

Revised Alaska Developmental Profile
Implementation Guide

Alaska Department of Education and Early Development
August 2009

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Introduction

The Revised Alaska Developmental Profile was developed over the course of the 2007-2008 academic year to align with the Alaska Early Learning Guidelines. This guide was developed for kindergarten teachers to explain the overarching framework of the Revised Alaska Developmental Profile (RADP) and to give educators a better understanding of the Profile and how to complete it.

The RADP is available at: <http://www.eed.state.ak.us/tls/assessment/developmental.html> and in Appendix A.

Overview of the Instrument

Historical Perspective

From 1996-2002, Alaska developed and implemented the Quality Schools Initiative, which includes a requirement that a developmental profile be completed for each child entering kindergarten. Completion of the Alaska Developmental Profile is required by state law as part of the statewide comprehensive system of student assessments, Sec. 14.07.020.

In June 2006, the Alaska State Board of Education and Early Development (EED) endorsed the Early Learning Guidelines (ELGs), which were developed as a joint project by EED and the Department of Health and Social Services. The ELGs contain goals and accompanying indicators that reflect expectations for children's knowledge and behavior from birth to age five. The Alaska Early Learning Guidelines are available online at: <http://www.eed.state.ak.us/publications/EarlyLearnigGuidelines.pdf>.

Over the course of the 2007-2008 academic year, the Developmental Profile was revised to be aligned with the ELGs. In the fall of 2007, a committee of stakeholders met to select the content for the Revised Alaska Developmental Profile (RADP) from the ELGs. This committee included early childhood experts, preschool teachers, and kindergarten teachers from around the state, staff from the Department of Education and Early Development (EED), and independent measurement consultants. A draft instrument was created based on feedback from this meeting; that draft was distributed to district test coordinators and elementary school principals for review within their schools. The instrument was refined based on their feedback and then piloted by 27 teachers in 26 schools across the state. The instrument was subsequently revised based on feedback from the pilot. The final instrument was reviewed by a stakeholder committee of teachers and early childhood experts in the spring of 2008.

The RADP will be fully implemented across the state in the fall of 2009.

Purpose of the Instrument

The purpose of the Revised Alaska Developmental Profile (RADP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations. Student skills and behaviors are defined by goals and indicators in five domains from

Alaska’s Early Learning Guidelines: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy.

Use of the Data

The RADP provides summary information on kindergarten students to EED.

Data from the RADP is collected at the student level using the Alaska State Identification System. This allows EED to disaggregate results by demographic variables to promote comparisons of various groups of kindergarten students across the state. These results may be used to inform policy decisions made by EED, other state agencies, and the State Legislature.

The instrument is not intended to be used for the evaluation of individual students to determine their eligibility for any programs, including kindergarten, or for the evaluation of specific learning programs.

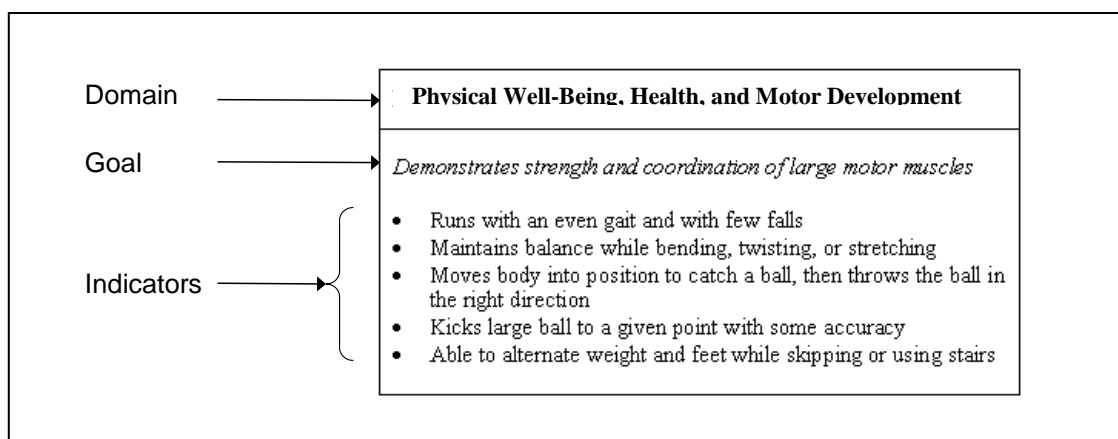
Organization of the Instrument

The RADP covers five domains—or areas—of development: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. Teachers are also asked to report whether students attended preschool.

Each domain is comprised of several goal statements, which express a specific expectation of what children should know, understand, and be able to do at kindergarten entry. One example of a goal statement is, “Demonstrates strength and coordination of large motor muscles.” Each goal statement is defined by a set of indicators that describe expected observable behaviors or skills. Within the aforementioned goal, one indicator is, “Runs with an even gait and few falls.” Each goal on the RADP has 3-5 indicators.

An example of a goal and its indicators within the Physical Well-Being, Health, and Motor Development domain is included below.

Example



Ratings are recorded at the goal level according to a three-point scale. This scale is described in detail within the next section.

The RADP is included in Appendix A.

Why is the RADP a teacher-observation instrument?

Young children's development is rapid, episodic, and highly influenced by the environments in which they spend their time. Before age 8, standardized achievement measures are not accurate enough to be used for decisions about individual children. Naturalistic, observational methods, rather than paper and pencil tests, are most appropriate in assessing children's emerging skills. From a practical perspective, judgments about students' skills are typically done by the kindergarten teachers themselves, after observing their students over a period of time and then selecting appropriate times for conducting specific aspects of the assessment.¹

Which children need a completed RADP?

All children entering kindergarten in Alaska's public schools must have a completed RADP. The RADP must be completed for all public school children, including children enrolled in charter schools and schools providing distance delivery education.

The RADP must also be completed for first grade students who had not previously been enrolled in public school. Stated differently, a profile must be completed at the start of first grade for children who were enrolled in private kindergarten programs or who did not attend kindergarten.

A student whose RADP was submitted in kindergarten does not need an additional RADP in the first grade.

Children with Disabilities

The RADP must be completed for students with disabilities who have an individualized educational plan (IEP) or a 504 Accommodation Plan. Judgments for the RADP should be based on the student's skills using the accommodations or adaptations she or he typically uses.

¹ Based on recommendations from: Getting Ready: Findings from the National School Readiness Indicators Initiative, A 17 State Partnership (2005).

English Language Learners

For the purpose of completing the RADP, student-teacher interactions should take place in the language and dialect in which the child can best show what he or she knows and can do². If the child is proficient in both the home language and English and it is unclear which language is dominant, student-teacher interactions for the RADP should be conducted in both languages before a decision is made about that student's skills.

If interactions are not possible in the home language, teachers will complete the profile based on what they know about the student after four weeks of observation.

Children Beginning Kindergarten after the Start of the Academic Year

Districts are required to submit a complete RADP for all students enrolled by October 1st. Completion of the RADP is not required for students who begin school after October 1st

Students Retained in Kindergarten

Teachers should **not** complete a profile for students retained in kindergarten, assuming a profile was completed the prior year.

When is the RADP completed?

Teachers are encouraged to complete an RADP for each student during **the first four weeks of the academic year**. Alaska state regulations require that a complete and final RADP be submitted online for all students by November 1st of each year. Thus, districts may opt to allow teachers to enter their data online in the time between the end of the observation window (i.e., after the first four weeks of school) and November 1st. Student observations, however, should be conducted during the first four weeks of the academic year.

Who administers the RADP?

The RADP should be completed by the student's primary general education teacher.

² Based on recommendations from: Screening and Assessment of Young English-Language Learners: Supplement to the NAEYC and NAECS/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation (2005). National Association for the Education of Young Children.

How are the items rated?

The RADP is an observational instrument. Observations are most accurate when they are made on different occasions and in different settings. *To the greatest extent possible, teachers are encouraged to make multiple observations of the skills and behaviors on the RADP before assigning a rating to the student.*

Every item must be rated on a 3-point scale and there must be a response for every item. The rating scale and the explanation for each rating choice are as follows:

Rating	Category	Definition
2	Consistently Demonstrates	<p>Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).</p> <p>Students should be given this rating if they are <i>generally able</i> to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating.</p>
1	Progressing	<p>Student demonstrates the indicated skills or behaviors on an inconsistent basis.</p> <p>Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate <i>most</i> of the indicated skills and behaviors (i.e., for students who demonstrate only <i>some</i> of the indicated skills or behaviors consistently).</p>
0	Does Not Demonstrate	<p>Student does not demonstrate the indicated skills or behaviors (20% or less of the time).</p> <p>Students should be given this rating if they are <i>generally unable</i> to successfully demonstrate these skills most of the time.</p>

Thus, for any goal, if a student consistently demonstrates all of the indicators except one, the student should receive a rating of '2' for that goal. Alternatively, if a student is able to successfully demonstrate only one of the set of indicators, the student should receive a '0' for that goal.

Where do I submit my ratings?

RADP data will be submitted online at <http://www.eed.state.ak.us/tls/assessment/developmental.html>, which will also include directions for using the web site. **Teachers will also indicate whether the student has attended preschool on the web site.**

Before submitting the profile scores online, teachers should have their scores ready to report; the classroom recording form (Appendix B) can be used for this purpose. It can also help to facilitate the data collection process within the classroom. The classroom form also has a place to record whether a student has attended preschool.

Observations recorded here are based on the primary general education teacher's knowledge of the student during the first four weeks of the academic year.

How should I structure my student observations?

Teachers are encouraged to make multiple observations of student skills and behaviors over time before making a rating. To the greatest extent possible, student observations should be made in the natural classroom setting.

The following pages include a list of suggested activities for teacher observations associated with each goal. These activities are only suggestions, and **completion of these activities is not required**. Activities can be conducted with the entire class, in small groups, or individually. Students who do not respond in the large group setting may be more likely to respond in a small group or during individual student-teacher interactions.

Suggested Activities for Teacher Observations

DOMAIN	Physical Well-Being, Health, and Motor Development
GOAL	<i>Demonstrates strength and coordination of large motor muscles</i>
INDICATORS	<ul style="list-style-type: none"> • Runs with an even gait and with few falls • Maintains balance while bending, twisting, or stretching • Moves body into position to catch a ball, then throws the ball in the right direction • Kicks large ball to a given point with some accuracy • Able to alternate weight and feet while skipping or using stairs
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for students to participate in activities that utilize large muscles (e.g., soccer, basketball, free play with balls, dance, bicycle riding)

DOMAIN	Physical Well-Being, Health, and Motor Development
GOAL	<i>Demonstrates strength and coordination of small motor muscles</i>
INDICATORS	<ul style="list-style-type: none"> • Cuts, draws, glues with materials provided • Copies several letters or shapes • Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers) • Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for students to use art supplies that require fine motor skills (e.g., crayons, chalk, pencils, scissors, glue, stickers) • Provide small materials to manipulate such as Legos, toy cars, beads for stringing and sewing, clothing fasteners (e.g., buttons, snaps, Velcro, zippers) • Provide opportunities to use a writing center

Suggested Activities for Teacher Observations

DOMAIN	Social and Emotional Development
GOAL	<i>Participates positively in group activities</i>
INDICATORS	<ul style="list-style-type: none"> • Follows simple rules of participation in group activities • Participates cooperatively in large and small group activities • Invents and/or sets up activities that include more than one child • Is sometimes part of the audience, as well as an active participant in group events
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for group discussions and decision making • Provide opportunities for participation in group games, allowing students to make up or modify rules

DOMAIN	Social and Emotional Development
GOAL	<i>Regulates their feelings and impulses</i>
INDICATORS	<ul style="list-style-type: none"> • Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights) • Shows ability to control impulses, with guidance • Seeks peaceful resolution to conflict • Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway) • Stops and listens to instructions before starting an activity
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for role-play, free play, and structured games • Structure social situations where students can practice skills in negotiating and problem solving • Provide opportunities for several students to share limited materials (e.g., one box of crayons or blocks)

Suggested Activities for Teacher Observations

DOMAIN	Approaches to Learning
GOAL	<i>Shows curiosity and interest in learning new things and having new experiences</i>
INDICATORS	<ul style="list-style-type: none"> • Engages in discussions and asks questions about new events and occurrences (e.g., “Why did this happen?”) • Looks for new information and wants to know more about personal interests • Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Ask open-ended questions to create a dialogue with students (e.g., “What do you think about...?”) • Provide students with opportunities to use resources to answer their own questions, (e.g., a student shows interest in dinosaurs then finds a dinosaur book at the library) • Provide opportunities for students to share stories about their family • Encourage students to invent make-believe stories

DOMAIN	Approaches to Learning
GOAL	<i>Sustains attention to tasks and persists when facing challenges</i>
INDICATORS	<ul style="list-style-type: none"> • Remains engaged while peers and/or adults are the focus of attention (e.g., pays attention during storytelling or “show and tell”) • Works on a task over a period of time, leaving and returning to it (e.g., block structure) • Shifts attention back to activity at hand after being distracted • Accepts age-appropriate challenges and continues through frustration
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Create projects for students to work on over time (e.g., planting seeds and nurturing them to watch them grow, feeding the gerbil for one week) • Provide opportunities for students to complete increasingly complex games or tasks • Provide opportunities to engage in problem solving with peers • Ask questions that elicit multiple answers

Suggested Activities for Teacher Observations

DOMAIN	Cognition and General Knowledge
GOAL	<i>Demonstrates knowledge of numbers and counting</i>
INDICATORS	<ul style="list-style-type: none"> • Counts to 10 from memory • Understands that when counting a set of items, each item must be counted only once and none should be left out • Uses math manipulatives (e.g., games, toys, and coins) in counting activities • Uses basic numbers and counting operations (e.g., “I gave Chua one of my blocks. Now she has two blocks.”)
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide a variety of objects for students to manipulate (e.g., buttons, stones, pine cones) • Have students divide objects equally among a group of people by assigning one for each person in turn and checking that the quantities are the same (e.g., each person gets five different color crayons) • Pose math questions that apply to daily life (e.g., “How many days until we have school again?”) • Play simple games with dice

DOMAIN	Cognition and General Knowledge
GOAL	<i>Sorts, classifies, and organizes objects</i>
INDICATORS	<ul style="list-style-type: none"> • Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color) • Recognizes, describes, duplicates and extends a two-part pattern (e.g., A/B, circle/square) • Describes how and why objects are arranged or sorted the way they are
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide a variety of objects for students to manipulate (e.g., buttons, stones, pine cones) • Ask students to look for and describe patterns in the classroom or nature • Provide opportunities for students to create his or her own patterns • Allow students to arrange collections into groupings using different rules

Suggested Activities for Teacher Observations

DOMAIN	Communication, Language, and Literacy
GOAL	<i>Uses receptive communication skills</i>
INDICATORS	<ul style="list-style-type: none"> • Listens to others in group conversations and discussions • Responds to a request • Attends to book reading/story telling for at least five minutes • Understands prepositions in simple commands (e.g., put the bowl on the table)
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for group conversations • Create times when groups of students come together to listen to information, stories, songs, or poems • Play games such as “Simon Says” to observe understanding of prepositional phrases

DOMAIN	Communication, Language, and Literacy
GOAL	<i>Uses expressive communication skills</i>
INDICATORS	<ul style="list-style-type: none"> • Expresses an idea in more than one way (e.g., “I like salmon very much” and “Salmon is my favorite food.”) • Names several non-present objects using appropriate words (e.g., “We went on the boat and I saw a whale.”) • Correctly uses words to indicate understanding • Defines words, with assistance (e.g., “Firefighters put out fires.”) • Asks others for help
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Engage students in conversation about a student-selected photograph or object by asking open-ended questions (e.g., “Tell me about this picture” or “What else can you tell me?”) • Provide opportunities for students to retell and/or respond to a story or event in their own words • Ask questions that encourage students to use vocabulary to express complex or abstract ideas (e.g., “What would this look like if...?”) • Provide play opportunities that incorporate materials to demonstrate oral and written communication skills (e.g., tape recorders, writing implements, paper, story props, telephone)

Suggested Activities for Teacher Observations

DOMAIN	Communication, Language, and Literacy
GOAL	<i>Demonstrates phonological awareness</i>
INDICATORS	<ul style="list-style-type: none"> • Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language) • Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound) • Finds objects in a picture with the same beginning sound, with assistance • Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • While listening to rhyming songs, provide opportunities for students to pick out the rhyming words • When reading to students, involve them in the storytelling (e.g., omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions) • Play listening games with child where s/he blends the onset (the first part of a syllable) and the rime (the ending part) one word (e.g., “r...an,” “m...an.” Then change it to “r...ice,” “r...oad.”) • Play rhyming games

DOMAIN	Communication, Language, and Literacy
GOAL	<i>Demonstrates awareness of print concepts</i>
INDICATORS	<ul style="list-style-type: none"> • Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom) • Recognizes difference between letters, words, and numerals • Points to the title of a book when asked • Reads own first name • Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes)
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for students to use books or magazines • Ask questions while reading books (e.g., “Where is the title of the book? Where do I go next?) • Provide examples of signs common to the community

Suggested Activities for Teacher Observations

DOMAIN	Communication, Language, and Literacy
GOAL	<i>Demonstrates knowledge of letters and symbols (alphabet knowledge)</i>
INDICATORS	<ul style="list-style-type: none"> • Recognizes several upper case and lower case letters • Prints several alphabet letters for given letter names • Writes several upper case and lower case letters • Writes his or her first name • Recognizes letters in his or her name
SUGGESTED ACTIVITIES FOR TEACHER OBSERVATIONS	<ul style="list-style-type: none"> • Provide opportunities for students to practice writing letters of the alphabet (e.g., ask child to help in making signs, or addressing an envelope) • Point to the initial letters of words when reading a book and ask for recognition • Adapt the game “I spy” to help students locate upper case and lower case letters • Point out letters and words in the environment (e.g., street names, billboards, signs, printed material)

How will the data be reported?

Results of the RADP are collected by EED through a web-based reporting system. State and district results of the RADP will be posted on the EED Assessment Results web page. Results for the RADP will be identifiable at the individual, student level, allowing EED and districts to disaggregate results by demographic variables. EED will give each district the RADP data for their students for additional analyses.

What should I do if I have additional questions?

For questions or concerns, please contact Jeanne Foy at jeanne.foy@alaska.gov or (907) 465-8729.

Appendix A: Revised Alaska Developmental Profile

Revised Alaska Developmental Profile

The purpose of the Revised Alaska Developmental Profile (RADP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations.

These skills and behaviors are defined by goals and indicators in five domains from Alaska's Early Learning Guidelines: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches Toward Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. Each goal statement expresses a specific expectation of what children should know, understand, and be able to do at kindergarten entry. The goal statements are defined by a set of indicators that describe expected observable behaviors or skills.

Students are observed *at the goal-level* according to the following 3-point response scale:

Rating	Category	Definition
2	Consistently Demonstrates	<p>Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).</p> <p>Students should be given this rating if they are <i>generally able</i> to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating.</p>
1	Progressing	<p>Student demonstrates the indicated skills or behaviors on an inconsistent basis.</p> <p>Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate <i>most</i> of the indicated skills and behaviors (i.e., for students who demonstrate only <i>some</i> of the indicated skills or behaviors consistently).</p>
0	Does Not Demonstrate	<p>Student does not demonstrate the indicated skills or behaviors (20% or less of the time).</p> <p>Students should be given this rating if they are <i>generally unable</i> to successfully demonstrate these skills most of the time.</p>

The Developmental Profile must be completed for every student. Children with disabilities who have an individualized educational plan (IEP) or 504 Accommodation Plan should be observed using the accommodations or adaptations she or he typically uses. Additionally, student-teacher interactions for this instrument should be conducted in the student's native language whenever possible.

NOTE: When teachers enter RADP scores for students online, they will also indicate whether the student has attended preschool.

REVISED ALASKA DEVELOPMENTAL PROFILE

PLACEHOLDER FOR DEMOGRAPHIC AND ADMINISTRATIVE DATA

Directions: Place an 'X' in the category that most appropriately reflects this student's development with respect to each italicized goal, as defined by the bulleted list of indicators.

Physical Well-Being, Health, and Motor Development	2	1	0
	Consistently Demonstrates	Progressing	Does Not Demonstrate
<p><i>Demonstrates strength and coordination of large motor muscles</i></p> <ul style="list-style-type: none"> • Runs with an even gait and with few falls • Maintains balance while bending, twisting, or stretching • Moves body into position to catch a ball, then throws the ball in the right direction • Kicks large ball to a given point with some accuracy • Able to alternate weight and feet while skipping or using stairs 			
<p><i>Demonstrates strength and coordination of small motor muscles</i></p> <ul style="list-style-type: none"> • Cuts, draws, glues with materials provided • Copies several letters or shapes • Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers) • Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately 			

Social and Emotional Development	2	1	0
	Consistently Demonstrates	Progressing	Does Not Demonstrate
<p><i>Participates positively in group activities</i></p> <ul style="list-style-type: none"> • Follows simple rules of participation in group activities • Participates cooperatively in large and small group activities • Invents and/or sets up activities that include more than one child • Is sometimes part of the audience, as well as an active participant in group events 			
<p><i>Regulates their feelings and impulses</i></p> <ul style="list-style-type: none"> • Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights) • Shows ability to control impulses, with guidance • Seeks peaceful resolution to conflict • Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway) • Stops and listens to instructions before starting an activity 			

Approaches to Learning	2	1	0
	Consistently Demonstrates	Progressing	Does Not Demonstrate
<p><i>Shows curiosity and interest in learning new things and having new experiences</i></p> <ul style="list-style-type: none"> Engages in discussions and asks questions about new events and occurrences (e.g., “Why did this happen?”) Looks for new information and wants to know more about personal interests Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play) 			
<p><i>Sustains attention to tasks and persists when facing challenges</i></p> <ul style="list-style-type: none"> Remains engaged while peers and/or adults are the focus of attention (e.g., pays attention during storytelling or “show and tell”) Works on a task over a period of time, leaving and returning to it (e.g., block structure) Shifts attention back to activity at hand after being distracted Accepts age-appropriate challenges and continues through frustration 			

Cognition and General Knowledge	2	1	0
	Consistently Demonstrates	Progressing	Does Not Demonstrate
<p><i>Demonstrates knowledge of numbers and counting</i></p> <ul style="list-style-type: none"> • Counts to 10 from memory • Understands that when counting a set of items, each item must be counted only once and none should be left out • Uses math manipulatives (e.g., games, toys, and coins) in counting activities • Uses basic numbers and counting operations (e.g., “I gave Chua one of my blocks. Now she has two blocks.”) 			
<p><i>Sorts, classifies, and organizes objects</i></p> <ul style="list-style-type: none"> • Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color) • Recognizes, describes, duplicates and extends a two-part pattern (e.g., A/B, circle/square) • Describes how and why objects are arranged or sorted the way they are 			

Communication, Language, and Literacy	2	1	0
	Consistently Demonstrates	Progressing	Does Not Demonstrate
<p><i>Uses receptive communication skills</i></p> <ul style="list-style-type: none"> • Listens to others in group conversations and discussions • Responds to a request • Attends to book reading/story telling for at least five minutes • Understands prepositions in simple commands (e.g., put the bowl on the table) 			
<p><i>Uses expressive communication skills</i></p> <ul style="list-style-type: none"> • Expresses an idea in more than one way (e.g., “I like salmon very much” and “Salmon is my favorite food.”) • Names several non-present objects using appropriate words (e.g., “We went on the boat and I saw a whale.”) • Correctly uses words to indicate understanding • Defines words, with assistance (e.g., “Firefighters put out fires.”) • Asks others for help 			
<p><i>Demonstrates phonological awareness</i></p> <ul style="list-style-type: none"> • Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language) • Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound) • Finds objects in a picture with the same beginning sound, with assistance • Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree) 			

<p><i>Demonstrates awareness of print concepts</i></p> <ul style="list-style-type: none"> • Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom) • Recognizes difference between letters, words, and numerals • Points to the title of a book when asked • Reads own first name • Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes) 			
<p><i>Demonstrates knowledge of letters and symbols (alphabet knowledge)</i></p> <ul style="list-style-type: none"> • Recognizes several upper case and lower case letters • Prints several alphabet letters for given letter names • Writes several upper case and lower case letters • Writes his or her first name • Recognizes letters in his or her name 			

