

These ISTAR Kindergarten Readiness matrices are based on the 2007 Indiana Academic Standards, and were first presented in 2009. The 2009 ISTAR KR matrices reflect the reliability, alignment, and standardization research completed in 2010. The performance skills progress across the page from left to right to independence prior to attending kindergarten. There is NO Indiana Common Core Standard (INCC) title for this KR standard category. Revision September, 2012.

**ISTAR-KR Matrix: Social Emotional
Office of Special Education Programs (OSEP) Outcome 1, 2, 3**

| ISTAR KR: Sense of Self and Others | | | | |
|---|---|---|---|---|
| No Evidence | Demonstrates self-awareness | Demonstrates independence | Engages with others | Demonstrates respect for self and others |
| | Uses senses to explore self, others and environment | Demonstrates self-awareness | Demonstrates independence | Engages with others |
| | Responds to own name | Protests actions of others | Shares and takes turns with others when assisted | Helps and encourages others |
| | Recognizes self, familiar people, and familiar things | Makes a simple yes or no choice | Contributes to group task when prompted | Describes self in positive ways |
| | Shows toy preferences | Separates in familiar surroundings | With assistance, allows others to participate equally | Advocates for self |
| | Shows pleasure when repeating simple actions | Uses "mine" to identify property | Listens while others are talking | Cooperates with adults |
| | Selects the preferred item when given two choices | Prefers to do things independently | Names something special about someone else | Respects the property of others |
| | Rejects something undesirable | Pretends to do something or be someone else | Shows interest or pleasure when another reacts | Knows names of siblings |
| | | Communicates likes and dislikes | Recognizes others' feelings | |
| | | May practice moving away from familiar adult, but returns | Attempts to please adults | |
| | | States first name | States full name | |
| | | States age | State birth date | |
| | | States gender | | |

| ISTAR KR: Manages Emotions | | | | |
|-----------------------------------|---|--|--|--|
| No Evidence | Expresses a variety of emotions | Responds to a variety of emotions | Manages emotions with adult assistance | Uses strategies to manage emotions |
| | Expresses needs and desires with gestures, sounds, some words | Expresses a variety of emotions | Responds to a variety of emotions | Manages emotions with adult assistance |
| | Recognizes caregiver | Responds to tone and volume of others | Recognizes feelings when labeled by adult | Identifies and labels own feelings |
| | Discriminates strangers | Responds to the arrival of a familiar person | Modifies behavior in response to simple verbal redirection | Solves conflicts with language rather than physical action |
| | Laughs | Responds to the vocalizations and facial expressions of others | Uses feeling words when prompted | Seeks familiar adult to get needs met |
| | Demonstrates wide variation in emotions (e.g., happy, sad, fear, surprise, anxiety) | Initiates game with familiar adult | Allows redirection | Expresses ways to take care of feelings |
| | Responds appropriately to familiar adult affect | Prefers familiar adult | Manages fear and apprehension with assistance | Compromises to solve a problem with a peer |
| | | | | Responds appropriately to change |

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| ISTAR KR: Interpersonal Skills | | | | |
|---------------------------------------|---|---|--|---|
| No Evidence | Interacts with caregiver | Engages in parallel play | Interacts with others | Engages in cooperative interactions |
| | Jointly attends to objects | Interacts with caregiver | Engages in parallel play | Interacts with others positively |
| | Cooperates and interacts with caregiver during routines, play | Demonstrates an awareness of the presence of other children | Maintains attention to and participates in adult coordinated activity with peers at least 15 minutes | Role plays (acts out) with peers involving make-believe |
| | Participates (reciprocal turn-taking) in games with caregiver | Parallel plays near peers | Responds to adult guidance in turn taking | Participates actively in group experiences |
| | Looks at adult face | Imitates actions of others | Participates in circle games, group activities at least 15 minutes | Takes turns with games and materials with prompts |
| | Demonstrates a desire to be picked up and held by familiar person | Shows objects to others | Engages in simple pretend play with peers | Maintains a conversational exchanges for at least three exchanges |
| | Explores adult facial features | | Initiates interactions with peers, others | Acts to maintain a friendship with preferred peer |
| | Uses a familiar adult for comfort | | Shares when prompted | Shows concern or comfort when peer is upset |
| | Smiles at familiar adult | | Smiles for attention | |
| | | | Greets others | |
| | | | Begins conversations | |

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| ISTAR KR: Responsibility | | | | |
|---------------------------------|--|---|--|---|
| No Evidence | Recognizes steps in familiar routines | Follows familiar routines | Follows rules | Applies rules to situations |
| | Responds to familiar routines | Recognizes steps in familiar routines | Follows familiar routines | Follows rules at home in and in classroom |
| | Responds in recognition of the steps of meal preparation | Participates in group activities | Reminds others about rules | Cleans up area when finished |
| | | Helps adult with a task | Puts personal belongings in proper place | Completes tasks independently |
| | | Demonstrates understanding of expectations by assisting with preparations | Communicates when something does not belong or should not happen | Uses materials in appropriate ways |
| | | Practices routines in pretend play (feeding, comforting, etc.) | Follows through with transitions in a schedule most of the time | Works without disturbing others |
| | | | | Asks permission |
| | | | | Acts to help others |
| | | | | Knows telephone number and address |

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| ISTAR KR: Problem Solving | | | | |
|----------------------------------|--|---|---|---|
| No Evidence | Initiates an action to get a desired effect | Uses trial and error to manipulate objects | Searches for possible solutions | Finds alternative strategies and solutions |
| | Finds ways to obtain a desired object | Initiates an action to get a desired effect | Uses trial and error to manipulate objects | Searches for possible solutions |
| | Repeats behavior that has desired effect | Anticipates and navigates around environmental barriers | Finds an indirect way to solve a problem | Uses a second strategy when the first one fails |
| | Experiments with objects | Searches for something that is out of sight | Develops reasons | Considers alternatives |
| | Searches for hidden object after watching it be hidden | Takes simple objects apart to solve a problem | Asks for help | Chooses a variety of approaches, materials, and strategies to use in solving problems |
| | Separates objects | Puts simple objects together to solve a problem | Discriminates an object that is pulled apart and one that is put together | Uses concrete objects and pictures to explain the reasoning used to solve a problem |
| | Shows interest in objects in the environment | Uses tools to solve problems | Explains reasoning of why objects or pictures are used in certain way | |
| | Uses whole body to explore | Sees a simple task through to completion | Removes self from potentially harmful situations | |
| | | Performs simple actions with materials to see how they work | Attempts to make predictions (e.g. if this happens, then...) | |

| ISTAR KR: Approaches to Learning | | | | |
|---|--|---|--|--|
| No Evidence | Demonstrates curiosity | Sustains attention to preferred activities | Sustains attention to a challenging activity | Applies creativity to activities |
| | Interacts with materials using tactile sense for at least 15 or more seconds | Demonstrates curiosity | Sustains attention to preferred activities | Sustains attention to a challenging activity |
| | Shows interest in visual, auditory, tactile patterns | Sees a simple task through to completion | Prepares work carefully and neatly | Incorporates fantasy into activities |
| | Repeatedly manipulates objects to cause an effect (e.g., open/shut, pull/push) | Attends to more than one thing at a time (e.g., sings while painting) | Works beyond what is easy | Creates original products |
| | Imitates actions of others | Works through distractions | Stays on task to completion | Varies from a model |
| | Attends to or attempts new activities e.g., peek-a-boo | Can entertain self for at least 10 minutes | Exhibits positive attitude when approaching new challenge | Shows ability to adjust to new situations |
| | Notices new people, sounds, things | Will search for a hidden object | Asks why something is the same or different | Tries difficult tasks |
| | | | Maintains attention at large or small group activity at least 15 minutes | Uses objects symbolically in play |

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