Pre-K / Kindergarten Preparation Inventory

Instruction Manual

May 2019



COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF EDUCATION

333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov

Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education Pedro A. Rivera, Secretary

Office of Elementary Education
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Bureau of School SupportDr. Sherry Smith, Bureau Director

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Pennsylvania Department of Education School Services Unit Director 333 Market Street, 5th Floor, Harrisburg, PA 17126-0333 Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of School Support
Office of Student Services
Migrant Education Program
Program Development Specialist
Mrs. Fianne van Schaaik
333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333
Voice: (717) 783-6468
www.education.pa.gov

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802.

Contents

Commonwealth of Pennsylvania	2					
Pre-K / Kindergarten Preparation Inventory Purpose	3					
Pre-K / Kindergarten Preparation Inventory Components	3					
The Kindergarten Preparation Inventory (KPI) tool comes in DIFFERENT VERSIONS:						
Kindergarten Preparation Inventory Components Overview – Alignment between the Domains						
Administration Supplies Needed - Attachments						
Pre-K / Kindergarten Preparation Inventory Score Form Staff						
Pre-K / Kindergarten Preparation Inventory Tool						
– Blank Example						
Pre-K / Kindergarten Preparation Inventory Tool						
Pre-K / Kindergarten Preparation Inventory						
ATTACHMENTS	40					
A	41					
Pre-K / Kindergarten Preparation Inventory Score Form	41					
В						
Pre-K / Kindergarten Preparation Inventory Indicator Skill Overview						
C	44					
Pre-K / Kindergarten Preparation Inventory Indicator Example Overview	44					
D	48					
Pre-K / Kindergarten Preparation Inventory Caretakers - 1/2	48					
E	50					
My Family - #2 - Score	50					
F	51					
Conflict Resolution Strategies - #3 - Practice	51					
G	52					
Name - #5 - Score	52					
Name - #5 - Practice	53					
H	54					
Alphabet and Number Cards - #6 - Score	54					
_l	60					
Parts of a Book - #7 - Score	60					
J						
Sequence – Picture Cards - #8 - Score	61					
K	67					

Sequence – Multi Step Directions - #10 – Practice / Score	67
L	68
Color (folding) Cards with Questions - #11 / #12 - Score	68
M	71
Shape Cards – Geometric Shapes - #14 - Score	71
N	73
Prepositions of Place and Movement - #15 - Practice	73
Prepositions of Place and Movement - #15 – Score Form	74
Prepositions of Place and Movement – #15 - Score Answers	75
O	76
Sorting Objects by One Attribute - #16 - Score	76
P	80
Problem Solving - #20 - Score	80
Q	82
Body Parts - #21 - Practice	82
R	84
Scissors Skills - #26 - Score	84
S	88
Lesson Suggestions Per Indicator	88
T	93
Pre-K / Kindergarten Preparation Inventory Tool – Shorter Version for STAFF	93

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Pre-K / Kindergarten Preparation Inventory Purpose

The purpose of the Pennsylvania Migrant Education Program (PA-MEP) Preschool/ Kindergarten Preparation Inventory is to increase the percentage of eligible migrant children (ages 3-5) who receive home-based or site-based supplemental instructional sessions that focus on school Preparation skills. The data provided by this inventory guides instruction based on the knowledge and awareness of each child's individual skills, needs, strengths and challenges. The data will also engage parents to better support their child's learning and identify needs for expanding and improving early learning opportunities. Please keep in mind: any child who meets the locally determined kindergarten age requirement is eligible to attend kindergarten. This resource should never be used to exclude an age-eligible child from kindergarten.

Pre-K / Kindergarten Preparation Inventory Components

Pennsylvania has adopted a holistic view of children's learning and has designed a tool that offers a broad view of children's knowledge and skills covering both cognitive and non-cognitive domains. Rather than reporting student progress on all the Pennsylvania learning standards, twenty-seven standards-based indicators from five key learning areas (Mathematics, English Language Arts, Social and Emotional Development, Health, Wellness and Physical Development, and Approaches to Learning through Play) were identified as benchmarks.

The Kindergarten Preparation Inventory (KPI) tool comes in DIFFERENT VERSIONS:

- a. Instruction Manual Large document with all the information, all different forms and all attachments.
- b. Staff Inventory Large document with all the forms, basic information on the indicators, and all attachments.
- c. Short Staff Forms (this is for staff that is used to the indicators and familiar with the tool, who would only need 3 pages of forms and the 14 pages of attachments):
 - a. KPI Score Form (this will eventually be digital and linked to the excel spreadsheet)
 - b. KPI Skill Level Overview
 - c. KPI Skill Example Overview
 - d. Attachment exercises (14 pages)
- d. Kindergarten Preparation Inventory for Caretakers (this is for parents and guardians). This format can be self-reported by caretakers and includes an example for each indicator. The KPI is translated in the following languages: Arabic, Burmese, Chin, Creole, English, French, Indonesian, Karen, Khmer, Kinyarwanda, Malay, Mam, Nepali, Somali, Spanish, Swahili, and Tedim. These versions are available on www.education.pa.gov/MEP.

Pre-K / Kindergarten Preparation Inventory Instructions

- This inventory must be completed with every 4- and 5-year-old enrolled in the Migrant Education Programs throughout the Commonwealth of Pennsylvania, regardless if they are attending a non – MEP program, such as Early Intervention, Head Start, Pre-K Counts Programs, Keystone STARS programs, etc.
- This inventory must also be completed for every 3-year-old enrolled in the Migrant Education Program, who is NOT enrolled in any preschool programming (Full-time or Part-time).
- Administer the inventory to the child in two intervals: Initial (PRE) when first meeting (enrollment) the child; and second time (POST) – every summer term (annual).
- This inventory must be performed at the initial enrollment (PRE) within the Migrant Education Program. The initial use of the inventory serves as a starting point to building skills with the new student.
- The second time (annual) every summer term (between May and August), before the student is enrolled in Kindergarten / Elementary School. This could be EOSY at the end of school year (if staff knows for certain that the student is not participating in any MEP Summer Services; OR EOS end of summer (if the student participates in any MEP Services throughout the summer, the KPI must be administered at the end of summer (POST).

- If using the score form on paper, please use a different color of pen for each completion of the score form
- If all skills are mastered (all 27 indicators) there is no need for the child to repeat the same inventory.
- Make plenty of anecdotal notes to the inventory as a point of reference for yourself and the kindergarten teacher.
- Familiarize yourself with the PA Early Learning Standards for Early Childhood before working with the child. PA Early Learning Standards can be downloaded from www.pdesas.org or print copies can be purchased from https://shoppaheritage.com/collections/education.
- Work with the child in a distraction-free environment.
- Retain the child's attention by sitting at a table, having colorful manipulatives to work with (items that
 are found in a school environment) and directing all conversations to the child (instructions/assistance
 for the parent should be held after the learning session).

Pre-K / Kindergarten Preparation Inventory Skill Levels

The inventory consists of three skills levels: Not Yet, In Progress, and Yes.

Not yet always reads the same "the child rarely or never exhibits the behaviors listed under the other scoring areas or needs significant support." A student would be given the skill level of not yet evident if there has been opportunity to observe the behaviors, yet the student does not exhibit the behaviors listed under Not Yet, In Progress or Yes.

Observable behavioral descriptors are listed under each skill level (of Not Yet, In Progress, and Yes). It is important to read the descriptions under each of these skill levels to make a determination. Teachers will determine students' skill level through observation. A student should be scored at the highest skill level demonstrated.

On the inventory, examples are provided under the skill levels of Not Yet, In Progress, and Yes. These are only examples. The examples are provided as a sampling of behaviors you may see. There will be many other observable behaviors demonstrated by your students that will relate directly to the behaviors listed under each specific indicator to help inform skill level determination.

An "N/A, Not Applicable" was added to the inventory skill levels. The "Not Applicable" is distinct from the "Not Yet" category. If you choose "N/A", you will need to identify one of the following reasons:

- 1. I have not had the opportunity to observe for this skill
- 2. The student is not paying attention to the indicators (perhaps due to their short attention span)
- 3. Not covered in curriculum during observation period
- 4. Student transferred
- 5. Student is non-English speaking (for indicator # 5, 6, 9 and 12)
- 6. Student had significant absences during observation period
- 7. Student is identified with special needs
- 8. Other, please add specific explanation

There are three inventory ratings described below to be entered with the Kindergarten Preparation Inventory.

(Y) = Yes, 20 of 27 skills mastered

(I) = In Progress, (10 to 19 of the 27 skills mastered)

(N) = Not Yet, (0 - 9 skills mastered)

N/A = Unknown = not yet determined or other reason not yet assessed

Instructions for Completing the Pre-K / Kindergarten Preparation Inventory

- After administering the inventory, determine areas of both strength and need for improvement in each skill area. You will build activities and lessons around both practicing already attained skills, as well as scaffolding children toward next steps.
- Locate activities/ lessons from your standards aligned curriculum or the PA Department of Education website www.pdesas.org

- Use the Concepts and Competencies skills suggestions for the learner to help them define and achieve the main skill of the Standard.
- Use the Supportive Practices suggestions as strategies for the adult to help children learn or make progress with particular skills.
- Some children prefer speaking, drawing/writing or acting out a response. Allow the child to respond in their preferred manner as long as the correct response is obtained. Make a note of the child's response on the MEP Kindergarten Preparation Inventory that should be shared with their future kindergarten teacher.
- Individualized Education Program or 504 Plan, students receiving accommodations as part of his or her IEP/504 plan should be scored under the skill level which best reflects the student's demonstration of a skill or concept.
- In cases where teachers do not feel confident scoring a student with special needs for a particular indicator, "not applicable" should be marked, and a specific explanation provided.
- English Language Learners (ELL)/Dual Language Learners (DLL) Accommodations for students who are ELL are permissible and expected. Specific guidance is provided within the inventory under each indicator regarding the scoring and use of home language or other ways ELL/DLL students might exhibit competence.
- There are four indicators (#5, #6, #9 and #12) in which students must be scored based upon their proficiency with the English language.
- In cases where teachers do not feel confident scoring an ELL/DLL student for a particular indicator, "Not Applicable" should be marked, and as explanation "Student is non-English speaking" should be marked.
- Every Indicator is marked with a symbol. These symbols represent the following information:

√ 4-point STAR	*** ELL/DLL students may exhibit behavioral indicators in their dominant
riangle Triangle	language, or through non-language-based strategies. ***ELL/DLL students should be scored on their English proficiency for this indicator.
☆ 5-point STAR	*** This indicator is supported by an attachment / required materials / worksheet.
CIRCLE	*** This Indicator may be family reported.

Pre-K / Kindergarten Preparation Inventory Requirements – Professional Development

Professional development is offered by the Department of Education, Migrant Education Program Staff, and consists of a recorded zoom introduction, and face to face meeting – upon request. Please contact ra-migranted@pa.gov.

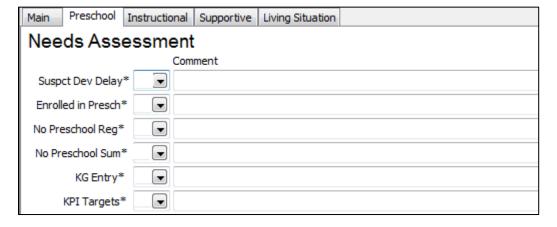
Please use this manual as your main resource, which provides all the basic information as foundation for the teacher to start familiarizing with the Kindergarten Preparation Inventory Requirements.

Pre-K / Kindergarten Preparation Inventory Submission of Outcomes (For pre-K after Sept. 1, 2018)

- Use the 2018 Data Collection Form Excel document to create a document on all your 3-5 age students. <u>AIU 3 Pre-K Kindergarten Preparation Inventory Data Collection 2018</u>
- This workbook will accommodate up to 25 students. If you have more than 25 students, start a new workbook. You may want to keep all students of a particular age or grouping in one workbook (i.e. have one workbook for 3-year old's, another for 4-year old's, different workbook for each county, etc.) so that you can more effectively use the group summaries to plan your instruction.
- 1. You will enter each student on a separate tab at the bottom of the window.
- 2. Complete the top portion of the sheet with Project Area, student MEP ID, student name, and date of birth. The worksheet's tab name will automatically change to reflect the student ID for easy reference and adding of POST data at a later time.
- 3. Enter the staff name.

- 4. Enter the date the inventory was completed with the student, either PRE or POST. The student's age as of the date of the inventory will automatically populate the age cell.
- 5. Complete the inventory with the student. For each skill, in either PRE or POST column, you can select Yes, In progress, Not yet, or NA from a drop-down list.
- a. To access the drop-down list, click in the empty cell. A small button with a down triangle will appear to the right of the cell.
- b. Click the triangle button.
- c. Click the value that reflects the student's skill level.
- d. The cell will shade green for 'yes,' yellow for 'in progress,' or pink for 'not yet.' No shading will be applied for Not applicable (N/A) or blank cells.
- e. If you select N/A, you must indicate a reason in column E of that row from a drop-down list. Click the empty cell to access the drop-down. N/A values include:
 - 1 I have not had the opportunity to observe for this skill
 - 2 The student is not paying attention to the indicators (perhaps due to their short attention span)
 - 3 Not covered in curriculum during observation period
 - 4 Student transferred
 - 5 Student is non-English speaking (for Indicator # 5, 6, 9 and 12)
 - 6 Student had significant absences during observation period
 - 7 Student is identified with special needs
 - 8 Other, please add specific explanation.
- f. If you select N/A reason 8, Other, enter your explanation in column F. You can also use column F for any additional comments.
- 6. Included within the Student Scoring Sheet is a printable summary. Scroll down the page to see the summary.
- 7. If the student has demonstrated mastery of all 27 skills, a POST inventory is not required. For all other students, to complete the POST, locate the student's ID tab to open that student's record. Enter their POST inventory skill values in the POST column.
- 8. All pre-and post-assessment results will be documented on the Data Collection Form and submitted to the evaluators at IU3.
- 9. To reach AIU Evaluators for the PA Migrant Education Program:
 - a. Yolanda Yugar from AIU 3 yolanda.yugar@aiu3.net
 - b. Leslie McConnell from AIU 3 leslie.mcconnell@aiu3.net

Pre-K / Kindergarten Preparation Inventory MIS2000 Reporting



Note – when completing a Preschool Needs Assessment, the information MUST be collected by interviewing a parent or guardian.

Kindergarten Preparation Inventory (KPI) Targets – This is used to compare a child's school preparedness against established benchmarks as described in the next section. Based on the values calculated using those instructions, indicate:

- (Y) es if they are meeting the targets (at least 20 of 27 skills mastered)
- (I) if they are indicated as "In Progress" (10-19 of 27 skills mastered)
- (N) for "Not Yet" meeting targets (less than 9 of 27 skills mastered)
- (U) if unknown,
- (A) if Not Applicable (such as too young to assess or a 3-year old enrolled in preschool program see #2 above for definition of a preschool program).

Pre-K / Kindergarten Preparation Inventory Materials and Resources

The 2014 Preschool/Kindergarten Preparation Inventory for Parent and for Staff is revised and received a new name. The revised tool of the 2018 Pennsylvania Migrant Education Program Kindergarten Preparation Inventory is aligned to the 2014 Revised Pennsylvania Learning Standards for Early Childhood. Pennsylvania's Learning Standards for Early Childhood: Pre- Kindergarten Pennsylvania Learning Standards for Early Childhood. The Pennsylvania Learning Standards for Early Childhood state the expectations for what children should know and do as they leave pre-kindergarten and enter kindergarten. The Standards are available for purchase at https://shoppaheritage.com/collections/education.

Where do I go for help?

Contact ra-migranted@pa.gov, and or

Mrs. Fianne van Schaaik | Program Development Specialist Department of Education | Division of Student Services Bureau of School Support – Migrant Education Program 333 Market Street | Harrisburg, PA 17126 Phone: 717.783.6468 | fvanschaai@pa.gov

Kindergarten Preparation Inventory Components Overview – Alignment between the Domains and Skill Areas.

Pennsylvania Learning Standards for Early Childhood – Pre- Kindergarten			od – Pre-	2018 Pennsylvania Kindergarten Preparation Inventory		
Key Learning Area	Key Learning Area Strand		Standard Area	Indicator	Skill Areas	
Social and Emotional	1	Self-Awareness and Self-Management	16.1.PK.A	Student responds positive to being separated from parents.	Self-Management	
Development – Student Interpersonal Skills	2	Establishing and Maintaining Relationships	16.2.PK.B	Student identifies direct family members and their characteristics.	Establishing Relationships	
	3	Establishing and Maintaining Relationships	16.2.PK.D	Student identifies simple conflicts and solves them independently.	Conflict Resolution	
	4	Decision-Making and Responsible Behavior	16.3.PK.A.	Student recognizes rules and discusses the reasons for having specific rules.	Decision Making	
Language and Literacy	5	Foundational Skills	1.1.PK.D	Student knows her/his first, last full name and age, and can associate some letters with her/his name and sound.	Phonics	
Development -	6	Foundational Skills	1.1.PK.B	Student differentiates letters from numbers.	Print Concepts	
English Language Arts	7	Reading Informational Text	1.2.PK.E	Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.	Reading	
	8	Reading Informational Text	1.2.PK.G	Student retells a simple sequence using picture support.	Reading	
	9	Writing	1.4.F / 1.4.PK.R	Student prints name using letter-like forms or conventional print.	Writing	
	10	Speaking and Listening	1.5.PK.C	Student follows through when given two step directions.	Speaking and Listening	
	11	Speaking and Listening	1.5.PK.E	Student shares experiences when asked. Talks about personal thoughts, feelings and ideas.	Speaking and Listening	
	12	Speaking and Listening	1.5.PK.G	Student speaks in simple sentences.	Speaking and Listening	
Mathematical Thinking and	13	Numbers and Operations	2.1.PK.A.1	Student rote counts to 20.	Counting	
Expression –	14	Geometry	2.3.PK.A.1	Student identifies and describes at least 4 shapes.	Geometry	
Exploring,	15	Geometry	2.3.PK.A.1	Student describes the relative position of 5 everyday objects.	Geometry	
Processing, and Problem-Solving	16	Measurement, Data, and Probability	2.4.PK.A.1	Student sorts and compares at least 5 objects by one attribute.	Measurement	

Pennsylvania Learni Kindergarten	Pennsylvania Learning Standards for Early Childhood – Pre- Kindergarten			2018 Pennsylvania Kindergarten Preparation Inventory		
Key Learning Area	Strand		Standard Area	Indicator	Skill Areas	
Approaches to Learning through	17	Constructing and Gathering Knowledge	AL.1.PK.A	Student shows interest in a growing range of topics, ideas and tasks.	Curiosity and Initiative	
Play – Constructing,	18	Organizing and Understanding Information	AL.2.PK.A / AL.2.PK.C	Student participates in an activity for an extended period of time.	Engagement and Persistence	
Organizing, and Applying	19	Applying Knowledge	AL.3.PK.C	Student uses materials and objects to represent new concepts.	Representation	
Knowledge	20	Learning through Experience	AL.4.PK.C	Students attempts to complete a task in more than one way, before asking for help or stopping due to frustration.	Problem Solving	
Health, Wellness, and Physical	21	Concepts of Health	10.1.PK.B	Student identifies and locates several body parts.	Interaction of Body Systems	
Development – Learning About My	22	Healthful Living	10.2.PK.A.	Student identifies and shows fundamental practices for good health.	Health Practices	
Body	23	Healthful Living	10.2.PK.A.	Student eats and drinks independently using proper utensils.	Health Practices	
	24	Physical Activity – Gross Motor Coordination	10.4.PK.A	Student combines large motor movements with the use of equipment.	Gross Motor	
	25	Concepts, Principles, and Strategies of Movement – Fine Motor Coordination	10.5.PK.B	Student zips, buttons, ties outer clothing / off and on by his/herself.	Fine Motor	
	26	Concepts, Principles, and Strategies of Movement – Fine Motor Coordination	10.5.PK.B	Student uses scissors with control and intention.	Fine Motor	
	27	Concepts, Principles, and Strategies of Movement – Fine Motor Coordination	10.5.PK.C	Student writes and draws while implementing a functional grip.	Fine Motor	

Administration Supplies Needed - Attachments

Kindergarten Preparation Inventory Material List							
Domain	#	Skills	Materials / Supplies	Att.			
ALL DOMAINS	1 – 27	ALL SKILLS from the Kindergarten Preparation	 KPI (Kindergarten Preparation Inventory) Inventory Pen (3 different colors) 	-			
		Inventory	· KPI Score Form (A)	Α			
			KPI Indicator – Skill Level Overview (B)	В			
			KPI Indicator – Example Overview (C)	С			
			KPI for Caretakers (D)	D			
			KPI Skills and Lesson Suggestions per Indicator (S)	S			
			KPI Inventory Shorter Version for Staff (T)	T			
Social and	2	Establishing Relationships	My family / Mi Familia (E)	E			
Emotional	3	Conflict Resolution	Optional Conflict Resolution / Problem-Solving Strategies	F			
Development		Connect (Coolation	(F)	'			
English	5	Phonics	Optional Extra Paper and Markers	G			
Language Arts			Name Worksheet (G)				
	6	Print Concepts	· Alphabet Cards (H)	Н			
			Number Cards (H)	<u> </u>			
	7	Reading	Optional their favorite book	I			
			Book (One book? / Free Refugee book from conference?)				
	8	Reading	Parts of a book Worksheet (I) Sequence Worksheets (J)	J			
	9	Writing	Optional previous artwork	-			
		Villing	Paper and Markers				
	10	Speaking and Listening	One – Two - Multi step Examples (K)	K			
	11	Speaking and Listening	Optional Items in the home	L			
			Color Cards with Pictures and Questions (L)				
	12	Speaking and Listening	· Optional Items in the home	L			
			· Color Cards with Pictures and questions or provide proof				
54 (1 (2 1	4.4		with the exact sentence (L)				
Mathematical Thinking and	14	Geometry	Shape Cards (M)	M			
Expression	15 16	Geometry Measurement	Positional Practice Sheet and Worksheet (N)	N O			
Approaches to	20	Problem Solving	Optional Sorting worksheets (O)	Р			
Learning	20	Froblem Solving	Problem Solving Tell the Story (P)Problem Solving Picture Story (P)				
through Play			Optional Puzzle				
Health,	21	Interaction of Body	· Optional doll	Q			
Wellness, and		Systems	· Body Parts (Q)	~			
Physical			· Body Worksheet (Q)				
Development	22	Health Practices	Examples of fundamental practices for good health	-			
	23	Health Practices	· Plate + Cup + Knife + Fork + Spoon + Napkin + Placemat	-			
	24	Gross Motor	Optional materials at home?	-			
			· Ball or ''create a make shift ball"				
			· Steps or stair				
	25	Fine Motor	Optional materials at home?	-			
			Jacket with zipper and a jacket with buttons Share with large and a base with value.				
	26	Fine Motor	Shoes with laces and shoes with velcro Sciences (left handed right handed)	R			
	20	I IIIE IVIOLOI	Scissors (left handed – right handed)Worksheet with lines (R)	Γ.			
	27	Fine Motor	Optional previous artwork / writing	-			
	-'		Paper and Markers				
	1		· Pencils				

Pre-K / Kindergarten Preparation Inventory Score Form Staff

Project Area:			INDICATORS				NOTES:		
Name of Staff		Date of Con	npletion:	1	Υ	1	Ν	N/A	
Completing:		(1) Pre	(2) Post	2	Υ	I	Ν	N/A	
				3	Υ	I	Ν	N/A	
Student ID				4	Υ	ı	Ν	N/A	
MIS2000:				5	Υ	I	Ν	N/A	
Student's				6	Υ	Ι	Ν	N/A	
Last Name:				7	Υ	I	Ν	N/A	
Student's				8	Υ	Ι	Ν	N/A	
First Name:				9	Υ	I	Ν	N/A	
Student's		Student's Ag		10	Υ	Ι	Ν	N/A	
Date of Birth:		•	propriate age	11	Υ	I	Ν	N/A	
		3 4	5	12	Υ	I	Ν	N/A	
Please	(1) Out of 27	7 indicators		13	Υ	1	Ν	N/A	
provide the # yes scores:	(2) Out of 27	7 indicators		14	Υ	ı	Ν	N/A	
yes scores.	(2) Out 01 21	indicators		15	Υ	ı	N	N/A	
	inventory ratings des			16	Υ	I	Ν	N/A	
entered with the	e Kindergarten Prepa	ration invento	ory.	17	Υ	ı	N	N/A	
Please circle t	he appropriate ratin	g:		18	Υ	l	Ν	N/A	
				19	Υ		N	N/A	
(Y) = Yes, 20 o	f 27 skills mastered			20	Υ		N	N/A	
(I) = In Progres	s, (10 to 19 of the 27	skills mastere	₅ d)	21	Υ		N	N/A	
(1) = 1111 109100	0, (10 10 10 01 110 21		,,,	22	Υ		N	N/A	
(N) = Not Yet, (0 – 9 skills mastered)			23 24	Y		N	N/A	
N/A = Unknown = not yet determined or other reason not yet					Y	<u> </u> 	N	N/A N/A	
assessed	i – not yet determinet	a of other reas	Son not yet	25 26	Y	<u> </u>	N	N/A	
				27	Y	+	N	N/A	
				21		L'	IN	1 11/7	

If you choose "N/A", you will need to identify one of the following reasons:

- 1. I have not had the opportunity to observe for this skill
- 2. The student is not paying attention to the indicators (perhaps due to their short attention span)
- 3. Not covered in curriculum during observation period
- 4. Student transferred
- 5. Student is non-English speaking (for Indicator # 5, 6, 9 and 12)
- 6. Student had significant absences during observation period
- 7. Student is identified with special needs
- 8. Other, please add specific explanation.

Pre-K / Kindergarten Preparation Inventory Tool

- Blank Example

Skill Area	Domain XXX					
Standard A	Area XXX		Strand XXX			
Standard:	XXX			Standard # XXX		
Indicator	XXX *** ELL/DLL students may exhib	it behavioral indicators in their	dominant language, or through no	n-language-based strategies /		
	nts should be scored on their English pro					
Goal Explanation Guidance / In						
	Indicate the developmenta					
SCORE	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 reflect the student's behavior with this necessary support.	☐ In Progress	□ Yes	Unable to determine a skill level		
NOTES	Examples	Examples	Examples	Examples/Explain		
2.	Record evidence for this ra	ating here (optional)	•	•		
3.	What language was used	by the student to co	mplete this indicator?			
	nt / Native Language	•	_anguage	□ English Language		
Concept a	nd Competencies –	Supportive Practices –				
Suggestion	n of Skills to practice	Suggestions for lesson ideas				
The learner	r will	The adult will				

Pre-K / Kindergarten Preparation Inventory Tool

_									
Skill Area 1	Domain Social a	nd Emotional Developme	ent – Student Interper	sonal Skills					
Standard Are		and Self-Management	Strand Manages Emo						
Standard:	Distinguish betwe to express them	en emotions and identify s	socially accepted ways	16.1.PK.A.					
1. Student responds positive to being separated from parent(s).									
*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies									
Goal is to find	out of the student can	be alone away from the par	ents.	oca strategies					
		on if they believe their child re							
		ut the student) get up and wa							
	t cannot see tnem). C t cannot see them).	or try to get the student with y	ou to another part of the l	ocation (where the					
		dent – be funny, make jokes	get the child's attention	Ask the student to state					
		ent how old he/she is?	, got the ormale attention.	Tok the student to state					
d. See ho	w the student respon	ds.							
1. Ind	dicate the developm	nental skill level the child h	as mastered						
SCORE	□ Not Yet	☐ In Progress	☐ Yes	□ N/A					
	Separates with	May act shy or cries only	Separates easily and	Unable to determine a					
	difficulty (cries,	briefly.	happily.	skill level.					
	refuses to go or stay, throws								
	tantrum).								
NOTES	Examples	Examples	Examples	Examples/Explain					
	Student starts	Student is upset but	Student does not react	Student has never been					
	crying.	allows an adult to provide	to the separation.	separated from					
	Student starts	comfort.	Student is	parent(s).					
	running after	Student answers the	comfortable.						
	her/his family. Student refuses to	questions.	Student answers the						
	answer any		questions.						
	question.								
2. Re N/		his rating here (optional)							
			nlata this indicator?						
	/ Native Language	sed by the student to com	•	English Language					
□ Dominant	/ Native Languag	je □ Non – La	anguage \Box	English Language					
Concept and	Competencies	Supportive Practices							
The learner will:	oompeterioles -	The adult will:							
	abel basic feelings.	Offer materials in dramatic pla	y, blocks, and art that encou	rage children to creatively					
Express feelings to the situation.	that are appropriate	express emotions.	d talk about what the abores	tore are feeling and the					
	verbally or through	Read books about feelings and outcomes.	u taik about what the charac	ters are reening and the					
play and artistic	representation.	Engage children in discussions	s about how they feel when t	hey experience certain					
Name a range of		situations (both positive and no							
excited, scared, Control negative	angry, surprised)	Model genuine, appropriate er Use expressions (e.g., "I feel .		you feel ") when					
	in appropriate ways.	interacting with children.	or matmastriave made	you leer / When					
(e.g., talking with	n a peer or telling a	Encourage open expression o		how they feel.					
teacher)		Respond to children's verbal a Use the Pyramid Model to sup		notional success					
ĺ		Model and explain an appropri							
1		slowly to 5, give yourself a bea	ar hug)						
ĺ		Establish and state clear beha							
i	things. If you feel angry you can visit the peace table and choose something to work								

-							
Skill Area 1	Domain Social ar	nd Emotional Developmer	nt – Student Interpersonal Ski	lls			
Standard Are Relationships	ea Establishing and	Maintaining	Strand Diversity				
Standard:		and differences between s	self and others	16.2.PK.B.			
	•			10.Z.1 IV.D.			
2. Student identifies direct family members and their characteristics. **** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies **** This indicator is supported by Attachment E: My Family (page 49). Cool is to identify 3: "characteristics" of their direct family members.							
 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). 							
Maria, E d. Ask the	Brenda) and their fami student to tell someth	y relationship (mommy, dadd ing she/he knows about each	official name and / or nick name; Viology, sister, etc.) member (age – what work they do				
	food or drink or activit dicate the developm	y). ental skill level the child ha	us mastered				
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.	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. I am a boy and he (points at his dad) is a boy.	Examples Student labels her/his parent(s) and direct siblings and can discus similarities and differences between self and others. 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.	Examples/ Explain:			
2. Re N /		nis rating here (optional)					
3. What language was used by the student to complete this indicator? □ Dominant / Native Language □ Non – Language □ English Language							
The learner will: *Understand tha *Make drawings clothing, and oth *Label personal *Discuss the sim *Understand tha another. *Understand tha own.	at each person has a set of people, including self her physical characteristic characteristics. hilarities and differences at family structures may deat the thoughts and feeling espect for children's differences	between self and others.	Supportive Practices The adult will: Provide opportunities to discuss and personal traits among members of your tencourage family members to voluninformation, materials, and activities to cultures. Include multicultural materithose relevant to the cultures of child throughout the classroom. (e.g., skinbooks, dolls, music, dress-up clothing posters). Display pictures/posters are showing children/ families of different ages, and abilities. Explicitly discuss points of difference and feelings.	teer or share that reflect home tals, especially ren in the class, tone crayons, and props, and materials races, cultures,			

I	r							
Skill Area 1	Domain Social and	l Emot	ional Developme	nt - Student Interpers	onal Skills			
Standard Are Relationships	a Establishing and M	aintain	ing	Strand Managing Inte	erpersonal Conflicts			
Standard:	Recognize that confi and inappropriate w		•	h between appropriate	16.2.PK.D.			
*** EL	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.							
Goal is for the s a. If possil b. If that is c. Conflict	*** 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.							
1.	Indicate the develop	mental	skill level the child	d has mastered				
SCORE	When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.	Sugge solutio which	n Progress sts simple ns to conflict are most often upon own needs esires.	Suggests solutions to conflict while considering the needs and desires of self and others.	□ N/A Unable to determine a skill level			
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 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? "	Examples/Explain:			
2.	Record evidence for	this ra	ting here (optiona	ıl)				
	What language was Native Language	used b	y the student to co ☐ Non – Lar	omplete this indicator?	English Language			
one's own desires Identify a problem Solve simple confindependence. (etry something else Begin to negotiate before seeking he Use words during responding.	words and actions to express. In and discuss possible solution with peers with I.g., share, take turns, apoure, ask for help) The conflicts that arise using	utions. logize, words ically	acknowledge that co ways to solve a conf Be available to help child or toy. Encourage children Set up an area in yo solve conflicts. Discuss with children stories involving con Use puppets and dra resolution.	oportunity to teach problem-sonflict is a normal part of life flict) children resolve conflicts rate to find appropriate ways to reur room (e.g., peace table) to possible strategies for resolution. Amatic play to discuss and danguage that children can us	and there are positive her than removing the esolve a conflict. hat children can visit to olving conflict. • Read emonstrate conflict			

Skill Area 1 Domain Social and Emotional Development – Student Interpersonal Skills						
Standard Are	a Decision Making a	nd Res	ponsible	Strand Decision-Makir	ng Skills	
Behavior					T	
Standard:	Interpret the consec	quence	s of choices		16.3.PK.A.	
4. Stude	nt recognizes rule	es and	discusses the	reasons for having s	pecific rules.	
♦	I/DII atudanta manu subibit bab					
)=	L/DLL students may exhibit ben	aviorai indi	cators in their dominant lang	juage, or through non-language-based	d strategies.	
	nis Indicator may be family reportudent to recognize un		uations and to be ab	ole to explain what and why	there is a specific	
rule.	tadom to rootginzo an	ouro on		no to explain milat aria mil	, and to a opposite	
		the stud	dent creates an unsa	afe situation observe the re	esponse to	
	ment of rules.		de la constanta de la Carta de la constanta de	Control of the Contro		
	oie observe this behavi s not possible ask the fa			ts with others (children, far	nily members, etc.).	
c. If that is	Thot possible ask the in	arrilly to	report on this indica	1101.		
1.	Indicate the develop	mental	skill level the child	d has mastered		
SCORE	□ Not Yet		n Progress	□ Yes	□ N/A	
	When faced with		faced with rules,	Reacts appropriately to	Unable to determine	
	rules, cannot	needs	assistance to	rules and can explain	a skill level	
	control his/ her	follow	rules.	the reasons for having		
	response and cries,			these rules.		
	refuses or throws a tantrum.					
NOTES	Examples	Exam	nles	Examples	Examples/Explain:	
INOTES	Student runs and		nt tries to climb on	Student tells others to	Examples/Explain.	
	gets told, walking		re, and when	stay on the sidewalk		
	feet, and keeps		to have 2 feet on	and don't walk on the		
	running or shows		ound, gets down.	road.		
	emotions. Student refuses to		minutes later to be reminded of	Student tells you to sit on a chair, because		
	put her/his jacket		me rule.	you don't want to fall.		
	on to go outside,		nt needs	Student follows the		
	while it is cold.	remino	ders from adults to	rules and can explain		
	Student tests limits	follow	their rules.	the reason behind them		
	set by adults.			to others (siblings).		
2.	Record evidence for	this ra	ting here (optional	1)		
2	Mhat languaga waa	ما ام م ما ام	v the student to a	amplete this indicator?		
	0 0	usea c	•	omplete this indicator?	For all all an arrange	
□ Dominant /	Native Language		□ Non – Laı	nguage \square	English Language	
Concept and C	amnatanaias		Supportive Breet	ioos		
Concept and C The learner will:	ompetencies		Supportive Pract The adult will:	ices		
Recognize unsafe	e situations and tell an ad	ult.		s for children to create rules a	and to discuss the	
Tell a peer when			reasons for having s			
Warn a peer about playground.	ut a safety risk on the			of rules and consequences whu ences (e.g., falling due to rur		
	ends who are having a d	spute		cuss consequences of behavio		
to "use their word	s and work it out."	r - ·				
Discuss the reason	ons for having rules.					

Skill Area 2	Domain Language	and L	iteracy Developn	nent – English Langua	ige Arts	
Standard Are	a Foundational Skills			Strand Phonics and V		
Standard:	Develop beginning	phonics	s and word skills		1.1.PK.D.	
5. Stude	nt knows her/his t	first, la	st full name an	d age, and can asso	ciate some letters	
	er/his name and s					
△***ELL	/DLL students should be scored	on their En	glish proficiency for this indi	icator.		
	his indicator is supported by Atta					
Goal is for the s	nis indicator is supported by Atta	ovide he	r/his personal data	and recognizes at least 2	letters out of the	
English alphabe			.,e personal data	aa .000g200 at .0000.2		
				anguage (if necessary), wr		
		er. You d	can have the studen	nt do the same – write dow	n her/his answers on a	
	t large white paper. at is your name? Write	down th	o nama First or nic	eknama is carract		
				ent's last name may be diff	erent than other family	
membe	-	uowii u	io namo. Trio otado	med lade flame may be am	orone than other farmly	
	d are you? Write down					
		s) let the	e student spell her/h	nis name and see of the st	udent recognizes and	
	two letters.					
1.	Indicate the develop	mental	skill level the child	d has mastered		
SCORE	□ Not Yet		n Progress	□ Yes	□ N/A	
	Identifies correctly		ies correctly two	Identifies correctly four	Unable to determine	
	one out of four requested	inform	four requested	out of four requested information, whether	a skill level	
	information.		alion.	verbal or non-verbal		
	inomation.			response.		
NOTES	Examples	Exam	ples	Examples	Examples/Explain:	
	Student gives		nt gives correct	Student provides		
	correct first name		ame and holds up	correct first name.		
	(and / or nickname),		t number of	Student provides		
	but incorrect last	tingers	s for her/his age.	correct last name.		
	name and age.			Student provides correct age.		
				Student visually or		
				verbal recognizes and		
				names at least two		
				letters out of her/his		
				name.		
2.	Record evidence for	this ra	ting here (optional	I)		
3.	What language was	used b	y the student to co	omplete this indicator?		
☐ Dominant /	Native Language		☐ Non – Laı	nguage □	English Language	
Concept and C	competencies		Supportive Pract	tices		
The learner will:	etters with their names ar	v.d	The adult will:	morning messages for childre	an to read independently	
sounds.	etters with their names ar	iu		e room strategy, such as sea		
	ords and environmental p	rint.	words in environmen	ntal print.	_	
·				ters that focus on letters, sou	ınds, words, and creating	
			simple sentences.	l-text materials for functional	nurnoses	
	Use print and digital-text materials for functional purposes.					

Skill Area 2	Domain Language and Literacy Development – English Language Arts							
Standard Are	ea Foundational Skills Strand Print Concepts							
Standard:	andard: Identify basic features of print 1.1.PK.B.							
***EL	ent differentiates le	on their En	glish proficiency for this indi					
mixed through a. Ta ans b. Th c. As	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.							
	 Indicate the deve 	elopme	ntal skill level the	child has mastered				
SCORE	□ Not Yet Recognizes some letters OR some numbers.	Recog and so howev	n Progress inizes some letters ome numbers, ver only names letters OR ers.	☐ Yes Recognizes AND names some letters and some numbers.	□ N/A Unable to determine a skill level			
				Examples/Explain:				
	Record evidence for this rating here (optional)							
☐ Dominant	3. What language v	was use	ed by the student t	to complete this indicate nguage	or? English Language			
Concept and Competencies The learner will: Differentiate between numbers and letters and letters and words. Recognize and name some upper and lower-case letters of the alphabet. Supportive Practices The adult will: Provide rich environmental print in the classroom (e.g., posters, charts, word walls). Provide a variety of materials (e.g., hands-on, print, and/or digital) for exploration of letters. Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences. Use print and digital-text materials for functional purposes.					nt, and/or digital) for			

Skill Area 2 Domain Language and Literacy Development – English Language Arts								
	a Reading Information			Strand Craft and Struc				
Standard:	, , ,							
knowl	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							
a. Let the togethe b. Hand th c. Ask the d. Use the e. Ask the	d. Use the book to ask the student the location of the books front cover, back cover and the title.							
1. Ind	licate the developmer	ntal skil	I level the child ha	is mastered				
SCORE	Not Yet Shows no interest in the book.	Uses b	n Progress beginning book ng skills.	Uses parts of a book (title, front cover, back cover) to engage with text.	□ N/A Unable to determine a skill level			
NOTES	Examples Student hold the books upside down. Student does not pretend to read. Student locates a familiar text when provided with title.	Examples Student can identify the Student says, "Look, I Examples/Explain:						
2. Re	cord evidence for this	rating	here (optional)					
	3. What language was used by the student to complete this indicator? □ Dominant / Native Language □ Non – Language □ English Language							
The learner will: Relate that texts a format. Identify the title p	Concept and Competencies The learner will: Relate that texts are organized in a predictable Supportive Practices The adult will: Identify and discuss the front cover, back cover, and title page.							

Skill Area 2	Domain Language and	Literac	y Developme	ent – English Langua	ge Arts	
Standard Are	a Reading Informational T	ext	-	Strand Integration of knowledge and		
Standard:	With prompting and supp	ort on	avor guantina	ideas – Diverse med	а 1.2.РК.G.	
Standard.	illustrations to the written		swer questions	s to connect	1.2.FK.G.	
8 Stude	nt retells a simple seq		using nictu	re support		
	• •		• .			
^V *** EL	L/DLL students may exhibit behavioral in	ndicators in	their dominant langua	ge, or through non-language-based	d strategies.	
☆ *** TI	nis indicator is supported by Attachment	J: Sequence	e Picture Cards (page	60).		
Coar is for the s	tudent to ten the right seque	ICC WITH	s looking at pict	ures.		
	provided sequence workshe			al finat		
	to the student that they mus udent hesitates and is asking				he example the cat that	
	vimming.	<i>y</i> 101 1101¢	o, you oun do i	cxample together. ede t	ne example the out that	
d. If the st	udent is having difficulties, yo			e example again. Do no	t give clues,	
	tions or confirmation what				an contil than Empireutan	
	e student a total of 5 minutes That is when you count the c			ey may change sequence	es until the 5 minutes	
	icate the developmental sl			mastered		
SCORE	□ Not Yet	1	n Progress	☐ Yes	□ N/A	
JOOKE	Provides 4 or less correct		es between 5	Provides 9 or more	Unable to determine	
	sequences.	or 8 co	rrect	correct sequences.	a skill level	
		sequer				
NOTES	Examples	Exam	•	Examples	Examples/Explain	
	Student does not understand what to do	Studer	ete 5, 6, 7, or	Student can complete 9, 10, or more correct	-	
	(even in their dominant	8 corre		sequences.		
	language).	sequer		Student tells stories		
	Student describes details		t tells stories	about the pictures		
	about the pictures but cannot put them in the		the pictures	and puts them in the correct sequence.		
	right sequence.		the correct	correct sequence.		
		sequer				
2. Red	cord evidence for this ratin	ng here	(optional)			
	at language was used by	the stud				
☐ Dominant /	Native Language		Non – Lang	guage 🗆	English Language	
Concept and C	ompetencies		Supportive P	ractices		
The learner will:	equence in a text using picture s	upport	The adult will: Provide various	experiences for children to	engage with picture/text	
Match pictures to	ideas, objects, or steps in a sec	quence.	connections. (e	.g., cooking, dramatic play,		
	in a text in detail to answer spe	cific	posting picture		the) to illustrations	
questions about the	IE IEXI.			ttach words (nouns and ver unities to practice sequencing the contract of the		
				,		

	ı						
Skill Area 2		guage an	d Literacy Develo	pment – English L			
Standard Ar			e u	Strand Narrative	– Conver	ntions of Language	
Standard:Spell simple words phonetically1.4.PK.R.							
△***E	LL/DLL students should	be scored on	their English proficiency for th	ns or convention is indicator.	al print	•	
 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. 							
1. In	dicate the deve	lopmenta	al skill level the chil	d has mastered			
SCORE	☐ Not Yet Writes segments of letter forms (e.g., lines, curves).	Writes le shapes.	Progress etters or letter like	☐ Yes Reproduces own na and/or simple words most letters correct	s, with	□ N/A Unable to determine a skill level.	
NOTES	Examples Student scribble lines, circles, zig- zags, or in rows.	100	traces letters.	Examples	CheL	Examples/Explain:	
2. Record evidence for this rating here (optional)							
3. What language was used by the student to complete this indicator? □ Dominant / Native Language □ Non – Language □ English Language							
Concept and Competencies The learner will: Write symbols, letters, or letter like shapes. Attempt to reproduce own name and/or simple words, with most letters correct. Supportive Practices The adult will: Provide a variety of materials and opportunities for children to write daily. Encourage children to write their name. Have children think of how to spell words that have the same sounds as their name. Have children sign in and out for the day (attendance).							

Skill Area 2	Domain Language	and L	iteracy Developn	nent – English Langua	ge Arts
Standard Are	a Speaking and Liste	ening		Strand Comprehension	n and Collaboration
				 Evaluating Information 	•
Standard:	-	speake	er says to follow di	rections, seek help, or	1.5.PK.C.
	gather information				
10. Stude	nt follows througl	n whei	n given two ste _l	o directions.	
♦	I /DI I studente mov evhibit heb	ovieral indi	natara in their deminent land	uage, or through non-language-based	d atratagios
	LIDEL Students may exhibit ben	avioral indic	cators in their dominant lang	juage, or through non-language-baset	u strategies.
○ :- f +	his indicator is supported by Atta	chment K:	Sequence: Multi Step Direct	ions (page 66).	
Gual is ful the s	tudent to independent	y react t	o a question with a	two-step action. tiate the next step in a seq	ulence and provide
	e reinforcement.	io a sio _l	or communication in	nate the flext step in a seq	delice and provide
		ild to rep	peat steps until child	has mastered each one.	
	achment H. for specific				
d. Give so	ome time for the studer				
	7	elopme	ntal skill level the	child has mastered	
SCORE	□ Not Yet		n Progress	□ Yes	□ N/A
	Follows one or two-		s one or two-step	Responds to simple	Unable to determine
	step directions with reminders.	direction	ons.	statements and shows understanding of intent.	a skill level
NOTES	Examples	Exam	ples	Examples	Examples/Explain:
1	Student goes to the		nt throws trash in	Student responds	
	sink to wash their		an when asked to	appropriately to simple	
	hands, but needs		it away.	statements (including	
	help following the right protocol (get		nt points to the r ball when asked	two-step directions) and questions.	
	soap, run water,		ner/his favorite	Student gets glue and	
	etc.)	sport i		glues her feather on	
	,			the paper, as instructed	
				by the teacher.	
				Student brings his	
				_	
	2. Record evidence	e for thi	s rating here (opti	·	•
			3 - 1 (-1 -	/	
	3 What language v	vas use	ed by the student	to complete this indicato	r?
□ Dominant /	• •	rao ao	•	•	
Concept and C	ompetencies		Supportive Pract	ices	
The learner will:	-		The adult will:		
4.000110 0110 WIII	3 40.0 ta. 13m ig of intolit	-	their peers and med	ia resources.	_
			Encourage children	to restate comments made by	y other children.
Concept and C The learner will: Follow two-step d Act upon or response	Native Language	was use	Supportive Pract The adult will: Reinforce following Encourage children Direct children to me their peers and med	by the teacher. Student brings his friend a shovel, when his friend says he need something to dig a hole in the sand pit. onal) to complete this indicate in the sand pit. ices directions. to ask questions to find out multiple sources of assistance as lia resources.	English Language nore information. and information, including

Skill Area 2	Domain Language and Literacy Development – English Language Arts						
Standard Are	a Speaking and Liste			Strand Presentation of ideas - Context			
Standard:	Use simple sentend speaking clearly en				1.5.PK.E.		
11.Stude				ks about personal th	ouahts, feelinas		
and id	-			•	J , J		
*** El	L/DLL students may exhibit behind in the students may exhibit behind it is supported by Atta	avioral indic	cators in their dominant languages	uage, or through non-language-based	d strategies.		
multiple full sen a. Use the b. Depend c. If the st What w d. If the st with the	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?						
1. Ind	icate the developmer	ntal skil	I level the child ha	s mastered			
SCORE	□ Not Yet Speaks/signs simple sentences (1-2 words).	Speak senten that ca by thos child's	n Progress s/signs simple ices (2-3 words) in be understood se familiar with the speech patterns.	☐ Yes Speaks/signs descriptive sentences (3 – 4 words / 2 - 3 sentences) that can be understood by most audiences.	N/A Unable to determine a skill level		
NOTES	Examples Student doesn't respond to the questions. Student takes 3 minutes of time to answer. Student answers with yes or no.	answe senten Studer "Neces when s	nt responds and rs in short	Examples 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.	Examples/Explain:		
2. Re	cord evidence for this	rating	here (optional)				
	at language was use Native Language	d by th	•		English Language		
Concept and Competencies The learner will: Talk about personal thoughts, feelings, and ideas. Use appropriate volume to be heard by group, paying attention to inside and outside voices. Use appropriate pacing when speaking. Supportive Practices The adult will: Allow time for children to talk with each other throughout the day. Use meal time as an opportunity for sharing and discussion. Re-phrase learner's sentence structure or grammar by repeating the sentence properly. Model appropriate volume and pace when speaking. Explicitly encourage children to adapt volume and pacing as appropriate the situation. Encourage children to express thoughts, feelings, and ideas within conversations. (e.g., "Tell me about a time you felt scared.") Acknowledge children's efforts to share information.					discussion. nar by repeating the ing. d pacing as appropriate to , and ideas within elt scared.")		

Skill Area 2	Domain Language and Literacy Development – English Language Arts						
Standard Are	a Speaking and Liste	ning		Strand Conventions of	f Standard English		
Standard:		Demonstrate command of the conventions of standard English 1.5.PK.G					
	when speaking base	ed on Pre	-Kindergarten le	evel and content.			
12. Stude	nt speaks in comp	olete sen	tences.				
△***ELL	/DLL students should be scored	on their English	proficiency for this indic	cator.			
	his indicator is supported by Attac tudent to speak in Engl	chment L: Color lish comple	r Cards with Questions (hte sentences wit	page 67). h only a few mistakes			
				d see if the student speaks	English.		
				may score this indicator b			
		e exercise	you will have to p	provide the exact sentence	e(s) under 2. Record		
	dence.						
1. Ind	icate the developmer	ntal skill le	vel the child ha	s mastered			
SCORE	□ Not Yet		Progress	□ Yes	□ N/A		
	Does not	Communi		Communicates in	Unable to determine		
	communicate in	English w		English with complete sentences about a	a skill level		
	English.		ort memorized or incomplete	variety of topics and			
		sentences	•				
				concepts with limited grammatical errors.			
NOTES	Examples	Examples Examples Examples/Explain					
	Student does not		ries to show an	Student says: "This			
	understand English.		rd outside.	weekend I go to cinema."			
	Student does not speak English.	yells "Loo	the bird and	Student receives a gift			
	opour English.		isks for marker,	and replies: "Thank			
			g at his paper	you for this gift, Mr.			
			ıg: "Write, I	Damaso."			
		write, I wr					
2. Re	cord evidence for this	rating he	ere (optional)				
	at language was use	d by the s	tudent to comp	lete this indicator?			
☐ Dominant /	Native Language	ĺ	□ Non – Lar	nguage 🗆	English Language		
Concept and C	ompetencies		Supportive Pra	actices			
The learner will: Speak in complet	e sentences that contain i	more than		gage children in group and in	dividual conversation		
three words.			daily.				
Use past tense.	lin na klasa na saskaina kanada sa aka sa	1 : " "		er's sentence structure or gra	mmar by repeating the		
Use plurals includ Use pronouns.	ling those which do not er	na in "s."	sentence properl	y. e use of the conventions of s	tandard English		
Use a variety of p	repositions.			both home language and star			
			appropriate.				

Skil	II Area 3	Domain Mathemat Problem-Solving	ical Thinkir	ng and Expre	ession – Exploring, F	Processing, and		
Sta	ndard Are	a Numbers and Oper	rations		Strand Cardinality			
Star	ndard:	Know number name	es and the c	ount sequent	ce	2.1.PK.A.1.		
	13. Student rote counts to 20.							
	*** EL	L/DLL students may exhibit beh	avioral indicators in	their dominant lang	uage, or through non-language-ba	ased strategies.		
Goa		tudent to count from 1			uence.			
		the student how high			the student continue to	count as high as sho/ho		
	b. Sia can	<u> </u>	deni (dinii 3)	1, 2, 3, and let	the student continue to	count as high as she/he		
			nronounced h	necause of imm	naturity or speech imped	diments are counted		
						rite the information as a		
	note		ore triair 20,	without a broke	on sequence, you can w	The the information as a		
-				14 1911				
	1. Ind	icate the developme	ntal skill leve	el the child ha	is mastered			
SCC	ORE	□ Not Yet	☐ In Pr	ogress	□ Yes	□ N/A		
		Counts to 10.		count to 20,	Counts to 20.	Unable to determine		
			but may ski			a skill level		
			repeat num					
			place numb					
NO	TE0	F	incorrect or		F	Farancia (Faralaisa		
NO	IES	Examples	Examples		Examples	Examples/Explain:		
		Counts to 10.		, 7, 8, 9, 14,	Counts to 20.			
			13, 12, 20.	count to 20,				
			but may ski					
			repeat num					
			place numb					
			incorrect or					
	2 Red	cord evidence for this	s rating here	(optional)	•	•		
	2. 100	oora oviaorioo ioi tiik	o raining more	(optional)				
	0 14/1	. 1	11 (1 (1 ()	1 ((1 ' ' ' ' ' ' ' ' ' ' ' ' ' '			
		at language was use	•					
	ominant /	Native Language		Non – La	nguage \square	English Language		
		ompetencies		Supportive F	Practices			
	learner will <u>:</u>	un to 10		The adult will:	counting congo rhymas	and about		
	e numerals us count to 20.	ιρ ιο το.			counting songs, rhymes, and books, poems, chants is	with numbers, and number		
		to a set of 0-10 objects.		concepts.	ad books, poems, chams	with hambers, and hamber		
Repr	resent severa	al objects with a written nu	umeral 0–10.		ords and numerals, includi	ing zero, in everyday		
		erals from letters.		situations.				
Cour	nts on when a	a specific number is provi	ded.		ences with numbers throug			
				attendance and and representi		unities for writing numerals		
					ecognition games.			
					3 3			

Skill Area 3	Domain Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving					
Standard Area				Strand Identification		
Standard:	Identify and descri	be shapes			2.3.PK.A.1.	
14. Studer	nt identifies and d	lescribes at lea	ast 4 sh	apes.	<u> </u>	
				•		
*** ELL	/DLL students may exhibit beha	avioral indicators in their d	lominant langı	uage, or through non-language-based	d strategies.	
*** Thi	s indicator is supported by Atta	chment M: Shape Cards -	- Geometric S	hapes (Page 70).		
Goal is for the st	udent to name and de	scribe at least 4 si	napes.			
	e shape forms in front					
	student to identify any			omething else) assist by a	asking if they see the	
	the student points at t				isking it tiley see tile	
				mmaturity or speech impe	diments are counted.	
1. Indi	cate the developmer	ntal skill level the	child ha	s mastered		
SCORE	□ Not Yet	☐ In Progre	SS	□ Yes	□ N/A	
	Identifies shapes	Can identify 4 sh	apes by	Names 4 shapes and	Unable to determine	
	by pointing at	name.		can describe them.	a skill level	
NOTES	them. Examples	Examples		Examples	Examples/Explain:	
NOTES	Student identifies	Student names 5 Student points at the				
	less than 4	shapes, of which		shapes and says that		
	shapes.	correct.		is a triangle, circle,		
		Student points a	nd	crescent, and a		
		names the oval, diamond, circle a	and the	square. The circle is round, the triangle is		
		rectangeles.	ind ine	sharp, the crescent is		
				green, and the square		
				is even.		
2. Rec	ord evidence for this	s rating here (opt	ional)			
	at language was use	ed by the student	to comp	lete this indicator?		
☐ Dominant /	Native Language	□ N	on – Lar	nguage 🗆	English Language	
Concept and Co	ompetencies		The adult	tive Practices		
	the environment using	names of shapes.		use the names of geometric	shapes.	
Recognize and des	scribe the attributes of ge	eometric figures.	Take chil	dren on a shape walk looking		
	ve positions of objects us des, in front of, behind, a		the enviro		in C	
	two-dimensional (lying in			ooks about geometric shape shape templates, puzzles, att		
three-dimensional		, , , , . ,	and patte	rn blocks in learning centers		
				ming shapes as two-dimensi hree-dimensional (solid).	onal (lying in a plane,	
			liat) of t	rii ee-uii ilerisionai (Soliu).		

Skill Area 3	Domain Mathemat	Domain Mathematical Thinking and Expression – Exploring, Processing, and					
	Problem-Solving		•	1 0,	O /		
Standard Are	a Geometry			Strand Identification			
Standard:	Identify and describ	e shapes			2.3.PK.A.1.		
15. Stude	nt describes the r	elative posi	tion of five	e everyday objects.			
		-					
՝ *** El ∧	LL/DLL students may exhibit beha	avioral indicators in th	eir dominant lang	uage, or through non-language-based	d strategies.		
×** T	his indicator is supported by Atta	chment N: Preposition	ns of Place and M	ovement (page 72).			
Gual is ful title s	student to state where a	iii object is iii ii	ve different p	ositions.			
	positional vocabulary						
	object from the room a				on of the object		
				age to describe the position follow directions that use			
				tem on the chair, behind the			
	ext to the chair, and in				ino onam, amaon mo		
1. Ind	icate the developmer	ntal skill level	the child ha	s mastered			
SCORE	□ Not Yet	☐ In Prog	aress	□ Yes	□ N/A		
	Follows directions	Uses appropr	•	Uses appropriate	Unable to determine		
	that use positional	vocabulary to		vocabulary to describe	a skill level		
	words.	the position o		the position of five or			
		less objects (position	more objects (position			
NOTES	Cyamples	OR order).		OR order).	Evereles/Evelsin		
NOTES	Examples Student places the	Examples Student asks	to go firet	Examples Student explains where	Examples/Explain:		
	item on the chair,	Student notice	•	the ball is on the cards,			
	when asked.	airplane in the		and how they know.			
	Student sits at the	Student says					
	kitchen table when	(up).					
	directed to do so.						
2. Re	cord evidence for this	s rating here (optional)				
	nat language was use	ed by the stude	ent to comp	lete this indicator?			
☐ Dominant /	Native Language		Non – Lar	nguage 🗆	English Language		
0			0	- Dunations			
Concept and Concep	ompetencies		The adult wi	e Practices			
	in the environment using	names of		" <u>.</u> e the names of geometric sha	apes.		
shapes.				n on a shape walk looking for			
_	escribe the attributes of go	eometric	environment				
figures.	tive positions of objects us	sing terms		ks about geometric shapes. pe templates, puzzles, attribu	ita blocks narquetry and		
	elow, besides, in front of,			ks in learning centers.	ne blocks, parquetry and		
next to.			Model namir	ng shapes as two-dimensiona	al (lying in a plane, "flat")		
	s two-dimensional (lying in	n a plane,	or three-dim	ensional (solid).			
"flat") or three-din	nensionai (SOIIO).						

Skill Area 3 Domain Mathematical Thinking and Expression – Exploring, Processing, and									
Skill Area 3	Problem-Solving								
Standard Are	ea Measurement, Data	, and Probability		Strand Measureme					
Standard:	Describe and compareveryday objects	re measurable attribu	ites of length a	and weights of	2.4.PK.A.1.				
16. Stude	ent sorts and comp	ares at least 5 obj	ects by usin	g one attribute.					
*** [ELL/DLL students may exhibit beha	vioral indicators in their dominan	t language, or through	non-language-based strategies.					
×***	This indicator is supported by Attac	hment O: Sorting Objects by One	Attribute (page 75).						
	udent is to explain how a sible, try to observe the st								
	to play with the student v			s, Markers, Papers, Sh	noes, Chairs,				
c. A stud	ent must be able to desculary) attributes like; colo								
d. If you	are unable to observe the ment O. If these workshe				d worksheets –				
1. In	dicate the developmen	tal skill level the child	d has mastered	d					
SCORE	□ Not Yet Engages in measurement experiences but does not use words to explain their reasoning.	☐ In Progress Uses words that demonstrate an understanding of measurable attributes. ☐ Yes Sorts up to 5 objects using one attribute and describe the results. ☐ N/A Unable to determine skill level.							
NOTES	Examples Student is playing with animals and people. The student puts all the animals on one side of the table.	Examples Student compares a contruct. The car is small bigger. Student sorts an animplant. The animal eate Describe measurable objects with technical using a pre-printed with technical was students.	ler, the truck is nal with a s the plant. attributes of vocabulary	Examples Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives.	Examples/ Explain:				
2. Re	ecord evidence for this	rating here (optional)						
	hat language was used / Native Language	•	omplete this inc Language		h Language				
The learner will: Recognize attrib Measure objects yarn, blocks) Practice use of s Practice using m Sort and order b Use ordinal num second, last). Compare two ob	outes of objects that can be s using non-standard items. standard measurement tools neasurement vocabulary.	(e.g., hands, shoes, s. osition of objects (first, ribute in common to see	Provide measuri cups) for childre Explicitly discuss tools, using mea Engage children Ask questions a	ow to measure with non- ing tools (e.g., rulers, sca in to explore and use in the s and model use of stand asurement vocabulary. In in cooking experiences, bout measurement. (e.g. ch does that weigh?" "Ho	ales, measuring neir play. lard measuring , "How tall are				

Skill Area 4 Domain Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge							
	a Constructing and G			Strand Curiosity ar			
Standard:	Explore and ask que growing range of to		ul information about	а	AL.1.PK.A		
17. Stude	ent shows interest	in a g	rowing range o	f topics, ideas an	d ta	asks.	
*** ELI	L/DLL students may exhibit beha	vioral indic	ators in their dominant langu	lage, or through non-language-b	ased	strategies.	
Goal is for the s a. The stu- observing b. Another and see c. Introduct a. b.	tudent to show eagerned dent must take initiative	ess and she and she s. Fami ent is int ly engages: hig up so nake ice is frozei	nows interest in lear lies will know if the st erested, bring in so ged to learn more. bil and plant your ow a popsicles or puddin in in ice (flowers, lea	ning, by discovering ne student is curious and o mething new. A new of vn seeds ng	ew o can ojec	report on this indicator. It, or a new "treasure" REZING BUILDER SCHIME INVESTIGATION	
1 Ind	icate the developmer	ntal ekil	I level the child ha	s mastered			
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, o asking questions.		□ N/A Unable to determine a skill level.	
NOTES	Examples Student explores objects by touch.	Examples Student shows interest and interact with others about their work and actions.		Examples Student asks questio to understand something. Student asks: "What does this do?"	ns	Examples/Explain:	
2. Red	cord evidence for this	rating	here (optional)				
3. Wh	at language was use	d by th	e student to comp	lete this indicator?			
☐ Dominant /	Native Language		□ Non – Lar	nguage 🗆 🗆]	English Language	
Concept and Competencies The learner will: Use senses to explore and learn from the environment. Show interest and interact with others about their work or actions. Demonstrate interest in new materials and experiences that are introduced into the classroom. Ask questions to understand something. (e.g., "How does that work?") Watch others play and ask to join in.			introducing new topi inside a box or bag, exploration, ask "I w Provide real objects concept. Respond to children understand. Encourage children other media. Regularly rotate clas	curiosity through use of "cs or ideas. (e.g., ask chi place new materials in se onder" questions) that can be manipulated 's questions with explanato research answers to questions materials and forme classroom by showing e	Idrer enso or e tions uest	n to guess what might be bry table and encourage explored to understand a s that help them to ions through books and	

Skill Area 4	Domain Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge							
	Standard Area Organizing and Understanding Information Strand Engagement, Attention and Persistence							
Standard:	Work toward complinterruptions	Work toward completing a task, even if challenging, and despite interruptions AL.2.PK.A.						
18. Stude	nt participates in	an act	ivity for an exte	nded period.				
	*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies. *** This Indicator may be family reported.							
a. You ma b. Studen c. Studen encoura d. Screen e. An exte	encouragement. d. Screen – Time: Watching tv or playing a computer game does not count.							
	licate the developme							
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.		Persists in an a even in a distraction environment or task becomes challenging.	cting	□ 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 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.		Examples Student is build boat with model clay; the boat continues to sin student is not gi up, even when students-built be that float.	ling k. The iving other	Examples/Explain:		
Record evidence for this rating here (optional)								
3. What language was used by the student to complete this indicator? □ Dominant / Native Language □ Non – Language □ English Language								
Concept and Competencies The learner will: State when they are being distracted. State when they are frustrated by a challenge. Move away from distractions to complete a task.			Supportive Practices The adult will: Encourage children to develop alternative solutions to accomplish a task. Explicitly discuss and present/model a variety of strategies that can be used to follow through on a challenging task. (e.g., using materials in new ways, trial and error, breaking tasks into steps, asking for help from a competent peer or adult, self-talk) Offer specific feedback on children's efforts to work through challenging tasks. (e.g., "I noticed you were frustrated but you kept trying anyway.")					

Skill Area 4	Domain Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge					
Standard Are	Standard Area Applying Knowledge Strand Representation					
Standard:	Use materials and o		resent new		AL.3.PK.C	
19. Stude	nt uses materials	and object	s to repres	ent new concepts.		
	/DLL students may exhibit behavior	ral indicators in their o	- dominant language, c	r through non-language-based strategie	es.	
	Indicator may be family reported.					
Goal for the student is to use their imagination and creativity. a. The student must show that they can play with different objects and are creative with their play. b. The object used cannot be the same (function) as they are playing with. c. The pretend play must represent a new concept, meaning outside of their daily life, make believe, outside of traditions of their culture. d. Does the student have a wild and create imagination?						
	icate the developmer					
SCORE	□ Not Yet Uses real life objects to play and make-believe with.	☐ In Progress Uses real life objects to represent old concepts.		Uses different objects to represent something new, while giving it action and motion.	□ N/A Unable to determine a skill level.	
NOTES	Examples Student uses a toy plane to fly with through the house.	Examples 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.		Examples Student uses kitchen pots to create a drum set and play pretend to be in a new Country band.	Examples/Explain:	
Record evidence for this rating here (optional)						
3. What language was used by the student to complete this indicator? □ Dominant / Native Language □ Non – Language □ English Language						
Concept and Competencies The learner will: Use non-conforming objects to create representations of real life objects or activities. (e.g., block for a phone, stick for a spoon) Use real life objects to represent make-believe or fantasy objects (e.g., spoon for a magic wand, broom for a flying horse) Supportive Practices The adult will: Provide opportunities for children to use materials in nonconforming ways. Encourage children to describe their actions during play scenarios. Use "I wonder" statements to encourage children's creativity with use of objects.						

Skill Area 4 Domain Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge							
	a Learning through E		Strand Problem Solvi	Ť			
Standard:	3						
20. Stude	ents attempts to co	mplete a task in more	e than one way, befo	ore asking for help			
or sto	pping due to frust	ration.	-				
							
, *** EI	LL/DLL students may exhibit beha	avioral indicators in their dominant lang	uage, or through non-language-base	ed strategies.			
т	his indicator is supported by Atta	chment P: Problem Solving (page 79).					
Goal for the stu	dent is to be able to voc	calize their ideas / solutions	to solve several problems	S.			
		udent provide different solu					
		tennis ball / use soccer ball					
		use – How do you think the					
		e truck – How do you think					
		the tree – How do you thinl	k the child can get to the a	apple?			
f. Puzzle.							
	licate the developmer	ntal skill level the child ha	as mastered				
SCORE	□ Not Yet	☐ In Progress	☐ Yes	□ N/A			
	Demonstrates	Attempts to solve simple	Attempts to solve	Unable to determine			
	inflexibility when	problems using trial and	problems in more than	a skill level.			
	attempting to solve	error OR by imitating a	one-way, recognizing				
l	a problem.	strategy used by an	when help is needed.				
NOTES	Evamples	adult or peer.	Evamples	Evennles/Evelein			
NOTES	Examples Student sticks to	Examples Student uses trial and	Examples Student coke for bold	Examples/Explain:			
	one strategy to	error to complete the	Student asks for help to complete a task				
	solve the problem in	puzzle.	together.				
	the picture/story.	Student has some ideas	Student provides				
	Student repeats	to solve the problems in	multiple different				
	error multiple times.	the picture/story,	solutions to the				
	· ·	however not all ideas	problem presented in				
		work.	the picture / story.				
Record evidence for this rating here (optional)							
3. Wh	nat language was use	d by the student to comp	lete this indicator?				
☐ Dominant /	Native Language	□ Non – Lai	nguage 🗆	English Language			
			<u> </u>	<u> </u>			
Concept and C	Competencies	Supportive Practice	s				
The learner will <u>:</u>	-	The adult will:					
	complete a familiar task.	Explicitly discuss and p	resent/model a variety of stra	ategies that can be used to			
	ete a task in more than on naterials in new ways, tria		sing materials in new ways, to help from a competent per				
	ng tasks into steps) before		ortunities for learners to eng				
	stopping due to frustratio			ago in problem conting			
Ask questions to	clarify problems.	Encourage children to u	Encourage children to use available materials to solve problems. (e.g., "I				
Discuss the different ways used to accomplish wonder what we can use to make our building sturdier?")							
a task or to solve a problem. Engage learners in interactions that use known strategies in new situations.							
Recall and use a previously successful strategy. Display a variety of materials and ask learners to complete a task, allow them to choose the material that best suits the activity.							
	better strategy presents		them to choose the material that best suits the activity. Ask open-ended questions that require thought and creative thinking. (e.g.,				
itself. "How can we move this heavy box onto the floor?")							
Observe mistakes and note the effectiveness Observe how learners solve problems in the classroom and offer assistance							
of a different solution. (e.g., "That didn't work when needed. Offer specific feedback on children's efforts to problem-solve.							
Describe the pros and cons of strategies used by children to solve a problem. Ask questions to identify whether a solution is working well.							
Demonstrate increasing flexibility in a variety of situations, task, and activities. Ask questions to identify whether a solution is working well. Allow children to practice solving a problem in multiple ways to support flexible							
thinking. (e.g., "We can sort the beads by color or we can sort them by shape."							

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about My Body							
Standard Are	ea Concepts of Health Strand Interaction of Body Systems							
Standard:	Identify and locate b	ody pa	arts		10.1.PK.B.			
21.Stude	nt identifies and lo	ocates	body parts.					
*** EL	*** 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 (page 81).							
Goal is for the s	student to point and han	iie seve	iai bouy parts.					
b. The sec	a. The first part of Attachment Q is to practice location and names of the body parts.							
1. Ind	licate the developmer	ntal skil	I level the child ha	s mastered				
SCORE	□ Not Yet Locates some body parts.	☐ In Progress Identifies some body parts.		☐ Yes Identify and locates several body parts.	□ N/A Unable to determine a skill level			
NOTES	Examples	Exam	ples	Examples	Examples/Explain:			
	Student can point to some body parts that are asked.	Student can name some body parts that you point too.		Student can identify and locate several (at least 10) body parts without any help.				
Record evidence for this rating here (optional)								
3. Wh	3. What language was used by the student to complete this indicator?							
☐ Dominant /	□ Dominant / Native Language □ Non – Language □ English Language							
Concept and Competencies The learner will: Participate in body identification games and songs. (e.g., Hokey Pokey) Point to specific body parts when asked. Draw pictures that include some body parts. Participate in discussions about the functions of specific body parts.			Provide dolls and pu Make outlines of boo Provide experiences	s to point to body parts when zzles with body parts. dy and add details to body parts that highlight the functions oer table and discuss how a he	rts. f body parts. (e.g., add			

Skill Area 5 Domain Health, Wellness and Physical Development – Learning about My Body								
Standard Are	Standard Area Healthful Living Strand Health Practices, Products, and Services							
Standard: Identify fundamental practices for good health 10.2.PK.A.								
22. Stude	nt identifies and s	hows	fundamental pr	actices for good hea	alth.			
	/DLL students mav exhibit behavio	ral indicator	s in their dominant language. c	or through non-language-based strategie	ıs.			
	s Indicator may be family reported.		33.,					
		entify an	d independently do	best health practices and I	basic hygiene routines.			
a. Stu	dent should be able to	do the 2			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
	dent is fully toilet traine		1 4					
	dent should follow the dent brushes their teet			oom – wash hands afterwa	ards.			
	dent can get themselve							
				and what to wear at night.				
g. Stu	dent has a bedtime rou	ıtine – a	nd gets enough res	t for the next "school-day".				
1. Ind	Indicate the developmental skill level the child has mastered							
SCORE	SCORE		n Progress	□ Yes	□ N/A			
	Student is unfamiliar with	Practices basic routine		Practices basic	Unable to determine a skill level.			
	basic health	with adult reminders.		routines independently.	a Skill level.			
	practices.							
NOTES	Examples	Exam	ples	Examples	Examples/Explain:			
	Student does not		nt knows how to	Student knows and				
	know how to brush		basic routines,	performs at least 5				
	their teeth, or when to wash hands.	however needs an adul reminder to do it.		basic routines themselves.				
	Student has no	Student knows 3 out of		unomisorvos.				
	schedule or routine.	5 routi						
	Student cannot get							
	dressed							
0 0	independently.							
Z. Re	cord evidence for this	s rating	nere (optional)					
3. Wh	nat language was use	ed by th	e student to comp	lete this indicator?				
	Native Language	-	•		English Language			
Concept and C	Competencies		Supportive Pract	icas				
The learner will:	ompeterioles		Supportive Practices The adult will:					
Attend and follow	through on two-step dire	ctions.	Explicitly provide the desired outcome or end goal of an assigned task or					
Explain a routine	sequence. necessary to complete a t	ack or	activity.	nd breaking tasks into steps เ	using explicit vecebulery			
	e desired outcome or end		(e.g., first, next, last)		using explicit vocabulary.			
of a task or activity. Use clear and concise directions for the completion of tasks visually and/or					on of tasks visually and/or			
	verbally. Encourage children to relate the sequence, steps, and desired outcomes of							
	self-initiated tasks and activities.							
			Review steps of a ta	sk with children prior to askin				
			task and provide ren	ninders throughout the proces	SS.			

Skill Area 5	Skill Area 5 Domain Health, Wellness and Physical Development – Learning about My Body						
Standard Are	a Healthful Living			Strand Health Practice Services	s, Products, and		
Standard:							
		oral indicator		g proper utensils. or through non-language-based strategie	s.		
Goal is for the s a. Can you b. Can you c. Can you	student to be independe ur student eat using the ur student poor their dr ur student carry a tray	ent and e proper ink and with a p	r utensils? (Fork, sp drink using the pro plate, napkin and all	per utensils, without spilling the utensils?	·		
	licate the developme		ill level the child ha				
	SCORE			Uses all utensils with proper technique, without spilling.	□ N/A Unable to determine a skill level.		
NOTES	NOTES Examples Student knows what each utensil is for, however cannot use them without help. Examples Student can eat and drink independently with their hands. Student spills sometimes the food or drink. Examples Student eats and drinks independently. Student uses all utensils the right way.						
2. Red	cord evidence for this	s rating	here (optional)				
	• •	•		-	English Language		
The learner will. Practice basic hydreminders. (e.g., leaver nose and maken sneezing) Explain that we not exercise to stay had lidentify people the doctor, nurse, or a lidentify specific policy.	Concept and Competencies The learner will: Practice basic hygiene routines with adult reminders. (e.g., hand washing, tooth brushing, cover nose and mouth when sneezing) Explain that we need to eat well, get rest, and exercise to stay healthy. Identify people that help keep us healthy. (e.g., dentist, doctor, nurse, physical trainer) to the classroom to discuss how they help to keep us healthy. Provide opportunities in daily schedule to practice hygiene routines. Create learning centers that support healthy practices. Display MyPlate near mealtime area to encourage healthy portioning of food. Encourage children to rest to help their bodies stay healthy. Model and encourage exercise and active play. Read books about staying healthy.						

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about My Body						
	a Physical Activity –	Gross I	Motor	Strand Control and Co	oordination		
Coordination	Ι				T		
Standard:	Demonstrate coordi		•		10.4.PK.A.		
24. Stude	nt combines large	moto	r movements w	rith the use of equip	ment.		
	/DLL students may exhibit behavior	al indicators	in their dominant language, o	or through non-language-based strategie	9S.		
	s Indicator may be family reported.						
	tudent to be able to cor						
				balling up a piece of pape	er.		
	ne student throw a ball v			Ask the student to jump of	war it with two feet:		
				ne same jumps but with sp			
feet are	on the opposite side o	f the pa	oer.	, , ,	3 ,		
	student to walk up and						
1. Ind	icate the developmer	ntal skil	I level the child ha	is mastered			
SCORE	□ Not Yet		n Progress	□ Yes	□ N/A		
	Performs movements with		ms basic nents with	Performs a variety of complex movement	Unable to determine a skill level		
	increasing		ence and ease.	skills with confidence	a Skill level		
	coordination.	Comma	oneo ana cacc.	and ease.			
NOTES	Examples	Exam	ples	Examples	Examples/Explain:		
	Student attempts to		nt moves and	Student runs and kicks			
	jump. Student tries to kick		with control. nt attempts to	the ball. Student walks up and			
	the ball.		when jumping.	down the stairs			
			nt kicks or throws	alternating feet without			
		a ball.		holding on to the rail or			
				the wall.			
2 Po	ord avidance for this	roting	hara (antional)				
2. Re	cord evidence for this	raung	nere (optional)				
3 W/h	nat language was use	d by th	e student to comp	alete this indicator?			
	Native Language	u by iii	e student to comp Non – Lar		English Language		
	gaage			<u> </u>			
Concept and C	competencies		Supportive Pract	ices			
The learner will:	otor movements with the	una of	The adult will: Provide light halls th	at easily fit in a hand. Encou	rage child to throw with		
	otor movements with the ride a tricycle, using feet		one hand while step	•	rage office to throw with		
pedal; catch a ba	ll; throw a bean bag or ba			children to throw toward. (e.g.			
	overhand with aim; kick a ball) Include toys and equipment that encourage active play. (e.g., three- or four-wheeled steerable vehicles, balls, climbers and slides, ramps)						
	s motor equipment.		Provide outside time	e daily.	. ,		
Run with control a		_		s for children to participate in	large motor movement		
	motor games. (e.g., Hokey ridge, Simon Says)	y	games that involve processes that involve processes that involves the same of	oaπners. ent activities from I Am Movin	g, I Am Learning or other		
Perform a variety	of movement alongside a	ind	physical activity prof	fessional development.	<u> </u>		
with a partner.			Engage in physical a	activity with the children.			

Skill Area 5	Domain Health, W	ellness	s. and Physical D	evelopment – Le	arnin	g about My Body	
	a Concepts, Principle		•	Strand Eye / Hai			
	ine Motor Developm		Ü				
Standard:	Coordinate eye and	hand	movements to per	form a task		10.5.PK.B.	
25. Stude	nt zips, buttons, t	ies ou	ter clothing / of	f and on by his/	hers	elf.	
	/DLL students may exhibit behavio	ral indicator	s in their dominant language	or through non-language-based	l stratenie	25	
	s Indicator may be family reported.	iai iliaicatoi	3 in their dominant language,	or through non language basec	a strategic		
	student to be able to dre	see and	undress themselve	ie.			
	t can use move a zippe						
	b. Student can button a shirt or jacket (coat).						
	t can unbutton a shirt o						
	t can use velcro shoes t can tie her/his shoe la		3.				
	t can tie nei/nis snoe ia t can take her/his jacke		d off				
	t can take her/his shoe:						
h. Student	t can take her/his socks						
	t can take her/his pants						
	t can put their own glov						
	icate the developmen						
SCORE	□ Not Yet		n Progress	☐ Yes Practices these fin	•	□ N/A Unable to determine	
	Is unable to perform these fine motor		pts to perform fine motor skills,	motor skills		a skill level	
	skills.		ssistance from an	independently.		a citiii iovoi	
		adult.					
NOTES	Examples	Exam		Examples		Examples/Explain:	
	Student gets		nt can unzip his	Student can get			
	frustrated and needs help putting	•	and asks for help his jacket on.	themselves dresse and undressed.	ea		
	clothes on or off.	to put	The jacket on:	Can your child take	Э		
				outer clothing (coa	t,		
				boots, hat, mittens)		
				(including zipping,	a/3		
2 Po	L cord evidence for this	rotina	horo (ontional)	buttoning, and tyin	g) :		
Z. Re	cora evidence for this	s rauriy	nere (optional)				
3 \/\/h	nat language was use	d by th	e student to com	olete this indicator?)		
	Native Language	a by ti	le student to comp Non – La			English Language	
_ Dominant/	Native Language		l Non La	nguage		English Language	
Concept and C	Competencies		Supportive Pract	ices			
The learner will:	•		The adult will <u>:</u>				
	Act out finger plays with hands and fingers. Use scissors to cut on a straight line. Teach and encourage children to participate in finger plays. Provide opportunities to use scissors to cut lines.						
	lp skills such as zip, snap	, or		w the time for children			
button.			Supply tweezers an	d tongs to grasp object	ts.	•	
	er objects. (e.g., pegs into pieces, stringing beads)	а		smaller objects to man		e. r milk and to serve their	
	(e.g., funnels, basters, ar	nd	own foods.	so for Grillarett to pour v	valei U	i iiiik and to serve theil	
pitchers).	•						

Skill Area 5	Domain Health, We	ellness	, and Physical D	evelopment – Learning	g about My Body		
	a Concepts, Principle		Strategies of	Strand Eye / Hand Co	ordination		
Movement – F	Fine Motor Developme	ent	_	·			
Standard:	Coordinate eye and	hand r	movements to perf	form a task	10.5.PK.B.		
26. Stude	ent uses scissors v	vith co	ontrol and inten	tion.			
\Rightarrow							
*** E	*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.						
×** T	his indicator is supported by Attac	hment R: S	Scissors Skills (Page 83).				
Goal is for the s	student to correctly hold	the scis	ssors and be able to	cut a curved line and a st	traight line.		
	worksheets to practice						
	ident will use worksheet			at a tanda Par			
	teacher to determine th						
1. Ind	licate the developmer	ntal skil	I level the child ha	s mastered			
SCORE	□ Not Yet		n Progress	□ Yes	□ N/A		
	Shows no control		cissors with	Uses scissors with	Unable to determine		
	over the scissors.	contro	to cut paper.	control and intention to	a skill level		
				cut the provided			
NOTEC	Fyermules			worksheet.	Francis / Francis		
NOTES	Examples Student holds	Exam		Examples Chudent outs attraight	Examples/Explain:		
	Student holds		nt holds scissors	Student cuts straight line, and cuts curved			
	scissors a way, which makes it	some l	,	line, and cuts curved			
	impossible to cut	301116 1	11163.	iiie.			
	paper.						
	Student cannot cut						
	paper.						
2. Re	cord evidence for this	rating	here (optional)		<u> </u>		
			(0)				
3 \/\/	nat language was use	d by th	e student to comp	lete this indicator?			
	/ Native Language	u by iii			English Language		
□ Dominant /	Native Language		□ Non – Lar	nguage 🗆	English Language		
Concept and C	`amnatanaiaa		Supportive Proct	iooo			
Concept and Concep	ompetencies		Supportive Practi The adult will:	ices			
	ys with hands and fingers.			ge children to participate in fir	nger plavs.		
Use scissors to c	ut on a straight line.		Provide opportunities	s to use scissors to cut lines.	·3 - · F·~) ~ ·		
Complete self-help skills such as zip, snap, or Encourage and allow the time for children to dress independently.							
button.		_		d tongs to grasp objects.			
	er objects. (e.g., pegs into pieces, stringing beads)	a		smaller objects to manipulate s for children to pour water o			
	(e.g., funnels, basters, an	d	own foods.	o for criliciters to pour water of	THIN AND TO SELVE THEIR		
pitchers).	, , , , , , , , , , , , , , , , , , ,						

	rea Concepts, Principl	es, and		evelopment – Learnin Strand Use of Tools	
	Fine Motor Developm				1
Standard:	Use tools that requ	iire use (of fingers, hands,	and/or wrists to	10.5.PK.C.
07.01	accomplish a task			4 4 1 1	
<>>			-	g a functional grip. or through non-language-based stra	utenies
				al grip and have controlled	
b. If				g a pen, marker or pencil. student to write her/his na	
	ndicate the developme	ntal skil	l level the child ha	s mastered	
SCORE	□ Not Yet		n Progress	□ Yes	□ N/A
	Uses a firm grab with limited coordination.		a functional grip nited coordination.	Uses a functional grip (pincer grasp) and has controlled coordination.	Unable to determine a skill level
2. R	Student grabs the writing tool with their fist. Student uses large motor skills (shoulder) to draw.	writing palm. Studer pointed draw.	nt grasps the tool with their nt uses arm, elbow d outwards, to	Student uses five, four or three fingers to grasp their writing tool. Student uses wrist movement to draw.	Examples/Explain
	/hat language was use	-	•		English Language
Dominan	t / Native Language	!	□ Non – Lar	nguage \square	English Language
The learner will Use writing and functional grass Use a variety of brushes, scisso Use tools (e.g., tools) to comple Use utensils for	Competencies I drawing implements with o (pincer grasp). If art tools (e.g., glue sticks, prs) for a specific purpose. broom, dust pan brush, gaste classroom jobs. I eating appropriately.		Maintain an art cent children. Provide child-sized t	rtunities for children to write a er with a variety of art tools the cools for classroom jobs. to use utensils and drinking o	nat are accessible to the

Pre-K / Kindergarten Preparation Inventory ATTACHMENTS

A.

Pre-K / Kindergarten Preparation Inventory Score Form

Project Area:					INDI	CAT	ORS	3	NOTES:
Name of Staff		Date of Con	npletion:	1	Υ	1	Ν	N/A	
Completing:		(1) Pre	(2) Post	2	Υ	ı	Ν	N/A	
				3	Υ	I	Ν	N/A	
Student ID				4	Υ	ı	Ν	N/A	
MIS2000:				5	Υ	I	Ν	N/A	
Student's				6	Υ	Ι	Ν	N/A	
Last Name:				7	Υ	I	Ν	N/A	
Student's				8	Υ	Ι	Ν	N/A	
First Name:				9	Υ	I	Ν	N/A	
Student's		Student's Ag	•	10	Υ	1	Ν	N/A	
Date of Birth:		•	propriate age	11	Υ	I	Ν	N/A	
		3 4	5	12	Υ	1	N	N/A	
Please	(1) Out of 27	7 indicators		13	Υ	1	Ν	N/A	
provide the # yes scores:	(2) Out of 27	7 indicators		14	Υ	ı	Ν	N/A	
yes scores.	(2) Out 01 21	Illulcators		15	Υ	ı	N	N/A	
	inventory ratings des			16	Υ	I	Ν	N/A	
entered with the	e Kindergarten Prepa	ration invento	ory.	17	Υ	ı	N	N/A	
Please circle t	he appropriate ratin	g:		18	Υ	l	Ν	N/A	
				19	Υ		N	N/A	
(Y) = Yes, 20 o	f 27 skills mastered			20	Υ		N	N/A	
(I) = In Progres	s, (10 to 19 of the 27	skills mastere	₅ d)	21	Υ		N	N/A	
	o, (10 to 10 of the 27	okiilo madiore	,4)	22 23	Υ		N	N/A	
(N) = Not Yet, (0 - 9 skills mastered)					Y		N	N/A	
$N/\Lambda = I \ln k nown = not yet determined or other reason not yet$				24 25	Y	<u> </u> 	N N	N/A N/A	
N/A = Unknown = not yet determined or other reason not yet assessed					Y	<u> </u>	N	N/A	
				26 27	Y	+	N	N/A	
				21		Ľ	I N	111/7	

If you choose "N/A", you will need to identify one of the following reasons:

- 1. I have not had the opportunity to observe for this skill
- 2. The student is not paying attention to the indicators (perhaps due to their short attention span)
- 3. Not covered in curriculum during observation period
- 4. Student transferred
- 5. Student is non-English speaking (for Indicator # 5, 6, 9 and 12)
- 6. Student had significant absences during observation period
- 7. Student is identified with special needs
- 3. Other, please add specific explanation.

B.

Pre-K / Kindergarten Preparation Inventory Indicator Skill Overview

#	Indicator	Not Yet	In Progress	Yes	N/A
1 *	Student responds positive to being separated from parents.	Separates with difficulty (cries, refuses to go or stay, throws tantrum).	May act shy or cries only briefly.	Separates easily and happily.	Unable to determine a skill level.
2 [☆]	Student identifies direct family members and their characteristics.	Provides one out of three identifications for a family member.	Provides two out of three identifications for a family member.	Provides all three identifications for a family member.	Unable to determine a skill level.
3 ○ ☆ ∻	Student identifies simple conflicts and solves them independently.	When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.	Suggests simple solutions to conflict which are most often based upon own needs and desires.	Suggests solutions to conflict while considering the needs and desires of self and others.	Unable to determine a skill level.
4 ○	Student recognizes rules and discusses the reasons for having specific rules.	When faced with rules, cannot control his/her response and cries, refuses or throws a tantrum.	When faced with rules, needs assistance to follow rules.	Reacts appropriately to rules and can explain the reasons for having these rules.	Unable to determine a skill level.
5 🌣	Student knows her/his first, last full name and age, and can associate some letters with her/his name and sound.	Identifies correctly one out of four requested information.	Identifies correctly two out of four requested information.	Identifies correctly four out of four requested information, whether verbal or non-verbal response.	Unable to determine a skill level.
6 ×	Student differentiates letters from numbers.	Recognizes some letters OR some numbers.	Recognizes some letters and some numbers, however only names some letters OR numbers.	Recognizes AND names some letters and some numbers.	Unable to determine a skill level.
7 ☆ ○ ←	Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.	Shows no interest in the book.	Uses beginning book handling skills.	Uses parts of a book (title, front cover, back cover) to engage with text.	Unable to determine a skill level.
8 ^{\$\frac{1}{2}}	Student retells a simple sequence using picture support.	Provides 4 or less correct sequences.	Provides between 5 or 8 correct sequences.	Provides 9 or more correct sequences.	Unable to determine a skill level.
9 🛆	Student prints name using letter-like forms or conventional print.	Writes segments of letter forms (e.g., lines, curves).	Writes letters or letter like shapes.	Reproduces own name and/or simple words, with most letters correct.	Unable to determine a skill level.
10 [☆]	Student follows through when given two step directions.	Follows one or two-step directions with reminders.	Follows one or two-step directions.	Responds to simple statements and shows understanding of intent.	Unable to determine a skill level.
11 [☆] ⊹	Student shares experiences when asked. Talks about personal thoughts, feelings and ideas.	Speaks/signs simple sentences (1-2 words).	Speaks/signs simple sentences (2-3 words) that can be understood by those familiar with the child's speech patterns.	Speaks/signs descriptive sentences (3 – 4 words / 2 - 3 sentences) that can be understood by most audiences.	Unable to determine a skill level.
12 🛱	Student speaks in simple sentences.	Does not communicate in English.	Communicates in English with single words, short memorized phrases or incomplete sentences.	Communicates in English with complete sentences with limited grammatical errors.	Unable to determine a skill level.
13 👇	Student rote counts to 20.	Counts to 10.	Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	Counts to 20.	Unable to determine a skill level.

B.

Pre-K / Kindergarten Preparation Inventory Indicator Skill Overview

#	Indicator	Not Yet	In Progress	Yes	N/A
14 💠 🖒	Student identifies and describes at least 4 shapes.	Identifies shapes by pointing at them.	Can identify 4 shapes by name.	Names 4 shapes and can describe them.	Unable to determine a skill level.
15 🖴 🟠	Student describes the relative position of 5 everyday objects.	Follows directions that use positional words.	Uses appropriate vocabulary to describe the position of four or less objects (position OR order).	Uses appropriate vocabulary to describe the position of five objects (position OR order).	Unable to determine a skill level.
16 [↑] ☆	Student sorts and compares at least 5 objects by one attribute.	Engages in measurement experiences but does not use words.	Uses words that demonstrate an understanding of measurable attributes.	Compares two objects with a measurable attribute in common.	Unable to determine a skill level.
17 🔆 🔾	Student shows interest in a growing range of topics, ideas and tasks.	Shows interest in her/his surroundings.	Demonstrates interest in a particular topic, object, or experience.	Shows interest in new experiences by watching others, handling materials, or asking questions.	Unable to determine a skill level.
18 👇	Student participates in an activity for an extended period.	Engages in an activity but becomes distracted	Engages in an activity but becomes distracted or loses interest without adult encouragement.	Persists in an activity even in a distracting environment or when task becomes challenging.	Unable to determine a skill level.
19 🔆 🔾	Student uses materials and objects to represent new concepts.	Uses real life objects to play and makebelieve with.	Uses real life objects to represent old concepts.	Uses different objects to represent something new, while giving it action and motion.	Unable to determine a skill level.
20 → ☆	Students attempts to complete a task in more than one way, before asking for help or stopping due to frustration.	Demonstrates inflexibility when attempting to solve a problem.	Attempts to solve simple problems using trial and error OR by imitating a strategy used by an adult or peer.	Attempts to solve problems in more than one-way, recognizing when help is needed.	Unable to determine a skill level.
21 \	Student identifies and locates several body parts.	Locates some body parts.	Identifies some body parts.	Identify and locates several body parts.	Unable to determine a skill level.
22 🌣 🔾	Student identifies and shows fundamental practices for good health.	Student is unfamiliar with basic health practices.	Practices basic routines with adult reminders.	Practices basic routines independently.	Unable to determine a skill level.
23 🔆 🔾	Student eats and drinks independently using proper utensils.	Shows basic understanding of utensils.	Uses the utensils with some spilling.	Uses all utensils with proper technique, without spilling.	Unable to determine a skill level.
24 🔆 🔾	Student combines large motor movements with the use of equipment.	Performs movements with increasing coordination.	Performs basic movements with confidence and ease.	Performs a variety of complex movement skills with confidence and ease.	Unable to determine a skill level.
25 ∜○	Student zips, buttons, ties outer clothing / off and on by his/herself.	Is unable to perform these fine motor skills.	Attempts to perform these fine motor skills, with assistance from an adult.	Practices these fine motor skills independently.	Unable to determine a skill level.
26 💠 🔆	Student uses scissors with control and intention.	Shows no control over the scissors.	Uses scissors with control to cut paper.	Uses scissors with control and intention to cut the provided worksheet.	Unable to determine a skill level.
27 ∜	Student writes and draws while implementing a functional grip.	Uses a firm grab with limited coordination.	Uses a functional grip with limited coordination.	Uses a functional grip (pincer grasp) and has controlled coordination.	Unable to determine a skill level.

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

^{****}ELL/DLL students should be scored on their English proficiency for this indicator. *** This Indicator may be family reported.

^{***} This indicator is supported by an attachment / required materials / worksheet.

Pre-K / Kindergarten Preparation Inventory Indicator Example
Overview

# ***	Indicator	Not Yet	In Progress	Yes	N/A
1 💠	Student responds positive to being separated from parents.	Student starts crying. Student starts running after her/his family. Student refuses to answer any question.	Student is upset but allows an adult to provide comfort. Student answers the questions.	Student does not react to the separation. Student is comfortable. Student answers the questions.	Student has never been separated from parent(s).
2 [↑] ∴	Student identifies direct family members and their characteristics.	Student cannot identify her/his direct family members. Student provides incorrect name(s).	I am Victor, that is my sissy. I am a boy and he (points at his dad) is a boy.	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.	Unable to determine a skill level.
3 ↔	Student identifies simple conflicts and solves them independently.	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.	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."	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?"	Unable to determine a skill level.
4 0	Student recognizes rules and discusses the reasons for having specific rules.	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.	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 tells others to stay on the sidewalk and don't walk on the road. Student follows the rules and can explain the reason behind them to others (siblings).	Unable to determine a skill level.
5 ☆ △	Student knows her/his first, last full name and age, and can associate some letters with her/his name and sound.	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, last name and correct age. Student visually or verbal recognizes and names at least two letters out of her/his name.	Unable to determine a skill level.
6 🛣	Student differentiates letters from numbers.	Student makes many mistakes between letters and numbers. Student asks for help: I think it's a four? Is it a five? Is it a?	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.	Unable to determine a skill level.
7 ♦ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑	Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.	Student hold the books upside down. 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 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.	Unable to determine a skill level.

C.
Pre-K / Kindergarten Preparation Inventory Indicator
Example Overview

# ***	Indicator	Not Yet	In Progress	Yes	N/A
8 \$	Student retells a simple sequence using picture support.	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.	Unable to determine a skill level.
9 🛆	Student prints name using letter-like forms or conventional print.	Student scribble lines, circles, zig-zags, or in rows.	Student traces letters.	RACHEL	Unable to determine a skill level.
10 ☆	Student follows through when given two step directions.	Student goes to the sink to wash their hands, but needs help following the right protocol (get soap, run water, etc.)	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.	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.	Unable to determine a skill level.
11	Student shares experiences when asked. Talks about personal thoughts, feelings and ideas.	Student doesn't respond to the questions. Student takes 3 minutes of time to answer. Student answers with yes or no.	Student asks, "Necessito el bano" when she/he needed to use the bathroom. Student says, "Me do it."	Student answers with multiple sentences. Student named his favorite food and who makes it the best.	Unable to determine a skill level.
12 ☆ △	Student speaks in simple sentences.	Student does not understand English. Student does not speak English.	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".	Student says: "This weekend I go to cinema." Student receives a gift and replies: "Thank you for this gift, Mr. Damaso."	Unable to determine a skill level.
13 [∜]	Student rote counts to 20.	Counts to 10.	1, 2, 3, 5, 6, 7, 8, 9, 14, 13, 12, 20.	Counts to 20.	Unable to determine a skill level.
14	Student identifies and describes at least 4 shapes.	Student identifies less than 4 shapes.	Student names 5 shapes, of which 4 are correct. Student points and names the oval, diamond, circle and the <i>rectangeles</i> .	The circle is round, the triangle is sharp, the crescent is green, and the square is even.	Unable to determine a skill level.

C.

Pre-K / Kindergarten Preparation Inventory Indicator

Example Overview

# ***	Indicator	Not Yet	In Progress	Yes	N/A
15	Student describes the relative position of 5 everyday objects.	Student places the item on the chair, when asked. Student sits at the kitchen table when directed to do so.	Student asks to go first. Student notices an airplane in the sky. Student says "arriba" (up).	Student explains where the ball is on the cards, and how they know.	Unable to determine a skill level.
16	Student sorts and compares at least 5 objects by one attribute.	Student is playing with animals and people. The student puts all the animals on one side of the table.	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.	Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives.	Unable to determine a skill level.
17 ○ - - -	Student shows interest in a growing range of topics, ideas and tasks.	Student explores objects by touch.	Student shows interest and interact with others about their work and actions.	Student asks questions to understand something. Student asks: "What does this do?"	Unable to determine a skill level.
18 →	Student participates in an activity for an extended period.	Student is playing with trains, after 5 minutes the student wants to go outside.	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.	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.	Unable to determine a skill level.
19	Student uses materials and objects to represent new concepts.	Student uses a toy plane to fly with through the house.	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.	Student uses kitchen pots to create a drum set and play pretend to be in a new Country band.	Unable to determine a skill level.
20 ☆ →	Students attempts to complete a task in more than one way, before asking for help or stopping due to frustration.	Student sticks to one strategy to solve the problem in the picture/story.	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.	Unable to determine a skill level.
21 🌣 💠	Student identifies and locates several body parts.	Student can point to some body parts that are asked.	Student can name some body parts that you point too.	Student can identify and locate several body parts without any help.	Unable to determine a skill level.
22	Student identifies and shows fundamental practices for good health.	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.	Student knows how to do the basic routines, however needs an adult reminder to do it. Student knows 3 out of 5 routines.	Student knows and performs at least 5 basic routines themselves.	Unable to determine a skill level.
23	Student eats and drinks independently using proper utensils.	Student knows what each utensil is for, however cannot use them without help.	Student can eat and drink independently with their hands. Student spills sometimes the food or drink.	Student eats and drinks independently. Student uses all utensils the right way.	Unable to determine a skill level.

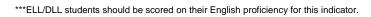
C.
Pre-K / Kindergarten Preparation Inventory Indicator
Example Overview

# ***	Indicator	Not Yet	In Progress	Yes	N/A
24 ○ ♦	Student combines large motor movements with the use of equipment.	Student attempts to jump. Student tries to kick the ball.	Student moves and stops with control. Student attempts to count when jumping. Student kicks or throws a ball.	Student runs and kicks the ball. Student walks up and down the stairs alternating feet without holding on to the rail or the wall.	Unable to determine a skill level.
25 ○ ♦	Student zips, buttons, ties outer clothing / off and on by his/herself.	Student gets frustrated and needs help putting clothes on or off.	Student can unzip his jacket and asks for help to put his jacket on.	Student can get themselves dressed and undressed.	Unable to determine a skill level.
26 ☆ <i></i>	Student uses scissors with control and intention.	Student holds scissors in a way, which makes it impossible to cut paper. Student cannot cut paper.	Student holds scissors correctly and can cut some lines.	Student cuts straight line, and cuts curved line.	Unable to determine a skill level.
27 -∜-	Student writes and draws while implementing a functional grip.				Unable to determine a skill level.



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

 \triangle





 $[\]ensuremath{^{***}}$ This indicator is supported by an attachment / required materials / worksheet.

^{***} This Indicator may be family reported.

D.

Pre-K / Kindergarten Preparation Inventory Caretakers - 1/2

As your child fast approaches school age, you may be wondering if he or she has developed the skills necessary to be successful in this new and challenging part of their childhood. In order to help your child with the transition, the Pennsylvania Migrant Education Program has provided you with the following list of behaviors that school districts and preschool programs across the state consistently look for to understand if a child can obtain the necessary school skills for the school experience. Working with your child at home will help ensure a smooth and enjoyable transition into school. Please keep in mind: any child who meets the locally determined kindergarten age requirement is eligible to attend kindergarten. This resource should never be used to exclude an age eligible child from kindergarten.

Yes	Not Yet	#	Social and Emotional Development	Example of Yes
		1	Does your child respond to being separated from mom and dad?	Child separates easily and happily.
		2	Does your child know the name of each member living in the home?	Child identifies all members by name and tells something they know about each member.
		3	Does your child solve simple conflicts on their own?	Child resolves conflicts alone, while thinking about the needs and desires of self and others.
		4	Does your child have an understanding of rules and consequences?	Child knows and follow the rules and can explain the reason for having these rules.

Yes	Not Yet	#	Language and Literacy Development	Example of Yes
		1	Does your child know his/her full name and age?	Child states their full name and shows fingers for their age.
	2 Can your child differentiate letters from numbers?		Can your child differentiate letters from numbers?	Child recognizes and names some letters and some numbers.
3 Can your child point to the front cover, back cover and title of a book? Child can point to		Child can point to all three items.		
	4 Can your child retell the correct sequence of a story?			Child can tell stories about pictures or events in the correct order.
	5 Can your child print name using letter-like forms or conventional print?			Child can write their own first name, with most letters correct.
		6	Does your child follow through when given two- step directions?	Child responds to directions and understands the intent.
		7	Does your child share experiences when asked?	Child talks about personal thoughts, feelings and ideas.
		8	Does your child speak in complete sentences?	Child can communicate in English with complete sentences.

Yes	Not Yet	#	Mathematical Thinking and Expression	Example of Yes	
		1	Can your child count from 1 to at least 20?	Child counts from 1 to 20.	
		2	Can your child identify at least 4 shapes (Ex: Square, circle, triangle, rectangle)	Child points and names 4 shapes.	
		3	Can your child describe the position of everyday objects?	Child uses position words (on, behind, under, next, in front, etc.) or order words (first, last, etc.) to describe an object's position.	
		4 Can your child sort, compare, classify at least 5 objects by attributes such as size, quantity, shape or color?		Child sorts objects using one attribute. Child separated animal toys from cars.	

D.

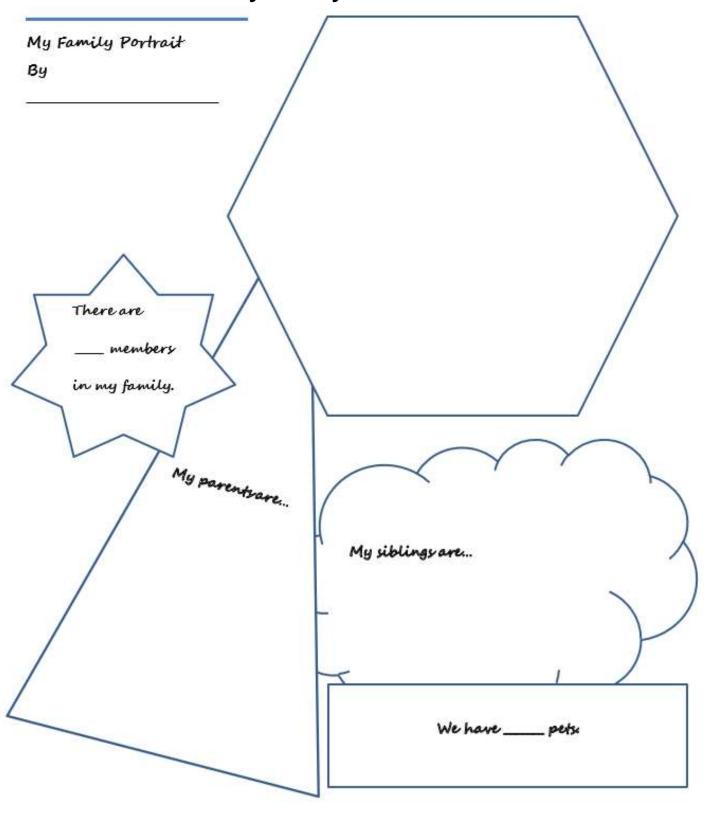
Pre-K / Kindergarten Preparation Inventory Caretakers - 2/2

Yes	Not Yet	#	Approaches to Learning through Play	Example of Yes
		1	Does your child enjoy new topics, ideas and tasks?	Child asks questions to understand something new. Child wants to learn new experiences.
		2	Does your child listen and respond to a story or an activity taking more than 15 minutes?	Child can stick to a task even when the task becomes challenging.
		3	Does your child use her/his imagination and creativity to play with objects?	Child can play using different objects by giving it action and motion.
		4	Can your child problem solve independently?	Child attempts to solve problems in more than one way.

Yes	Not Yet	#	Health, Wellness, and Physical Development	Example of Yes
		1	Can your child identify and locate body parts?	Child can point and name several body parts without any help.
		2 Can your child practice basic routines independently? Child is toilet trained Child can wash hands, Child gets dressed, Child brushes teeth, Child has a bedtime routine.		Child can wash hands, Child gets dressed,
		3 Can your child eat and drink independently using the proper utensils?		Child uses fork, spoon, knife, napkin, plate, bowl and cup appropriately.
				Child is able to walk up and down stairs. Child is able to run and kick a ball.
	5 Can your child take outer clothing (coat, boots, Child can dress and undress		Child can dress and undress themselves; socks, shoes, pants, t shirt, jacket, gloves and hat.	
		6	Does/Can your child use scissors with control and intention?	Child cuts straight and curved lines.
		7	Does/Can your child write and draw with a functional grip.	Child uses five, four or three fingers to grasp their writing tool.

My child has # _____ of YES.

E. My Family - #2 - Score



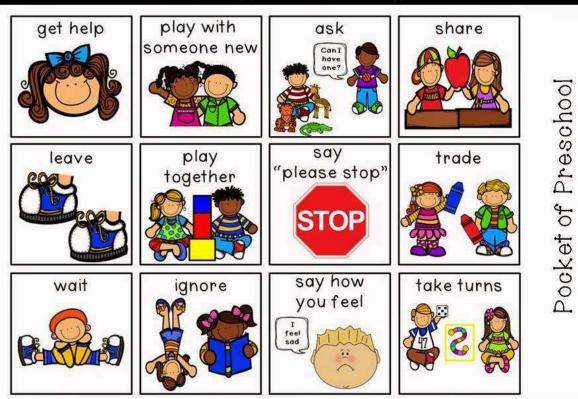
F.

Conflict Resolution Strategies - #3 - Practice



Problem Solving Techniques

- Posters to Support Problem Solving -



G.

Name - #5 - Score

Materials needed:

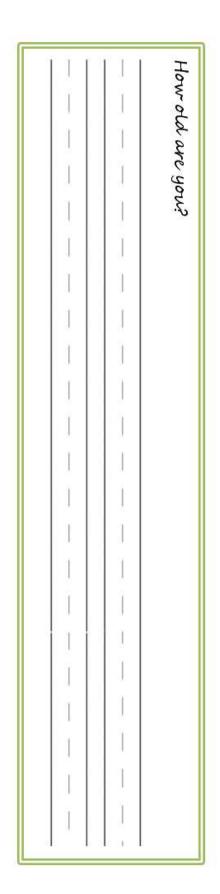
Paper, Pencils, and Markers

Goal for indicator number 5, is for the student to be able to provide her/his personal data and recognize 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 of the student recognizes and names two letters.

	>
First Name or Nickname:	
Family Name / Last Name:	
How old are you?	

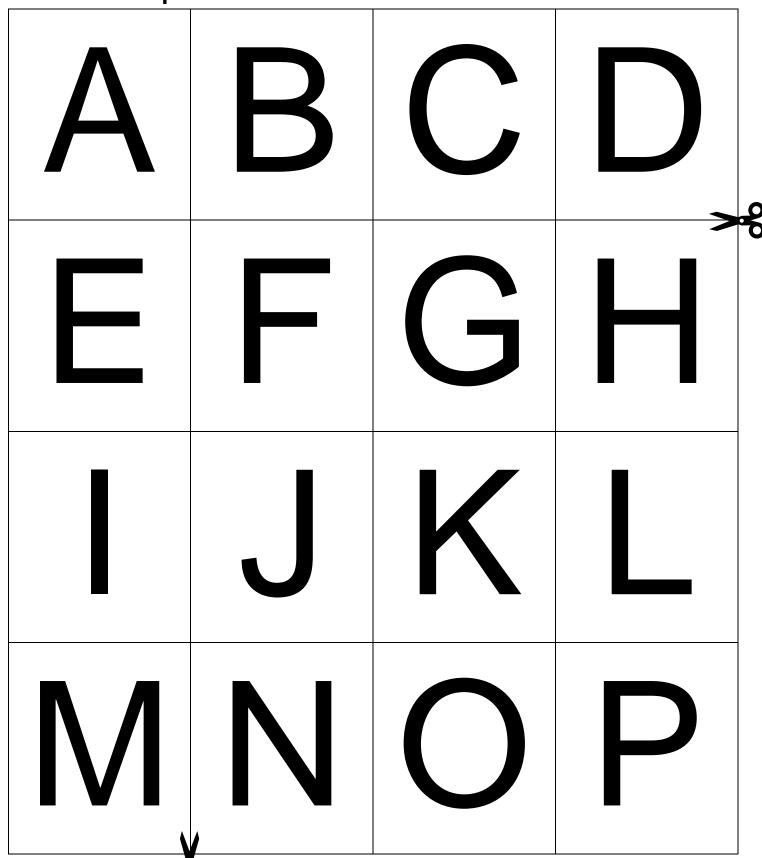
G. Name - #5 - Practice



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H. Alphabet and Number Cards - #6 - Score



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4	5	6	7
8	9	10	11

12 | 13 | 14 | 15 16171819

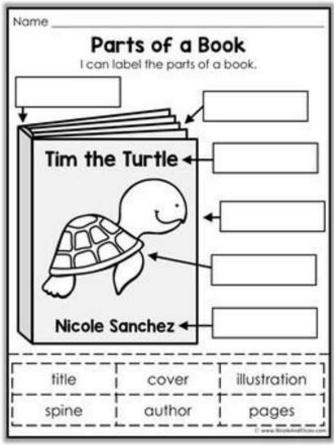
LETTERS

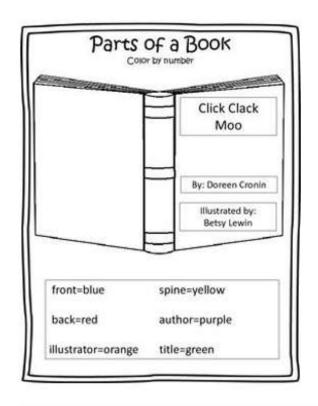
NUMBERS

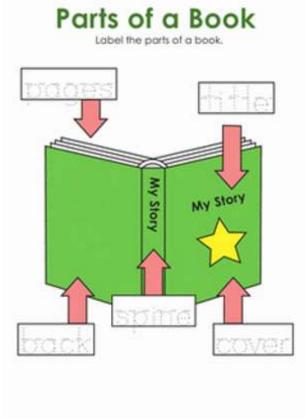
Parts of a Book - #7 - Score

Parts of a Book







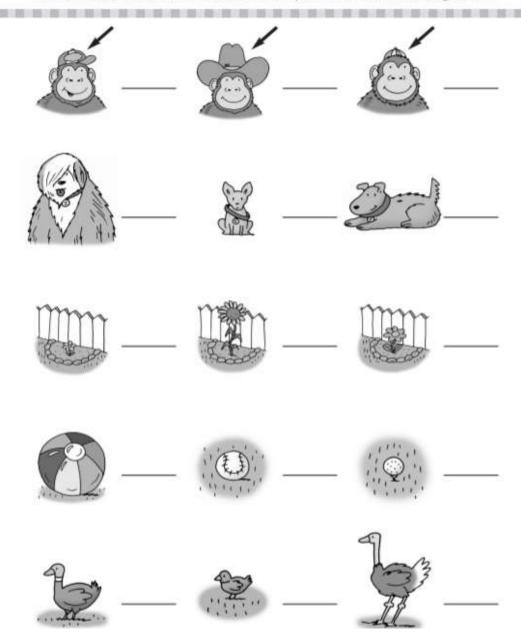


Activity 1

Size Scramble

Directions: These objects are not in size order. Place a "1" next to the smallest item in each row.

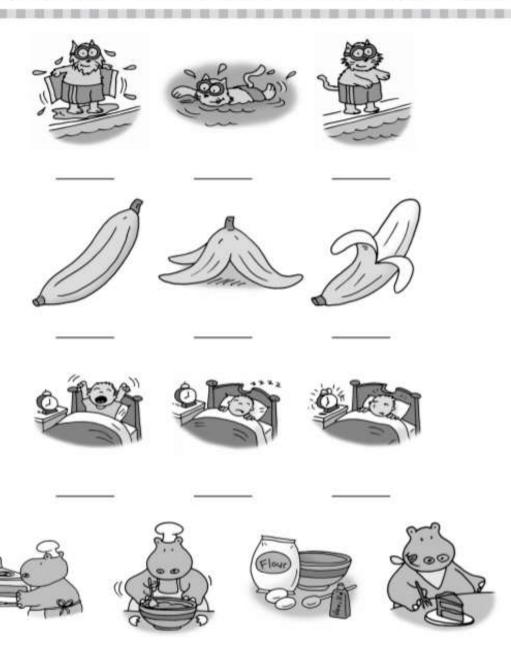
Place a "2" next to the medium-sized item, and place a "3" next to the largest item.



Activity 2

Sequence Start

Directions: These pictures are not in order. Place an "A" under the first step. Place a "B" under the second step. Place a "C" under the third step. Place a "D" under the fourth step (if there is one).



Activity 3

Sequence Quest

Directions: Look at the pictures, and answer the questions below.

1. What do you do first? Circle your answer.







2. Which is the last step in this set of pictures? Circle your answer.









3. Circle the first step in this set of pictures. Underline the last step in this set of pictures.









Talk about it!

Do you put the letter in the mailbox before or after you put the stamp on the envelope? What would happen if you put the letter in the mailbox before you put the stamp on the envelope?









Activity 4

Sequencing Challenge

Directions: Almost everything you do needs to be done in a certain order. Color and cut out the pictures below (follow the dotted lines). Then rearrange each picture set so the pictures are in the right order.



Activity 5

Safety, Start to Finish

Directions: These pictures are out of order. Write the words First, Second, Third, and Fourth under each picture to put them in the right order. Then answer the questions below.















1. What color stoplight tells you to



go?		
slow	down?	

stop?

Safety First

Directions: The pictures below are not in the right order. Draw a line from each picture to the word that describes its place in the sequence.



First





Next





Then





Last



K.

Sequence - Multi Step Directions - #10 - Practice / Score

One step directions				
Receptive language – skill to demonstrate understanding and act.	Expressive language – skill to speak and communicate.			
 Look at the table. 	■ Where is?			
Place object in front of child – say:	■ What is?			
o Give me				
o Touch				
Touch your head.	■ Who is?			
Touch your nose.				
Take toothpaste cap off.				
 Put on toothbrush 				
Brush teeth				
Rinse				
Put cap back on.				
Two step d	lirections			
First touch your head, then touch your nose.	What is your favorite sport? (Student points at the soccer ball). Do you play soccer?			
Pick up and throw that in the trashcan, please.	Go to your room and get your jacket.			
Get the ball and bounce it twice.	Can you name? (point to the cat, the dog, and			
	the cow)			
Multiple step	directions			
Go brush your teeth.	 I need to dig a hole, student brings a shovel (– without prompting). 			
Go wash your hands.	 I need to write your name, student gives a pen (– without prompting). 			
 Go get glue and glue your feathers on the paper. 	 I need to blow my nose, student provides a tissue (– without prompting). 			

Practice Games:

Simon Says: Gradually increase the length of the command when playing this game (e.g. "Simon Says pat your head"; "Simon says first pat your head, then touch your nose").

Robot game: Blindfold the 'Robot' (listener) so the child must listen very carefully to instructions to find something (e.g. go 3 steps forward, then 1 step to the right). This can be reversed so that the child must give someone else the instructions.

Drawing games: Describe a picture that the child cannot see, and they must try and draw a similar picture from your verbal instructions. Compare the two pictures at the end. Use previously drawn background scenes (e.g. street scene, park scene, shelves of a cupboard, rooms in a house). Take turns giving instructions about where to draw or stick on pictures of objects or people (e.g. 'put the plate on the second shelf').

Color (folding) Cards with Questions - #11 / #12 - Score

	Tell me something you like to do at recess.
	Tell me something you like to do after school.
	Tell me something you like to do in the weekend.
FAVORITE	Name a favorite food.
FAVORITE	Name a favorite sport.
FAVORITE	Name a favorite color.

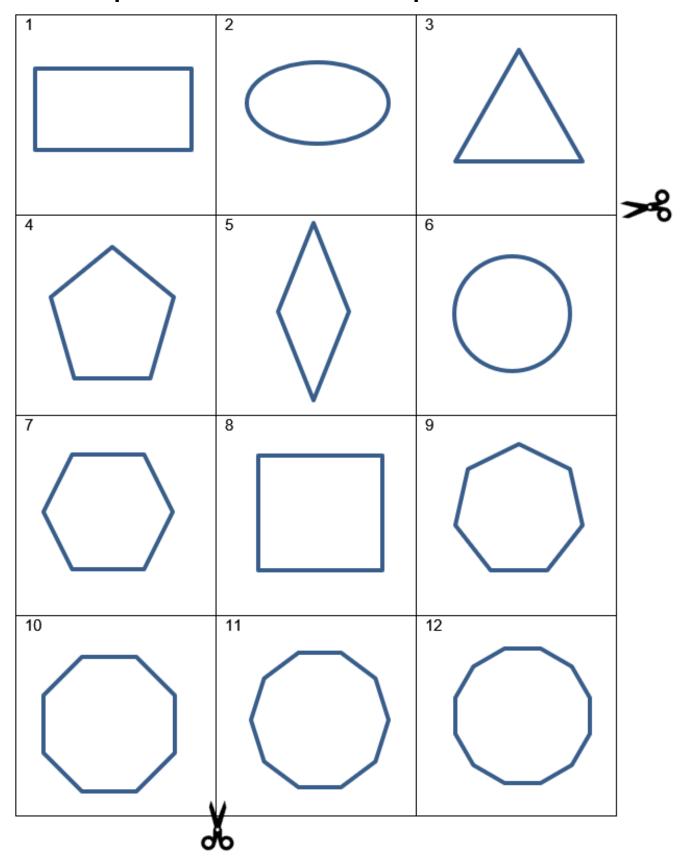
L.
Color (folding) Cards with Questions - Score

Tell me about someone in your family.
Tell me about a pet.
Tell me about a friend.
Name a favorite book.
Name a topic you like to read about.
Name a movie you like.

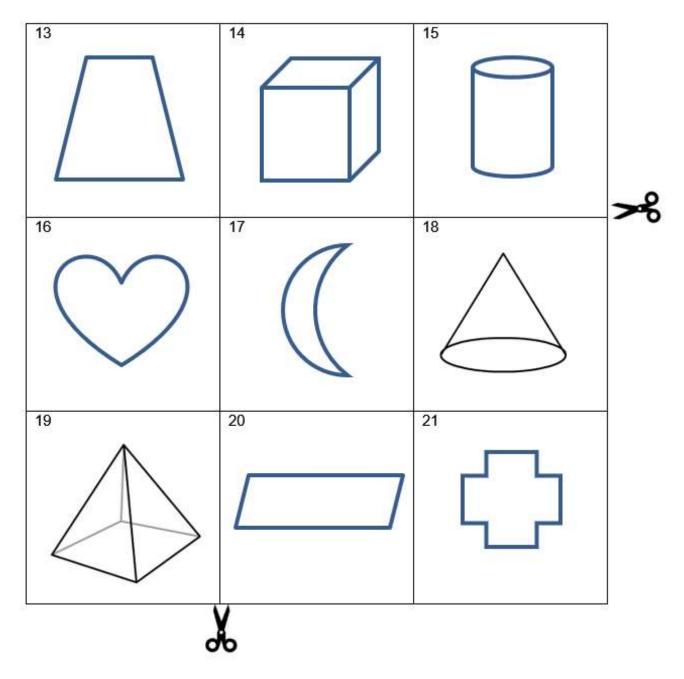
L.
Color (folding) Cards with Questions - Score

6/
Name a favorite animal and tell me why you like it.
Name another animal and tell me why you like it.
Name an animal you would like to see and why.
Tell me something you did this summer.
Tell me something you did today.
Tell me something you did yesterday.

M.
Shape Cards – Geometric Shapes - #14 - Score



M.
Shape Cards – Geometric Shapes - Score

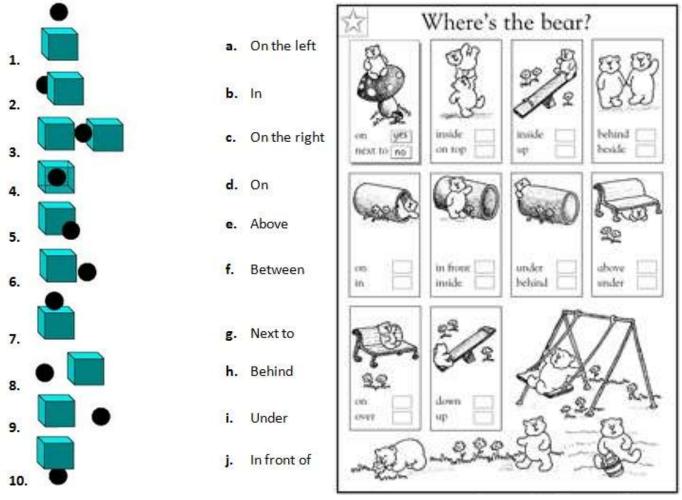


List of Geometric Shapes				
1. Rectangle	8. Square	15. Cylinder		
2. Oval	9. Heptagon	16. Heart		
3. Triangle	10. Octagon	17. Crescent		
4. Pentagon	11. Decagon	18. Cone		
5. Diamond	12. Dodecagon	19. Pyramid		
6. Circle	13. Trapezium	20. Parallelogram		
7. Hexagon	14. Cube	21. Cross		

N.

Prepositions of Place and Movement - #15 - Practice





N.

Prepositions of Place and Movement - #15 – Score Form

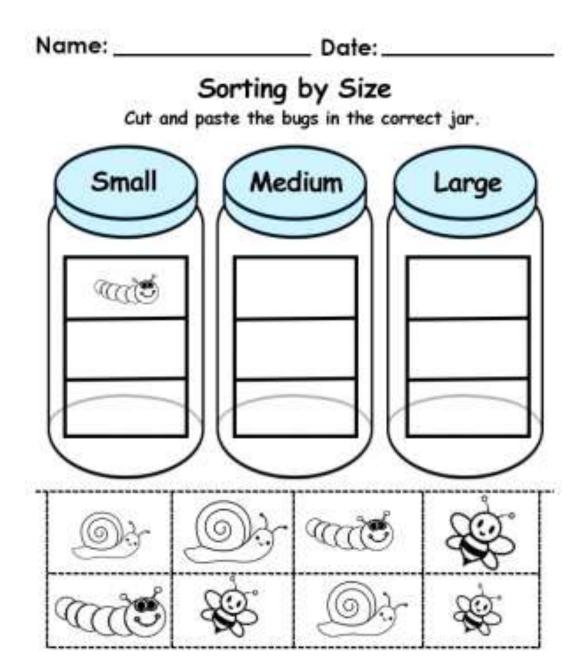


N.

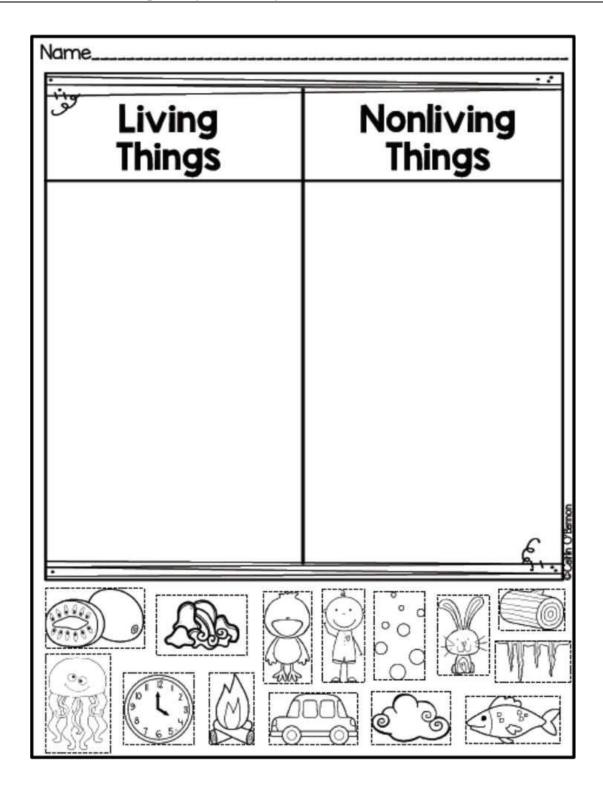
Prepositions of Place and Movement – #15 - Score Answers



O. Sorting Objects by One Attribute - #16 - Score

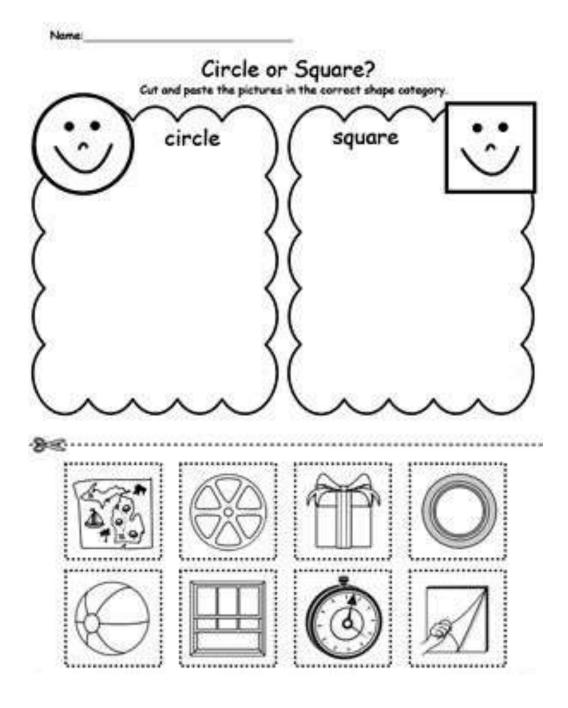


O.
Sorting objects by one attribute - Score



Light and Heavy





P. Problem Solving - #20 - Score

You Tell the Story

by Katherine Genders

Look at these pictures. Then make up a story to go with them. Get your family together and make up different stories. You can color the pictures and cut them out to make a book.

P. Problem Solving - Score

Explain the story behind the pictures. Let the student provide different solutions to the problem presented in the pictures.

1. Victor is playing soccer. He shoots the ball real hard and oh no the ball gets stuck high in a tree.

How do you think Victor could get his ball back?

2. Grammy and Pop went to get gas for the car. When they returned home, they forgot the key to get in the house.

How do you think they can get in the house?

3. There is a beautiful green truck, that all the kids want to play with. Oh no, do you see, here are Juan and Chris fighting over this beautiful green truck.

What do you think, how can we stop them fighting?

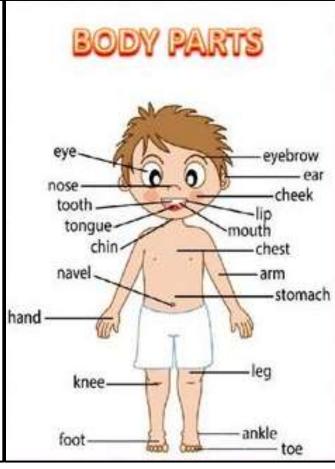
4. Inés and Scott are reading a book under the apple tree. They are getting hungry and would like to eat the apples from the tree.

How do you think Inés and Scott can get some apples from the tree?



Q. Body Parts - #21 - Practice





Basic Body Parts:

- Head (including hair, eyes, ears, nose, lips and teeth)
- Neck
- Shoulders

- Arms (including elbow and wrist)
- Hands (including fingers and thumb)
- Chest
- Stomach (preferably also know other names

- such as belly and tummy)
- Legs (including thighs)
- Ankles
- Feet (including toes)

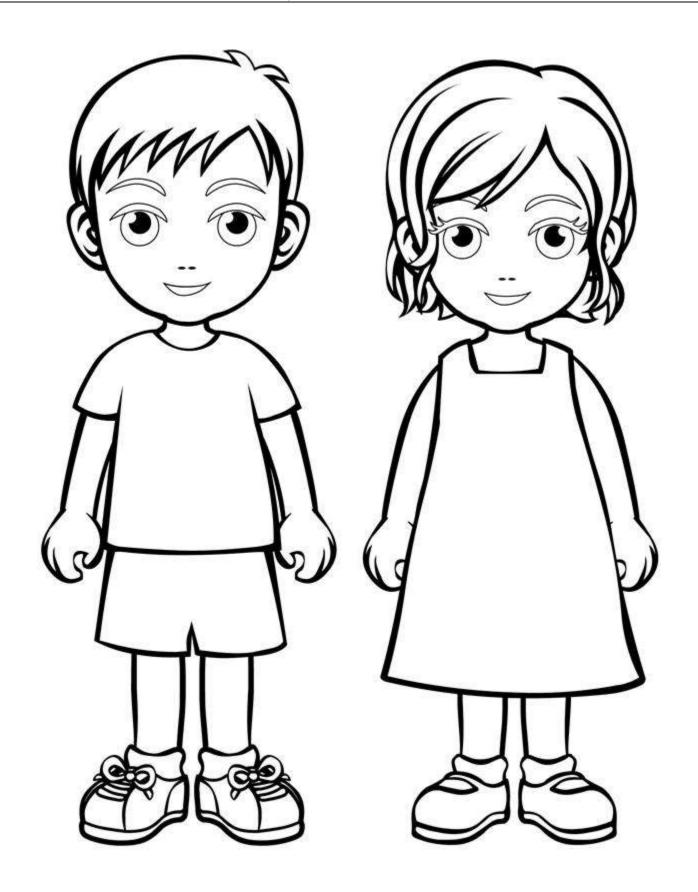
Additional (more difficult) body parts:

- armpit
- cheek
- chin
- eyebrow
- eyelash
- eyelid
- face
- finger

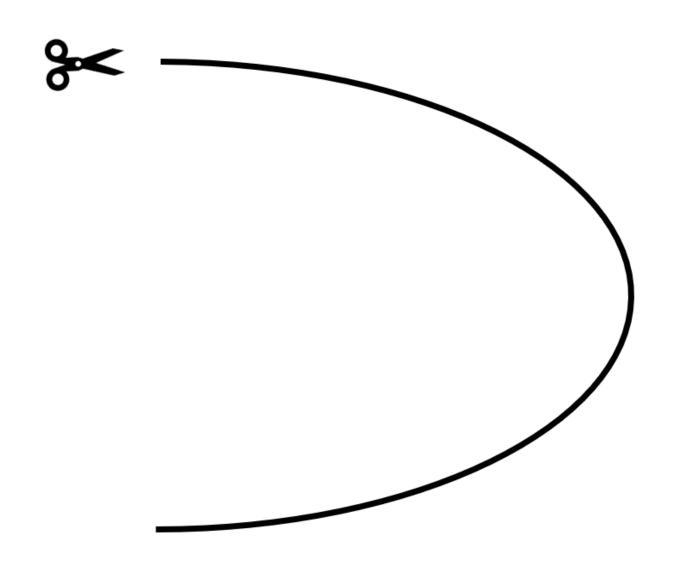
- forearm
- forehead
- gum
- heel
- hip
- index finger
- jaw
- knee
- knuckle
- mouth

- nail
- nostril
- palm
- pinkie
- pupil
- scalp
- shin
- throat
- tongue
- waist

Q. Body Parts - Score

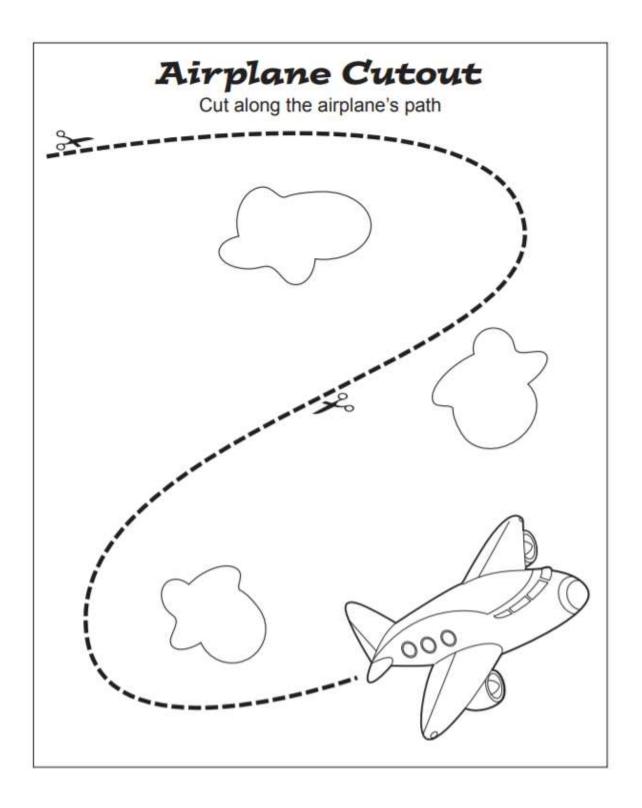


R. Scissors Skills - #26 - Score

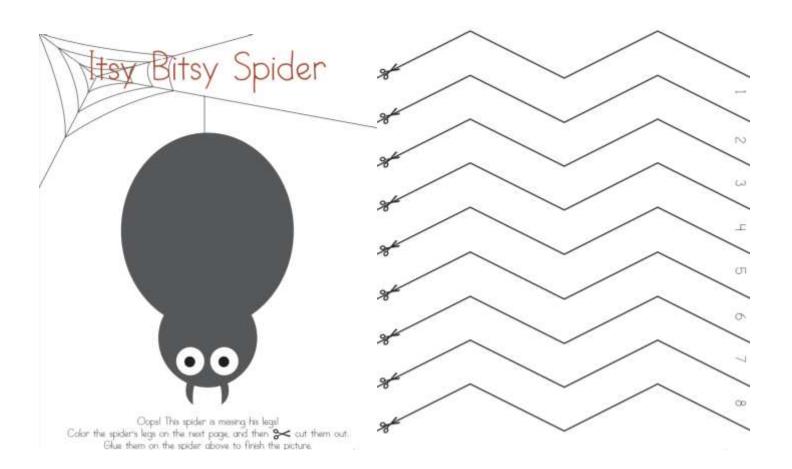


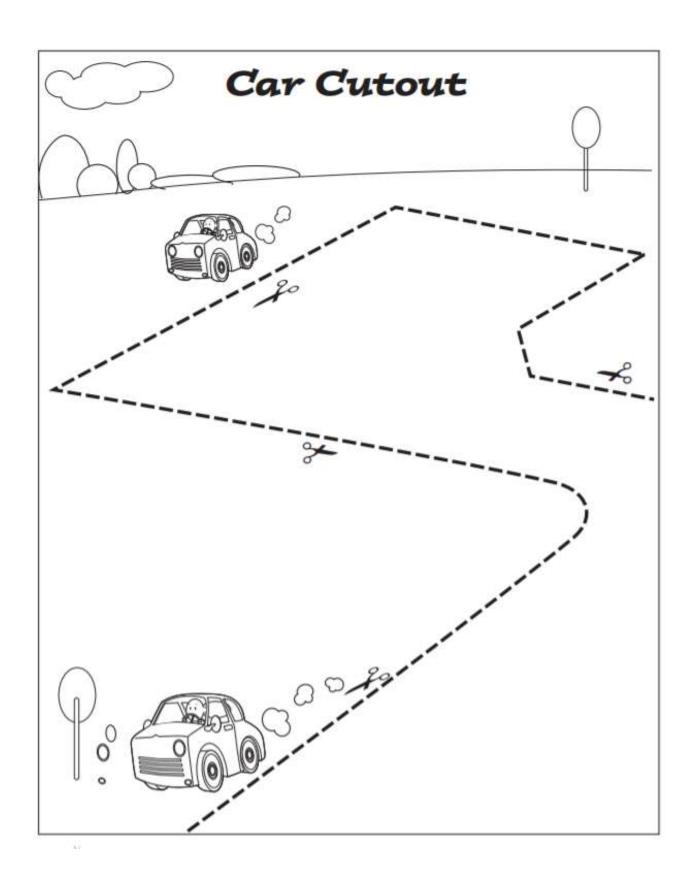


R. Scissors Skills - Practice



R. Scissors Skills - Practice





S. Lesson Suggestions Per Indicator

#	Indicator	Skill Areas	Concepts and Competencies: Practice Skills	Supportive Practices: Possible Lesson Ideas
So	ocial and Emotic	onal Developm	ent – Student Interpersonal Skills	
1	Student responds positive to being separated from parents.	Self- Management	Recognize and label basic feelings. Express feelings that are appropriate to the situation. Express feelings verbally or through play and artistic representation. Name a range of feelings. (e.g., excited, scared, angry, surprised) Control negative responses by expressing them in appropriate ways. (e.g., talking with a peer or telling a teacher)	 Offer materials in dramatic play, blocks, and art that encourage children to creatively express emotions. Read books about feelings and talk about what the characters are feeling and the outcomes. Engage children in discussions about how they feel when they experience certain situations (both positive and negative). Model genuine, appropriate emotional responses. Use expressions (e.g., "I feel" or "That must have made you feel") when interacting with children. Encourage open expression of feelings by asking children how they feel. Respond to children's verbal and non-verbal cues. Use the Pyramid Model to support children's social and emotional success. Model and explain an appropriate cool-down strategy. (e.g., deep breathing, counting slowly to 5, give yourself a bear hug) Establish and state clear behavior expectations. (e.g., "At school we do not throw things. If you feel angry you can visit the peace table and choose something to work on.")
2	Student identifies direct family members and their characteristics.	Establishing Relationships	Understand that each person has a set of unique characteristics. Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics. Label personal characteristics. Discuss the similarities and differences between self and others. Understand that family structures may differ from one family to another. Understand that the thoughts and feelings of others may differ from own. Demonstrate respect for children's differences, including differences in thoughts and feelings.	 Provide opportunities to discuss and compare personal traits among members of your class. Encourage family members to volunteer or share information, materials, and activities that reflect home cultures. Include multicultural materials, especially those relevant to the cultures of children in the class, throughout the classroom. (e.g., skin-tone crayons, books, dolls, music, dress-up clothing and props, posters). Display pictures/posters and materials showing children/families of different races, cultures, ages, and abilities. Explicitly discuss points of difference in thoughts and feelings.
3	Student identifies simple conflicts and solves them independently.	Conflict Resolution	Use appropriate words and actions to express one's own desires. Identify a problem and discuss possible solutions. Solve simple conflicts with peers with independence. (e.g., share, take turns, apologize, try something else, ask for help) Begin to negotiate conflicts that arise using words before seeking help. Use words during a conflict instead of physically responding. Accept and attempt teacher's or others' ideas about new strategies to solve a conflict.	Use conflict as an opportunity to teach problem-solving skills. (e.g., acknowledge that conflict is a normal part of life and there are positive ways to solve a conflict) Be available to help children resolve conflicts rather than removing the child or toy. Encourage children to find appropriate ways to resolve a conflict. Set up an area in your room (e.g., peace table) that children can visit to solve conflicts. Discuss with children possible strategies for resolving conflict. Read stories involving conflict resolution. Use puppets and dramatic play to discuss and demonstrate conflict resolution. Model appropriate language that children can use in conflict situations. (e.g., "I feel upset because")

S. Lesson Suggestions Per Indicator

#	Indicator	Skill Areas	Concepts and Competencies: Practice Skills	Supportive Practices: Possible Lesson Ideas
S	ocial and Emo	otional Dev	velopment – Student Interpersona	al Skills
4	Student recognizes rules and discusses the reasons for having specific rules.	Decision Making	Recognize unsafe situations and tell an adult. Tell a peer when a rule is broken. Warn a peer about a safety risk on the playground. Encourage two friends who are having a dispute to "use their words and work it out." Discuss the reasons for having rules.	 Provide opportunities for children to create rules and to discuss the reasons for having specific rules. Provide reminders of rules and consequences when a child tests the rules. Use natural consequences (e.g., falling due to running in the classroom) as opportunities to discuss consequences of behaviors.

#	Indicator	Skill Areas	Practice Skills	Lesson Ideas
Lar	nguage and Literacy Dev	velopment – E	inglish Language Arts	
5	Student knows her/his first, last full name and age, and can associate some letters with her/his name and sound.	Phonics	Associate some letters with their names and sounds. Identify familiar words and environmental print.	 Provide charts and morning messages for children to read independently. Promote reading the room strategy, such as searching for letters and words in environmental print. Create learning centers that focus on letters, sounds, words, and creating simple sentences. Use print and digital-text materials for functional purposes.
6	Student differentiates letters from numbers.	Print Concepts	Differentiate between numbers and letters and letters and words. Recognize and name some upper and lower-case letters of the alphabet.	 Provide rich environmental print in the classroom (e.g., posters, charts, word walls). Provide a variety of materials (e.g., hands-on, print, and/or digital) for exploration of letters. Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences. Use print and digital-text materials for functional purposes.
7	Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.	Reading	 Relate that texts are organized in a predictable format. Identify the title page of a book. Identify the front cover of a book. Identify the back cover of a book 	Identify and discuss the front cover, back cover, and title page. Ask children to identify the front cover, back cover, and title page of a book.
8	Student retells a simple sequence using picture support.	Reading	Retell a simple sequence in a text using picture support. Match pictures to ideas, objects, or steps in a sequence. Describe pictures in a text in detail to answer specific questions about the text.	 Provide various experiences for children to engage with picture/text connections. (e.g., cooking, dramatic play, construction, gardening, posting picture schedule) Model how to attach words (nouns and verbs) to illustrations. Provide opportunities to practice sequencing.
9	Student prints name using letter-like forms or conventional print.	Writing	Write symbols, letters, or letter like shapes. Attempt to reproduce own name and/or simple words, with most letters correct.	 Provide a variety of materials and opportunities for children to write daily. Encourage children to write their name. Have children think of how to spell words that have the same sounds as their name. Have children sign in and out for the day (attendance).
10	Student follows through when given two step directions.	Speaking and Listening	Follow two-step directions. Act upon or respond to simple statements and questions showing understanding of intent.	Reinforce following directions. Encourage children to ask questions to find out more information. Direct children to multiple sources of assistance and information, including their peers and media resources. Encourage children to restate comments made by other children.

S.
Lesson Suggestions Per Indicator

#	Indicator	Skill Areas	Practice Skills	Lesson Ideas
Lar	nguage and Literacy D	evelopment -	– English Language Art	ts
11	Student shares experiences when asked. Talks about personal thoughts, feelings and ideas.	Speaking and Listening	Talk about personal thoughts, feelings, and ideas. Use appropriate volume to be heard by group, paying attention to inside and outside voices. Use appropriate pacing when speaking.	Allow time for children to talk with each other throughout the day. Use meal time as an opportunity for sharing and discussion. Re-phrase learner's sentence structure or grammar by repeating the sentence properly. Model appropriate volume and pace when speaking. Explicitly encourage children to adapt volume and pacing as appropriate to the situation. Encourage children to express thoughts, feelings, and ideas within conversations. (e.g., "Tell me about a time you felt scared.") Acknowledge children's efforts to share information.
12	Student speaks in simple sentences.	Speaking and Listening	Speak in complete sentences that contain more than three words. Use past tense. Use plurals including those which do not end in "s." Use pronouns. Use a variety of prepositions.	Speak to and engage children in group and individual conversation daily. Re-phrase learner's sentence structure or grammar by repeating the sentence properly. Model appropriate use of the conventions of standard English. State phrases in both home language and standard English, as appropriate.

#	Indicator	Skill Areas	Practice Skills	Lesson Ideas
Ma	thematical Thin	king and Ex	xpression – Exploring, Processing, a	nd Problem-Solving
13	Student rote counts to 20.	Counting	Name numerals up to 10. Rote count to 20. Match a numeral to a set of 0–10 objects. Represent several objects with a written numeral 0–10. Differentiate numerals from letters. Counts on when a specific number is provided.	 Teach children counting songs, rhymes, and chants. Provide and read books, poems, chants with numbers, and number concepts. Use number words and numerals, including zero, in everyday situations. Provide experiences with numbers through daily routines such as attendance and calendar. Provide opportunities for writing numerals and representing numbers. Play number recognition games.
15	Student identifies and describes at least 4 shapes. Student describes the relative position of 5 everyday objects.	Geometry	Describe objects in the environment using names of shapes. Recognize and describe the attributes of geometric figures. Describe the relative positions of objects using terms such as above, below, besides, in front of, behind, and next to. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid).	Explicitly use the names of geometric shapes. Take children on a shape walk looking for geometric shapes in the environment. Provide books about geometric shapes. Provide shape templates, puzzles, attribute blocks, parquetry and pattern blocks in learning centers. Model naming shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid).
16	Student sorts and compares at least 5 objects by one attribute.	Measure ment	Recognize attributes of objects that can be measured. Measure objects using non-standard items. (e.g., hands, shoes, yarn, blocks) Practice use of standard measurement tools. Practice using measurement vocabulary. Sort and order by one attribute. Use ordinal number words to describe the position of objects (first, second, last). Compare two objects with a measurable attribute in common to see which object has "more of"/ "less of" the attribute and describe the difference.	Show children how to measure with non-standard items. Provide measuring tools (e.g., rulers, scales, measuring cups) for children to explore and use in their play. Explicitly discuss and model use of standard measuring tools, using measurement vocabulary. Engage children in cooking experiences. Ask questions about measurement. (e.g., "How tall are you?" "How much does that weigh?" "How many footsteps to the door?")

S.

Lesson Suggestions Per Indicator

#	Indicator	Skill Areas	Practice Skills	Lesson Ideas
App	proaches to L	earning thro	ough Play – Constructing, Organizi	ng, and Applying Knowledge
17	Student shows interest in a growing range of topics, ideas and tasks.	Curiosity and Initiative	 Use senses to explore and learn from the environment. Show interest and interact with others about their work or actions. Demonstrate interest in new materials and experiences that are introduced into the classroom. Ask questions to understand something. (e.g., "How does that work?") Watch others play and ask to join in. 	 Stimulate children's curiosity through use of "provocation" strategies when introducing new topics or ideas. (e.g., ask children to guess what might be inside a box or bag, place new materials in sensory table and encourage exploration, ask "I wonder" questions) Provide real objects that can be manipulated or explored to understand a concept. Respond to children's questions with explanations that help them to understand. Encourage children to research answers to questions through books and other media. Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement. (e.g., "Look what I brought for us to do today!")
18	Student participates in an activity for an extended period.	Engageme nt and Persistence	 State when they are being distracted. State when they are frustrated by a challenge. Move away from distractions to complete a task. 	Encourage children to develop alternative solutions to accomplish a task. Explicitly discuss and present/model a variety of strategies that can be used to follow through on a challenging task. (e.g., using materials in new ways, trial and error, breaking tasks into steps, asking for help from a competent peer or adult, self-talk) Offer specific feedback on children's efforts to work through challenging tasks. (e.g., "I noticed you were frustrated but you kept trying anyway.")
19	Student uses materials and objects to represent new concepts.	Representa tion	Use non-conforming objects to create representations of real life objects or activities. (e.g., block for a phone, stick for a spoon) Use real life objects to represent makebelieve or fantasy objects (e.g., spoon for a magic wand, broom for a flying horse)	Provide opportunities for children to use materials in nonconforming ways. Encourage children to describe their actions during play scenarios. Use "I wonder" statements to encourage children's creativity with use of objects.
20	Students attempts to complete a task in more than one way, before asking for help or stopping due to frustration.	Problem Solving	 Try new ways to complete a familiar task. Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration. Ask questions to clarify problems. Discuss the different ways used to accomplish a task or to solve a problem. Recall and use a previously successful strategy. Change plan if a better strategy presents itself. Observe mistakes and note the effectiveness of a different solution. (e.g., "That didn't work because") Demonstrate increasing flexibility in a variety of situations, task, and activities. 	 Explicitly discuss and present/model a variety of strategies that can be used to solve problems. (e.g., using materials in new ways, trial and error, breaking tasks into steps, asking for help from a competent peer or adult) Create and provide opportunities for learners to engage in problem solving activities. (e.g., role play) Encourage children to use available materials to solve problems. (e.g., "I wonder what we can use to make our building sturdier?") Engage learners in interactions that use known strategies in new situations. Display a variety of materials and ask learners to complete a task, allowing them to choose the material that best suits the activity. Ask open-ended questions that require thought and creative thinking. (e.g., "How can we move this heavy box onto the floor?") Observe how learners solve problems in the classroom and offer assistance when needed. Offer specific feedback on children's efforts to problem-solve. Describe the pros and cons of strategies used by children to solve a problem. Ask questions to identify whether a solution is working well. Allow children to practice solving a problem in multiple ways to support flexible thinking. (e.g., "We can sort the beads by color or we can sort them by shape."

S.

Lesson Suggestions Per Indicator

#	Indicator	Skill Areas	Practice Skills	Lesson Ideas
Hea	ılth, Wellness, aı	nd Physical De	evelopment – Learning About My Bo	ody
21	Student identifies and locates several body parts. Student identifies and	Interaction of Body Systems Health Practices	Participate in body identification games and songs. (e.g., Hokey Pokey) Point to specific body parts when asked. Draw pictures that include some body parts. Participate in discussions about the functions of specific body parts. Attend and follow through on two-step directions. Explain a routine sequence.	Provide opportunities to point to body parts when asked. Provide dolls and puzzles with body parts. Make outlines of body and add details to body parts. Provide experiences that highlight the functions of body parts. (e.g., add turkey baster to water table and discuss how a heart pumps, play a smell-identification game). Explicitly provide the desired outcome or end goal of an assigned task or activity. Model goal setting and breaking tasks into steps using
	shows fundamental practices for good health.		Relate the steps necessary to complete a task or activity. Relate the desired outcome or end goal of a task or activity.	explicit vocabulary. (e.g., first, next, last) Use clear and concise directions for the completion of tasks visually and/or verbally. Encourage children to relate the sequence, steps, and desired outcomes of self-initiated tasks and activities. Review steps of a task with children prior to asking them to complete the task and provide reminders throughout the process.
23	Student eats and drinks independently using proper utensils.	Health Practices	 Practice basic hygiene routines with adult reminders. (e.g., hand washing, tooth brushing, cover nose and mouth when sneezing) Explain that we need to eat well, get rest, and exercise to stay healthy. Identify people that help keep us healthy. (e.g., doctor, nurse, or dentist; gym teacher) Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest). 	 Invite local health experts (e.g., dentist, doctor, nurse, physical trainer) to the classroom to discuss how they help to keep us healthy. Provide opportunities in daily schedule to practice hygiene routines. Create learning centers that support healthy practices. Display MyPlate near mealtime area to encourage healthy portioning of food. Encourage children to rest to help their bodies stay healthy. Model and encourage exercise and active play. Read books about staying healthy.
24	Student combines large motor movements with the use of equipment.	Gross Motor	Combine large motor movements with the use of equipment. (e.g., ride a tricycle, using feet to pedal; catch a ball; throw a bean bag or ball overhand with aim; kick a ball) Move and stop with control. Use outdoor gross motor equipment. Run with control and direction. Engage in gross motor games. (e.g., Hokey Pokey, London Bridge, Simon Says) Perform a variety of movement alongside and with a partner.	 Provide light balls that easily fit in a hand. Encourage child to throw with one hand while stepping forward. Provide targets for children to throw toward. (e.g., hula hoops or baskets) Include toys and equipment that encourage active play. (e.g., three- or four-wheeled steerable vehicles, balls, climbers and slides, ramps) Provide outside time daily. Create opportunities for children to participate in large motor movement games that involve partners. Incorporate movement activities from I Am Moving, I Am Learning or other physical activity professional development. Engage in physical activity with the children.
25 26	Student zips, buttons, ties outer clothing / off and on by his/herself. Student uses scissors with control and intention.	Fine Motor	Act out finger plays with hands and fingers. Use scissors to cut on a straight line. Complete self-help skills such as zip, snap, or button. Manipulate smaller objects. (e.g., pegs into a pegboard, puzzle pieces, stringing beads) Use tools to pour (e.g., funnels, basters, and pitchers).	Teach and encourage children to participate in finger plays. Provide opportunities to use scissors to cut lines. Encourage and allow the time for children to dress independently. Supply tweezers and tongs to grasp objects. Provide a variety of smaller objects to manipulate. Provide opportunities for children to pour water or milk and to serve their own foods.
27	Student writes and draws while implementing a functional grip.	Fine Motor	 Use writing and drawing implements with functional grasp (pincer grasp). Use a variety of art tools (e.g., glue sticks, paint brushes, scissors) for a specific purpose. Use tools (e.g., broom, dust pan brush, gardening tools) to complete classroom jobs. Use utensils for eating appropriately. Use cup or glass for drinking. 	 Provide many opportunities for children to write and draw. Maintain an art center with a variety of art tools that are accessible to the children. Provide child-sized tools for classroom jobs. Encourage children to use utensils and drinking cups appropriately during snack and mealtimes.

Т.

Pre-K / Kindergarten Preparation Inventory Tool – Shorter Version for STAFF

1. Student responds positive to being separated from parent(s).								
		ehavioral indicators in their dominant language,		gies				
	Goal is to find out of the student can be alone away from the parents.							
	a. Ask the parent(s) their opinion if they believe their child responds positive to being separated from them.							
b	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							
С		act the student – be funny, make ju	okes, get the child's attention	n. Ask the student to state				
٨	See how the stude	k the student how old he/she is?						
SCORE	Not Yet	☐ In Progress	□ Yes	□ N/A				
SCOKE	Separates with	May act shy or cries only	Separates easily and	Unable to determine a skill				
	difficulty (cries,	briefly.	happily.	level.				
	refuses to go or	Briefly.	паррпу.	level.				
	stay, throws							
	tantrum).							
NOTES	Examples	Examples	Examples	Examples/Explain				
	Student starts	Student is upset but allows an	Student does not react	Student has never been				
	crying.	adult to provide comfort.	to the separation.	separated from parent(s).				
	Student starts	Student answers the	Student is comfortable.	. ,				
	running after	questions.	Student answers the					
	her/his family.		questions.					
	Student refuses to							
	answer any							
	question.							
2. 8	Student identifies	s direct family members ar	nd their characteristic	S.				
-								
	*** ELL/DLL students may	exhibit behavioral indicators in their dominant la	anguage, or through non-language-base	ed strategies				
	*** This indicator is suppor	rted by Attachment E : My Family (page 49).						
Goal is to	identify 3 "character	istics" of their direct family memb	er.					
- Bir	th Name / Official Na	me / Nick Name (Victor, Jose, Ma	aria, Brenda) – First, last, an	nd nick name counts.				
		om, mother, dad, father, sister(s),						
		family member (age, work, interes	sts, favorite food, drink, or a	ctivity, etc.) The child may				
	unt as one of the fam							
		ntify her/his direct family members		ive the student point at them				
		re is a picture of the family, use th						
		are considered: Mother, Father,						
		mes each family member by nam		k name; Victor, Jose, Maria,				
		ily relationship (mommy, daddy, s		aule than also internate				
	avorite food or drink o	something she/he knows about e	ach member (age – what w	ork they do – interests,				
SCORE	Not Yet	☐ In Progress	□ Yes	□ N/A				
OOOKL	Provides one out	Provides two out of three	Provides all three	Unable to determine a				
	of three	identifications for a family	identifications for a family	skill level				
	identifications for	member.	member.					
	a family member.	member:	member.					
NOTES	Examples	Examples	Examples	Examples/Explain:				
	Student cannot	Student can recognize her/his	My name is Ela and my					
	identify her/his	parent(s) and direct siblings	brother Jimmy likes trucks	s. I				
	direct family	but cannot discuss similarities	like cars.	´				
	members.	and differences between self	That is my daddy Cole, he	e is				
	Student provides	and others.	old, and this is my cat, Sp					
	incorrect name(s).	I am Victor, that is my sissy.	she likes my milk.					

3. S	tudent identifies sim	ple conflicts and sol	ves them independently.	
<	/ *** FLL/DLL students may exhibit h	sehavioral indicators in their dominant	language, or through non-language-based stra	ateries
(*** This Indicator may be family rep	norted	language, or amough non language based site	atogios.
5	۸_			
Goal is for	*** This indicator is supported by A r the student to solve a cor	attachment F: Conflict Resolution Stra	tegies (page 50)	
			other children (or family members	3)
	that is not possible ask the			,,.
	onflict between siblings is			
SCORE	□ Not Yet	☐ In Progress	□ Yes	□ N/A
	When faced with a	Suggests simple solutions		Unable to determine
	conflict, expresses	to conflict which are most		a skill level
	one's own needs and desires, but needs	often based upon own needs and desires.	the needs and desires of self and others.	
	assistance to generate	niccus and desires.	Sch and others.	
	possible solutions.			
NOTES	Examples	Examples	Examples	Examples/Explain:
	Student looks at her/his	Student uses her words: "		
	family and screams I	need a turn with that book		
	want my book. Student looks at the	Give it to me when you ar done."	e Student intervenes when others are arguing and	
	adult for help to get	Student tries to trade the	makes them stop.	
	her/his object back.	book or marker for another	er Student uses her/his words:	
	Student gets angry,	item in her/his possession	1	
	physical or upset.	"Here you can use my	can we read together? –	
		special pencil if I can go first."	can we color together? "	
4. S	tudent recognizes ru	*** = **	ne reasons for having spe	cific rules.
V	_		uage, or through non-language-based strategie	
()	This Indicator may be family reported			
			able to explain what and why th	
	-	nd the student creates an u	insafe situation observe the resp	onse to enforcement of
	iles. nossible observe this beha	avior while the student inte	racts with others (children, family	members etc)
	that is not possible ask the			members, etc.j.
SCORE	□ Not Yet	☐ In Progress	□ Yes	□ N/A
	When faced with rules,	When faced with rules,	Reacts appropriately to rules	Unable to determine a
	cannot control his/ her	needs assistance to	and can explain the reasons	skill level
	response and cries, refuses or throws a	follow rules.	for having these rules.	
	tantrum.			
NOTES	Examples	Examples	Examples	Examples/Explain:
	Student runs and gets	Student tries to climb	Student tells others to stay on	
	told, walking feet, and	on furniture, and when	the sidewalk and don't walk	
	keeps running or shows emotions.	asked to have 2 feet on the ground, gets	on the road.	
	Student refuses to put	down. To 10 minutes	Student tells you to sit on a chair, because you don't want	
	her/his jacket on to go	later needs to be	to fall.	
	outside, while it is cold.	reminded of the same	Student follows the rules and	
	Student tests limits set	rule.	can explain the reason behind	
	by adults.	Student needs	them to others (siblings).	
		reminders from adults to follow their rules.		
		to follow triell fules.		

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 C: Name.						
***ELL/DLL students should be scored on their English proficiency for this indicator.	with her/his name and sound.					
*** This indicator is supported by Attachment G: Name						
*** This indicator is supported by Attachment G: Name. Is for the student to be able to provide her/his personal data and recognizes at least 2 letters out of the English						
alphabet.	ngiisn					
a. While asking the questions in English and her/his native language (if necessary), write down her/his ar	nswers					
on a large white paper. You can have the student do the same – write down her/his answers on a diffe						
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 fa members. 	mily					
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 of the student recognizes a	and					
names two letters.						
SCORE ☐ Not Yet ☐ In Progress ☐ Yes ☐ N/A						
Identifies correctly one out of four requested out of four requested lour request	etermine					
information. information. whether verbal or non-verbal						
response.						
NOTES Examples Examples Examples Examples	Explain:					
Student gives correct Student gives correct Student provides correct first						
first name (and / or						
nickname), but incorrect correct number of last name and age. correct number of last 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.						
riangle 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 car	rds.					
mixed through each other.	шо,					
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 ekin					
letters and numbers.	ιο δκίρ					
SCORE □ Not Yet □ In Progress □ Yes □ N/A						
Recognizes some Recognizes some letters Recognizes AND names Unable to d	etermine					
letters OR some and some numbers, some letters and some a skill level						
numbers. however only names some numbers. letters OR numbers.						
NOTES Examples Examples Examples Examples	Explain:					
Student makes many Student pronounces the Student puts the cards with	_xp.a					
mistakes between letter or number correct but 0, 2, 3, 1 in the correct pile						
letters and numbers. matches them with a and pronounces the						
Student can't say the different card. numbers correct in English.						
letter or number in Student recognizes the English. Student names the letters, a, b, c, d, e, f, h, k and p						
Student uses the same name starts with "H" and and acknowledges they are						
number name for makes the H sound but letters.						
several numbers. puts the card with						
Student asks for help: I numbers.						
think it's a four? Is it a						

→ 7.	. Student identifies the front cover, back cover and title of a book – Demonstrating knowledge of text structure.							
	•	udents may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.						
٨	*** This Indicator may be family repor		or unough non-language-based strategies.					
	*** This indicator is supported by Attachment I: Parts of a Book.							
		ne correct position of a book, the	front and back cover of a book					
a.	Let the student pick a bool	k or use a book that you picked.	Say, "Today we are going to re	ad a book together."				
		ent upside down and backwards.						
		e book and observe if the student	•					
		tudent the location of the books fr	ont cover, back cover and the	title.				
	Ask the student to tell you		T V	- N/A				
SCORE	□ Not Yet Shows no interest in	☐ In Progress	☐ Yes	□ N/A Unable to				
	the book.	Uses beginning book handling skills.	Uses parts of a book (title, front cover, back	determine a skill				
	the book.	SKIIIS.	cover) to engage with	level				
			text.	lovei				
NOTES	Examples	Examples	Examples	Examples/Explain:				
	Student hold the	Student can identify the front	Student says, "Look, I					
	books upside down.	cover, and back cover, but does						
	Student does not	not show knowledge of text	pointing at front cover					
	pretend to read.	structure.	that shows a cat.					
	Student locates a	Student holds book in correct	Student uses text					
	familiar text when	position but does not engage in	illustrations to retell a					
	provided with title.	word tracking.	familiar story to a friend.					
		Student points to words, tracking	9					
		left to right, while pretending to read a story.						
<u></u>	Student retells a sim	nple sequence using pictu	ro support					
V		• • •	• •					
\sim	*** ELL/DLL students may exhibit beh *** This indicator is supported by Atta	navioral indicators in their dominant language, c	or through non-language-based strategies.					
		ght sequence while looking at pic	tures.					
		e worksheets attachments.						
		they must explain what happene	ed first.					
		d is asking for help, you can do 1		ample the cat that				
	went swimming.							
		ficulties, you may explain the sam	ne example again. Do not give	clues, suggestions or				
	confirmation what is good			Ul tha E minutas and				
	e. 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.							
SCORE	· · · · · · · · · · · · · · · · · · ·	☐ In Progress	☐ Yes	□ N/A				
	Provides 4 or less corre		Provides 9 or more correct	Unable to determine				
	sequences.	correct sequences.	sequences.	a skill level				
NOTES	Examples	Examples	Examples	Examples/Explain-				
	Student does not	Student can complete 5,	Student can complete 9,					
	understand what to do	6, 7, or 8 correct	10, or more correct					
	(even in their dominant	sequences.	sequences.					
	language).	Student tells stories	Student tells stories about					
	Student describes detai	•	the pictures and puts them					
	about the pictures but	puts some of them in	in the correct sequence.					
	cannot put them in the r	the correct sequence.						
	sequence.							

, 9. S	Student prints n	name using letter-like forr	ns or conventional print.				
***	ELL/DLL students should be	e scored on their English proficiency for this in	dicator.				
G	oal for the student i	s to show that they can write the	ir own name.				
		nt to write his own name on a pi					
b. Le	et the student pick t	heir own writing tool (marker, pe	ncil, etc.) and encourage the student	to spell while writing.			
			with the child's name) and ask the st	udent to show and			
	II you what he/she						
SCORE	□ Not Yet	☐ In Progress	□ Yes	□ N/A			
		Writes letters or letter like shape		Unable to			
	segments of		and/or simple words, with	determine a skill			
	letter forms		most letters correct.	level.			
	(e.g., lines,						
	curves).						
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student	Student traces letters.					
	scribble lines,	- 1	200 PACKEL				
	circles, zig-	1, 1, 0 +	E WILL WA				
	zags, or in		80° 60				
	rows.	()	PD				
			0-60				
		0000					
		()					
		EATHELIAN MOT ANIA					
		JAMS OWNOFINEN BUILDING					
		Late					
	S But						
		11-11 1100					
		JE818 4342					
		2 600					
		C Sap					
10. Student follows through when given two step directions.							
<≻			•				
***			guage, or through non-language-based strategies.				
		by Attachment K: Sequence: Multi Step Direc					
Goal is for		pendently react to a question w					
a.			nd or initiate the next step in a seque	ence and provide			
	positive reinforce						
			ntil child has mastered each one.				
C.		K. for specific examples.					
d.		or the student to respond.	——————————————————————————————————————	- N/A			
SCORE	□ Not Yet	☐ In Progress	☐ Yes	N/A			
	Follows one or	Follows one or two-step	Responds to simple statements	Unable to determine			
	two-step directions	directions.	and shows understanding of	a skill level			
NOTEO	with reminders.	Farancia	intent.	F			
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student goes to	Student throws trash in	Student responds appropriately to				
	the sink to wash	trashcan when asked to	simple statements (including two-				
	their hands, but	throw it away.	step directions) and questions.				
	needs help	Student points to the	Student gets glue and glues her				
	following the right	soccer ball when asked	feather on the paper, as				
	protocol (get soap, run water, etc.)	1 -	instructed by the teacher. Student brings his friend a shovel,				
	run water, Etc.)	is.	when his friend says he need				
			something to dig a hole in the				
			sand pit.				
			σατία ριτί				

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

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

\$

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?
- 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?					
tr	ne environment around the	student. Will the student talk at	out items that are visible?		
SCORE	□ Not Yet Speaks/signs simple sentences (1-2 words).	☐ In Progress Speaks/signs simple sentences (2-3 words) that can be understood by those familiar with the child's speech patterns.	☐ Yes Speaks/signs descriptive sentences (3 – 4 words / 2 - 3 sentences) that can be understood by most audiences.	☐ N/A Unable to determine a skill level	
NOTES	Examples Student doesn't respond to the questions. Student takes 3 minutes of time to answer. Student answers with yes or no.	Examples 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."	Examples 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.	Examples/Explain:	
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.

SCORE	□ Not Yet Does not communicate in English.	☐ In Progress Communicates in English with single words, short memorized phrases or incomplete sentences.	☐ Yes Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.	□ N/A Unable to determine a skill level
NOTES	Examples Student does not understand English. Student does not speak English.	Examples 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".	Examples Student says: "This weekend I go to cinema." Student receives a gift and replies: "Thank you for this gift, Mr. Damaso."	Examples/Explain:

^{***} This indicator is supported by Attachment L: Color Cards with Questions.

*	→ 13. Student rote counts to 20. *** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies.						
		t from 1 to 20, without a broken		dage based strategies.			
		ow high she/he can count.	. ooquonoo.				
		th the student (until 3) 1, 2, 3, a	nd let the student co	ontinue to count as high	as she/he can		
C.		y be mispronounced because of					
d.		count more than 20, without a					
SCORE	□ Not Yet	☐ In Progress	<u> </u>	□ Yes	□ N/A		
333.KE	Counts to 10.	Attempts to count t	20 hut may skin	Counts to 20.	Unable to		
		numbers, repeat nu		000.110 10 201	determine a		
		numbers in an inco			skill level		
NOTES	Examples	Examples	Trock Gradin	Examples	Examples/Exp		
	Counts to 10.	1, 2, 3, 5, 6, 7, 8, 9	14 13 12 20	Counts to 20.	lain:		
	Ocurrio to 10.	Attempts to count t		0001110 10 20.	14		
		numbers, repeat nu					
		numbers in an inco					
44 Cturbent identifies and describes at least 4 shows							
♦ 14.5 0			•				
52	•	bit behavioral indicators in their dominant la		juage-based strategies.			
^^^		by Attachment M: Shape Cards – Geometric					
		e and describe at least 4 shape	S.				
		s in front of the student.					
		ntify any shapes she/he knows		\	(1		
		ant (waits for 1 minute or tries to) assist by asking if the	y see the circle?		
		t the correct shape, then contin					
d. Na SCORE		may be mispronounced becaus		speech impediments are			
SCORE		☐ In Progress	☐ Yes	ahanaa and aan			
	Identifies Can identify 4 shapes by name. Names 4 shapes and can			Unable to			
	shapes by describe them.			nem.	determine a skill		
	pointing at				level		
NOTES	them.						
NOTES	Examples Student	Examples	Examples		Examples/Expl		
	identifies less	Student names 5 shapes, of v		oints at the shapes	ain:		
		are correct.		that is a triangle,			
	than 4 shapes.	Student points and names the		scent, and a square.			
		diamond, circle and the rectar		is round, the triangle			
				the crescent is green,			
			and the so	quare is even.	1		

15. Student describes the relative position of five everyday objects. *** 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). Goal is for the student to state where an object is in five different positions. 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. SCORE Not Yet In Progress Yes N/A Follows directions that use Uses appropriate Uses appropriate vocabulary Unable to vocabulary to describe to describe the position of positional words. determine a the position of four or less five or more objects (position skill level objects (position OR OR order). order). **NOTES Examples Examples Examples** Examples/Exp Student explains where the Student places the item on Student asks to go first. lain: the chair, when asked. Student notices an ball is on the cards, and how Student sits at the kitchen airplane in the sky. they know. Student says "arriba" table when directed to do so. (up). 16. Student sorts and compares at least 5 objects by using one attribute. *** 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. Goal for the student is to explain how and why he/she is sorting the objects. 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, 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, 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'. SCORE N/A Not Yet In Progress Yes Unable to Engages in Uses words that demonstrate an Sorts up to 5 objects using measurement understanding of measurable one attribute and describe determine a skill experiences but attributes. the results. level. does not use words to explain their reasoning. **NOTES Examples Examples** Examples Examples/Exp Student is playing Student compares a car with a Compare attributes of lain: with animals and truck. The car is smaller, the truck objects using some people. The student technical language (e.g. is bigger.

This pencil is long. That

one is short.) using

manipulatives.

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.

puts all the animals

on one side of the

table.

_ 17.Տ	Student shows into	erest in a growing range of	topics, ideas and tasks	•			
Υ **	* ELL/DLL students may exhibit t	behavioral indicators in their dominant language,	or through non-language-based strategies.				
	* This Indicator may be family rep						
		agerness and willingness to learn					
		nitiative and shows interest in learn					
	observing and asking questions. Families will know if the student is curious and can report						
	n this indicator.			DEFROSTING.			
		e student is interested, bring in son		15.65/154			
		if the student is actively engaged t	o learn more.	DIVESTIGATION			
C. Ir	ntroduce hands on expe	l – to dig up soil and plant your ow	n coods	THE TRAVES			
		- to dig up soil and plant your ow - to make ice popsicles or puddin					
		ct that is frozen in ice (flowers, leav					
	figure out how to		res, etc.) for the student to				
SCORE	□ Not Yet	☐ In Progress	☐ Yes	□ N/A			
	Shows interest in her		Shows interest in new	Unable to determine			
	surroundings.	particular topic, object, or	experiences by watching	a skill level.			
	3	experience.	others, handling				
		'	materials, or asking				
			questions.				
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student explores obje		Student asks questions to				
	by touch.	interact with others about	understand something.				
		their work and actions.	Student asks: "What does				
			this do?"				
₁ 18.5	Student participate	es in an activity for an exte	nded period of time.				
$\overline{}$	·	navioral indicators in their dominant language, or thro	ugh non-language-based strategies.				
$\overline{}$	** This Indicator may be family report						
		engaged within an activity for mor					
		for their opinion and write down as					
		-selected, not self-selected activity					
		r an extended period of time, without	out becoming distracted, loses	interest, and without			
	idult encouragement.						
		g tv or playing a computer game d onsidered more than 15 minutes.	oes not count.				
e. <i>P</i> SCORE	Not Yet		□ Yes	□ N/A			
SCORE	Engages in an	☐ In Progress Engages in an activity but	Persists in an activity even	Unable to determine			
	activity but	becomes distracted or loses	in a distracting	a skill level.			
	becomes distracted	interest without adult	environment or when	d okiii lovoli			
		encouragement.	task becomes challenging.				
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student is playing	Student is making a drawing for	Student is building a boat				
	with trains, after 5	a family member, after 10	with modeling clay; the				
	minutes the student	minutes the student announces:	boat continues to sink. The				
	wants to go	"I'm done". The adult	student is not giving up,				
	outside.	encourages the student to add	even when other students-				
		additional colors.	built boats that float.				

		and objects to represer					
	*** ELL/DLL students may exhibit behavioral indicators in their dominant language, or through non-language-based strategies. *** This Indicator may be family reported.						
<u> </u>	e student is to use their ima	agination and creativity					
a.			objects and are creative with th	eir play.			
b.		e the same (function) as they a					
C.		present a new concept, meanir	ng outside of their daily life, mal	ke believe, outside of			
	traditions of their culture.						
d.		wild and create imagination?	E Van	E N/A			
SCORE	☐ Not Yet Uses real life objects to	☐ In Progress Uses real life objects to	YesUses different objects to	□ N/A Unable to			
	play and make-believe	represent old concepts.	represent something new,	determine a skill			
	with.	represent old concepts.	while giving it action and	level.			
			motion.	10 701.			
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student uses a toy	Student uses a marker to	Student uses kitchen pots to				
	plane to fly with through	brush the dolls teeth and	create a drum set and play				
	the house.	comb its hair.	pretend to be in a new				
		Student uses a piece of	Country band.				
		paper to create their own					
		magic wand.					
20 St	udents attemnts to c	omnlete a task in more t	han one way, before ask	ring for help or			
	opping due to frustra	-	man one way, before as	ang for help of			
♦	•						
< <	*** 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.						
		ocalize their ideas / solutions to	solve several problems				
			ns to the problem presented in	the story.			
			How do you think we could read				
		ouse – How do you think the ch					
		ne truck – How do you think, w					
		n the tree – How do you think th	ne child can get to the apple?				
	zzle Not Yet	□ In Draweas	□ Yes	□ N/A			
SCORE	☐ Not Yet Demonstrates	☐ In Progress Attempts to solve simple	Attempts to solve problems	□ N/A Unable to			
	inflexibility when	problems using trial and error	in more than one-way,	determine a skill			
	attempting to solve a	OR by imitating a strategy	recognizing when help is	level.			
	problem.	used by an adult or peer.	needed.				
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student sticks to one	Student uses trial and error	Student asks for help to				
	strategy to solve the	to complete the puzzle.	complete a task together.				
	problem in the	Student has some ideas to	Student provides multiple				
	picture/story.	solve the problems in the	different solutions to the				
	Student repeats error	picture/story, however not all	problem presented in the				
	multiple times.	ideas work.	picture / story.				
			<u> </u>	l			

№ 21.S	21. Student identifies and locates body parts.					
	* ELL/DLL students may exhibit behavior	al indicators in their dominant language	e, or through non-language-based strategies.			
<i>№</i> ***	* This indicator is supported by Attachme	nt Q: Body Parts.				
Goal is fo	r the student to point and nar	me several body parts.				
	he first part of Attachment Q					
			y and girl. On which the studen	t can point (or color /		
	nark) and name each body pa					
SCORE	□ Not Yet	☐ In Progress	□ Yes	□ N/A		
	Locates some body	Identifies some body	Identify and locates several	Unable to determine		
	parts.	parts.	body parts.	a skill level		
NOTES	Examples	Examples	Examples	Examples/Explain:		
	Student can point to	Student can name some	Student can identify and			
	some body parts that	body parts that you point	locate several (at least 10)			
	are asked.	too.	body parts without any help.			
→ 22. S	Student identifies and s	shows fundamental p	ractices for good health.	•		
	* ELL/DLL students may exhibit behavioral in					
***	This Indicator may be family reported.					
Goal for the	he student is to be able to ide	entify and independently do	best health practices and basic	c hygiene routines.		
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.		t to wear for during the day	and what to wear at night.			
g.			st for the next ''school-day".			
SCORE	□ Not Yet	☐ In Progress	☐ Yes	□ N/A		
	Student is unfamiliar with	Practices basic routine	es Practices basic routines	Unable to determine		
	basic health practices.	with adult reminders.	independently.	a skill level.		
NOTES	Examples	Examples	Examples	Examples/Explain:		
	Student does not know how	Student knows how to	Student knows and			
	to brush their teeth, or whe	n do the basic routines,	performs at least 5 basic			
	to wash hands.	however needs an ad	ult routines themselves.			
	Student has no schedule or	reminder to do it.				
	routine.	Student knows 3 out of	of			
	Student cannot get dressed	5 routines.				
	independently.					

	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 independ	dent and be able to use all the u	itensils offered at school the co	orrect way.			
		ng the proper utensils? (Fork, s		·			
b.		eir drink and drink using the pro		(Cup)			
C.		tray with a plate, napkin and al	I the utensils?				
		□ In Progress	□ Yes	□ N/A			
		Uses the utensils with some	Uses all utensils with proper	Unable to			
		spilling.	technique, without spilling.	determine a skill			
	utensils.	_		level.			
	•	Examples	Examples	Examples/Explain:			
		Student can eat and drink	Student eats and drinks				
		independently with their	independently.				
		hands.	Student uses all utensils the				
		Student spills sometimes the food or drink.	right way.				
24 6			h the use of equipment				
		ge motor movements wit					
	*** 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 piece of paper on the floor. A	sk the student to jump over it w	vith two feet: from left			
		e student to repeat the same jur					
	posite side of the paper.	,	1 3 7				
		nd down steps. Or one step mu	tiple times.				
SCORE	□ Not Yet	☐ In Progress	□ Yes	□ N/A			
	Performs movements	Performs basic movements	Performs a variety of	Unable to			
	with increasing	with confidence and ease.	complex movement skills	determine a skill			
	coordination. with confidence and ease. level						
NOTES	Examples	Examples	Examples	Examples/Explain:			
	Student attempts to	Student moves and stops	Student runs and kicks the				
	jump.	with control.	ball.				
	Student tries to kick the	Student attempts to count	Student walks up and				
	ball.	when jumping.	down the stairs alternating				
		Student kicks or throws a ball.	feet without holding on to the rail or the wall.				
		Dall.	the fall of the wall.				

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.	Attem these with a adult.		inde	Yes ctices these fine motor skills ependently.	Unable to determine a skill level
frustrated and needs jacke		Stude jacke	nples ent can unzip his t and asks for help t his jacket on.	t can unzip his and asks for help Student can get themselves dressed and undressed.		Examples/Explain:
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 scissors.	the	☐ 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 way, which makes it impossible to cut paper Student cannot cut pap		Examples Student holds sciss correctly and can consome lines.		Examples Student cuts straight line, and cuts curved line.	Examples/Explain:

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