

Kindergarten Entry On-the-Spot Recording Tool (with Common Core State Standards)

Is this required or optional?

Use of this recording tool is optional.

What is it?

The Kindergarten Entry On-the-Spot Recording Tool is a survey. Teachers may use it to help save time collecting assessment information during the first checkpoint of the kindergarten school year. The survey asks the teacher to compare students' knowledge, skills, and behaviors with widely held kindergarten entry expectations for each *Teaching Strategies GOLD*® objective/dimension.

Why use it?

The Survey Questions help the teacher focus on the indicators of the progressions that describe kindergarten readiness. The survey also gives brief Assessment Prompts for many objectives/dimensions to help the teacher answer questions accurately.

How to use it?

- For each objective/dimension, read the Survey Question and consider students' knowledge, skills, and behaviors.
- If you need more information, follow the Assessment Prompt.
- If the answer to the survey question is yes, select the level on the progression under the Yes column on the online checkpoint screen. If not, consider levels lower or higher than the *GOLD* Readiness Benchmark. If higher, also reference the Common Core State Standards, if applicable to that objective/dimension.

Objective 20 Uses number concepts and operations a. Counts Survey Question Can the student verbally count accurately to at least 11, count at least six objects accurately, and tell what number (1–10) comes next in order by counting? Does the student know that when counting a set of objects, the last number states how many in all? If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.					Assessment Prompt Say, "Count as high as you can." Start by saying, "One, two, three..." Give the student 20 objects to count. Say, "Count the ____ [objects]." Give the student a set of five objects to count. After counting, ask, "How many do you have in all?" Ask, "What number comes after two? After three? After five?"				
Level 4 or lower				Yes Level 5	Level 6 or higher				
Not Yet	1	2	3	4	5	6	7	8	9
		Verbally counts (not always in the correct order)		Verbally counts to 10; counts up to five objects accurately, using one number name for each object		Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting		Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20	

Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Survey Question

Does the student **sometimes** look at a situation differently or delay gratification?

For example, when someone else is using the computer, she looks to see what other activities are available.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate manner most of the time	

Objective 1 Regulates own emotions and behaviors

b. Follows limits and expectations

Survey Question

Does the student **sometimes** manage classroom rules, routines, and transitions with occasional reminders?

For example, he begins to clean up when the “clean up” music is played.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Responds to changes in an adult's tone of voice and expression		Accepts redirection from adults		Manages classroom rules, routines, and transitions with occasional reminders		Applies rules in new but similar situations	

Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Survey Question

Does the student demonstrate confidence in meeting his or her own needs?

For example, she takes off her coat and hangs it up or she chooses activities in the classroom and engages in them.

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Indicates needs and wants; participates as adult attends to needs		Seeks to do things for self		Demonstrates confidence in meeting own needs		Takes responsibility for own well-being	
	Red bar		Orange bar	Yellow bar		Green bar		Blue bar	
						Purple bar			

Objective 2 Establishes and sustains positive relationships

a. Forms relationships with adults

Survey Question

Is the student **beginning to** engage with trusted adults as resources and share mutual interests?

For example, the student talks about dogs with the teacher, knowing that both he and his teacher like animals.

If the student does this regularly without your support, consider level 8 or higher.

Level 6 or lower							Yes Level 7	Level 8 or higher	
Not Yet	1	2	3	4	5	6	7	8	9
		Demonstrates a secure attachment to one or more adults		Uses trusted adult as a secure base from which to explore the world		Manages separations without distress and engages with trusted adults		Engages with trusted adults as resources and to share mutual interests	

Objective 2 Establishes and sustains positive relationships

b. Responds to emotional cues

Survey Question

Does the student **sometimes** identify basic emotional reactions of others and their causes accurately?

For example, she tells you that another student is sad and crying because his building got knocked down.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Reacts to others' emotional expressions		Demonstrates concern about the feelings of others		Identifies basic emotional reactions of others and their causes accurately		Recognizes that others' feelings about a situation might be different from his or her own	

Objective 2 Establishes and sustains positive relationships

c. Interacts with peers

Survey Question

Is the student **beginning to** initiate, join in, and sustain positive interactions with a small group of two to three students?

For example, he invites two classmates to join him at the table to look at a book about the planets.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Plays near other children; uses similar materials or actions		Uses successful strategies for entering groups		Initiates, joins in, and sustains positive interactions with a small group of two to three children		Interacts cooperatively in groups of four or five children	

Objective 2 Establishes and sustains positive relationships

c. Interacts with peers

Survey Question

Is the student **beginning to** initiate, join in, and sustain positive interactions with a small group of two to three students?

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If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Plays near other children; uses similar materials or actions		Uses successful strategies for entering groups		Initiates, joins in, and sustains positive interactions with a small group of two to three children		Interacts cooperatively in groups of four or five children	

Objective 2 Establishes and sustains positive relationships

d. Makes friends

Survey Question

Is the student **beginning to** establish a special friendship with one other student, though the friendship might only last for a short while?

For example, she occasionally seeks out a particular friend to sit with at lunch.

If the student has clearly established a special friendship with another child, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Seeks a preferred playmate; shows pleasure when seeing a friend		Plays with one or two preferred playmates		Establishes a special friendship with one other child, but the friendship might only last a short while		Maintains friendships for several months or more	

Objective 3 Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

Survey Question

Does the student **sometimes** initiate the sharing of materials in the classroom and outdoors?

For example, she gives another child the marker to use and asks to use it again when the other is done.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Responds appropriately to others' expressions of wants		Takes turns		Initiates the sharing of materials in the classroom and outdoors		Cooperates and shares ideas and materials in socially acceptable ways	

Objective 3 Participates cooperatively and constructively in group situations

b. Solves social problems

Survey Question

Is the student **beginning to** suggest solutions to social problems?

For example, he suggests, "You ride around the track one time; then I'll take a turn," when both he and another student want to use the same scooter on the playground.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Expresses feelings during a conflict		Seeks adult help to resolve social problems		Suggests solutions to social problems		Resolves social problems through negotiation and compromise	

Objective 4 Demonstrates traveling skills

Survey Question

Can the student move purposefully from place to place with control?

Assessment Prompt

Observe for **one** of the following items in the classroom and/or outdoors:

- Run with control
- Avoid obstacles while moving
- Start and stop using wheelchair
- Walk up and down stairs alternating feet
- Climb up and down on playground equipment

Level 5 or lower					Yes Level 6		Level 7 or higher		
Not Yet	1	2	3	4	5	6	7	8	9
		Moves to explore immediate environment		Experiments with different ways of moving		Moves purposefully from place to place with control		Coordinates complex movements in play and games	
		Red bar		Orange bar		Green bar		Blue bar	
		Red bar		Yellow bar		Green bar		Purple bar	

Objective 5 Demonstrates balancing skills

Survey Question

Can the student sustain balance during simple movement experiences?

Assessment Prompt

Observe for **one** of the following items in the classroom and/or outdoors:

- Jump off low step, landing on two feet
- Walk along low beam for a short distance, watching feet
- Jump over small objects
- Hold body upright while moving wheelchair forward

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
	Balances while exploring immediate environment			Experiments with different ways of balancing		Sustains balance during simple movement experiences		Sustains balance during complex movement experiences	

Objective 6 Demonstrates gross-motor manipulative skills

Survey Question

Can the student manipulate balls or similar objects with flexible body movements?

Assessment Prompt

Observe for **one** of the following items in the classroom and/or outdoors:

- Throw a ball or other object
- Toss a beanbag into a basket
- Trap a thrown ball against body
- Kick a ball by stepping or running up to it

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Reaches, grasps, and releases objects		Manipulates balls or similar objects with stiff body movements		Manipulates balls or similar objects with flexible body movements		Manipulates balls or similar objects with a full range of motion	

Objective 7 Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Survey Question

Does the student use refined wrist and finger movements?

Assessment Prompt

Observe for **one** of the following items:

- Squeeze and release tongs, turkey baster, squirt toy
- Use hand motions for finger play such as “Itsy Bitsy Spider”
- Snip with scissors
- Turn knobs to open doors
- String large beads
- Use eating utensils
- Pour water into container
- Sew lacing cards
- Button, zip, buckle, and lace

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Reaches for, touches, and holds objects purposefully		Uses fingers and whole-arm movements to manipulate and explore objects		Uses refined wrist and finger movements		Uses small, precise finger and hand movements	

Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

Survey Question

Does the student use drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end?

Assessment Prompt

Provide the student with a writing or drawing tool and a piece of paper.

Say, *Draw a picture of* _____.

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	

Objective 8 Listens to and understands increasingly complex language

a. Comprehends language

Survey Question

Does the student respond appropriately to specific vocabulary and simple statements, questions and stories?

Assessment Prompt

Try **one** of these:

- Ask the student to find his favorite picture in a familiar book.
- Ask the student to show you where something belongs in the classroom, such as: “Can you please show me where the markers belong?”

Level 5 or lower						Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9	
	Shows an interest in the speech of others		Identifies familiar people, animals, and objects when prompted			Responds appropriately to specific vocabulary and simple statements, questions, and stories		Responds appropriately to complex statements, questions, vocabulary, and stories		
	[Red bar]		[Orange bar]			[Green bar]		[Blue bar]		
Common Core State Standards							L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).			SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Objective 8 Listens to and understands increasingly complex language

b. Follows directions

Survey Question

Does the student follow directions of two or more steps that relate to familiar objects and experiences?

Assessment Prompt

Try **one** of these:

- Remind the student of the hand-washing sequence then ask her to demonstrate it for you
- Ask the student to follow two-step directions such as: “Please get the book bin and put it on the table. Then get the paper.”

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Responds to simple verbal requests accompanied by gestures or tone of voice		Follows simple requests not accompanied by gestures		Follows directions of two or more steps that relate to familiar objects and experiences		Follows detailed, instructional, multistep directions	

Objective 9 Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Survey Question

Can the student describe and tell the use of some familiar items?

If the student can do this with many familiar items without your support, consider level 6 or higher.

Assessment Prompt

Show the student a familiar item (e.g., umbrella, keys, phone) and ask, “What is this? How do you use it?”

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Vocalizes and gestures to communicate		Names familiar people, animals, and objects		Describes and tells the use of many familiar items			Incorporates new, less familiar or technical words in everyday conversations
Common Core State Standards							<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, why, how</i>).</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.”</p>	<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of the unknown word.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	

Objective 9 Uses language to express thoughts and needs

b. Speaks clearly

Survey Question

Does the student speak clearly enough to be understood by most people but may mispronounce new, long, or unusual words?

For example, when he speaks to the school visitor, the student is understood.

Level 5 or lower						Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9	
		Babbles strings of single consonant sounds and combines sounds		Uses some words and word-like sounds and is understood by most familiar people		Is understood by most people; may mispronounce new, long, or unusual words		Pronounces multisyllabic or unusual words correctly		
Common Core State Standards								S.L.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		

Objective 9 Uses language to express thoughts and needs

c. Uses conventional grammar

Survey Question

Does the student use complete four- to six- word sentences?

For example, she says, “I choose two books” or “We are going to the zoo.”

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Uses one- or two-word sentences or phrases		Uses three- to four-word sentences; may omit some words or use some words incorrectly		Uses complete, four- to six-word sentences		Uses long, complex sentences and follows most grammatical rules	
Common Core State Standards								L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). f. Produce and expand complete sentences in shared language activities. 	

Objective 9 Uses language to express thoughts and needs

d. Tells about another time or place

Survey Question

Does the student, with your prompting and support, tell stories about other times and places that have a logical order and that include major details?

If the student does this without your support, consider level 6 or higher.

Assessment Prompt

Say to the student, “Tell me about what you did after school yesterday.” Or ask the student, “What did you do last weekend?” or “What did you do to get ready for school this morning?” You may need to offer prompts such as, “What happened next?” or “Who was with you?”

Level 4 or lower					Yes Level 5	Level 6 or higher				
Not Yet	1	2	3	4	5	6	7	8	9	
		Makes simple statements about recent events and familiar people and objects that are not present		Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end		Tells stories about other times and places that have a logical order and that include major details		Tells elaborate stories that refer to other times and places		
Common Core State Standards								W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		

Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations

Survey Question

Does the student engage in conversations of at least three exchanges?

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Engages in simple back-and-forth exchanges with others		Initiates and attends to brief conversations		Engages in conversations of at least three exchanges		Engages in complex, lengthy conversations (five or more exchanges)	
Common Core State Standards								SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.	

Objective 10 Uses appropriate conversational and other communication skills

b. Uses social rules of language

Survey Question

Does the student use acceptable language and social rules during communication, but may need occasional reminders?

For example, takes turns in discussions, pauses after asking a question, and regulates volume of voice with a reminder.

If the student does this regularly without any reminders, consider level 7 or higher.

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Responds to speech by looking toward the speaker; watches for signs of being understood when communicating		Uses appropriate eye contact, pauses, and simple verbal prompts when communicating		Uses acceptable language and social rules while communicating with others; may need reminders		Uses acceptable language and social rules during communication with others	
Common Core State Standards								SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)	

Objective 11 Demonstrates positive approaches to learning

a. Attends and engages

Survey Question

Is the student **beginning to** sustain work on age-appropriate, interesting tasks?

For example, is he makes relevant contributions to group discussion about the class pet?

If the student does this regularly without your support, consider level 6 or higher.

Is the student **beginning to** ignore most distractions and interruptions?

For example, she focuses on making a sign while others are singing nearby.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Pays attention to sights and sounds		Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments		Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions		Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions	

Objective 11 Demonstrates positive approaches to learning

b. Persists

Survey Question

Is the student **beginning to** plan and pursue a variety of appropriately challenging tasks?

For example, he looks through all of the magnetic letters to find those in his name.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Repeats actions to obtain similar results		Practices an activity many times until successful		Plans and pursues a variety of appropriately challenging tasks			Plans and pursues own goal until it is reached
		[Red bar]		[Orange bar]		[Green bar]		[Purple bar]	
Common Core State Standards							W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		

Objective 11 Demonstrates positive approaches to learning

c. Solves problems

Survey Question

Is the student **beginning to** solve problems without having to try every possibility?

For example, she completes a simple puzzle by selecting the appropriate pieces, without having to try every combination.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Reacts to a problem; seeks to achieve a specific goal		Observes and imitates how other people solve problems; asks for a solution and uses it		Solves problems without having to try every possibility		Thinks problems through, considering several possibilities and analyzing results	
Common Core State Standards							W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		

Objective 11 Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Survey Question

Is the student **beginning to** show eagerness to learn about a variety of topics and ideas?

For example, he chooses a book about storms at the school library after a classroom discussion about weather.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Uses senses to explore the immediate environment		Explores and investigates ways to make something happen		Shows eagerness to learn about a variety of topics and ideas		Uses a variety of resources to find answers to questions	
		[Red bar from 1 to 3]							
		[Orange bar from 1 to 3]							
			[Yellow bar from 3 to 5]						
			[Green bar from 3 to 5]						
					[Blue bar from 5 to 7]				
						[Purple bar from 6 to 9]			
Common Core State Standards								W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

Objective 11 Demonstrates positive approaches to learning

e. Shows flexibility and inventiveness in thinking

Survey Question

Does the student use creativity and imagination during play and routine tasks?

For example, she strings wooden beads into a necklace as part of dramatic play.

Level 3 or lower			Yes Level 4		Level 5 or higher				
Not Yet	1	2	3	4	5	6	7	8	9
		Imitates others in using objects in new and/or unanticipated ways		Uses creativity and imagination during play and routine tasks		Changes plans if a better idea is thought of or proposed		Thinks through possible long-term solutions and takes on more abstract challenges	

Objective 12 Remembers and connects experiences

a. Recognizes and recalls

Survey Question

Is the student **beginning to** tell about experiences in order, providing details, and evaluating the experience (may need some prompting or support)?

If the student does this without your support, consider level 6 or higher.

Is the student **beginning to** recall three items removed from view?

If the student does this consistently without your support, consider level 6 or higher.

Assessment Prompt

Ask the student, “Tell me about what you did after school yesterday.” Or, “What did you do last weekend?” Or, “What did you do to get ready for school this morning?” You may need to offer prompts such as, “What happened next?” Or, “Who was with you?” Then ask them, how they felt about it. For example, “What was your favorite part,” or “How did you feel when that happened?”

Show the student four items and name them together. Cover the items with a cloth or scarf. Say, “Hide your eyes while I take one away.” Remove the cloth and ask, “What’s missing?” Repeat with two items and then by removing three items.

Level 4 or lower					Yes Level 5	Level 6 or higher				
Not Yet	1	2	3	4	5	6	7	8	9	
		Recognizes familiar people, places, and objects; looks for hidden object where it was last seen		Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view		Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view		Uses a few deliberate strategies to remember information		
		[Red bar spanning levels 1-3]				[Green bar spanning levels 5-7]				
		[Orange bar spanning levels 1-3]				[Blue bar spanning levels 6-8]				
		[Yellow bar spanning levels 1-4]					[Purple bar spanning levels 7-9]			
Common Core State Standards						SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				

Objective 12 Remembers and connects experiences

b. Makes connections

Survey Question

Is the student **beginning to** draw on everyday experiences and apply this knowledge to a similar situation?

For example, after seeing a police officer demonstrate traffic-directing signals, the student begins to use the signals on the bike track.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Looks for familiar persons when they are named; relates objects to events		Remembers the sequence of personal routines and experiences with teacher support		Draws on everyday experiences and applies this knowledge to a similar situation			Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Common Core State Standards						W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).		

Objective 13 Uses classification skills

Survey Question

Is the student **beginning to** group objects by one characteristic, then regroup them using a different characteristic and indicate the reason?

If the student does this consistently without your support, consider level 6 or higher.

Assessment Prompt

Give the student a collection of objects (e.g., buttons, stickers, plastic animals) and model one way to make a group. Then say, “Can you make another group?” After the student makes the group, say, “Why did you group them that way? Can you group them in another way?” You may need to offer prompting or support.

Level 4 or lower					Yes Level 5	Level 6 or higher				
Not Yet	1	2	3	4	5	6	7	8	9	
		Matches similar objects		Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape		Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason		Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons		
Common Core State Standards						L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.				

Objective 14 Uses symbols and images to represent something not present

a. Thinks symbolically

Survey Question

Does the student, with your support, plan and then use drawings, constructions, movements, and dramatizations to represent ideas?

For example, if the student sees a dump truck outside, he plans how to draw it.

If the student does this without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes people, objects, and animals in pictures or photographs		Draws or constructs, and then identifies what it is		Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas		Represents objects, places, and ideas with increasingly abstract symbols	
Common Core State Standards								<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	

Objective 14 Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Survey Question

Does the student interact with two or more students for up to 10 minutes during pretend play, assigning or assuming roles and discussing actions?

If the student does some of the above and/or if the student needs your direct support to do the above, select level 5.

If the student does this regularly without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Imitates actions of others during play; uses real objects as props		Acts out familiar or imaginary scenarios; may use props to stand for something else		Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes		Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days	

Objective 15 Demonstrates phonological awareness

a. Notices and discriminates rhyme

Survey Question

Is the student **beginning to** decide whether two words rhyme?

If the student does this consistently without your support, consider level 6 or higher

Assessment Prompt

Ask the student to listen as you say two words. If they rhyme, show the student how to give you a “thumbs up” sign. If they don’t rhyme, show the student how to make a “thumbs down” sign.

- ball fall boy coat
- pig wig paper car
- cat pat nose hose

If the student gets at least three items correct, mark “yes.”

Common Core
State Standards

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Joins in rhyming songs and games		Fills in the missing rhyming word; generates rhyming words spontaneously		Decides whether two words rhyme		Generates a group of rhyming words when given a word	
								RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	

Objective 15 Demonstrates phonological awareness

b. Notices and discriminates alliteration

Survey Question

Is the student **beginning to** show awareness that some words begin the same way?

If the student does this consistently without your support, consider level 4 or higher.

Assessment Prompt

Say, “Listen as I say some words. If you think they begin the same way, stand up [or other action appropriate for the student]. If they don’t begin the same way, sit down. Let’s do one together: boy, box, balloon. [Stand up.] We stood up because they began the same way. Now let’s sit back down and try these: car, food, bathtub. [Remain seated.] We didn’t stand up because these did not begin the same way. Now it’s your turn.”

- tummy, tire, toe toy, bird, shoe pot, paper, peach
- milk, mommy, mud fox, fire, foot mouse, phone, rock

If the student gets at least three items correct, mark “yes.”

Level 2 or lower		Yes Level 3	Level 4 or higher						
Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds		Shows awareness that some words begin the same way		Matches beginning sounds of some words		Isolates and identifies the beginning sound of a word	
Common Core State Standards								RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

Objective 15 Demonstrates phonological awareness

c. Notices and discriminates smaller and smaller units of sound

Survey Question

Is the student **beginning to** hear and show awareness of separate syllables in words?

If the student does this consistently without your support, consider level 4 or higher.

Assessment Prompt

Say, “Let’s play a clapping game. We’re going to clap the names of our friends and family.” Clap the syllables in the student’s name and your name as you say the names together. Ask the student to name some names of friends at school. If the student can’t recall the names, suggest some one-, two-, or three-syllable names to clap such as Bo, Trina, Anna, Max, Jamal, and Stephanie. Invite the student to clap the names with you.

Try six names. If the student gets at least three items correct, mark “yes.”

Level 2 or lower		Yes Level 3	Level 4 or higher						
Not Yet	1	2	3	4	5	6	7	8	9
		Hears and shows awareness of separate words in sentences		Hears and shows awareness of separate syllables in words		Verbally separates and blends onset and rime		Verbally separates and blends individual phonemes in words	
Common Core State Standards						RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.		RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

Objective 16 Demonstrates knowledge of the alphabet

a. Identifies and names letters

Survey Question

Can the student recognize and name as many as nine letters (at least five), especially those in his or her name?

If the student can recognized and name 10 or more letters, consider level 4 or higher.

Assessment Prompt

Using alphabet cards, select the letters in the student's name and add a few more to total 10. Spread the letters out on the table (not in order) and say, "Find a letter you know. Tell me its name and then turn it over."

Level 2 or lower		Yes Level 3		Level 4 or higher					
Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	
Common Core State Standards									RF.K.1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet

Objective 16 Demonstrates knowledge of the alphabet

b. Uses letter–sound knowledge

Survey Question

Can the student identify the sounds of a few letters?

If the student can identify the sounds of more than three letters, consider level 3 or higher.

Assessment Prompt

Place 5-6 letters on the table in front of the student, such as: *m, t, s, f, p, h*. Include the first letter of the student’s name. Pick up a letter such as the *f* and say, “The sound of this letter is /f/,” (make the sound very slowly). Ask the student to, “Pick up another letter and tell me its sound.”

Level 1 or lower		Yes Level 2		Level 3 or higher						
Not Yet	1	2	3	4	5	6	7	8	9	
		Identifies the sounds of a few letters		Produces the correct sounds for 10–20 letters		Shows understanding that a sequence of letters represents a sequence of spoken sounds		Applies letter–sound correspondence when attempting to read and write		
Common Core State Standards				RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.		RF.K.1. Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.		RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		

Objective 17 Demonstrates knowledge of print and its uses

a. Uses and appreciates books

Survey Question

Does the student know any features of a book (title, author, illustrator) or connect specific books to authors?

For example, the student chooses Green Eggs and Ham and says, "I want to read this Dr. Seuss book today."

If the student knows some features of a book and connects books to specific authors, consider level 6 or higher.

Assessment Prompt

Show the student a familiar book and ask, "What is the title of this book? Can you point to it?"

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Shows interest in books		Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers		Knows some features of a book (title, author, illustrator); connects specific books to authors		Uses various types of books for their intended purposes	
Common Core State Standards						RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	

Objective 17 Demonstrates knowledge of print and its uses

b. Uses print concepts

Survey Question

Can the student **sometimes** indicate where to start reading and/or the direction to follow?

If the student does both of these things consistently without your support, consider level 4 or higher.

Assessment Prompt

Open a simple picture book that has print on both the left and right page. Orient the book so that it is in front of and facing the student. Ask, “Where should I start reading?”

Level 2 or lower		Yes Level 3	Level 4 or higher						
Not Yet	1	2	3	4	5	6	7	8	9
		Shows understanding that text is meaningful and can be read		Indicates where to start reading and the direction to follow		Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation		Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line	
Common Core State Standards				RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.		RF.K.1. Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.			

Objective 18 Comprehends and responds to books and other texts

a. Interacts during read-alouds and book conversations

Survey Question

Is the student **beginning to** ask and answer questions about the text and refer to pictures during a read-aloud?

If the student does this regularly without your support, consider level 4 or higher.

Assessment Prompt

Read a few pages of a simple narrative book to the student. Ask a few open-ended questions such as, “What happened on this page,” or “Why do you think ____?”

Level 2 or lower		Yes Level 3		Level 4 or higher					
Not Yet	1	2	3	4	5	6	7	8	9
		Contributes particular language from the book at the appropriate time		Asks and answers questions about the text; refers to pictures		Identifies story-related problems, events, and resolutions during conversations with an adult		Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions	
Common Core State Standards			RL.K.4. Ask and answer questions about unknown words in a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	RL.K.1. and RI.K.1. With prompting and support, ask and answer questions about key details in a text. RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.K.10. and RI.K.10. Actively engage in group reading activities with purpose and understanding.	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			

Objective 18 Comprehends and responds to books and other texts

c. Retells stories

Survey Question

Can the student, with your prompting and support, retell familiar stories using pictures or props as prompts?

If the student does this without your support, consider level 4 or higher.

Assessment Prompt

Using a familiar picture book or storytelling props, say, “Tell this story as if they were telling it to a friend who had never heard the story before.” You may need to offer basic support as needed such as, “What happened next,” or “Then what happened?”

Level 2 or lower		Yes Level 3		Level 4 or higher					
Not Yet	1	2	3	4	5	6	7	8	9
		Retells some events from a familiar story with close adult prompting		Retells familiar stories using pictures or props as prompts		Retells a familiar story in proper sequence, including major events and characters		Retells stories with many details about characters, events, and storylines	
Common Core State Standards					RL.K.2. With prompting and support, retell familiar stories, including key details.				

Objective 19 Demonstrates emergent writing skills

a. Writes name

Survey Question

Does the student write his or her name with some letters written correctly though the letters may be in an unconventional order?

Assessment Prompt

Provide the student with paper and pencil. Say, "Please write your name on this piece of paper."

Level 3 or lower				Yes Level 4	Level 5 or higher		
Not Yet	1	2	3	4	5	6	7
	Scribbles or marks	Controlled linear scribbles	Mock letters or letter-like forms	Letter strings	Partially accurate name	Accurate name	

Objective 19 Demonstrates emergent writing skills

b. Writes to convey meaning

Survey Question

Does the student write to convey meaning using strings of letters (writing some letters correctly; letters are in an unconventional order; may be copying environmental print; may separate groups of letters with spaces)?

Assessment Prompt

Invite the student to draw a picture and write about it so other people can read about it later.

Level 3 or lower				Yes Level 4	Level 5 or higher		
Not Yet	1	2	3	4	5	6	7
	Scribbles or marks	Controlled linear scribbles	Mock letters or letter-like forms	Letter strings	Early invented spelling	Late invented spelling	
Common Core State Standards						<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	

Objective 20 Uses number concepts and operations

a. Counts

Survey Question

Can the student verbally count accurately to at least 11, count at least six objects accurately, and tell what number (1–10) comes next in order by counting? Does the student know that when counting a set of objects, the last number states how many in all?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

Assessment Prompt

Say, “Count as high as you can.” Start by saying, “One, two, three…”

Give the student 20 objects to count. Say, “Count the ____ [objects].”

Give the student a set of five objects to count. After counting, ask, “How many do you have in all?”

Ask, “What number comes after two? After three? After five?”

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Verbally counts (not always in the correct order)		Verbally counts to 10; counts up to five objects accurately, using one number name for each object		Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting		Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20	
Common Core State Standards						<p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>		<p>K.CC.1. Count to 100 by ones and by tens.</p> <p>K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>	

Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Survey Question

Does the student identify all numerals to 5 by name and at least one other numeral between 5 and 10 and connect each to a set of counted objects?

If the student can identify all numerals to 10 by name and connect each to counted objects without your direct support, consider level 6 or higher.

Assessment Prompt

Write numerals to 10 on index cards and display them in random order in front of the student. Say, “We’re going to play a game with these numeral cards. When you see a numeral you know, pick it up, tell me what it is, and then turn it over like this [show].”

Now show the student a collection of objects with the numeral cards. Say, “Let’s spread out these numeral cards.” The cards should not have the dots or other counting cues on them. Say “In this game, you will place the correct number of ___ [objects] on each numeral card.”

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few numerals		Identifies numerals to 5 by name and connects each to counted objects		Identifies numerals to 10 by name and connects each to counted objects		Identifies numerals to 20 by name and connects each to counted objects	
Common Core State Standards						K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.		K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	

Objective 21 Explores and describes spatial relationships and shapes

Assessment Prompts on next page

b. Understands shapes

Survey Question

Does the student describe basic two- and three- dimensional shapes using his or her own words? Does the student recognize basic shapes when they are presented in a new orientation?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

If the student does all of the above without your support, consider level 6 or higher.

Level 4 or lower					Yes Level 5	Level 6 or higher				
Not Yet	1	2	3	4	5	6	7	8	9	
		Matches two identical shapes		Identifies a few basic shapes (circle, square, triangle)		Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation			Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes	
Common Core State Standards					<p>K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p>	<p>K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p>K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>			

Objective 21 Explores and describes spatial relationships and shapes

b. Understands shapes

Survey Question

Does the student describe basic two- and three- dimensional shapes using his or her own words? Does the student recognize basic shapes when they are presented in a new orientation?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

If the student does all of the above without your support, consider level 6 or higher.

Assessment Prompt

Two-Dimensional Shapes:

Show drawings of a circle, triangle, square, and rectangle on individual index cards. Say, “We’re going to play a guessing game. I am going to describe a shape and you are going to guess which one I am talking about. I’ll go first. I’m thinking of a shape that is round like a pancake or a hula hoop [or other flat round circular objects]. It does not have any corners or straight lines. Can you find the card with that shape?” The student holds up the circle card and then turns it over. “Now it’s your turn.”

The point of this game is not whether the student identifies your example correctly, but rather whether the student is able to use his or her own words to describe a couple of basic two-dimensional shapes.

Three-Dimensional Shapes:

Place a few three-dimensional shapes (sphere, cube, triangular prism) on the table. Say, “We’re going to play a guessing game. I am going to describe a shape and you are going to guess which one I am talking about. I’ll go first. I’m thinking of a shape that is round like a ball or an orange [or other three -dimensional objects shaped like a sphere]. It does not have any corners or straight lines. Can you find that shape?” The student holds up the sphere and then sets it to the side. “Now it’s your turn.”

The point of this game is not whether the student identifies your example correctly, but rather whether the student is able to use his or her own words to describe a couple of basic three-dimensional shapes.

Shape Orientation:

Use cutouts of basic shapes (circles, triangles, squares, and rectangles). Include several different kinds of triangles (some with sides of all equal lengths, some with two sides longer than the third side, some with each side a different length). Display all the shapes randomly on the table, making sure that some triangles are upside down. Say, “We’re going on a treasure hunt to look for all the triangles. Can you find them?”

Objective 22 Compares and measures

Survey Question

Can the student use multiples of the same unit to measure? Does the student know the purpose of standard measuring tools? Does the student use numbers to compare?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

If the student does all of the above without your support, consider level 6 or higher.

Assessment Prompt

Units to Measure:

Place a long block on the table and some small objects such as paper clips, interlocking cubes, or small blocks. Ask, "How many ____ [objects] long is this block?"

It is not necessary that the student independently count the number of small items that he or she uses to measure the long one. Instead, you are assessing whether or not the student understands the concept of measuring.

Standard Measuring Tools:

Show the student some standard measuring tools such as a ruler, measuring cup, scale, thermometer, measuring spoon, or clock. Ask, "What do you do with these things?"

Numbers to Compare:

Ask, "Which is more, 5 or 1? 7 or 3? 0 or 2? 10 or 4? 6 or 8?"

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Makes simple comparisons between two objects		Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers		Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools		Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>	
Common Core State Standards								<p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	

Objective 23 Demonstrates knowledge of patterns

Survey Question

Does the student, with your prompting and support, create and extend simple repeating patterns?

If the student does this without your support, consider level 6 or higher.

Assessment Prompt

Show the student a collection of objects with two easily distinguishable attributes (set of two colored beads or cubes or a set of plastic frogs and fish). Say, "Let's make a pattern with these ____ [objects]. Watch how I make a pattern with these ____ [objects]." Model how to make a simple alternating pattern (e.g., frog, fish, frog, fish). Say, "Now it's your turn to make a pattern."

Using the objects, create an alternating pattern (e.g., red, blue, red, blue, red, blue, red, blue). Say, "Let's read this pattern together." Touch each block as you "read" the pattern. Ask, "What color block comes next?"

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Shows interest in simple patterns in everyday life		Copies simple repeating patterns		Extends and creates simple repeating patterns		Recognizes, creates, and explains more complex repeating and simple growing patterns	
Common Core State Standards								K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.	

Objective 4 Demonstrates traveling skills

(Optional Gross-Motor Physical Dimensions)

a. Walks

Survey Question

Can the student walk up and down stairs alternating feet?

Level 7 or lower							Yes Level 8		Level 9
Not Yet	1	2	3	4	5	6	7	8	9
		Rolls from front (stomach) to back and back to front (stomach)		Crawls and/or begins to cruise		Walks steadily without support		Walks up and down stairs, alternating feet	
		Red bar		Orange bar			Yellow bar	Green bar	
								Blue bar	

Objective 4 Demonstrates traveling skills

(Optional Gross-Motor Physical Dimensions)

b. Runs

Survey Question

Does the student **sometimes** run smoothly and quickly, avoid obstacles, change directions, and stop and start easily?

Level 6 or lower							Yes Level 7	Level 8 or higher	
Not Yet	1	2	3	4	5	6	7	8	9
		Uses a hurried walk		Runs, but may fall sometimes		Runs smoothly		Runs smoothly and quickly, avoids obstacles, changes directions, stops and starts easily	

Objective 4 Demonstrates traveling skills

(Optional Gross-Motor Physical Dimensions)

c. Gallops and skips

Survey Question

Can the student **sometimes** gallop smoothly, always leading with the same foot?

Level 2 or lower		Yes Level 3	Level 4 or higher						
Not Yet	1	2	3	4	5	6	7	8	9
		Gallops, but not smoothly		Gallops smoothly, always leading with the same foot		Uses a one-footed skip (not alternating feet)		Skips smoothly (alternating leading feet)	

Objective 5 Demonstrates balancing skills

(Optional Gross-Motor Physical Dimensions)

a. Sits and stands

Survey Question

Can the student stand on one foot for 5–10 seconds without support?

Level 7 or lower								Yes Level 8	Level 9	
Not Yet	1	2	3	4	5	6	7	8	9	
		Sits unsupported; pulls to a standing position		Reaches for a toy without falling over while sitting; stands unsupported		Stands on one foot briefly while holding on		Stands on one foot for 5–10 seconds without support		

Objective 5 Demonstrates balancing skills

(Optional Gross-Motor Physical Dimensions)

b. Walks on beam

Survey Question

Can the student walk on a low, wide beam, alternating feet?

Level 5 or lower					Yes Level 6		Level 7 or higher		
Not Yet	1	2	3	4	5	6	7	8	9
		Walks on a line on the ground or a balance beam lying flat on the floor		Walks on a low, wide beam, watching feet; leads with same foot		Walks on a low, wide beam, alternating feet		Walks forward easily on a 2- to 3-inch-wide beam	

Objective 5 Demonstrates balancing skills

(Optional Gross-Motor Physical Dimensions)

c. Jumps and hops

Survey Question

Can the student jump forward landing on both feet? Can the student hop 4–6 times on the same foot? Does the student attempt to jump rope?

Level 5 or lower					Yes Level 6		Level 7 or higher		
Not Yet	1	2	3	4	5	6	7	8	9
		Jumps off floor with both feet		Jumps over small objects; hops up to 3 times on one foot		Jumps forward landing on both feet; hops 4–6 times on same foot; attempts to jump rope		Hops 7–10 times on same foot; jumps rope	

Objective 6 Demonstrates gross-motor manipulative skills

(Optional Gross-Motor Physical Dimensions)

a. Throws

Survey Question

Can the student throw a ball or other object overhand or underhand toward a person or large target several feet away?

Level 5 or lower					Yes Level 6	Level 7 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Reaches, grasps, and releases balls or other objects		Throws a ball or other object by pushing it with both hands or by flinging it		Throws a ball or other object overhand or underhand toward a person or large target several feet away		Steps forward to throw ball or other object overhand toward a target (6 feet–10 feet away) and follows through	

Objective 6 Demonstrates gross-motor manipulative skills

(Optional Gross-Motor Physical Dimensions)

b. Catches

Survey Question

Can the student **sometimes** catch a large ball with two hands and trap the ball against body if not successful with hands alone?

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Grasps a rolled ball or other object using two hands		Catches large, bounced ball against body with straight arms		Catches a large ball with two hands; traps ball against body if not successful with hands alone		Catches a large ball with both hands and with bent elbows	

Objective 6 Demonstrates gross-motor manipulative skills

(Optional Gross-Motor Physical Dimensions)

c. Kicks

Survey Question

Can the student **sometimes** kick stationary balls forward, stepping or running up to it, bending the kicking leg at the knee?

Level 4 or lower					Yes Level 5	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Pushes against ball with foot		Kicks a ball with a straight leg, not bending knee, and with stiff body movement		Kicks stationary ball forward, stepping or running up to it, bending the kicking leg at the knee		Kicks moving ball by stepping forward, swinging leg back, and using full range of motion	