

AmeriCorps National Performance Measures Outcome Instrument Packet

CHILDREN DEMONSTRATE GAINS IN SCHOOL READINESS, (SOCIAL AND EMOTIONAL DEVELOPMENT, LITERACY SKILLS, OR MATH SKILLS) EARLY CHILDHOOD PROGRAM

Programs that choose to measure outputs Education ED20 – ED21 must choose and measure ED22 (see ED22 packet) or at least one of three national outcome performance measures (ED23, ED24, ED25) listed below.

Education: Early Childhood Program Priority Area

National Performance Measures: You can choose one or more outcomes for your national outcome performance measures.
Outcome: Number of children demonstrating gains in school readiness in terms of social and emotional development (ED23).
Outcome: Number of children demonstrating gains in school readiness in terms of literacy skills (ED24).
Outcome: Number of children demonstrating gains in school readiness in terms of numeracy (math) skills (ED25).

Definition of Key Terms¹

- **School readiness:** Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.
- **Social and Emotional Development:** This particular school readiness indicator is the focus for Measure 23.
- **Literacy skills:** This particular school readiness indicator is the focus for Measure 24
- **Numeracy skills:** This particular school readiness indicator is the focus for Measure 25.

Considerations for this National Performance Measure²

- Will you be able to partner with an early childhood program that assesses, or is willing to assess, children at the beginning of the program year and at the end of the program year?
- Will the early childhood program at which AmeriCorps members will be placed follow a curriculum that addresses school readiness in the areas of social and emotional development, literacy skills, and/or numeracy skills?
- Will AmeriCorps members be matched with individual children or children in small groups to work on their emotional development, literacy skills, and/or numeracy skills?

¹ http://www.americorps.gov/pdf/11_1018_ameri_corps_nofa_background_document.pdf

² For more on alignment of performance measures, see the AmeriCorps Toolkit:

<http://nationalservicerresources.org/star/ac-program-toolkit>.

- Will you be able to recruit and/or train AmeriCorps members so that they have the qualifications and skill set needed to help children increase their social and emotional development, literacy skills, and/or numeracy skills?
- Will AmeriCorps members provide a sufficient dosage of service to children so that they can demonstrate increased emotional development, literacy skills, and/or numeracy skills?
- Will enough members be placed in an early childhood program/classroom to justify that, by association, children demonstrating gains in social and emotional development, literacy skills, and/or numeracy skills were the result of member services? Can you be confident that the gains children demonstrate in these areas can be attributed, in part, to the services provided by AmeriCorps members?

Data Collection Challenges

- Will the children that members will be working with be assessed at the beginning of the program year and again at the end of the program year to demonstrate gains in school readiness?
- Will you be able to compare the pre-assessment results with the same child's post-assessment results to determine the number of children who gained in social and emotional development, literacy skills, and/or numeracy skills?
- Will you have a person, other than the AmeriCorps members, to assess the children for increased social and emotional development, literacy skills, and/or numeracy skills (e.g., early childhood program staff, teachers)?
- Can you identify persons who have the skills to assess, by observation, the domain indicators to determine the level of skills/traits of children when the program begins and again at the end of the program? Will the person(s) who conducts the pre-assessment and post-assessment for increased social and emotional development, literacy skills, and/or numeracy skills be trained to assess young children?

Data Collection Strategies

- An assessment of children's skills will need to be conducted by observing children at the beginning of a program year and end of a program year. Train those persons that will assess the children so that they can make informed decisions. To minimize individual subjectivity when assessing skills through observation, make sure all persons conducting the assessments are trained as a group to strengthen inter-rater reliability (i.e., ratings between raters are similar).
- Make sure you know how you will match the pre-assessments with the post-assessments for each child and how you will maintain confidentiality. A coding system is one suggested method of maintaining confidentiality.

Instruments

Existing Instrument

Before developing or identifying an instrument to measure one or more of these national outcomes, determine whether the early childhood program in which your AmeriCorps members are being placed is already using an instrument that assesses children in the areas of

social and emotional development, literacy, and/or mathematics. If so, review the instrument and data collected to determine if this data can be used to measure the national performance measure outcome(s) you selected for your AmeriCorps program. Discuss with the early childhood program director whether you can use their data for your performance measures:

- Can the data be accessed in a timely manner?
- Can the data for those children that AmeriCorps members serve be separated from the children not being served by members?
- Can confidentiality be maintained?

Developing an Instrument

If you cannot use an existing early childhood program instrument, you will need to identify or develop an appropriate instrument that can assess the indicators you plan to measure for your national measure. The instrument should have evidence of reliable information identified or recognized by reliable sources (i.e., sources that researched or tested the indicators proposed).

Sample Instruments in this packet

The sample instruments in this packet are derived from two sources:

- Head Start Childhood Outcomes Framework³
- Maryland Head Start Child Development Outcomes Framework⁴

The Head Start Childhood Outcomes Framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

The Maryland Head Start Child Development Outcomes Framework is a document that integrates the Head Start Performance Standards, the Head Start Child Outcomes Framework, and the Maryland Model for School Readiness Framework.

The Head Start Child Outcomes Framework consists of eight Domains, three of which pertain to the early childhood national measures: social and emotional development, literacy, and mathematics. Each Domain consists of two to five Domain Elements. Each Domain Element consists of two to six indicators. Maryland Head Start Administrators identified examples for each of the indicators. This packet provides sample assessment instruments for each of the three national outcome measures which reflect the information from these two frameworks. You can choose to use/revise one of these assessment instruments or develop/identify your own.

³ Head Start Child Outcomes Framework: <http://www.hsnrc.org/CDI/pdfs/UGCOF.pdf>

⁴ Maryland Head Start Child Development Outcomes Framework:
http://www.mdk12.org/instruction/ensure/readiness/pdfs/MD_HS_CHILD_OutcomesFramework.pdf

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How to Use the Sample Instruments in this Packet

Identify which of the Early Childhood Program national outcome measures, or outcome Domain, you plan to measure as the national performance measure and choose the appropriate assessment instrument:

- Social and Emotional Development (ED23) Assessment
- Literacy (ED24) Assessment
- Mathematics (ED25) Assessment

Review the sample instrument of the national measure chosen:

- For each domain element, review the **indicators** and identify those indicators that you plan to measure to assess children's gain.
- For each indicator, review the **indicator examples** and select those indicator examples you plan to assess.
- Revise, add, or delete the indicator examples to best fit the early childhood program.

**Education Services:
Early Childhood Education**

Sample Instruments:

**Social and Emotional Development Assessment
(ED23)**

Literacy Assessment (ED24)

Mathematics Assessment (ED25)

Social and Emotional Development, Literacy, and Mathematics Assessments (ED23, ED24, ED25)

Instructions

What is the purpose?	To determine how many children demonstrate gains in school readiness in terms of social and emotional development (ED23), literacy (ED24), and/or mathematics (ED25).
Who should complete this instrument?	<p>Individuals who have the ability to assess children's gains in social and emotional development, literacy skills, and mathematics skills through observation of children.</p> <p>The persons conducting the observations should be persons who are not directly involved in providing services to the children (i.e., not AmeriCorps members). If more than one person will assess the children, it is highly recommended that all data collectors are trained in standard observation procedures and rating criteria to ensure inter-rater reliability.</p>
When should we complete this instrument?	<p>At least two times; when children begin the program year, and again after children have completed participation in your early childhood education program.</p> <p>Programs may want to observe the children mid-year to obtain a benchmark of the progress being made half way into the program.</p>
What should we do to prepare?	<p>Modify the assessment as needed by deleting indicator examples not appropriate for your program. Add any other indicator examples your program may need to assess gain. Decide who will administer the assessment(s) and how you would like the persons to return the assessment to you.</p> <p>Provide a description and instructions to those who will use the assessment by including an explanation about the purpose of the assessment, how the data will be used, and who will be conducting the assessment.</p> <p>Persons conducting the assessment need to be trained in advance so they are prepared to make consistent observational assessments of children's developmental and pre-academic skills, and how to record responses accurately. Training of all persons conducting assessments will ensure the inter-rater reliability.</p>
What should we do afterwards?	Match the pre-assessment with the post assessment for each child. You will need to measure gains in social and emotional development, literacy, and/or mathematics for each child. You may want to enter the data in an Excel spreadsheet to make comparisons between pre-assessments and post-assessments easier.
Can I use an alternative instrument?	Different assessments can be used to assess gain in social and emotional development, literacy, and/or mathematics of each child. However, make sure that the instrument is supported by research or other reliable sources that ensure identified indicators are valid.

EARLY CHILDHOOD DEVELOPMENT SOCIAL AND EMOTIONAL DEVELOPMENT ASSESSMENT⁵

Education Program: _____

Child: _____ Age: _____

Person Assessing the Child: _____ Position: _____

Date: _____ Pre-Assessment Post-Assessment

This pre-post instrument assesses the child’s social and emotional development using five domain elements. Assess the child at the beginning of the program year (pre-assessment) and at the end of the program year (post-assessment). Mark the appropriate box above. For each indicator and example listed, assess the child’s development and/or skills by noting whether “yes”, it is consistently and appropriately present, “no” it is not present or rarely so, or “not sure”, if you have not had an occasion to observe the indicator example. To assess whether the child has gained competency, compare the number of indicator examples marked “yes” in the child’s pre-assessment with those examples marked “yes” in the post assessment.

SOCIAL AND EMOTIONAL DEVELOPMENT					
Domain Element	Indicator	Examples	Yes	No	Not Sure
Self-Concept	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	Child calls attention to his specific skill growth (shows others)			
		Drawings show awareness of body parts			
	Develops growing capacity for independence in a range of activities, routines, and tasks.	Demonstrates growth in self help skills (zipping)			
		Puts on shoes independently			
		Follows rules and routines			
		Manages transitions			
			Buttons, zippers, ties and washes hands independently		
Calls attention to completed activity asking for					

⁵ Information for this assessment was taken from the following document: Maryland Head Start Child Development Outcomes Framework; Copyright©01/01/02 Carlethea Johnson, Maryland Head Start Administrators. Distribution and reprinting permitted as long as this copyright notice is included.

SOCIAL AND EMOTIONAL DEVELOPMENT					
Domain Element	Indicator	Examples	Yes	No	Not Sure
	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	recognition of accomplishment			
		Claps and cheers for self			
		Expresses pleasure in abilities (e.g., "I tied my own shoes")			
		Volunteers to perform duties in classroom			
Self-Control	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property.	Waits turn during activities			
		Recognizes feelings of happy, sad, excited, mad, etc.			
		Asks for help in resolving conflicts			
		Comforts self			
		Uses words to explain feelings			
	Demonstrates growing understanding of how his/her actions affect others and begins to accept the consequences of his/her actions.	Apologizes after hurting other child			
		Stops when turn is over			
		Recognizes when someone is sad or upset			
	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	Asks for materials instead of grabbing from others			
		Uses materials appropriately			
		Understands what is required in different environments (e.g. knows when to use "inside voice")			
		Participates in clean up times and classroom routines			
	Increases abilities to sustain interactions with peers by helping, sharing, and discussion.	Helps other children through talking and getting assistance			
		Listens until the other is finished			
		Claps and cheers for another child			
		Shares secrets with another child			
	Shows increasing abilities to use compromise and discussion in	Suggests alternatives in conflict situations.			
		Asks for adults' help			

SOCIAL AND EMOTIONAL DEVELOPMENT					
Domain Element	Indicator	Examples	Yes	No	Not Sure
Cooperation	working, playing, and resolving conflicts with peers.	Shares a toy or activity after being told to stop fighting over it			
	Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.	Waits to take turn and gives other a chance			
		Asks for turn (permission)			
		Leaves an activity when turn is over and moves on to next activity			
		Listens and expresses interest in the work of others			
		Compromises with peers			
Social Relationships	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	Talks with staff members about home and family			
		Greets familiar adults			
		Identifies adults in their various roles (e.g., parent, policeman, fireman, teacher, etc.)			
		Shares daily information with parent			
		Asks teacher for help with activity			
		Chooses the appropriate alternative guidance			
	Shows progress in developing friendships with peers.	Chooses play partners			
		Initiates sharing			
		Moves from sharing toys with one person to a larger group			
		Expresses preference among different children			
	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Moves from looking at child in distress to helping them out			
		Expresses how he/she can help another child/person			
		Compromises to relieve feelings of sadness and distress			
		Problem solves as a way to relieve distress (e.g., hugging, sharing, offering an item as a peace offering)			
		Expresses feelings of contrition (e.g., "I'm			

SOCIAL AND EMOTIONAL DEVELOPMENT					
Domain Element	Indicator	Examples	Yes	No	Not Sure
		sorry”)			
Knowledge of Families and Communities	Develops ability to identify personal characteristics including gender and family composition.	Identifies family members by name and role in family and community			
		Describes family makeup			
	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and families.	Identifies skin color			
		Asks questions about differences in people			
		Tastes a variety of food			
	Develops growing awareness of jobs and what is required to perform them.	Pushes child in wheelchair			
		Identifies community helper and talks about what they do and tools that they use			
		Role plays perception of job			
	Begins to express and understands concepts and language of geography in the contexts of their classroom, home, and community.	Lists steps needed to get task completed			
		Describes area in which he/she lives			
Tells home address					
		Identifies classroom and location			

Definitions

Yes – A child consistently and appropriately demonstrates this developmental skill.

No – A child rarely or never demonstrates this developmental skill.

Not Sure – The respondent has not had an opportunity to observe the child in this area.

EARLY CHILDHOOD DEVELOPMENT LITERACY ASSESMENT⁶

Education Program: _____

Child: _____ Age: _____

Person Assessing the Child: _____ Position: _____

Date: _____ Pre-Assessment Post-Assessment

This pre-post instrument assesses the child’s literacy skills in five domain elements. Assess the child at the beginning of the program year (pre-assessment) and at the end of the program year (post-assessment). Mark the appropriate box above. For each indicator and example listed, assess the child’s literacy skills by noting whether “yes”, it is consistently and appropriately present , “no” it is not present or rarely so, or “not sure”, if you have not had an occasion to observe the indicator example. To assess whether the child has gained competency, compare the number of indicator examples marked “yes” in the child’s pre-assessment with those examples marked “yes” in the post assessment.

LITERACY					
Domain Element	Indicator	Examples	Yes	No	Not sure
Phonological Awareness	Shows increasing ability to discriminate and identify sounds in spoken language.	Pretends to read			
		Examines pictures for meaning			
		Retells familiar parts			
	Shows growing awareness of beginning and ending sound of words.	Identifies words that begin with the same or different sounds			
		Identifies words that end with the same or different sounds			
	Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	Enjoys the repetition of words, poems, and finger-plays			
		Attempts to initiate matching sounds			
		Identifies and repeats rhyming			

⁶ Information for this assessment was taken from the following document: Maryland Head Start Child Development Outcomes Framework; Copyright©01/01/02 Carlethea Johnson, Maryland Head Start Administrators. Distribution and reprinting permitted as long as this copyright notice is included.

LITERACY					
Domain Element	Indicator	Examples	Yes	No	Not sure
	Shows growing ability to hear and discriminate separate syllables in words.	Imitates syllables as spoken			
		Creates multiple syllables			
		Blends syllables into a word			
	Associates sounds with written words, such as awareness that different words begin with the same sound.	Examines pictures for meaning			
		Pretends to read			
		Associates between spoken and written word			
Book Knowledge and Appreciation	Shows growing interest and involvement in listening and discussing a variety of fiction and non-fiction books and poetry.	Chooses books to read			
		Attends to story			
		Asks to have books read			
		Predicts actions and consequences of characters			
		Describes story line			
	Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	Attends to the story			
		Asks to have books read			
		Retells familiar parts			
		Chooses and reads books to self			
		Imitates actions of teacher			
		Reads to others			
	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	Sees self as a reader			
		Predicts next part or ending			
	Progresses in learning how to handle and care for books; knowing to view one page at a time in	Retells familiar parts			
		Opens book from front cover			
	Turns pages front to back				

LITERACY					
Domain Element	Indicator	Examples	Yes	No	Not sure
	sequence from front to back; and understanding that a book has a title, author and illustrator.	Tracks left to right, top to bottom			
Print Awareness and Concepts	Shows increasing awareness of print in classroom, home and community settings.	Recognizes letters of their names in media			
		Reads signs (Stop, Exit)			
		Calls out letters in words and signs in classroom			
		Asks what is this word or what does this say			
	Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages and menus.	Recognizes simple signs (e.g., STOP, signs for male and female on bathroom doors)			
		Can make a choice from a list or menu of symbols/words			
		"Spells" words with alphabet toys (e.g. blocks or magnets)			
	Develops increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	Associates spoken and written words			
		Holds book correctly			
		Traces words or lines of print from left to right with finger			
		Asks "what does this say?"			
		Dictates or attempts to write a story			
		Communicates direction in writing (e.g., "x means stay out")			
	Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	Tracks left to right, top to bottom			
		Identifies letters in words and repeats words and phrases			
		Follows the story by pointing to words as the story is read			
Recognizes a word as a unit of print,	Begins to write name				
	Uses letter like shapes or letters to depict				

LITERACY					
Domain Element	Indicator	Examples	Yes	No	Not sure
	or awareness that letters are grouped to form words, that words are separated by spaces.	words or ideas Identifies capital letter and spaces between words			
Early Writing	Develops understanding that writing is a way of communicating for a variety of purposes.	Dictates stories or recalls an experience			
		Writes letters or cards to someone			
		Communicates directions/warnings in writing			
		Attempts to write familiar words and names			
	Begins to represent stories and experiences through pictures, dictation, and in play	Draws representation of events as a story (e.g., describes field trip experiences)			
		Uses pretend writing during play (scribble, lines and shapes)			
		Writes some letters from own name			
		Creates original drama through puppets, dolls, housekeeping and other dramatic play materials			
	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Utilizes writing tools to tell stories, give direction and make requests of others.			
		Chooses a variety of materials to create art work and printed form			
	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter like symbols, to copying or writing familiar words such as their own name.	Draws representational shapes as letters			
		Traces and draws geometrid figures			
Begins to copy shapes and letters					
Shows progress in associating the names of letters with their shapes and sounds.	Recognizes letters and names				
	Begins to recognize sounds and rhyme letters				
Increases in ability to notice the beginning letters in familiar words.	Recognizes letters and names				
	Recognizes letter sounds, grouping sounds				

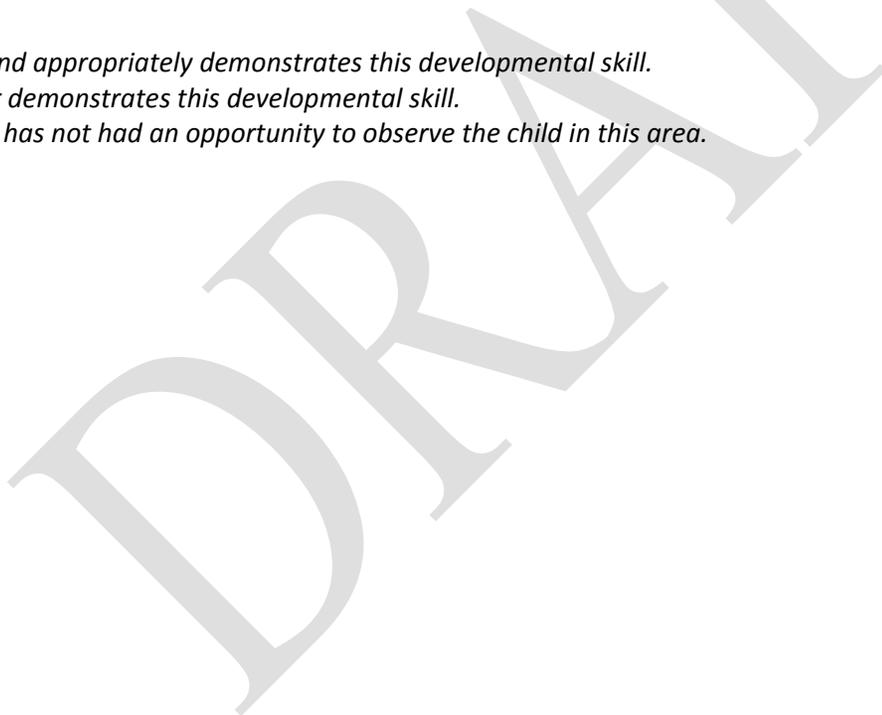
LITERACY					
Domain Element	Indicator	Examples	Yes	No	Not sure
Alphabet Knowledge	Identifies at least ten letters of the alphabet, especially those in their own name.	Writes and or traces familiar letters			
		Identifies letters seen in the classroom and in written media			
		Recognizes letters in own name			
		Recognizes own name in print			
	Knows that the letters of the alphabet are a special category of visual graphics that can be individually named.	Names individual letters of the alphabet			
		Recognizes letters that begin with own name in stories			
		Intentionally names letters in printed materials			

Definitions

Yes – A child consistently and appropriately demonstrates this developmental skill.

No – A child rarely or never demonstrates this developmental skill.

Not Sure – The respondent has not had an opportunity to observe the child in this area.



EARLY CHILDHOOD DEVELOPMENT MATHEMATICS ASSESSMENT⁷

Education Program: _____

Child: _____ Age: _____

Person Assessing the Child: _____ Position: _____

Date: _____ Pre-Assessment Post-Assessment

This pre-post instrument assesses the child’s mathematics skills in three domain elements. Assess the child at the beginning of the program year (pre-assessment) and at the end of the program year (post-assessment). Mark the appropriate box above. For each indicator and example listed, assess the child’s mathematic skills by noting whether “yes”, it is consistently and appropriately present , “no” it is not present or rarely so, or “not sure”, if you have not had an occasion to observe the indicator example. To assess whether the child has gained competency, compare the number of indicator examples marked “yes” in the child’s pre-assessment with those examples marked “yes” in the post assessment.

MATHEMATICS					
Domain Element	Indicator	Examples	Yes	No	Not Sure
	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	Tells the number of objects when objects are added or removed			
		Can distinguish the broad concept of more, less or equal (e.g., identifies which is more and which is less)			
		Begins to understand one-to-one correlation			
	Shows understanding of the concepts of number and quantity.	Counts up to 10 when touching or handling one object for each number			
		Counts in a sequence			
		Visually determines quantity			
		Uses the correct words that express quantity			

⁷ Information for this assessment was taken from the following document: Maryland Head Start Child Development Outcomes Framework; Copyright©01/01/02 Carlethea Johnson, Maryland Head Start Administrators. Distribution and reprinting permitted as long as this copyright notice is included.

MATHEMATICS					
Domain Element	Indicator	Examples	Yes	No	Not Sure
Numbers and Operations		like some, more, or less, correctly			
		Says that a group has less after one or more items are removed			
		Follows directions involving number and quantity (e.g., count three cookies)			
	Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.	By counting tags, child knows how many spaces are available in an interest area			
		Recognizes their address and birthday in numbers			
		States his/her address			
		Follows directions of symbols and numbers in a recipe (e.g., 3 pictures of a teaspoon equals a recipe item)			
		Divides a whole into halves			
	Develops increasing ability to count in sequence to 10 and beyond.	Verbally counts to 10 (and above) demonstrated through finger plays, counting aloud, and number games.			
		Counts objects in a picture or series of pictures			
		Counts to tell how many are in a group			
	Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	Matches pairs of objects in one to one correspondence, (e.g., finds two shoes for feet)			
		One-to-one correspondence with another set: lines up brushes to make sure there is one for each jar of paint.			
	Begins to use language to compare numbers of objects with tennis such as more, less, greater than, fewer, equal to.	Counts sets of blocks and indicates which has more or less			
		Tells the number of objects when objects are added or taken away			
		Verbally determines quantity as more or less, taller or shorter and nearer or farther			

MATHEMATICS					
Domain Element	Indicator	Examples	Yes	No	Not Sure
	Develops increased abilities to combine, separate and name “how many” concrete objects.	Groups or sorts objects by one property, such as size, shape, color, or use			
		Sorts a group of objects by one property and then another			
		Tells whether two amounts are the same			
Geometry and Spatial Sense	Begins to recognize, describe, compare and name common shapes, their parts and attributes.	Identifies common shapes (circle, square, triangle) in the classroom			
		Names attributes of shapes: circles are round, triangles have three sides			
		Draws, makes, cuts out a circle, square, triangle, rectangle			
	Progresses in ability to put together and take apart shapes.	Can put together a 3-12 piece puzzle			
		Builds shapes with blocks, “Legos” and other manipulatives			
	Begins to be able to determine whether or not two shapes are the same size and shape.	Matches blocks to shelves at clean up time			
		Inserts shapes to like openings in a box			
		Matches same shape and size to pattern on template			
	Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	Uses self-correcting toys: graduated stacking rings			
		Sorts objects by one attribute			
		Identifies or expresses when one or more objects in a series is out of place			
		Arranges objects in order by size			
	Builds an increasing understanding of directionality, order and position of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.	Follows simple positional directions with assistance, (e.g., puts paper in trash can)			
		Puts objects in, on, under, on top of, or next to another object as requested			
		Used positional words correctly (e.g., come sit near me)			

MATHEMATICS					
Domain Element	Indicator	Examples	Yes	No	Not Sure
Pattern and Measurement	Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.	Completes simple form board and imitates handclapping pattern			
		Recognizes and recreates simple patterns with objects			
		Creates simple pattern of own design using objects			
	Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	Creates groups according to colors			
		Creates subgroups according to shapes and sizes			
		Creates subgroups according to shape, size and color			
		Matches sets of socks or mittens			
	Begins to make comparisons between several objects based on a single attribute.	Verbalizes similarities of objects (e.g., "we have the same shoes")			
		Describes objects and actions by noting their similarities and differences			
	Shows progress in using standard and non-standard measures for length and area of objectives	Uses terms related to width, length, volume, temperature, time, weight, quantity and fractions			
		Uses unit blocks to measure length of rug			
		Measures two cups of flour			
		Uses comparative words such as heavier, smaller			

Definitions

Yes – A child consistently and appropriately demonstrates this developmental skill.

No – A child rarely or never demonstrates this developmental skill.

Not Sure – The respondent has not had an opportunity to observe the child in this area.