

KG Assessment Form Structure

A. Social Emotional

A. Social Emotional - 1. Regulates own emotions and feelings / a. Manage feelings

1. Comfortself by seeking out persons or objects
2. Is able to look at a situation differently or delay gratification
3. Controls strong emotions in an appropriate manner most of the time

A. Social Emotional - 1. Regulates own emotions and feelings / b. Follow limits and expectations

1. Accepts redirection from adults
2. Manages classroom rules, routines, and transitions with occasional reminders
3. Applies basic rules in new but similar situations Accepts redirection from adults
4. Understands and explains reasons for rules

A. Social Emotional - 1. Regulates own emotions and feelings / c. Takes care of own needs appropriately

1. Seeks to do things for self
2. Demonstrates confidence in meeting own needs
3. Takes responsibility for own well-being
4. Practices skills to reach desired level of personal achievement

A. Social Emotional - 2. Establishes and sustains positive relations / a. Forms relationships with adults

1. Uses trusted adult as a secure base from which to explore the world
2. Manages separations without distress and engages with trusted adults
3. Engages with trusted adults as resources and to share mutual interests
4. Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

A. Social Emotional - 2. Establishes and sustains positive relations / b. Responds to emotional cues

1. Reacts to others' emotional expressions
2. Demonstrates concern about the feelings of others
3. Identifies basic emotional reactions of others and their causes accurately
4. Recognizes that others' feelings about a situation might be different from their own
5. Recognizes that people can experience more than one emotion at the same time

A. Social Emotional - 2. Establishes and sustains positive relations / c. Interacts with peers

1. Plays near other children; uses similar materials or actions
2. Uses successful strategies for entering groups
3. Initiates, joins in, and sustains positive interactions with a small group of two to three children
4. Interacts cooperatively in groups of four or five children
5. Works with a group toward a shared goal; participates in group games with rules

A. Social Emotional - 2. Establishes and sustains positive relations / d. Makes friends

1. Seeks a preferred playmate; shows pleasure when seeing a friend
2. Plays with one or two preferred playmates
3. Establishes a special friendship with one other child, but the friendship might only last a short while
4. Maintains friendships for several months or more; forms friendships around similar play interests
5. Forms friendships based on personal qualities

A. Social Emotional - 3. Participates cooperatively and constructively in group situations / a. Balances needs and rights of self and others

1. Takes turns
2. Initiates the sharing of materials in the classroom and outdoors

3. Cooperates and shares ideas and materials in socially acceptable ways
4. Completes cooperative projects with other children

A. Social Emotional - 3. Participates cooperatively and constructively in group situations / b. Solves social problems

1. Seeks adult help to resolve social problems
2. Suggests solutions to social problems
3. Resolves social problems through basic negotiation and compromise
4. Seeks conflict resolutions based on interest in maintaining the relationship in the future

B. Physical Development

B. Physical Development - 1. Demonstrates balancing skills

1. Sustains balance during simple movement experiences
2. Sustains balance during complex movement experiences
3. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
4. Balances on apparatus with control and stability

B. Physical Development - 2. Demonstrates gross motor manipulative skills

1. Manipulates balls or similar objects with stiff body movements
2. Manipulates balls or similar objects with flexible body movements
3. Manipulates balls or similar objects with a full range of motion
4. Manipulates balls or similar objects by propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

B. Physical Development - 3. Demonstrates fine motor strength and coordination / a. Uses fingers and hands

1. Uses fingers and whole-arm movements to manipulate and explore objects
2. Uses refined wrist and finger movements
3. Uses small, precise finger and hand movements
4. Uses smooth finger and hand movements

B. Physical Development - 3. Demonstrates fine motor strength and coordination / b. Uses writing and drawing tools

1. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
2. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
3. Uses three-point finger grip and efficient hand placement when writing and drawing
4. Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly

C. Language

C. Language - 1. Listens to and understands increasingly complex language / a. Comprehends language

1. Identifies familiar people, animals, and objects when prompted
2. Responds appropriately to specific vocabulary and simple statements, questions, and stories
3. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs
4. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

C. Language - 1. Listens to and understands increasingly complex language / b. Follows directions

1. Follows simple requests not accompanied by gestures
2. Follows directions of two or more steps that relate to familiar objects and experiences
3. Follows detailed, instructional, multistep directions
4. Asks for clarification in order to understand complex directions; carries out directions with five to six steps



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C. Language - 2. Uses language to express thoughts and needs / a. Uses an expanding expressive vocabulary

1. Names familiar people, animals, and objects
2. Describes and tells the use of many familiar items
3. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
4. Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

C. Language - 2. Uses language to express thoughts and needs /b. Speaks clearly

1. Uses some words and word-like sounds and is understood by most familiar people
2. Is understood by most people; may mispronounce new, long, or unusual words
3. Pronounces multisyllabic or unusual words correctly; speaks audibly
4. Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups

C. Language - 2. Uses language to express thoughts and needs /c. Uses conventional grammar

1. Uses one- or two-word sentences or phrases
2. Uses three- to four-word sentences; may omit some words or use some words incorrectly
3. Uses complete, four- to six-word sentences
4. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
5. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions

C. Language - 2. Uses language to express thoughts and needs /d. Tells about another time or place

1. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
2. Tells stories about other times and places that have a logical order and that include major details
3. Tells elaborate stories that refer to other times and places
4. Tells stories with clear sequence of events, including a climax and resolution

C. Language - 3. Uses appropriate conversational and other communication skills / a. Engages in conversations

1. Initiates and attends to brief conversations
2. Engages in conversations of at least three exchanges
3. Engages in complex, lengthy conversations of five or more exchanges
4. Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

C. Language - 3. Uses appropriate conversational and other communication skills / b. Uses social rules of language

1. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
2. Uses acceptable language and basic social rules while communicating with others; may need reminders
3. Uses acceptable language and basic social rules during communication with others
4. Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)

D. Cognitive

D. Cognitive - 1. Demonstrates positive approaches to learning / a. Attends and engages

1. Pays attention to sights and sounds
2. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
4. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
5. Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort

D. Cognitive - 1. Demonstrates positive approaches to learning / b. Persists

1. Practices an activity many times until successful

2. Plans and pursues a variety of appropriately challenging tasks
3. Plans and pursues own goal until it is reached
4. Plans and completes grade-appropriate tasks and projects with minimal adult assistance

D. Cognitive - 1. Demonstrates positive approaches to learning /c. Solves problems

1. Reacts to a problem; seeks to achieve a specific goal
2. Observes and imitates how other people solve problems; asks for a solution and uses it
3. Solves problems without having to try every possibility
4. Thinks problems through, considering several possibilities and analyzing results
5. Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

D. Cognitive - 1. Demonstrates positive approaches to learning /d. Shows curiosity and motivation

1. Explores and investigates ways to make something happen
2. Shows eagerness to learn about a variety of topics and ideas
3. Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
4. Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

D. Cognitive - 1. Demonstrates positive approaches to learning /e. Shows flexibility and inventiveness in thinking

1. Uses creativity and imagination during play and routine tasks
2. Changes plans if a better idea is thought of or proposed
3. Thinks through possible long-term solutions and takes on more abstract challenges
4. Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules

D. Cognitive -2. Remembers and connects experiences / a. Recognizes and recalls

1. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
2. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
3. Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
4. Uses a few deliberate strategies to remember information
5. Begins to use rehearsal strategies, but may need adult prompts/cues; is able to describe details of people, places, things, and events from memory

D. Cognitive -2. Remembers and connects experiences / b. Makes connections

1. Remembers the sequence of personal routines and experiences with teacher support
2. Looks for familiar persons when they are named; relates objects to events
3. Draws on everyday experiences and applies this knowledge to a similar situation
4. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
5. Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons

D. Cognitive -2. Remembers and connects experiences / c. Uses classification skills

1. Matches similar objects
2. Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)
3. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
4. Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons
5. Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations
6. Recognizes people, objects, and animals in pictures or photographs

D. Cognitive -3. Uses symbols and images to represent something not present/ a. Thinks symbolically

1. Recognizes people, objects, and animals in pictures or photographs
2. Draws or constructs, and then identifies what it is
3. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
4. Represents objects, places, and ideas with increasingly abstract symbols



D. Cognitive -3. Uses symbols and images to represent something not present/ b. Engages in sociodramatic play

1. Imitates actions of others during play; uses real objects as props
2. Acts out familiar or imaginary scenarios; may use props to stand for something else
3. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
4. Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days
5. Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play

E. Literacy

E. Literacy - 1. Demonstrates phonological awareness, phonics skills, and word recognition /a. Notices and discriminates rhyme

1. Fills in the missing rhyming word; generates rhyming words spontaneously
2. Decides whether two words rhyme
3. Generates a group of rhyming words when given a word
4. Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text

E. Literacy - 1. Demonstrates phonological awareness, phonics skills, and word recognition /b. Notices and discriminates alliteration

1. Sings songs and recites rhymes and refrains with repeating initial sounds
2. Shows awareness that some words begin the same way
3. Matches beginning sounds of some words
4. Isolates and identifies the beginning sound of a word

Literacy - 1. Demonstrates phonological awareness, phonics skills, and word recognition / C. Notices and discriminates discrete units of sound

1. Not yet
2. Shows awareness of separate words in sentences
3. Verbally blends and separates onset and rime in one-syllable words
4. Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

E. Literacy - 1. Demonstrates phonological awareness, phonics skills, and word recognition / d. Applies phonics concepts and knowledge of word structure to decode text

1. Not yet
2. Shows understanding that a specific sequence of letters represents a spoken word
3. Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words
4. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

E. Literacy - 2. Demonstrates knowledge of the alphabet /a. Identifies and names letters

1. Not yet
2. Recognizes and names as many as 10 letters, especially those in own name
3. Recognizes and names as many as 10 letters, especially those in own name
4. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
5. Identifies and names all upper- and lowercase letters when presented in random order

E. Literacy - 2. Demonstrates knowledge of the alphabet /b. Identifies letter-sound correspondences

1. Not yet
2. Identifies the sounds of a few letters
3. Produces the correct sounds for 10–20 letters
4. Produces at least one correct sound for each letter in the alphabet
5. Produces short and long vowel sounds and most frequent sounds for each consonant



E. Literacy - 3. Demonstrates knowledge of print and its uses / a. Uses and appreciates books and other texts

1. Shows interest in books
2. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
3. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
4. Uses various types of books for their intended purposes
5. Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)

E. Literacy - 3. Demonstrates knowledge of print and its uses / b. Uses print concepts

1. Shows understanding that text is meaningful and can be read
2. Indicates where to start reading and the direction to follow
3. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line

E. Literacy - 4. Comprehends and responds to books and other texts / a. Interacts during reading experiences, book conversations, and text reflections

1. Contributes particular language from the book at the appropriate time
2. Asks and answers questions about the text; refers to pictures
3. Identifies story-related problems, events, and resolutions during conversations with an adult
4. Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

E. Literacy - 4. Comprehends and responds to books and other texts / b. Uses emergent reading skills

1. Not yet
2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
3. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
4. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
5. Tries to match oral language to words on page; points to words as he reads

E. Literacy - 4. Comprehends and responds to books and other texts / c. Retells stories and recounts details from informational texts

1. Retells some events or information from a familiar story or other text with close adult prompting
2. Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
3. Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
4. Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines

E. Literacy - 4. Comprehends and responds to books and other texts / d. Uses context clues to read and comprehend texts

1. Not yet
2. Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
3. Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)

E. Literacy - 4. Comprehends and responds to books and other texts / e. Reads fluently

1. Not yet
2. Reads and comprehends emergent reader texts and other print materials
3. Fluently reads and comprehends first-grade-level texts

E. Literacy - 5. Demonstrates writing skills / a. Writes name

1. Makes controlled linear scribbles
2. Writes letter strings
3. Writes partially accurate first name

4. Writes accurate first name
5. Writes accurate first and last name

E. Literacy - 5. Demonstrates writing skills / b. Writes to convey ideas and information

1. Uses drawing, dictation, and mock letters or letter forms to convey a message
2. Uses drawing, dictation, and letter strings to convey a message
3. Uses drawing, dictation, and early invented spelling to convey a message
4. Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
5. Uses drawing, dictation, and early invented spelling to convey a message

E. Literacy - 5. Demonstrates writing skills / c. Writes using conventions

1. Not yet
2. Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships
3. Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

F. Mathematics

F. Mathematics - 1. Uses number concepts and operations / a. Counts

1. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
2. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
3. Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
4. Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

F. Mathematics - 1. Uses number concepts and operations / b. Quantifies

1. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
2. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
3. Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
4. Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole

F. Mathematics - 1. Uses number concepts and operations / c. Connects numerals with their quantities

1. Recognizes and names a few numerals
2. Identifies numerals to 5 by name and connects each to counted objects
3. Identifies numerals to 10 by name and connects each to counted objects
4. Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
5. Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers

F. Mathematics - 1. Uses number concepts and operations / d. Understands and uses place value and base ten

1. Not yet
2. Indicates base-ten equivalents for numbers 11–19 using objects and drawings; may use simple equations
3. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)



F. Mathematics - 1. Uses number concepts and operations / e. Applies properties of mathematical operations and relationships

1. Not yet
2. Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
3. Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

F. Mathematics - 1. Uses number concepts and operations /f. Applies number combinations and mental number strategies in mathematical operations

1. Not yet
2. Adds and subtracts whole numbers fluently within five
3. Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)

F. Mathematics - 2. Explores and describes spatial relationships and shapes / a. Understands spatial relationships

1. Follows simple directions related to position (in, on, under, up, down)
2. Follows simple directions related to proximity (beside, between, next to)
3. Uses and responds appropriately to positional words indicating location, direction, and distance
4. Uses and makes simple sketches, models, or pictorial maps to locate objects

F. Mathematics - 2. Explores and describes spatial relationships and shapes / b. Understands shapes

1. Identifies a few basic shapes (circle, square, triangle)
2. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
3. Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

F. Mathematics - 3. Compares and measures /a. Measures objects

1. Makes simple comparisons between two objects
2. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
3. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
4. Uses measurement words and some standard measurement tools accurately

F. Mathematics - 3. Compares and measures /b. Measures time and money

1. Not yet
2. Knows usual sequence of basic daily events
3. Relates time to daily routines and schedule
4. Uses some time measurement words and tools

F. Mathematics - 3. Compares and measures /c. Represents and analyzes data

1. Not yet
2. Knows a few ordinal numbers
3. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
4. Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings

F. Mathematics - 3. Compares and measures /d. Demonstrates knowledge of patterns

1. Shows interest in simple patterns in everyday life
2. Copies simple repeating patterns
3. Extends and creates simple repeating patterns
4. Recognizes, creates, and explains more complex repeating and simple growing patterns