

# Pre-K / Kindergarten Preparation Inventory Tool

<p><b>1. Student responds positive to being separated from parent(s).</b></p> <p>*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies</p>				
<p>Goal is to find out of the student can be alone away from the parents.</p> <p>a. Ask the parent(s) their opinion if they believe their child responds positive to being separated from them.</p> <p>b. Have all family members (but the student) get up and walk to another part of the location (where the student cannot see them). Or try to get the student with you to another part of the location (where the student cannot see them).</p> <p>c. If necessary distract the student – be funny, make jokes, get the child’s attention. Ask the student to state her/his name? Ask the student how old he/she is?</p> <p>d. See how the student responds.</p>				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Separates with difficulty (cries, refuses to go or stay, throws tantrum).	<input type="checkbox"/> <b>In Progress</b> May act shy or cries only briefly.	<input type="checkbox"/> <b>Yes</b> Separates easily and happily.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student starts crying. Student starts running after her/his family. Student refuses to answer any question.	<b>Examples</b> Student is upset but allows an adult to provide comfort. Student answers the questions.	<b>Examples</b> Student does not react to the separation. Student is comfortable. Student answers the questions.	<b>Examples/Explain</b> Student has never been separated from parent(s).
<p><b>2. Student identifies direct family members and their characteristics.</b></p> <p>*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies</p> <p>*** This indicator is supported by Attachment E : My Family (page 49).</p>				
<p>Goal is to identify 3 “characteristics” of their direct family member.</p> <p>- Birth Name / Official Name / Nick Name (Victor, Jose, Maria, Brenda) – First, last, and nick name counts.</p> <p>- Family Relationship (mom, mother, dad, father, sister(s), brother(s), nephew, cousin, niece, uncle, aunt, etc.)</p> <p>- One Characteristic of a family member (age, work, interests, favorite food, drink, or activity, etc.) The child may count as one of the family members.</p> <p>a. Ask the student to identify her/his direct family members. If they are in the room, have the student point at them and name them. If there is a picture of the family, use that.</p> <p>b. Direct family members are considered: Mother, Father, Sister(s), Brother(s) and pet(s).</p> <p>c. Ensure the student names each family member by name (official name and / or nick name; Victor, Jose, Maria, Brenda) and their family relationship (mommy, daddy, sister, etc.)</p> <p>d. Ask the student to tell something she/he knows about each member (age – what work they do – interests, favorite food or drink or activity).</p>				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Provides one out of three identifications for a family member.	<input type="checkbox"/> <b>In Progress</b> Provides two out of three identifications for a family member.	<input type="checkbox"/> <b>Yes</b> Provides all three identifications for a family member.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student cannot identify her/his direct family members. Student provides incorrect name(s).	<b>Examples</b> Student can recognize her/his parent(s) and direct siblings but cannot discuss similarities and differences between self and others. I am Victor, that is my sissy.	<b>Examples</b> My name is Ela and my brother Jimmy likes trucks, I like cars. That is my daddy Cole, he is old, and this is my cat, Spot, she likes my milk.	<b>Examples/Explain:</b>

### 3. Student identifies simple conflicts and solves them independently.



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



\*\*\* This Indicator may be family reported.



\*\*\* This indicator is supported by Attachment F: Conflict Resolution Strategies (page 50)

Goal is for the student to solve a conflict and considers the need of others.

- a. If possible, observe the student while interacting with other children (or family members).
- b. If that is not possible ask the family to report on this indicator.
- c. Conflict between siblings is usually over an object.

SCORE	<input type="checkbox"/> <b>Not Yet</b> When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.	<input type="checkbox"/> <b>In Progress</b> Suggests simple solutions to conflict which are most often based upon own needs and desires.	<input type="checkbox"/> <b>Yes</b> Suggests solutions to conflict while considering the needs and desires of self and others.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
NOTES	<b>Examples</b> Student looks at her/his family and screams I want my book. Student looks at the adult for help to get her/his object back. Student gets angry, physical or upset.	<b>Examples</b> Student uses her words: "I need a turn with that book. Give it to me when you are done." Student tries to trade the book or marker for another item in her/his possession. "Here you can use my special pencil if I can go first."	<b>Examples</b> Students ask to have the items in 5 minutes. Student intervenes when others are arguing and makes them stop. Student uses her/his words: "I really want that book – can we read together? – can we color together? "	<b>Examples/Explain:</b>

### 4. Student recognizes rules and discusses the reasons for having specific rules.



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



\*\*\* This Indicator may be family reported.

Goal is for the student to recognize unsafe situations and to be able to explain what and why there is a specific rule.

- a. While an adult is present, and the student creates an unsafe situation observe the response to enforcement of rules.
- b. If possible observe this behavior while the student interacts with others (children, family members, etc.).
- c. If that is not possible ask the family to report on this indicator.

SCORE	<input type="checkbox"/> <b>Not Yet</b> When faced with rules, cannot control his/ her response and cries, refuses or throws a tantrum.	<input type="checkbox"/> <b>In Progress</b> When faced with rules, needs assistance to follow rules.	<input type="checkbox"/> <b>Yes</b> Reacts appropriately to rules and can explain the reasons for having these rules.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
NOTES	<b>Examples</b> Student runs and gets told, walking feet, and keeps running or shows emotions. Student refuses to put her/his jacket on to go outside, while it is cold. Student tests limits set by adults.	<b>Examples</b> Student tries to climb on furniture, and when asked to have 2 feet on the ground, gets down. To 10 minutes later needs to be reminded of the same rule. Student needs reminders from adults to follow their rules.	<b>Examples</b> Student tells others to stay on the sidewalk and don't walk on the road. Student tells you to sit on a chair, because you don't want to fall. Student follows the rules and can explain the reason behind them to others (siblings).	<b>Examples/Explain:</b>

**5. Student knows her/his first, last full name and age, and can associate some letters with her/his name and sound.**

\*\*\*ELL/DLL students should be scored on their English proficiency for this indicator.  
 \*\*\* This indicator is supported by Attachment G: Name.

Goal is for the student to be able to provide her/his personal data and recognizes at least 2 letters out of the English alphabet.

- While asking the questions in English and her/his native language (if necessary), write down her/his answers on a large white paper. You can have the student do the same – write down her/his answers on a different large white paper.
- Ask what is your name? Write down the name. First or nickname is correct.
- What is your last name? Write down the name. The student’s last name may be different than other family members.
- How old are you? Write down the number of the students age.
- Look at your paper (and her/his) let the student spell her/his name and see of the student recognizes and names two letters.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Identifies correctly one out of four requested information.	<input type="checkbox"/> <b>In Progress</b> Identifies correctly two out of four requested information.	<input type="checkbox"/> <b>Yes</b> Identifies correctly four out of four requested information, whether verbal or non-verbal response.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student gives correct first name (and / or nickname), but incorrect last name and age.	<b>Examples</b> Student gives correct first name and holds up correct number of fingers for her/his age.	<b>Examples</b> Student provides correct first name. Student provides correct last name. Student provides correct age. Student visually or verbal recognizes and names at least two letters out of her/his name.	<b>Examples/Explain:</b>

**6. Student differentiates letters from numbers.**

\*\*\*ELL/DLL students should be scored on their English proficiency for this indicator.  
 \*\*\* This indicator is supported by Attachment H: Alphabet and Number Cards.

Goal is for the student to differentiate AND name some letters and numbers. Use the alphabet and number cards, mixed through each other.

- Take a card from the pile and ask the student if this is a letter or a number? Do not count unsure answers. I think it is a two – Is it a two?
- The student then creates (with your help) two piles. One for Letters and One for Numbers.
- Ask the student to name each letter and/or number. If the student doesn’t know she/he is allowed to skip letters and numbers.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Recognizes some letters OR some numbers.	<input type="checkbox"/> <b>In Progress</b> Recognizes some letters and some numbers, however only names some letters OR numbers.	<input type="checkbox"/> <b>Yes</b> Recognizes AND names some letters and some numbers.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student makes many mistakes between letters and numbers. Student can’t say the letter or number in English. Student uses the same number name for several numbers. Student asks for help: I think it’s a four? Is it a five? Is it a?	<b>Examples</b> Student pronounces the letter or number correct but matches them with a different card. Student recognizes the letter “H” and says my name starts with “H” and makes the H sound but puts the card with numbers.	<b>Examples</b> Student puts the cards with 0, 2, 3, 1 in the correct pile and pronounces the numbers correct in English. Student names the letters, a, b, c, d, e, f, h, k and p and acknowledges they are letters.	<b>Examples/Explain:</b>

★ **7. Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.**

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

★ \*\*\* This Indicator may be family reported.

★ \*\*\* This indicator is supported by Attachment I: Parts of a Book.

Goal is for the student to identify the correct position of a book, the front and back cover of a book.

- Let the student pick a book or use a book that you picked. Say, "Today we are going to read a book together."
- Hand the book to the student upside down and backwards. See how the student responds.
- Ask the student to read the book and observe if the student tracks words from left to right.
- Use the book to ask the student the location of the books front cover, back cover and the title.
- Ask the student to tell you what she/he sees.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Shows no interest in the book.	<input type="checkbox"/> <b>In Progress</b> Uses beginning book handling skills.	<input type="checkbox"/> <b>Yes</b> Uses parts of a book (title, front cover, back cover) to engage with text.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student hold the books upside down. Student does not pretend to read. Student locates a familiar text when provided with title.	<b>Examples</b> Student can identify the front cover, and back cover, but does not show knowledge of text structure. Student holds book in correct position but does not engage in word tracking. Student points to words, tracking left to right, while pretending to read a story.	<b>Examples</b> Student says, "Look, I have a cat too", while pointing at front cover that shows a cat. Student uses text illustrations to retell a familiar story to a friend.	<b>Examples/Explain:</b>

★ **8. Student retells a simple sequence using picture support.**



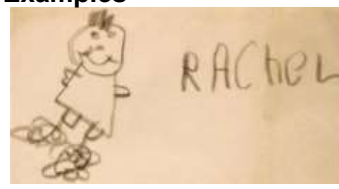
★ \*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.

★ \*\*\* This indicator is supported by Attachment J: Sequence Picture Cards.

Goal is for the student to tell the right sequence while looking at pictures.

- Use the provided sequence worksheets attachments.
- Explain to the student that they must explain what happened first.
- If the student hesitates and is asking for help, you can do 1 example together. Use the example the cat that went swimming.
- If the student is having difficulties, you may explain the same example again. Do not give clues, suggestions or confirmation what is good or not.
- Give the student a total of 5 minutes to do this exercise. They may change sequences until the 5 minutes are up. That is when you count the correct sequences.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Provides 4 or less correct sequences.	<input type="checkbox"/> <b>In Progress</b> Provides between 5 or 8 correct sequences.	<input type="checkbox"/> <b>Yes</b> Provides 9 or more correct sequences.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student does not understand what to do (even in their dominant language). Student describes details about the pictures but cannot put them in the right sequence.	<b>Examples</b> Student can complete 5, 6, 7, or 8 correct sequences. Student tells stories about the pictures and puts some of them in the correct sequence.	<b>Examples</b> Student can complete 9, 10, or more correct sequences. Student tells stories about the pictures and puts them in the correct sequence.	<b>Examples/Explain-</b>

<p><b>9. Student prints name using letter-like forms or conventional print.</b></p> <p>***ELL/DLL students should be scored on their English proficiency for this indicator.</p> <p>Goal for the student is to show that they can write their own name.</p> <p>a. Encourage the student to write his own name on a piece of paper.</p> <p>b. Let the student pick their own writing tool (marker, pencil, etc.) and encourage the student to spell while writing.</p> <p>c. If necessary, you can use previous created art work (with the child's name) and ask the student to show and tell you what he/she wrote / drew.</p>				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Writes segments of letter forms (e.g., lines, curves).	<input type="checkbox"/> <b>In Progress</b> Writes letters or letter like shapes.	<input type="checkbox"/> <b>Yes</b> Reproduces own name and/or simple words, with most letters correct.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<p><b>Examples</b> Student scribble lines, circles, zig-zags, or in rows.</p> 	<p><b>Examples</b> Student traces letters.</p> 	<p><b>Examples</b></p> 	<b>Examples/Explain:</b>
<p><b>10. Student follows through when given two step directions.</b></p> <p>*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.</p> <p>*** This indicator is supported by Attachment K: Sequence: Multi Step Directions.</p> <p>Goal is for the student to independently react to a question with a two-step action.</p> <p>a. Prompt the student to complete a step or command or initiate the next step in a sequence and provide positive reinforcement.</p> <p>b. Provide opportunities for a child to repeat steps until child has mastered each one.</p> <p>c. Use attachment K. for specific examples.</p> <p>d. Give some time for the student to respond.</p>				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Follows one or two-step directions with reminders.	<input type="checkbox"/> <b>In Progress</b> Follows one or two-step directions.	<input type="checkbox"/> <b>Yes</b> Responds to simple statements and shows understanding of intent.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<p><b>Examples</b> Student goes to the sink to wash their hands, but needs help following the right protocol (get soap, run water, etc.)</p>	<p><b>Examples</b> Student throws trash in trashcan when asked to throw it away. Student points to the soccer ball when asked what her/his favorite sport is.</p>	<p><b>Examples</b> Student responds appropriately to simple statements (including two-step directions) and questions. Student gets glue and glues her feather on the paper, as instructed by the teacher. Student brings his friend a shovel, when his friend says he need something to dig a hole in the sand pit.</p>	<b>Examples/Explain:</b>

**11. Student shares experiences when asked. Talks about personal thoughts, feelings and ideas.**

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

\*\*\* This indicator is supported by Attachment L: Color Cards with Questions.

Goal is for the student to respond to a question or a current experience with their experience, while speaking in multiple full sentences that are understandable for most audiences.

- Use the colored card deck and let the student grab one.
- Depending on the color the student picks, you will ask him questions from the chart.
- If the student doesn't respond and is too shy, try to lead by example and give the student your answer. What would your answer be to the same question?
- If the student is taking too long time to answer with help of the pictures (more than 3 minutes), try to work with the environment around the student. Will the student talk about items that are visible?

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Speaks/signs simple sentences (1-2 words).	<input type="checkbox"/> <b>In Progress</b> Speaks/signs simple sentences (2-3 words) that can be understood by those familiar with the child's speech patterns.	<input type="checkbox"/> <b>Yes</b> Speaks/signs descriptive sentences (3 – 4 words / 2 - 3 sentences) that can be understood by most audiences.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student doesn't respond to the questions. Student takes 3 minutes of time to answer. Student answers with yes or no.	<b>Examples</b> Student responds and answers in short sentences. Student asks, "Necessito el bano" when she/he needed to use the bathroom. Student says, "Me do it."	<b>Examples</b> Student answers with multiple sentences. Student named his favorite food and who makes it the best. Student talks about his favorite drink and asks if he can have some.	<b>Examples/Explain:</b>

**12. Student speaks in complete sentences.**

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

\*\*\* This indicator is supported by Attachment L: Color Cards with Questions.

Goal is for the student to speak in English complete sentences with only a few mistakes.

- Do the same exercise as #11. Only speak English and see if the student speaks English.
- If the student spoke English before (this exercise) you may score this indicator based on your opinion. However, without doing the exercise you will have to provide the exact sentence(s) under 2. Record evidence.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Does not communicate in English.	<input type="checkbox"/> <b>In Progress</b> Communicates in English with single words, short memorized phrases or incomplete sentences.	<input type="checkbox"/> <b>Yes</b> Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student does not understand English. Student does not speak English.	<b>Examples</b> Student tries to show an adult a bird outside. Points to the bird and yells "Look". Student asks for marker, by looking at his paper and saying: "Write, I write, I write".	<b>Examples</b> Student says: "This weekend I go to cinema." Student receives a gift and replies: "Thank you for this gift, Mr. Damaso."	<b>Examples/Explain:</b>

★ **13. Student rote counts to 20.**

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

Goal is for the student to count from 1 to 20, without a broken sequence.

- a. Ask the student how high she/he can count.
- b. Start counting with the student (until 3) 1, 2, 3, and let the student continue to count as high as she/he can.
- c. Numbers that may be mispronounced because of immaturity or speech impediments are counted.
- d. If the student can count more than 20, without a broken sequence, you can write the information as a note.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Counts to 10.	<input type="checkbox"/> <b>In Progress</b> Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	<input type="checkbox"/> <b>Yes</b> Counts to 20.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Counts to 10.	<b>Examples</b> 1, 2, 3, 5, 6, 7, 8, 9, 14, 13, 12, 20. Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	<b>Examples</b> Counts to 20.	<b>Examples/Explain:</b>

★ ★ **14. Student identifies and describes at least 4 shapes.**

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

\*\*\* This indicator is supported by Attachment M: Shape Cards – Geometric Shapes.

Goal is for the student to name and describe at least 4 shapes.

- a. Place the shape forms in front of the student.
- b. Ask the student to identify any shapes she/he knows.
- c. If the student is hesitant (waits for 1 minute or tries to do something else) assist by asking if they see the circle? If the student points at the correct shape, then continue.
- d. Name of shapes that may be mispronounced because of immaturity or speech impediments are counted.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Identifies shapes by pointing at them.	<input type="checkbox"/> <b>In Progress</b> Can identify 4 shapes by name.	<input type="checkbox"/> <b>Yes</b> Names 4 shapes and can describe them.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student identifies less than 4 shapes.	<b>Examples</b> Student names 5 shapes, of which 4 are correct. Student points and names the oval, diamond, circle and the <i>rectangeles</i> .	<b>Examples</b> Student points at the shapes and says that is a triangle, circle, crescent, and a square. The circle is round, the triangle is sharp, the crescent is green, and the square is even.	<b>Examples/Explain:</b>

<p>☆ <b>15. Student describes the relative position of five everyday objects.</b></p> <p>☆☆ *** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.          *** This indicator is supported by Attachment N: Prepositions of Place and Movement (page 69).</p>				
<p>Goal is for the student to state where an object is in five different positions.</p> <p>a. Use the positional vocabulary cards.          b. Use an object from the room and re-stage / re-play the situation from the cards.          c. Try to let the student take initiative and let them use language to describe the position of the object.          d. If the student is not talking / responding, ask the student to follow directions that uses positional words. Or with a safe and available item. Ask the student to put the item on the chair, behind the chair, under the chair, next to the chair, and in front of the chair.</p>				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Follows directions that use positional words.	<input type="checkbox"/> <b>In Progress</b> Uses appropriate vocabulary to describe the position of four or less objects (position OR order).	<input type="checkbox"/> <b>Yes</b> Uses appropriate vocabulary to describe the position of five or more objects (position OR order).	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student places the item on the chair, when asked. Student sits at the kitchen table when directed to do so.	<b>Examples</b> Student asks to go first. Student notices an airplane in the sky. Student says “arriba” (up).	<b>Examples</b> Student explains where the ball is on the cards, and how they know.	<b>Examples/Explain:</b>
<p>☆ <b>16. Student sorts and compares at least 5 objects by using one attribute.</b></p> <p>☆☆ *** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.          *** This indicator is supported by Attachment O: Sorting Objects by One Attribute.</p>				
<p>Goal for the student is to explain how and why he/she is sorting the objects.</p> <p>a. If possible, try to observe the student playing with toys.          b. Or try to play with the student with objects that are around you. Pencils, Markers, Papers, Shoes, Chairs, Cups, etc.          c. A student must be able to describe why he is sorting or comparing different objects, using (technical vocabulary) attributes like; color, size, weight, purpose, shapes, living vs nonliving, eatable vs. non-eatable, etc.          d. If you are unable to observe the student or play with the student, you can use the pre-printed worksheets – Attachment O. If these worksheets are used, you must mark the student “in progress”.</p>				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Engages in measurement experiences but does not use words to explain their reasoning.	<input type="checkbox"/> <b>In Progress</b> Uses words that demonstrate an understanding of measurable attributes.	<input type="checkbox"/> <b>Yes</b> Sorts up to 5 objects using one attribute and describe the results.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student is playing with animals and people. The student puts all the animals on one side of the table.	<b>Examples</b> Student compares a car with a truck. The car is smaller, the truck is bigger. Student sorts an animal with a plant. The animal eats the plant. Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	<b>Examples</b> Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives.	<b>Examples/Explain:</b>





### 17. 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.

\*\*\* This Indicator may be family reported.

Goal is for the student to show eagerness and willingness to learn new topics and expand their knowledge.

- a. The student must take initiative and shows interest in learning, by discovering new objects by touch, by observing and asking questions. Families will know if the student is curious and can report on this indicator.
- b. Another way to see if the student is interested, bring in something new. A new object, or a new “treasure” and see if the student is actively engaged to learn more.
- c. Introduce hands on experiences:
  - a. bring in a shovel – to dig up soil and plant your own seeds
  - b. bring in a recipe – to make ice popsicles or pudding
  - c. bring in an object that is frozen in ice (flowers, leaves, etc.) – for the student to figure out how to defrost the ice.



<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Shows interest in her/his surroundings.	<input type="checkbox"/> <b>In Progress</b> Demonstrates interest in a particular topic, object, or experience.	<input type="checkbox"/> <b>Yes</b> Shows interest in new experiences by watching others, handling materials, or asking questions.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student explores objects by touch.	<b>Examples</b> Student shows interest and interact with others about their work and actions.	<b>Examples</b> Student asks questions to understand something. Student asks: “What does this do?”	<b>Examples/Explain:</b>



### 18. Student participates in an activity for an extended period.

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

\*\*\* This Indicator may be family reported.

Goal is for the student to be fully engaged within an activity for more than 15 minutes.

- a. You may ask the parent for their opinion and write down an example.
- b. Student engages in self-selected, not self-selected activity, or an activity that previously was a challenge.
- c. Student must engage for an extended period, without becoming distracted, loses interest, and without adult encouragement.
- d. Screen – Time: Watching tv or playing a computer game does not count.
- e. An extended period is considered more than 15 minutes.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Engages in an activity but becomes distracted	<input type="checkbox"/> <b>In Progress</b> Engages in an activity but becomes distracted or loses interest without adult encouragement.	<input type="checkbox"/> <b>Yes</b> Persists in an activity even in a distracting environment or when task becomes challenging.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student is playing with trains, after 5 minutes the student wants to go outside.	<b>Examples</b> Student is making a drawing for a family member, after 10 minutes the student announces: “I’m done”. The adult encourages the student to add additional colors.	<b>Examples</b> Student is building a boat with modeling clay; the boat continues to sink. The student is not giving up, even when other students-built boats that float.	<b>Examples/Explain:</b>



### 19. Student uses materials and objects to represent new concepts.

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

\*\*\* This Indicator may be family reported.

Goal for the student is to use their imagination and creativity.

- The student must show that they can play with different objects and are creative with their play.
- The object used cannot be the same (function) as they are playing with.
- The pretend play must represent a new concept, meaning outside of their daily life, make believe, outside of traditions of their culture.
- Does the student have a wild and create imagination?

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Uses real life objects to play and make-believe with.	<input type="checkbox"/> <b>In Progress</b> Uses real life objects to represent old concepts.	<input type="checkbox"/> <b>Yes</b> Uses different objects to represent something new, while giving it action and motion.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student uses a toy plane to fly with through the house.	<b>Examples</b> Student uses a marker to brush the dolls teeth and comb its hair. Student uses a piece of paper to create their own magic wand.	<b>Examples</b> Student uses kitchen pots to create a drum set and play pretend to be in a new Country band.	<b>Examples/Explain:</b>

### 20. Students attempts to complete a task in more than one way, before asking for help or stopping due to frustration.









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

\*\*\* This indicator is supported by Attachment P: Problem Solving.

Goal for the student is to be able to vocalize their ideas / solutions to solve several problems.

- Tell the social story – let the student provide different solutions to the problem presented in the story.
- Ball gets stuck in a tree – use tennis ball / use soccer ball – How do you think we could reach that ball?
- Forgot the key to get in the house – How do you think the child can get in the house?
- Two kids fighting over the same truck – How do you think, we can stop them fighting?
- Kids wants an apple that is on the tree – How do you think the child can get to the apple?
- Puzzle

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Demonstrates inflexibility when attempting to solve a problem.	<input type="checkbox"/> <b>In Progress</b> Attempts to solve simple problems using trial and error OR by imitating a strategy used by an adult or peer.	<input type="checkbox"/> <b>Yes</b> Attempts to solve problems in more than one-way, recognizing when help is needed.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student sticks to one strategy to solve the problem in the picture/story. Student repeats error multiple times.	<b>Examples</b> Student uses trial and error to complete the puzzle. Student has some ideas to solve the problems in the picture/story, however not all ideas work.	<b>Examples</b> Student asks for help to complete a task together. Student provides multiple different solutions to the problem presented in the picture / story.	<b>Examples/Explain:</b>

 <b>21. Student identifies and locates body parts.</b>  *** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.  *** This indicator is supported by Attachment Q: Body Parts.				
Goal is for the student to point and name several body parts. a. The first part of Attachment Q is to practice location and names of the body parts. b. The second part of Attachment Q are the outlines of a boy and girl. On which the student can point (or color / mark) and name each body part.				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Locates some body parts.	<input type="checkbox"/> <b>In Progress</b> Identifies some body parts.	<input type="checkbox"/> <b>Yes</b> Identify and locates several body parts.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student can point to some body parts that are asked.	<b>Examples</b> Student can name some body parts that you point too.	<b>Examples</b> Student can identify and locate several (at least 10) body parts without any help.	<b>Examples/Explain:</b>
 <b>22. Student identifies and shows fundamental practices for good health.</b>  *** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.  *** This Indicator may be family reported.				
Goal for the student is to be able to identify and independently do best health practices and basic hygiene routines. a. Student should be able to do the 20 second of handwashing. b. Student is fully toilet trained. c. Student should follow the bathroom usage – go bathroom – wash hands afterwards. d. Student brushes their teeth independently. e. Student can get themselves dressed. f. Student understands what to wear for during the day and what to wear at night. g. Student has a bedtime routine – and gets enough rest for the next “school-day”.				
<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Student is unfamiliar with basic health practices.	<input type="checkbox"/> <b>In Progress</b> Practices basic routines with adult reminders.	<input type="checkbox"/> <b>Yes</b> Practices basic routines independently.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student does not know how to brush their teeth, or when to wash hands. Student has no schedule or routine. Student cannot get dressed independently.	<b>Examples</b> Student knows how to do the basic routines, however needs an adult reminder to do it. Student knows 3 out of 5 routines.	<b>Examples</b> Student knows and performs at least 5 basic routines themselves.	<b>Examples/Explain:</b>



### 23. Student eats and drinks independently using proper utensils.

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

\*\*\* This Indicator may be family reported.

Goal is for the student to be independent and be able to use all the utensils offered at school the correct way.

- a. Can your student eat using the proper utensils? (Fork, spoon, knife)
- b. Can your student pour their drink and drink using the proper utensils, without spilling? (Cup)
- c. Can your student carry a tray with a plate, napkin and all the utensils?

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Shows basic understanding of utensils.	<input type="checkbox"/> <b>In Progress</b> Uses the utensils with some spilling.	<input type="checkbox"/> <b>Yes</b> Uses all utensils with proper technique, without spilling.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level.
<b>NOTES</b>	<b>Examples</b> Student knows what each utensil is for, however cannot use them without help.	<b>Examples</b> Student can eat and drink independently with their hands. Student spills sometimes the food or drink.	<b>Examples</b> Student eats and drinks independently. Student uses all utensils the right way.	<b>Examples/Explain:</b>



### 24. Student combines large motor movements with the use of equipment.

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

\*\*\* This Indicator may be family reported.

Goal is for the student to be able to combine gross motor skills at the same time.

- a. If you don't have any ball or rope. Create your own ball by balling up a piece of paper.
- b. Have the student throw a ball while walking or running.
- c. Ask the student to jump. Put a piece of paper on the floor. Ask the student to jump over it with two feet: from left to right, front to back. Ask the student to repeat the same jumps but with spread legs. So, both feet are on the opposite side of the paper.
- d. Ask the student to walk up and down steps. Or one step multiple times.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Performs movements with increasing coordination.	<input type="checkbox"/> <b>In Progress</b> Performs basic movements with confidence and ease.	<input type="checkbox"/> <b>Yes</b> Performs a variety of complex movement skills with confidence and ease.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student attempts to jump. Student tries to kick the ball.	<b>Examples</b> Student moves and stops with control. Student attempts to count when jumping. Student kicks or throws a ball.	<b>Examples</b> Student runs and kicks the ball. Student walks up and down the stairs alternating feet without holding on to the rail or the wall.	<b>Examples/Explain:</b>

**25. Student zips, buttons, ties outer clothing / off and on by his/herself.**  
 \*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.  
 \*\*\* This Indicator may be family reported.

Goal is for the student to be able to dress and undress themselves.

- Student can use move a zipper up and down.
- Student can button a shirt or jacket (coat).
- Student can unbutton a shirt of jacket (coat).
- Student can use velcro shoes or pants.
- Student can tie her/his shoe laces.
- Student can take her/his jacket on and off.
- Student can take her/his shoes on and off.
- Student can take her/his socks on and off.
- Student can take her/his pants on and off.
- Student can put their own gloves on and off.

<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Is unable to perform these fine motor skills.	<input type="checkbox"/> <b>In Progress</b> Attempts to perform these fine motor skills, with assistance from an adult.	<input type="checkbox"/> <b>Yes</b> Practices these fine motor skills independently.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student gets frustrated and needs help putting clothes on or off.	<b>Examples</b> Student can unzip his jacket and asks for help to put his jacket on.	<b>Examples</b> Student can get themselves dressed and undressed. Can your child take outer clothing (coat, boots, hat, mittens) (including zipping, buttoning, and tying)?	<b>Examples/Explain:</b>

**26. Student uses scissors with control and intention.**  
 \*\*\* ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.  
 \*\*\* This indicator is supported by Attachment R: Scissors Skills.

Goal is for the student to correctly hold the scissors and be able to cut a curved line and a straight line.

- Use the worksheets to practice.
- The student will use worksheets that have lines on them.
- For the teacher to determine the skill level the students must cut **on the line**.





<b>SCORE</b>	<input type="checkbox"/> <b>Not Yet</b> Shows no control over the scissors.	<input type="checkbox"/> <b>In Progress</b> Uses scissors with control to cut paper.	<input type="checkbox"/> <b>Yes</b> Uses scissors with control and intention to cut the provided worksheet.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
<b>NOTES</b>	<b>Examples</b> Student holds scissors a way, which makes it impossible to cut paper. Student cannot cut paper.	<b>Examples</b> Student holds scissors correctly and can cut some lines.	<b>Examples</b> Student cuts straight line, and cuts curved line.	<b>Examples/Explain:</b>

✦ **27. Student writes and draws while implementing a functional grip.**

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

Goal is for the student to show they can hold the pen in a functional grip and have controlled coordination.

- a. Observe this indicator every time the student is holding a pen, marker or pencil.
- b. If you are uncertain of the student's skill level, ask the student to write her/his name again on a piece of paper.

SCORE	<input type="checkbox"/> <b>Not Yet</b> Uses a firm grab with limited coordination.	<input type="checkbox"/> <b>In Progress</b> Uses a functional grip with limited coordination.	<input type="checkbox"/> <b>Yes</b> Uses a functional grip (pincer grasp) and has controlled coordination.	<input type="checkbox"/> <b>N/A</b> Unable to determine a skill level
NOTES	<b>Examples</b>  Student grabs the writing tool with their fist. Student uses large motor skills (shoulder) to draw.	<b>Examples</b>  Student grasps the writing tool with their palm. Student uses arm, elbow pointed outwards, to draw.	<b>Examples</b>  Student uses five, four or three fingers to grasp their writing tool. Student uses wrist movement to draw. 	<b>Examples/Explain:</b>