



# Kindergarten Entry Inventory



**COMMONWEALTH OF PENNSYLVANIA**  
**DEPARTMENT OF EDUCATION**  
**DEPARTMENT OF HUMAN SERVICES**  
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**Name of Student:** \_\_\_\_\_





**School Year:** \_\_\_\_\_

## Indicator 1: Emotional Regulation

Standard: Student expresses emotions appropriately to adults and peers.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Labels feelings OR acts appropriately when others are happy, sad, angry or afraid.   | <b>Evident</b><br><br>Expresses feelings that are appropriate to the situation.   | <b>Exceeds</b><br><br>Reacts appropriately to situations that elicit strong emotions.   |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Names feelings of a character in a story.</li> <li>➤ Sees child crying and gives them a hug.</li> <li>➤ Sees child laughing, points to child and signs, "happy."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Child scrapes knee and cries.</li> <li>➤ Says, "That makes me mad" in their home language, when a child takes a toy while reaching to take the toy back.</li> <li>➤ Claps loudly and screams "woo-hoo" when hearing about a field trip to the zoo.</li> <li>➤ When visiting parent leaves classroom, child sits alone with head on table for a few minutes then resumes classroom routine.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ After being pushed down by another child, says, "That wasn't nice" in their home language and walks away.</li> <li>➤ After spilling the milk, child asks, "Where's a towel? I need to clean this up."</li> <li>➤ When visiting parent leaves classroom, child resumes classroom routine with ease.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 2: Self Awareness

Standard: Student demonstrates awareness of self and one's own preferences.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| Not Yet Evident<br>  | Emerging<br>   | Evident<br>  | Exceeds<br>  |
|---|---|---|---|
| <p>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</p> <p>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</p> | <p>Demonstrates strong preferences for people, toys, and activities.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Child exclusively plays in dramatic play when given a choice.</li> <li>➤ Child plays with same peer consistently.</li> <li>➤ Child brings stuffed friend to school every day.</li> </ul> | <p>Chooses materials and activities independently demonstrating confidence in own abilities.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ After writing name on paper, shows to teacher, points to writing and smiles.</li> <li>➤ "I can kick that ball really far, watch."</li> <li>➤ Selects station card for sensory table. Moves to sensory table and uses items to build a sand structure.</li> </ul> | <p>Differentiates between own preferences/abilities and those of others.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ "I'm a good block builder and he's good at drawing pictures."</li> <li>➤ "We're both five years old, but you can skip and I can't."</li> <li>➤ Selects station card for sand table, then hands block area card to classmate who regularly chooses the block area.</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





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|--|--|
| <input type="radio"/> I have not had the opportunity to observe for this skill   | <input type="radio"/> ½ day program limits time              |
| <input type="radio"/> Not covered in curriculum during observation period        | <input type="radio"/> Student transferred                    |
| <input type="radio"/> Student is non-English speaking                            | <input type="radio"/> Free choice play is not offered        |
| <input type="radio"/> Student had significant absences during observation period | <input type="radio"/> Student not in my class                |
| <input type="radio"/> Late student entry into classroom                          | <input type="radio"/> Other, please add specific explanation |

### Indicator 3: Conflict Resolution

Standard: Student distinguishes between appropriate and inappropriate ways to resolve conflict.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

#### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.   | <b>Evident</b><br><br>Suggests simple solutions to conflict which are most often based upon own needs and desires.  | <b>Exceeds</b><br><br>Suggests solutions to conflict while considering the needs and desires of self and others.  |
|---|---|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ When playing a math game with a peer, screams, "I want to roll the dice" and looks to teacher.</li> <li>➤ Tells teacher, "Mitra is at the front of the line and it's my turn to be line leader."</li> <li>➤ When child wants a turn at the easel, but all easels are being used, moves to teacher and points toward the easels.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ "I need a turn with that book. Give it to me when you are done."</li> <li>➤ After a conflict over the chair at the computer station, Frankie gets a timer, sets it to 10 minutes, and sits at the computer."</li> <li>➤ "Here you can use my special pencil, if I can go first."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ After a conflict over the chair at the computer station, Frankie gets a timer, sets it to 10 minutes, and motions for the other child to sit at the computer."</li> <li>➤ "Haddie, Michelle wants to play too. Give her a doll."</li> <li>➤ When peers are arguing, child signs "Stop. Let's use our words."</li> </ul> |

#### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 4: Behavior Regulation

Standard: Student is aware of limits and expectations and adjusts behavior accordingly.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Shows understanding of rules, but often tests boundaries.  | <b>Evident</b><br><br>Follows the rules and routines of the classroom/school with occasional reminders.   | <b>Exceeds</b><br><br>Applies a familiar rule in multiple settings.   |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Child moves to another area, when clean up cue is given.</li> <li>➤ Shakes head “no” when asked to join group for activity.</li> <li>➤ Child goes to music center even though it is full. When asked how many are allowed, says, “Four.”</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ “Only four people allowed at science center.”</li> <li>➤ Cleans up when cue is given.</li> <li>➤ Engages in morning routine upon entering classroom (signs in, hangs up coat, goes to circle).</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Uses inside voice while walking in the hallway.</li> <li>➤ Listens attentively to a special guest.</li> <li>➤ Reminds peers to use walking feet while on a field trip.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose “unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 5: Print Concepts/ Letters

Standard: Student recognizes and names some upper and lower case letters of the English alphabet.

\*\*\*ELL/DLL student's should be scored on their English proficiency for this indicator

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Recognizes AND names at least 8 letters, most frequently those in their own name. | <b>Evident</b><br><br>Recognizes and names 8-12 upper case letters AND 8-12 lower case letters.  | <b>Exceeds</b><br><br>Recognizes and names 13 or more upper case letters AND 13 or more lower case letters. |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ While playing a letter game, Haddie recognizes the letters in her own name, and the letters "o," "s," and "c."</li> </ul>        | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Charles named 20 letters in an assessment of letter naming fluency which included both upper and lower case letters.</li> <li>➤ Elizabeth says the letters of her name as she writes the corresponding upper case letter on the sign in sheet. A few days later, the teacher notices her correctly identifying 10 lower case letters.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Sam named 26 upper case letters and 14 lower case letters on an assessment of letter recognition.</li> </ul>                          |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| <input type="radio"/> I have not had the opportunity to observe for this skill   | <input type="radio"/> ½ day program limits time              |
| <input type="radio"/> Not covered in curriculum during observation period        | <input type="radio"/> Student transferred                    |
| <input type="radio"/> Student is non-English speaking                            | <input type="radio"/> Free choice play is not offered        |
| <input type="radio"/> Student had significant absences during observation period | <input type="radio"/> Student not in my class                |
| <input type="radio"/> Late student entry into classroom                          | <input type="radio"/> Other, please add specific explanation |

## Indicator 6: Print Concepts/ Words

Standard: Student recognizes that letters make words and that words convey meaning.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Identifies name when printed in the environment OR some other common environmental print.   | <b>Evident</b><br><br>Recognizes AND reproduces name OR other common environmental print in order to convey meaning. | <b>Exceeds</b><br><br>Identifies and attempts to reproduce familiar and unfamiliar words to convey meaning.   |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Finds name from list of classmates when choosing a center.</li> <li>➤ Kelly follows the environmental print song, singing each restaurant when their logo is pointed out.</li> <li>➤ Recognizes a stop sign and says, "That says STOP."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Writes name on art work.</li> <li>➤ Jorge labels his house on a drawing copying "casa" from the word wall.</li> </ul>                          | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Sounds out simple words and writes them phonetically.</li> <li>➤ Telsa retrieves a book on bears from science center and copies the words, "bear, hibernate, winter" to label her drawing of a bear in a cave.</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 7: Phonological Awareness

Standard: Student demonstrates understanding of spoken words, syllables, and sounds.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br>   | <b>Emerging</b><br>  | <b>Evident</b><br>  | <b>Exceeds</b><br>   |
|---|---|--|---|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Recognizes rhyming words OR when words begin with the same sound.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Michaela says, "Molly starts with 'M', just like my name."</li> <li>➤ Chooses the word cards for "Cat, Hat, Bat, Mat" when asked what words rhyme with Pat.</li> </ul> | <p>Isolates and pronounces the initial sounds in spoken single-syllable words.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Staci claps as she says, /st/-/a/-/c/, "my name starts with /st/."</li> <li>➤ While playing a game in literacy center, Greg connects various letters sounds to the – /at/ sound to form multiple words, and then he says the completed word.</li> </ul> | <p>Isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Muriel sounds out the word "dog," saying each letter sound /d/ /o/ /g/. Then she says, "Dog." She does this for several other words.</li> <li>➤ Sam draws a line to represent each letter in his name.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 8: Phonics

Standard: Student associates letters of English alphabet with their sounds.

\*\*\*ELL/DLL student's should be scored on their English proficiency for this indicator.

### 1. Indicate the developmental skill level the child has mastered.

| Not Yet Evident<br>  | Emerging<br>   | Evident<br>  | Exceeds<br>   |
|---|---|---|--|
| <p>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</p> <p>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</p> | <p>Demonstrates one-to-one letter sound correspondence for up to 5 letters.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Child writes the initial letter for words beginning with /d/, /b/, and /s/.</li> <li>➤ During a group game, Harlin recognizes the letter "H" and says my name starts with "H" and makes the H sound.</li> </ul> | <p>Demonstrates one-to-one letter sound correspondence for 6-10 letters.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Sounds out and writes the beginning letters for 10 letters over the course of two weeks.</li> <li>➤ During a small group rhyming game, child identifies 6 letters and their corresponding sounds to create 6 new words.</li> </ul> | <p>Demonstrates one-to-one letter sound correspondence for more than 10 letters.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ In literacy center, Suri matches 15 sounds to the correct letters when playing an electronic phonics game.</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 9: Text Analysis

Standard: Student demonstrates comprehension of text, both informational and literature.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Relates text to personal experiences.  | <b>Evident</b><br><br>Recalls details of a text (informational or story) by answering questions about a text.   | <b>Exceeds</b><br><br>Uses details from text including the illustrations to support answers to questions about a text (informational or story).   |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ When listening to <i>The Goose Got Loose</i> during shared reading, Francis shouts out, "I saw a goose yesterday."</li> <li>➤ Jensen points to a picture of a firefighter in a book he has chosen during quiet time, and says, "Papa" (his father is a firefighter).</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ When asked where the story took place, Gretchen answers, "in the forest."</li> <li>➤ When asks who remembers what "nocturnal" means, Allistar says, "stays awake at night, like the bat in the book."</li> <li>➤ Draws a picture representing the parts of a flower after a group reading of <i>Parts of a Flower</i>.</li> <li>➤ Puts sequence cards of a recently read story in order.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ When asked how she knew the story took place in a forest, Gretchen gets the book, and points to a picture of the forest. She says, "oscuro (dark)."</li> <li>➤ Kayla predicts that Jack and Annie will travel back in time and solve a mystery. When asked why she thinks this, Kayla says, "I have read these books before and that is what always happens. The only thing I don't know is what the mystery will be about this time."</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 10: Text Structure

Standard: Student demonstrates knowledge of text structure.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| Not Yet Evident<br>  | Emerging<br>   | Evident<br>  | Exceeds<br>   |
|---|---|---|--|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Uses beginning book handling skills.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Henigan holds book in correct position but does not engage in word tracking.</li> <li>➤ Julie points to words, tracking left to right, while pretending to read a story to a baby doll during dramatic play.</li> </ul> | <p>Uses parts of a book (title, front cover, back cover, illustrations) to engage with text.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Says, "Look, I got the Three Little Pigs" while pointing at front cover.</li> <li>➤ Petru uses text illustrations to retell a familiar story to a friend.</li> </ul> | <p>Uses parts of book (title, front cover, back cover, illustrations, table of contents) to assist in comprehension and use of text.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Nancy uses the table of contents to find information about a fruit bat.</li> <li>➤ Ayesha uses the front cover to predict what will happen in the story; she then uses the illustrations within the story to check her prediction.</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





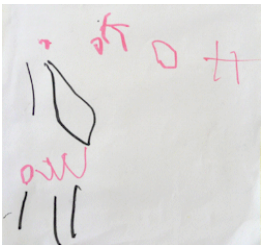


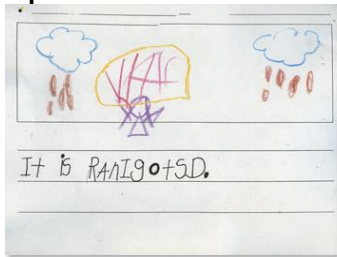
- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 11: Stages of Writing

Standard: Student demonstrates age appropriate writing skills.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><p>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</p> <p>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</p> | <b>Emerging</b><br><br><p>Writes letters or letter like shapes.</p>  | <b>Evident</b><br><br><p>Reproduces own name and/or simple words, with most letters correct.</p> | <b>Exceeds</b><br><br><p>Uses some spacing and punctuation in writing attempts.</p> |
|--|---|---|--|
|  | <p><b>Examples</b></p>   <p>Figure B,<br/>Phase 1</p> | <p><b>Examples</b></p>   | <p><b>Examples</b></p>    |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| <input type="radio"/> I have not had the opportunity to observe for this skill   | <input type="radio"/> ½ day program limits time              |
| <input type="radio"/> Not covered in curriculum during observation period        | <input type="radio"/> Student transferred                    |
| <input type="radio"/> Student is non-English speaking                            | <input type="radio"/> Free choice play is not offered        |
| <input type="radio"/> Student had significant absences during observation period | <input type="radio"/> Student not in my class                |
| <input type="radio"/> Late student entry into classroom                          | <input type="radio"/> Other, please add specific explanation |

## Indicator 12: Writing Process

Standard: Student engages in the writing process by choosing a topic of focus and then dictates, draws or writes a related story.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br>   | <b>Emerging</b><br>  | <b>Evident</b><br>  | <b>Exceeds</b><br>   |
|---|---|--|---|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Establishes “who” and “what” a narrative will be about (PLANNING) but does not follow through as intended (FOLLOW THROUGH).</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Zephyr points to a picture of Cinderella when asked what she will write about, but then draws a picture of apple trees.</li> <li>➤ Xavier answers the question, “What is your favorite food” with “cheeseburger” but then draws a picture of pizza.</li> </ul> | <p>Establishes “who” and “what” a narrative will be about (PLANNING) AND tells, draws or writes a related story (FOLLOW THROUGH).</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Zephyr points to a picture of Cinderella when asked what she will write about, then draws a picture that looks like Cinderella.</li> <li>➤ Xavier answers the question, “What is your favorite food” with “cheeseburger” and then draws a cheeseburger.</li> <li>➤ Cynthia says she wants to tell a story about her weekend. She then dictates, “I went to the park.”</li> </ul> | <p>Establishes “what” writing will be about (PLANNING) AND tells, draws or writes using descriptive words and specific details (FOLLOW THROUGH).</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Jasper dictates a detailed story about his visit to the zoo. He includes descriptions of a lion, elephant and monkeys.</li> <li>➤ Deborah draws a storyboard of her summer vacation. Each picture includes several details.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose “unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 13: Expressive Language

Standard: Student expresses thoughts, feelings and ideas; speaking clearly enough to be understood by most audiences.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language.

### 1. Indicate the developmental skill level the child has mastered.

| <p><b>Not Yet Evident</b></p>  <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> | <p><b>Emerging</b></p>  <p>Speaks/signs simple sentences (2-3 words) that can be understood by those familiar with the child's speech patterns.</p>  | <p><b>Evident</b></p>  <p>Speaks/signs descriptive sentences that can be understood by most audiences.</p>                                       | <p><b>Exceeds</b></p>  <p>Connects detailed sentences to expand a thought or idea.</p>  |
|---|---|---|--|
| <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p>   | <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Jesse says, "Necessito el bano" when he needed to use the bathroom.</li> <li>➤ The substitute teacher indicated she had difficulty understanding Teresa's request.</li> <li>➤ Stanley says "Me do it."</li> </ul> | <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Brandon said, "I was scared about school, but, you know, it's pretty fun."</li> <li>➤ Joe signs "I would like more milk, please. I like chocolate milk."</li> </ul> | <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Carlton says, "I like to play with Gladys because we both like trains. Gladys lets me play with Thomas sometimes. I like Percy more because he's green. Green's my favorite color."</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 14: Receptive Language

Standard: Student acts upon or responds to dominant spoken language\*\* showing understanding of intent.

\*\*\* *ELL/DLL students may exhibit applicable behavioral indicators in response to their dominant language.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Responds appropriately to specific statements (one step directions) and/or questions.   | <b>Evident</b><br><br>Responds appropriately to simple statements (including two-step directions) and questions.   | <b>Exceeds</b><br><br>Responds appropriately to complex statements (including multi-step directions) and questions.   |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Throws trash in trash can when asked "Will you please throw this away?"</li> <li>➤ Hangs up coat in cubby when asked.</li> <li>➤ Helen points to the baseball when the teacher asks her what her favorite sport is.</li> </ul> <p>**consider this indicator met if child has hearing deficit and responds to signed language</p> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Bernard brings his friend a shovel when his friend says he needs something to dig a hole in the sand pit.</li> <li>➤ Ingrid gets scissors and cuts on the dotted line as instructed by teacher.</li> </ul> <p>**consider this indicator met if child has hearing deficit and responds to signed language</p> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ After an oral telling of a story, Zachariah answers questions about the story using specific details from the story.</li> <li>➤ Lisa is provided the directions to a new game in her dominant language and follows the directions when playing the game.</li> </ul> <p>**consider this indicator met if child has hearing deficit and responds to signed language</p> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 15: Collaborative Communication

Standard: Student participates in collaborative conversations with peers and adults.

\*\*\* *ELL/DLL students may exhibit applicable behavioral indicators in their dominant language.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br>   | <b>Emerging</b><br>  | <b>Evident</b><br>   | <b>Exceeds</b><br>   |
|---|---|---|---|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Uses receptive AND expressive language strategies to engage in reciprocal conversations of one or two exchanges with familiar adults or peers.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Keon and Janai are eating snack. Keon says "do you like carrots?" Janai responds "yes". Keon says "me too."</li> <li>➤ After bumping into Ryan, Tamula signs "I'm sorry." Ryan proclaims he is going to tell Mr. Klunk. Tamula signs, "Ryan I said I'm sorry."</li> </ul> | <p>Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar adults or peers.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Sally enters the classroom and says "Morning Ms. Walker. Guess what I did last night?" After Ms. Walker responds Sally continues saying "we went to the circus and saw clowns". The conversation continues with two more exchanges.</li> <li>➤ At lunch, Erika and Susan engage in a conversation with many exchanges in Russian.</li> </ul> | <p>Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar and unfamiliar adults or peers.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ The farmer at the apple orchard asks if there are any questions. JaQuan asks the farmer, "How do you get the apples that are at the top of the tree?" The farmer responds and JaQuan says "then do you take the apples to the barn?" The conversation continues with three more exchanges.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| <input type="radio"/> I have not had the opportunity to observe for this skill   | <input type="radio"/> ½ day program limits time              |
| <input type="radio"/> Not covered in curriculum during observation period        | <input type="radio"/> Student transferred                    |
| <input type="radio"/> Student is non-English speaking                            | <input type="radio"/> Free choice play is not offered        |
| <input type="radio"/> Student had significant absences during observation period | <input type="radio"/> Student not in my class                |
| <input type="radio"/> Late student entry into classroom                          | <input type="radio"/> Other, please add specific explanation |

## Indicator 16: Conventions of English Language

Standard: Student demonstrates command of the conventions of Standard English when speaking.

\*\*\*ELL/DLL students should be scored on their English proficiency for this indicator.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Communicates in English with single words, short memorized phrases or incomplete sentences.  | <b>Evident</b><br><br>Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.       | <b>Exceeds</b><br><br>Communicates in English with complete sentences that use increasingly complex vocabulary and sentence structures with limited grammatical errors.   |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ At small group time, Christian glues buttons onto his collage. Christian taps Ms. McCormick on the arm and says "Look" while pointing to the collage.</li> <li>➤ On the playground Juan runs up to Mr. Bell and points at his untied shoe and says, "tie shoe, tie shoe, tie shoe."</li> <li>➤ In art area, Lisa says, "Need paper, please."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ When Miguel got off of the school bus, he said to the bus driver "thanks, Mr. Dave. See you later."</li> <li>➤ Bryson says, "We goed to Hersheypark this weekend."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ During a read aloud, Mary exclaims "that bear is humongous! He must have eaten a lot of food before hibernating."</li> <li>➤ During lunch Ms. Smith asks Jamal "what kind of sauce is on your sandwich?" Jamal replies "this is delicious barbecue sauce."</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 17: Counting

Standard: Student knows the count sequence.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Attempts to count to twenty, but may skip numbers, repeat numbers, or place numbers in an incorrect order.                     | <b>Evident</b><br><br>Counts to 20.  | <b>Exceeds</b><br><br>Counts past 20.  |
|---|--|---|---|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ During circle time, Kaden begins to count his peers "1,2,3,5,6,7,9,11."</li> <li>➤ At the math center, Bill lines up the unifix cubes and counts them "1,3,4,4,6."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Walking down the steps to the playground, Brayden counts to 20 in Spanish.</li> <li>➤ In the math center, Julia counts out 20 bears to put in her bowl.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ While jumping rope on the playground, Susan counts 25 jumps.</li> <li>➤ While passing out napkins during snack, Nykeesha counts out 28 napkins.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 18: Naming Numbers

Standard: Student knows number names.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Recognizes and names some numbers.   | <b>Evident</b><br><br>Recognizes and names numbers 1-10   | <b>Exceeds</b><br><br>Recognizes and names numbers 0-20 or above.   |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Joe chooses a number puzzle during math time. He takes out all of the pieces 1 – 10. While assembling the puzzle, he identifies 1, 2, 5, and 10 using his dominant language.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ While completing a floor puzzle numbered 1-10, Cindy names the number on each puzzle piece as she places it into the puzzle.</li> <li>➤ Mary chooses the number 5 from a pile of calendar stickers to label today's date. She has been able to complete this task on other occasions with different numbers.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ While playing memory with cards numbered 0-20, Dwayne and Marie identify all numbers.</li> <li>➤ Using a number chart posted in the classroom, Lydia names numbers 0 – 20 in her dominant language during math time.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 19: Operations and Algebraic Thinking

Standard: Student understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| Not Yet Evident   | Emerging   | Evident  | Exceeds   |
|---|--|--|---|
| <br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i><br><br><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i> | <br><br>Adds or takes away objects from a group and communicates that the group has more or has less.<br><br><b>Examples</b> <ul style="list-style-type: none"> <li>➤ Steve and Azayah have built a train track in the block area. Steve has two cars on the track and Azayah adds her car and says "look Steve, now it's bigger."</li> <li>➤ At lunch, Paul has serves himself one chicken nugget. He then adds two more to his plate and signs "more." "</li> </ul> | <br><br>Combines OR separates up to 6 objects AND identifies the number of objects remaining.<br><br><b>Examples</b> <ul style="list-style-type: none"> <li>➤ Three boats are floating in the water at the water table. Kyan says "there are three boats on the river and here comes the big ship." Kyan adds a big boat to the water and says "now there are four boats on the river."</li> <li>➤ Six children are standing in a hula hoop. Two children jump out of the hoop. Sara says, "cuatro amigos salieron (four friends left)."</li> </ul> | <br><br>Combines OR separates more than 6 objects AND identifies the number of objects remaining.<br><br><b>Examples</b> <ul style="list-style-type: none"> <li>➤ Christine is painting at the easel. Christine says "I have four colors on my paper. I am adding three more colors. Wow, now I have 7 colors on my paper – it looks like a rainbow."</li> <li>➤ During math time, Paris labels 5 blue squares with a number 5 card, and 4 red squares with a number 4 card. Then she places all the squares together and labels them with a number 9 card.</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 20: Identifying Shapes

Standard: Student identifies shapes.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Uses one or more, but not all of the following (squares, circles, triangles, rectangles) to label objects.   | <b>Evident</b><br><br>Names squares, circles, triangles, AND rectangles.  | <b>Exceeds</b><br><br>Names squares, circles, triangles, rectangles AND some 3-dimensional shapes (e.g. hexagons, cubes, cones, cylinders, and spheres).                                    |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ After taking out all of the pieces from a shape puzzle, Tyran names the circle and the square in his dominant language.</li> <li>➤ At the art table, Becky names the circle and triangle shape cutter.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ During small group Brooke, identifies the square, circle, triangle and rectangle as she removes cut out shapes from her baggie.</li> <li>➤ David is painting at the easel. He paints a triangle, square, circle and rectangle and correctly names each shape in his dominant language.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Bobby has previously identified the following shapes: square, circle, triangle and rectangle. In the block area Bobby fills a dump truck with cubes, cones and cylinders, naming each shape as he does so.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 21: Positional Words

Standard: Student shows understanding of the relative position of objects.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Follows directions that use positional words.                                   | <b>Evident</b><br><br>Uses appropriate vocabulary to describe the position of objects (position OR order).   | <b>Exceeds</b><br><br>Uses appropriate vocabulary to describe the position of objects (position AND order)  |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Sonny places the ball in the ball bin when asked.</li> <li>➤ Chloe sits next to a classmate when directed to do so.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Sally places items inside the dollhouse. She says "the refrigerator needs to be next to the stove. That's what it is like at my house."</li> <li>➤ Three children are playing in the block area getting ready for a car race. Billy says "I will be first, David will be second and Tyrone will be last."</li> <li>➤ Fianne notices an airplane in the sky. She says, "op (up)," while pointing to the plane.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Tom says "I am the line leader so I am first." On another day, Tom says, "I'm going in front of Mary."</li> <li>➤ Alexis and Coby are using the flannel board to create a map of the playground. Alexis says "the first thing we put on our map is the swings. The second thing we need is the sandbox which goes next to the swings."</li> </ul> |

### 2. Record evidence for this rating (optional).

### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 22: Measurement

Standard: Student uses measurable attributes to compare objects.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| Not Yet Evident<br>  | Emerging<br>  | Evident<br>   | Exceeds<br>  |
|---|--|--|---|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Uses words that demonstrate an understanding of measurable attributes.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Bill makes a road out of wood blocks and labels it with the corresponding word card in his dominant language for "long."</li> <li>➤ Felize comments, "This pumpkin is big and heavy."</li> </ul> | <p>Compares two objects with a measurable attribute in common.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ While at the water table, Jacob and Lana have matching cups. Jacob fills his container almost full and Lana fills her container half way. Jacob points to his cup and signs, "more."</li> <li>➤ After the teacher records the height of each student for "all about me" books, he asks them to find a friend who is similar in size. Bryson finds Jordan (they both measured 3' 6").</li> </ul> | <p>Orders objects with a measurable attribute in common.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Samantha lines up stacking cups from smallest to largest.</li> <li>➤ Olivia says, "Let's line up with the shortest in front and the tallest in back."</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

**Indicator 23: Data**

Standard: Student classifies, counts and compares quantities.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

**1. Indicate the developmental skill level the child has mastered.**

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Sorts up to 10 objects using one attribute.   | <b>Evident</b><br><br>Classifies up to 10 objects using one attribute and determines which category has “more of”/“less of” the attribute.  | <b>Exceeds</b><br><br>Classifies up to 10 objects using two attributes and describe results using “more of”/“less of.”  |
|---|---|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student’s behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Given a pile of 10 unifix cubes, Len sorts the cubes by color.</li> <li>➤ During science, Miguel sorts the leaves by jagged or smooth edge.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Savannah empties her baggie of colored apple shapes. She sorts the apples according to color and says “I have more red apples than green and there aren’t as many green apples as yellow ones.”</li> <li>➤ When asked in his home language to classify 12 colored disks by color, Kelly successfully places discs into groups. When asked, “que teine mas?” Kelly points to the group with the most discs.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Jeremiah sorts buttons into two groups by the number of holes in the button. Then Jeremiah sorts the two piles into big and small buttons resulting in four piles of buttons. Jeremiah points to the pile of small, two holed buttons and says “This pile has the most buttons.”</li> </ul> |

**2. Record evidence for this rating (optional).****3. Unable to determine a skill level:** If you choose “unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 24: Curiosity and Initiative

Standard: Student shows interest in a growing range of topics, ideas, and tasks.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br>   | <b>Emerging</b><br>   | <b>Evident</b><br>  | <b>Exceeds</b><br>  |
|---|--|--|--|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Demonstrates interest in a particular topic, object, or experience.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Jackson approaches a familiar peer, takes their hand and walks with them to the reading area.</li> <li>➤ When the teacher guides Camille to literacy center, Camille says, "but I want to go to music again."</li> <li>➤ Bert chooses to play a familiar computer game during center time.</li> </ul> | <p>Shows interest in new experiences by watching others, handling materials, or asking questions.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Mrs. Henry added turkey basters and remains at the water table modeling how they could be used. Shelby approaches and begins experimenting with the turkey basters mimicking what Mrs. Henry is doing.</li> <li>➤ Helen explores the new materials that have been added to the science center. Then she asks, "What's this do?"</li> </ul> | <p>Uses a variety of strategies to learn more about things of interest (both familiar and unfamiliar).</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Joyce expresses an interest in volcanoes and seeks out books on this topic while at the library.</li> <li>➤ After engaging with the pumpkins that had been added to the science center, Neil asks the teacher to help him look up more information about pumpkins on the computer.</li> <li>➤ Kelly creates different configurations of ramps, using a variety of materials in the block area.</li> </ul> |

### 2. Record evidence for this rating (optional).

**3. Unable to determine a skill level:** If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





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|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 25: Stages of Play

Standard: Student uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Acts out familiar scenarios; may use materials or objects to represent other objects  | <b>Evident</b><br><br>Acts out a familiar scenario with two or more children assigning and/or assuming roles and discussing actions.   | <b>Exceeds</b><br><br>Plans and negotiates complex play scenarios that may continue over several days.  |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ On the playground, Jan and Brandi begin to play beauty shop. Brandi finds a pine cone and begins using it as a hair dryer.</li> <li>➤ Lynne picks up a block pretending it is a phone and begins speaking in their dominant language.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ On the playground, Juan, Judy and Tino plan a game of baseball. Juan says "I will be the catcher, Tino you be the pitcher and Judy can be the batter."</li> <li>➤ In the dramatic play area, Deb tells Justin "You be the Dad" and to Christian "you be the baby". Deb says "Christian, you are hungry so cry now."</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Using the outdoor climber as a bus, Tracey, Billy, Homer, and Martina pretend they are taking a field trip. They assign roles and revisit this scenario over the next few days.</li> <li>➤ Cindy and Oscar plan for a tea party. They create invitations and hand them out to other students. The next day, Oscar says, "It's time for the tea party." And he and a few classmates play tea party.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 26: Engagement, Attention and Persistence

Standard: Student attends to tasks, activities, projects and experiences for an extended period of time, even if challenging and despite interruptions.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br>   | <b>Emerging</b><br>   | <b>Evident</b><br>   | <b>Exceeds</b><br>   |
|---|--|---|---|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Engages in self-selected activity but becomes distracted or loses interest without adult encouragement.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Zackary attempts to complete a puzzle, but quickly chooses another activity when he is unable to put the puzzle together.</li> <li>➤ Louanne moves from activity to activity during choice time without engaging in any activity for a sustained period of time.</li> </ul> | <p>Persists in a self-selected activity even in a distracting environment or when task becomes challenging.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Gabby searches for magnetic letters to spell her name. She says "there is no y in here." Gabby goes over to the shelf, finds more letters and looks through until she finds a y.</li> <li>➤ Sebastian continues with his project even after all his classmates have finished and have begun choice time.</li> </ul> | <p>Engages in a task that presented a previous challenge OR that was not self-selected.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ After experiencing difficulty with his coat zipper in the morning, Charlie attempts to zip his own coat at the end of the day.</li> <li>➤ Antoinette persists with a teacher-led reading activity even though it is challenging.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





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|--|--|
| <input type="radio"/> I have not had the opportunity to observe for this skill   | <input type="radio"/> ½ day program limits time              |
| <input type="radio"/> Not covered in curriculum during observation period        | <input type="radio"/> Student transferred                    |
| <input type="radio"/> Student is non-English speaking                            | <input type="radio"/> Free choice play is not offered        |
| <input type="radio"/> Student had significant absences during observation period | <input type="radio"/> Student not in my class                |
| <input type="radio"/> Late student entry into classroom                          | <input type="radio"/> Other, please add specific explanation |

## Indicator 27: Task Analysis

Standard: Student organizes complex information and thought into small steps and goals.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Completes steps of a simple task provided by adult.                     | <b>Evident</b><br><br>Breaks simple tasks into steps and completes them one at a time.   | <b>Exceeds</b><br><br>Develops plans for completing tasks by establishing goals and then carries out plans to meet those goals.   |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Upon arrival, completes the regular morning routine, hanging up his coat, washing his hands and signing in.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Xavier separates the beads into piles by color before beginning to place them on the string in a pattern.</li> <li>➤ Marsha explains the daily routine to the substitute teacher.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Cindy and Oscar plan for a tea party. Oscar says, "we need to make invitations to invite our friends." They create invitations and hand them out to other students. The next day, Oscar says, "It's time for the tea party." And he and a few classmates play tea party.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





- |  |  |
|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 28: Reasoning and Problem Solving

Standard: Student attempts to accomplish challenging tasks by employing different strategies as needed.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Attempts to solve simple problems using trial and error OR by imitating a strategy used by an adult or peer.                                | <b>Evident</b><br><br>Attempts to solve problems in more than one-way, recognizing when help is needed.  | <b>Exceeds</b><br><br>Determines why an attempt was unsuccessful and experiments with alternate strategies.   |
|---|---|---|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Zach watches another child use a stick to dig a hole in the sandbox using a stick, and then tries that on his own.</li> <li>➤ Nellie uses trial and error to complete a puzzle.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ After several attempts to build a block structure independently, Levi asks a peer to hold the base while he secures the top section with tape.</li> <li>➤ After listening to a social story, Ingrid provides three different solutions to the problem presented in the story.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ After attempting to build a block structure, Nikki says, "this block is too small to be at the bottom. It makes it too wiggly." She then chooses a larger block for the base.</li> <li>➤ When a ball gets stuck in a tree, Trisha unsuccessfully tries to knock it down with a tennis ball. Oliver noticing, runs to get the soccer ball. He says, "Mas grande (bigger)" as he hands it to Trisha.</li> </ul> |

### 2. Record evidence for this rating (optional).

### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





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|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 29: Control and Coordination– Fine Motor

Standard: Student demonstrates coordination, strength and muscle control when manipulating small objects or tools.

\*\*\* *ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.*

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br>   | <b>Emerging</b><br>   | <b>Evident</b><br>  | <b>Exceeds</b><br>   |
|---|--|--|---|
| <p><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i></p> <p><i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i></p> | <p>Explores and manipulates large objects using both hands.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ Sarah uses a handled-dough cutter to cut out a circle pressing down with both hands.</li> <li>➤ Talia pulls apart large interlocking blocks when cleaning up after math time.</li> <li>➤ In the sand table, Jeremiah adds water to the sand. He pushes the sand to form a mountain.</li> </ul> | <p>Explores and manipulates smaller objects using hands, fingers and wrists.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ James uses scissors to snip paper into smaller pieces.</li> <li>➤ During center time, Marquita strings large-holed beads onto a string shoelace.</li> <li>➤ Carrie writes and draws awkwardly when using an appropriate pencil grip.</li> <li>➤ Michelle buttons her coat independently.</li> </ul> | <p>Shows dexterity and detail in fine motor movements requiring increasing finger strength and control.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>➤ At the art center, Roberto chooses a cutting exercise and is able to cut a straight line, a zig zag line and cuts out a circle while staying on the line.</li> <li>➤ Winnie makes a bracelet using small-holed beads and fishing line.</li> <li>➤ Jolie writes and draws accurately using an appropriate pencil grip.</li> <li>➤ Eric zips his pants and buckles his belt after using the restroom.</li> <li>➤ Christopher demonstrates that he can independently tie his shoes.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:





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|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

## Indicator 30: Control and Coordination – Gross Motor

Standard: Student demonstrates coordination of body movements.

\*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language based strategies.

### 1. Indicate the developmental skill level the child has mastered.

| <b>Not Yet Evident</b><br><br><i>With the opportunity to observe, student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> | <b>Emerging</b><br><br>Performs basic movements with confidence and ease.   | <b>Evident</b><br><br>Performs a variety of complex movement skills with confidence and ease.   | <b>Exceeds</b><br><br>Participates in movement sequences that combine a variety of skills.  |
|---|--|--|--|
| <i>*Students receiving accommodations provided as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student's behavior with this necessary support.</i>  | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ Cindy jumps from one carpet square to another.</li> <li>➤ Brian kicks the ball from a stationary position.</li> <li>➤ Kiki throws a ball to her peer.</li> <li>➤ Nancy navigates her wheelchair through the classroom.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ When Carlos throws the baseball, he steps forward with one foot and follows through with the throw.</li> <li>➤ Linda demonstrates she is able to go up and down stairs alternating feet without holding on to the rail or the wall.</li> <li>➤ Jeremiah runs and kicks the ball.</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>➤ While playing hopscotch, Jaraz jumps on the appropriate squares using both one and two feet.</li> <li>➤ Patrice is able to use her legs and body to swing independently.</li> <li>➤ Todd completes an obstacle course with ease.</li> </ul> |

### 2. Record evidence for this rating (optional).

#### 3. Unable to determine a skill level: If you choose "unable to determine a skill level, you will need to identify one of the following reasons:

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|--|--|
| o I have not had the opportunity to observe for this skill   | o ½ day program limits time              |
| o Not covered in curriculum during observation period        | o Student transferred                    |
| o Student is non-English speaking                            | o Free choice play is not offered        |
| o Student had significant absences during observation period | o Student not in my class                |
| o Late student entry into classroom                          | o Other, please add specific explanation |

