consonants with Pictures I-9 Substitutes Initial Consonant Sounds I-10 Substitutes Short-Vowel Sounds I-11 Substitutes Long-Vowel Sounds	5-3 to 5-9 6-6 to 7-0 5-0 to 6-3 5-3 to 6-0 6-3 to 7-0 6-3 to 7-0 6-3 to 7-0 6-3 to 7-0
D. Child will demonstrate independent reading and writing behaviors.	I-1 Basic Preprimer Vocabulary I-2 Word Recognition Grade Placement Test I-3 Reads Color Words I-4 Reads Number Words I-5 Reads Common Signs I-6a-d Reads Orally (Preprimer to Second-Grade Level) <b>J. MANUSCRIPT WRITING</b>	Gr. PK – 2 Gr. K – 2 6-3 to 7-0 6-3 to 7-0 6-3 to 7-0 Gr. PK – 2 5-3 to 7-0