

Young Child Authentic Assessment Based Upon Iowa Early Learning Standards

Working with the Des Moines Community School District, the Child and Family Policy Center developed a draft early childhood assessment tool for use in preschool programs and at the time of kindergarten entry. That assessment tool is initially being tested with children in the Des Moines Community School District.

The assessment is an observational, or authentic, assessment of children, with teachers completing the survey based upon their observation and interaction with children over a period of time. It can be initially completed after the first several weeks of preschool or kindergarten, when a teacher has had time to observe and interact with children. It can be completed again at the end of the year and at intervals in between.

The 25 measures in the assessment are based upon Iowa's early learning standards and are consistent with current curricula used in preschool programs and Head Start. The measures also are similar in format to the existing progress report and information available on Infinite Campus.

In addition to a simple statement of each measure for inclusion in the progress report and in Infinite Campus, each measure has

- a more detailed description of the measure;
- a guide for ranking children according to a four-level scale [1- beginning, 2-developing, 3-mastering, 0/NA-not yet beginning or not applicable for the student]; and
- advice to parents on what they can do to help their child toward mastery.

This authentic assessment currently is being beta-tested in Des Moines.

Following is a Progress Report template including the 25 measures and separate pages describing each of the measures, with the ranking guide and advice to parents.

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Code:
 1 Beginning
 2 Developing
 3 Mastering
 0 Not at development stage
 NA Not applicable to child

**Des Moines Public Schools
 Early Childhood Progress Report**

Child _____
 D.O.B _____
 Start Date _____
 School _____

Language and Literacy	0/NA	1	2	3
Speaks to convey ideas				
Follows, retells stories				
Enjoys and handles books				
Recognizes name in print				
Scribbles/writes to express				
Knows sounds, parts of words				
Recognizes alphabet				
Shows reading readiness				

Comments:

Approaches to Learning	0/NA	1	2	3
Understands/follows directions				
Tries new activities/invents				
Engages and persists in tasks				

Comments:

Physical Development and Self-Care	0/NA	1	2	3
Moves with balance and control				
Uses scissors and tools				
Cares for self, health practices				
Cares for self, objects and clothes				

Comments:

Skills and Knowledge	0/NA	1	2	3
Knows colors, shapes, and parts of the body				
Counts and compares, sorts objects				
Contributes in music, art, and drama				
Identifies similarities & differences in the world				
Knows self in context of family, community				

Comments:

Social and Emotional Development	0/NA	1	2	3
Expresses needs and wants				
Shares and plays with others				
Follows classroom rules/routines				
Shows caring and concern				
Develops personal relationships				

Comments:

Special Interests and Strengths

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

1. Speaks to convey ideas

Description: Learning to listen, understand and speak is fundamental to all learning. Young children are beginning to express themselves through speech, which involves listening to and understanding what others are saying and expressing themselves. This process may occur in English or the child’s home language (if different from English). The important thing is for young children to understand and express increasingly complex thoughts and ideas.

1 Beginning	2 Developing	3 Mastering
<p>Child shows comprehension of simple concepts and speaks primarily to express his or her own direct needs and wants. Much is in single words or phrases, with some use of simple sentences.</p> <ul style="list-style-type: none"> · “I’m hungry.” · “Scissors.” · “Cat is there.” 	<p>Child shows interest in expressing self and often uses sentences to convey meaning. Child does not always make sense but tries to put together longer sentences or thoughts to provide multiple meaning.</p> <ul style="list-style-type: none"> · “The sun makes me hot.” · “I want to go outside.” · “If that helicopter was bigger, I would like it home.” 	<p>Child engages in conversations with peers or adults that include abstract concepts and complex sentences. Child puts together two or more concepts in expressing self.</p> <ul style="list-style-type: none"> · “Janelle has very long hair. It must be hard to wash.” · “Can we get out the blocks and build a castle this afternoon?” · “I think Mary is mad because she doesn’t understand.”
<p>0 - Not yet at development stage</p>		
<p>NA - Not applicable to child’s special needs</p>		

What Parents Can Do

Talking to young children is critical to language development. Parents can help children express themselves by asking questions about what the child has heard and showing interest in responses. Parents can encourage children to develop their ideas by both listening and complimenting the child and then restating what the child said and asking another question.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

2. Follows, retells stories

Description: Children master abstract concepts through hearing and relating events and stories. They learn through connecting events in a story, seeing a beginning, middle and end, and being able to relate to the story. They show understanding by being able to answer questions about it, predicting what might happen next, and retelling information from the story in sequence.

1 Beginning	2 Developing	3 Mastering
Child can listen to a short (2-3 minute) story and recount something that is in the story. Child begins to see the sequence of the story and knows it has a beginning and end, responding to what happened first and what happened next.	Child can listen to a more complex story and retell parts of it in general sequence. Child is beginning to see a meaning in the story and can say something about it that relates to other events.	Child can retell story in sequence and say what the story means to the child. Child can embellish on the story and indicate other things that might have happened or other endings the story might have had. Child can connect the story to other events and situations and show similarities and differences.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can tell many different types of stories to children, including reading books. Stories include some sequence of events, and parents can encourage discussion and attention by asking questions as they go along and letting children express their views. Children like to listen to stories, particularly when there is something that can relate back to them. Story time is a time for having fun and helping children dream and explore.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

3. Enjoys and handles books

Description: Children develop the skills needed for reading through seeing and handling printed materials. Even before they learn the alphabet, they see letters on a page and can begin to track these symbols with their eyes. They learn the story moves from one page to the next and the sequence of ideas conveyed within them. They take part in turning pages and pointing out pictures and objects, as well as beginning to track text.

1
Beginning

Child can recognize a book, pick it up and hand it to someone else. Child can see that turning pages is needed to progress in the book and tell a story. Child can pick out a particular book that the child likes.

2
Developing

Child recognizes words on the page and understands that these words are being read aloud and that they relate to pictures or actions in the story. Child sees that words are in groupings and that they are made up of different letters or symbols.

3
Mastering

Child can recognize full sentences and knows that longer groupings of words are needed to describe actions and events. Child can begin to follow words as they are read, and sees that different words are formed by the use of similar letters. Child can connect some groupings of letters to specific words.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can read books with their children beginning almost at birth, starting with picture books that may include pop-outs and different textures and sounds. Sharing books is a way to have close, quiet time with infants and toddlers. Parents can encourage their child to turn pages and point out objects, but the big thing is to make this a time of fun and enjoyment. As children get older, pointing out words and letters and helping them track the words as they are spoken helps provide reading readiness. Children will begin to make connections and seek to read themselves at different ages, and parents should not make reading into a chore, but make books and printed materials fun times.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

4. Recognizes name in print

Description: Young children learn about the world as they are learning about themselves, and they want to see how everything is connected to them. One of the first things most children delight in is seeing something about them -- and this applies to print. Recognizing one's own name in print is a big step in drawing the connection between sounds and words and printed words and letters.

1
Beginning

Child can recognize first letter of his or her first name, if a capital letter, and has some ability to pick out own name among names of other classmates.

2
Developing

Child can recognize the written first name and can distinguish it from other names and words, knowing most of the sequence of letters in the name. Child also has some idea of the last name and its beginning letter and sequence.

3
Mastering

Child can recognize own first and last name and spell out the letters of the name. When given a set of metallic letters, child can pick out the letters to spell the name.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can respond to a child's request to see his or her name, write it out for them, and let the child trace it. Parents can also talk with the child about his name and spell it out loud. Parents also can compare the child's name with other names in the household and show how they are alike and different.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

5. Scribbles/writes to express

Description: Children see the connection between letters, symbols, words and expressions and begin to try to write their own thoughts. At the beginning, much of this may appear simply as scribbles, but children are learning relationships and exploring how they can convey their thoughts through writing. As children grow, their scribbles turn into symbols, and then more precise letters and groupings of letters.

1 Beginning	2 Developing	3 Mastering
Child makes both scribbles and pictures on a page and indicates that the scribbles are writing. Child is beginning to break such scribbling into separate and distinct letter-like symbols.	Child uses symbols and letters in some form to indicate writing. Child has some ability to imitate words and reproduce letters in the same order as a printed word.	Child can reproduce words and even short sentences from a page. Child is beginning to write words out, starting with child's own name, and can accurately reproduce a word such as "pan" or "hat" when a picture of a pan or hat is shown along with the printed word.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can encourage children to use pencils, crayons, chalk and other materials both to draw pictures and to talk about them. Parents can ask what scribbles are saying about the pictures that are drawn and engage in conversations. As children show interest, parents can write down words and have children rewrite them.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

6. Knows sounds, parts of words

Description: Children are learning that words are made up of different sounds and that these sounds follow a particular order. They learn that some words start with the same sound and begin to associate these sounds with words and letters. Language is made up of sounds, and phonemic awareness – the understanding of these different sounds – is key to vocabulary development and reading readiness.

**1
Beginning**

For some sounds, child can tell which two words start with the same sound or, when given a particular word, name another word that starts with the same sound. Child can see that some words have several syllables and that these different syllables are used to distinguish the word from other words. Child has some notion of rhymes.

**2
Developing**

For most sounds, child can tell which two words start with the same sound and, when given a particular word, name another word that starts with the same sound. Child can also tell that words with several syllables have different sounds and distinguish what they are. Child understands when two words rhyme and can sometimes distinguish words that rhyme.

**3
Mastering**

Child can name a number of words that start with a particular sound and can describe other sounds in words that make them similar or different. Child can see the sequence of sounds in a word and begin to see the connection with letters and printed words. Child can distinguish words that rhyme and do not rhyme and often can think of a word that rhymes with another word.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can converse with their children and use different words and sounds, sometimes emphasizing particular sounds and asking children what else sounds like that sound. Rhyming games can help children learn different sounds and are usually fun for children.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

7. Recognizes alphabet

Description: Children learn the alphabet by both sound and sight and learn to connect the alphabet to word formation. For most children, the alphabet is the English alphabet, but some children are learning other alphabets in their home. Whatever the language, the important thing is for children to connect the letters of the alphabet both with sounds and with symbols, and to see how letters are put together to form words.

1
Beginning

Child understands the concept of the alphabet and can begin to recite the ABC song. Child can recognize at least a couple of capital letters, including the first letter of the child's name.

2
Developing

Child can recite the ABC song and recognize a number of capital letters and some lower-case letters. When teacher speaks letter names, child can correctly match at least ten of them to corresponding printed capital letters.

3
Mastering

Child can correctly point out and name most (20), if not all, capital letters. Child can also name a good number of lower-case letters. Child knows what sounds most letters make.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can use everyday activities to point out letters and words and to ask children about letters and words. These include signs and words that appear in supermarkets or other places children go with parents. Parents can make games out of naming letters and singing the alphabet. When children watch Sesame Street or other children's shows that emphasize learning the alphabet, parents can relate back to those shows and characters to reinforce learning.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

8. Shows reading readiness

Description: Children must put together a variety of concepts to learn to read. They must associate sounds with letters and learn the structure of words in sentences. At some point, children begin to play at reading and want to figure out how all the different concepts they have been learning fit together. When they do put those together, they begin to read.

1
Beginning

Child begins pretend reading from books and guessing or trying to remember and repeat what stories say. Child recognizes that letters are used to make words.

2
Developing

Child can identify some words and read them. Child can also begin to sound out letters. Child talks about being able to read.

3
Mastering

Child is eager to pick up and figure out simple story books. Child can put letter sounds together in words and begin to sound them.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

When reading stories aloud, parents can encourage children to look at the words, and later try to sound them out. Parents can help guide children's writing and reading according to letter sounds.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

9. Understands/follows directions

Description: As children develop and move into school, learning increasingly involves structured settings and taking directions from teachers and adults. While at first these are these very simple, one-step directions, they will soon become two- or three-step instructions. Likewise, while directions at first relate to familiar and repeated routines, they quickly relate to new activities or unfamiliar situations.

1 Beginning	2 Developing	3 Mastering
<p>Child understands when an adult provides a simple one- or two-step direction.</p> <ul style="list-style-type: none"> · “Drop the ball.” · “Clap your hands and stomp your feet.” · “Put the crayon in the box.” 	<p>Child understands more complex two-step instructions, including ones that involve new activities, and some three-step instructions.</p> <ul style="list-style-type: none"> · “Put away the cards and then bring me the scissors from the table.” · “If you want to play ball with Eric, ask him if you can have a turn.” 	<p>Child understands three-step directions and instructions that are about new or unfamiliar situations.</p> <ul style="list-style-type: none"> · “You can go outside to play, but first I want you to put away the crayons and ask a friend to go with you.” · “Fold the paper like this, and then open it up and paint just in the middle part.”

0 - Not yet at development stage

NA - Not applicable to child’s special needs

What Parents Can Do

Directions and instructions are different than orders. While parents sometimes need to tell or order children what to do and not do, directions are designed to help children organize so themselves so they can engage in learning activities. In providing directions, parents should encourage children by complimenting them when they have followed the directions and helping them complete them when they are having difficulty.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

10. Tries new activities/invents

Description: Children learn by taking on new and increasingly complex tasks, exploring and using new materials and engaging in new activities. Children use new experiences to draw relationships with familiar ones and use familiar materials to imagine and invent.

1 Beginning	2 Developing	3 Mastering
Child shows interest in new or different activities by watching others and, with support, by handling new materials or taking part in new activities. Child begins to ask simple questions about new events.	Child actively engages in new activities and tries using new materials or games. Child independently does simple investigations using materials or toys to engage in a new game or activity or exploration. Child asks questions about new activities that relate them to other activities.	Child puts materials and objects together in new and different ways. Child makes objects or games that have several different elements or materials and describes what they do. Child engages in discussions and asks and answers questions readily in learning a new activity. Child frequently takes a leadership role for a new game or group activity.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can encourage their child to engage in new activities by making a variety of materials and experiences available and encouraging the child to think up new activities or events themselves. For a hesitant child, it may mean building upon what the child already likes to do and providing opportunities for the child to see others doing it first. A child is more likely to try new activities when parents offer support and reassurance instead of pressure or criticism.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

11. Engages and persists in tasks

Description: Children gain skills and learn self-control by persisting in activities, even when they are difficult and may lead to mistakes or failure. As children mature, they are more able to maintain concentration on an interesting task despite other distractions drawing them away. They make longer-term goals that can span work over several periods or even days.

1 Beginning	2 Developing	3 Mastering
<p>Child engages in self-selected activities for a period of time, but needs reminders to keep doing them if they take more than a couple of minutes to complete.</p> <ul style="list-style-type: none"> · Builds a simple structure out of blocks. · Needs adult encouragement to complete a task, i.e., to put away more than one or two items during clean-up 	<p>Child completes activities of their own choosing that take an extended period of time. Child can overcome minor setbacks without too much frustration or stopping altogether.</p> <ul style="list-style-type: none"> · Finishes a puzzle even though there is a commotion in the room and other children are acting out. · Repairs and rebuilds a block house after the roof falls off. 	<p>Child engages in and completes long-range tasks and persists when encountering challenges. Child selects goals that may take several periods or days to complete and continues with the task.</p> <ul style="list-style-type: none"> · Works at a challenging puzzle and completes it, even when there is trouble with several pieces. · Returns to challenging classroom activity over the course of days in order to complete more of it
<p>0 - Not yet at development stage</p>		

NA - Not applicable to child's special needs

What Parents Can Do

Parents can identify tasks that are appropriate to the child's current attention level and encourage the child to take part. As the child works, parents can gauge the child's level of concentration and initiative and step in to help the child maintain attention when needed; for example, the parent can comment on how well the work has progressed. Parents should not force a child to complete a task or criticize the child for not completing a task, although, when the child is getting frustrated and ready to abandon a task, parents can encourage a child to take a break and return later.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

12. Expresses needs and wants

Description: Children learn about their own needs and feelings and how to express them to others. They can tell adults what they want, relating to both physical and emotional needs.

1 Beginning	2 Developing	3 Mastering
Child can relate simple physical needs, including knowing where pain and discomfort come from. They have some understanding of when they are tired and how that affects them.	Child can relate some emotional feelings, such as when he or she feels “sad” or “mad” about something. Child is beginning to see that different feelings can change and they can have different moods.	Child is gaining control over different feelings and needs and learning what can be done to address them. Child can state what his or her feelings are in some detail, and can indicate some reason why he or she is feeling that way. Child asks for specific help from others, when appropriate, in order to get basic needs met.

0 - Not yet at development stage

NA - Not applicable to child’s special needs

What Parents Can Do

Parents can help a child by paying attention to the child’s moods and physical needs and knowing how to address them. Parents can explain to a child why they are doing things to help address a physical or emotional need of a child, and how that relates to the need.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

13. Shares and plays with others

Description: As young children grow and develop, they learn how to deal with other children. This starts with recognition and moves to parallel play, and then extends to cooperative play and taking on roles as both leader and participant.

1 Beginning	2 Developing	3 Mastering
<p>Child recognizes other children and engages in parallel play and interaction.</p> <ul style="list-style-type: none"> · With prompting, hands another child a toy he has been waiting to use. · Plays with puzzle side-by-side with other children. <p>0 - Not yet at development stage</p> <p>NA - Not applicable to child's special needs</p>	<p>Child engages with other children in common play and chooses particular children to play with.</p> <ul style="list-style-type: none"> · Works with other children to dig a big hole in the sand. · Chooses Roy to climb on the jungle gym and sits next to Roy in group time. 	<p>Child takes on both leadership and supporting roles in group play and negotiates with other children to plan their activities.</p> <ul style="list-style-type: none"> · Engages in make-believe play with other children, after working with them to establish the storyline · Organizes playmates to build a house out of cardboard boxes. · Negotiates with friend over items that must be shared: "When you're done cutting out the cow, can you give me the scissors?"

What Parents Can Do

Parents can encourage children to play with others and supervise the activities to limit conflicts. Conflict that do emerge can be "teaching moments" to give children tools to resolve differences and engage in sharing. Parents also can promote cooperation by encouraging children to try new things together.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

14. Follows classroom rules/routines

Description: Children learn routines and the structure and order of different activities to enable them to be able to work in groups and under direction of others. They control their impulses and respond to directions. Part of this comes from recognizing and accepting common routines and adhering to rules for different places and settings

1 Beginning	2 Developing	3 Mastering
Child knows there is a daily routine, and, with coaxing and attention, can move from one activity to another. Child is learning that certain behavior is appropriate for certain activities but often confuses them and has to be reminded of basic rules for a particular activity.	Child can distinguish between story time, outdoor time and work time and knows what she is expected to do in each. Child understands and usually acts when a teacher reminds him or her of a rule. Child sometimes tells other children when they are acting outside of classroom rules and routines.	Child distinguishes between different times and activities and knows how to act during those different times. Child can explain the reason for some rules and routines in terms of what they enable her and others to do. Child sees that rules and routines can provide order and help.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Just as there are routines and rules in school, parents have rules and routines at home. Parents can discuss with their children the reasons for the rules and routines, at a level that the child is most likely to understand, and preferably at a time when they are not engaged in a conflict with the child about the rule or routine itself. When children are acting out, they often need some time to work through their feelings.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

15. Shows caring and concern (empathy)

Description: Children become aware of other's feelings and how to respond to them. They relate another person's feelings back to their own and respond appropriately.

1 Beginning	2 Developing	3 Mastering
Child shows some awareness of other children's behavior and recognizes when they are unhappy or upset.	Child can describe own feelings and relate them to the feelings of others. Child will offer simple help to other children to make them feel better or to participate in activities, such as giving a hug or a toy.	Child can respond to a variety of different concerns and moods that other children may have. Child can often help others get over times of sadness, fear or frustration by offering help and will sometimes recognize when they need space or time alone.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Much of parenting is modeling, and watching parents respond to each other, to other people and to their children with care, helps children learn how to care and show empathy themselves. Parents can explain that caring is important, and be particularly attentive in listening to children as they try to explain why they feel as they do.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

16. Develops personal relationships (friendships)

Description: Children interact with other children and adults and learn to share, play cooperatively, listen and recognize differences and common interests. Children differentiate how they respond to other children and adults, and develop ongoing relationships that are based upon mutuality.

1 Beginning	2 Developing	3 Mastering
Child plays side-by-side with other children and recognizes that there are different children and adults in the room. Child develops some preferences for playing, eating or sitting beside a particular child or children. Child communicates simple needs to adults.	Child develops at least one or two specific friendships and partners. Child listens to and interacts with adults other than parents in ways that recognize their authority.	Child develops one or two special friends but also interacts with others in a variety of settings. Child understands and relates to different personalities of other children. Child engages in activities with adults that include sharing and cooperation.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can provide a variety of opportunities for child to engage with other children. Parents can also talk with child about his or her playmates, recognize the child's preferences for different playmates, and help invent activities for them to do together. Finally, they can model the skills needed to be a good friend, including caring, sharing and showing genuine interest in others.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

17. Moves with balance and control (large-motor skills)

Description: Large motor skills – running, hopping, skipping, jumping, climbing, lifting and carrying – all are acquired skills that children develop through practice as part of play and activities. Children have increasing control over their body as they grow.

1 Beginning	2 Developing	3 Mastering
Child can make basic movements but not more complicated ones. Child can do things such as walk forward and backward and jump forward on two feet, carry an object while moving across the room, and balance briefly on one foot.	Child can make more complicated movements that require coordination. Child can do things such as follow movement prompts in a song or group exercise, make rhythmic movements when listening to a song, walk on a line on the floor, change direction while running, operate a tricycle and begin to throw a ball.	Child can engage in multiple and sustained coordinated activities. Child can do things such as use dance steps and motions to music, run and kick and throw a ball, balance an object on his or her head, hop repeatedly on one foot, and follow a course on a tricycle or bicycle.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can make sure that children have time and space for full physical activity (crawling, walking, running, climbing) for long periods every day and encourage them to use their bodies. Children learn by imitation and repetition, and as children show interest and readiness for such activities, parents can offer instruction in how to hop and skip and reach. Parents can play ball with children starting in infancy, letting infants touch and feel the ball and use their hands to try to grab or hold it. With toddlers, parents can roll a ball on the floor and even gently throw and catch the ball as children show the inclination. These are not chores or drills, but opportunities for fun, as children are learning to use their bodies in new ways.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

18. Uses scissors and tools (fine-motor skills)

Description: Fine-motor skills – cutting, taping, folding, drawing and coloring, molding clay, looking through a microscope, handling books, and putting together and taking apart Legos and using other tools – all involve hand-to-eye coordination and also develop through practice and repetition. As they grow, children learn to grasp, release, and control their fingers and hands in increasingly complicated and detailed ways.

1 Beginning	2 Developing	3 Mastering
<p>Child can use fingers and wrists on both hands to accomplish basic tasks, such as tearing a paper in half, unbuttoning a large button and hanging up a coat, and stringing large beads. In terms of computers and games, child can touch individual keys on a computer or crudely manipulate a joystick on a game program.</p>	<p>Child can use fingers and hands to manipulate smaller objects that require some precision in hand-to-eye coordination. Child can use scissors to cut paper into smaller pieces, put together Legos, and hold a pencil or crayon with fingers and not whole fist. In terms of computers and games, child can touch intended keys on a computer and play simple games that involve pointing and clicking on a game program.</p>	<p>Child can use fingers and hands to do refined and detailed tasks and work. Child can use scissors to cut out a curved object or form, mold play dough into the shape of an animal or toy, and connect Lego blocks or Tinker Toys into a complex object. If applied to computers and games, child can use a computer and mouse to start and continue through a game program and a joystick or game controls to play a game geared for a kindergarten or first-grade child.</p>

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can make sure that children have a variety of toys, tools and materials that enable them to engage in fine-motor activities. Parents can help children when first introducing new toys and materials, but over time children will develop the skills to handle materials on their own. While computer games involve some hand and eye coordination, they generally do not help children learn the vast majority of fine-motor skills, including being able to track words across a printed page and build early reading skills. Parents should minimize television and computer time for young children and encourage active play involving both fine- and large-motor skills.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

19. Cares for self, health practices

Description: Young children learn to care for themselves and establish healthy hygiene and personal safety practices, including washing hands, blowing nose, going to the bathroom, keeping away from dangers and following safety rules.

1 Beginning	2 Developing	3 Mastering
<p>Child knows and responds to very basic personal care and safety concerns.</p> <ul style="list-style-type: none"> · Blows nose when an adult holds a tissue. · When reminded, takes adult hand when crossing street. · Knows that fire is hot and can burn. 	<p>Child takes very basic personal care and safety actions on own or when reminded to do so.</p> <ul style="list-style-type: none"> · Blows own nose when reminded. · Washes hands on own before eating and after toileting. · Knows not to run with sharp objects. 	<p>Child takes and can respond to a number of safety and personal hygiene issues, with understanding of the reasons for them.</p> <ul style="list-style-type: none"> · Knows that washing hands and coughing into sleeve are ways to keep from getting sick. · Knows and follows a variety of safety rules – not crossing street alone/without looking, keeping away from broken glass, etc.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Setting an example at home is important and can also be done in a way that promotes learning. Building health and safety precautions into daily routines makes them second-nature for children. Parents can also explain, as much as the child can understand, why these rules about hygiene and safety are important.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

20. Cares for self, objects and clothes

Description: Young children develop increasing ability to take care of themselves and the materials around them. This includes understanding and recognition of the value of respecting property and then applying that to personal clothing, toys, materials and spaces.

1 Beginning	2 Developing	3 Mastering
With help, child can take off a coat and put it up on the child's hanger or area and knows own space. Child shows some respect for objects and does not willfully throw or kick or step on toys or playthings that can be damaged. Child pays some attention to keeping clean and not getting own clothes muddy, wet or soiled with paints.	Child independently can take on and off a coat or sweater and put it on hook or in cubby. Child shows respect for objects and generally uses them carefully and in a way that will not damage them. Child pays attention to keeping clean and asks help when clothing gets wet, muddy, stained or soiled.	Child shows concern for both own and others clothing and property and helps keep track of objects that are involved in group play to assure they are treated properly. Child can clothe self fully and change socks if they become wet or muddy. Child helps to clean up messes without personally getting dirty or wet.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Children learn by experience, and parents can encourage children to take as much responsibility as they can for caring for their belongings, such as putting on and taking off their clothes and cleaning up their toys. Children also learn of the natural consequences of actions and inevitably will break or damage some items as they learn to use them. Patience is a key in teaching how things can be kept safe and useful, and what actions are likely to damage or break them. While parents need to make and enforce rules in their home, children do not learn from rules alone, and need to be guided in making the connection between cause and effect.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

21. Knows colors, shapes, and parts of the body

Description: In addition to the alphabet and counting (covered by separate items), there is a certain basic body of knowledge that is important for all children to learn – including colors, shapes and parts of the body. Children learn the names for things by repetition and by observing them in different contexts.

1 Beginning	2 Developing	3 Mastering
<p>Child knows some colors, shapes and parts of body and draws some distinctions.</p> <ul style="list-style-type: none"> · Looking at a picture, says: “I see a black dog.” · Puts a diamond shaped puzzle piece into the correct hole. · Knows difference between hand and finger. <p>0 - Not yet at development stage</p>	<p>Child knows a number of colors, shapes and parts of a body and can tell differences among them.</p> <ul style="list-style-type: none"> · Can bring the red plates to the teacher from a set of red, orange, blue and green plates. · Identifies that the wheels on a car are circles and the windows are squares. · Can name eight or more specific parts of the body 	<p>Child knows many colors, shapes and parts of a body and classifies them related to some functions and characteristics.</p> <ul style="list-style-type: none"> · Distinguishes at least ten different colors and shades; knows that a stop sign is red. · Asked for the difference, says, “A triangle has three sides and a square has four sides.” · Says, “The brain in my head is where I think.”

NA - Not applicable to child’s special needs

What Parents Can Do

Parents can ask their children to point out different items during everyday activities and make a game of naming shapes, colors, and parts of the body (and letters, signs, animals, etc.). Young children like repetition, and they also like to see familiar things (like colors or shapes) in new contexts (applied to things they see in stores, in their homes, and in the neighborhood).

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

22. Counts and compares, sorts objects

Description: Children are learning mathematics from a very early age, starting with simply being able to compare the size of one object with another. Counting, comparing and sorting objects help provide the foundation for nearly all mathematics skills children learn through school. This involves counting, sorting, classifying, measuring and patterning skills.

1 Beginning	2 Developing	3 Mastering
<p>Child can recognize that items can be counted and grouped together, and that groups can have relatively different amounts. Child can distinguish between different sizes and have some words to describe measurements.</p> <ul style="list-style-type: none"> · Child points to larger of two sets of objects, such as a set of six spoons and a set of three spoons · Child can put largest balls in one pile, middle-sized balls in another pile, and smallest balls in a third pile. · Child uses terms such as “heavy,” “big,” and “wide” to describe objects. 	<p>Child can do some counting of objects (up to five or ten) and can compare some animals or birds by size and shape. Child shows initial interest in changing the size of groups by adding or subtracting objects from them, and is learning the sequence of activities.</p> <ul style="list-style-type: none"> · Child counts out up to ten blocks. · Child sees, with help, that if you add one block to a pile of two blocks, you have three blocks. · Child can relate that an elephant is larger than a horse and a horse is larger than a dog. 	<p>Child can count forwards and backwards and distinguish larger numbers from smaller ones, including identifying number symbols from 1 to 9. Child can do simple addition and subtraction problems involving up to five items and can sort objects into groups by more than one characteristic (both by color and shape).</p> <ul style="list-style-type: none"> · Child can count up to 20 and can count backwards from 10. · Child can add three cups to a group of two cups and say there are now five cups. · Child can sort a series of red and blue Legos of two different sizes into four piles, small red Legos, large red Legos, small blue Legos, and large blue Legos.
<p>0 - Not yet at development stage NA - Not applicable to child’s special needs</p>		

What Parents Can Do

Parents of even very young children can take everyday moments to show relations of objects to one another. This includes showing how two socks match each other when putting away clean laundry or how pants have one, two legs on them. Parents can demonstrate picking out two large apples at the store, and, later, ask children to pick out two large apples themselves. Children enjoy learning about different shapes, sizes and numbers of objects, and there are many “teachable” moments each day to help children acquire early mathematics skills.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

23. Contributes in music, art, and drama

Description: As children grow, they learn to express themselves in multiple ways – music, art and drama among them. These disciplines offer increasingly complex ways for understanding, describing and enjoying the richness and diversity in life. A child may gravitate to a particular area of expression, and should be encouraged to explore it as far as they want to go.

1 Beginning	2 Developing	3 Mastering
Child observes and begins to participate in group activities related to music and drama, following or imitating others' actions. Child enjoys seeing others act out scenes, listening to music and looking at pictures and artwork.	Child usually is an active participant in most group activities involving music and drama, although not generally taking a lead role. Child enjoys art and draws and creates scenes with different colors and objects, using crayons, chalk or paint.	Child is an active participant in group activities and can lead some singing or music activities or take on lead play roles. Child can use different media to create artistic objects that include a variety of colors and shapes. Child may excel in one or more areas of music, art and drama by creating original performances or complex pieces of art and is able to commit attention over a long time span to completing activities.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can expose children to multiple and varied music, drama and art activities and have a keen eye for what their children seem to most like or enjoy, encouraging them in that area. Parents can gauge children's interest by the fun and pleasure and concentration they exhibit, and can encourage children to continue as long as their interest continues.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

24. Identifies similarities and differences in the world

Description: Children are learning how they are similar and different from other people, and how different actions and behaviors are appropriate in different situations. They are learning how to behave with others and be tolerant and democratic in their responses.

1 Beginning	2 Developing	3 Mastering
Child has an understanding of his or her own gender and race and can distinguish these with their classmates and among adults. Child has some understanding of the different roles that adults play in their world. Child is learning that differences are differences, and are not necessarily good or bad.	Child has an understanding of multiple things – gender, race, likes and dislikes, and particular abilities – that make different children different. Child has understanding that different behaviors are needed in responding to different situations, and treats children and people who are different from child with respect.	Child has a strong understanding of how he or she is similar to and different from other children and people. Child knows own strengths and can appreciate the abilities of others that are different from his or her own. Child shows interest in learning about differences and sharing own strengths and abilities.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can help children examine themselves and see how they are similar to and different than others. They can impress on children the value of differences and how different does not mean wrong.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

25. Knows self in context of family, community

Description: Children are learning about the world around them and their place in it. They learn about different traditions, values and history in the larger community and how those compare to the routines and traditions in their own family. They distinguish between different public settings, including those for recreation and play, work, eating and buying goods.

1 Beginning	2 Developing	3 Mastering
Child has some idea of home routines and traditions. Child can express who he or she is in terms of family background. Child understands stories that share different cultures and traditions and sees some differences or similarities with own home life.	Child has understanding of who he or she is and home routines and traditions that are important. Child is interested in how children in other cultures and parts of the world do things similarly and differently.	Child has a strong sense of his or her own position in family, family traditions and background. Child values his or her own culture and language while understanding other cultures and roles in society. Child can adapt and use own strengths and values appropriately in different settings.

0 - Not yet at development stage

NA - Not applicable to child's special needs

What Parents Can Do

Parents can make special time to celebrate with their children for different traditions and holidays in their home and in the community. Parents can help children understand routines and their purposes and the different functions for them in different settings.

**PROGRESS REPORT DETAIL
DESCRIPTION, RANKINGS AND GUIDANCE TO PARENTS**

Special Interests and Strengths

Description: Children’s skills develop at different rates in different areas, and every child develops special areas of interest. Some children may have a particular aptitude for art or dramatic play, while others may be early and avid readers, experts at solving word puzzles or very athletic. In fact, a child may go well beyond “mastering” any of these skill areas. Noting a child’s special strengths is important because, often, pursuing areas of interest and skill also results in gaining skills in other areas. Here is a space to report one or two of the child’s special interests or talents.

What Parents Can Do

Parents can acknowledge achievements of children and mastery of specific areas of skill, and encourage children to take on new challenges and opportunities in these areas. Parents also can help make use of this mastery in connecting up with other child development areas.