# 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?

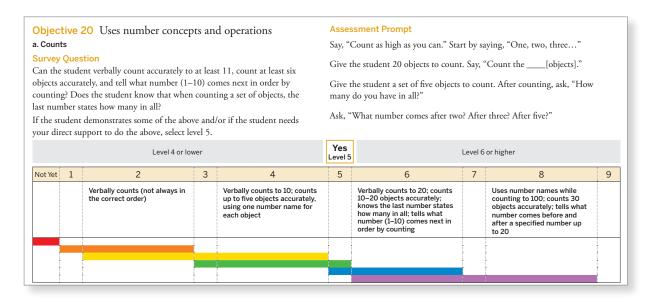
The Kindergarten Entry On-the-Spot Recording Tool is a survey. Teachers may use it to help save time collecting assessment information during the first checkpoint of the kindergarten school year. The survey asks the teacher to compare students' knowledge, skills, and behaviors with widely held kindergarten 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 1 Regulates own emotions and behaviors

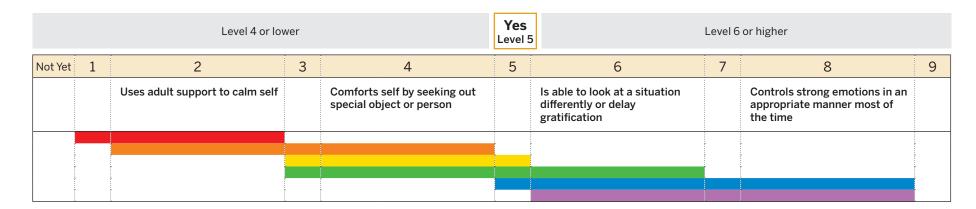
#### a. Manages feelings

## **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.



# Objective 1 Regulates own emotions and behaviors

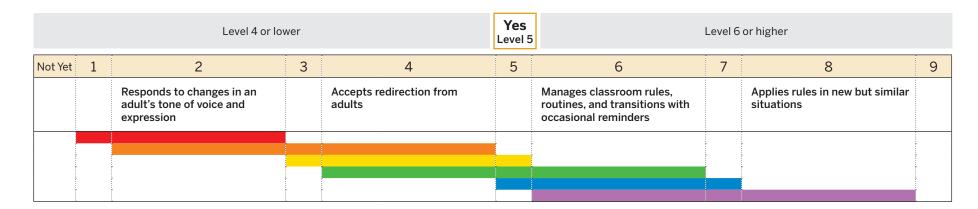
#### b. Follows limits and expectations

#### **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.



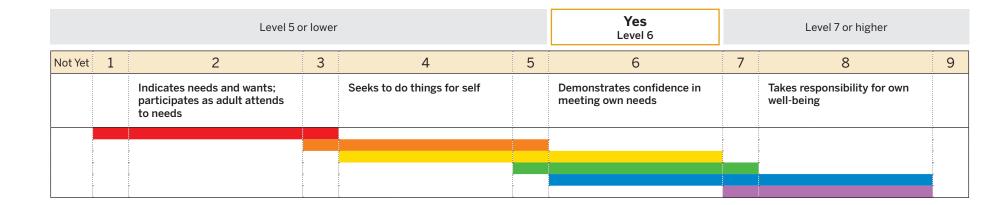
# Objective 1 Regulates own emotions and behaviors

#### 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.



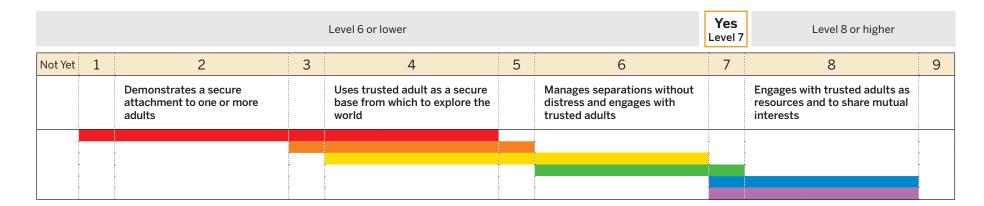
#### a. Forms relationships with adults

#### **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.



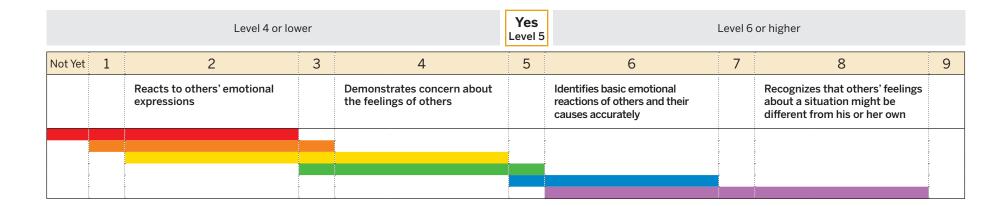
#### b. Responds to emotional cues

## **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.



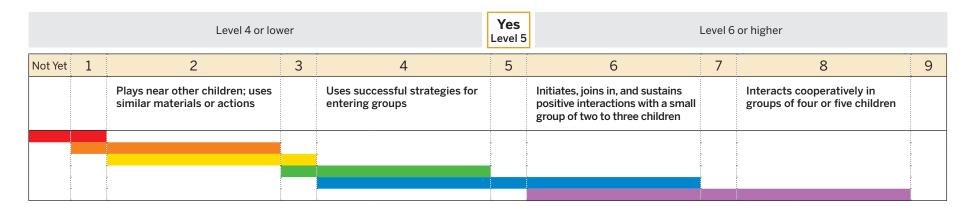
#### c. Interacts with peers

## **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.



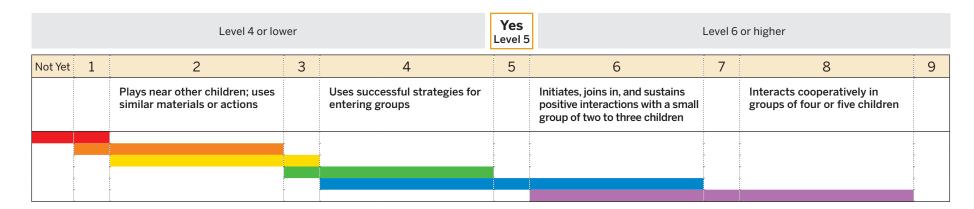
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If the student does this regularly without your support, consider level 6 or higher.



#### 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 5					
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		
							7			

# Objective 3 Participates cooperatively and constructively in group situations

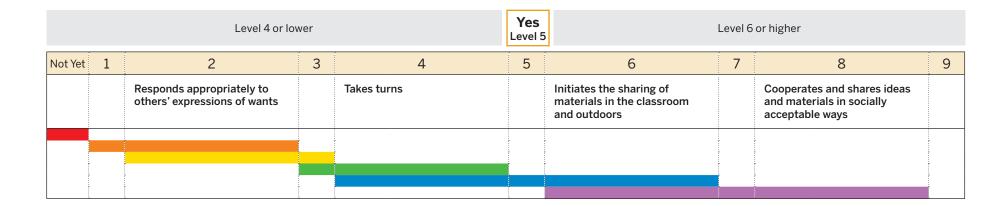
#### a. Balances needs and rights of self and others

## **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.



# Objective 3 Participates cooperatively and constructively in group situations

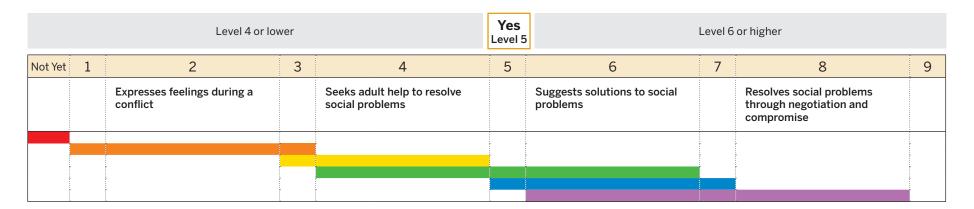
#### b. Solves social problems

## **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.



# Objective 4 Demonstrates traveling skills

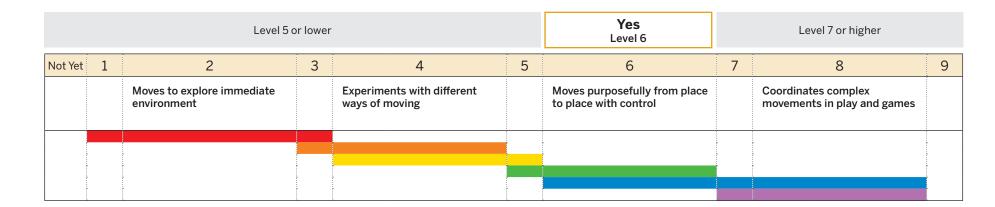
## **Survey Question**

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



# Objective 5 Demonstrates balancing skills

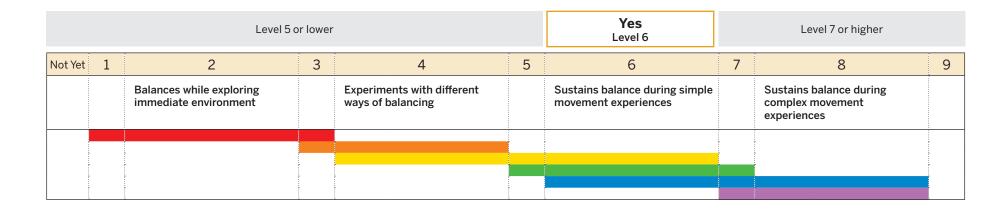
#### **Survey Question**

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



# 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 d	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
 □ Snip with scissors
 □ String large beads
 □ Use hand motions for finger play such as "Itsy Bitsy Spider"
 □ Turn knobs to open doors
 □ Use eating utensils

☐ Sew lacing cards

☐ Button, zip, buckle, and lace

☐ Pour water into container

Level 5 or lower							Yes 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 d	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

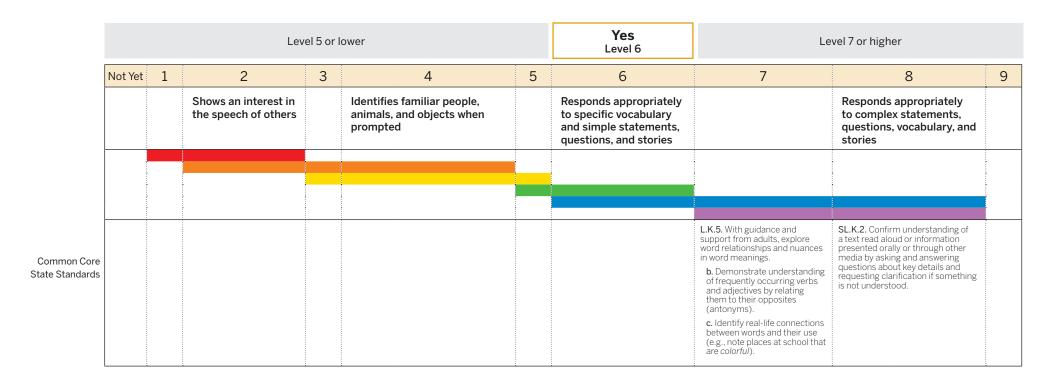
#### **Survey Question**

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?"



# 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 c	or lower		<b>Yes</b> 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	

a. Uses an expanding expressive vocabulary

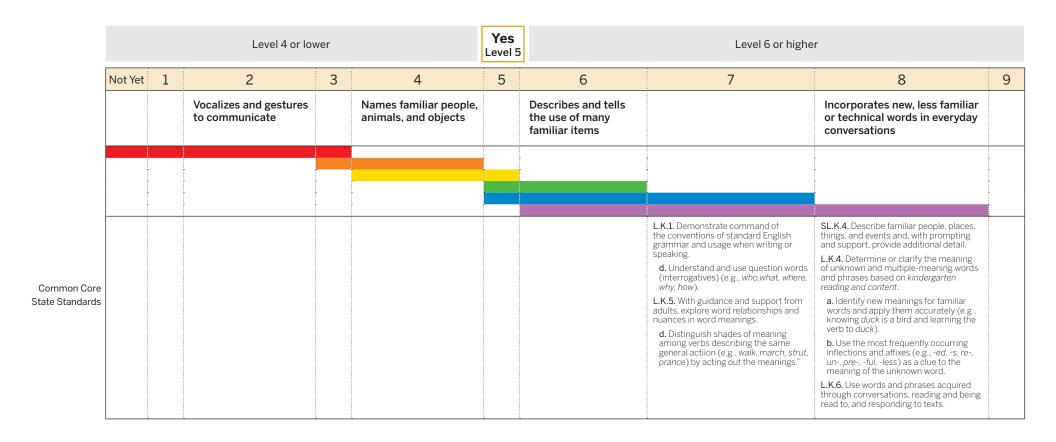
## **Survey Question**

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?"

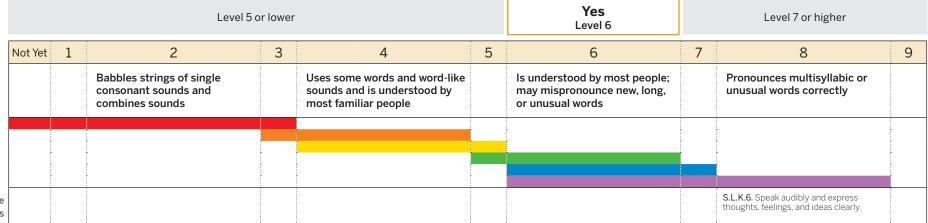


#### b. Speaks clearly

#### **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.



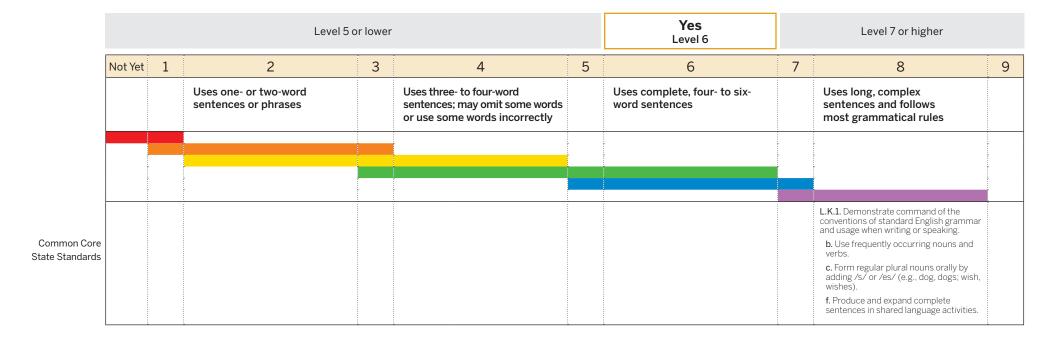
Common Core State Standards

#### 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."



#### d. Tells about another time or place

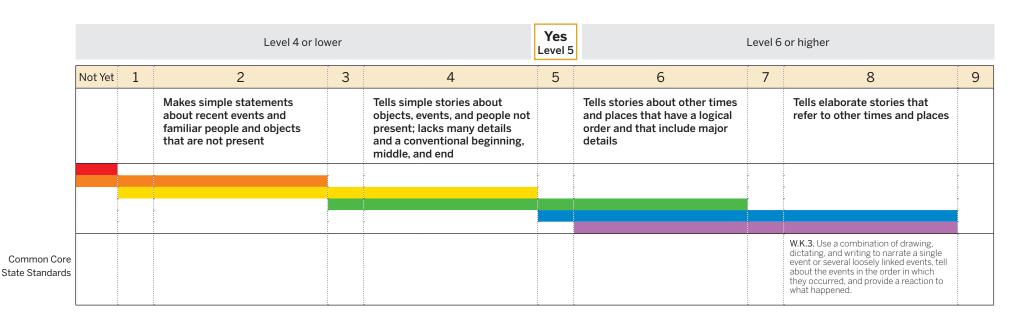
#### **Survey Question**

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?"

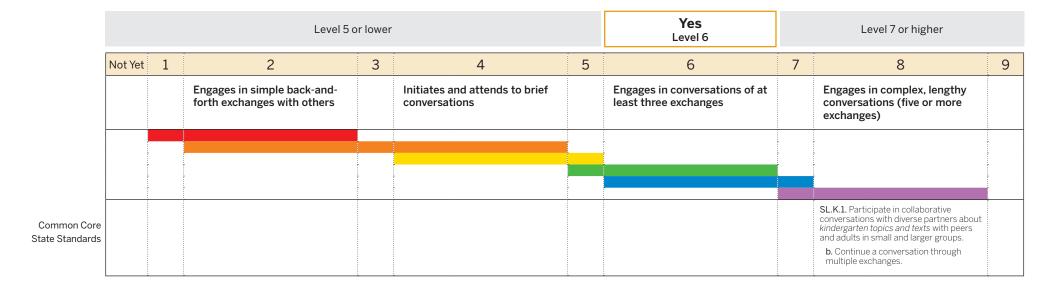


## Objective 10 Uses appropriate conversational and other communication skills

#### a. Engages in conversations

## **Survey Question**

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



## Objective 10 Uses appropriate conversational and other communication skills

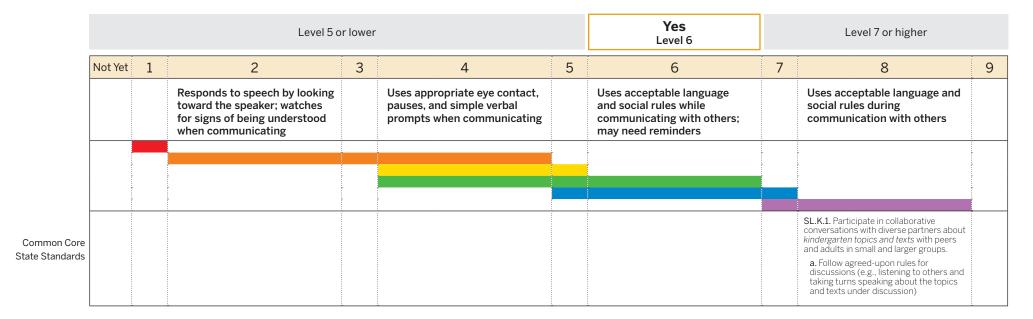
#### b. Uses social rules of language

#### **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.



#### 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 O OL HISHEL			
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	

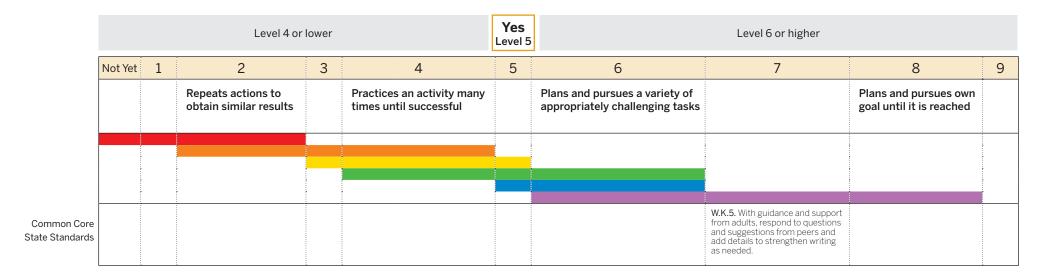
#### b. Persists

## **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.



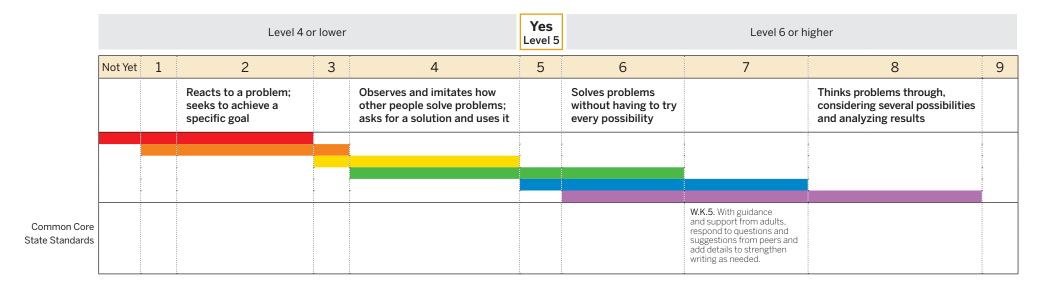
#### c. Solves problems

## **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.



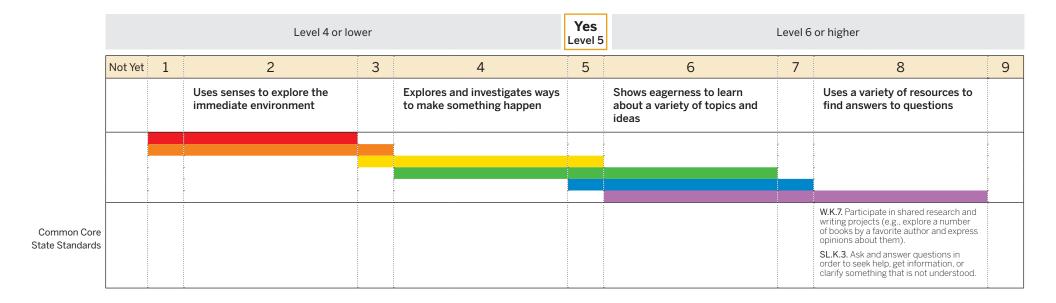
#### d. Shows curiosity and motivation

## **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.

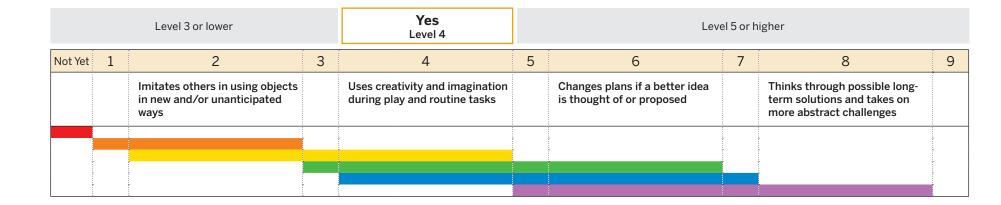


#### e. Shows flexibility and inventiveness in thinking

## **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.



## Objective 12 Remembers and connects experiences

#### a. Recognizes and recalls

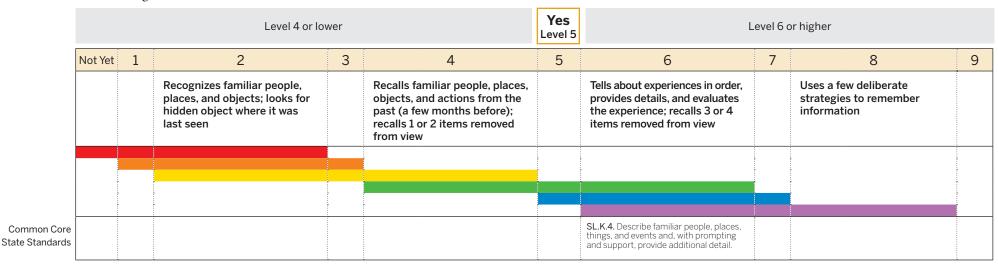
#### **Survey Question**

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.



## Objective 12 Remembers and connects experiences

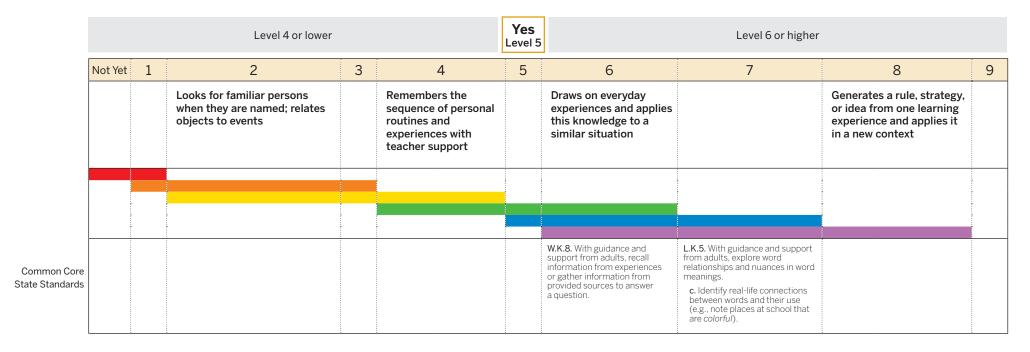
#### b. Makes connections

#### **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.



## Objective 13 Uses classification skills

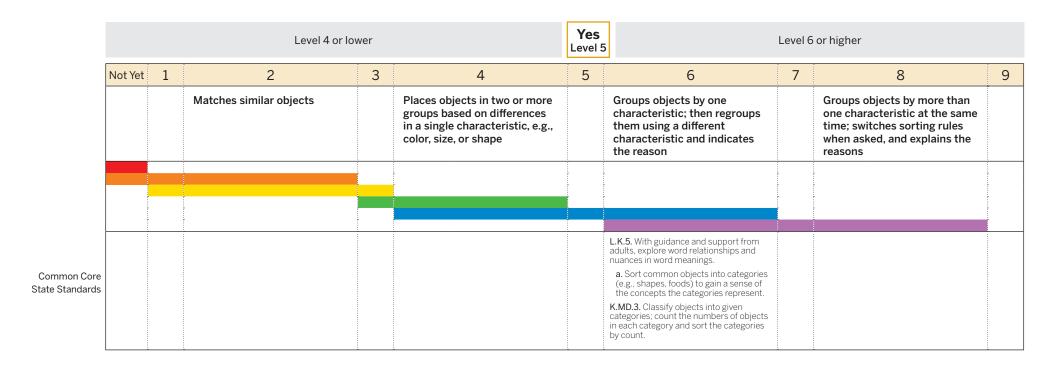
## **Survey Question**

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.



## Objective 14 Uses symbols and images to represent something not present

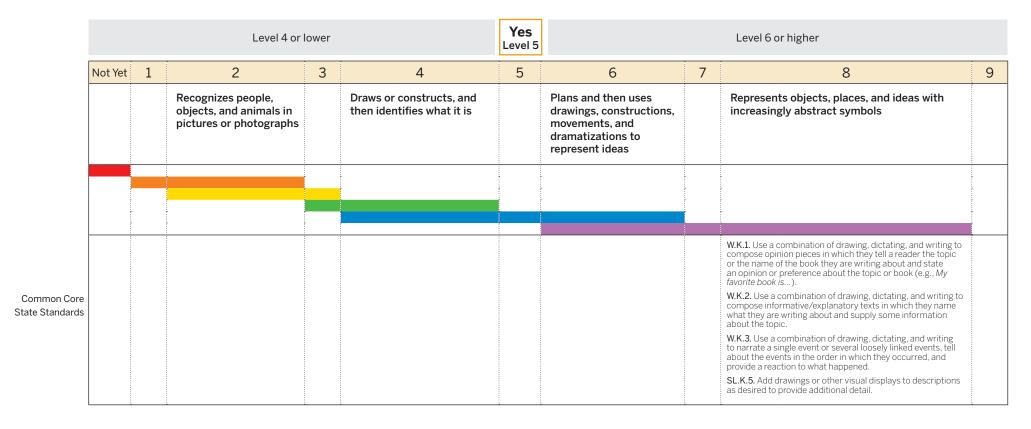
#### a. Thinks symbolically

#### **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.



# 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						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?

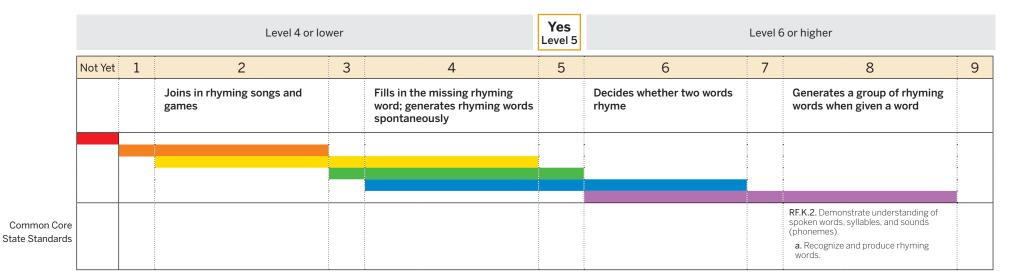
If the student does this consistently without your support, consider level 6 or higher

#### **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."



## Objective 15 Demonstrates phonological awareness

#### b. Notices and discriminates alliteration

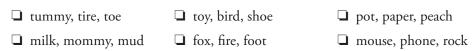
#### **Survey Question**

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

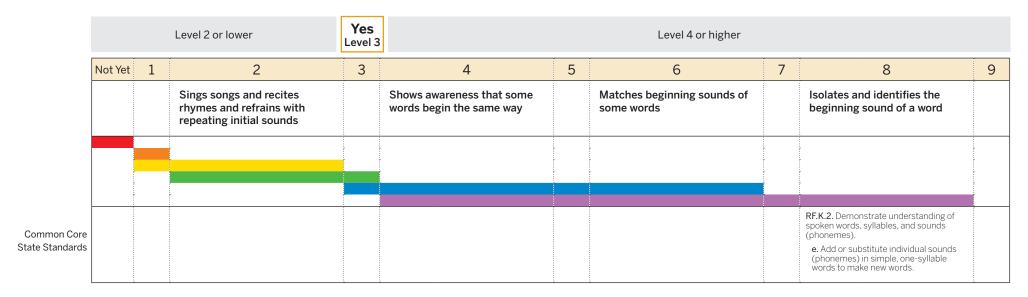
If the student does this consistently without your support, consider level 4 or higher.

#### **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."



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



## Objective 15 Demonstrates phonological awareness

c. Notices and discriminates smaller and smaller units of sound

#### **Survey Question**

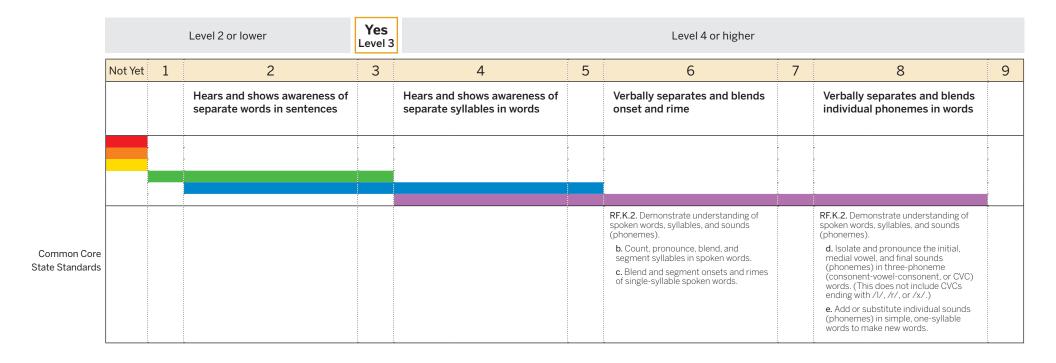
Is the student **beginning to** hear and show awareness of separate syllables in words?

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."



## Objective 16 Demonstrates knowledge of the alphabet

#### a. Identifies and names letters

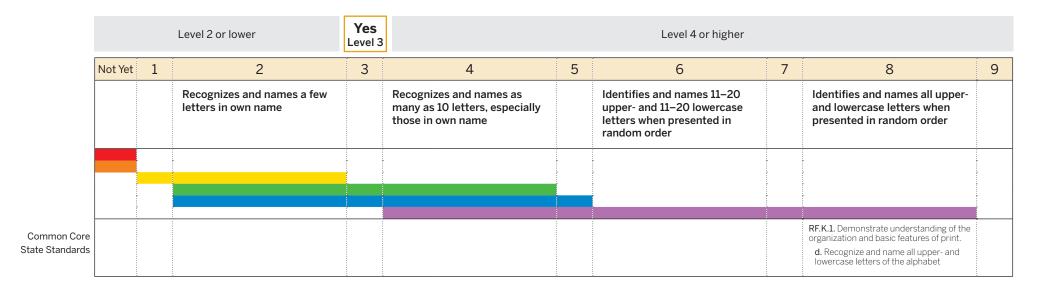
#### **Survey Question**

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."



## Objective 16 Demonstrates knowledge of the alphabet

#### b. Uses letter-sound knowledge

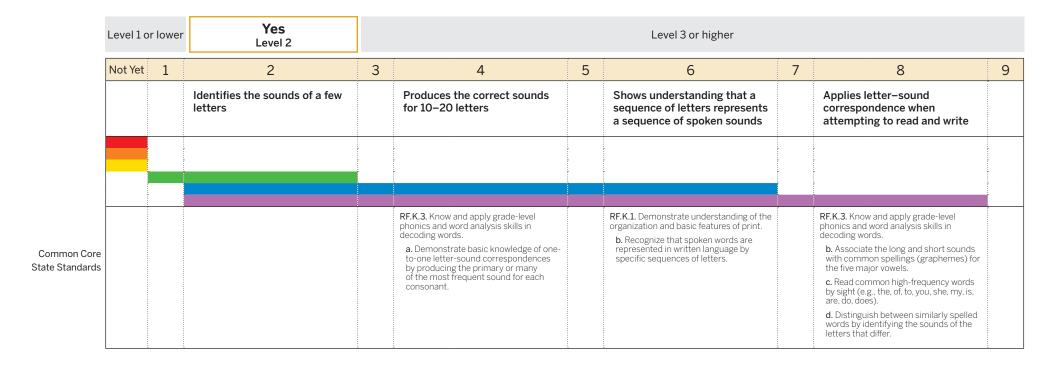
#### **Survey Question**

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."



## Objective 17 Demonstrates knowledge of print and its uses

#### a. Uses and appreciates books

## **Survey Question**

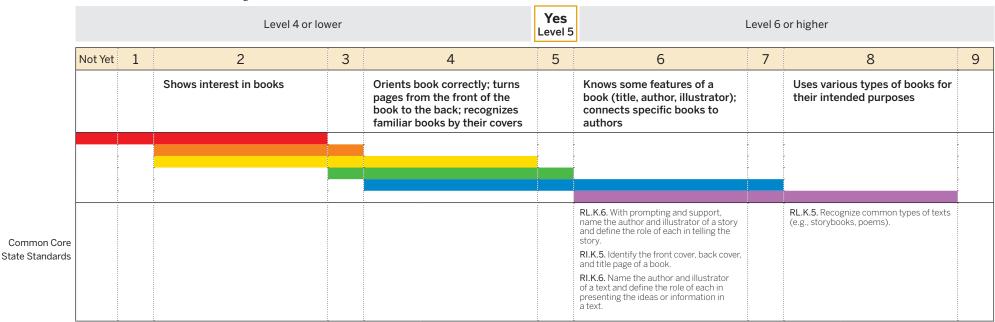
Does the student know any features of a book (title, author, illustrator) or connect specific books to authors?

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?"



## Objective 17 Demonstrates knowledge of print and its uses

#### b. Uses print concepts

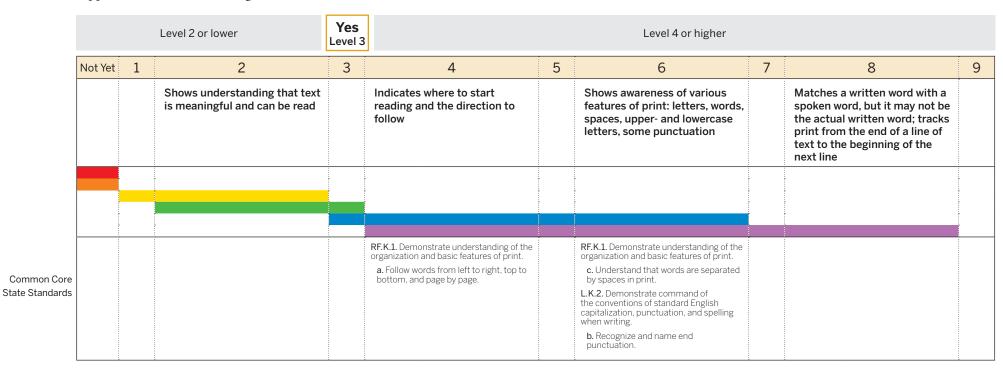
#### **Survey Question**

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?"



## Objective 18 Comprehends and responds to books and other texts

a. Interacts during read-alouds and book conversations

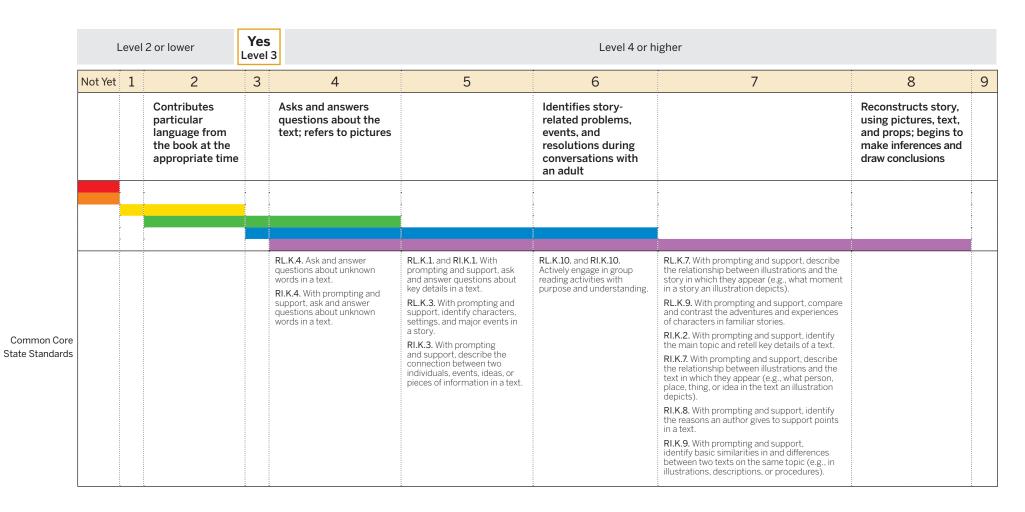
#### **Survey Question**

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 \_\_\_\_\_?"



## Objective 18 Comprehends and responds to books and other texts

#### b. Uses emergent reading skills

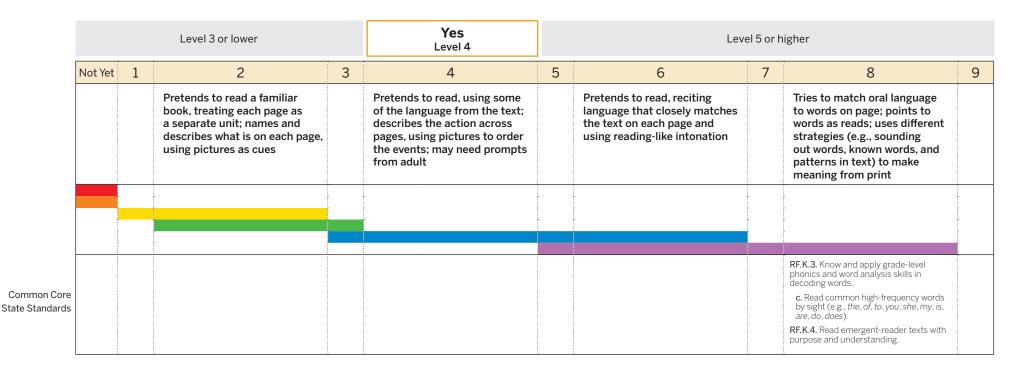
#### **Survey Question**

Does the student pretend to read, using some of the language from the text and describe the action across pages of text, using pictures to order the events (may need prompting from an adult)?

#### **Assessment Prompt**

Select a few books from the class library that have been read to the student previously. Ask the student to select one and say, "Please read your book to me." If the student says that he can't read it, assure him that it is OK to pretend to read it.

Listen as the student pretends to read the familiar book and offer prompts if necessary such as, "What happened on this page?"



## Objective 18 Comprehends and responds to books and other texts

#### c. Retells stories

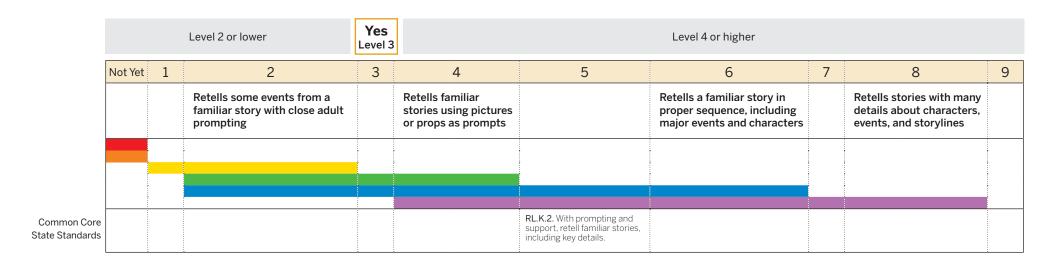
#### **Survey Question**

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?"



# 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		<b>Yes</b> 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

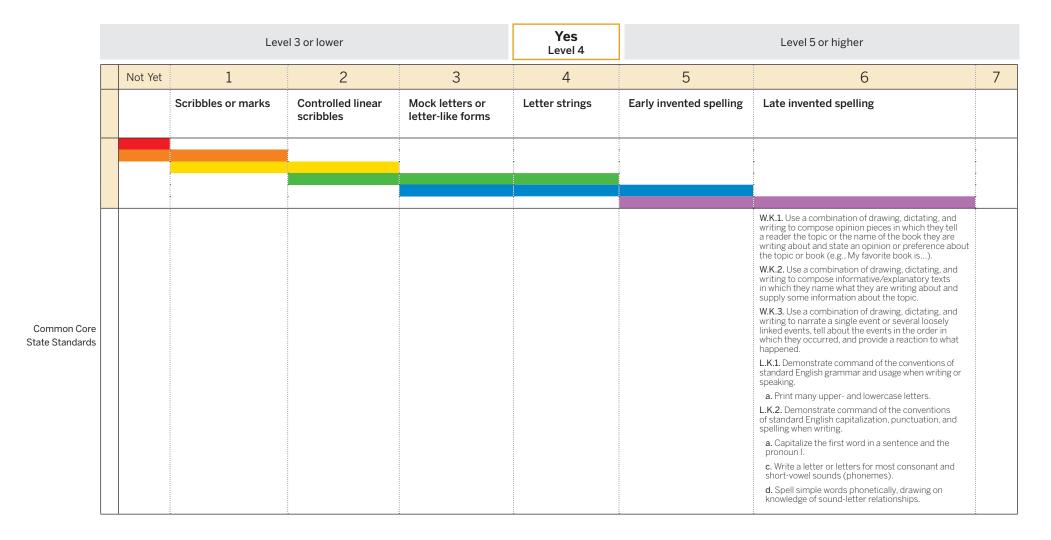
#### b. Writes to convey meaning

#### **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.



## 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.

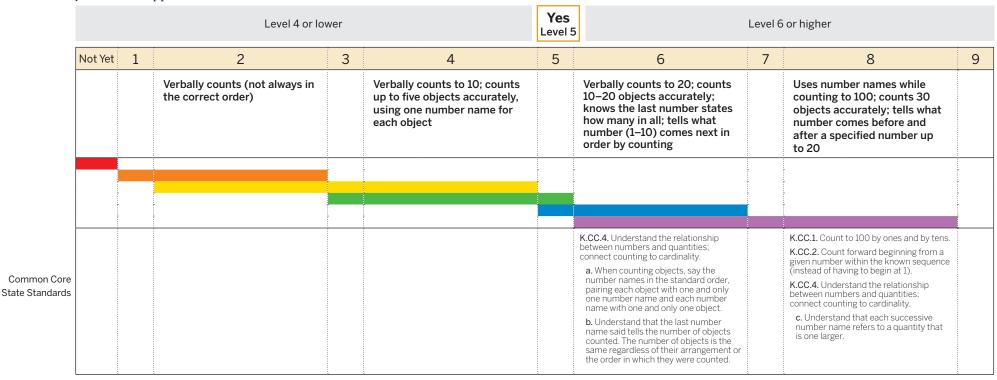
#### **Assessment Prompt**

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?"



## Objective 20 Uses number concepts and operations

#### b. Quantifies

#### **Survey Question**

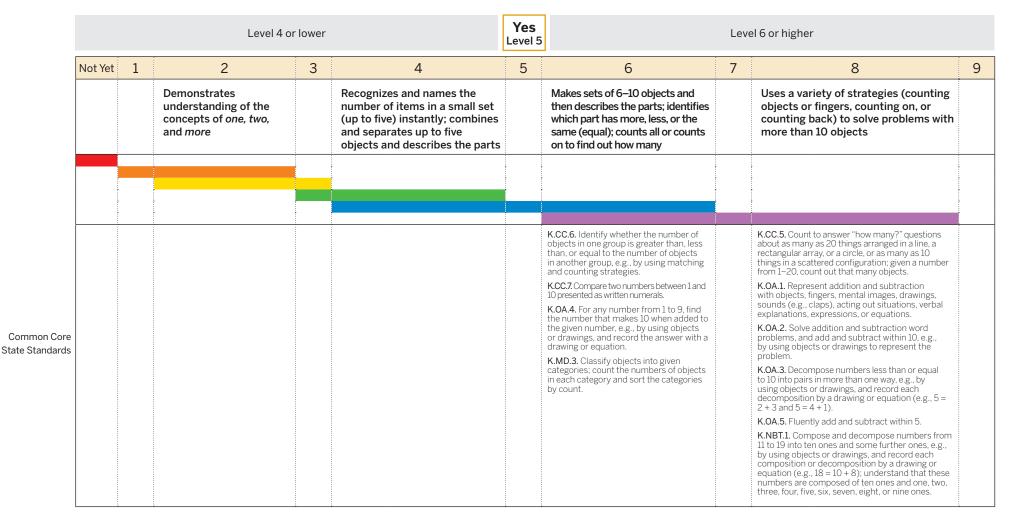
Can the student make sets of 6–10 objects and then describe the parts, identifying which part has more, less, or the same (equal)? Can the student count all or count on to find out how many?

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**

Count out 6–10 objects with the student. Show the student a cup and turn it upside down. Say, "We're going to pretend that these counters are students and this cup is their house. It's beginning to rain and some of the students run inside the house and others stay in the rain." Move a few of the objects into the cup. "How many students will get wet in the rain? (How many are not in the cup?) How many students will be dry in the house? (How many are in the cup?)." Ask, "Which group has more? Which group has less?" Reorganize the collection into two equal groups. Ask, "Which group has more?" Repeat the experience a couple of times.

Organize a collection of six objects into two groups---one with four objects and the other with two. Say, "Let's count the groups." After counting say, "Sometimes you don't have to count every \_\_\_\_ [object]. Watch how I count. I know that this group has four. Instead of counting them again, I'm just going to say and then start counting this smaller set of objects—5, 6. Now you can take a turn." Reorganize the group of objects another way and have the student count the same way that you modeled.



## Objective 20 Uses number concepts and operations

#### c. Connects numerals with their quantities

#### **Survey Question**

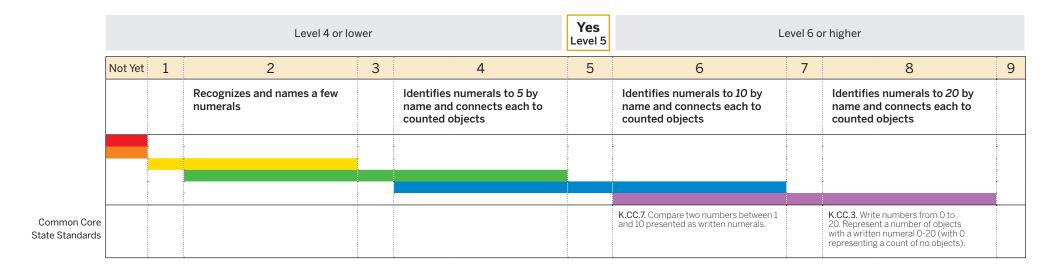
Does the student identify all numerals to 5 by name and at least one other numeral between 5 and 10 and connect each to a set of counted objects?

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."



## Objective 21 Explores and describes spatial relationships and shapes

#### a. Understands spatial relationships

## **Survey Question**

Does the student, with your prompting and support, respond appropriately to some positional words indicating location, direction, and distance?

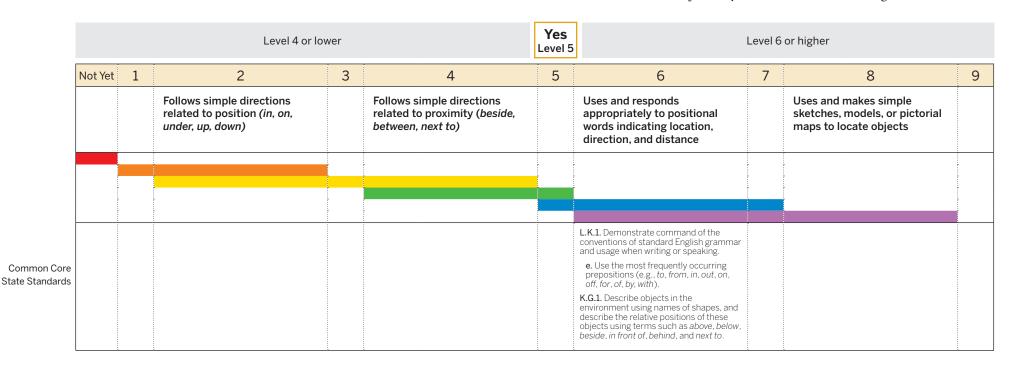
If the student does this without your support, consider level 6 or higher.

#### **Assessment Prompt**

**For location:** Using a stuffed animal, doll, or other object, say, "Can you hide the \_\_\_\_\_ *under* the table? Can you place it *on top* of the table?"

For direction: Using a stuffed animal, doll, or other object, say, "Let's pretend the \_\_\_\_ is marching in a parade. Can you make it march *forward*? Can you make it march *backward*?"

For distance: Using a stuffed animal, doll, or other object, say, "Place the \_\_\_\_ far away from us. Place the \_\_\_\_ right next to me."



## Objective 21 Explores and describes spatial relationships and shapes

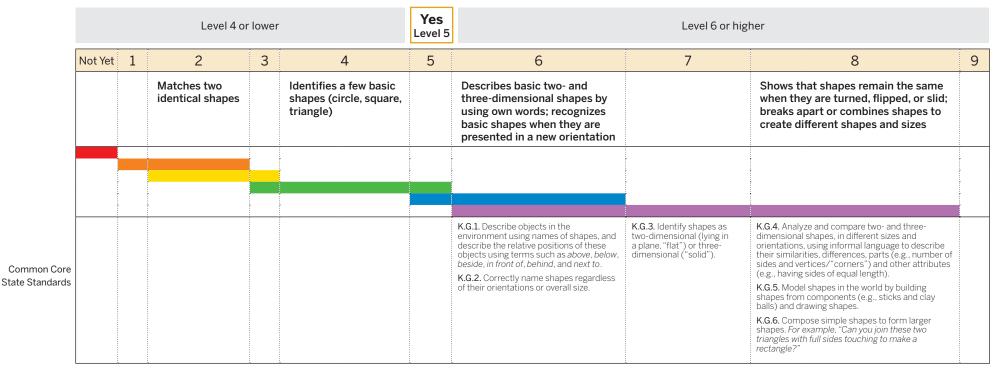
#### b. Understands shapes

#### **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.



## 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?"

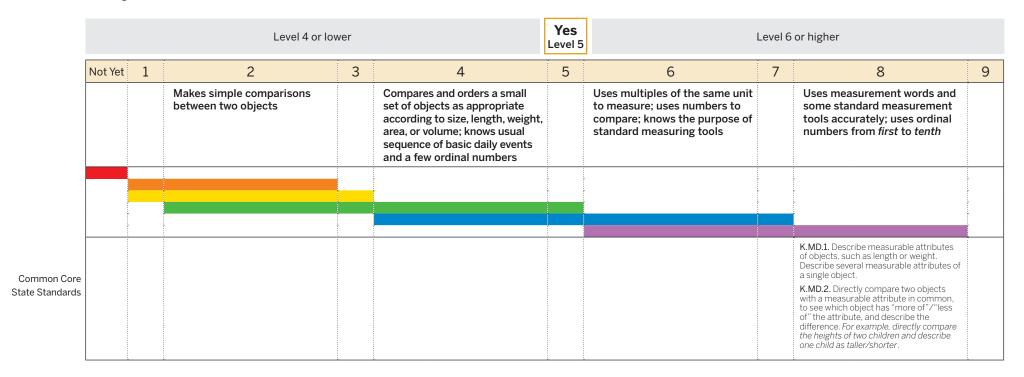
It is not necessary that the student independently count the number of small items that he or she uses to measure the long one. Instead, you are assessing whether or not the student understands the concept of measuring.

#### 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?"



## Objective 23 Demonstrates knowledge of patterns

## **Survey Question**

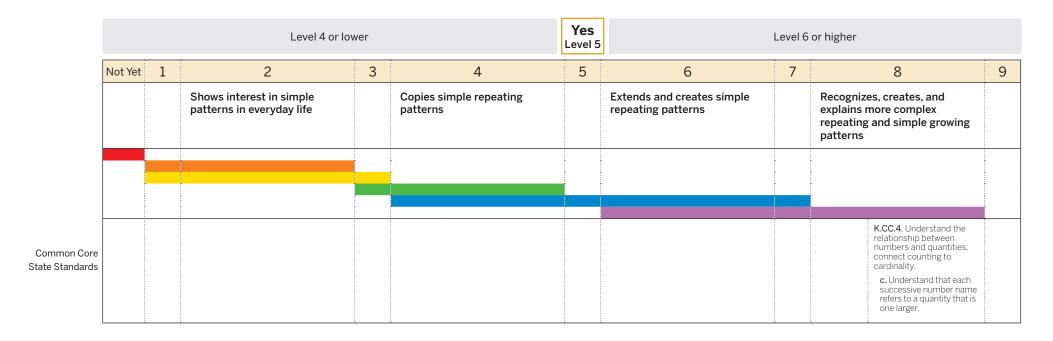
Does the student, with your prompting and support, create and extend simple repeating patterns?

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?"



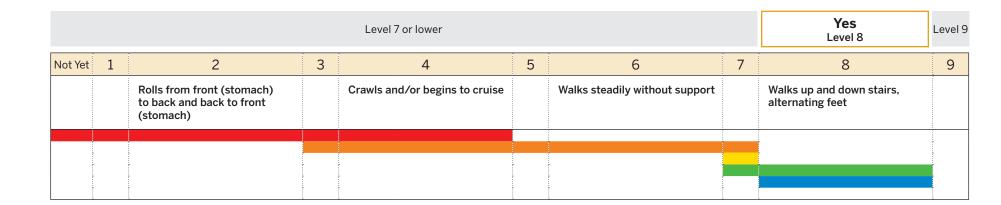
# Objective 4 Demonstrates traveling skills

(Optional Gross-Motor Physical Dimensions)

a. Walks

## **Survey Question**

Can the student walk up and down stairs alternating feet?



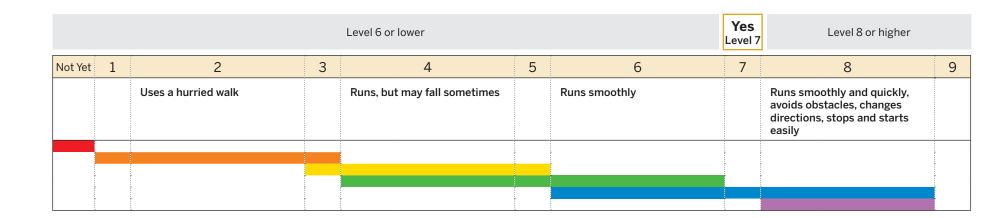
# Objective 4 Demonstrates traveling skills

(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?



# 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)	

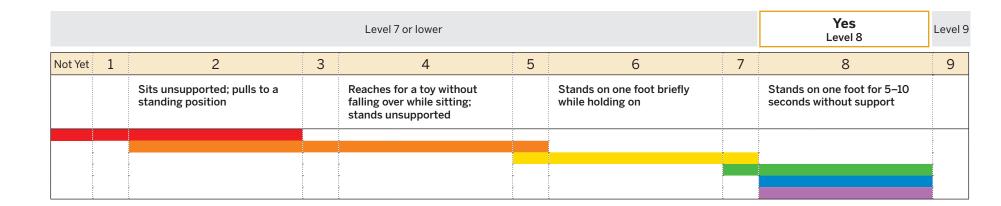
## Objective 5 Demonstrates balancing skills

(Optional Gross-Motor Physical Dimensions)

a. Sits and stands

## **Survey Question**

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



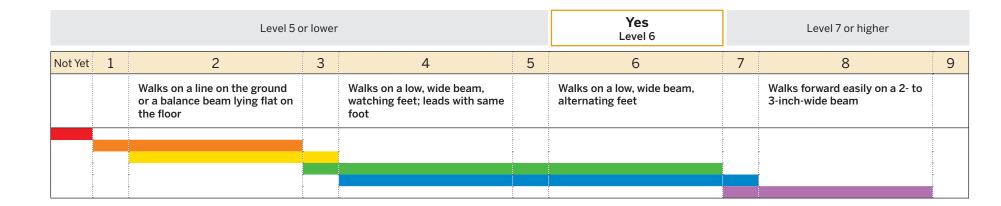
## Objective 5 Demonstrates balancing skills

(Optional Gross-Motor Physical Dimensions)

b. Walks on beam

## **Survey Question**

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

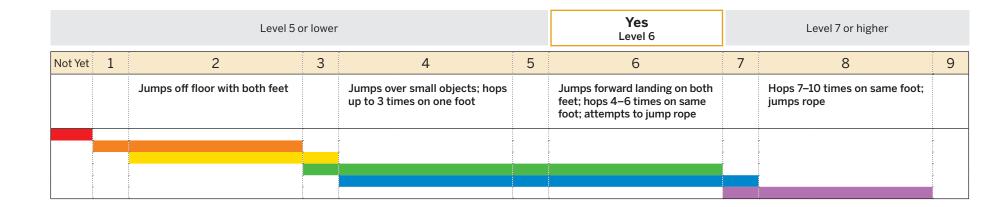


## Objective 5 Demonstrates balancing skills

(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?



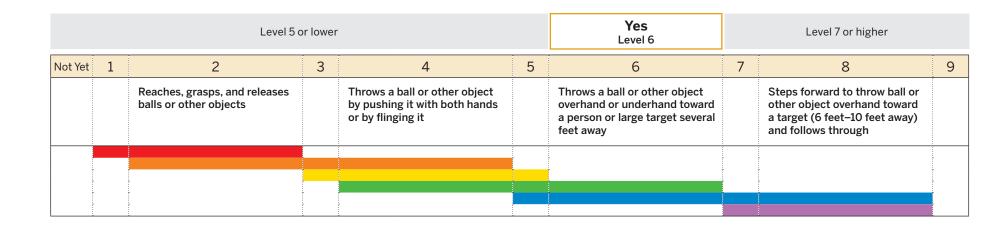
## Objective 6 Demonstrates gross-motor manipulative skills

(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?



## 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?



## 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?

