Pre-K / Kindergarten Preparation Inventory

Instruction Manual

May 2019

Commonwealth of Pennsylvania
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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 language, or through non-language-based strategies.

  △ TRIANGLE   ***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. AIU 3 Pre-K Kindergarten Preparation Inventory Data Collection 2018
- 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
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Kindergarten Preparation Inventory Components Overview – Alignment between the Domains and Skill Areas.

Pennsylvania Learning Standards for Early Childhood – Pre-Kindergarten			2018 Pennsylvania Kindergarten Preparation Inventory	
Key Learning Area	**Strand**	**Standard Area**	**Indicator**	**Skill Areas**
Social and Emotional Development – Student Interpersonal Skills	1 Self-Awareness and Self-Management	16.1.PK.A	Student responds positive to being separated from parents.	Self-Management
	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 Development – English Language Arts	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
	6 Foundational Skills	1.1.PK.B	Student differentiates letters from numbers.	Print Concepts
	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 Expression – Exploring, Processing, and Problem-Solving	13 Numbers and Operations	2.1.PK.A.1	Student rote counts to 20.	Counting
	14 Geometry	2.3.PK.A.1	Student identifies and describes at least 4 shapes.	Geometry
	15 Geometry	2.3.PK.A.1	Student describes the relative position of 5 everyday objects.	Geometry
	16 Measurement, Data, and Probability	2.4.PK.A.1	Student sorts and compares at least 5 objects by one attribute.	Measurement

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 Play – Constructing, Organizing, and Applying Knowledge	17 Constructing and Gathering Knowledge	AL.1.PK.A	Student shows interest in a growing range of topics, ideas and tasks.	Curiosity and Initiative
	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
	19 Applying Knowledge	AL.3.PK.C	Student uses materials and objects to represent new concepts.	Representation
	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 Development – Learning About My Body	21 Concepts of Health	10.1.PK.B	Student identifies and locates several body parts.	Interaction of Body Systems
	22 Healthful Living	10.2.PK.A.	Student identifies and shows fundamental practices for good health.	Health Practices
	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 Inventory	· KPI (Kindergarten Preparation Inventory) Inventory · Pen (3 different colors)	-
			· KPI Score Form (A)	A
			· KPI Indicator – Skill Level Overview (B)	B
			· KPI Indicator – Example Overview (C)	C
			· KPI for Caretakers (D)	D
			· KPI Skills and Lesson Suggestions per Indicator (S)	S
			· KPI Inventory Shorter Version for Staff (T)	T
Social and Emotional Development	2	Establishing Relationships	· My family / Mi Familia (E)	E
	3	Conflict Resolution	· Optional Conflict Resolution / Problem-Solving Strategies (F)	F
English Language Arts	5	Phonics	· Optional Extra Paper and Markers · Name Worksheet (G)	G
	6	Print Concepts	· Alphabet Cards (H) · Number Cards (H)	H
	7	Reading	· Optional their favorite book · Book (One book? / Free Refugee book from conference?) · Parts of a book Worksheet (I)	I
	8	Reading	· Sequence Worksheets (J)	J
	9	Writing	· Optional previous artwork · Paper and Markers	-
	10	Speaking and Listening	· One – Two - Multi step Examples (K)	K
	11	Speaking and Listening	· Optional Items in the home · Color Cards with Pictures and Questions (L)	L
	12	Speaking and Listening	· Optional Items in the home · Color Cards with Pictures and questions or provide proof with the exact sentence (L)	L
Mathematical Thinking and Expression	14	Geometry	· Shape Cards (M)	M
	15	Geometry	· Positional Practice Sheet and Worksheet (N)	N
	16	Measurement	· Optional Sorting worksheets (O)	O
Approaches to Learning through Play	20	Problem Solving	· Problem Solving Tell the Story (P) · Problem Solving Picture Story (P) · Optional Puzzle	P
Health, Wellness, and Physical Development	21	Interaction of Body Systems	· Optional doll · Body Parts (Q) · Body Worksheet (Q)	Q
	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 · Shoes with laces and shoes with velcro	-
	26	Fine Motor	· Scissors (left handed – right handed) · Worksheet with lines (R)	R
	27	Fine Motor	· Optional previous artwork / writing · Paper and Markers · Pencils	-

Pre-K / Kindergarten Preparation Inventory Score Form Staff

Project Area:					INDICATORS				NOTES:
Name of Staff Completing:		**Date of Completion:**		**1**	Y	I	N	N/A	
		(1) Pre	(2) Post	**2**	Y	I	N	N/A	
				3	Y	I	N	N/A	
Student ID MIS2000:				**4**	Y	I	N	N/A	
				5	Y	I	N	N/A	
Student's Last Name:				**6**	Y	I	N	N/A	
				7	Y	I	N	N/A	
Student's First Name:				**8**	Y	I	N	N/A	
				9	Y	I	N	N/A	
Student's Date of Birth:		Student's Age: Please circle the appropriate age **3 4 5**		**10**	Y	I	N	N/A	
				11	Y	I	N	N/A	
				12	Y	I	N	N/A	
Please provide the # yes scores:	(1) __ Out of 27 indicators			**13**	Y	I	N	N/A	
				14	Y	I	N	N/A	
	(2) __ Out of 27 indicators			**15**	Y	I	N	N/A	
There are three inventory ratings described below to be entered with the Kindergarten Preparation Inventory.				**16**	Y	I	N	N/A	
				17	Y	I	N	N/A	
				18	Y	I	N	N/A	
Please circle the appropriate rating:				**19**	Y	I	N	N/A	
				20	Y	I	N	N/A	
(Y) = Yes, 20 of 27 skills mastered				**21**	Y	I	N	N/A	
				22	Y	I	N	N/A	
(I) = In Progress, (10 to 19 of the 27 skills mastered)				**23**	Y	I	N	N/A	
				24	Y	I	N	N/A	
(N) = Not Yet, (0 – 9 skills mastered)				**25**	Y	I	N	N/A	
				26	Y	I	N	N/A	
N/A = Unknown = not yet determined or other reason not yet assessed				**27**	Y	I	N	N/A	

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 Area XXX			**Strand** XXX	
Standard:	XXX			**Standard #** XXX
Indicator XXX *** 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				
Goal Explanation Guidance / Instruction				
1. Indicate the developmental skill level the child has mastered				
SCORE	☐ **Not Yet** 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**	☐ **N/A** Unable to determine a skill level
NOTES	**Examples**	**Examples**	**Examples**	**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 – **Suggestion of Skills to practice** *The learner will*		**Supportive Practices –** **Suggestions for lesson ideas** *The adult will*		

Pre-K / Kindergarten Preparation Inventory Tool

Skill Area 1	Domain Social and Emotional Development – Student Interpersonal Skills		
Standard Area Self-Awareness and Self-Management		**Strand** Manages Emotions and Behaviors	
Standard:	Distinguish between emotions and identify socially accepted ways to express them		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 parents.
- a. Ask the parent(s) their opinion if they believe their child responds positive to being separated from them.
- b. Have all family members (but the student) get up and walk to another part of the location (where the student cannot see them). Or try to get the student with you to another part of the location (where the student cannot see them).
- c. If necessary, distract the student – be funny, make jokes, get the child's attention. Ask the student to state her/his name? Ask the student how old he/she is?
- d. See how the student responds.

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Separates with difficulty (cries, refuses to go or stay, throws tantrum).	☐ **In Progress** May act shy or cries only briefly.	☐ **Yes** Separates easily and happily.	☐ **N/A** Unable to determine a skill level.
NOTES	**Examples** Student starts crying. Student starts running after her/his family. Student refuses to answer any question.	**Examples** Student is upset but allows an adult to provide comfort. Student answers the questions.	**Examples** Student does not react to the separation. Student is comfortable. Student answers the questions.	**Examples/Explain** Student has never been separated from parent(s).

2. Record evidence for this rating here (optional)
N/A

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:*	**Supportive Practices** *The adult will:*
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.")

Skill Area 1	Domain Social and Emotional Development – Student Interpersonal Skills		
Standard Area Establishing and Maintaining Relationships		**Strand** Diversity	
Standard:	Identify similarities and differences between self and others		16.2.PK.B.

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).

Goal is to identify 3 ''characteristics'' of their direct family member.
- Birth Name / Official Name / Nick Name (Victor, Jose, Maria, Brenda) – First, last, and nick name counts.
- Family Relationship (mom, mother, dad, father, sister(s), brother(s), nephew, cousin, niece, uncle, aunt, etc.)
- One Characteristic of a family member (age, work, interests, favorite food, drink, or activity, etc.) The child may count as one of the family members.
- a. Ask the student to identify her/his direct family members. If they are in the room, have the student point at them and name them. If there is a picture of the family, use that.
- b. Direct family members are considered: Mother, Father, Sister(s), Brother(s) and pet(s).
- c. Ensure the student names each family member by name (official name and / or nick name; Victor, Jose, Maria, Brenda) and their family relationship (mommy, daddy, sister, etc.)
- d. Ask the student to tell something she/he knows about each member (age – what work they do – interests, favorite food or drink or activity).

1. Indicate the developmental skill level the child has 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.	☐ **N/A** Unable to determine a skill level.
NOTES	**Examples** Student cannot identify her/his direct family members. Student provides incorrect name(s).	**Examples** Student can recognize her/his parent(s) and direct siblings but cannot discuss similarities and differences between self and others. I am Victor, that is my sissy. 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. Record evidence for this rating here (optional) **N/A**

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:* ♦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.	**Supportive Practices** *The adult will:* ♦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.

Skill Area 1	Domain Social and Emotional Development – Student Interpersonal Skills

Standard Area Establishing and Maintaining Relationships	Strand Managing Interpersonal Conflicts

Standard:	Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict	16.2.PK.D.

3. Student identifies simple conflicts and solves them independently.

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

◯ *** This Indicator may be family reported.

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

Goal is for the student to solve a conflict and considers the need of others.
   a.   If possible, observe the student while interacting with other children (or family members).
   b.   If that is not possible ask the family to report on this indicator.
   c.   Conflict between siblings is usually over an object.

1. Indicate the developmental skill level the child has mastered

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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

NOTES	Examples	Examples	Examples	Examples/Explain:
	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? "	

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:
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.

Supportive Practices
The adult will:
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 …")

Skill Area 1	Domain Social and Emotional Development – Student Interpersonal Skills	
Standard Area Decision Making and Responsible Behavior		**Strand** Decision-Making Skills
Standard:	Interpret the consequences of choices	16.3.PK.A.

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

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

◯ *** This Indicator may be family reported.

Goal is for the student to recognize unsafe situations and to be able to explain what and why there is a specific rule.
  a. While an adult is present, and the student creates an unsafe situation observe the response to enforcement of rules.
  b. If possible observe this behavior while the student interacts with others (children, family members, etc.).
  c. If that is not possible ask the family to report on this indicator.

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

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*: 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.	**Supportive Practices** *The adult will*: 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts	
Standard Area Foundational Skills	**Strand** Phonics and Word Recognition	
Standard:	Develop beginning phonics and word skills	1.1.PK.D.

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

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

☆ *** This indicator is supported by Attachment G: Name (page 51).

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

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

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Identifies correctly one out of four requested information.	☐ **In Progress** Identifies correctly two out of four requested information.	☐ **Yes** Identifies correctly four out of four requested information, whether verbal or non-verbal response.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student gives correct first name (and / or nickname), but incorrect last name and age.	**Examples** Student gives correct first name and holds up correct number of fingers for her/his age.	**Examples** Student provides correct first name. Student provides correct last name. Student provides correct age. Student visually or verbal recognizes and names at least two letters out of her/his name.	**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*: Associate some letters with their names and sounds. Identify familiar words and environmental print.	**Supportive Practices** *The adult will*: 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts		
Standard Area Foundational Skills		**Strand** Print Concepts	
Standard:	Identify basic features of print		1.1.PK.B.

6. Student differentiates letters from numbers.

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

☆ *** This indicator is supported by Attachment H: Alphabet and Number Cards (page 53).

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.

	1. Indicate the developmental skill level the child has mastered			
SCORE	☐ **Not Yet** Recognizes some letters OR some numbers.	☐ **In Progress** Recognizes some letters and some numbers, however only names some letters OR numbers.	☐ **Yes** Recognizes AND names some letters and some numbers.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student makes many mistakes between letters and numbers. Student can't say the letter or number in English. Student uses the same number name for several numbers. Student asks for help: I think it's a four? Is it a five? Is it a?	**Examples** Student pronounces the letter or number correct but matches them with a different card. Student recognizes the letter "H" and says my name starts with "H" and makes the H sound but puts the card with numbers.	**Examples** 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.	**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*: 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts	
Standard Area Reading Informational Text	**Strand** Craft and Structure – Text Structure	
Standard:	Identify the front cover, back cover, and title page of a book	1.2.PK.E.

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

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

◯ *** This Indicator may be family reported

☆ *** This indicator is supported by Attachment I: Parts of a Book (page 59).

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

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Shows no interest in the book.	☐ **In Progress** Uses beginning book handling skills.	☐ **Yes** 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 front cover, and back cover, but does not show knowledge of text structure. Student holds book in correct position but does not engage in word tracking. Student points to words, tracking left to right, while pretending to read a story.	**Examples** Student says, "Look, I have a cat too", while pointing at front cover that shows a cat. Student uses text illustrations to retell a familiar story to a friend.	**Examples/Explain:**

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:* 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	**Supportive Practices** *The adult will:* 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts	
Standard Area Reading Informational Text	**Strand** Integration of knowledge and ideas – Diverse media	
Standard:	With prompting and support, answer questions to connect illustrations to the written word	1.2.PK.G.

8. Student retells a simple sequence using picture support.

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

☆ *** This indicator is supported by Attachment J: Sequence Picture Cards (page 60).

Goal is for the student to tell the right sequence while looking at pictures.
  a. Use the provided sequence worksheets attachments.
  b. Explain to the student that they must explain what happened first.
  c. If the student hesitates and is asking for help, you can do 1 example together. Use the example the cat that went swimming.
  d. If the student is having difficulties, you may explain the same example again. **Do not give clues, suggestions or confirmation what is good or not.**
  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.

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Provides 4 or less correct sequences.	☐ **In Progress** Provides between 5 or 8 correct sequences.	☐ **Yes** Provides 9 or more correct sequences.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student does not understand what to do (even in their dominant language). Student describes details about the pictures but cannot put them in the right sequence.	**Examples** 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.	**Examples** Student can complete 9, 10, or more correct sequences. Student tells stories about the pictures and puts them in the correct sequence.	**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:* 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.	**Supportive Practices** *The adult will:* 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts	
Standard Area Writing	**Strand** Narrative – Conventions of Language	
Standard:	Spell simple words phonetically	1.4.PK.R.

9. Student prints name using letter-like forms or conventional print.

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

Goal for the student is to show that they can write their own name.
  a. Encourage the student to write his own name on a piece of paper.
  b. Let the student pick their own writing tool (marker, pencil, etc.) and encourage the student to spell while writing.
  c. If necessary, you can use previous created art work (with the child's name) and ask the student to show and tell you what he/she wrote / drew.

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Writes segments of letter forms (e.g., lines, curves).	☐ **In Progress** Writes letters or letter like shapes.	☐ **Yes** Reproduces own name and/or simple words, with most letters correct.	☐ **N/A** Unable to determine a skill level.
NOTES	**Examples** Student scribble lines, circles, zig-zags, or in rows.	**Examples** Student traces letters.	**Examples**	**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 Literacy Development – English Language Arts		
Standard Area Speaking and Listening		**Strand** Comprehension and Collaboration – Evaluating Information	
Standard:	Respond to what a speaker says to follow directions, seek help, or gather information	1.5.PK.C.	

10. Student follows through when given two step directions.

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

☆ *** This indicator is supported by Attachment K: Sequence: Multi Step Directions (page 66).

Goal is for the student to independently react to a question with a two-step action.
 a. Prompt the student to complete a step or command or initiate the next step in a sequence and provide positive reinforcement.
 b. Provide opportunities for a child to repeat steps until child has mastered each one.
 c. Use attachment H. for specific examples.
 d. Give some time for the student to respond.

1. Indicate the developmental skill level the child has mastered				
SCORE	☐ **Not Yet** Follows one or two-step directions with reminders.	☐ **In Progress** Follows one or two-step directions.	☐ **Yes** Responds to simple statements and shows understanding of intent.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student goes to the sink to wash their hands, but needs help following the right protocol (get soap, run water, etc.)	**Examples** 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.	**Examples** Student responds appropriately to simple statements (including two-step directions) and questions. Student gets glue and glues her feather on the paper, as instructed by the teacher. Student brings his friend a shovel, when his friend says he need something to dig a hole in the sand pit.	**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:* Follow two-step directions. Act upon or respond to simple statements and questions showing understanding of intent.	**Supportive Practices** *The adult will:* 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts	
Standard Area Speaking and Listening	**Strand** Presentation of knowledge and ideas - Context	
Standard:	Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences	1.5.PK.E.

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

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

☆ *** This indicator is supported by Attachment L: Color Cards with Questions (page 67).

Goal is for the student to respond to a question or a current experience with their experience, while speaking in multiple full sentences that are understandable for most audiences.
- a. Use the colored card deck and let the student grab one.
- b. Depending on the color the student picks, you will ask him questions from the chart.
- c. If the student doesn't respond and is too shy, try to lead by example and give the student your answer. What would your answer be to the same question?
- d. If the student is taking too long time to answer with help of the pictures (more than 3 minutes), try to work with the environment around the student. Will the student talk about items that are visible?

1. Indicate the developmental skill level the child has mastered

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 baño" 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:**

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*: 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 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.

Skill Area 2	Domain Language and Literacy Development – English Language Arts	
Standard Area Speaking and Listening		**Strand** Conventions of Standard English
Standard:	Demonstrate command of the conventions of standard English when speaking based on Pre-Kindergarten level and content.	1.5.PK.G

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 (page 67).

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.

1. Indicate the developmental skill level the child has mastered

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:**

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:* 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.	**Supportive Practices** *The adult will:* 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.

Skill Area 3	Domain Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving		
Standard Area Numbers and Operations		**Strand** Cardinality	
Standard:	Know number names and the count sequence		2.1.PK.A.1.

13. Student rote counts to 20.

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

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

1. Indicate the developmental skill level the child has mastered				
SCORE	☐ **Not Yet** Counts to 10.	☐ **In Progress** Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	☐ **Yes** Counts to 20.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Counts to 10.	**Examples** 1, 2, 3, 5, 6, 7, 8, 9, 14, 13, 12, 20. Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	**Examples** Counts to 20.	**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*: 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.	**Supportive Practices** *The adult will*: 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.

Skill Area 3	Domain Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving		
Standard Area Geometry		**Strand** Identification	
Standard:	Identify and describe shapes		2.3.PK.A.1.

14. Student identifies and describes at least 4 shapes.

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

☆ *** This indicator is supported by Attachment M: Shape Cards – Geometric Shapes (Page 70).

Goal is for the student to name and describe at least 4 shapes.
  a. Place the shape forms in front of the student.
  b. Ask the student to identify any shapes she/he knows.
  c. If the student is hesitant (waits for 1 minute or tries to do something else) assist by asking if they see the circle? If the student points at the correct shape, then continue.
  d. Name of shapes that may be mispronounced because of immaturity or speech impediments are counted.

	1. Indicate the developmental skill level the child has mastered			
SCORE	☐ **Not Yet** Identifies shapes by pointing at them.	☐ **In Progress** Can identify 4 shapes by name.	☐ **Yes** Names 4 shapes and can describe them.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student identifies less than 4 shapes.	**Examples** Student names 5 shapes, of which 4 are correct. Student points and names the oval, diamond, circle and the *rectangeles*.	**Examples** Student points at the shapes and says that is a triangle, circle, crescent, and a square. The circle is round, the triangle is sharp, the crescent is green, and the square is even.	**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*: 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).	**Supportive Practices** *The adult will*: 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).

Skill Area 3	Domain Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving		
Standard Area Geometry		**Strand** Identification	
Standard:	Identify and describe shapes		2.3.PK.A.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 72).

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.

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Follows directions that use positional words.	☐ **In Progress** Uses appropriate vocabulary to describe the position of four or less objects (position OR order).	☐ **Yes** Uses appropriate vocabulary to describe the position of five or more objects (position OR order).	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student places the item on the chair, when asked. Student sits at the kitchen table when directed to do so.	**Examples** Student asks to go first. Student notices an airplane in the sky. Student says "arriba" (up).	**Examples** Student explains where the ball is on the cards, and how they know.	**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:* 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).	**Supportive Practices** *The adult will:* 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).

Skill Area 3	Domain Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving		
Standard Area Measurement, Data, and Probability		**Strand** Measurement	
Standard:	Describe and compare measurable attributes of length and weights of everyday objects		2.4.PK.A.1.

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 (page 75).

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, etc.
  c. A student must be able to describe why he is sorting or comparing different objects, using (technical vocabulary) attributes like; color, size, weight, purpose, shapes, living vs nonliving, eatable vs. non-eatable, etc.
  d. If you are unable to observe the student or play with the student, you can use the pre-printed worksheets – Attachment O. If these worksheets are used, you must mark the student "in progress'.

1. Indicate the developmental skill level the child has mastered

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 a 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 car with a truck. The car is smaller, the truck is bigger. Student sorts an animal with a plant. The animal eats the plant. Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	**Examples** Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives.	**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:
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.

Supportive Practices
The adult will:
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?")

Skill Area 4	Domain Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge	
Standard Area Constructing and Gathering Knowledge	**Strand** Curiosity and Initiative	
Standard:	Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	AL.1.PK.A

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

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

◯ *** This Indicator may be family reported.

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

1. Indicate the developmental skill level the child has 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, or 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 questions to understand something. Student asks: "What does this do?"	**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*: 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.	**Supportive Practices** *The adult will*: 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!")

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 completing a task, even if challenging, and despite interruptions	AL.2.PK.A.

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

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

◯ *** This Indicator may be family reported.

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

1. Indicate the developmental skill level the child has mastered

SCORE	☐ **Not Yet** Engages in an activity but becomes distracted	☐ **In Progress** Engages in an activity but becomes distracted or loses interest without adult encouragement.	☐ **Yes** Persists in an activity even in a distracting environment or when task becomes challenging.	☐ **N/A** Unable to determine a skill level.
NOTES	**Examples** Student is playing with trains, after 5 minutes the student wants to go outside.	**Examples** Student is 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 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.	**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:* 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 Area Applying Knowledge		**Strand** Representation	
Standard:	Use materials and objects to represent new concepts		AL.3.PK.C

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

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

◯ *** This Indicator may be family reported.

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

1. Indicate the developmental skill level the child has mastered			
SCORE	☐ **Not Yet** Uses real life objects to play and make-believe with.	☐ **In Progress** Uses real life objects to represent old concepts.	☐ **Yes** 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:**

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*: 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

Standard Area Learning through Experience		Strand Problem Solving
Standard:	Attempt problem solving activities to achieve a positive outcome	AL.4.PK.C.

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

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

☆ *** This indicator is supported by Attachment P: Problem Solving (page 79).

Goal for the student is to be able to vocalize their ideas / solutions to solve several problems.
  a. Tell the social story – let the student provide different solutions to the problem presented in the story.
  b. Ball gets stuck in a tree – use tennis ball / use soccer ball – How do you think we could reach that ball?
  c. Forgot the key to get in the house – How do you think the child can get in the house?
  d. Two kids fighting over the same truck – How do you think; we can stop them fighting?
  e. Kids wants an apple that is on the tree – How do you think the child can get to the apple?
  f. Puzzle.

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

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about My Body	
Standard Area Concepts of Health	**Strand** Interaction of Body Systems	
Standard:	Identify and locate body parts	10.1.PK.B.

21. Student identifies and locates body parts.

✧ *** 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 student to point and name several body parts.
   a.   The first part of Attachment Q is to practice location and names of the body parts.
   b.   The second part of Attachment Q are the outlines of a boy and girl. On which the student can point (or color / mark) and name each body part.

1.   Indicate the developmental skill level the child has 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** Student can point to some body parts that are asked.	**Examples** Student can name some body parts that you point too.	**Examples** Student can identify and locate several (at least 10) body parts without any help.	**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:* 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.	**Supportive Practices** *The adult will:* 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).

Skill Area 5	Domain Health, Wellness and Physical Development – Learning about My Body	
Standard Area Healthful Living		**Strand** Health Practices, Products, and Services
Standard:	Identify fundamental practices for good health	10.2.PK.A.

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

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

◯ *** This Indicator may be family reported.

Goal for the student is to be able to identify and independently do best health practices and basic hygiene routines.
  a. Student should be able to do the 20 second of handwashing.
  b. Student is fully toilet trained.
  c. Student should follow the bathroom usage – go bathroom – wash hands afterwards.
  d. Student brushes their teeth independently.
  e. Student can get themselves dressed.
  f. Student understands what to wear for during the day and what to wear at night.
  g. Student has a bedtime routine – and gets enough rest for the next ''school-day''.

1. Indicate the developmental skill level the child has mastered			
SCORE	☐ **Not Yet** Student is unfamiliar with basic health practices.	☐ **In Progress** Practices basic routines with adult reminders.	☐ **Yes** Practices basic routines independently.	☐ **N/A** Unable to determine a skill level.
NOTES	**Examples** Student does not know how to brush their teeth, or when to wash hands. Student has no schedule or routine. Student cannot get dressed independently.	**Examples** Student knows how to do the basic routines, however needs an adult reminder to do it. Student knows 3 out of 5 routines.	**Examples** Student knows and performs at least 5 basic routines themselves.	**Examples/Explain:**

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	**Supportive Practices**
The learner will: Attend and follow through on two-step directions. Explain a routine sequence. Relate the steps necessary to complete a task or activity. Relate the desired outcome or end goal of a task or activity.	*The adult will:* Explicitly provide the desired outcome or end goal of an assigned task or activity. Model goal setting and breaking tasks into steps using 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.

Skill Area 5	Domain Health, Wellness and Physical Development – Learning about My Body	
Standard Area Healthful Living	**Strand** Health Practices, Products, and Services	
Standard:	Identify fundamental practices for good health	10.2.PK.A.

23. Student eats and drinks independently using proper utensils.

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

◯ *** This Indicator may be family reported.

Goal is for the student to be independent and be able to use all the utensils offered at school the correct way.
   a. Can your student eat using the proper utensils? (Fork, spoon, knife)
   b. Can your student poor their drink and drink using the proper utensils, without spilling? (Cup)
   c. Can your student carry a tray with a plate, napkin and all the utensils?

1. Indicate the developmental skill level the child has mastered				
SCORE	☐ **Not Yet** Shows basic understanding of utensils.	☐ **In Progress** Uses the utensils with some spilling.	☐ **Yes** Uses all utensils with proper technique, without spilling.	☐ **N/A** Unable to determine a skill level.
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.	**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:* 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).	**Supportive Practices** *The adult will:* 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.

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about My Body

Standard Area Physical Activity – Gross Motor Coordination	Strand Control and Coordination

Standard:	Demonstrate coordination of body movements in active play	10.4.PK.A.

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

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

◯ *** This Indicator may be family reported.

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

1. Indicate the developmental skill level the child has mastered				
SCORE	☐ **Not Yet** Performs movements with increasing coordination.	☐ **In Progress** Performs basic movements with confidence and ease.	☐ **Yes** Performs a variety of complex movement skills with confidence and ease.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student attempts to jump. Student tries to kick the ball.	**Examples** Student moves and stops with control. Student attempts to count when jumping. Student kicks or throws a ball.	**Examples** Student runs and kicks the ball. Student walks up and down the stairs alternating feet without holding on to the rail or the wall.	**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:* 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.	**Supportive Practices** *The adult will:* 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.

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about My Body	
Standard Area Concepts, Principles, and Strategies of Movement – Fine Motor Development	**Strand** Eye / Hand Coordination	
Standard:	Coordinate eye and hand movements to perform a task	10.5.PK.B.

25. Student zips, buttons, ties outer clothing / off and on by his/herself.

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

◯ *** This Indicator may be family reported.

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

1. Indicate the developmental skill level the child has mastered

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

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about My Body	
Standard Area Concepts, Principles, and Strategies of Movement – Fine Motor Development	**Strand** Eye / Hand Coordination	
Standard:	Coordinate eye and hand movements to perform a task	10.5.PK.B.

26. Student uses scissors with control and intention.

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

☆ *** This indicator is supported by Attachment R: Scissors Skills (Page 83).

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.**

1. Indicate the developmental skill level the child has mastered

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

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*: 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).	**Supportive Practices** *The adult will*: 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.

Skill Area 5	Domain Health, Wellness, and Physical Development – Learning about my body	
Standard Area Concepts, Principles, and Strategies of Movement – Fine Motor Development	**Strand** Use of Tools	
Standard:	Use tools that require use of fingers, hands, and/or wrists to accomplish a task	10.5.PK.C.

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.

1. Indicate the developmental skill level the child has mastered

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

Pre-K / Kindergarten Preparation Inventory
ATTACHMENTS

A.
Pre-K / Kindergarten Preparation Inventory Score Form

Project Area:				INDICATORS					NOTES:
Name of Staff Completing:		**Date of Completion:**		**1**	Y	I	N	N/A	
		(1) Pre	(2) Post	**2**	Y	I	N	N/A	
				3	Y	I	N	N/A	
Student ID MIS2000:				**4**	Y	I	N	N/A	
				5	Y	I	N	N/A	
Student's Last Name:				**6**	Y	I	N	N/A	
				7	Y	I	N	N/A	
Student's First Name:				**8**	Y	I	N	N/A	
				9	Y	I	N	N/A	
Student's Date of Birth:		Student's Age: Please circle the appropriate age **3 4 5**		**10**	Y	I	N	N/A	
				11	Y	I	N	N/A	
				12	Y	I	N	N/A	
Please provide the # yes scores:	(1) __ Out of 27 indicators			**13**	Y	I	N	N/A	
	(2) __ Out of 27 indicators			**14**	Y	I	N	N/A	
				15	Y	I	N	N/A	
There are three inventory ratings described below to be entered with the Kindergarten Preparation Inventory.				**16**	Y	I	N	N/A	
				17	Y	I	N	N/A	
Please circle the appropriate rating:				**18**	Y	I	N	N/A	
				19	Y	I	N	N/A	
(Y) = Yes, 20 of 27 skills mastered				**20**	Y	I	N	N/A	
				21	Y	I	N	N/A	
(I) = In Progress, (10 to 19 of the 27 skills mastered)				**22**	Y	I	N	N/A	
				23	Y	I	N	N/A	
(N) = Not Yet, (0 – 9 skills mastered)				**24**	Y	I	N	N/A	
				25	Y	I	N	N/A	
N/A = Unknown = not yet determined or other reason not yet assessed				**26**	Y	I	N	N/A	
				27	Y	I	N	N/A	

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.

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 ☆ ✦	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 make-believe 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.

C.
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 ☆ ○	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.		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 *rectangeles*.	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 ☆ ✦	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.

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

☆ *** 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?	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 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.

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.
		3	Can your child eat and drink independently using the proper utensils?	Child uses fork, spoon, knife, napkin, plate, bowl and cup appropriately.
		4	Does/Can your child demonstrate coordination of body movements in active/gross motor play?	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, hat, mittens) off and on by his/herself? (including zipping, buttoning, and tying).	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.

My Family Portrait

By

_____
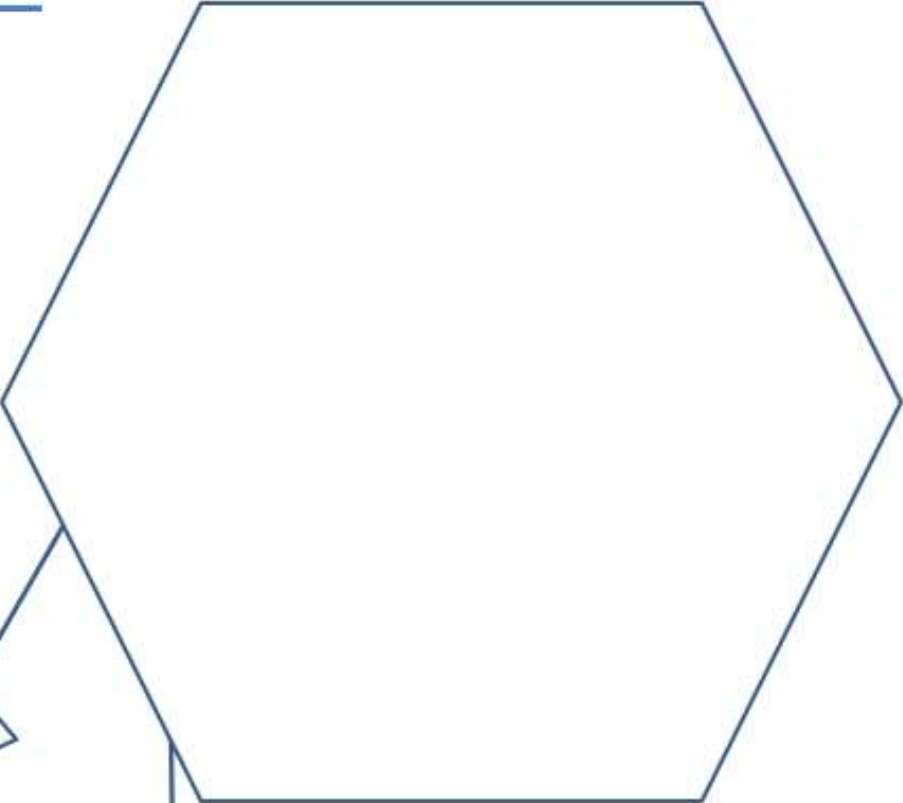
There are

____ members

in my family.

My parents are...

My siblings are...

We have _____ pets.

F.

Conflict Resolution Strategies - #3 - Practice

Conflict Resolution Strategies

2 3 4 5

1

When Friends Disagree.

Give a High Five!

1. STOP
2. EXPLAIN
3. LISTEN
4. THINK
5. CHOOSE

Problem Solving Techniques

- Posters to Support Problem Solving -

get help	play with someone new	ask	share
leave	play together	say "please stop"	trade
wait	ignore	say how you feel	take turns

Pocket of Preschool

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:
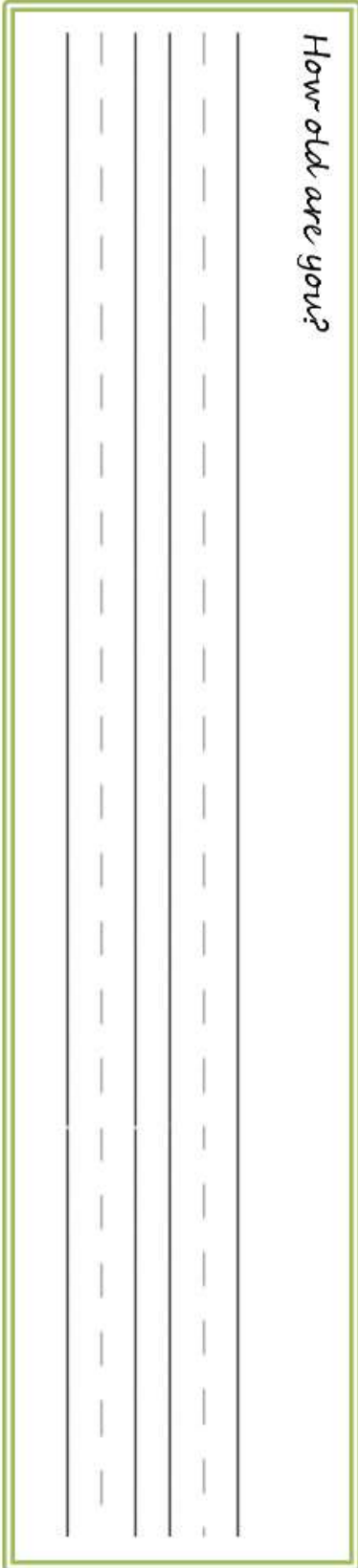
Family Name / Last Name:

How old are you?
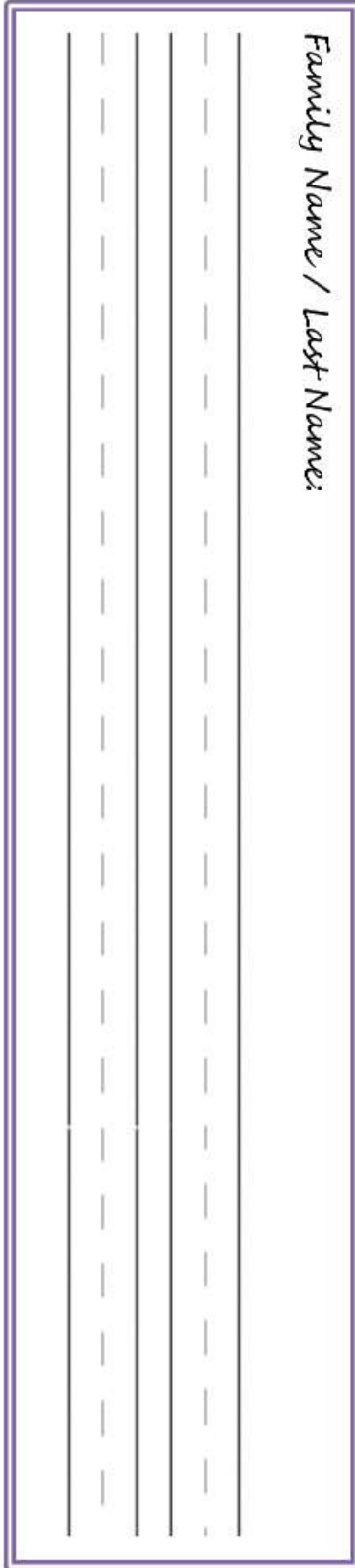
G.
Name - #5 - Practice
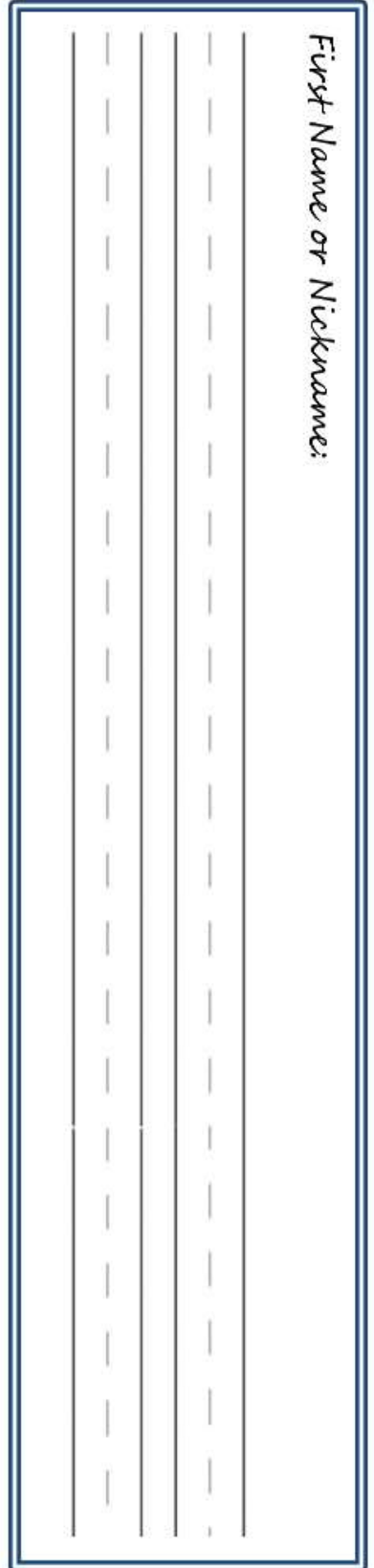
How old are you?

Family Name / Last Name:

First Name or Nickname:

H.
Alphabet and Number Cards - #6 - Score

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
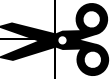
Q	R	S	T
U	V	W	X
Y	Z	a	b
c	d	e	f

g	h	i	j
k	l	m	n
o	p	q	r
s	t	u	v

w	x	y	z
0	1	2	3
4	5	6	7
8	9	10	11

12	13	14	15
16	17	18	19
20			

LETTERS

NUMBERS

Parts of a Book

Back Cover

Title

The Lonely Scarecrow

By Tom Smith

Illustrated by Mary Smith

Spine

Author

Illustrator

Front Cover

Parts of a Book
Color by number

Click Clack Moo

By: Doreen Cronin

Illustrated by: Betsy Lewin

front=blue	spine=yellow
back=red	author=purple
illustrator=orange	title=green
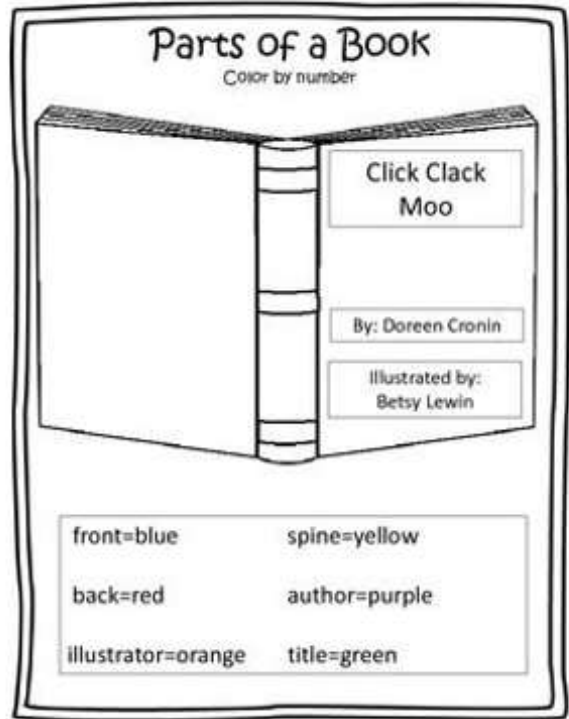
Name _____

Parts of a Book
I can label the parts of a book.

Tim the Turtle

Nicole Sanchez

| title | cover | illustration |
| spine | author | pages |

Parts of a Book
Label the parts of a book.

pages

title

My Story

My Story

back

spine

cover
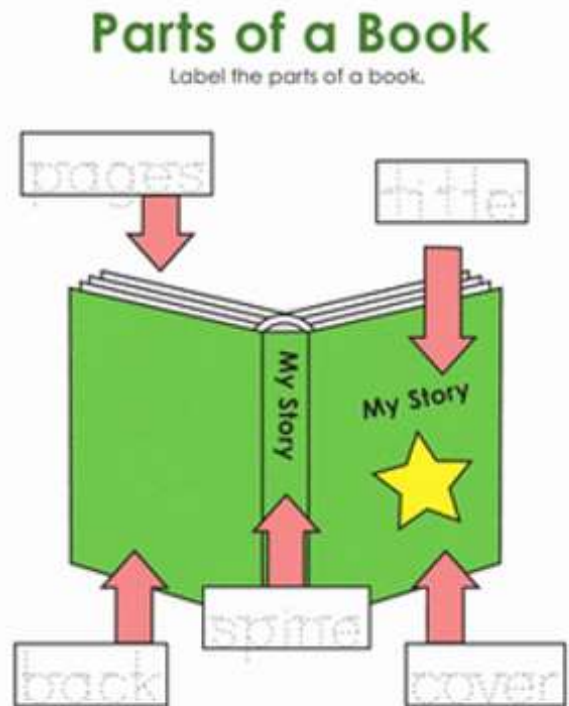
Activity 1

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.
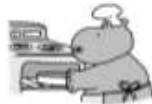
Talk about it!

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.
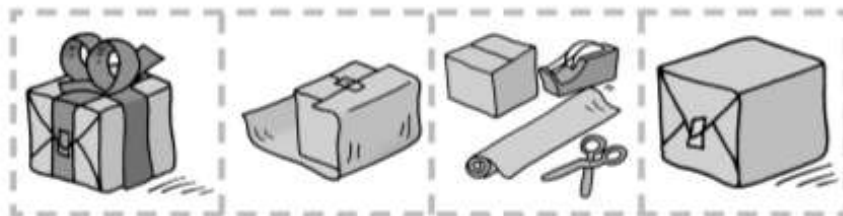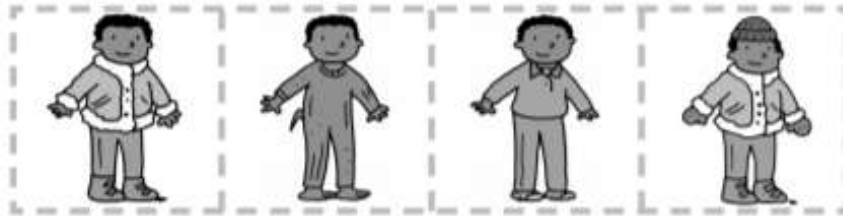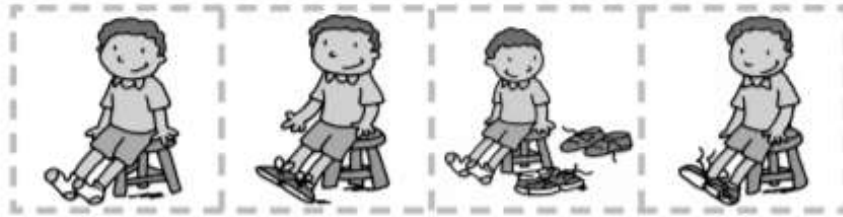
Activity 5

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?   _____
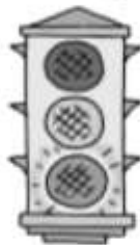
slow down?   _____

stop?   _____

Activity 6

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: ○ Give me ○ Touch	▪ What is …?
▪ Touch your head.	▪ Who is…?
▪ Touch your nose.	
▪ Take toothpaste cap off.	
▪ Put on toothbrush	
▪ Brush teeth	
▪ Rinse	
▪ Put cap back on.	
Two step directions	
▪ 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').

	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.
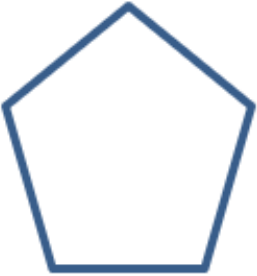## Color (folding) Cards with Questions - Score
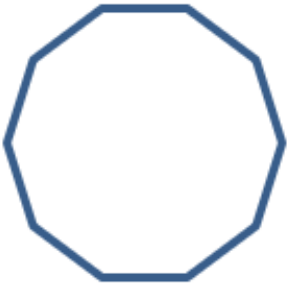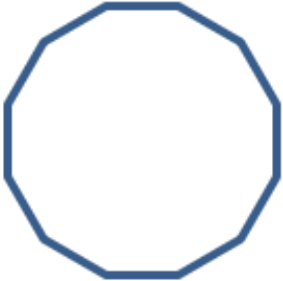
	Tell me about someone in your family.
	Tell me about a pet.
	Tell me about a friend.
	Name a favorite book.
	Name a topic you like to read about.
	Name a movie you like.

	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

1	2	3
4	5	6
7	8	9
10	11	12

13	14	15

16	17	18

19	20	21

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

in/inside	on	at	near	under	over
below	above	round/around	through	among	between
behind	in front of	along	across	up	down
opposite	onto	off	into	out of	past
next to/by/beside	against	over	from---to	towards

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
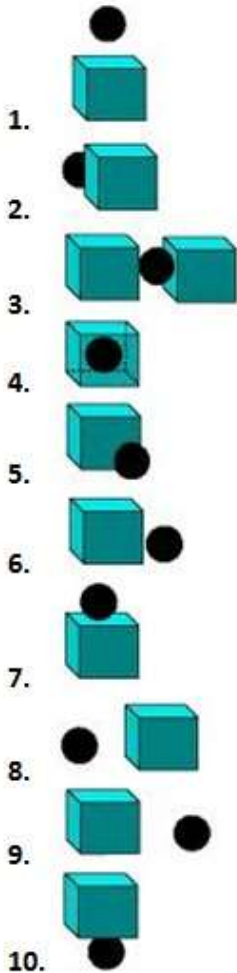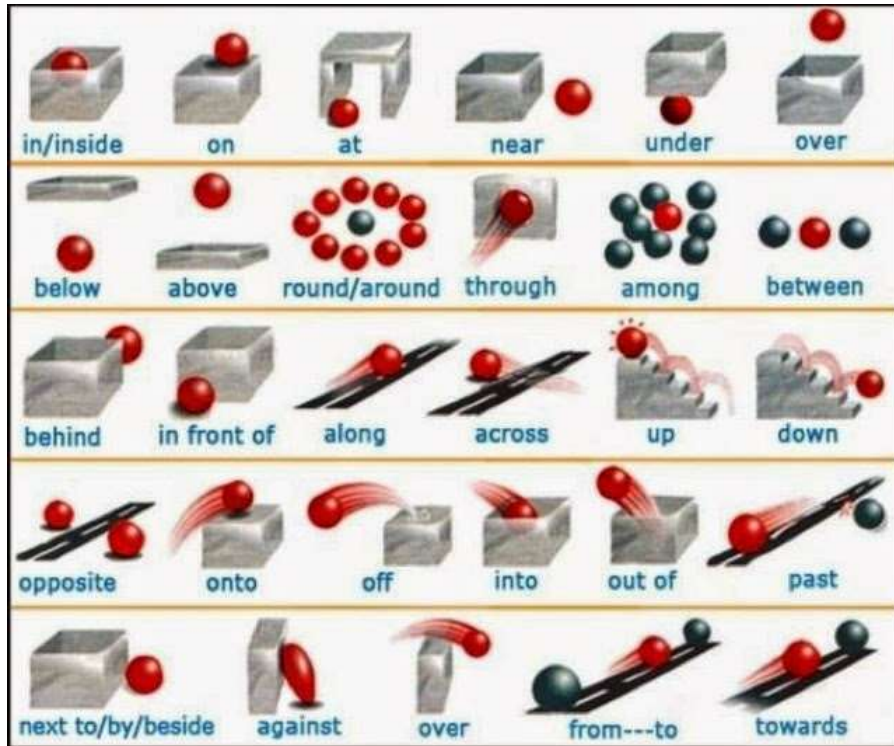
a. On the left

b. In

c. On the right

d. On

e. Above

f. Between

g. Next to

h. Behind

i. Under

j. In front of

Where's the bear?

| on | yes |
| next to | no |

| inside | |
| on top | |

| inside | |
| up | |

| behind | |
| beside | |

| on | |
| in | |

| in front | |
| inside | |

| under | |
| behind | |

| above | |
| under | |

| on | |
| over | |

| down | |
| up | |

Prepositions of Place and Movement – #15 - Score Answers

IN	ABOVE	BETWEEN	AFTER
ON	UNDER	ACROSS	BEFORE
BEHIND	NEXT TO	IN THE MIDDLE	AMONG
NEAR	IN FRONT	AROUND	AT
AWAY FROM	BESIDE	BENEATH	OUT

Name: _____ Date: _____

Sorting by Size

Cut and paste the bugs in the correct jar.
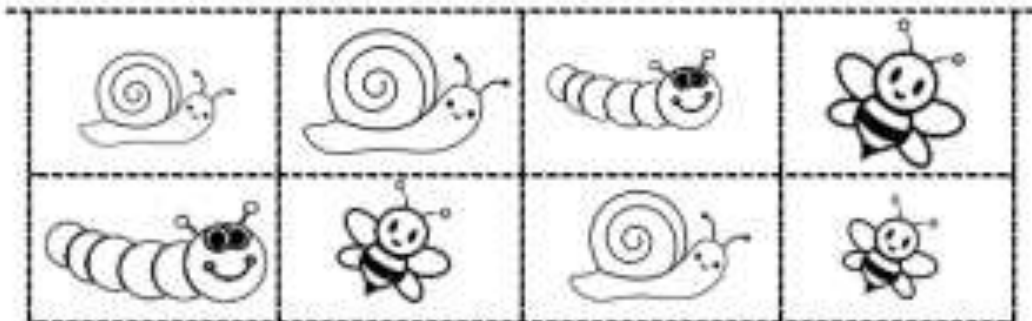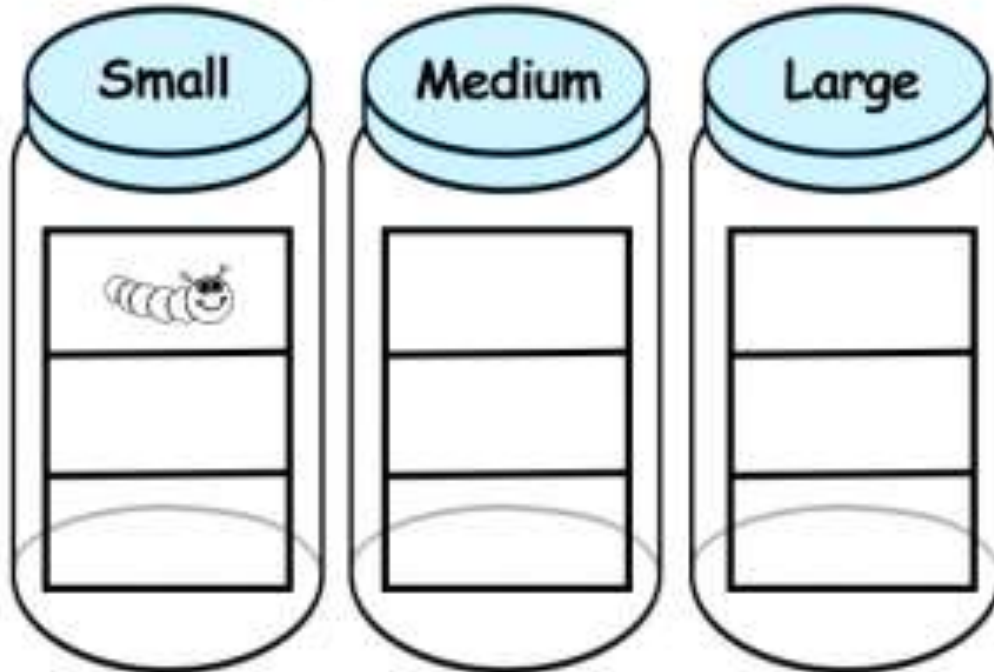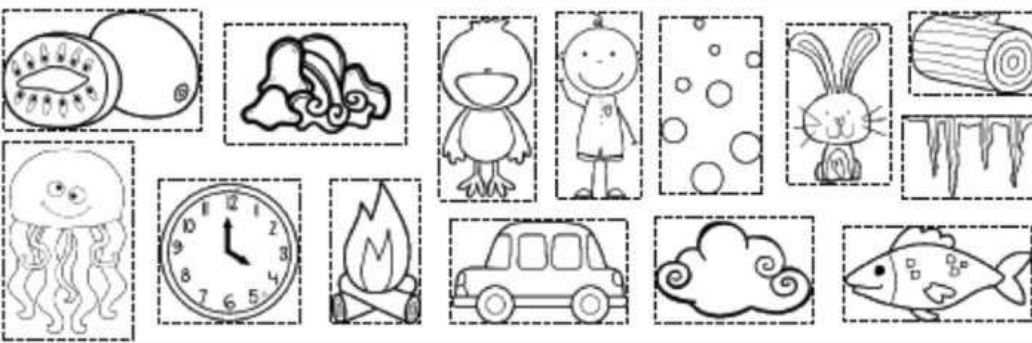
O.
Sorting objects by one attribute - Score

Name_____

Living Things	Nonliving Things

Light and Heavy

Name: _____   Date: _____

Color the objects that are heavy.
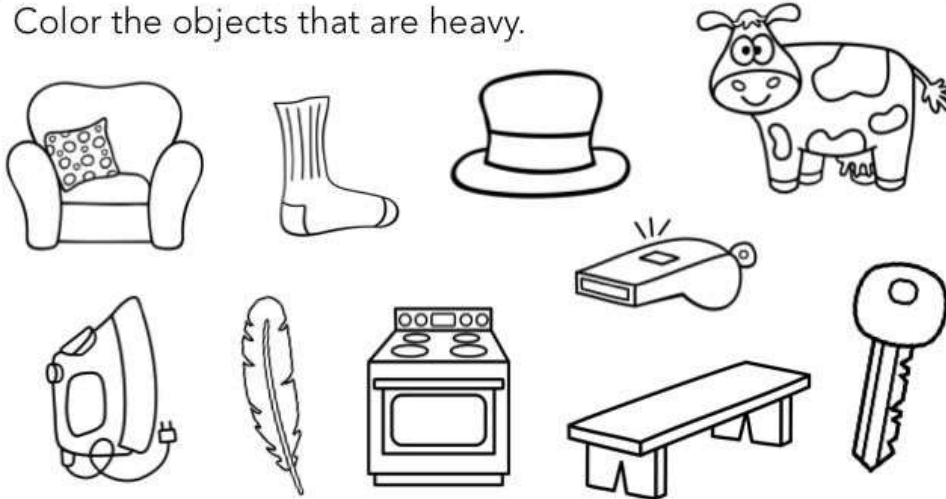
Color the objects that are light.

Color Me Kinder

Name:_____

Circle or Square?
Cut and paste the pictures in the correct shape category.

circle
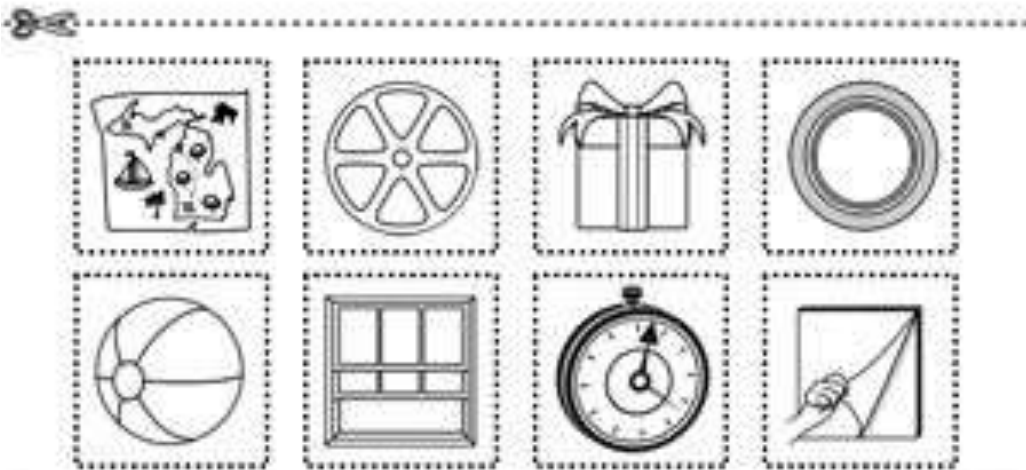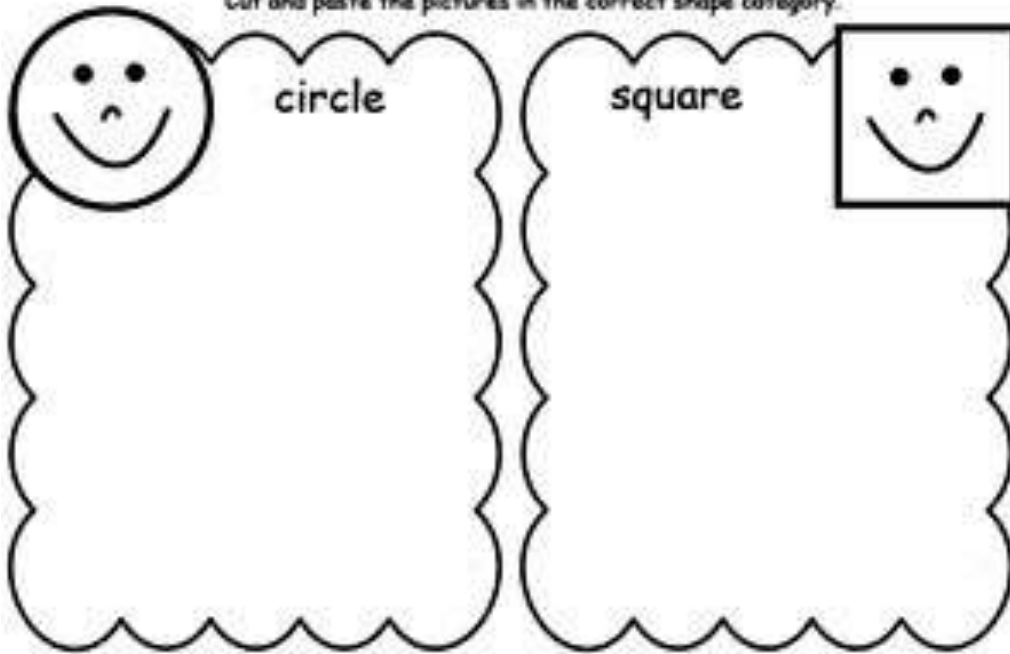
square

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.
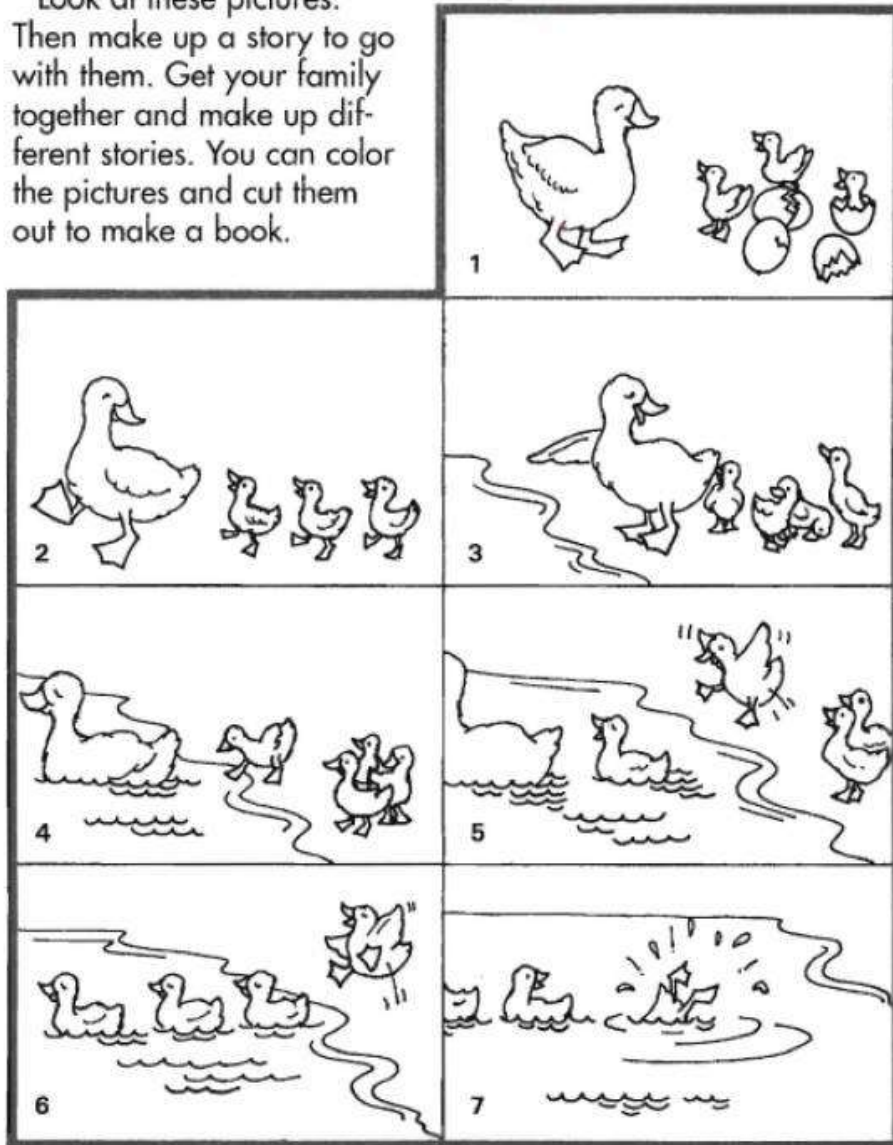
P.
Problem Solving - Score

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
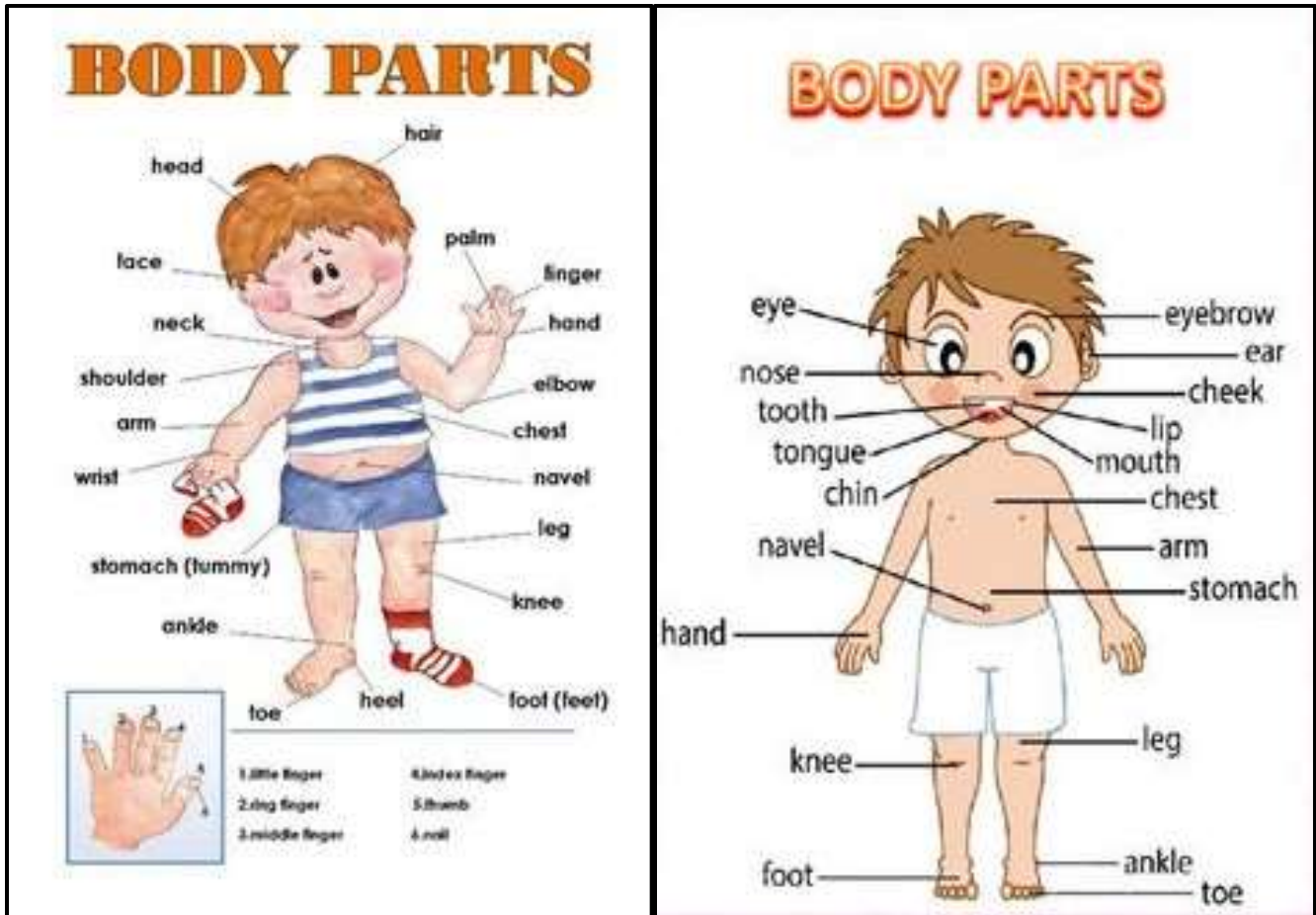
Basic Body Parts:
- Head (including hair, eyes, ears, nose, lips and teeth)
- Neck
- Shoulders

- 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
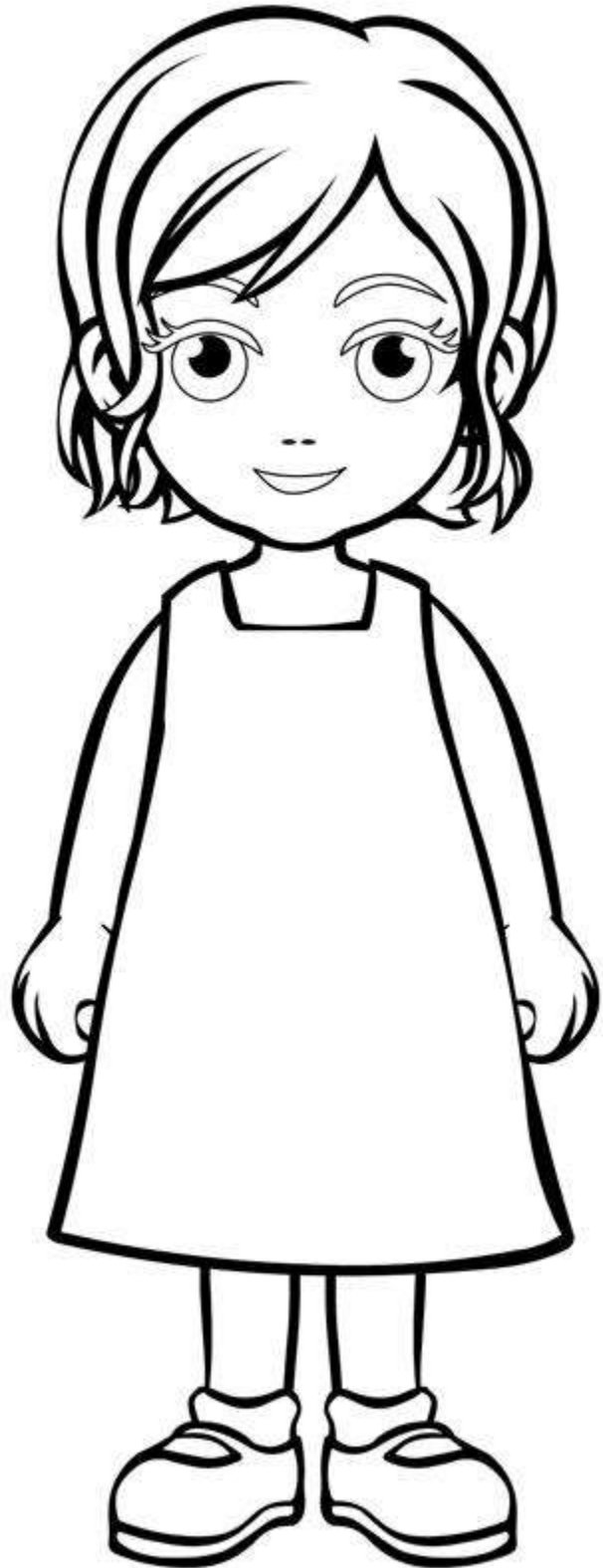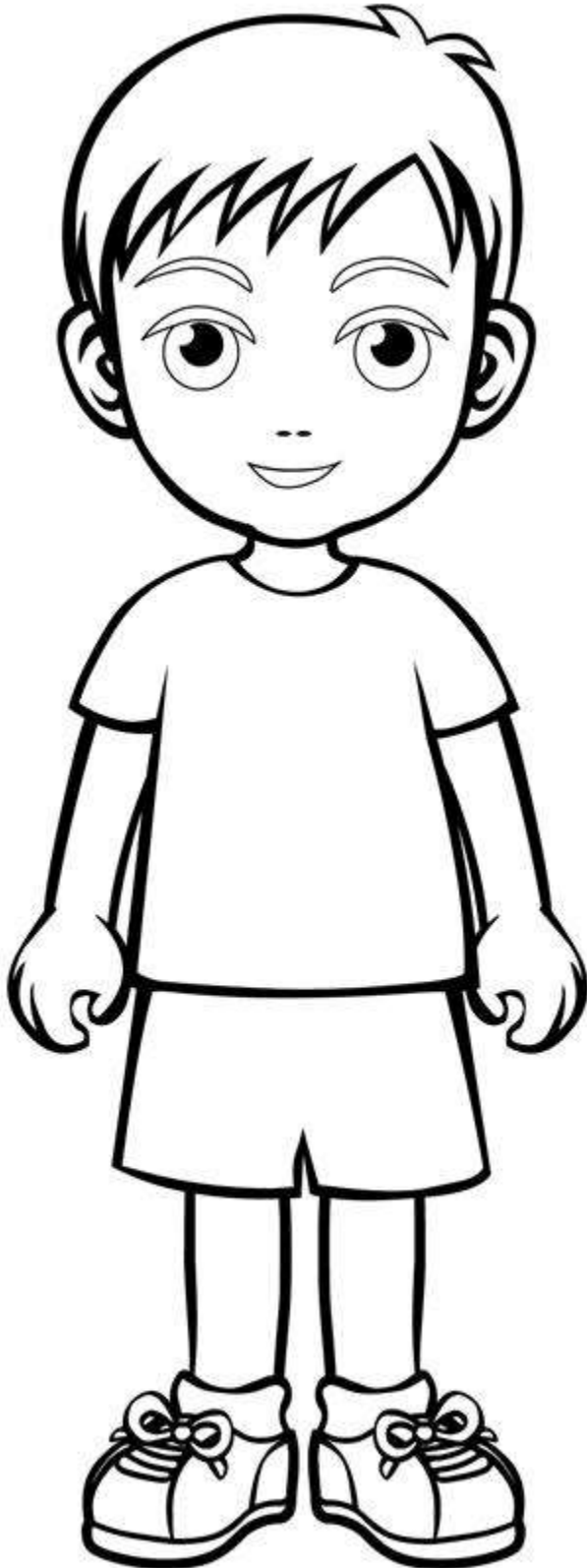
Body Parts - Score

Airplane Cutout

Cut along the airplane's path
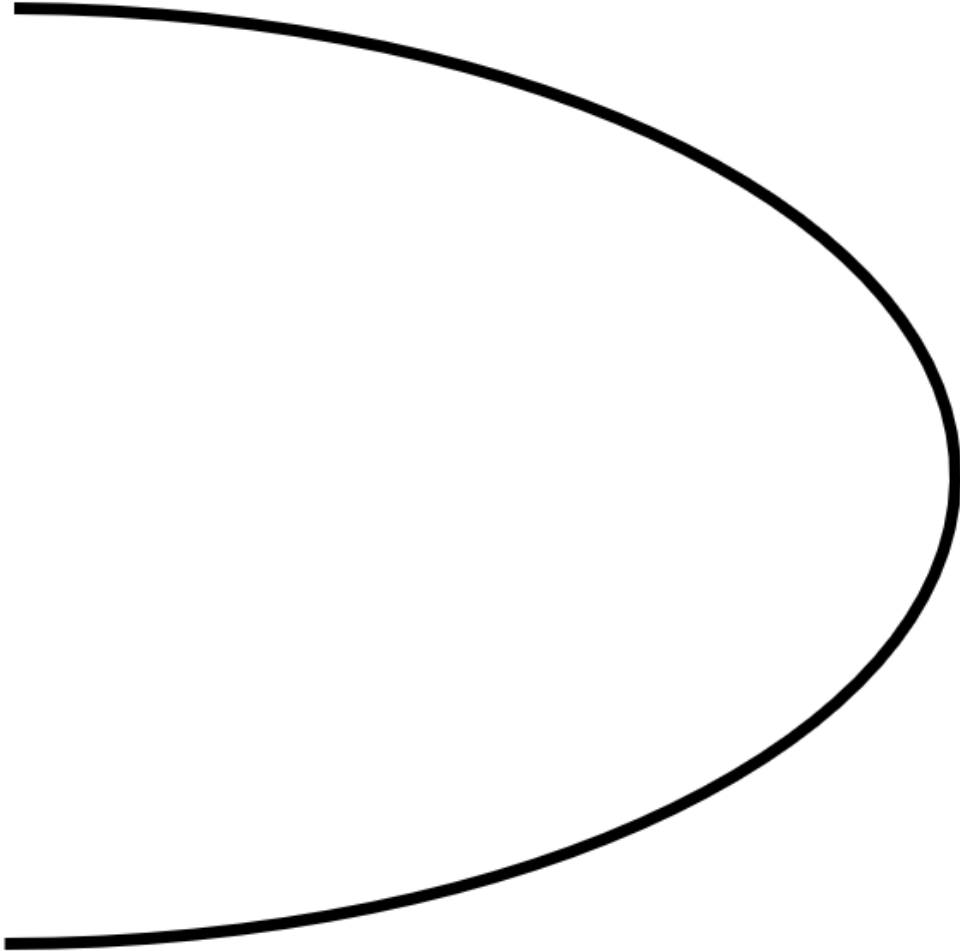
Itsy Bitsy Spider

Oops! This spider is missing his legs!
Color the spider's legs on the next page, and then ✂ cut them out.
Glue them on the spider above to finish the picture.

1
2
3
4
5
6
7
8

Car Cutout

S.
Lesson Suggestions Per Indicator

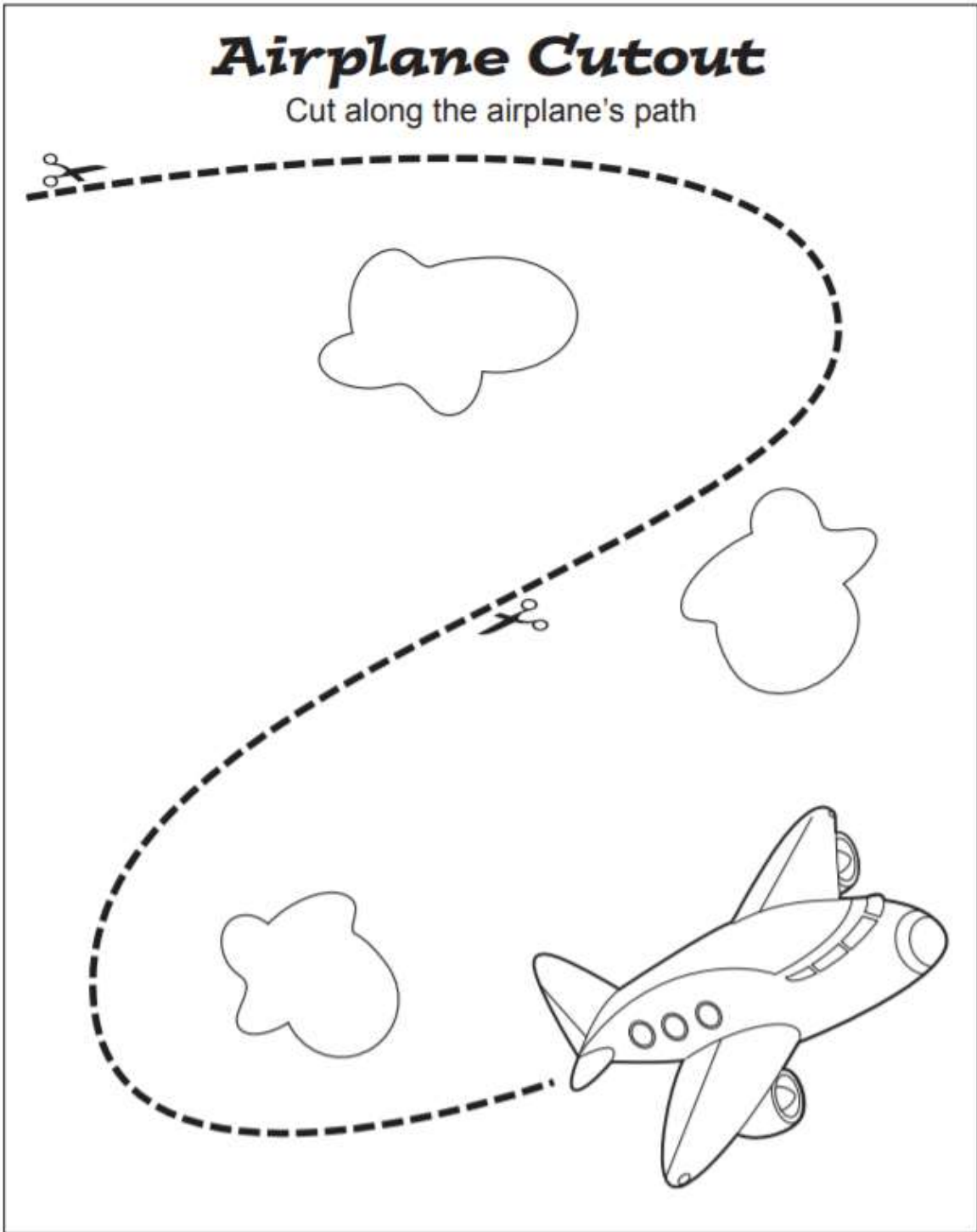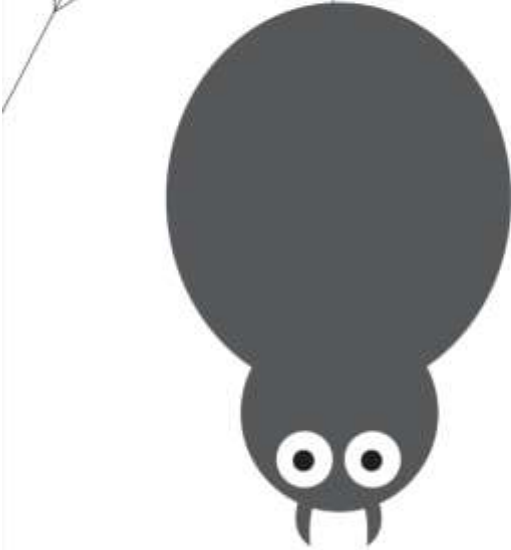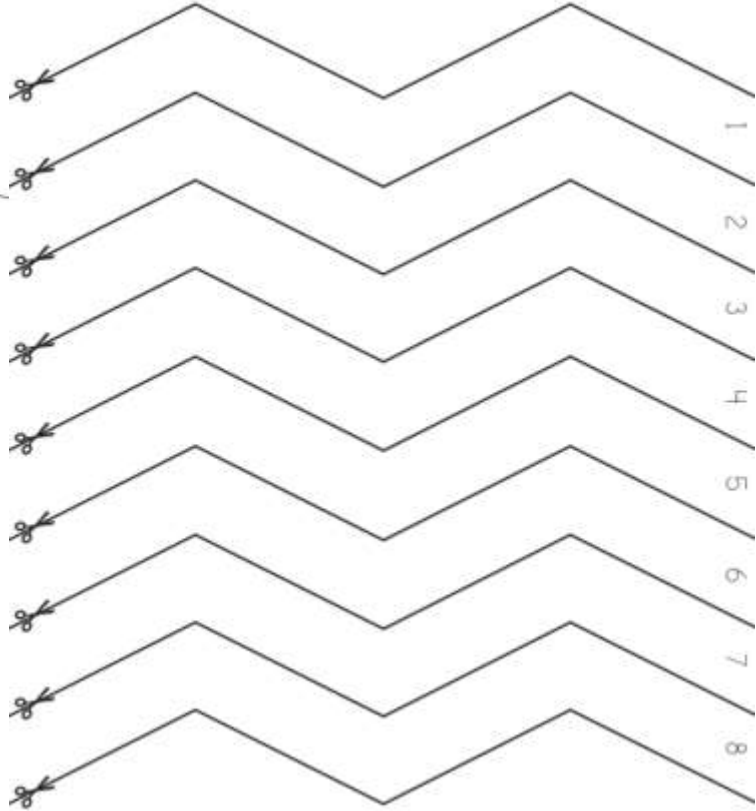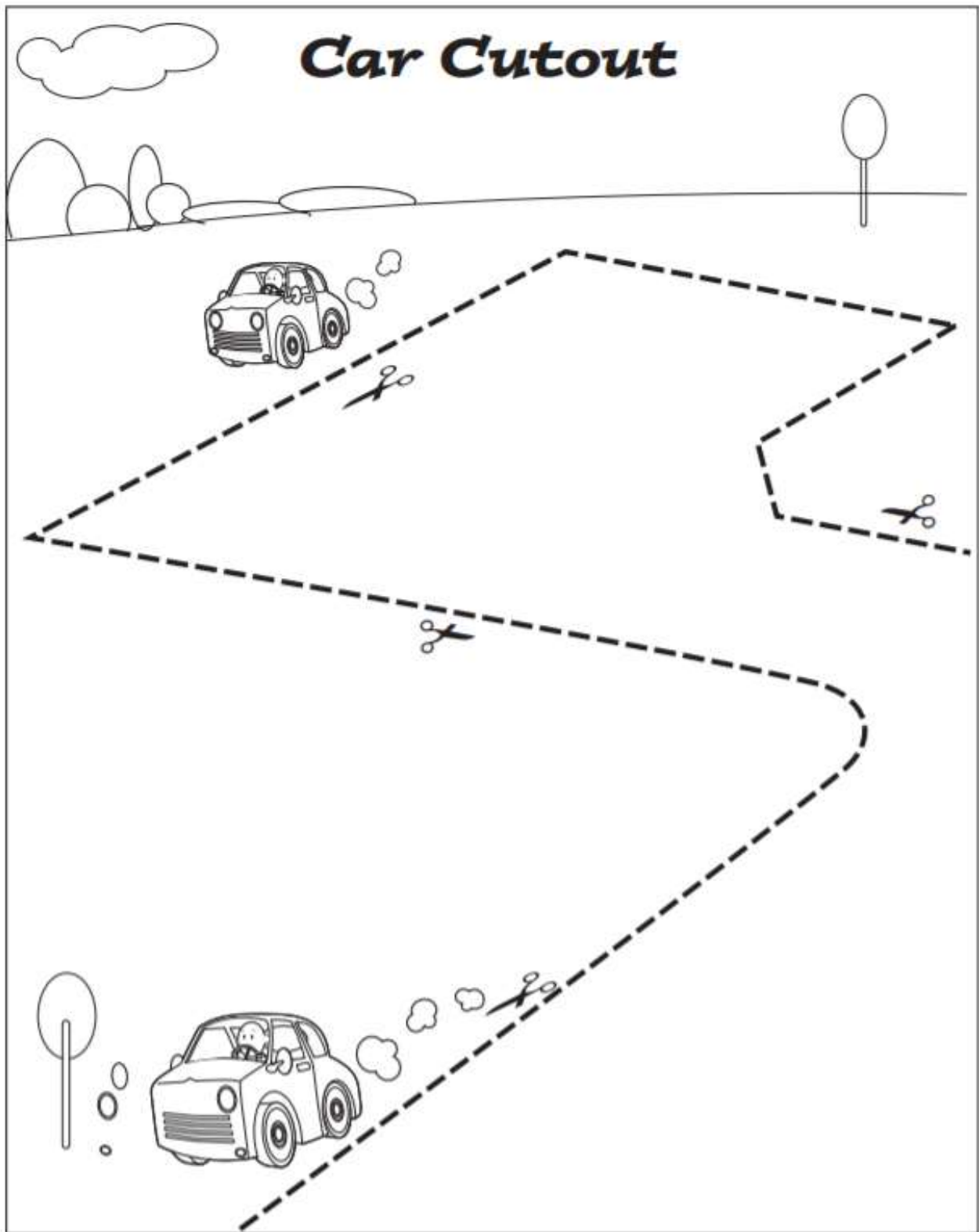| #	Indicator	Skill Areas	Concepts and Competencies: Practice Skills	Supportive Practices: Possible Lesson Ideas
Social and Emotional Development – Student Interpersonal Skills				
1	Student responds positive to being separated from parents.	Self-Management	• Recognize and label basic feelings. • Express 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
Social and Emotional Development – Student Interpersonal 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
Language and Literacy Development – English 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
Language and Literacy Development – English Language Arts				
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
Mathematical Thinking and Expression – Exploring, Processing, and 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.
14 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.	Measurement	• 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
Approaches to Learning through Play – Constructing, Organizing, 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.	Engagement 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.	Representation	• 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)	• 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
Health, Wellness, and Physical Development – Learning About My Body				
21	Student identifies and locates several body parts.	Interaction of Body Systems	• 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 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).
22	Student identifies and shows fundamental practices for good health.	Health Practices	• Attend and follow through on two-step directions. • Explain a routine sequence. • Relate the steps necessary to complete a task or activity. Relate the desired outcome or end goal of a task or activity.	• Explicitly provide the desired outcome or end goal of an assigned task or activity. • Model goal setting and breaking tasks into steps using 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.

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

	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 parents.
- a. Ask the parent(s) their opinion if they believe their child responds positive to being separated from them.
- b. Have all family members (but the student) get up and walk to another part of the location (where the student cannot see them). Or try to get the student with you to another part of the location (where the student cannot see them).
- c. If necessary distract the student – be funny, make jokes, get the child's attention. Ask the student to state her/his name? Ask the student how old he/she is?
- d. See how the student responds.

SCORE	☐ **Not Yet** Separates with difficulty (cries, refuses to go or stay, throws tantrum).	☐ **In Progress** May act shy or cries only briefly.	☐ **Yes** Separates easily and happily.	☐ **N/A** Unable to determine a skill level.
NOTES	**Examples** Student starts crying. Student starts running after her/his family. Student refuses to answer any question.	**Examples** Student is upset but allows an adult to provide comfort. Student answers the questions.	**Examples** Student does not react to the separation. Student is comfortable. Student answers the questions.	**Examples/Explain** Student has never been separated from parent(s).

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

Goal is to identify 3 ''characteristics'' of their direct family member.
- Birth Name / Official Name / Nick Name (Victor, Jose, Maria, Brenda) – First, last, and nick name counts.
- Family Relationship (mom, mother, dad, father, sister(s), brother(s), nephew, cousin, niece, uncle, aunt, etc.)
- One Characteristic of a family member (age, work, interests, favorite food, drink, or activity, etc.) The child may count as one of the family members.
- a. Ask the student to identify her/his direct family members. If they are in the room, have the student point at them and name them. If there is a picture of the family, use that.
- b. Direct family members are considered: Mother, Father, Sister(s), Brother(s) and pet(s).
- c. Ensure the student names each family member by name (official name and / or nick name; Victor, Jose, Maria, Brenda) and their family relationship (mommy, daddy, sister, etc.)
- d. Ask the student to tell something she/he knows about each member (age – what work they do – interests, favorite food or drink or activity).

SCORE	☐ **Not Yet** Provides one out of three identifications for a family member.	☐ **In Progress** Provides two out of three identifications for a family member.	☐ **Yes** Provides all three identifications for a family member.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student cannot identify her/his direct family members. Student provides incorrect name(s).	**Examples** Student can recognize her/his parent(s) and direct siblings but cannot discuss similarities and differences between self and others. I am Victor, that is my sissy.	**Examples** My name is Ela and my brother Jimmy likes trucks, I like cars. That is my daddy Cole, he is old, and this is my cat, Spot, she likes my milk.	**Examples/Explain:**

3. Student identifies simple conflicts and solves them independently.

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

◯ *** This Indicator may be family reported.

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

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

SCORE	☐ **Not Yet**	☐ **In Progress**	☐ **Yes**	☐ **N/A**
	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
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:**

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

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

◯ *** This Indicator may be family reported.

Goal is for the student to recognize unsafe situations and to be able to explain what and why there is a specific rule.
- a. While an adult is present, and the student creates an unsafe situation observe the response to enforcement of rules.
- b. If possible observe this behavior while the student interacts with others (children, family members, etc.).
- c. If that is not possible ask the family to report on this indicator.

SCORE	☐ **Not Yet**	☐ **In Progress**	☐ **Yes**	☐ **N/A**
	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
NOTES	**Examples** Student runs and gets told, walking feet, and keeps running or shows emotions. Student refuses to put her/his jacket on to go outside, while it is cold. Student tests limits set by adults.	**Examples** Student tries to climb on furniture, and when asked to have 2 feet on the ground, gets down. To 10 minutes later needs to be reminded of the same rule. Student needs reminders from adults to follow their rules.	**Examples** Student tells others to stay on the sidewalk and don't walk on the road. Student tells you to sit on a chair, because you don't want to fall. Student follows the rules and can explain the reason behind them to others (siblings).	**Examples/Explain:**

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

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

*** This indicator is supported by Attachment G: Name.

Goal is for the student to be able to provide her/his personal data and recognizes at least 2 letters out of the English alphabet.
   a. While asking the questions in English and her/his native language (if necessary), write down her/his answers on a large white paper. You can have the student do the same – write down her/his answers on a different large white paper.
   b. Ask what is your name? Write down the name. First or nickname is correct.
   c. What is your last name? Write down the name. The student's last name may be different than other family members.
   d. How old are you? Write down the number of the students age.
   e. Look at your paper (and her/his) let the student spell her/his name and see of the student recognizes and names two letters.

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

△
☆
6. Student differentiates letters from numbers.

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

*** This indicator is supported by Attachment H: Alphabet and Number Cards.

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

SCORE	☐ **Not Yet** Recognizes some letters OR some numbers.	☐ **In Progress** Recognizes some letters and some numbers, however only names some letters OR numbers.	☐ **Yes** Recognizes AND names some letters and some numbers.	☐ **N/A** Unable to determine a skill level
NOTES	**Examples** Student makes many mistakes between letters and numbers. Student can't say the letter or number in English. Student uses the same number name for several numbers. Student asks for help: I think it's a four? Is it a five? Is it a?	**Examples** Student pronounces the letter or number correct but matches them with a different card. Student recognizes the letter "H" and says my name starts with "H" and makes the H sound but puts the card with numbers.	**Examples** 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.	**Examples/Explain:**

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

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

*** This Indicator may be family reported.

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

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
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 front cover, and back cover, but does not show knowledge of text structure. Student holds book in correct position but does not engage in word tracking. Student points to words, tracking left to right, while pretending to read a story.	**Examples** Student says, "Look, I have a cat too", while pointing at front cover that shows a cat. Student uses text illustrations to retell a familiar story to a friend.	**Examples/Explain:**

8. Student retells a simple sequence using picture support.

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

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

Goal is for the student to tell the right sequence while looking at pictures.
a. Use the provided sequence worksheets attachments.
b. Explain to the student that they must explain what happened first.
c. If the student hesitates and is asking for help, you can do 1 example together. Use the example the cat that went swimming.
d. If the student is having difficulties, you may explain the same example again. Do not give clues, suggestions or confirmation what is good or not.
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	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Student does not understand what to do (even in their dominant language). Student describes details about the pictures but cannot put them in the right sequence.	**Examples** 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.	**Examples** Student can complete 9, 10, or more correct sequences. Student tells stories about the pictures and puts them in the correct sequence.	**Examples/Explain-**

9. Student prints name using letter-like forms or conventional print.

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

Goal for the student is to show that they can write their own name.
  a. Encourage the student to write his own name on a piece of paper.
  b. Let the student pick their own writing tool (marker, pencil, etc.) and encourage the student to spell while writing.
  c. If necessary, you can use previous created art work (with the child's name) and ask the student to show and tell you what he/she wrote / drew.

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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.
NOTES	**Examples** Student scribble lines, circles, zig-zags, or in rows.	**Examples** Student traces letters.	**Examples**	**Examples/Explain:**

10. Student follows through when given two step directions.

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

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

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Student goes to the sink to wash their hands, but needs help following the right protocol (get soap, run water, etc.)	**Examples** 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.	**Examples** Student responds appropriately to simple statements (including two-step directions) and questions. Student gets glue and glues her feather on the paper, as instructed by the teacher. Student brings his friend a shovel, when his friend says he need something to dig a hole in the sand pit.	**Examples/Explain:**

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

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

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

Goal is for the student to respond to a question or a current experience with their experience, while speaking in multiple full sentences that are understandable for most audiences.
   a. Use the colored card deck and let the student grab one.
   b. Depending on the color the student picks, you will ask him questions from the chart.
   c. If the student doesn't respond and is too shy, try to lead by example and give the student your answer. What would your answer be to the same question?
   d. If the student is taking too long time to answer with help of the pictures (more than 3 minutes), try to work with the environment around the student. Will the student talk about items that are visible?

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
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	☐ In Progress	☐ Yes	☐ N/A
	Does not communicate in English.	Communicates in English with single words, short memorized phrases or incomplete sentences.	Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.	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:**

13. Student rote counts to 20.

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

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Counts to 10.	**Examples** 1, 2, 3, 5, 6, 7, 8, 9, 14, 13, 12, 20. Attempts to count to 20, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	**Examples** Counts to 20.	**Examples/Explain:**

14. Student identifies and describes at least 4 shapes.

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

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

Goal is for the student to name and describe at least 4 shapes.
- a. Place the shape forms in front of the student.
- b. Ask the student to identify any shapes she/he knows.
- c. If the student is hesitant (waits for 1 minute or tries to do something else) assist by asking if they see the circle? If the student points at the correct shape, then continue.
- d. Name of shapes that may be mispronounced because of immaturity or speech impediments are counted.

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Student identifies less than 4 shapes.	**Examples** Student names 5 shapes, of which 4 are correct. Student points and names the oval, diamond, circle and the *rectangeles*.	**Examples** Student points at the shapes and says that is a triangle, circle, crescent, and a square. The circle is round, the triangle is sharp, the crescent is green, and the square is even.	**Examples/Explain:**

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 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 or more objects (position OR order).	Unable to determine a skill level
NOTES	**Examples** Student places the item on the chair, when asked. Student sits at the kitchen table when directed to do so.	**Examples** Student asks to go first. Student notices an airplane in the sky. Student says "arriba" (up).	**Examples** Student explains where the ball is on the cards, and how they know.	**Examples/Explain:**

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, etc.
- c. A student must be able to describe why he is sorting or comparing different objects, using (technical vocabulary) attributes like; color, size, weight, purpose, shapes, living vs nonliving, eatable vs. non-eatable, etc.
- d. If you are unable to observe the student or play with the student, you can use the pre-printed worksheets – Attachment O. If these worksheets are used, you must mark the student "in progress'.

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	Engages in measurement experiences but does not use words to explain their reasoning.	Uses words that demonstrate an understanding of measurable attributes.	Sorts up to 5 objects using one attribute and describe the results.	Unable to determine a 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 car with a truck. The car is smaller, the truck is bigger. Student sorts an animal with a plant. The animal eats the plant. Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	**Examples** Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives.	**Examples/Explain:**

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

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

*** This Indicator may be family reported.

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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.
NOTES	**Examples** Student explores objects by touch.	**Examples** Student shows interest and interact with others about their work and actions.	**Examples** Student asks questions to understand something. Student asks: "What does this do?"	**Examples/Explain:**

18. Student participates in an activity for an extended period of time.

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

*** This Indicator may be family reported.

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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.
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 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.	**Examples/Explain:**

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

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

*** This Indicator may be family reported.

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	Uses real life objects to play and make-believe 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.
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:**

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

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

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

Goal for the student is to be able to vocalize their ideas / solutions to solve several problems.
- a. Tell the social story – let the student provide different solutions to the problem presented in the story.
- b. Ball gets stuck in a tree – use tennis ball / use soccer ball – How do you think we could reach that ball?
- c. Forgot the key to get in the house – How do you think the child can get in the house?
- d. Two kids fighting over the same truck – How do you think, we can stop them fighting?
- e. Kids wants an apple that is on the tree – How do you think the child can get to the apple?
- f. Puzzle

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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.
NOTES	**Examples** Student sticks to one strategy to solve the problem in the picture/story. Student repeats error multiple times.	**Examples** Student uses trial and error to complete the puzzle. Student has some ideas to solve the problems in the picture/story, however not all ideas work.	**Examples** Student asks for help to complete a task together. Student provides multiple different solutions to the problem presented in the picture / story.	**Examples/Explain:**

21. Student identifies and locates body parts.

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

*** This indicator is supported by Attachment Q: Body Parts.

Goal is for the student to point and name several body parts.
- a. The first part of Attachment Q is to practice location and names of the body parts.
- b. The second part of Attachment Q are the outlines of a boy and girl. On which the student can point (or color / mark) and name each body part.

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	Locates some body parts.	Identifies some body parts.	Identify and locates several body parts.	Unable to determine a skill level
NOTES	**Examples** Student can point to some body parts that are asked.	**Examples** Student can name some body parts that you point too.	**Examples** Student can identify and locate several (at least 10) body parts without any help.	**Examples/Explain:**

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

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

*** This Indicator may be family reported.

Goal for the student is to be able to identify and independently do best health practices and basic hygiene routines.
- a. Student should be able to do the 20 second of handwashing.
- b. Student is fully toilet trained.
- c. Student should follow the bathroom usage – go bathroom – wash hands afterwards.
- d. Student brushes their teeth independently.
- e. Student can get themselves dressed.
- f. Student understands what to wear for during the day and what to wear at night.
- g. Student has a bedtime routine – and gets enough rest for the next ''school-day''.

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	Student is unfamiliar with basic health practices.	Practices basic routines with adult reminders.	Practices basic routines independently.	Unable to determine a skill level.
NOTES	**Examples** Student does not know how to brush their teeth, or when to wash hands. Student has no schedule or routine. Student cannot get dressed independently.	**Examples** Student knows how to do the basic routines, however needs an adult reminder to do it. Student knows 3 out of 5 routines.	**Examples** Student knows and performs at least 5 basic routines themselves.	**Examples/Explain:**

23. Student eats and drinks independently using proper utensils.

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

*** This Indicator may be family reported.

Goal is for the student to be independent and be able to use all the utensils offered at school the correct way.
   a. Can your student eat using the proper utensils? (Fork, spoon, knife)
   b. Can your student poor their drink and drink using the proper utensils, without spilling? (Cup)
   c. Can your student carry a tray with a plate, napkin and all the utensils?

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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.
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.	**Examples/Explain:**

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

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

*** This Indicator may be family reported.

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

SCORE	☐ Not Yet	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Student attempts to jump. Student tries to kick the ball.	**Examples** Student moves and stops with control. Student attempts to count when jumping. Student kicks or throws a ball.	**Examples** Student runs and kicks the ball. Student walks up and down the stairs alternating feet without holding on to the rail or the wall.	**Examples/Explain:**

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	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Student gets frustrated and needs help putting clothes on or off.	**Examples** Student can unzip his jacket and asks for help to put his jacket on.	**Examples** Student can get themselves dressed and undressed. Can your child take outer clothing (coat, boots, hat, mittens) (including zipping, buttoning, and tying)?	**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	☐ In Progress	☐ Yes	☐ N/A
	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
NOTES	**Examples** Student holds scissors a way, which makes it impossible to cut paper. Student cannot cut paper.	**Examples** Student holds scissors correctly and can cut some lines.	**Examples** Student cuts straight line, and cuts curved line.	**Examples/Explain:**

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