# **Alaska Developmental Profile**

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.

| Rating  | Category  | Definition  |
| --- | --- | --- |
| 2  | Consistently Demonstrates  | Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time). Give this rating if the student is *generally* *able* 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.  |
| 1  | Progressing  | Student demonstrates the indicated skills or behaviors on an inconsistent basis. Give this rating if the student demonstrates the indicated skills or behaviors on an inconsistent basis **OR**if they are unable to consistently demonstrate *most* of the indicated skills and behaviors (i.e., for students who demonstrate only *some* of the indicated skills or behaviors consistently)*.*  |
| 0  | Does Not Demonstrate  | Student does not demonstrate the indicated skills or behaviors (20% or less of the time).Give this rating if the student is *generally* *unable* to successfully demonstrate these skills most of the time.  |

| **Physical Well-being, Health and Motor Development** | 2Consistently Demonstrates | 1Progressing | 0Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Demonstrates strength and coordination of large motor muscles**** 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
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| ***Demonstrates strength and coordination of small motor muscles**** 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 appropriately (e.g. blocks, beads, cubes)
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| **Social and Emotional Development** | 2Consistently Demonstrates | 1Progressing | 0Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Participates positively in group activities**** Follow 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 audiences, as well as an active participant in group events
 |  |  |  |
| ***Regulates their feelings and impulses**** Expresses self in safe and appropriate ways (e.g. expresses anger or sadness without fights)
* Show 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** | 2Consistently Demonstrates | 1Progressing | 0Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Shows curiosity and interest in learning new things and having new experiences**** Engages in discussions and asks questions about new events and occurrences (e.g. “Why did this happen?”)
* Looks for new information and wants know more about personal interests
* Uses familiar materials in new ways (e.g. materials from nature in an art projects or for imaginative play)
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| ***Sustains attention to tasks and persists when facing challenges**** 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 the activity at hand after being distracted
* Accepts age-appropriate challenges and continues through frustration
 |  |  |  |

| **Cognition and General Knowledge** | 2Consistently Demonstrates | 1Progressing | 0Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Demonstrates knowledge of numbers and counting**** 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 in counting activities (e.g. games, toys, and coins)
* Uses basic numbers and counting operations (e.g. “I gave Chua one of my blocks. Now she has two blocks.”)
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| ***Sorts, classifies, and organizes objects**** 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
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| --- | --- | --- | --- |
| **Communication, Language, and Literacy** | 2Consistently Demonstrates | 1Progressing | 0Does Not Demonstrate |
| ***Uses receptive communication skills**** Listens to others in group conversations and discussions
* Responds to a request
* Attend to book reading/story telling for at least five minutes
* Understands prepositions in simple commands (e.g. puts the bowl on the table)
 |  |  |  |
| ***Uses expressive communication skills**** 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
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| **Communication, Language, and Literacy** | 2Consistently Demonstrates | 1Progressing | 0Does Not Demonstrate |
| ***Demonstrates phonological awareness**** 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)
* Find objects in a picture with the same beginning sound, with assistance
* Differentiates between similar0sounding words in pronunciation and listening skills (e.g. three and three)
 |  |  |  |
| ***Demonstrates awareness of print concepts**** 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)
 |  |  |  |
| ***Demonstrates knowledge of letters and symbols (alphabet knowledge)**** 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 their first names
* Recognizes letters in their names
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