

Child's Name \_\_\_\_\_

# Developmental Record Book

**Revised** BRIGANCE™ Diagnostic

**Inventory of**

# DEVELOPMENT

(Birth to Seven Years)

by Albert H. Brigance

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# Developmental Record Book

Child's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Parents: \_\_\_\_\_ School/Program \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Address: \_\_\_\_\_  
 Comments: \_\_\_\_\_

## Recording Procedures and Color Code

Mark each evaluation in a different color to develop a graphic profile of progress.

- Circle responses for skills mastered.
- Underline objectives set for the next evaluation with the next colors.
- See page viii of the *Inventory of Early Development* for further discussion.

## Testing Observations

Write the letters "S" or "N" and circle "Yes" or "No" in the designated box to describe the student's responses during testing. Use a pencil or pen of the color indicated on the left.

S—Satisfactory N—Needs to improve

Evaluation	Color	Date	Age	Examiner	Cooperation	Persistence	Attention Span	Concentration	Confidence	Rapport	Apparently Good Hearing		Apparently Good Vision	
1st	Pencil	_____	_____	_____							Yes	No	Yes	No
2nd	Blue	_____	_____	_____							Yes	No	Yes	No
3rd	Red	_____	_____	_____							Yes	No	Yes	No
4th	Black	_____	_____	_____							Yes	No	Yes	No
5th	Green	_____	_____	_____							Yes	No	Yes	No
6th	Purple	_____	_____	_____							Yes	No	Yes	No

Comments: \_\_\_\_\_

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30 29 28 27 26 25 24 23 22 21 20 19

## A. Preambulatory Motor Skills and Behaviors

Assessment Page

A-1	3	<b>Supine Position Skills and Behaviors:</b>							
	0-1	1. Rolls part way to side.		5. Can hold head steady in midline.		9. Rolls from back to stomach.		0-7	13. Lifts head (as if wanting to get up).
		2. Turns head in both directions.		6. Rolls from back to side.		10. Takes feet to mouth.*			14. Bangs and shakes rattle.** 0-8
		3. Rolls from side to back.	0-4	7. Kicks feet vigorously in air for play.		11. Transfers objects from one hand to the other.**			
		4. Bends and straightens arms and legs.		8. Grasps foot with hand.		12. One-hand approach and grasp.**			
Notes: _____									
A-2	7	<b>Prone Position Skills and Behaviors:</b>							
	0-1	1. Lifts head slightly.	0-4	4. Reaches while supported on one elbow.	0-7	7. Supports most of weight on hands.			9. Creeps*** on hands and knees (or scoots on buttocks).
		2. Lifts head ninety degrees.		5. Rolls to supine position (on back).		8. Crawls,*** dragging body.		0-10	10. Changes from creeping to sitting position. 0-11
		3. Can raise chest with elbow and forearm support.		6. Pivots.					
Notes: _____									
A-3	11	<b>Sitting Position Skills and Behaviors:</b>							
	0-1	1. Head set forward with some control but also with some bobbing.*	0-4	4. Sits when supported.	0-7	7. Sits erect and unsupported for five minutes.		0-10	10. Sits with enough balance and support to free hands for an activity such as pat-a-cake. 0-11
		2. Steadies head but does not hold it erect.*		5. Sits briefly unsupported, may lean forward on hands.		8. Pivots.			
		3. Attempts to right self when tilted.		6. Sits steadily with little risk of overbalancing.		9. Goes from sitting to creeping position without losing control.			
Notes: _____									
A-4	15	<b>Standing Position Skills and Behaviors:</b>							
	0-3	1. Supports a small fraction of weight briefly.		4. Supports most but not all weight.		7. Walks with both hands held.			10. Walks alone.
		2. Lifts one foot (stepping movement) when held in a supported standing position.	0-7	5. Supports full weight when balanced.	0-10	8. Pulls to standing position.	1-0		11. Gets to standing position without support.
		3. Supports approximately half of weight briefly.		6. Stands holding on to an object for support.		9. Walks with one hand held (when led).			12. Walks well and rarely falls. 1-3
Notes: _____									

\*This is a "disappearing" behavior. (See **Note 3** on page 2 in *Inventory*.)

\*\*This skill may be assessed in the sitting position.

\*\*\*Crawling and creeping: Creeping differs from crawling in that the legs and arms are used in opposition to one another.

## B. Gross-Motor Skills and Behaviors

Assessment Page

B-1	23	<b>Standing:</b> 1-0 1. Stands on one foot with one hand held. 2. Stands on other foot with one hand held. Notes: _____				2-0 3. Stands on tiptoes momentarily. 4. Stands on one foot momentarily. Notes: _____	3-0 5. Stands on other foot momentarily. 6. Stands on one foot for five seconds. Notes: _____	4-0 7. Stands on one foot for ten seconds. 5-0 8. Stands on other foot for ten seconds. 6-0
B-2	25	<b>Walking:</b> 1-0 1. Walks well and rarely falls. 2. Walks sideways two steps. 3. Walks erect with synchronous arm swings. 4. Walks backward two steps. Notes: _____				2-0 5. Walks backward a distance of 6 feet (2 m). 6. Walks on tiptoes three steps. 7. Walks on a straight line. Notes: _____	3-0 8. Walks forward heel-to-toe three steps. 4-0 9. Walks forward on line heel-to-toe a distance of 6 feet (2 m). Notes: _____	5-0 10. Walks backward toe-to-heel six steps. 6-0 11. Walks backward toe-to-heel a distance of 6 feet (2 m). 7-0
B-3	27	<b>Stairs and Climbing:</b> 1-0 1. Creeps up stairs. 2. Creeps down stairs backward. 1-6 3. Walks up stairs, with one hand held. Notes: _____				4. Walks down stairs, with one hand held. 5. Walks alone up stairs, both feet on each step. 2-0 6. Walks alone down stairs, both feet on each step. Notes: _____	7. Walks up stairs, alternating feet, with one hand held. 8. Walks down stairs, alternating feet, with one hand held. Notes: _____	3-0 9. Walks up stairs, alternating feet while holding rail. 10. Walks down stairs, alternating feet while holding rail. 4-0
B-4	29	<b>Running:</b> 1-0 1. Runs stiffly, with some falling. 2-0 2. Runs well, rarely falling. 3. Runs well, stopping and starting with ease. Notes: _____				3-0 4. Runs leaning forward with most of weight on the balls of the feet and arms swinging at sides more than outward. 5. Skips on one foot. Notes: _____	4-0 6. Gallops, but inefficiently. 7. Runs 50 yards (45 m) in fifteen seconds. 5-0 8. Runs 50 yards (45 m) in twelve seconds. Notes: _____	9. Skips, alternating feet. 6-0 10. Gallops skillfully, without difficulty. 7-0
B-5	31	<b>Jumping:</b> 1-0 1. Attempts jump with one hand held. 2. Attempts jump without hand held. 2-0 3. Jumps off floor with both feet. Notes: _____				4. Jumps over small object such as a chalkboard eraser. 2-6 5. Broad-jumps (both feet together) a distance of 2 inches (5 cm). 6. Jumps four times consecutively. Notes: _____	3-0 7. Broad-jumps over an object or string 2 inches (5 cm) high. 8. Broad-jumps a distance of 10 inches (25 cm). 4-0 9. Jumps forward ten times. 10. Jumps backward once. Notes: _____	5-0 11. Jumps rope three consecutive jumps. 12. Jumps backward two consecutive jumps. 6-0 13. Jumps rope ten consecutive jumps. 14. Jumps backward five consecutive jumps. 7-0

## B. Gross-Motor Skills and Behaviors (continued)

Assessment Page

B-6

33

### **Hopping:**

- |  |  |  |   |
|--|--|--|---|
| <p>2-0 1. Hops once on preferred foot, with one hand held for balancing support.</p> <p>3-0 2. Hops on preferred foot one hop.</p> | <p>3. Hops on preferred foot three hops.</p> <p>4. Hops on preferred foot five hops.</p> <p>5. Hops on other foot one hop.</p> | <p>4-0 6. Hops on other foot three hops.</p> <p>5-0 7. Hops on other foot five hops.</p> <p>6-0 8. Hops a distance of 10 feet (3 m) on preferred foot.</p> | <p>6-0 9. Hops a distance of 10 feet (3 m) on other foot.</p> <p>7-0 10. Hops a distance of 50 feet (15 m) on preferred foot.</p> |
|--|--|--|---|

Notes: \_\_\_\_\_

B-7

35

### **Kicking:**

- |  |  |  |   |
|--|--|--|---|
| <p>1-6 1. Rolls playground ball by pushing foot against it without losing balance (no backward swing).</p> <p>2-0 2. Kicks flexing lower leg on backward swing and with very little or no arm opposition (movement).</p> | <p>3-0 3. Walks up and kicks a stationary playground ball.</p> <p>3-0 4. Kicks playground ball with a definite backward and forward leg swing and with definite arm opposition (movement).</p> | <p>4-0 5. Does a coordinated kick with good backward and forward leg swing, arm opposition (movement), and follow-through.</p> | <p>5-0 6. Takes two or more coordinated steps and kicks a playground ball.</p> <p>6-0 7. Runs forward and kicks a rolled playground ball.</p> |
|--|--|--|---|

Notes: \_\_\_\_\_

B-8

37

### **Balance Beam:**

- |  |  |   |  |
|--|--|---|--|
| <p>1-6 1. Walks balance beam with both hands held.</p> <p>2-0 2. Stands with both feet on balance beam without assistance.</p> | <p>3-0 3. Walks forward using hands to aid balance.</p> <p>4-0 4. Walks balance beam with hands at side.</p> | <p>5-0 5. Walks balance beam heel-to-toe.</p> | <p>6-0 6. Walks balance beam backward toe-to-heel.</p> |
|--|--|---|--|

Notes: \_\_\_\_\_

B-9

38

### **Catching:**

- |  |  |   |  |
|--|--|---|--|
| <p>3-0 1. Catches a bounced playground ball by "hugging" it to the body.</p> <p>2. Catches a bounced playground ball with hands and chest.</p> | <p>3. Catches a thrown playground ball by "scooping" under the ball and trapping it to the chest.</p> <p>4. Catches a bounced playground ball with both hands.</p> | <p>4-0 5. Catches a thrown playground ball with hands and chest.</p> <p>6. Catches a thrown playground ball with both hands and with arms extended.</p> | <p>5-0 7. Catches a bounced tennis ball with both hands.</p> <p>6-0 8. Catches a thrown tennis ball with both hands.</p> <p>7-0 9. Catches a thrown tennis ball with one hand.</p> |
|--|--|---|--|

Notes: \_\_\_\_\_

B-10

40

### **Rolling and Throwing:**

- |   |   |   |  |
|---|---|---|--|
| <p>1-0 1. Rolls a playground ball back and forth in a game while in a sitting position.</p> <p>2. Hurls a tennis ball.</p> <p>2-0 3. Throws a ball with both hands from an overhead position.</p> | <p>3-0 4. Throws a playground ball by holding the ball above the shoulders, using almost exclusive arm movement, with no change in feet position and with little or no body rotation.</p> <p>4-0 5. Throws a tennis ball a distance of 10 feet (3 m).</p> | <p>6. Throws a ball from a position in back of the head, with horizontal rotation of the body, and with feet stationary.</p> <p>5-0 7. Throws a ball from a position in back of the head, with body rotation and with a forward step.</p> | <p>8. Throws a tennis ball a distance of 20 feet (6 m).</p> <p>6-0 9. Throws with a mature or skilled form; shifts weight as body is rotated in preparation for throwing, with horizontal adduction of the arm, and follow-through as the elbow extends.</p> |
|---|---|---|--|

Notes: \_\_\_\_\_



## C. Fine-Motor Skills and Behaviors

Assessment Page

C-1 47

### **General Eye/Finger/Hand Manipulative Skills:**

- |  |  |   |   |
|--|--|---|---|
| 0-1 1. Places fist in mouth.*<br>2. Makes horizontal eye movements.<br>3. Makes vertical eye movements.<br>4. Makes circular eye movements.<br>5. Glances at hands briefly.<br>6. Brings hands to mouth.*<br>7. Is attracted to objects such as a mobile placed within 18 inches (45 cm) of face.<br>8. Takes object placed in hand to mouth.<br>9. Looks at hands or object placed in hands.<br>10. Swipes or bats at object at chest level.*<br>11. Brings hands to midline.<br>12. Plays with hands and fingers.<br>0-4 13. Has hands predominantly open.<br>14. Plays with rattle when placed in hand. | 15. Reaches for an object.<br>16. Reaches out and grasps object near body.<br>17. Exhibits a palmar grasp.*<br>18. Places both hands on toy at midline.<br>19. Grasps objects voluntarily.<br>20. Exhibits a one-handed visually directed reach.<br>21. Glances from one toy to the other when a toy is placed in each hand.<br>22. Exhibits an intermediate (or whole-hand) grasp.*<br>23. Grasps a small object off a flat surface.<br>0-7 24. Bangs object such as a rattle on table (surface).<br>25. Holds bottle independently.<br>26. Bangs two objects in hands together.<br>27. Exhibits an inferior pincer grasp.* | 28. Pokes or examines objects, using index finger.<br>29. Uses a neat pincer grasp (thumb against tip of index finger).<br>30. Plays pat-a-cake.<br>31. Squeezes squeaking toy, using hand.<br>32. Puts objects such as blocks into a container, using good grasp and voluntary release.<br>1-0 33. Takes objects such as blocks out of a container.<br>34. Grasps and releases objects easily and automatically.<br>35. Unwraps loosely wrapped small objects.<br>36. Holds container with one hand and releases objects into it with the other hand.<br>37. Deliberately pours or dumps objects from container. | 2-0 38. "Nests" or stacks objects graduated in size.<br>39. Turns doorknob to open door.<br>2-6 40. Turns knobs (on TV, radio, toys).<br>41. Moves fingers (digits) independently.<br>42. Uses one hand consistently in most activities.<br>3-6 43. Wiggles thumb in imitation.<br>44. Folds paper.<br>45. Sorts dissimilar objects.<br>4-0 46. Puts a paper clip on paper.<br>47. Creases paper with fingers.<br>5-0 48. Folds paper diagonally and creases it.<br>49. Prints first name.<br>6-0 50. Uses a pencil eraser. 7-0 |
|--|--|---|---|

Notes: \_\_\_\_\_

C-2 53

### **Block Tower Building:**

- |   |  |   |   |
|---|--|---|---|
| 1-0 1. Attempts to build a tower.<br>2. Builds a two-block tower.<br>3. Builds a three-block tower. | 1-6 4. Builds a four-block tower.<br>5. Builds a five-block tower.<br>2-0 6. Builds a six-block tower.<br>7. Builds a seven-block tower. | 2-6 8. Builds an eight-block tower.<br>3-0 9. Builds a nine-block tower.<br>10. Builds a ten-block tower. | 4-0 11. Builds an eleven-block tower.<br>5-0 12. Builds a twelve-block tower. 6-0 |
|---|--|---|---|

Notes: \_\_\_\_\_

\*This is a "disappearing" behavior. (See **Note 2** on page 47 in *Inventory*).

## C. Fine-Motor Skills and Behaviors (continued)

Assessment Page

C-3

55

### **Prehandwriting:**

- |   |   |  |  |
|---|---|--|--|
| 1-3 1. Imitates scribble.<br>2-0 2. Scribbles, seldom going off page.<br>3. Holds pencil/crayon with fingers, perhaps incorrectly, with hand not fistled. | 3-0 4. Draws somewhat recognizable picture that is meaningful to child, but perhaps not to adult.<br>4-0 5. Draws, names, and describes recognizable picture. | 5-0 6. Traces easier uppercase letters such as <i>H A T</i> .<br>7. Copies easier uppercase letters such as <i>H A T</i> .<br>8. Copies first name.<br>9. Prints first name.<br>10. Colors within lines. | 11. Grasps pencil correctly (adult grasp between thumb and fingers).<br>6-0 12. Traces more difficult lowercase letters.<br>13. Copies more difficult lowercase letters. 7-0 |
|---|---|--|--|

Notes: \_\_\_\_\_

C-4

57

### **Draw a Person:**

- Picture includes:
- |                                   |                                    |                     |                         |  |
|-----------------------------------|------------------------------------|---------------------|-------------------------|--|
| 4-0 1. head<br>2. legs<br>3. ears | 4. feet<br>5. arms<br>6. shoulders | 7. trunk<br>8. eyes | 5-0 9. nose<br>10. hair | 6-0 11. neck<br>12. hands<br>13. mouth 7-0 |
|-----------------------------------|------------------------------------|---------------------|-------------------------|--|

Notes: \_\_\_\_\_

C-5

59

### **Forms:**

- Copies:
- |   |   |   |
|---|---|---|
| 3-0 1. vertical line<br>2. horizontal line<br>3. circle | 4-0 4. + cross or plus<br>5. X X<br>6. □ square | 5-0 7. rectangle<br>8. triangle<br>6-0 9. diamond 7-0 |
|---|---|---|

Notes: \_\_\_\_\_

C-6

62

### **Cutting with Scissors:**

- |  |  |   |   |
|--|--|---|---|
| 2-0 1. Places scissors on fingers and holds comfortably and correctly.<br>2. Opens and closes scissors.<br>3. Snips or makes small cuts in paper.<br>4. Holds paper for cutting. | 3-0 5. Cuts a piece of paper 5 inches (12.5 cm) square in two.<br>4-0 6. Cuts a 5-inch (12.5-cm) line within ½-inch (12-mm) limits.<br>7. Cuts a triangle with 2-inch (5-cm) sides within ½-inch (12-mm) limits. | 8. Moves paper while cutting.<br>9. Cuts a 5-inch (12.5-cm) circle within ½-inch (12-mm) limits.<br>10. Cuts a 5-inch (12.5-cm) circle within ¼-inch (6-mm) limits. | 5-0 11. Cuts a 5-inch (12.5-cm) curving line within ¼-inch (6-mm) limits.<br>6-0 12. Cuts out items such as paper dolls or pictures of animals. 7-0 |
|--|--|---|---|

Notes: \_\_\_\_\_

## D. Self-Help Skills

Assessment Page

D-1

73

### **Feeding/Eating:**

- |     |   |      |   |     |   |     |   |
|-----|---|------|---|-----|---|-----|---|
| 0-1 | 1. Forms tight seal around nipple when sucking.                     | 10.  | Keeps lips closed when offered more food than wanted. | 19. | No longer takes bottle/breast (weaned).                   | 28. | Drinks from cup or glass held in one hand without assistance.             |
|     | 2. Requires two night feedings.                                     | 0-7  | 11. Holds bottle independently.                       | 20. | Controls drooling.  | 29. | Chews with ease and rotary motion.  |
|     | 3. Requires one night feeding.                                      | 12.  | Chews, but without rotary or grinding motion.         | 21. | Drinks from cup held with both hands, with assistance.    | 30. | Inserts spoon in mouth without turning it upside down, moderate spilling. |
|     | 4. Swallows soft (baby) foods.                                      | 13.  | Feeds self cracker or snack.                          | 1-3 | 22. Lifts cup or glass from table to drink.               | 2-0 | 31. Uses a fork for eating.   |
|     | 5. Opens mouth as spoon with food is presented.                     | 14.  | Drinks from cup held by adult.                        | 23. | Drinks from cup held with both hands, without assistance. | 32. | Spoon feeds without spilling.   |
|     | 6. Begins using tongue to move food in mouth.                       | 15.  | Chews and swallows semisolid foods.                   | 24. | Returns cup or glass to table after drinking.             | 3-0 | 33. Uses side of fork for cutting soft food.                              |
| 0-4 | 7. Munches food (mouthing more than biting).                        | 16.  | Feeds self finger foods.                              | 25. | Manipulates spoon to "scoop" food.                        | 4-0 | 34. Uses napkin.  |
|     | 8. Uses tongue to move pureed foods so they can be eaten with ease. | 0-11 | 17. Chews with rotary/grinding motion.                | 1-6 | 26. Takes spoon from plate to mouth, with some spilling.  | 5-0 | 35. Holds fork in fingers.  |
|     | 9. Pulls food off spoon with lips.                                  | 18.  | Chews and swallows solid food.                        | 27. | Sucks from straw.   | 6-0 | 36. Uses knife for spreading.   |
|     |   |      |   |     |   |     | 37. Uses knife for cutting.   |

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D-2

77

### **Undressing:**

- |     |                              |     |                               |     |   |     |  |
|-----|------------------------------|-----|-------------------------------|-----|---|-----|--|
| 1-3 | 1. Cooperates in undressing. | 2-0 | 5. Removes coat.              | 3-0 | 9. Undresses self except for more difficult "pull over" garments. | 4-0 | 10. Removes some "pull over" garments.       |
| 1-6 | 2. Removes socks.            | 6.  | Removes shirt.                |     |   | 11. | Removes more difficult "pull over" garments. |
|     | 3. Assists in undressing.    | 7.  | Removes dress.                |     |   |     |  |
|     | 4. Removes shoes.            | 8.  | Removes "pull down" garments. |     |   |     |  |

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## D. Self-Help Skills (continued)

Assessment Page

D-3 79

### ***Dressing:***

- |  |  |   |  |
|--|--|---|--|
| 1-0 1. Cooperates in dressing.<br>1-6 2. Assists in dressing.<br>2-0 3. Puts on front-opening sleeved garment with assistance in positioning the garment so that the arms can be placed in the correct sleeves.<br>2-6 4. Puts on short-sleeved garment with opening in front.<br>5. Puts on long-sleeved garment with opening in front. | 6. Puts on shoes (may be on wrong feet).<br>7. Puts on front-opening "pull up" garment with assistance in positioning the garment so that the feet can be placed in the correct legs of the garment.<br>8. Puts on short-legged garment with opening in front. | 9. Puts on long-legged garment with opening in front.<br>3-0 10. Puts on "pull up" garment with an elastic waistband.<br>11. Puts on socks.<br>12. Puts on dress.<br>13. Knows which shoe goes on which foot.<br>14. Puts on "pull over" garment. | 15. Dresses with little supervision, other than for help with difficult fasteners.<br>4-0 16. Dresses unsupervised, except for help with difficult fasteners.<br>5-0 17. Dresses self completely, including tying shoelaces and fastening all fasteners. 7-0 |
|--|--|---|--|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D-4 81

### ***Unfastening:***

- |  |   |  |                                    |
|--|---|--|------------------------------------|
| 1-6 1. Unzips nonseparating front zipper.<br>2-0 2. Unbuttons front buttons.<br>3. Unties bow. | 3-0 4. Unsnaps front snaps.<br>5. Unbuttons side buttons.<br>6. Unzips separating front zipper. | 4-0 7. Unsnaps back snaps.<br>8. Unzips back (nonseparating) zipper. | 5-0 9. Unbuttons back buttons. 6-0 |
|--|---|--|------------------------------------|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D-5 82

### ***Fastening:***

- |   |  |   |   |
|---|--|---|---|
| 3-0 1. Buttons large front buttons.<br>2. Snaps front snaps.<br>3. Zips front nonseparating zipper. | 4. Attempts to lace shoes, may be incorrect.<br>5. Buttons small front buttons.<br>4-0 6. Buckles belt or shoes. | 7. Laces shoes.<br>8. Attempts to tie shoes.<br>5-0 9. Zips front separating zipper.<br>10. Zips back (nonseparating) zipper. | 11. Ties shoes.<br>12. Buttons back buttons.<br>13. Snaps back snaps. 6-0 |
|---|--|---|---|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## D. Self-Help Skills (continued)

Assessment Page

D-6

83

### **Toileting:**

- |     |   |  |  |  |
|-----|---|--|--|--|
| 1-0 | 1. Is usually dry after nap.  | 6. Gets on potty by self, but may need help with clothing.                                       | 10. Climbs onto toilet seat.                                 | 17. Flushes toilet.  |
| 1-3 | 2. Indicates wet or soiled pants.   | 7. Usually attains bowel control, occasional accident.   | 11. Stabilizes toileting, rarely has an "accident."          | 4-0 18. Manages clothes adequately on own.   |
|     | 3. Has regular bowel movement.  | 8. Is dry by day, occasional accident.   | 12. Pulls down pants when he/she needs toileting.            | 19. Wipes self independently.  |
| 2-0 | 4. Begins to anticipate and communicate toileting needs.                        | 2-6 9. Knows the difference between bladder and bowel functions and communicates the difference. | 13. Urinates without toileting assistance.                   | 20. Totally cares for toileting needs, including flushing toilet and washing and drying hands. 5-0 |
|     | 5. Anticipates and verbalizes/communicates toileting needs fairly consistently. |  | 14. Is dry at night if toileted in evening.                  |  |
|     |   |  | 3-0 15. Attempts to wipe self.                               |  |
|     |   |  | 16. Cares for toileting needs other than for help in wiping. |  |

Notes: \_\_\_\_\_

D-7

85

### **Bathing:**

- |     |  |     |   |  |  |
|-----|--|-----|---|--|--|
| 1-3 | 1. Cooperates in drying hands.                                   | 2-6 | 5. Dries hands without assistance.            | 10. Knows which faucet is hot and which is cold.     | 14. Bathes with assistance.                      |
|     | 2. Cooperates in washing hands.                                  |     | 6. Dries face, may need assistance.           | 11. Adjusts water temperature with adult assistance. | 15. Dries self without assistance after bathing. |
| 2-0 | 3. Dries hands, may need assistance.                             | 3-0 | 7. Washes hands with soap without assistance. | 12. Dries face without assistance.                   | 6-0 16. Bathes without assistance. 7-0           |
|     | 4. Washes hands, but may need assistance using soap efficiently. |     | 8. Washes face with assistance.               | 4-0 13. Washes face without assistance.              |  |
|     |  |     | 9. Turns faucet on and off.                   |  |  |

Notes: \_\_\_\_\_

D-8

87

### **Grooming:**

- |     |  |                                   |                                      |   |     |  |
|-----|--|-----------------------------------|--------------------------------------|---|-----|--|
| 1-6 | 1. Willingly allows nose to be wiped.          | 5. Rinses mouth and expels water. | 5-0                                  | 9. Combs hair.  | 6-0 | 13. Shines shoes.  |
| 2-0 | 2. Begins brushing teeth with much assistance. | 4-0                               | 6. Combs hair with assistance.       | 10. Wipes nose without verbal clue.                   |     | 14. Cleans nails, may need assistance cleaning nails on dominant hand. 7-0 |
| 2-6 | 3. Wipes nose when requested to do so.         |                                   | 7. Brushes teeth without assistance. | 11. Brushes hair.                                     |     |  |
| 3-0 | 4. Brushes teeth with assistance.              |                                   | 8. Brushes hair with assistance.     | 12. Covers mouth and nose when coughing and sneezing. |     |  |

Notes: \_\_\_\_\_

## E. Speech and Language Skills

Assessment Page

E-1	97	<b>Prespeech Receptive Language:</b>					
0-1	1. Notices faces of others.	0-4	4. Anticipates feeding at sight of food (bottle, breast, solid food).	0-6	6. Responds to show that he/she understands several words.	1-0	9. Responds to simple commands.
	2. Stops crying when someone enters the room.		5. Turns eyes and head toward sound.	0-7	7. Understands and responds to name.	1-3	10. Understands simple questions.
	3. Responds with a smile or coo to friendly speech and fondling.				8. Understands the word <i>no-no</i> .		11. Points to familiar objects when requested. 1-6

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

E-2	99	<b>Prespeech Gestures:</b>						
	0-1	1. Smiles.	0-4	4. Raises arms when parent says <i>Come here</i> or <i>Up</i> while reaching toward child.	0-10	5. Shakes head for no.	1-3	10. Points to something he/she wants another to see.
		2. Smiles when talked to.				6. Waves "bye-bye."		
		3. Laughs aloud.				7. Shows affection.		
						8. Nods head for yes.		11. Combines gestures and utterances to make wishes known. 1-6
					1-0	9. Gestures to make wishes known.		

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

E-3	101	<b>Prespeech Vocalization:</b>						
	0-1	1. Makes small, throaty sounds.		6. Has a strong cry.*	0-7	12. Says the words <i>mama</i> and <i>dada</i> with no specific meaning.*		15. Says the words <i>mama</i> and <i>dada</i> with meaning.
		2. Makes sounds of discomfort.		7. Vocalizes or "talks" back when talked to.*			1-0	16. Exhibits unintelligible (immature) jabbering or jargon.*
		3. Makes pleasure sounds.	0-4	8. Squeals.*		13. Imitates sounds or words (echolalia).*		
		4. Vocalizes two different vowel sounds.		9. Babbles, using several consonants.*	0-10	14. Imitates nonspeech sounds.	1-3	17. Exhibits mature jabbering.* 1-6
		5. Makes coos and gurgles.*		10. "Talks" to toy or pet.*				
				11. Makes "singing" tones.				

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*This is a "disappearing" behavior. (See **Note 2** on page 101 in *Inventory*.)

## E. Speech and Language Skills (continued)

Assessment Page

E-4 103

### **General Speech and Language Development:**

- |   |  |   |  |
|---|--|---|--|
| <p>1-0 1. Says at least three words other than <i>mama</i> and <i>dada</i>.</p> <p>2. Has an expressive vocabulary of at least ten words.</p> <p>3. Calls at least one person by name.</p> <p>1-6 4. Responds to yes or no questions regarding wants and needs.</p> <p>5. Has an expressive vocabulary of at least twenty-five words.</p> <p>6. Uses the word <i>no</i> to indicate refusal.</p> <p>7. Uses subject-predicate phrases.*</p> <p>8. Asks for food when hungry.</p> <p>9. Refers to self by name.*</p> | <p>2-0 10. Uses personal pronouns <i>I</i> and <i>me</i>.</p> <p>11. Vocalizes toileting needs.</p> <p>12. Uses three-word phrases.*</p> <p>13. Fifty percent of speech is intelligible.</p> <p>14. Uses the words <i>my</i> and <i>mine</i> to indicate possession.</p> <p>15. Uses three-word sentences.</p> <p>16. Asks simple questions.</p> <p>2-6 17. Responds to simple yes or no questions related to visual information.</p> <p>18. Uses possessive nouns.</p> <p>19. Uses pronouns to refer to others.</p> <p>20. Asks "where" questions.</p> <p>21. Adds <i>ing</i>.</p> <p>22. Asks "why" questions.</p> | <p>3-0 23. Uses simple sentences with pronouns.</p> <p>24. Answers "who" questions.</p> <p>25. Uses negative phrases.</p> <p>26. Uses past tense.</p> <p>27. Uses plurals, adding <i>s</i>.</p> <p>28. Answers "why" questions.</p> <p>3-6 29. Asks "when" questions.</p> <p>30. Asks "how" questions.</p> <p>31. Uses prepositions other than <i>in</i> and <i>on</i>.</p> <p>32. Answers "where" questions.</p> <p>33. Uses plurals other than by adding <i>s</i>.</p> <p>34. Relates experiences with some understanding of sequence and ending/closure.</p> <p>4-0 35. Uses some conjunctions.</p> <p>36. Defines simple words.</p> | <p>4-6 37. Asks definition of words.</p> <p>38. Can describe differences in objects.</p> <p>39. Can describe similarities in objects.</p> <p>5-0 40. Participates in conversation without monopolizing it.</p> <p>41. Uses words related to sequence.</p> <p>42. Uses the words <i>tomorrow</i> and <i>yesterday</i>.</p> <p>43. Answers the telephone, takes simple message, and delivers it.</p> <p>6-0 44. Verbally shares experiences or items with a group of classmates such as during "Show and Tell."</p> <p>45. Answers "when" questions. 7-0</p> |
|---|--|---|--|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-5 108

### **Length of Sentences:** Average number of words used in sentences:

2-0 2 words	2-6 3 words	3-0 4 words	5-0 5 words	6-0 6 words 7-0
-------------	-------------	-------------	-------------	-----------------

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-6 109

### **Personal Data Response:**

- |   |   |  |  |
|---|---|--|--|
| <p>2-6 1. First name.</p> <p>2. Full name.</p> <p>3-0 3. Sex.</p> | <p>4. Age.</p> <p>5. Siblings.</p> <p>4-0 6. Name of city/town.</p> | <p>7. Street address.</p> <p>5-0 8. Birthday (day, month).</p> <p>9. Parents' names.</p> | <p>6-0 10. Telephone number.</p> <p>11. Complete address.</p> <p>12. Complete birth date (day, month, year). 7-0</p> |
|---|---|--|--|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*This is a "disappearing" behavior. (See **Note** on page 103 in *Inventory*.)

## E. Speech and Language Skills (continued)

Assessment Page

E-7

111

### Verbal Directions:

- |   |   |  |
|---|---|--|
| 1-3 1. Give me the ____.<br>2. Come to me.<br>3. Sit down.<br>4. Stand up.<br>5. Come here. | 1-6 6. Show me your ____.<br>7. Give it to me.<br>8. Put the ____ in the ____.<br>2-0 9. Put it on the ____.<br>10. Put it under the ____ | 11. Bring it to me.<br>3-0 12. Put the ____ in your pocket.<br>13. ____ toward the ____.<br>14. Bring me the ____.<br>15. ____ by the ____ |
|---|---|--|

Notes: \_\_\_\_\_

E-8

115

### Picture Vocabulary:

1. Points to pictures when requested:

- |                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| 1-6 1. cat<br>2. dog<br>3. key | 1-0 4. girl<br>5. man<br>6. airplane<br>7. apple | 2-9 8. pencil<br>9. sock<br>10. car |
|--------------------------------|--|-------------------------------------|

2. Names pictures pointed to:

- |                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| 1-9 1. cat<br>2. dog<br>3. key | 2-0 4. girl<br>5. man<br>6. airplane<br>7. apple | 3-0 8. pencil<br>9. sock<br>10. car |
|--------------------------------|--|-------------------------------------|

Notes: \_\_\_\_\_

E-9

117

### Repeats Numbers: Repeats numbers presented orally.

- |                               |                                     |   |   |
|-------------------------------|-------------------------------------|---|---|
| 2-6 2 digits<br>(6, 4) (7, 3) | 3-0 3 digits<br>(3, 8, 5) (7, 2, 4) | 5-0 4 digits<br>(7, 2, 5, 4) (9, 6, 5, 7) | 6-0 5 digits<br>(6, 1, 8, 3, 9) (5, 9, 3, 1, 8) 7-0 |
|-------------------------------|-------------------------------------|---|---|

Notes: \_\_\_\_\_

E-10

118

### Sentence Memory: Repeats sentence of how many syllables:

- |   |   |  |                                      |
|---|---|--|--------------------------------------|
| 1-9 2 syllables<br>2-0 3 syllables<br>4 syllables | 3-0 5 syllables<br>4-0 6 syllables<br>7 syllables | 8 syllables<br>5-0 9 syllables<br>10 syllables | 6-0 11 syllables<br>12 syllables 7-0 |
|---|---|--|--------------------------------------|

Notes: \_\_\_\_\_

Observations: List articulation problems, voice qualities/problems, possible hearing problems, etc.

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## F. General Knowledge and Comprehension

Assessment Page

F-1 127

### **Response to and Experience with Books:**

- |  |   |  |  |
|--|---|--|--|
| 1-6 1. Turns several pages in a book at once.<br>2. Points to pictures of animals or common objects.<br>3. Looks at pictures selectively.<br>4. Turns book right-side-up.<br>2-0 5. Turns pages individually.<br>6. Points to and names simple pictures. | 2-6 7. Is interested in "read-to-me" books.<br>3-0 8. Describes actions depicted in pictures.<br>9. Takes part in reading by "filling in" words and phrases.<br>4-0 10. Gains information from books about real things.<br>11. Tries to read books from memory. | 12. Follows along in a book being read.<br>13. Can tell context of a story but may confuse facts.<br>5-0 14. Retells story from a picture book with reasonable accuracy.<br>15. Attempts to read by looking at pictures.<br>16. Reads some words by sight. | 6-0 17. Tries to read words by using word-attack skills—phonics, context clues, or picture clues.<br>18. Reads simple stories aloud.<br>19. Distinguishes between fantasy and reality. 7-0 |
|--|---|--|--|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F-2a 129

### **Body Parts—Receptive:**

- |  |   |   |   |  |  |
|--|---|---|---|--|--|
| 1-6 1. mouth<br>2. eyes<br>3. nose<br>4. feet<br>2-0 5. hair | 6. tongue<br>7. head<br>8. ears<br>9. hands<br>10. legs | 11. arms<br>12. fingers<br>13. stomach<br>14. back<br>15. teeth | 16. toes<br>3-0 17. chin<br>18. thumbs<br>19. knees<br>20. neck | 21. fingernails<br>4-0 22. chest<br>23. heels<br>24. ankles<br>25. jaw | 5-0 26. shoulders<br>27. elbows<br>28. hips<br>29. wrists<br>30. waist 6-0 |
|--|---|---|---|--|--|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F-2b 131

### **Body Parts—Expressive:**

- |  |   |  |   |   |   |
|--|---|--|---|---|---|
| 2-0 1. mouth<br>2. eyes<br>3. nose<br>4. feet<br>2-6 5. hair | 6. head<br>7. ears<br>8. hands<br>9. legs<br>10. arms | 11. fingers<br>12. stomach<br>13. back<br>14. toes<br>3-6 15. chin | 16. thumbs<br>17. knees<br>18. neck<br>19. fingernails<br>4-6 20. chest | 21. heels<br>22. ankles<br>23. jaw<br>5-6 24. shoulders<br>25. elbows | 26. hips<br>27. wrists<br>28. waist 6-6 |
|--|---|--|---|---|---|

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## F. General Knowledge and Comprehension (continued)

Assessment Page

F-3

133

### **Colors:**

1. Matches:

2-0 1. red 2. blue 2-6 3. green 4. yellow 5. orange 6. purple 3-0 7. brown 8. black 9. pink 10. gray 11. white 4-0

2. Points to when requested:

3-0 1. red 2. blue 3-6 3. green 4. yellow 5. orange 6. purple 4-0 7. brown 8. black 9. pink 10. gray 11. white 5-0

3. Names when pointed to:

3-6 1. red 2. blue 4-0 3. green 4. yellow 5. orange 6. purple 4-6 7. brown 8. black 9. pink 10. gray 11. white 5-6

Notes: \_\_\_\_\_

F-4

135

### **Shape Concepts:**

1. Matches:

3-0 1. circle 2. square 4-0 3. triangle 4. rectangle 5. diamond 5-6

2. Points to when requested:

3-6 1. circle 2. square 4-6 3. triangle 4. rectangle 5. diamond 6-0

3. Names when pointed to:

4-0 1. circle 2. square 5-0 3. triangle 4. rectangle 5. diamond 6-6

Notes: \_\_\_\_\_

F-5

138

### **Quantitative Concepts:**

2-0 1. many/one

2. little/big

3-0 3. empty/full

4. light/heavy

3-6 5. short/tall

6. thin/fat

7. less/more

8. short/long

4-0 9. slow/fast

10. few/many

11. thin/thick

12. narrow/wide 5-0

Notes: \_\_\_\_\_

F-6

141

### **Directional/Positional Concepts:**

2-0 1. close/open

2. front/back

3. in/out

3-0 4. behind/in front of

5. bottom/top

6. over/under

4-0 7. up/down

8. forward/backward

9. away from/toward

10. low/high

11. above/below

5-0 12. center/corner

13. right/left

6-0 14. right/left of others 7-0

Notes: \_\_\_\_\_

F-7

145

### **Classifying:**

3-0 1. animals

2. toys

3. means of travel or things to ride in

4. clothes

4-0 5. foods

6. dishes

7. people

8. pets

5-0 9. numbers

10. things to read

11. fruits

12. vegetables

6-0 13. tools

14. furniture

15. shapes

16. musical instruments 7-0

Notes: \_\_\_\_\_

## F. General Knowledge and Comprehension (continued)

Assessment Page

F-8 149

**Knows What to Do in Different Situations:**

- "What do you do when you \_\_\_\_\_?"
- |     |                    |  |     |  |     |  |
|-----|--------------------|--|-----|--|-----|--|
| 3-0 | 1. are sleepy      | 6. are sick                            | 4-0 | 9. see your shoe is untied               | 5-0 | 12. see a house on fire                          |
|     | 2. are cold        | 7. see your hands are dirty            |     | 10. are thirsty                          | 6-0 | 13. break something that belongs to someone else |
|     | 3. are tired       | 8. want to go into a room that is dark |     | 11. want to go outside and it is raining |     | 14. are offered candy by a stranger 7-0          |
|     | 4. are hungry      |  |     |  |     |  |
|     | 5. cut your finger |  |     |  |     |  |

Notes: \_\_\_\_\_

F-9 151

**Knows Use of Objects:**

- "Why do we have \_\_\_\_\_?"
- |     |           |     |            |     |               |     |                   |     |                |
|-----|-----------|-----|------------|-----|---------------|-----|-------------------|-----|----------------|
| 2-0 | 1. chairs | 2-6 | 4. houses  | 3-0 | 7. books      | 4-0 | 10. keys          | 5-0 | 13. clocks 6-0 |
|     | 2. cars   |     | 5. pencils |     | 8. telephones |     | 11. refrigerators |     |                |
|     | 3. beds   |     | 6. dishes  |     | 9. scissors   |     | 12. airplanes     |     |                |

Notes: \_\_\_\_\_

F-10 153

**Knows Function of Community Helpers:**

Page C-153 "Why do we have \_\_\_\_\_?"

- 5-3
1. doctors
  2. nurses
  3. firefighters

4. police officers
5. mail carriers
  6. dentists

Page C-154

- 6-3
7. teachers
  8. farmers
  9. mechanics

10. carpenters
11. painters
12. grocers or storekeepers 7-0

Notes: \_\_\_\_\_

F-11 155

**Knows Where to Go for Services:**

"Where do we go when we \_\_\_\_\_?"

- 5-3
1. are very sick
  2. want to buy bread
  3. want to buy milk

4. want to see animals, like tigers and bears
5. want to buy clothes
6. want to buy medicine

- 6-3
7. want to borrow a book
  8. want to buy stamps for a letter
  9. need a haircut

10. need to wash clothes
11. want our car repaired
12. need some clothes dry-cleaned 7-0

Notes: \_\_\_\_\_

## G. Social and Emotional Development

Assessment Page

G-1 162

### General Social and Emotional Development:

- |     |  |  |   |   |
|-----|--|--|---|---|
| 0-1 | 1. Looks attentively at a human face.                              | 20. Takes favorite toy(s) to bed.  | 34. Begins to play with other children with adult supervision.                    | 50. Begins to have an awareness of "good" and "bad" behavior.                   |
|     | 2. Visually follows moving person.                                 | 21. Shows pride and pleasure in new accomplishments.   | 35. Discovers satisfaction from doing things with others.                         | 51. Demonstrates confidence in self.  |
|     | 3. Responds with a smile.  | 22. Explores environment and returns to caretaker as a secure base.                                    | 36. Is conscious of and curious about sex differences.                            | 52. Reacts to disappointment and failure in an acceptable manner.               |
| 0-4 | 4. Sits supported where others are playing or working.             | 1-6 23. Shows a strong sense of self as an individual as evidenced by saying no to an adult's request. | 3-0 37. Shows preference for some friends over others.                            | 53. Takes turns without adult supervision.                                      |
|     | 5. Smiles at mirror image.   | 24. Imitates another child's actions.  | 38. Begins to take turns.   | 5-0 54. Brags about new accomplishments and skills.                             |
|     | 6. Shows signs of ticklishness.                                    | 25. Watches the faces of other people for clues to their emotions or feelings.                         | 3-6 39. Takes turns with assistance.  | 55. Plays cooperatively with one or two children for at least fifteen minutes.  |
|     | 7. Fingers mirror image.   | 26. Dramatizes adult activities.   | 40. Gives as well as takes.   | 56. Usually is eager to comply with class rules and activities.                 |
|     | 8. Laughs when he/she sees fingers approaching to tickle.          | 2-0 27. Watches other children play, and may attempt to join briefly.                                  | 41. Meets and accepts strangers comfortably.                                      | 57. Has several friends, but one special friend.                                |
|     | 9. Smiles (or makes eye contact) as a means of getting attention.  | 28. Shows a sense of self as evidenced by wanting less service and dependency.                         | 42. Forms temporary attachment to one playmate.                                   | 5-6 58. Pushes for autonomy (wants to be independent like an adult).            |
|     | 10. Holds arms out to be picked up.                                | 29. Is warmly responsive to adults.  | 43. Takes pleasure in doing simple favors for others.                             | 59. Plays cooperatively in large-group games.                                   |
| 0-7 | 11. Responds differently to strangers than to familiar persons.    | 30. Plays alone in the presence of other children (parallel play).                                     | 4-0 45. Seeks detailed explanations with frequent use of <i>why</i> .             | 60. Is satisfied and comfortable with self.                                     |
|     | 12. Expresses emotions such as joy, fear, anger, and surprise.     | 31. Identifies self with children of same age and sex.   | 46. Is proud of accomplishments.  | 61. Shows concern that playmates are not hurt in play.                          |
|     | 13. Plays peek-a-boo.  | 32. Likes to perform for others.   | 47. Tends to fabricate, exaggerate, and boast, perhaps due to a good imagination. | 62. Plays cooperatively with two or three children for at least twenty minutes. |
|     | 14. Shows attraction to caretaker, and may be afraid of strangers. | 2-6 33. Plays simple group games such as "Ring Around the Rosy."                                       | 4-6 48. Understands the need to share and take turns.                             | 63. Usually offers apologies for unintentional mistakes.                        |
|     | 15. Plays pat-a-cake.  |  | 49. Prefers the companionship of children rather than adults.                     | 6-0 64. Values friendship.  |
| 1-0 | 16. Gives affection.   |  |   | 65. Has a best friend of same sex. 7-0  |
|     | 17. Shows an interest in activities of others.                     |  |   |   |
|     | 18. Imitates actions of others such as putting blocks into a box.  |  |   |   |
|     | 19. Initiates interaction with other children.                     |  |   |   |

Notes:

## G. Social and Emotional Development (continued)

Assessment Page

G-2 168

### **Play Skills and Behaviors:**

- |  |   |  |   |
|--|---|--|---|
| <p>0-3 1. Gets excited when a toy is presented.</p> <p>2. Shakes rattle or other object when placed in hand.</p> <p>0-7 3. Likes to reach for object and grab it.</p> <p>4. Bites or chews toys in play.</p> <p>5. Plays peek-a-boo.</p> <p>6. Explores the environment with curiosity.</p> <p>7. Plays pat-a-cake.</p> <p>1-0 8. Plays with a variety of toys, doing different activities with each.</p> <p>9. Engages in a simple game with others such as rolling a ball back and forth.</p> <p>10. Engages in play that extends beyond self—brushes doll's hair, feeds doll, feeds mother.</p> | <p>1-6 11. Engages in play in which he/she pretends to sleep or eat.</p> <p>12. Imitates environmental sounds during play.</p> <p>13. Imitates in play an activity involving housework.</p> <p>14. Imitates motions of an object.</p> <p>15. Associates objects in play such as giving the doll a ride in a car or having the doll take the dog for a walk.</p> <p>2-0 16. Watches other children play, and may attempt to join briefly.</p> <p>17. Imitates self doing something such as crying or eating.</p> <p>18. Plays alone in the presence of other children (parallel play).</p> | <p>19. Tends to like rough-and-tumble play.</p> <p>2-6 20. Uses a doll or other toy to act out a scene.</p> <p>21. Watches others play and plays near them (parallel play).</p> <p>22. Engages in domestic make-believe play, imitating an adult activity for at least ten minutes.</p> <p>23. Plays simple group games such as "Ring Around the Rosy."</p> <p>24. Begins to play with other children with adult supervision.</p> <p>3-0 25. Begins to take turns.</p> <p>26. Can usually play cooperatively, but may need adult help.</p> <p>3-6 27. Takes turns with assistance.</p> | <p>28. Has an imaginary companion/playmate.</p> <p>4-0 29. Plays at least one table game with supervision.</p> <p>4-6 30. Incorporates verbal directions into play activities.</p> <p>31. Takes turns in play without adult supervision.</p> <p>5-0 32. Plays cooperatively with one or two children for at least fifteen minutes.</p> <p>5-6 33. Plays a pretend career/professional role in play.</p> <p>34. Plays two or three table games.</p> <p>35. Plays cooperatively with two or three children for at least twenty minutes. 6-0</p> |
|--|---|--|---|

Notes: \_\_\_\_\_

G-3 173

### **Work-Related Skills and Behaviors:**

- |   |   |  |   |
|---|---|--|---|
| <p>0-6 1. Holds arms out to be picked up.</p> <p>2. Searches for hidden (covered) object.</p> <p>3. Works for toy out of reach.</p> <p>1-0 4. Begins to link objects to functional relationships.</p> <p>5. Imitates actions of others such as putting blocks into a box.</p> <p>1-6 6. Imitates in play an activity involving housework.</p> <p>7. Dramatizes adult activities.</p> <p>2-0 8. Helps put things away.</p> | <p>9. Exhibits signs of developing independence by having the attitude that "I can do it myself."</p> <p>2-6 10. Works with an adult by doing an activity for five minutes.</p> <p>11. Engages in domestic make-believe play, imitating an adult activity for at least ten minutes.</p> <p>3-0 12. Uses blocks or other objects to build simple enclosures such as pens or yards.</p> | <p>13. Engages in an activity, such as playing with his/her toys or watching TV, for at least twenty minutes.</p> <p>14. Works in a small group for at least five minutes.</p> <p>3-6 15. Works in a small group for at least twelve minutes.</p> <p>16. Uses blocks or other objects to build more complex enclosures such as a house, barn, or garage.</p> <p>4-0 17. Performs simple errands.</p> | <p>18. Usually remains at a ten- to twelve-minute task until it is time to quit or change.</p> <p>5-0 19. Likes to finish what he/she starts with less dawdling than at an earlier age.</p> <p>20. Pushes for autonomy (wants to be independent like an adult).</p> <p>6-0 21. Works in a small group for at least twenty minutes.</p> <p>22. Remains at a task when "school" distractions are present. 7-0</p> |
|---|---|--|---|

Notes: \_\_\_\_\_



### *H. Readiness*

Assessment	Page	
H-1a	183	<p><b>Visual Discrimination—Two Symbols:</b>  Visually discriminates between two like or different symbols:  5-3 shapes                      uppercase letters                      5-9 lowercase letters                      words 6-3</p> <p>Notes: _____</p>
H-1b	184	<p><b>Visual Discrimination—Three Symbols:</b>  Visually discriminates which of three symbols is different:  Page C-184                      Page C-185  6-3 shapes                      uppercase letters                      6-6 lowercase letters                      words 7-0</p> <p>Notes: _____</p>
H-2	187	<p><b>Recites Alphabet:</b> (Circle all letters prior to the first mistake.)  5-3 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z                      5-9</p> <p>Notes: _____</p>
H-3	188	<p><b>Uppercase Letters:</b></p> <ol style="list-style-type: none"> <li>Matches uppercase letters:  Page C-188                      Page C-189  5-3 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z                      5-6</li> <li>Points to uppercase letters named:  Page C-188                      Page C-189  5-6 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z                      5-9</li> <li>Names uppercase letters pointed to:  Page C-188                      Page C-189  5-9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z                      6-3</li> </ol> <p>Notes: _____</p>
H-4	190	<p><b>Lowercase Letters:</b></p> <ol style="list-style-type: none"> <li>Matches lowercase letters:  Page C-190                      Page C-191  5-3 a b c d e f g h i j k l m n o p q r s t u v w x y z                      5-6</li> <li>Points to lowercase letters named:  Page C-190                      Page C-191  5-6 a b c d e f g h i j k l m n o p q r s t u v w x y z                      5-9</li> <li>Names lowercase letters pointed to:  Page C-190                      Page C-191  5-9 a b c d e f g h i j k l m n o p q r s t u v w x y z                      6-3</li> </ol> <p>Notes: _____</p>

# I. Basic Reading Skills

Assessment Page

I-1 196

**Word Recognition Grade Placement:** Pronounces at least five out of ten words at grade level within three-second intervals:

**Form A** Grade Level:

Preprimer	Primer	First Grade	Second Grade
1. a	1. back	1. ago	1. add
2. can	2. if	2. any	2. already
3. come	3. last	3. bus	3. believe
4. get	4. know	4. hand	4. easy
5. go	5. more	5. long	5. given
6. in	6. name	6. most	6. kept
7. it	7. saw	7. never	7. luck
8. me	8. some	8. room	8. voice
9. to	9. way	9. soon	9. worry
10. what	10. were	10. their	10. year

**Form B** Grade Level:

Preprimer	Primer	First Grade	Second Grade
1. and	1. fun	1. children	1. dug
2. at	2. three	2. clean	2. also
3. do	3. made	3. heard	3. beside
4. down	4. new	4. inside	4. child
5. I	5. one	5. move	5. hair
6. is	6. sleep	6. only	6. hunt
7. look	7. then	7. part	7. listen
8. the	8. was	8. story	8. week
9. with	9. when	9. told	9. whenever
10. you	10. work	10. use	10. young

Notes: \_\_\_\_\_

I-2 198

**Reads Color Words:**

6-3 red blue green yellow orange purple brown black pink gray white 7-0

Notes: \_\_\_\_\_

I-3 199

**Reads Number Words:**

6-3 one four two three six ten five nine seven eight 7-0

Notes: \_\_\_\_\_

I-4 200

**Reads Common Signs:**

6-3 GO STOP IN OUT BOYS GIRLS EXIT ENTER MEN WOMEN LADIES POISON WALK WAIT CAUTION DANGER 7-0

Notes: \_\_\_\_\_

I-5 201

**Reads Orally at What Grade Level?**

6-3 a. Page C-201 Preprimer Level b. Page C-202 Primer Level c. Page C-203 First-Grade Level d. Page C-204 Second-Grade Level 7-9

Notes: \_\_\_\_\_

# I. Basic Reading Skills (continued)

Assessment	Page	
I-6	205	<b>Auditory Discrimination:</b> 5-3 1. b 2. h 3. s 4. m 5. w 6. f 7. l 8. t 9. c/k/ 10. d 11. p 12. n 13. r 14. g 15. y 16. k 17. j 6-0 Notes: _____ _____ _____
I-7	207	<b>Matches Initial Consonants with Pictures:</b> <div>             Page C-207              6-3 1. b 2. h 3. s 4. m 5. w 6. f 7. l 8. t 9. c/k/ 10. d 11. p 12. n 13. r 14. g 15. y 16. k 17. j 7-0           </div> <div>             Page C-208           </div> <div>             Page C-209           </div> Notes: _____ _____ _____
I-8	210	<b>Substitutes Initial Consonant Sounds:</b> <div>             Page C-210              6-3 1. b 2. h 3. s 4. m 5. w 6. f 7. l 8. t 9. c/k/ 10. d 11. p 12. n 13. r 14. g 15. y 16. k 17. j 7-0           </div> <div>             Page C-211           </div> <div>             Page C-212           </div> Notes: _____ _____ _____
I-9	214	<b>Substitutes Short-Vowel Sounds:</b> 6-3 1. a 2. e 3. i 4. o 5. u 7-0 Notes: _____ _____ _____
I-10	217	<b>Substitutes Long-Vowel Sounds:</b> 6-3 1. a 2. e 3. i 4. o 7-0 5. u 8-0 Notes: _____ _____ _____

## ***J. Manuscript Writing***

Assessment	Page	
J-1	223	<b><i>Prints Personal Data:</i></b> 5-3 1. first name      2. last name      6-3 3. age      4. telephone number      5. middle name      6. address 7-0 Notes: _____ _____
J-2	225	<b><i>Prints Lowercase Letters in Sequence:</i></b> 5-6 a b c d e f g h i j k l m n o p q r s t u v w x y z      6-6 Notes: _____ _____
J-3	226	<b><i>Prints Uppercase Letters in Sequence:</i></b> 5-6 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z      6-6 Notes: _____ _____
J-4	227	<b><i>Prints Lowercase Letters Dictated:</i></b> 6-6 o a d g q b p c e l t i f j n m r h u v w y x z k s      7-0 Notes: _____ _____
J-5	228	<b><i>Prints Uppercase Letters Dictated:</i></b> 6-6 O A D G Q B P C E L T I F J N M R H U V W Y X Z K S      7-0 Notes: _____ _____
J-6	229	<b><i>Prints Simple Sentences:</i></b> How many sentences? 6-6 1      2      3      4 7-0 Notes: _____ _____
J-7	231	<b><i>Quality of Printing:</i></b> Has appropriate: 5-6 1. slant      2. size      3. spacing      4. formation      5. alignment      6. neatness 7-0 Notes: _____ _____

## ***K. Basic Math***

Assessment Page

K-1	235	<p><b><i>Number Concepts:</i></b>            Demonstrates number concepts to ten.            1-6 1. "One more" 2-6 2. "Just one" 3. Counts Objects 3-0 1 2 4-0 3 4 5 6 7 6-0 8 9 10 6-3</p> <p>Notes: _____</p> <p>_____</p>
K-2	236	<p><b><i>Rote Counting:</i></b>            Counts by rote to:            5-3 3 5 10 20 6-3 30 40 50 60 70 80 90 100 7-0</p> <p>Notes: _____</p> <p>_____</p>
K-3	237	<p><b><i>Reads Numerals:</i></b>            Recognizes numerals to:            5-3 5 10 20 6-3 30 40 50 60 70 80 90 100 7-0</p> <p>Notes: _____</p> <p>_____</p>
K-4	238	<p><b><i>Numeral Comprehension:</i></b>            Matches quantity with symbol (numeral):            6-3 1 2 3 4 5 6 7 8 9 10 7-0</p> <p>Notes: _____</p> <p>_____</p>
K-5	239	<p><b><i>Ordinal Position:</i></b>            Demonstrates comprehension of:            5-3 1. first 2. last 3. second 6-3 4. middle 5. third 5. fourth 7. fifth 7-0</p> <p>Notes: _____</p> <p>_____</p>
K-6	240	<p><b><i>Numerals in Sequence:</i></b> (Circle all numerals prior to the first mistake.)            Writes numerals in sequence from memory to:            6-3 3 5 10 20 30 40 50 60 70 80 90 100 7-0</p> <p>Notes: _____</p> <p>_____</p>



## K. Basic Math (continued)

Assessment	Page																
K-7	242	<p><b><i>Writes Following and Preceding Numerals:</i></b></p> <p>1. Writes numeral that follows a given numeral: 6-3 2 3 1 4 6 5 8 10 9 7 12 11 7-0</p> <p>2. Writes numeral that precedes a given numeral: 6-3 2 3 1 4 6 5 8 10 9 7 12 11 7-0</p> <p>Notes: _____</p>															
K-8	243	<p><b><i>Writes Numerals Dictated:</i></b></p> <p>On request, writes numerals as dictated to: 6-3 5 10 20 40 60 80 100 7-0</p> <p>Notes: _____</p>															
K-9	245	<p><b><i>Addition Combinations:</i></b></p> <p>Knows addition facts with sums to: 6-3 4 6 8 10 12 14 16 18 7-0</p> <p>Notes: _____</p>															
K-10	247	<p><b><i>Subtraction Combinations:</i></b></p> <p>Knows subtraction facts with minuends to: 6-3 4 6 8 10 7-0</p> <p>Notes: _____</p>															
K-11	248	<p><b><i>Recognition of Money:</i></b></p> <p>1. Gives names of United States coins and a dollar bill: 4-0 penny          nickel          dime          5-0 quarter          half-dollar          dollar    6-0</p> <p>2. Gives monetary value of United States coins and a dollar bill: 5-0 penny          nickel          dime          quarter          half-dollar          dollar    7-0</p> <p>Notes: _____</p>															
K-12	249	<p><b><i>Time:</i></b></p> <table><tr><td>3-6</td><td>1. Knows the part of the day for specific daily activities.</td><td>4. Knows the position of the hands on the clock for daily activities.</td><td>7. Differentiates between the hour hand and the minute hand.</td><td>9. Can tell time to the half-hour.</td></tr><tr><td>4-0</td><td>2. Can sequence five daily activities and tell time of day for each.</td><td>5. Knows the direction in which the clock hands turn.</td><td>8. Can tell time to the hour.</td><td>10. Can tell time to the quarter-hour. 7-0</td></tr><tr><td>5-0</td><td>3. Differentiates between the little and big hands on a clock.</td><td>6-0 6. Identifies numerals on the clock face.</td><td></td><td></td></tr></table> <p>Notes: _____</p>	3-6	1. Knows the part of the day for specific daily activities.	4. Knows the position of the hands on the clock for daily activities.	7. Differentiates between the hour hand and the minute hand.	9. Can tell time to the half-hour.	4-0	2. Can sequence five daily activities and tell time of day for each.	5. Knows the direction in which the clock hands turn.	8. Can tell time to the hour.	10. Can tell time to the quarter-hour. 7-0	5-0	3. Differentiates between the little and big hands on a clock.	6-0 6. Identifies numerals on the clock face.		
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## *Notes*



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