Pre-K Progress Note Assessment Sheet

M= Match RI= Receptively Identify EI= Expressively Identify	*Date:*	Alphabet Assessment	Total
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	

M= Match RI= Receptively Identify EI= Expressively Identify	Date:	Sound Assessment	Total
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	
		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	

M= Match RI= Receptively Identify EI= Expressively Identify	Date:	Shape Assessment	Total
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
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		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	
		□ ▭ ♡ △ ○ ⬭ ☆ ◇	

M= Match RI= Receptively Identify EI= Expressively Identify	Date:	Numeral Assessment	Total
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	
		0 1 2 3 4 5 6 7 8 9 10	

M= Match RI= Receptively Identify EI= Expressively Identify	Date:	Rote Count and 1-to-1 Assessment	
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____
		Count to: _____	1-to-1 counting to: _____

Fine Motor Skills Assessment

Dates of Assessment:	B	T1	T2	T3
Holds a writing utensil with an appropriate tripod grasp	+ -	+ -	+ -	+ -
Holds scissors in a "thumbs up" position and cuts curved lines	+ -	+ -	+ -	+ -
Writes each letter of his/her name in title case, with all legible letters in the correct order	+ -	+ -	+ -	+ -

Communication Skills Assessment

Dates of Assessment:	B	T1	T2	T3
Uses appropriate language to communicate needs and wants	+ -	+ -	+ -	+ -
Follows two-step non-routine directions	+ -	+ -	+ -	+ -
Answers a variety of "wh" questions (what, who, where, when)	+ -	+ -	+ -	+ -

Phonological Skills Assessment

Dates of Assessment:	B	T1	T2	T3
Produces rhyming words Teacher Key: For +, mastery is 80% accuracy or higher	+ -	+ -	+ -	+ -
Identifies words that begin with the same sound Teacher Key: For +, mastery is 80% accuracy or higher	+ -	+ -	+ -	+ -

Social Skills Assessment

Dates of Assessment:	B	T1	T2	T3
Follows classroom expectations with no prompting	+ -	+ -	+ -	+ -
Engages in cooperative play with a variety of peers *playing with shared materials/toys while engaging in shared play schemes	+ -	+ -	+ -	+ -
Transitions between activities with no prompting	+ -	+ -	+ -	+ -

Social-Emotional 1.A.3-Knows Personal Information:

+	Answered Correctly
-	Answered Incorrectly

PK Checklist:				
	Baseline	**T1**	**T2**	**T3**
Child states their first and last name	+ - First:_____ Last:_____	+ - First:_____ Last:_____	+ - First:_____ Last:_____	+ - First:_____ Last:_____
Child states their gender ● Are you a boy or a girl?	+ -	+ -	+ -	+ -
Child states 2 personal characteristics ● "Tell me two things about you" (e.g. smart, strong, tall, hair color, eye color, likes, dislikes	1._____ 2._____	1._____ 2._____	1._____ 2._____	1._____ 2._____
I can state the city where I live (e.g. St. Charles, Portage Des Sioux, West Alton)	+ -	+ -	+ -	+ -
I can state my guardian's name(s) (e.g. parents, grandparents, aunts/uncles)	Guardian 1:_____ Guardian 2:_____	Guardian 1:_____ Guardian 2:_____	Guardian 1:_____ Guardian 2:_____	Guardian 1:_____ Guardian 2:_____
Notes:				

Social/Emotional I.B.3 Expresses Feelings

Pre-K Rubric			
1	2	3	4
Never/Rarely Feelings: Never or rarely is able to expressively identify emotional faces (happy, sad, scared, angry, surprised, worried, frustrated, disappointed, excited, calm) with adult support. Zones: Never or rarely is able to identify which Zone of Regulation I'm in with adult support. Calming Strategies: Never or rarely able to select a calming strategy and re engage in an activity with adult support.	**Occasionally/ Sometimes** Feelings: Occasionally/ Sometimes is able to expressively identify emotional faces (happy, sad, scared, angry, surprised, worried, frustrated, disappointed, excited, calm) with adult support. Zones: Occasionally/ Sometimes is able to identify which Zone of Regulation I'm in with adult support. Calming Strategies: Occasionally/ Sometimes able to select a calming strategy and re engage in an activity with adult support.	**Frequently** Feelings: Frequently is able to expressively identify emotional faces (happy, sad, scared, angry, surprised, worried, frustrated, disappointed, excited, calm) with adult support. Zones: Frequently is able to identify which Zone of Regulation I'm in with adult support. Calming Strategies: Frequently able to select a calming strategy and re engage in an activity with adult support.	**Consistently/Almost Always** Feelings: Consistently/Almost Always is able to expressively identify emotional faces (happy, sad, scared, angry, surprised, worried, frustrated, disappointed, excited, calm) with adult support. Zones: Consistently/Almost Always is able to identify which Zone of Regulation I'm in with adult support. Calming Strategies: Consistently/Almost Always select a calming strategy and re engage in an activity with adult support.

	Baseline:	Trimester 1:	Trimester 2:	Trimester 3:
Feelings:	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Zones of Regulation:	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Calming Strategie	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Notes:				