

Pennsylvania Kindergarten Entry Inventory Cohort 1 (2014) Summary Report

March 2015



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Pennsylvania Kindergarten Entry Inventory Cohort 1 (2014) Summary

Introduction

The Pennsylvania Kindergarten Entry Inventory (KEI) was developed through a three year process, which included three distinct pilots of the inventory and the KEI process. For information on these pilots, visit <http://www.ocdelresearch.org/Reports/Forms/AllItems.aspx>.

Pennsylvania's KEI is a reliable reporting tool that offers teachers an instructional strategy for understanding and tracking students' proficiency at kindergarten entry. The tool provides a consistent set of kindergarten outcomes across the commonwealth. The inventory is based on Pennsylvania's Learning Standards for Early Childhood and includes 30 standards-based indicators and reports data in the domains of: Social and Emotional Development; English Language Arts; Mathematics; Approaches to Learning; and Health, Wellness and Physical Development.

In 2014, the Office of Child Development and Early Learning (OCDEL) in partnership with the Pennsylvania Department of Education's Office of Elementary and Secondary Education (OESE) began a phased deployment of the KEI. Cohort 1 implemented the KEI in the fall of 2014 and included Title I schools designated in Focus and Priority status under the Elementary and Secondary Education Act. Focus schools meet any one or more of the following criteria: Title I schools with a graduation rate below 60 percent; schools not otherwise designated as a Priority school, but falling in the lowest 10 percent of Title I schools (excluding bottom 5 percent); or test participation below 95 percent. Priority schools are the lowest 5 percent of Title I schools (based on aggregate math and reading PSSA or Keystone scores) or Title I schools receiving School Improvement Grant (SIG) funds. Focus and Priority schools were required to use the KEI as part of their planning process for instructional improvements. The KEI was open for voluntary use to any interested local education agency (LEA) or private kindergarten. Cohort 1 included 707 teachers who reported outcomes on approximately 16,000 children. These teachers represented 217 schools covering 21 districts.

A complete listing of participating districts and schools is detailed in Appendix 1.

Kindergarten Entry Inventory Process

Several components comprise the overall KEI process. These components include: recruitment; communication; professional development with a proficient user assignment; collecting sources of evidence; scoring; entering data; and accessing and utilizing information.

Recruitment

Recruitment of Cohort 1 participants began in the spring of 2014 and continued until fall 2014. Recruitment strategies for Cohort 1 included outreach and awareness building efforts to audiences with a stake in the KEI process, and or in the results of the process. Audiences targeted for outreach included the birth-5 year old early learning community, kindergarten teachers, kindergarten to third grade (K-3) administrators, early learning community organizations, and various state associations. In addition to multiple speaking engagements across Pennsylvania, the following documents were created to share information and specific messaging about the KEI:

1. Using Pennsylvania's Kindergarten Entry Inventory to Improve Student Achievement
2. Pennsylvania's Kindergarten Entry Inventory Process
3. Five Things You Should Know about the Kindergarten Entry Inventory
4. Understanding the Pennsylvania Kindergarten Entry Inventory: Information for Families

These documents are accessible at http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/p/1852080.

Communication

KEI recruitment announcements occurred in the spring of 2014. Two venues were utilized: PENN*LINK and the BUILD Early Childhood Education (ECE) News. PENN*LINK is the official electronic email service for the Pennsylvania Department of Education (PDE). Originally established in 1986 and now fully integrated with the Internet, PENN*LINK manages the delivery of email among the Department of Education and local education agencies. The BUILD Early Childhood Education (ECE) News is a biweekly e-newsletter which informs early learning professionals, school district staff, the early childhood community, policymakers, community leaders and the public on developments in early childhood education and care in Pennsylvania. It was founded through a partnership between OCDEL and the Pennsylvania Build Initiative. To subscribe and read back issues of BUILD ECE news on the [PA's Promise for Children website](#).

Recruitment announcements directed districts and/or schools interested in implementing the KEI to designate a point of contact (POC). This POC had direct communication with OCDEL staff prior to formal registration in the KEI data system. Communication continued throughout the KEI process through use of a KEI systems generated list serve, which sent electronic communications to registered participants. In addition, participants had access to help desk staff, and OCDEL staff. Specific needs-based technical assistance was provided through the help desk throughout implementation. Enhancements to the communication protocol will occur with Cohort 2.

Professional development/ Proficient user assignment

As part of Cohort 1 implementation, professional development was provided to build capacity to optimally use the KEI. The professional development protocol for Cohort 1 consisted of an introduction to the KEI, KEI scoring and skill practice, and a required proficient user assignment. Professional development was also available on the use of the web-based data system through asynchronous "snippets" housed within the KEI data system. Multiple modalities for training, including opportunities for district specific in-person training as well as the availability of asynchronous web-based modules were offered during Cohort 1 implementation. District specific in-person training was offered on a case-by-case basis when requested by the LEA. Most notably, eight regional sessions were conducted in Philadelphia School District during their regularly scheduled professional development day at the end of the 2013 school year. Approximately 550 teachers were trained during the Philadelphia specific sessions.

Proficient user assignment completion was required for all kindergarten teachers implementing the KEI. The assignment consists of two student portfolios that include anecdotal records on a variety of standard indicators, work samples, and photographs. Teachers review the entire portfolio for each of the students and use the information provided to score each of the 30 standard-based indicators. Teachers must submit the completed assignment and meet the proficiency threshold. All participating teachers were notified of their proficiency status soon after submission of the assignment. Proficient user status is valid for 5 years. Those participating teachers who did not meet the proficiency threshold received targeted outreach from OCDEL staff prior to implementation of the KEI in order to ensure effective implementation of the KEI.

Feedback from Cohort 1 participants indicates that multiple professional development options were a benefit. Specific feedback related to the available asynchronous webinars suggested

they were a beneficial option since teachers could access these at any time and complete training at their own pace. Some implementing districts and schools did offer flexible time so teachers could track their hours spent on the webinars and use that time as flexible professional development. Feedback also indicated that the proficient user assignment is a necessary component of the KEI process, effectively providing teachers with a sufficient level of familiarity with the KEI tool and process to be able to effectively implement the tool within their own classrooms. Participants specifically noted the following:

- "...the idea [of] having to apply what you learned was really good practice."
- "It was a little time consuming but I really felt more comfortable and the more I worked with that data the better I felt and more confident that I could implement it on my own."
- "I think those case studies were great and it's important to see that, I mean how many times do we want to give children visual examples and concrete examples and there you are giving us this concrete example. That was very daunting, training was a little scary, but it was so good in the long run ...because you provided that concrete example to us..."
- "I think the case studies are very valuable and it is true they are time consuming but I think it pays off in the end because it kind of forces you to look at children and situations a little bit differently than what you might be used to. That is something you take with you then for the rest of the year and the following year. The good habits are the good things that you pick up from doing this study stays with you so that little bit of extra work in the beginning is completely worth it."

Evidence Collection

The KEI is an observation-based assessment, designed to be implemented in conjunction with typical classroom activities.

Two sharply contrasting measurement approaches can be used with children under age 5: direct assessments and observation-based (often called authentic) measures. A direct assessment involves an adult, possibly a familiar adult but sometimes a stranger, sitting with a child and asking him or her to respond to a number of requests, such as pointing to a picture or counting objects. The conditions for administration, such as the directions and how the materials are presented, are standardized to ensure that each child is being presented with identical testing conditions. Observation-based measures...use regularly occurring classroom activities and products as evidence for what children know and can do. Observation-based measures encompass a variety of tools, including checklists...classroom-based observation tools...samples of children's work...Teachers and caregivers collect data over a variety of contexts and over time to gain a more valid and reliable picture of what children know and do. Observation-based assessment approaches also are consistent with recommended practices for the assessment of young children (*National Research Council of the National Academies (2008), Early Childhood Assessment: Why, What, and How? Page 7-11 and 7-12*).

As an observation-based assessment, the KEI is designed to be implemented hand-in-hand with the instructional and routine activities that occur on a daily basis within quality kindergarten classrooms. Teachers are encouraged to utilize multiple sources of evidence in order to complete the KEI. Sources of evidence might include, but are not limited to the following:

1. results from typically administered assessments
2. family input
3. work samples

4. observations
5. checklists
6. input from other adults working with the student

The evidence collection period lasts from the first day a student enters the kindergarten classroom until the 45th calendar day of the kindergarten year.

Scoring

The KEI is scored based upon a comparison between the evidence collected and definitions that describe each standards-based indicator within four response categories. Response categories include Not Yet Evident, Emerging, Evident, and Exceeds. The response category of Not Yet Evident is defined as the student rarely or never exhibits the behaviors listed under the other scoring categories or needs significant support to achieve these behaviors. The response categories of emerging, evident, and exceeds are defined by the observable behavioral indicators listed within the tool. Behavioral indicators advance based on research-based learning progressions found within the Pennsylvania Learning Standards for Early Childhood. The response categories of Emerging, Evident, and Exceeds provide examples of specific observable behaviors to assist in determining a skill level.

A copy of the KEI tool used during Cohort 1 implementation can be found in Appendix 2.

In addition to the four response categories, teachers may indicate an answer of “unable to observe” if they had not had the opportunity to collect evidence to inform the scoring of a particular indicator. Teachers are encouraged to use this option sparingly. Teachers also are instructed to complete scoring on individual indicators as soon as they are confident that they have reached a determination, and not to change scores throughout the 45 day window.

Data entry

Teachers in Cohort 1 were allotted 7 calendar days to complete data entry within the web-based data system. Several systems challenges occurred during Cohort 1 implementation that necessitated the extension of the data entry window. Finalization of all reported outcomes occurred by January 15, 2015.

Data entry during Cohort 1 was typically completed by the kindergarten teacher, however a few participating entities offered administrative support for data entry, in some cases completely removing this responsibility from the classroom teacher. This practice proved beneficial in alleviating the need to remove the teacher from the kindergarten classroom to complete data entry, as well as, eliminating challenges associated with having a large number of teachers accessing the system at one time. System usability will be a key focus with Cohort 2 implementation and will include a focus on the development of unique user roles and responsibilities in order to facilitate the ability for implementing entities to provide administrative support, particularly around data entry.

Accessing and utilizing information

During Cohort 1, the web-based data system had the capacity to generate individual child level, as well as classroom reports that could be accessed by the kindergarten teacher. These reports could be used to summarize baseline information across both the domain and the indicator level in order to share this information with families, inform individual instructional needs, and to inform classroom instructional needs. Feedback from Cohort 1 participants indicated that these reports were beneficial and were being utilized in multiple ways. Specific participant feedback included the following:

- “Our district is very committed to offering opportunities to the families of preschoolers to engage in our school and become familiar with the school environment so using some of the KEI data...collected... we worked a preschool literacy program ... and we looked at some of the indicators and designed parent information sessions and child-centered activities that we run in the evenings based on the early literacy data we collected...”
- “I kept telling the rest of my team that I was all prepared for conferences. I never knew the students as well as I knew them this year because I had a whole new pool of 30 indicators.” I was able to look “at the data one more time and developed each child’s conference based on their growth. It was really great because I had a lot of information to share with parents and I could really start off the conference by talking about how much growth has taken place within these 45 days. Once you start working with the KEI, it becomes one with you and you’re running those indicators in your head all of the time or you’re really looking at children a little bit differently, or at least I did, than before and I just felt like I had so much information... I really felt as though I could paint an actual picture of their child’s performance in kindergarten.”
- “The focus on growth is nice and it’s not focusing on what your child couldn’t do when they arrived at school but look how far they’ve come. Parents want to hear that and those are successes you wouldn’t have known if you did not recorded it on the KEI.”
- “I didn’t actually bring out the KEI during conference time but I found myself using a lot of the language. For example: I have a particular student who came in with very strong academic skills but social and emotional as well as his growth in fine motor; all of those things are underdeveloped and I used those terms and found using the indicator rubric terms to be a very beneficial way to describe that growth that he has been making and the process of where we’re heading to have that conversation with mom and dad.”
- “I’d like to expand that arena from beyond the parent’s perspective to the peripheral benefit of doing the KEI for our classroom teachers. The indicators are always in our brains. At the end of the school year, we do vertical data team meeting so that our kindergarten team meets with our first grade team. So that information that was floating around in [the participating teacher’s] head of how students grew and what skills they were bringing with them, we were able to share with our first grade teachers as well because I think it just adds a more in-depth look at the kindergarteners as learners. So in a way our first grader teachers benefitted as well.”

In addition to the information available to the teachers, schools and/or districts were able to request a raw data extract at the conclusion of the data collection process for locally determined purposes. For example, one participating district indicated that they “...look at all of the data...collected like the DIBELS, Brigance and the KEI to determine what kind of...professional development would best benefit...teachers based on the needs of [the] students...” System enhancements during Cohort 2 will include additional levels of reporting features, containing specific building and district level reporting options. In addition, OCDEL also will be utilizing results from the KEI process to generate state level reports.

Additional Participant Feedback

Although Cohort 1 is considered the first phase of KEI implementation, additional enhancements to the inventory, process, reporting system, supports and resources will continue to be developed. In an effort to collect feedback from Cohort 1, OCDEL provided multiple and multi-modal opportunities to participate in in-person focus groups, and/or a web-based dialogue. Focus groups and web dialogue were conducted in December 2014. Feedback included many positive aspects of the KEI process, as well as recommendations for potential improvements. In

addition to benefits already detailed throughout this summary, participants indicated the following additional positive aspects of the KEI tool and the implementation process:

- “You nailed the indicators in the tool. You are collecting the information that needs to be collected.”
- “Having the social and emotional, physical development, and approaches to learning indicators reminded me how important these are to the learning process. Perhaps the most important.”
- “As the principal I always struggle with getting to know our kindergartens at the start of the school year. We have a half day program and they are all new to our school. Being involved with the KEI process, actively assisting in the observation process, has allowed me to connect with the kindergartens in a way I haven’t been able to in the past.”
- “It is important for us to provide outreach to our early learning programs. The KEI has provided us a tool for talking about our expectations.”
- “I think the other thing too, doing the KEI, we had to give [the students] more time because we had 45 days and we knew we had to meet that deadline...So, we had to listen to them. It wasn’t “okay, come on, I need you to get in line, I need you to use the bathroom,...” we had to stop and have a conversation with them. They could say, “Oh, that’s an A and that’s in my name...” and we just got all of this information in our hands because we allowed them to take their time and we allowed ourselves to talk to them and not be so rushing...”
- “One thing I did like about the KEI is that it forced me to look at things a little bit sooner than what I may have done in previous years. There’s just many benefits to that but it really did, I could really speak to the amount of growth that happened since that first day of school.”
- “It was building a relationship with the kids too because it’s so much fun to just sit down and be able to talk to them and that purposeful play I think is the thing that we keep coming back to. We were very purposeful with the activities that we were choosing to do and how we were interacting with our children and I feel as though the KEI is making me a better and stronger teacher because I think of things a little differently and why I do what I do.”

Potential Improvements

Feedback from Cohort 1 participants also provided specific focal areas for enhancements that will occur in subsequent years. Specific inventory revisions for Cohort 2 will include the collection of additional demographic information (i.e., collection of home language, and additional pre-kindergarten experience options), as well as additional guidance and examples specific to English Language Learners/Dual Language Learners. The inventory also will undergo an additional validation study in 2015. System enhancements will include distinct user roles and responsibilities; single point of access for communications, professional development, supports and resources, and data entry; streamlined data entry screens; and enhanced reporting features.

Additional information about the KEI can be found at http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/p/1852080.

Questions about the KEI should be sent to RA-PWOCDELKEI@pa.gov.

APPENDIX 1

List of Cohort 1 participating schools

Chambersburg Area SD	Benjamin Chambers Elementary Thaddeus Stevens Elementary
Chester-Upland SD	Chester Upland School of Arts
Duquesne City SD	Duquesne Elementary
ERIE CITY-SD	Pfeiffer-Burleigh Wayne
Freedom Area SD	Conway Elementary
Governor Mifflin SD	Brecknock Elementary Cumru Elementary
Harrisburg City SD	Benjamin Franklin Downey Foose Melrose Scott
Juniata County SD	Fermanagh-Mifflintown Elementary
Lancaster SD	King Elementary Lafayette Elementary Price Elementary
Northern Lebanon SD	Jonestown Elementary
Penn Manor SD	Letort Elementary
Philadelphia SD	Adaire, Alexander Allen, Dr. Ethel Allen, Ethan Anderson, Add B. Arthur, Chester A. Bache-Martin Barry, Comm. John Barton, Clara Bethune, Mary McLeod Blaine, James G. Blankenburg, Rudolph Bregy, F. Amedee Bridesburg Brown, Henry A. Brown, Joseph Bryant, William C. Carnell, Laura H.

Cassidy, Lewis A AC Plus
Catharine, Joseph
Cayuga
Childs, George W.
Comegys, Benjamin B.
Comly, Watson
Cook-Wissahickon
Cooke, Jay
Cramp, William
Crossman, Kennedy
Day, Anna B.
De Burgos Bilingual Magnet
Decatur, Stephen
Dick, William
Disston, Hamilton
Dobson, James
Duckrey, Tanner
Dunbar, Paul L.
Edmonds, Franklin S.
Elkin, Lewis
Ellwood
Emlen, Eleanor C.
Farrell, Louis H.
Fell, D. Newlin
Finletter, Thomas K.
Fitzpatrick, Aloysius L.
Forrest, Edwin
Fox Chase
Frank, Anne
Franklin, Benjamin
Gideon, Edward
Girard, Stephen
Gompers, Samuel
Greenberg, Joseph
Greenfield, Albert M.
Hackett, Horatio B.
Hamilton, Andrew
Hancock, John
Harrington, Avery D.
Hartranft, John F.
Henry, Charles W.
Heston, Edward
Holme, Thomas
Hopkinson, Frances
Houston, Henry E.
Howe, Julia Ward
Huey, Samuel B.
Hunter, William H.
Jackson, Andrew
Jenks, Abram

Jenks, John S.
Juniata Park Academy
Kearney, Gen. Philip
Kelley, William D.
Kelly, John B.
Key, Francis Scott
Kirkbride, Eliza B.
Lamberton, Robert E.
Lawton, Henry W.
Lea, Henry C.
Lingelbach, Anna L.
Locke, Alain
Loesche, William H.
Logan, James
Longstreth, William C.
Lowell, James R.
Ludlow, James R.
Marshall, John
Marshall, Thurgood
Mayfair
McCall, Gen, George A.
McClure, Alexander K.
McKinley, William
McMichael, Morton
McCloskey, John F.
McDaniel, Delaplaine
Meade, Gen. George C.
Meredith, William M.
Mifflin, Thomas
Mitchell
Moffet, John
Moore, J. Hampton
Morris, Robert
Morrison, Andrew J.
Morton, Thomas
Munoz-Marin, Luis
Nebinger, George W.
Olney
Overbrook
Patterson, John M.
Peirce, Thomas M.
Penn Alexander
Pennell, Joseph
Pennypacker, Samuel
Penrose
Pollock, Robert B.
Potter-Thomas
Powel, Samuel
Prince Hall
Rhawnhurst

Rhoads
Rhodes
Richmond
Roosevelt
Rowen, William
Sharswood, George
Shawmont
Sheppard, Isaac
Sheridan, Philip H.
Solis-Cohen, Solomon
Southwark
Spring Garden
Spruance, Gilbert
Stanton, Edwin M.
Stearne, Allen M.
Steel, Edward
Sullivan, James J.
Taggart, John H.
Taylor, Bayard
Vare-Washington
Waring, Laura W.
Washington, Martha
Webster, John H.
Welsh, John
Willard, Frances E.
Wister, John
Wright, Richard R.
Ziegler, William H.

Pittsburgh SD

Pittsburgh Arlington K-8
Pittsburgh Arsenal K-5
Pittsburgh Faison K-5
Pittsburgh King K-8
Pittsburgh Langley K-8
Pittsburgh Lincoln K-5
Pittsburgh Miller K-5
Pittsburgh Montessori K-8
Pittsburgh Morrow K-8
Pittsburgh Spring Hill K-5
Pittsburgh Woolslair K-5

Reading SD

Amanda E Stout Elementary
Glenside Elementary
Lauers Park Elementary
Millmont Elementary
Northwest Elementary
Riverside Elementary
Sixteenth & Haak Elementary
Tenth & Green Elementary
Tenth & Penn Elementary

	Thirteenth & Green Elementary Thirteenth & Union Elementary Twelfth & Marion Elementary Tyson Schoener Elementary
Southern Huntingdon County SD	Shade Gap Elementary
Steelton-Highspire SD	Steelton-Highspire Elementary
Uniontown Area SD	Lafayette Elementary
Wattsburg Area SD	Wattsburg Area Elementary Center
Wilkes-Barre Area SD	Dr. David W. Kistler Elementary
William Penn SD	Aldan Magnet School
York City SD	Davis Devers Ferguson Goode Hannah Penn K-8 Jackson K-8 McKinley
Charter Schools	Agora Cyber CS ASPIRA Bilingual Cyber CS Community Academy of Philadelphia Education Plus Academy Cyber CS Gillingham CS Hardy Williams HOPE for Hyndman CS Mastery CS - Cleveland Elementary PA Distance Learning CS Pennsylvania Cyber CS Robert Benjamin Wiley Community CS Seven Generations CS Urban Pathways K-5 College CS
Private Schools	Children's Garden of St John's Lutheran Church Lifespan Day Care Center

Appendix 2

Cohort 1 (2014) version of Kindergarten Entry Inventory

Child Name: First _____ Middle _____ Last _____

Teacher Name: _____

School District: _____

School: _____

Length of day: Full Day Half Day/AM Half Day/PM

PAsecureID: _____

Student's DOB: _____

Student's gender: Male Female

Student's Race/Ethnicity:
 American Indian/Alaskan Native (not Hispanic) Black or African American (not Hispanic) Hispanic (any race)
 White (not Hispanic) Multi-Racial (not Hispanic) Asian (not Hispanic) Native Hawaiian or other Pacific Islander (not Hispanic)

Student's Pre-K experience (if known):
 Head Start Pre K Counts Child Care/STARS Child Care/ non-STARS Other Unknown

LEP/ELL status: Yes WIDA level _____ No

Written IEP/504 Yes No

School ENTRY date: _____

How many days has this student been:

	Don't Know	Always (45 days)	Often (15 - 44 day)	Sometimes (3 - 14 days)	Rarely (1 - 2 days)	Never (0 days)
#31: over- or underdressed for school-related activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#32: sent to the nurse for illness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#33: absent?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#34: late (follow school policy)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain: Social and Emotional Development

Indicator 1: Emotional Regulation

Standard: Student expresses emotions appropriately to adults and peers.

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

Not Yet Evident	Emerging	Evident	Exceeds
<input type="radio"/> Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors. *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.	<input type="radio"/> Labels feelings OR acts appropriately when others are happy, sad, angry or afraid. Examples <ul style="list-style-type: none"> Names feelings of a character in a story. Sees child crying and gives them a hug. Sees child laughing and says, "Jimmy is happy today." 	<input type="radio"/> Expresses feelings that are appropriate to the situation. Examples <ul style="list-style-type: none"> Child scrapes knee and cries. Says, "That makes me mad" when a child takes a toy while reaching to take the toy back. Claps loudly and screams "woo-hoo" when hearing about a field trip to the zoo. When visiting parent leaves classroom, child sits alone with head on table for a few minutes then resumes classroom routine. 	<input type="radio"/> Reacts appropriately to situations that elicit strong emotions. Examples <ul style="list-style-type: none"> After being pushed down by another child, says, "that wasn't nice" and walks away. After spilling the milk, child asks, "Where's a towel? I need to clean this up." When visiting parent leaves classroom, child resumes classroom routine with ease.

2. Record evidence for this rating here: _____

3. Unable to determine a skill level:
 I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 1: **Emotional Regulation**

PA Kindergarten Inventory

Domain: Social and Emotional Development

Indicator 2: Self Awareness

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Examples</p> <ul style="list-style-type: none"> Child exclusively plays in dramatic play when given a choice. Child plays with same peer consistently. Child brings stuffed friend to school every day. 	<p>Chooses materials and activities independently demonstrating confidence in own abilities.</p> <p>Examples</p> <ul style="list-style-type: none"> After writing name on paper, shows to teacher and says, "Look, I wrote my name." "I can kick that ball really far, watch." "I choose sand table. I am going to build the best sand castle." 	<p>Differentiates between own preferences/abilities and those of others.</p> <p>Examples</p> <ul style="list-style-type: none"> "I'm a good block builder and he's good at drawing pictures." "We're both five years old, but you can skip and I can't." "I'll trade you my chips for your pretzels because you like them more than me."

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 2: **Self-Awareness** PA Kindergarten Inventory

3

Domain: Social and Emotional Development

Indicator 3: Conflict Resolution

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.</p> <p>Examples</p> <ul style="list-style-type: none"> When playing a math game with a peer, screams, "I want to roll the dice" and looks to teacher. Tells teacher, "Mitra is at the front of the line and it's my turn to be line leader." When child wants a turn at the easel, but all easels are being used, moves to teacher and says, "I need an easel." 	<p>Suggests simple solutions to conflict which are most often based upon own needs and desires.</p> <p>Examples</p> <ul style="list-style-type: none"> "I need a turn with that book. Give it to me when you are done." "I want to play on the computer. When the timer goes off it will be my turn." "Here you can use my special pencil, if I can go first." 	<p>Suggests solutions to conflict while considering the needs and desires of self and others.</p> <p>Examples</p> <ul style="list-style-type: none"> "We both want a turn with the book. Should we flip a coin?" "Haddie, Michelle wants to play too. Give her a doll." When peers are arguing, child says, "Stop fighting; let's use our words."

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 3: **Conflict Resolution** PA Kindergarten Inventory

4

Domain: Social and Emotional Development

Indicator 4: Behavior Regulation

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Shows understanding of rules, but often tests boundaries.</p> <p>Examples</p> <ul style="list-style-type: none"> Child moves to another area, when clean up cue is given. Says, "No" when asked to join group for activity. Child goes to music center even though it is full. When asked how many are allowed, says, "Four." 	<p>Follows the rules and routines of the classroom/school with occasional reminders.</p> <p>Examples</p> <ul style="list-style-type: none"> "Only four people allowed at science center." Cleans up when cue is given. Engages in morning routine upon entering classroom (signs in, hangs up coat, goes to circle). 	<p>Applies a familiar rule in multiple settings.</p> <p>Examples</p> <ul style="list-style-type: none"> Uses inside voice while walking in the hallway. Listens attentively to a special guest. Reminds peers to use walking feet while on a field trip.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 4: Behavior Regulation PA Kindergarten Inventory

5

Domain: English Language Arts

Indicator 5: Print Concepts/ Letters

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Recognizes AND names at least 8 letters, most frequently those in their own name.</p> <p>Examples</p> <ul style="list-style-type: none"> While playing a letter game, Haddie recognizes the letters in her own name, and the letters "o," "s," and "c." 	<p>Recognizes and names 8-12 upper case letters AND 8-12 lower case letters.</p> <p>Examples</p> <ul style="list-style-type: none"> Charles named 20 letters in one minute on an assessment of letter naming fluency which included both upper and lower case letters. 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. 	<p>Recognizes and names 13 or more upper case letters AND 13 or more lower case letters.</p> <p>Examples</p> <ul style="list-style-type: none"> Sam named 26 upper case letters and 14 lower case letters on an assessment of letter recognition.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 5: Print Concepts/Letters PA Kindergarten Inventory

6

Domain: English Language Arts

Indicator 6: Print Concepts/ Words

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Identifies name when printed in the environment OR some other common environmental print.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Finds name from list of classmates when choosing a center. ➤ Kelly follows the environmental print song, singing each restaurant when their logo is pointed out. ➤ Recognizes a stop sign and says, "That says STOP." 	<p>Recognizes AND reproduces name OR other common environmental print in order to convey meaning.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Writes name on art work. ➤ Jorge labels his house on a drawing copying "casa" from the word wall. 	<p>Identifies and attempts to reproduce familiar and unfamiliar words to convey meaning.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Sounds out simple words and writes them phonetically. ➤ 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.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 6: Print Concepts/Words PA Kindergarten Inventory

7

Domain: English Language Arts

Indicator 7: Phonological Awareness

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Recognizes rhyming words OR when words begin with the same sound.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Michaela says, "Molly starts with 'M', just like my name." ➤ Says, "Cat, Hat, Bat, Mat" when asked what words rhyme with Pat. 	<p>Isolates and pronounces the initial sounds in spoken single-syllable words.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Staci claps as she says, /st/-/a/-/c/, "my name starts with /st/." ➤ 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. 	<p>Isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Muriel sounds out the word "dog," saying each letter sound /d/ /o/ /g/. Then she says, "Dog." She does this for several other words. ➤ Yokov draws a line separated by a space for each word in his dictated sentence "My mom likes roses."

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 7: Phonological Awareness PA Kindergarten Inventory

8

Domain: English Language Arts Indicator 8: Phonics Standard: Student associates letters with their sounds.			
1. Indicate the developmental skill level the child has mastered.			
<p style="text-align: center;">Not Yet Evident</p> <p style="text-align: center;"><input type="radio"/></p> <p><i>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 style="text-align: center;">Emerging</p> <p style="text-align: center;"><input type="radio"/></p> <p>Demonstrates one-to-one letter sound correspondence for up to 5 letters.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Child writes the initial letter for words beginning with /d/, /b/, and /s/. ➤ During a group game, Harlin recognizes the letter "H" and says my name starts with "H" and makes the H sound. 	<p style="text-align: center;">Evident</p> <p style="text-align: center;"><input type="radio"/></p> <p>Demonstrates one-to-one letter sound correspondence for 6-10 letters.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Sounds out and writes the beginning letters for 10 letters over the course of two weeks. ➤ During a small group rhyming game, child identifies 6 letters and their corresponding sounds to create 6 new words. 	<p style="text-align: center;">Exceeds</p> <p style="text-align: center;"><input type="radio"/></p> <p>Demonstrates one-to-one letter sound correspondence for more than 10 letters.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ In literacy center, Suri matches 15 sounds to the correct letters when playing an electronic phonics game.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 8:	Phonics		PA Kindergarten Inventory

9

Domain: English Language Arts Indicator 9: Text Analysis Standard: Student demonstrates comprehension of text, both informational and literature.			
1. Indicate the developmental skill level the child has mastered.			
<p style="text-align: center;">Not Yet Evident</p> <p style="text-align: center;"><input type="radio"/></p> <p><i>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 style="text-align: center;">Emerging</p> <p style="text-align: center;"><input type="radio"/></p> <p>Relates text to personal experiences.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ When listening to <i>The Goose Got Loose</i> during shared reading, Francis shouts out, "I saw a goose yesterday." ➤ Jensen points to a picture of a firefighter in a book he has chosen during quiet time, and says, "My daddy's a firefighter." 	<p style="text-align: center;">Evident</p> <p style="text-align: center;"><input type="radio"/></p> <p>Recalls details of a text (informational or story) by answering questions about a text.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ When asked where the story took place, Gretchen answers, "in the forest." ➤ When asks who remembers what "nocturnal" means, Allistar says, "stays awake at night, like the bat in the book." ➤ Draws a picture representing the parts of a flower after a group reading of <i>Parts of a Flower</i>. ➤ Puts sequence cards of a recently read story in order. 	<p style="text-align: center;">Exceeds</p> <p style="text-align: center;"><input type="radio"/></p> <p>Uses details from text including the illustrations to support answers to questions about a text (informational or story).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ When asked how she knew the story took place in a forest, Gretchen replies, "remember the picture of the trees and it was dark." ➤ 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."
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 9:	Text Analysis		PA Kindergarten Inventory

10

Domain: English Language Arts Indicator 10: Text Structure Standard: Student demonstrates knowledge of text structure.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Uses beginning book handling skills. Examples <ul style="list-style-type: none"> ➤ Henigan holds book in correct position but does not engage in word tracking. ➤ Julie points to words, tracking left to right, while pretending to read a story to a baby doll during dramatic play. 	Uses parts of a book (title, front cover, back cover, illustrations) to engage with text. Examples <ul style="list-style-type: none"> ➤ Says, "Look, I got the Three Little Pigs" while pointing at front cover. ➤ Petru uses text illustrations to retell a familiar story to a friend. 	Uses parts of book (title, front cover, back cover, illustrations, table of contents) to assist in comprehension and use of text. Examples <ul style="list-style-type: none"> ➤ Nancy uses the table of contents to find information about a fruit bat. ➤ 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.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 10:		Text Structure	
		PA Kindergarten Inventory	

11

Domain: English Language Arts Indicator 11: Stages of Writing Standard: Student demonstrates age appropriate writing skills.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Writes letters or letter like shapes. Examples 	Reproduces own name and/or simple words, with most letters correct. Examples 	Uses some spacing and punctuation in writing attempts. Examples 
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 11:		Stages of Writing	
		PA Kindergarten Inventory	

12

Domain: English Language Arts 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.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/> <p><i>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>	Emerging <input type="radio"/> <p>Establishes "who" and "what" a narrative will be about (PLANNING) but does not follow through as intended (FOLLOW THROUGH).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Zephyr plans to write about Cinderella and the prince, but then draws a picture of apple trees. ➤ Xavier answers the question, "What is your favorite food" with "cheeseburger" but then draws a picture of pizza. 	Evident <input type="radio"/> <p>Establishes "who" and "what" a narrative will be about (PLANNING) AND tells, draws or writes a related story (FOLLOW THROUGH).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Xavier answers the question, "What is your favorite food" with "cheeseburger" and then draws a cheeseburger. ➤ Cynthia says she wants to tell a story about her weekend. She then dictates, "I went to the arts festival with my mom and dad. We ate French fries." 	Exceeds <input type="radio"/> <p>Establishes "what" writing will be about (PLANNING) AND tells, draws or writes using descriptive words and specific details (FOLLOW THROUGH).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Jasper dictates a detailed story about his visit to the zoo. He includes descriptions of a lion, elephant and monkeys. ➤ Deborah draws a picture of her summer vacation and retells details of her trip, recalling names of places visited and souvenirs obtained.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 12:		Writing Process	
		PA Kindergarten Inventory	

13

Domain: English Language Arts Indicator 13: Expressive Language Standard: Student expresses thoughts, feelings and ideas; speaking clearly enough to be understood by most audiences.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/> <p><i>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>	Emerging <input type="radio"/> <p>Speaks in simple sentences (2-3 words) (using dominant language) that can be understood by those familiar with the child's speech patterns.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Jesse says, "Necessito el bano" when he needed to use the bathroom. ➤ The substitute teacher indicated she had difficulty understanding Teresa's request. ➤ Stanley says "Me do it." 	Evident <input type="radio"/> <p>Speaks in descriptive sentences (using dominant language) that can be understood by most audiences.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Brandon said, "I was scared about school, but, you know, it's pretty fun." ➤ Joe signs "I would like more milk, please. I like chocolate milk." 	Exceeds <input type="radio"/> <p>Connects detailed sentences (using dominant language) to expand a thought or idea.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ 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."
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 13:		Expressive Language	
		PA Kindergarten Inventory	

14

Domain: English Language Arts Indicator 14: Receptive Language Standard: Student acts upon or responds to dominant spoken language** showing understanding of intent.			
1. Indicate the developmental skill level the child has mastered.			
<input type="radio"/> Not Yet Evident	<input type="radio"/> Emerging	<input type="radio"/> Evident	<input type="radio"/> Exceeds
<i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Responds appropriately to specific statements (one step directions) and/or questions. Examples <ul style="list-style-type: none"> ➤ Throws trash in trash can when asked "Will you please throw this away?" ➤ Hangs up coat in cubby when asked. ➤ Helen points to the baseball when the teacher asks her what her favorite sport is. <i>**consider this indicator met if child has hearing deficit and responds to signed language</i>	Responds appropriately to simple statements (including two-step directions) and questions. Examples <ul style="list-style-type: none"> ➤ Bernard brings his friend a shovel when his friend says he needs something to dig a hole in the sand pit. ➤ Ingrid gets scissors and cuts on the dotted line as instructed by teacher. <i>**consider this indicator met if child has hearing deficit and responds to signed language</i>	Responds appropriately to complex statements (including multi-step directions) and questions. Examples <ul style="list-style-type: none"> ➤ After an oral telling of a story, Zachariah answers questions about the story using specific details from the story. ➤ Lisa is provided the directions to a new game in her home language and follows the directions when playing the game. <i>**consider this indicator met if child has hearing deficit and responds to signed language</i>
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 14:	Receptive Language		PA Kindergarten Inventory

15

Domain: English Language Arts Indicator 15: Collaborative Communication Standard: Student participates in collaborative conversations with peers and adults.			
1. Indicate the developmental skill level the child has mastered.			
<input type="radio"/> Not Yet Evident	<input type="radio"/> Emerging	<input type="radio"/> Evident	<input type="radio"/> Exceeds
<i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Uses receptive AND expressive language strategies to engage in reciprocal conversations of one or two exchanges with familiar adults or peers. Examples <ul style="list-style-type: none"> ➤ Keon and Janai are eating snack. Keon says "do you like carrots?" Janai responds "yes". Keon says "me too." ➤ After bumping into Ryan, Tamula says "I'm sorry Ryan". Ryan proclaims he is going to tell Mr. Klunk. Tamula responds "Ryan I said I'm sorry." 	Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar adults or peers. Examples <ul style="list-style-type: none"> ➤ 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. ➤ At lunch, Erika asks Susan "What you have?" Susan responds "I have carrots and a ham sandwich." Erika says "I like carrots." The conversation continues with two more exchanges. 	Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar and unfamiliar adults or peers. Examples <ul style="list-style-type: none"> ➤ 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.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 15:	Collaborative Communication		PA Kindergarten Inventory

16

Indicator 16: Conventions of English Language

Standard: Student demonstrates command of the conventions of Standard English when speaking.
 ***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 <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<p><i>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>Communicates in English with single words, short memorized phrases or incomplete sentences.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ 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. ➤ On the playground Juan runs up to Mr. Bell and points at his untied shoe and says, "tie shoe, tie shoe, tie shoe." ➤ In art area, Lisa says, "Need paper, please." 	<p>Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ When Miguel got off of the school bus, he said to the bus driver "thanks, Mr. Dave. See you later." ➤ Bryson says, "We goed to Hersheypark this weekend." 	<p>Communicates in English with complete sentences that use increasingly complex vocabulary and sentence structures with limited grammatical errors.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ During a read aloud, Mary exclaims "that bear is humongous! He must have eaten a lot of food before hibernating." ➤ During lunch Ms. Smith asks Jamal "what kind of sauce is on your sandwich?" Jamal replies "this is delicious barbecue sauce."

2. Record evidence for this rating here:

3. Unable to determine a skill level:
 I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 16:	Conventions of English Language	PA Kindergarten Inventory
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Indicator 17: Counting

Standard: Student knows the count sequence.

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

Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<p><i>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>Attempts to count to twenty, but may skip numbers, repeat numbers, or place numbers in an incorrect order.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ During circle time, Kaden begins to count his peers "1,2,3,5,6,7,9,11." ➤ At the math center, Bill lines up the unifix cubes and counts them "1,3,4,4,6." 	<p>Counts to 20.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Walking down the steps to the playground, Brayden counts to 20. ➤ In the math center, Julia counts out 20 bears to put in her bowl. 	<p>Counts past 20.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ While jumping rope on the playground, Susan counts 25 jumps. ➤ While passing out napkins during snack, Nykeesha counts out 28 napkins.

2. Record evidence for this rating here:

3. Unable to determine a skill level:
 I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 17:	Counting	PA Kindergarten Inventory
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Indicator 18: Naming Numbers
Standard: Student knows number names.



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

Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors. *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.	Recognizes and names some numbers. Examples ➤ 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.	Recognizes and names numbers 1-10 Examples ➤ While completing a floor puzzle numbered 1-10, Cindy names the number on each puzzle piece as she places it into the puzzle. ➤ 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.	Recognizes and names numbers 0-20 or above. Examples ➤ While playing memory with cards numbered 0-20, Dwayne and Marie identify all numbers. ➤ Using a number chart posted in the classroom, Lydia names numbers 0 – 20 during math time.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

- I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 18: Naming Numbers PA Kindergarten Inventory

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.



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

Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors. *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.	Adds or takes away objects from a group and communicates that the group has more or has less. Examples ➤ 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." ➤ At lunch, Paul has served himself one chicken nugget and adds two more to his plate saying "now I have more chicken nuggets."	Combines OR separates up to 6 objects AND identifies the number of objects remaining. Examples ➤ 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." ➤ Three children are standing in a hula hoop. Sara jumps into the hoop and says "now there are four friends in the hula hoop."	Combines OR separates more than 6 objects AND identifies the number of objects remaining. Examples ➤ Christine is painting at the easel. Christine says "I have four colors on my paper. I am adding two more colors. Wow, now I have 6 colors on my paper – it looks like a rainbow." ➤ During math time, Paris says "I see 5 blue squares and 1 red square. If I put the squares together I would have 6 squares."

2. Record evidence for this rating here:

3. Unable to determine a skill level:

- I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 19: Operational and Algebraic Thinking PA Kindergarten Inventory

Domain: Mathematics

Indicator 20: Identifying Shapes
Standard: Student identifies shapes.

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Uses one or more, but not all of the following (squares, circles, triangles, rectangles) to label objects.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ After taking out all of the pieces from a shape puzzle, Tyran names the circle and the square. ➤ At the art table, Becky names the circle and triangle shape cutter. 	<p>Names squares, circles, triangles, AND rectangles.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ During small group Brooke, identifies the square, circle, triangle and rectangle as she removes cut out shapes from her baggie. ➤ David is painting at the easel. He paints a triangle, square, circle and rectangle and correctly names each shape. 	<p>Names squares, circles, triangles, rectangles AND some 3-dimensional shapes (e.g. hexagons, cubes, cones, cylinders, and spheres).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ 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.

2. Record evidence for this rating here:

3. Unable to determine a skill level:
 I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 20:	Identifying Shapes	PA Kindergarten Inventory
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21

Domain: Mathematics

Indicator 21: Positional Words
Standard: Student shows understanding of the relative position of objects.

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Follows directions that use positional words.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Sonny places the ball in the ball bin when asked. ➤ Chloe sits next to a classmate when directed to do so. 	<p>Uses appropriate vocabulary to describe the position of objects (position OR order).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ 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." ➤ 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." 	<p>Uses appropriate vocabulary to describe the position of objects (position AND order).</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Tom says "I am the line leader so I am first." On another day, Tom says, "I'm going in front of Mary." ➤ 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."

2. Record evidence for this rating here:

3. Unable to determine a skill level:
 I have not had opportunity to look for this skill.
 Other, please explain: _____

Indicator 21:	Positional Words	PA Kindergarten Inventory
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22

Domain: Mathematics Indicator 22: Measurement Standard: Student uses measurable attributes to compare objects.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/> <i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Emerging <input type="radio"/> Uses words that demonstrate an understanding of measurable attributes. Examples <ul style="list-style-type: none"> ➤ Bill makes a road out of wood blocks and says, "My road is so long." ➤ Felize comments, "This pumpkin is big and heavy." 	Evident <input type="radio"/> Compares two objects with a measurable attribute in common. Examples <ul style="list-style-type: none"> ➤ 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 says, "Mine has more." ➤ After the teacher records the height of each student for "all about me" books, Bryson comments, "Jordan and I are the same size." 	Exceeds <input type="radio"/> Orders objects with a measurable attribute in common. Examples <ul style="list-style-type: none"> ➤ Samantha lines up stacking cups from smallest to largest. ➤ Olivia says, "Let's line up with the shortest in front and the tallest in back."
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 22:	Measurement		PA Kindergarten Inventory

23

Domain: Mathematics Indicator 23: Data Standard: Student classifies, counts and compares quantities.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/> <i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Emerging <input type="radio"/> Sorts up to 10 objects using one attribute. Examples <ul style="list-style-type: none"> ➤ Given a pile of 10 unifix cubes, Len sorts the cubes by color. ➤ During science, Miguel sorts the leaves by jagged or smooth edge. 	Evident <input type="radio"/> Classifies up to 10 objects using one attribute and determines which category has "more of"/"less of" the attribute. Examples <ul style="list-style-type: none"> ➤ 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." 	Exceeds <input type="radio"/> Classifies up to 10 objects using two attributes and describe results using "more of"/"less of." Examples <ul style="list-style-type: none"> ➤ 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."
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 23:	Data		PA Kindergarten Inventory

24

Domain: Approaches to Learning

Indicator 24: Curiosity and Initiative

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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 interest in a particular topic, object, or experience.</p> <p>Examples</p> <ul style="list-style-type: none"> Jackson approaches a familiar peer and asks, "Can I play with you?" When the teacher guides Camille to literacy center, Camille says, "but I want to go to music again." Bert chooses to play a familiar computer game during center time. 	<p>Shows interest in new experiences by watching others, handling materials, or asking questions.</p> <p>Examples</p> <ul style="list-style-type: none"> 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. Helen explores the new materials that have been added to the science center. Then she asks, "What's this do?" 	<p>Uses a variety of strategies to learn more about things of interest (both familiar and unfamiliar).</p> <p>Examples</p> <ul style="list-style-type: none"> Joyce expresses an interest in volcanoes and seeks out books on this topic while at the library. 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. Kelly creates different configurations of ramps, using a variety of materials in the block area.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 24:	Curiosity and Initiative	PA Kindergarten Inventory
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25

Domain: Approaches to Learning

Indicator 25: Stages of Play

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

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

Not Yet Evident	Emerging	Evident	Exceeds
<p>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>Acts out familiar scenarios; may use materials or objects to represent other objects</p> <p>Examples</p> <ul style="list-style-type: none"> On the playground, Jan and Brandi begin to play beauty shop. Brandi finds a pine cone and begins using it as a hair dryer. Lynne picks up a block pretending it is a phone and says "hi Mom." 	<p>Acts out a familiar scenario with two or more children assigning and/or assuming roles and discussing actions.</p> <p>Examples</p> <ul style="list-style-type: none"> 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." 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." 	<p>Plans and negotiates complex play scenarios that may continue over several days.</p> <p>Examples</p> <ul style="list-style-type: none"> 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. Candy 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.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 25:	Stages of Play	PA Kindergarten Inventory
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26

Domain: Approaches to Learning 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.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Engages in self-selected activity but becomes distracted or loses interest without adult encouragement. Examples <ul style="list-style-type: none"> ➤ Zackary attempts to complete a puzzle, but quickly chooses another activity when he is unable to put the puzzle together. ➤ Louanne moves from activity to activity during choice time without engaging in any activity for a sustained period of time. 	Persists in a self-selected activity even in a distracting environment or when task becomes challenging. Examples <ul style="list-style-type: none"> ➤ 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. ➤ Sebastian continues with his project even after all his classmates have finished and have begun choice time. 	Engages in a task that presented a previous challenge OR that was not self-selected. Examples <ul style="list-style-type: none"> ➤ After experiencing difficulty with his coat zipper in the morning, Charlie attempts to zip his own coat at the end of the day. ➤ Antoinette persists with a teacher-led reading activity even though it is challenging.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 26:		Engagement, Attention and Persistence	
		PA Kindergarten Inventory	

27

Domain: Approaches to Learning Indicator 27: Task Analysis Standard: Student organizes complex information and thought into small steps and goals.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<i>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.</i> <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>	Completes steps of a simple task provided by adult. Examples <ul style="list-style-type: none"> ➤ Upon arrival, completes the regular morning routine, hanging up his coat, washing his hands and signing in. 	Breaks simple tasks into steps and completes them one at a time. Examples <ul style="list-style-type: none"> ➤ Xavier separates the beads into piles by color before beginning to place them on the string in a pattern. ➤ Marsha explains the daily routine to the substitute teacher. 	Develops plans for completing tasks by establishing goals and then carries out plans to meet those goals. Examples <ul style="list-style-type: none"> ➤ 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.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 27:		Task Analysis	
		PA Kindergarten Inventory	

28

Domain: Approaches to Learning			
Indicator 28: Reasoning and Problem Solving			
Standard: Student attempts to accomplish challenging tasks by employing different strategies as needed.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors. *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.	Attempts to solve simple problems using trial and error OR by imitating a strategy used by an adult or peer. Examples ➤ Zach watches another child use a stick to dig a hole in the sandbox using a stick, and then tries that on his own. ➤ Nellie uses trial and error to complete a puzzle.	Attempts to solve problems in more than one-way, recognizing when help is needed. Examples ➤ 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. ➤ After listening to a social story, Ingrid provides three different solutions to the problem presented in the story.	Determines why an attempt was unsuccessful and experiments with alternate strategies. Examples ➤ 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. ➤ When a ball gets stuck in a tree, Trisha unsuccessfully tries to knock it down with a tennis ball. Oliver says, "that ball's too small, try the soccer ball."
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 28:	Reasoning and Problem Solving		PA Kindergarten Inventory

29

Domain: Health, Wellness and Physical Development			
Indicator 29: Control and Coordination– Fine Motor			
Standard: Student demonstrates coordination, strength and muscle control when manipulating small objects or tools.			
1. Indicate the developmental skill level the child has mastered.			
Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors. *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.	Explores and manipulates large objects using both hands. Examples ➤ Sarah uses a handled-dough cutter to cut out a circle pressing down with both hands. ➤ Talia pulls apart large interlocking blocks when cleaning up after math time. ➤ In the sand table, Jeremiah adds water to the sand. He pushes the sand to form a mountain.	Explores and manipulates smaller objects using hands, fingers and wrists. Examples ➤ James uses scissors to snip paper into smaller pieces. ➤ During center time, Marquita strings large-holed beads onto a string shoelace. ➤ Carrie writes and draws awkwardly when using an appropriate pencil grip. ➤ Michelle buttons her coat independently.	Shows dexterity and detail in fine motor movements requiring increasing finger strength and control. Examples ➤ 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. ➤ Wrenne makes a bracelet using small-holed beads and fishing line. ➤ Jolie writes and draws accurately using an appropriate pencil grip. ➤ Eric zips his pants and buckles his belt after using the restroom. ➤ Christopher demonstrates that he can independently tie his shoes.
2. Record evidence for this rating here:			
3. Unable to determine a skill level: <input type="radio"/> I have not had opportunity to look for this skill. <input type="radio"/> Other, please explain: _____			
Indicator 29:	Control and Coordination – Fine Motor		PA Kindergarten Inventory

30

Indicator 30: Control and Coordination – Gross Motor

Standard: Student demonstrates coordination of body movements.

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

Not Yet Evident <input type="radio"/>	Emerging <input type="radio"/>	Evident <input type="radio"/>	Exceeds <input type="radio"/>
<p><i>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>Performs basic movements with confidence and ease.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ Cindy jumps from one carpet square to another. ➤ Brian kicks the ball from a stationary position. ➤ Kiki throws a ball to her peer. ➤ Nancy navigates her wheelchair through the classroom. 	<p>Performs a variety of complex movement skills with confidence and ease.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ When Carlos throws the baseball, he steps forward with one foot and follows through with the throw. ➤ Linda demonstrates she is able to go up and down stairs alternating feet without holding on to the rail or the wall. ➤ Jeremiah runs and kicks the ball. 	<p>Participates in movement sequences that combine a variety of skills.</p> <p>Examples</p> <ul style="list-style-type: none"> ➤ While playing hopscotch, Jaraz jumps on the appropriate squares using both one and two feet. ➤ Patrice is able to use her legs and body to swing independently. ➤ Todd completes an obstacle course with ease.

2. Record evidence for this rating here:

3. Unable to determine a skill level:

I have not had opportunity to look for this skill.

Other, please explain: _____

Indicator 30:	Control and Coordination – Gross Motor	PA Kindergarten Inventory
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