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										
Cuts on a straight line										
Runs/walks with a coordinated gait										
Toilets self with minimal assistance										
Can catch a ball with both hands										
Can throw a small ball with one hand										
Can put on/take off coat with little or no assistance										
Can unzip clothing with minimal help										

Social-Emotional Development

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

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

Engagement										
Follows basic directions within appropriate length of time (without prompting)										
Follows established classroom rules and routines with minimal prompting.										
Collaborates with others to carry out a play theme (e.g. hospital or grocery store)										
Maintains interest in self-initiated activity for at least 10-15 minutes										
Participates in most classroom activities, demonstrating strategies to join a play group or invite others to join in play.										

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

Personal social skills										
Shows concern to others who may be in distress										
Adapts behavior to be appropriate in different activities/settings										
Usually accepts consequences for own actions										
With adult help, copes with strong emotions (anger, frustration, disappointment) by using strategies to calm self										
Attempts to solve social problems in a group or play activity through negotiation or with adult's assistance										
Plays well with two or more peers, displaying socially competent behavior (listening, responding, helping, sharing , taking turns)										

Communication and Literacy

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)									
Oral Language										
Answers questions about key details in a story, including 'how' and 'why' questions										
Asks questions to gain information (e.g. questions about word meanings, questions about stories)										
Follows conversational rules for listening to others and taking turns speaking about topics/texts under discussion										
Uses complete sentences to communicate										
Stays on topic during conversation involving multiple exchanges										
Uses illustrations to retell major events in a story										
Tells stories based upon personal experiences, imagination, and/or stories from books										

	Child Name per square (indicate level of skill frequency for each skill)									
Phonological Awareness										
Blends segmented 2 and 3 syllable words to name a word (e.g. can you tell me this word: bu-ter-fly?)										
Matches words that rhyme (e.g. selects 2 out of a list of 3 words)										
Matches words with a common beginning sounds (e.g. selects 2 out of 3 words that begin with the same sound)										
Produces rhyming words (e.g. What is a word that rhymes with 'cat'?)										
Can identify the beginning sound in a word (e.g. What is the first sound you hear in the word 'man'?)										

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

Phonological Awareness										
Can combine a sequence of isolated sounds to produce 3 and 4 phoneme words (e.g. 'Can you tell me this word s-p-oo-n'?)										

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')										
Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters										

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

Print Awareness										
Can find familiar words within a story or print										
Recognizes and 'reads' familiar words or environmental print										
Understands print directionality (e.g. Runs finger along text from top to bottom, left to right, while pretending to read)										

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

Print Awareness										
Demonstrates knowledge that a book has a front and a back										
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										
Uses random letter strings (multiple letters written without letter-sound connections) when writing										
Uses semiphoetic or early alphabetic knowledge when writing (e.g. writes words using some letter-sound correspondence)										
Uses scribbling and/or mock letters when writing										
Can tell about own drawings and responds to suggestions by adding details to drawings										
Can write own name										

General Knowledge & Mathematical Knowledge

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

Emergent Numeracy										
Counts orally from 1 to 10										

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

Emergent Numeracy										
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										
Sorts objects using one or two attributes										
Compares groups based upon single attributes (more/less; long/short)										
Consistently names some basic shapes										

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

Approaches to Learning/Problem Solving										
Uses classroom materials for their intended purpose										

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

Approaches to Learning/Problem Solving										
Carries out tasks or projects from beginning to end; stays with task for at least 5 minutes, despite distraction or frustration										
Tests predictions using simple logic or experiments (e.g. This is bigger and will sink, let's try it)										
Tests predictions using simple logic or experiments (e.g. This is bigger and will sink, let's try it)										
Can delay gratification, following a rule or to obtain a better payoff later										
Shows flexibility in problem-solving, changing plans if better solution is proposed, or adjusting response to rule change										
Shows curiosity: seeks new, varied, and inventive experiences in play, alone or with others										

Child Name per square (indicate BA, A, or AA for each)

Spring question										
In your opinion, is this child ready for success in school? (select one from below) Below average (BA) Average (A) Above average (AA)										

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