Please complete each item based upon your observation of the child. Observations may be done either individually or within a small or large group, depending upon the question/item being asked. You do not need to do a separate observation specifically for this instrument if you have current knowledge of the child's skills and abilities based upon other recent observations or assessments.

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

Child Name per square (indicate level of skill frequency for each skill)

Physical Skills/Self-Help										
Uses pincer grasp when using writing utensils										
Cuts on a straight line, holding paper										
Cuts simple shapes grasping scissors with thumb on top										
Runs/walks with a coordinated gait										
Completes a puzzle with 5-7 interlocking pieces										
Uses restroom with minimal adult supervision										
Hops on one foot										
Can catch a ball with both hands										
Can throw a small ball with both hands										
Can put on/take off coat with little or no assistance										
Can unzip clothing with minimal help										

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

Social-Emotional Development

	Child Name per square (indicate level of skill frequency for each skill)									
Engagement										
Follows basic directions within appropriate length of time (without prompting??)										
Follows set rules in group play or activities										
Perseveres on a task even when clearly frustrated with minimal or no adult prompting										
Follows established classroom routines with minimal prompting										
Collaborates with others to carry out a play theme (e.g. hospital or grocery store)										
Maintains interest in activity for at least 10-15 minutes										
Plays in dramatic play with other children, pretending to be someone or something else										
Stays 'on task'										

	Child Name per square (indicate level of skill frequency for each skill)									
Personal social skills										
Offers to help others who may be in distress (crying, frowning, looking confused)										
Adapts behavior to be appropriate in different environments										
Makes eye contact with adult or peer during conversations										
Accepts consequences for own actions										
Copes with frustration—calms self within a few minutes										

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

Personal social skills										
Copes well with disappointment										
Negotiates set rules in a group or play activity										
Obtains adult assistance when necessary to settle a serious conflict with peers										
Seeks and maintains positive relationships with others										
Plays well/interacts appropriately with two or more peers										
Names at least one friend										

Communication and Literacy

Child Name per square (indicate level of skill frequency for each skill)

Oral Language										
Uses four to seven-word sentences with correct word order										
Asks questions to increase understanding including 'how' questions										
Answers appropriately when asked what to do if tired, cold, hungry										
Completes simple verbal analogies (e.g. a daddy is big, a baby is ___ -small-)										
Uses complete sentences to communicate										
Stays on topic during conversation										
Recalls information and sequence of a story										
Tells stories based upon personal experiences, imagination, and/or stories from books										
Tells stories with a beginning, middle and end										

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

	Child Name per square (indicate level of skill frequency for each skill)									
Phonological Awareness										
Imitates rhythmic patterns in songs, rhymes, and finger plays										
Matches words that rhyme (e.g. selects 2 out of a list of 3 words)										
Identifies some beginning sounds in words										
Recognizes that print represents spoken words (i.e. first name in print, environmental print)										
Can break a word into syllables (e.g. clap number of syllables)										
Makes letter-sound connections										
Recognize words with a common beginning sound										
Identifies the number of syllables in a word										

	Child Name per square (indicate level of skill frequency for each skill)									
Alphabet Knowledge										
Recognizes printed name										
Identifies some known letters of the alphabet in familiar and unfamiliar words										
Discriminates between letters that look similar (e.g. knows that a ‘m’ is not a ‘n’)										
Sings the ‘alphabet song;										

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

	Child Name per square (indicate level of skill frequency for each skill)									
Print Awareness										
Can find familiar words within a story or print										
Pretends to read easy or predictable books										
Runs finger along text from top to bottom while pretending to read (understands print directionality)										
Demonstrates knowledge that a book has a front and a back										
Demonstrates an understanding that print goes from left to right										
Demonstrates an understanding that words in a sentence are separated by spaces										

	Child Name per square (indicate level of skill frequency for each skill)									
Writing/printing										
Demonstrates pretend writing, including some letters										
Copies letters										
Uses both drawing and writing (not necessarily correct spelling) to demonstrate own ideas for sharing with others										
Demonstrates an understanding that once an oral message is written, it reads the same way every time (recognizes signs, messages from the teacher)										
Can write own name										

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

General Knowledge & Mathematical Knowledge

	Child Name per square (indicate level of skill frequency for each skill)									
Emergent Numeracy										
Counts orally from 1 to 10										
Recognizes numbers from 1-10 when shown the numbers out of order										
Can give a number to a small number of items quickly and accurately										
Understands that the last number word used in counting represents the total number in the collection (cardinal rule)										
Able to compare by counting or matching two groups of items that contain up to five objects each, despite the similarity or dissimilarity between items in each group										
Can recognize and label a number of items that are arranged in a pattern (e.g. items are arranged like dots on a domino)										
Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)										
Identifies positions as first and last										
Notices and copies simple repeating patterns										
Sorts objects using one or two attributes										
Compares groups based upon single attributes (more/less; long/short)										
Consistently names some basic colors										

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always

Emergent Numeracy										
Is able to match a color name to its corresponding hue										

Child Name per square (indicate level of skill frequency for each skill)

Approaches to Learning/Problem Solving										
Uses classroom materials for their intended purpose										
Works to achieve a self-selected goal										
Asks questions about objects, organisms, and events in own environment										
Answers questions and/or tests predictions using simple logic or experiments (e.g. This is bigger and will sink, let's try it)										

Thank you for all your help! Please let me know if you have any questions—or comments on Items or format. ALL COMMENTS ARE APPRECIATED! This is in the draft phase so we need your input!

Gayle

FREQUENCY levels: For each child, indicate: N =Never S=Sometimes U= Usually A=Always