### Pre-K / Kindergarten Preparation Inventory Tool

1. **Student responds positive to being separated from parent(s).**

   Goal is to find out if the student can be alone away from the parents.
   
   a. Ask the parent(s) their opinion if they believe the child responds positive to being separated from them.
   
   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).
   
   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?
   
   d. See how the student responds.

   **SCORE**
   - **Not Yet** Separates with difficulty (cries, refuses to go or stay, throws tantrum).
   - **In Progress** May act shy or cries only briefly.
   - **Yes** Separates easily and happily.
   - **N/A** Unable to determine a skill level.

   **NOTES**
   
   **Examples**
   - Student starts crying.
   - Student starts running after her/his family.
   - Student refuses to answer any question.

   **Examples**
   - Student is upset but allows an adult to provide comfort.
   - Student answers the questions.

   **Examples**
   - Student does not react to the separation.
   - Student is comfortable.
   - Student answers the questions.

   **Examples/Explain**
   - Student has never been separated from parent(s).

2. **Student identifies direct family members and their characteristics.**

   Goal is to identify 3 “characteristics” of their direct family member.
   
   - Birth Name / Official Name / Nick Name (Victor, Jose, Maria, Brenda) – First, last, and nick name counts.
   
   - Family Relationship (mom, mother, dad, father, sister(s), brother(s), nephew, cousin, niece, uncle, aunt, etc.)
   
   - 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.
   
   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.
   
   b. Direct family members are considered: Mother, Father, Sister(s), Brother(s) and pet(s).
   
   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.).
   
   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).

   **SCORE**
   - **Not Yet** Provides one out of three identifications for a family member.
   - **In Progress** Provides two out of three identifications for a family member.
   - **Yes** Provides all three identifications for a family member.
   - **N/A** Unable to determine a skill level.

   **NOTES**
   
   **Examples**
   - Student cannot identify her/his direct family members. Student provides incorrect name(s).

   **Examples**
   - 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.

   **Examples**
   - 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.
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.

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

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Not Yet</th>
<th>In Progress</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.</td>
<td>Suggests simple solutions to conflict which are most often based upon own needs and desires.</td>
<td>Suggests solutions to conflict while considering the needs and desires of self and others.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

### NOTES

**Examples**
- 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.

### Examples
- 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.”

### Examples/Explain:

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.

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

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Not Yet</th>
<th>In Progress</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When faced with rules, cannot control his/ her response and cries, refuses or throws a tantrum.</td>
<td>When faced with rules, needs assistance to follow rules.</td>
<td>Reacts appropriately to rules and can explain the reasons for having these rules.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

### NOTES

**Examples**
- 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.

### Examples
- 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.
- 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).

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

<table>
<thead>
<tr>
<th>SCORE</th>
<th>☐ Not Yet</th>
<th>☐ In Progress</th>
<th>☐ Yes</th>
<th>☐ N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies correctly one out of four requested information.</td>
<td>Identifies correctly two out of four requested information.</td>
<td>Identifies correctly four out of four requested information, whether verbal or non-verbal response.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

**NOTES**
- Examples
  - Student gives correct first name (and / or nickname), but incorrect last name and age.
  - Student gives correct first name and holds up correct number of fingers for her/his age.
  - 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.

***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.

- a. 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.
- b. Ask what is your name? Write down the name. First or nickname is correct.
- c. What is your last name? Write down the name. The student's last name may be different than other family members.
- d. How old are you? Write down the number of the students age.
- e. Look at your paper (and her/his) let the student spell her/his name and see if the student recognizes and names two letters.

6. Student differentiates letters from numbers.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>☐ Not Yet</th>
<th>☐ In Progress</th>
<th>☐ Yes</th>
<th>☐ N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognizes some letters OR some numbers.</td>
<td>Recognizes some letters and some numbers, however only names some letters OR numbers.</td>
<td>Recognizes AND names some letters and some numbers.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

**NOTES**
- Examples
  - 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?
  - 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.
  - 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.

***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.

- a. 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?
- b. The student then creates (with your help) two piles. One for Letters and One for Numbers.
- c. 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.
### 7. Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.

<table>
<thead>
<tr>
<th><strong>SCORE</strong></th>
<th><strong>Not Yet</strong></th>
<th><strong>In Progress</strong></th>
<th><strong>Yes</strong></th>
<th><strong>N/A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows no interest in the book.</td>
<td>Uses beginning book handling skills.</td>
<td>Uses parts of a book (title, front cover, back cover) to engage with text.</td>
<td>Unable to determine a skill level</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES**

- **Examples**
  - Student hold the books upside down. Student does not pretend to read. Student locates a familiar text when provided with title.
  - 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.
  - 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.

**Examples/Explain:**

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### 8. Student retells a simple sequence using picture support.

<table>
<thead>
<tr>
<th><strong>SCORE</strong></th>
<th><strong>Not Yet</strong></th>
<th><strong>In Progress</strong></th>
<th><strong>Yes</strong></th>
<th><strong>N/A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides 4 or less correct sequences.</td>
<td>Provides between 5 or 8 correct sequences.</td>
<td>Provides 9 or more correct sequences.</td>
<td>Unable to determine a skill level</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES**

- **Examples**
  - 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.
  - 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.
  - Student can complete 9, 10, or more correct sequences. Student tells stories about the pictures and puts them in the correct sequence.

**Examples/Explain:**
9. **Student prints name using letter-like forms or conventional print.**

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

Goal for the student is to show that they can write their own name.

a. Encourage the student to write his own name on a piece of paper.
b. Let the student pick their own writing tool (marker, pencil, etc.) and encourage the student to spell while writing.
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.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Not Yet</th>
<th>In Progress</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writes segments of letter forms (e.g., lines, curves).</td>
<td>Writes letters or letter like shapes.</td>
<td>Reproduces own name and/or simple words, with most letters correct.</td>
<td>Unable to determine a skill level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTES</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples/Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student scribble lines, circles, zig-zags, or in rows.</td>
<td>Student traces letters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. **Student follows through when given two step directions.**

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

*** This indicator is supported by Attachment K: Sequence: Multi Step Directions.

Goal is for the student to independently react to a question with a two-step action.

a. Prompt the student to complete a step or command or initiate the next step in a sequence and provide positive reinforcement.
b. Provide opportunities for a child to repeat steps until child has mastered each one.
c. Use attachment K. for specific examples.
d. Give some time for the student to respond.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Not Yet</th>
<th>In Progress</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Follows one or two-step directions with reminders.</td>
<td>Follows one or two-step directions.</td>
<td>Responds to simple statements and shows understanding of intent.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTES</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples/Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student goes to the sink to wash their hands, but needs help following the right protocol (get soap, run water, etc.)</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

- **a.** Use the colored card deck and let the student grab one.
- **b.** Depending on the color the student picks, you will ask him questions from the chart.
- **c.** 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?
- **d.** 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?

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Not Yet</th>
<th>In Progress</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaks/signs simple sentences (1-2 words).</td>
<td>Speaks/signs simple sentences (2-3 words) that can be understood by those familiar with the child’s speech patterns.</td>
<td>Speaks/signs descriptive sentences (3 – 4 words / 2 - 3 sentences) that can be understood by most audiences.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTES</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples/Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student doesn’t respond to the questions. Student takes 3 minutes of time to answer. Student answers with yes or no.</td>
<td>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.”</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

- **a.** Do the same exercise as #11. Only speak English and see if the student speaks English.
- **b.** 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.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Not Yet</th>
<th>In Progress</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not communicate in English.</td>
<td>Communicates in English with single words, short memorized phrases or incomplete sentences.</td>
<td>Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTES</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples/Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student does not understand English. Student does not speak English.</td>
<td>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”.</td>
<td>Student says: “This weekend I go to cinema.” Student receives a gift and replies: “Thank you for this gift, Mr. Damaso.”</td>
<td></td>
</tr>
</tbody>
</table>
13. **Student rote counts to 20.**

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

**Goal:** 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.

**SCORE**

<table>
<thead>
<tr>
<th>☐ Not Yet</th>
<th>☐ In Progress</th>
<th>☐ Yes</th>
<th>☐ N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts to 10.</td>
<td>Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.</td>
<td>Counts to 20.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

**NOTES**

<table>
<thead>
<tr>
<th>Examples</th>
<th></th>
<th>Examples</th>
<th>Examples/Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts to 10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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:** 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.

**SCORE**

<table>
<thead>
<tr>
<th>☐ Not Yet</th>
<th>☐ In Progress</th>
<th>☐ Yes</th>
<th>☐ N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies shapes by pointing at them.</td>
<td>Can identify 4 shapes by name.</td>
<td>Names 4 shapes and can describe them.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

**NOTES**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples</th>
<th>Examples/Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies less than 4 shapes.</td>
<td>Student names 5 shapes, of which 4 are correct. Student points and names the oval, diamond, circle and the rectangle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>15. Student describes the relative position of five everyday objects.</td>
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<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Goal</strong> is for the student to state where an object is in five different positions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use the positional vocabulary cards.</td>
<td>2. Use an object from the room and re-stage/re-play the situation from the cards.</td>
<td>3. Try to let the student take initiative and let them use language to describe the position of the object.</td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Not Yet</td>
<td>□ In Progress</td>
<td>□ Yes</td>
</tr>
<tr>
<td>Follows directions that use positional words.</td>
<td>Uses appropriate vocabulary to describe the position of four or less objects (position OR order).</td>
<td>Uses appropriate vocabulary to describe the position of five or more objects (position OR order).</td>
</tr>
<tr>
<td><strong>NOTES</strong></td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>Student places the item on the chair, when asked. Student sits at the kitchen table when directed to do so.</td>
<td>Student asks to go first. Student notices an airplane in the sky. Student says “arriba” (up).</td>
<td>Student explains where the ball is on the cards, and how they know.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Student sorts and compares at least 5 objects by using one attribute.</th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong> for the student is to explain how and why he/she is sorting the objects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. If possible, try to observe the student playing with toys.</td>
<td>2. Or try to play with the student with objects that are around you. Pencils, Markers, Papers, Shoes, Chairs, Cups, etc.</td>
<td>3. 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.</td>
<td>4. 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”.</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
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<td></td>
</tr>
<tr>
<td>□ Not Yet</td>
<td>□ In Progress</td>
<td>□ Yes</td>
<td>□ N/A</td>
<td></td>
</tr>
<tr>
<td>Engages in measurement experiences but does not use words to explain their reasoning.</td>
<td>Uses words that demonstrate an understanding of measurable attributes.</td>
<td>Sorts up to 5 objects using one attribute and describe the results.</td>
<td>Unable to determine a skill level</td>
<td></td>
</tr>
<tr>
<td><strong>NOTES</strong></td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples/Explain:</td>
</tr>
<tr>
<td>Student is playing with animals and people. The student puts all the animals on one side of the table.</td>
<td>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.</td>
<td>Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives.</td>
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</tbody>
</table>
### 17. Student shows interest in a growing range of topics, ideas and tasks.

**Goal:**
- For the student to show eagerness and willingness to learn new topics and expand their knowledge.
- 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.
- 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.
- Introduce hands on experiences:
  - Bring in a shovel – to dig up soil and plant your own seeds
  - Bring in a recipe – to make ice popsicles or pudding
  - Bring in an object that is frozen in ice (flowers, leaves, etc.) – for the student to figure out how to defrost the ice.

**Score:**
- ☐ Not Yet: Shows interest in her/his surroundings.
- ☐ In Progress: Demonstrates interest in a particular topic, object, or experience.
- ☐ Yes: Shows interest in new experiences by watching others, handling materials, or asking questions.
- ☐ N/A: Unable to determine a skill level.

**Notes:**
- Examples: Student explores objects by touch.
- Examples: Student asks questions to understand something. Student asks: “What does this do?”

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

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

**Score:**
- ☐ Not Yet: Engages in an activity but becomes distracted.
- ☐ In Progress: Engages in an activity but becomes distracted or loses interest without adult encouragement.
- ☐ Yes: Persists in an activity even in a distracting environment or when task becomes challenging.
- ☐ N/A: Unable to determine a skill level.

**Notes:**
- Examples: Student is playing with trains, after 5 minutes the student wants to go outside.
- Examples: 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.
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?

<table>
<thead>
<tr>
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<th>□ Not Yet</th>
<th>□ In Progress</th>
<th>□ Yes</th>
<th>□ N/A</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Uses real life objects to play and make-believe with.</td>
<td>Uses real life objects to represent old concepts.</td>
<td>Uses different objects to represent something new, while giving it action and motion.</td>
<td>Unable to determine a skill level.</td>
</tr>
</tbody>
</table>

NOTES

Examples
- Student uses a toy plane to fly with through the house.
- Student uses a marker to brush the doll's teeth and comb its hair.
- Student uses a piece of paper to create their own magic wand.
- Student uses kitchen pots to create a drum set and play pretend to be in a new Country band.

Examples/Explain:

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

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<td></td>
<td>Demonstrates inflexibility when attempting to solve a problem.</td>
<td>Attempts to solve simple problems using trial and error OR by imitating a strategy used by an adult or peer.</td>
<td>Attempts to solve problems in more than one-way, recognizing when help is needed.</td>
<td>Unable to determine a skill level.</td>
</tr>
</tbody>
</table>

NOTES

Examples
- Student sticks to one strategy to solve the problem in the picture/story. Student repeats error multiple times.
- 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.
- Student asks for help to complete a task together. Student provides multiple different solutions to the problem presented in the picture/story.

Examples/Explain:
21. Student identifies and locates body parts.

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

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<tbody>
<tr>
<td></td>
<td>Locates some body parts.</td>
<td>Identifies some body parts.</td>
<td>Identify and locates several body parts.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

NOTES

Examples
Student can point to some body parts that are asked.

Examples
Student can name some body parts that you point too.

Examples
Student can identify and locate several (at least 10) body parts without any help.

---

22. Student identifies and shows fundamental practices for good health.

*** 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”.

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<tbody>
<tr>
<td></td>
<td>Student is unfamiliar with basic health practices.</td>
<td>Practices basic routines with adult reminders.</td>
<td>Practices basic routines independently.</td>
<td>Unable to determine a skill level</td>
</tr>
</tbody>
</table>

NOTES

Examples
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.

Examples
Student knows how to do the basic routines, however needs an adult reminder to do it.
Student knows 3 out of 5 routines.

Examples
Student knows and performs at least 5 basic routines themselves.

Examples/Explain:
### 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?

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<tr>
<td></td>
<td>Shows basic understanding of utensils.</td>
<td>Uses the utensils with some spilling.</td>
<td>Uses all utensils with proper technique, without spilling.</td>
<td>Unable to determine a skill level.</td>
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<th>Example</th>
<th>Example/Explain:</th>
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<tr>
<td></td>
<td>Student knows what each utensil is for, however cannot use them without help.</td>
<td>Student can eat and drink independently with their hands. Student spills sometimes the food or drink.</td>
<td>Student eats and drinks independently. Student uses all utensils the right way.</td>
<td></td>
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</table>

### 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.

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<tr>
<td></td>
<td>Performs movements with increasing coordination.</td>
<td>Performs basic movements with confidence and ease.</td>
<td>Performs a variety of complex movement skills with confidence and ease.</td>
<td>Unable to determine a skill level.</td>
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<th>Example/Explain:</th>
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<tr>
<td></td>
<td>Student attempts to jump. Student tries to kick the ball.</td>
<td>Student moves and stops with control. Student attempts to count when jumping. Student kicks or throws a ball.</td>
<td>Student runs and kicks the ball. Student walks up and down the stairs alternating feet without holding on to the rail or the wall.</td>
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</table>
### 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.

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

**SCORE**

- **Not Yet**
  - Is unable to perform these fine motor skills.

- **In Progress**
  - Attempts to perform these fine motor skills, with assistance from an adult.

- **Yes**
  - Practices these fine motor skills independently.

- **N/A**
  - Unable to determine a skill level

**NOTES**

- **Examples**
  - Student gets frustrated and needs help putting clothes on or off.

- **Examples**
  - Student can unzip his jacket and asks for help to put his jacket on.

- **Examples**
  - Student can get themselves dressed and undressed.

- **Examples/Explain:**
  - Can your child take outer clothing (coat, boots, hat, mittens) (including zipping, buttoning, and tying)?

### 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.

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

**SCORE**

- **Not Yet**
  - Shows no control over the scissors.

- **In Progress**
  - Uses scissors with control to cut paper.

- **Yes**
  - Uses scissors with control and intention to cut the provided worksheet.

- **N/A**
  - Unable to determine a skill level

**NOTES**

- **Examples**
  - Student holds scissors a way, which makes it impossible to cut paper.
  - Student cannot cut paper.

- **Examples**
  - Student holds scissors correctly and can cut some lines.

- **Examples**
  - Student cuts straight line, and cuts curved line.

- **Examples/Explain:**
  - Can your child use scissors with control and intention to cut lines?
### 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.

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<tr>
<td></td>
<td>Uses a firm grab with limited coordination.</td>
<td>Uses a functional grip with limited coordination.</td>
<td>Uses a functional grip (pincer grasp) and has controlled coordination.</td>
<td>Unable to determine a skill level</td>
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<th>Examples/Explain:</th>
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<tr>
<td></td>
<td>Student grabs the writing tool with their fist. Student uses large motor skills (shoulder) to draw.</td>
<td>Student grasps the writing tool with their palm. Student uses arm, elbow pointed outwards, to draw.</td>
<td>Student uses five, four or three fingers to grasp their writing tool. Student uses wrist movement to draw.</td>
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Examples/Explain: