



Frog Street Assessment (Enhanced Version) Tests Guide

Frog Street Assessment includes 32 Pre-K Skill Domains with a Beginning-of-Year (**BOY**), Middle-of-Year (**MOY**), and End-of-Year (**EOY**) assessment for each skill. (Three tests are MOY and EOY only.)

M=Measured; O= Observation only

Language and Communication

Follow Directions (M)

Materials: red, green, blue, yellow crayons; pencil and drawing paper (EOY test only)

Directions: Read the prompt on each screen aloud. Prompt child to follow simple directions.

BOY: 1-step directions

MOY: 1- and 2-step directions

EOY: 2- and 3-step directions

Emergent Literacy Reading

Vocabulary (M)

Materials: none

Directions: Child is assessed on ability to identify 30 different pictures for each testing period (90 pictures total). Prompt child to identify what picture he/she sees on the screen. Some images may be correctly identified by more than one name. For example, a picture of a “woman” may also be identified as a “lady” or a “mother.” Accept all reasonable answers.

Vocabulary: Beginning of the Year

cat

dog

bus – acceptable: *camión de escuela guagua*

flag

school – If the child says “house/*casa*”, ask him to name the building where you go to learn new things

arms --- If the child says “girl/*niña*”, point to the arms

legs --- If the child says “pants/*pantalones*”, “shoes/*zapatos*”, “running/*correr*”, point to the leg and ask her to name the part of the body where you wear your pants or what part of the body is used for running.

eyes

fingers -- If the child says "hand/*mano*", point to the fingers

ears – acceptable: *orejas*

nose – If the child says smell/*oler*, ask him to name the part of the body that helps us smell.

home – acceptable: house, *casa*

family – If the child names family members such as mommy, daddy, etc. ask him to tell you the name of the group where you have mommy, daddy, brothers, sisters, etc.

mother – acceptable: mommy, mom, *mami*, *mamá*. If the child says "woman/*mujer*", "girl/*niña*", ask him to name the woman that lives in his house, takes care of him, etc.

father – acceptable: daddy, dad, *papi*, *papá*

sister – acceptable: *sissy*, *hermanita*. If the child says "girl/*niña*", ask him to name the girl who may live in his house and is not a brother but a

doctor – If the child says "man/*hombre*", say "What do we call the man who makes sure that you are well and may sometimes give you medicine to help you feel better?"

dentist – If the child says "doctor/*doctor*", ask him to name the special doctor who takes care of his teeth.

mail carrier – acceptable: postman, *cartero*. If the child says "man/*hombre*", ask him to name the man who brings the mail to the house.

firefighter – acceptable: fireman, *bombero*

friends – acceptable: best friends. If the child says "boys/*niños*", ask him to name what you call boys and girls that get along with each other, play with each other, etc.

tree

happy – If the child says "boy/*niño*", point to the smiling face.

frightened – acceptable: scared, *espantada*. If the child says that the girl has her mouth opened, ask him why? How would the girl react if she saw a spider?

moon – If the child says "circle", let them know that you can find this circle in the sky.

classroom – acceptable: class, *clase*. If the child says "room", ask him to name the room where he goes to school.

toes

mountain – If the child says "rock/*pedra*", ask him to name a big rock that you can climb.

ocean – acceptable: *mar*. If the child says "water/*agua*", ask him to tell you what you call the water that you find near a beach.

Vocabulary: Middle of the Year

cave – If the child says "rocks/*rocas*, *pedras*", then ask "Where do bears live?"

rock

bridge

dinosaur

giant – If the child says "big feet", ask him, "What is the big person in the story called?"

roller coaster

skyscrapers – If the child says "buildings/*edificios*", then ask them to give you the name of tall buildings.

fruit – If the child names individual fruit names, ask him to name the group.

vegetables – acceptable: *vegetales*. If the child names the individual vegetables, ask him to name the group.

water – If the child says "faucet/*llave*", then ask, "What is coming out of the faucet?"

sleep – If the child says "girl/*niña*", then ask "what is the girl doing?"

black – If the child says “square/*cuadrado*” then ask “What color is the square?”

yellow – If the child says “square/*amarillo*” then ask, “What color is the square?”

frog – If the child says “toad/*sapo*”, ask him to name you a bigger kind of toad. **goose** – If the child says “duck/*pato*”, ask “Which animal says ‘quack, quack?’” **hen** – acceptable: chicken, *pollo*

prince – If the child says “man, boy/*hombre, niño*”, then ask, “What do we call the son of a king and queen?” **princess** – If the child says “woman, girl/*mujer, niña*”, then ask “What do we all the daughter of a king and queen and lives in a castle?”

fairytale – acceptable: *cuento de hadas*

build

draw – If the child says “picture/*dibujo*”, ask “What do you do when you make a picture?”

paint – If the child says “picture/*dibujo*” ask “What do you call making a picture with a paintbrush?”

sun

circle -- If the child says “yellow/*amarillo*”, ask “What shape does the yellow line make?”

oval – If the child says “red/*rojo*”, ask “What shape does the red line make?”

rectangle – If the child says “blue/*azul*”, ask “What shape does the blue line make?” **rhombus** – If the child says “green/*verde*”, ask “What shape does the green line make?” **square** – If the child says” purple/*morado*” ask “What shape does the purple line make?”

triangle – If the child says “orange/*anaranjado*”, ask “What shape does the orange line make?”

tools – If the child names the tools individually, then ask “What do we call all of them in a group?”

Vocabulary: End of the Year airplane – acceptable: plane, *avión* **bicycle** –

acceptable: bike

car – acceptable: *auto*

helicopter

rocket

skateboard

skates

train

jump - If the child says “girl/*niña*”, ask “What is the girl doing?”

run - If the child says “girl/*niña*”, ask “What is the girl doing?”

wind - If the child says “leaves blowing/*hojas volando*”, “What causes the leaves to blow around?”

bear

bee

butterfly

cow

elephant

giraffe

horse – acceptable: pony

ladybug – acceptable – *catarina*

monkey – acceptable: *chango*

pig – acceptable: *marrano, cochino*

spider

tiger
 recycle
 worm
 mosquito – acceptable: *zancudo*
 stars
 day
 night

Comprehension and Text Structure (M) (New Test added 2016)

Comprehension and Text Structure													
<p>P-LIT.4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. P-LIT.5 Child asks and answers questions about a book that was read aloud.</p>													
<p>Instructions:</p> <ol style="list-style-type: none"> Allow the child to select among three books of his/her choosing. Be sure each book contains all of the following story elements: <ul style="list-style-type: none"> A well-defined beginning, middle and end. More than one character A distinct setting After reading the story aloud the child, prompt him/her to retell the story in his/her own words, focusing on characters, events, and settings: <ul style="list-style-type: none"> <i>Tell me about what happened in the story?</i> If necessary, continue to prompt the child to add more information: <ul style="list-style-type: none"> <i>What else happened?</i> <i>Did you like the story, why?</i> 	<p>Scoring Rubric:</p> <table border="1"> <tbody> <tr> <td style="background-color: #d9534f; color: white; text-align: center;">1. Emerging</td> <td style="background-color: #d9534f; text-align: center; color: white;">○</td> <td>Communicates using words, signs, or simple phrases about people objects, or events in text during reading episode.</td> </tr> <tr> <td style="background-color: #fcf8e3; text-align: center;">2. Developing</td> <td style="background-color: #fcf8e3; text-align: center;">○</td> <td>Retells, acts out, or draws pictures about texts or parts of texts heard, but may leave out details or add details not in the original texts.</td> </tr> <tr> <td style="background-color: #5cb85c; text-align: center;">3. Occurring</td> <td style="background-color: #5cb85c; text-align: center;">○</td> <td>Retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred (e.g., beginning, middle, end) and adding some details about elements of the text.</td> </tr> <tr> <td style="background-color: #4f81bd; text-align: center;">4. Expanding</td> <td style="background-color: #4f81bd; text-align: center;">○</td> <td>Retells, acts out, draws pictures, or writes about texts or parts of texts read or heard, providing detailed information about topics, characters, events, and/or settings</td> </tr> </tbody> </table>	1. Emerging	○	Communicates using words, signs, or simple phrases about people objects, or events in text during reading episode.	2. Developing	○	Retells, acts out, or draws pictures about texts or parts of texts heard, but may leave out details or add details not in the original texts.	3. Occurring	○	Retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred (e.g., beginning, middle, end) and adding some details about elements of the text.	4. Expanding	○	Retells, acts out, draws pictures, or writes about texts or parts of texts read or heard, providing detailed information about topics, characters, events, and/or settings
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Sentence Structure (M)

Materials: none

Directions: Child is prompted to describe what is happening in a photograph. The same photograph appears on five screens as you progress through the assessment. Each screen will prompt you to ask the child to tell more about that picture.

BOY:

1. If a child responds minimally on the first screen, stop the test by clicking “no” on all five screens.

If the child can continue verbalizing what he/she sees, continue the assessment. The further you progress through the five screens by clicking “Y” for “yes”, the higher the child’s score will be thereby reflecting the child’s ability to use more complex sentences and correct sentence structure.

2. Listen for child to respond with individual words, short phrases, minimal detail, and simple vocabulary.

EXAMPLE: *girl; reading a book; she has toys*

3. Listen for child to respond with complete sentences with some detail and basic vocabulary.

EXAMPLE: *She is reading a book. She can take a nap. She has a bunny toy.*

4. Listen for child to respond with sentences with more than one phrase and some rich vocabulary. **EXAMPLE:** *The girl has a book and toys. Her book is about a dog. Her favorite color is purple. She has a purple shirt and purple barrettes.*

5. Listen for child to respond with complex sentence structure and vocabulary.

EXAMPLE: *This girl is in the reading center. The pillows look soft and comfy. She has a bunny to cuddle and I have a bunny to cuddle at nap time.*

MOY: same format as BOY with a different photograph

EOY: same format as BOY with a different photograph

Uppercase Letters (M)

Materials: none

Directions: Child is prompted to identify each uppercase letter of the alphabet. Letters that are typically more easily identified appear at the beginning of the assessment.

BOY: 26 uppercase letters (English test); 30 uppercase letters (Spanish test) **MOY:** 26 uppercase letters (English test); 30 uppercase letters (Spanish test) **EOY:** 26 uppercase letters (English test); 30 uppercase letters (Spanish test)

Lowercase Letters (M)

Materials: none

Directions: Child is prompted to identify each lowercase letter of the alphabet. The tests for BOY, MOY, and EOY are identical. Letters that are typically more easily identified appear at the beginning of the assessment. **BOY:** 26 lowercase letters (English test); 30 lowercase letters (Spanish test)

MOY: 26 lowercase letters (English test); 30 lowercase letters (Spanish test)

EOY: 26 lowercase letters (English test); 30 lowercase letters (Spanish test)

Syllables & Sounds (M)

Materials: none

Directions: Child is assessed on ability to blend syllables, blend onsets with rimes, and blend three individual phonemes. The skills are progressive through the BOY, MOY, and EOY stages.

BOY: Child is asked to blend two syllables (that you say aloud) to make one word. Example: You say “class” -- “room” and child says “classroom.”

MOY: Test begins with same format as BOY (blending 2 syllables). Last two prompts ask child to blend an onset and rime. Example: Which picture is a /s/-
-/un/?

EOY: Child is asked to clap the beats (syllables) in his/her name, blend two syllables as in BOY, blend onset with rime as in MOY, and finally to blend three individual phonemes. Example: Which picture is a /c/--/a/--/t/?

Rhyming (M)

Materials: none

Directions: Child is assessed on ability to both **identify** and **produce** a rhyme.

BOY: Child will **identify** rhyming words. Say the name of three words with child. Have the child repeat the words. Prompt child to identify the two words that rhyme.

MOY: Child is asked to **identify** two rhyming words as in BOY. Then child is asked to **produce** a rhyme. Example: Tell me a word that rhymes with “bear.”

EOY: Child is asked to **identify** and **produce** rhymes as in BOY and MOY

Alliteration (M)

Materials: none

Directions: Child is assessed on ability to both **identify** and **produce** words that begin with the same sound.

BOY: Child will **identify** words that begin with the same sound. Say the name of three words with child. Have the child repeat the words. Prompt child to identify the two words that begin with the same sound.

MOY: Child is asked to **identify** two words that begin with the same sound as in BOY. Then child is asked to **produce** a word that begins with the same sound as a picture. Example: *Tell me a word that begins the same as "pig."*

EOY: Child is asked to **identify** and **produce** words that begin with the same sound as in BOY and MOY.

Letter Sounds (M)

Materials: none

Directions: Each screen displays a set of three letters (upper- and lowercase pairs), such as Mm, Ff, Nn. Prompt child to identify which letter makes the target sound. Example: *Which letter says /f/?*

(Note: When a letter is enclosed in slash marks, say the letter's *sound* not its name.)

BOY: not applicable

MOY: 14 letter sounds that are most closely associated with the letter name (s,l,n,d,f,p,b,m,r,j,v,k,t,z)

EOY: 26 letter sounds (English test); 27 letter sounds (Spanish test)

Emergent Literacy Writing

Name Writing (0)

Materials: none

Directions: Use daily observations and portfolio work samples to document child's ability to write his/her name. Child need not be present for this assessment. Each stage of this assessment asks one question most developmentally appropriate for that stage of development. Simply click "Y" for "yes" or "N" for "no" to indicate child's ability.

BOY: Child writes own first name with partial accuracy.

MOY: Child writes own first with partial accuracy.

EOY: Child writes own first with complete accuracy.

Writing (0)

Materials: none

Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present. (See FSPK2001 *Assessment: A Portfolio Approach* Resource Guide page 75 for stages of emergent writing.) **BOY:**

1. Scribbles or makes simple shapes.
2. Uses drawings to convey meanings.
3. Writes letters and strings resembling words or parts of words.
4. Begins to label pictures.
5. Writes some letters independently or on request.
6. Writes letters or symbols to describe events or stories.

MOY: same

EOY: same

Math

Rote Counting (M)

Materials: none

Directions: Child is assessed on ability to rote count (clearly enunciating numeral words) up to 30. Each screen prompts you to identify in increments of 5 how high a child can count. As soon as a child is no longer able to count in succession, stop the test.

BOY: rote count to 30

MOY: rote count to 30

EOY: rote count to 30

Numeral Recognition (M)

Materials: none

Directions: Child is assessed on ability to identify numerals from 1-10. Numbers 1-9 are randomized in the first section of the test, numbers 1-10 are randomized in MOY and EOY.

BOY: 1-9 **MOY:** 1-10 **EOY:** 1-10

Subitize (M)

Materials: none

Directions: Child is assessed on ability to identify the quantity in sets from 1-5 without counting. Give the child 3 seconds to name the amount of dots on a domino before moving to the next screen. In the MOY and EOY stages, child is also asked to compare two sets (from 1-5) and identify which has more.

BOY: sets 1 – 5

MOY: sets 1 –5; compare two sets

EOY: sets 1 – 5; compare two sets

1-to-1 Counting (M)

Materials: none OR the teacher may provide actual counting objects for the child to count.

Directions: Child is assessed on ability to use 1 – to – 1 correspondence to count sets 1 – 10.

BOY: sets 2 – 8

MOY: sets 2 – 9

EOY: sets 3 – 10

Cardinality (M)

Materials: 10 – 12 frog counters (EOY test only) OR the teacher may provide actual counting objects for the child to count.

Directions: Child is assessed on ability to count sets and to identify the last count as the quantity of that set.

BOY: count sets 2 – 6

MOY: count sets to 8

EOY: count sets to 10

Counting and Cardinality (M) (New Test added 2016)

Materials: none

BOY

Child associates a quantity with written numerals up to 5 and begins to write numbers.

Provide the following information:

Fanny Frog is looking for a numeral to decorate this birthday cake. The numeral should match the number of candles on the cake.

Give the following directions:

1. Count the number of candles on the cake.
2. Look for the number that tells how many candles are on the cake

MOY: same

BOY: same

Positional Words (M)

Materials: one crayon

Directions: Child is assessed on ability to follow directions that include positional words. Example: *Place the crayon **under** your hand.*

BOY: under, over, in, beside, on top of, above, behind, in front of, between

MOY: under, over, in, beside, on top of, above, behind, in front of, between, right, left

Sorting (M)

Materials: red, blue, green, and yellow frog counters (MOY and EOY tests only); gather 15 of each color (5 small, 5 medium, 5 large)

Directions: Child is assessed on ability to recognize attributes and make groups.

BOY: Child identifies one picture out of four that does not belong.

MOY: Child sorts frog counters by color and size.

EOY: Child sorts frog counters by color and size.

Shapes (M)

Materials: none

Directions: Child is assessed on ability to identify and name shapes.

BOY: Child identifies shapes that are the same and then names triangle, rectangle, circle, square, rhombus.

MOY: Child identifies shapes and counts sides and corners.

EOY: Child identifies, counts, and describes shapes.

Patterns (M)

Materials: red, blue, green, and yellow connecting cubes (8 of each color)

Directions: Child will identify, copy, and extend patterns including AB, ABB, AAB, ABC, and ABBA.

BOY: Child identifies and copies patterns.

MOY: Child identifies, copies, and extends patterns.

EOY: Child identifies, copies, and extends patterns and creates own pattern and names the pattern core.

Ordinal Words (M)

Materials: none OR the teacher may provide counters for the child to use in counting

Directions: Child is assessed on ability to identify and name frogs in a line from first through fifth.

BOY: first, second, third, fourth, fifth

MOY: same as BOY

EOY: same as BOY

Measurement (M)

Materials: Two AngLegs™ of different lengths (or two sticks), two containers with water or other substance; one has more than the other, pencil, connecting cubes, two balls, one heavy, one light, five balls of varying sizes, scissors

Directions: Child is assessed on ability to observe and use tools for measurement.

BOY:

1. Recognizes the differences in height/length of two people.
2. Compares height of objects.
3. Compares capacity of two containers.
4. Compares weights of objects.
5. Orders 3-5 objects from smallest to largest.
6. Uses non-standard units (such as blocks) to measure length.
7. Begins to use standard measuring tools (rulers, measuring tapes).
8. Uses language to describe the passing of time (in the morning, after snack, tomorrow, yesterday).

MOY: same

EOY: same

Operations (M)

Materials: 10 frog counters and “lily pad” (print the “lily pad” from FSPK *Games and Patterns* CD or cut one from green construction paper)

Directions: Child will compare two sets and identify which has more or less. Child will also add and subtract using “lily pad” word problems. Example: *There are 2 frogs on the lily pad. If 1 more frog joins them, how many will there be?* **Demonstrate by physically adding the additional frog to the lily pad. The frog may be added by the teacher or the child.**

BOY: not applicable

MOY: addition 1-5

EOY: addition and subtraction 1-5

Physical Development

Gross Motor (0)

Materials: none

Directions: Use daily observations for this assessment. Child need not be present.

BOY:

1. Demonstrates balance (balance beam, hop on one foot, walk a line).
2. Uses axial movements (reach, twist, turn bend).
3. Navigates body through space with boundaries (such as obstacle course).
4. Pedals and climbs.
5. Moves in rhythm to simple tunes and patterns.
6. Participates in group games.
7. Moves in a variety of ways (runs, jumps, hops, skips, gallops).
8. Moves and stops with control (back and forth, side to side, changing direction).
9. Coordinates leg and body movement to swing on a swing.
10. Throws, catches, and kicks a ball.
11. Coordinates multiple movements (such as running and kicking a ball).

MOY: same

EOY: same

Fine Motor (0)

Materials: none

Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.

BOY:

1. Manipulates and shapes modeling clay.
2. Grasps small objects between thumb and index finger (tweezers, eyedroppers, etc.).
3. Manipulates classroom materials (marker caps; various sizes of paint brushes, etc.).
4. Holds writing utensils with fingers (not fist).
5. Puts puzzles together with interlocking pieces.
6. Strings small beads.
7. Draws recognizable pictures and shapes.
8. Uses scissors to cut paper into smaller pieces.
9. Uses computer keyboard and mouse with accuracy.
10. Attempts to copy letters or simple shapes.
11. Accomplishes self-help tasks (buttons, zips, snaps).

MOY: same

EOY: same

Science

Science (0)

Materials: none

Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.

BOY:

1. Engages with new materials and asks questions.
2. Uses tools to investigate in the science center.
3. Uses varied strategies to learn about items of interest.
4. Puts materials or objects together in new and inventive ways.
5. Uses five senses to explore.
6. Sorts, groups, and classifies objects in meaningful ways.
7. Predicts, uses prior knowledge, and develops a plan.
8. Discusses and records observations.

MOY: same

EOY: same

Social Studies

Social Studies (M)

Materials: none

Directions: Child is assessed on ability to name and identify roles of family members and community helpers.

BOY: father, mother, brother, sister, grandparents, doctor, dentist, firefighter, police officer, teacher

MOY: same

EOY: same

Fine Arts

Creative Arts (0)

Materials: none

Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.

BOY:

1. Talks about what he/she is going to

2. Comments on the artwork of classmates.
3. Recognizes books illustrated by the same illustrator.
4. Draws figures with round head, arms, legs, facial features, detailed clothing.
5. Notices how materials in the environment create sound.
6. Shows enjoyment and joins in musical activities.
7. Takes on a role in group pretend play.

MOY: same

EOY: same

Social and Emotional Development

Approaches to Learning (O)

Materials: none

Directions: Use daily observations for this assessment. Child need not be present.

BOY:

1. Asks questions.
2. Shows a desire to learn.
3. Demonstrates independent learning. (Example: Looks at a book or listens to an audio story from beginning to end.)
4. Begins and finishes activities with persistence and attention. (Example: Works at completing a puzzle even when having trouble finding the right pieces.)
5. Usually works through difficulties during tasks. (Example: Rebuilds a block tower when it tumbles.)
6. Works well in groups by helping and sharing.
7. Initiates cooperative play with peers.
8. Continues working on a task even with some distractions. (Example: Focuses on own task even when another child is playing with a noisy toy nearby.)

MOY: same

EOY: same

Social Emotional Rubric (BOY/MOY/EOY) (O) (Revised Test 2016)

Materials: none

Directions: Use daily observations for these assessments. Child need not be present.

Child is aware of body in space:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none">🍏 Child is able to stay in designated personal space without intruding upon others' (stays in own seat at lunch table without kicking feet or leaning against neighboring children).🍏 Child can move around the classroom without stepping on materials or disrupting others' activities.	<ol style="list-style-type: none">1. Consistently (Occurs 90 % or more of the time with no teacher support.)2. Frequently (Occurs up to 89 % of the time with minimal teacher support.)3. Occasionally (Occurs up to 60% of the time with moderate teacher support.)4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child follows classroom rules:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none">🍏 Child participates in the development of classroom rules.🍏 Child transitions from one activity to another.🍏 Child makes comments on the sequence of the day's events ("After centers, it's time to go outside.")🍏 Child refers to the daily schedule chart and points out what activity comes next.	<ol style="list-style-type: none">1. Consistently (Occurs 90 % or more of the time with no teacher support.)2. Frequently (Occurs up to 89 % of the time with minimal teacher support.)3. Occasionally (Occurs up to 60% of the time with moderate teacher support.)4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child takes care of classroom materials:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none">🍏 Child appropriately handles materials during activities.🍏 Child cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot).🍏 Child puts away his belongings in his personal space.	<ol style="list-style-type: none">1. Consistently (Occurs 90 % or more of the time with no teacher support.)2. Frequently (Occurs up to 89 % of the time with minimal teacher support.)3. Occasionally (Occurs up to 60% of the time with moderate teacher support.)4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child is aware of own feelings:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none">🍏 Child is familiar with a variety of feeling words (happy, sad, mad/angry, scared, proud, worried; excited).🍏 Child can usually label own feelings when prompted.🍏 Child can identify feelings of characters in storybooks.	<ol style="list-style-type: none">1. Consistently (Occurs 90 % or more of the time with no teacher support.)2. Frequently (Occurs up to 89 % of the time with minimal teacher support.)3. Occasionally (Occurs up to 60% of the time with moderate teacher support.)

	support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child sustains attention to a task:	
Sample behaviors to look for:	Rubric
<input type="checkbox"/> Child selects an activity or book to look at and completes it before selecting a different activity. <input type="checkbox"/> Child makes and carries out a sequence of dramatic play plans with a peer. <input type="checkbox"/> Child follows familiar/routine 3- step directions correctly (“Go wash your hands, get your lunch kit, and find a seat at the table.”).	1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child focuses during group time for 20 minutes or more at one time:	
Sample behaviors to look for:	Rubric
<input type="checkbox"/> Child listens attentively to stories and instructions during circle times. <input type="checkbox"/> Child contributes verbal responses that are appropriately related to the topic during group discussion. <input type="checkbox"/> Child attends to peers’ responses during small- and large- group discussion.	1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child initiates social interactions:	
Sample behaviors to look for:	Rubric
<input type="checkbox"/> Child participates spontaneously in a variety of group activities, tasks, and play. <input type="checkbox"/> Child actively seeks out play partners and appropriately invites them to play (starts a game with classmates on the playground).	1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child initiates problem-solving strategies:	
Sample behaviors to look for:	Rubric
 Child is eager to try out new activities and materials.  Child participates in a variety of individual activities and tasks.  Child selects centers or activities based on personal preferences.  Child plans and sustains independent play sequences.  Child tries several strategies to solve a problem before seeking adult assistance.  Child uses appropriate communication to express frustration.	1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)

Child begins to have meaningful relationships:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none"> 🍏 Child talks with the friend to plan their play (planning to play house in the pretend and learn center). 🍏 Child seeks help for the friend (going to the teacher for help when a friend falls down). 🍏 Child talks about her friend or friends. 🍏 Child chooses to work with the friend. 🍏 Child copies the friend's ideas or behaviors at times. 🍏 Child expresses pleasure at spending time with the friend. 🍏 Child follows the friend's preferences or notices concerns at times. 🍏 Child expresses interest in playing with the friend outside of school. 🍏 Child independently chooses a work or play partner. 	<ol style="list-style-type: none"> 1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child understands others have different opinions:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none"> 🍏 Child uses visual cues from other children to identify how he is feeling. 🍏 Child uses words to express own and other's preferences ("I like to paint with red, and Mary likes to paint with blue."). 🍏 Child uses words to express own and other's feelings ("Michael thinks that's funny, but I don't!"). 🍏 Child asks questions that indicate understanding that peers may have a different perspective than himself ("Do you like raisins?" "Were you scared of that movie?"). 	<ol style="list-style-type: none"> 1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)
Child regulates behavior in a variety of contexts and settings:	
Sample behaviors to look for:	Rubric
<ul style="list-style-type: none"> 🍏 Child responds to signals for transitioning from one activity to another. 🍏 Child communicates appropriately to make needs known. 🍏 Child waits for her turn (waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full). 🍏 Child refrains from impulsive responses (waits her turn to be called on during group discussion, requests materials rather than grabbing them). 🍏 Child refrains from aggressive behavior toward peers or self. 	<ol style="list-style-type: none"> 1. Consistently (Occurs 90 % or more of the time with no teacher support.) 2. Frequently (Occurs up to 89 % of the time with minimal teacher support.) 3. Occasionally (Occurs up to 60% of the time with moderate teacher support.) 4. Rarely (Occurs up to 25% of the time with maximum teacher support.)

Child shares easily and can resolve conflicts independently:

Sample behaviors to look for:

- 🍏 Child respects other's work spaces and time with shared materials.
- 🍏 Child takes turns with materials and in activities.
- 🍏 Child recognizes that classroom materials belong to everyone.
- 🍏 Child shares space and materials with other children comfortably.
- 🍏 Child follows the lead of others (enters a center and adapts to the ongoing play of others).
- 🍏 Child generates joint play goals and carries them out with at least one other child at a time.
- 🍏 Child demonstrates ability to negotiate and compromise with peers to achieve a cooperative goal.

Rubric

1. **Consistently** (Occurs **90 % or more** of the time with no teacher support.)
2. **Frequently** (Occurs **up to 89 %** of the time with minimal teacher support.)
3. **Occasionally** (Occurs **up to 60%** of the time with moderate teacher support.)
4. **Rarely** (Occurs **up to 25%** of the time with maximum teacher support.)

Health Knowledge

Health Knowledge (0)

Materials: None

Directions: Child is assessed on his or her ability to choose the better health or safety option. **(MOY/EOY Only)**

BOY: not applicable

MOY:

1. Why should we wash our hands?
2. The three little pigs built houses. The first one built a house of straw. The second one built a house of wood. The third pig built a house of brick. Which little pig made a wise or smart choice?
3. Which one is a healthy choice for a snack? chocolate chip cookies or a piece of fruit
4. Which of these is one way to stay healthy? exercise or watch TV
5. Share a way you could help a friend.
6. Share a smart choice that helps keep our classroom safe.

EOY:

1. Which one is a healthy choice for lunch? chips and cookies or chicken and potatoes
2. Which of these is one way to stay healthy? climbing, jumping, running or playing a video game
3. Share a way you could help a friend.
4. Share a smart choice that helps keep our classroom safe.
5. What is a safe way to cross the street?
6. Goldie Locks went into the bears' house without being invited. Was that a thoughtful choice?