



Criterion-Referenced

Inventory of Early Development 4



Curriculum Associates

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*This milestone assessment also includes a Comprehensive Skill Sequence.
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J-11	Identifies Long and Short Vowel Sounds in Words	317
J-12	Matches Uppercase and Lowercase Letters	320
J-13	Identifies Uppercase Letters	322
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K-16	Subtracts Numbers	389
K-17	Models and Solves Word Problems	392
K-18	Writes Equations to Solve Word Problems	394
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Assessments by Method and Age/Grade Chart—Volume 1: Developmental

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age Notation Range								Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years	4 years to 5 years	5 years to 6 years	6 years to 7 years	7 years to 8 years	
A PHYSICAL DEVELOPMENT: GROSS MOTOR															
✓				A-1 Supine Position Skills*	3	0m									9m
✓				A-2 Prone Position Skills*	5	0m									12m
✓				A-3 Sitting Position Skills*	7	0m									15m
✓				A-4 Upright Position Skills*	9	4m									2y
	✓	✓		A-5 Walking and Standing*	12	9m									7y6m
✓				A-6 Stair Climbing*	15	12m									4y6m
	✓	✓		A-7 Running, Galloping, and Skipping*	16	12m									7y
	✓	✓		A-8 Jumping*	18	12m									7y
	✓	✓		A-9 Hopping	20	2y									7y11m
	✓	✓		A-10 Kicking	22	18m									7y
		✓		A-11 Balancing on a Beam*	24	18m									7y
	✓	✓		A-12 Throwing*	26	18m									7y
	✓	✓		A-13 Catching	28	2y									7y
✓				Comprehensive Skill Sequences	29	0m									7y6m
✓				Supplemental Skill Sequences	35	12m									7y

* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

0m 12m 2y 3y 4y 5y 6y 7y 8y

Assessments by Method and Age/Grade Chart—Volume 1: Developmental

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age Notation Range								Latest Notation
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Assessment Title															
B PHYSICAL DEVELOPMENT: FINE MOTOR															
✓				B-1 General Fine Motor Skills*	38	0m									4y
		✓		B-2 Builds Tower with Blocks*	44	12m									7y
	✓		✓	B-3 Early Handwriting Skills*	45	12m									5y
			✓	B-4 Draws a Person	47	3y									7y11m
			✓	B-5 Copies Forms*	48	3y									6y6m
			✓	B-6 Copies Numerals	52	4y6m									6y
			✓	B-7 Copies Letters	55	4y									6y
	✓		✓	B-8 Quality of Printing	58	5y									7y
	✓	✓		B-9 Cuts with Scissors*	60	2y6m									7y
✓				Comprehensive Skill Sequences	64	0m									7y
✓				Supplemental Skill Sequences	68	4m									7y
C LANGUAGE DEVELOPMENT: RECEPTIVE															
✓				C-1 General Receptive Language Skills*	72	0m									7y
		✓		C-2 Follows Simple Directions*	78	12m									4y
		✓		C-3 Identifies Pictures	79	18m									4y6m
		✓		C-4 Identifies Parts of the Body*	86	18m									6y6m
		✓		C-5 Identifies Colors	87	2y									5y
		✓		C-6 Identifies Actions	89	18m									3y6m
		✓		C-7 Listening Comprehension Skills	93	3y									5y
✓				Comprehensive Skill Sequences	100	0m									7y6m
* This milestone assessment has a corresponding Comprehensive Skill Sequence.						0m	12m	2y	3y	4y	5y	6y	7y	8y	

* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

Assessments by Method and Age/Grade Chart—Volume 1: Developmental

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D LANGUAGE DEVELOPMENT: EXPRESSIVE															
✓				D-1 General Expressive Language Skills*	105	0m									7y
		✓		D-2 Names Pictures	114	18m									4y6m
		✓		D-3 Names Parts of the Body*	121	2y									6y6m
		✓		D-4 Names Colors	122	2y									5y
		✓		D-5 Names Actions	124	2y									4y
		✓		D-6 Uses Inflectional Endings, Possessives, and Prepositions	127	2y									5y
		✓		D-7 Responds to Pictures with Meaningful Language	130	3y6m									6y6m
	✓			D-8 Intelligibility	133	18m									7y11m
	✓	✓		D-9 Speech Sound Development	135	18m									7y11m
✓				Comprehensive Skill Sequences	139	0m									7y11m
✓				Supplemental Skill Sequence	143	6m									5y
E COGNITIVE DEVELOPMENT															
✓				E-1 General Cognitive Skills*	146	0m									6y
		✓		E-2 Imitates Actions	153	9m									18m
		✓		E-3 Follows Multistep Directions	155	15m									5y
		✓		E-4 Builds Structures with Blocks	157	2y									6y
		✓		E-5 Directional and Positional Concepts	161	2y									6y6m
		✓		E-6 Contrasting Concepts	163	2y									7y
		✓		E-7 Matches Colors	166	2y									3y
		✓		E-8 Sorts Objects by Attribute	168	3y									5y6m

* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

Assessments by Method and Age/Grade Chart—Volume 1: Developmental

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age Notation Range								Latest Notation
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E COGNITIVE DEVELOPMENT cont'd															
		✓		E-9 Classifies into Categories	169	2y									5y
		✓		E-10 Visual Discrimination	172	2y									7y
		✓		E-11 Identifies the One That Does Not Belong	177	4y									6y
		✓		E-12 Identifies the Word That Does Not Belong	180	4y6m									6y
		✓		E-13 Repeats Sentences	182	2y									6y6m
		✓		E-14 Repeats Numbers	184	2y									7y11m
		✓		E-15 Picture Memory	186	3y									6y
		✓		E-16 Visual Closure	194	3y									6y
		✓		E-17 Completes Patterns	198	5y									7y6m
		✓		E-18 Matrix Reasoning	202	4y									7y11m
✓				Comprehensive Skill Sequence	209	0m									7y11m
✓				Supplemental Skill Sequences	211	2y									7y
F ADAPTIVE DEVELOPMENT: SELF-HELP															
✓				F-1 Eating and Drinking*	214	0m									6y
✓				F-2 Undressing*	218	12m									5y
✓				F-3 Dressing*	220	12m									6y6m
✓				F-4 Shoe Skills*	222	18m									6y6m
✓				F-5 Toileting*	224	12m									4y6m
✓				F-6 Personal Hygiene	226	15m									6y
✓				F-7 Self-Care Skills	228	2y									6y
✓				Comprehensive Skill Sequences	231	0m									7y
* This milestone assessment has a corresponding Comprehensive Skill Sequence.						0m	12m	2y	3y	4y	5y	6y	7y	8y	

* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

Assessments by Method and Age/Grade Chart—Volume 1: Developmental

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age Notation Range								Latest Notation
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G ADAPTIVE DEVELOPMENT: DAILY LIVING															
		✓		G-1 Knows Uses of Objects	238	2y									4y6m
		✓		G-2 Knows Personal Information*	241	2y									7y11m
			✓	G-3 Writes Personal Information	243	4y									7y11m
		✓		G-4 Knows What to Do in Different Situations	245	3y									7y
		✓		G-5 Knows Common Signs	247	3y									7y
		✓		G-6 Reads Words from Common Signs	249	6y									7y11m
✓				Comprehensive Skill Sequence	250	2y									7y11m
✓				Supplemental Skill Sequences	251	12m									7y
H SOCIAL AND EMOTIONAL DEVELOPMENT: INTERPERSONAL															
✓				H-1 Social Awareness*	255	2m									5y
✓				H-2 Relationships with Adults*	257	0m									6y
✓				H-3 Play and Relationships with Peers*	260	2m									7y
✓				H-4 Cooperation and Living in Community *	263	18m									6y6m
✓				Comprehensive Skill Sequences	267	0m									7y
I SOCIAL AND EMOTIONAL DEVELOPMENT: INTRAPERSONAL															
✓				I-1 Self-Awareness and Self-Efficacy*	273	4m									6y6m
✓				I-2 Self-Management*	276	2y6m									6y6m
✓				I-3 Approaches to Learning	278	4m									7y
✓				Comprehensive Skill Sequences	280	2m									6y6m
* This milestone assessment has a corresponding Comprehensive Skill Sequence.						0m	12m	2y	3y	4y	5y	6y	7y	8y	

* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

0m 12m 2y 3y 4y 5y 6y 7y 8y

Assessments by Method and Age/Grade Chart—Volume 2: Academic

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age/Grade Notation Range								Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				Early Childhood				Pre-K	K	1st Grade	2nd Grade	
							0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years					
J ACADEMIC SKILLS: LITERACY															
✓				J-1 Responds to Books	285	0m									2nd
		✓		J-2 Concepts of Print	290	12m									K
		✓		J-3 Identifies and Makes Rhymes	293	Pre-K									K
		✓		J-4 Blends Word Parts	296	Pre-K									1st
		✓		J-5 Segments Word Parts	298	1st									1st
		✓		J-6 Adds Word Parts	300	K									1st
		✓		J-7 Deletes Word Parts	303	1st									1st
		✓		J-8 Substitutes Word Parts	306	K									1st
		✓		J-9 Discriminates Initial, Ending, and Medial Sounds	309	K									K
		✓		J-10 Identifies Consonant Sounds in Words	311	K									K
		✓		J-11 Identifies Long and Short Vowel Sounds in Words	317	K									1st
		✓		J-12 Matches Uppercase and Lowercase Letters	320	K									K
		✓		J-13 Identifies Uppercase Letters	322	K									K
		✓		J-14 Identifies Lowercase Letters	323	K									K
		✓		J-15 Identifies Sounds Made by Letters	324	K									1st
		✓		J-16 Identifies Consonant Sound-Spelling Correspondence	325	K									K
		✓		J-17 Identifies Vowel Sound-Spelling Correspondence	327	K									K
			✓	J-18 Prints Uppercase Letters	329	K									K
			✓	J-19 Prints Lowercase Letters	330	1st									1st
						0m	12m	2y	3y	4y					

Assessments by Method and Age/Grade Chart—Volume 2: Academic

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age/Grade Notation Range								Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				Early Childhood				Pre-K	K	1st Grade	2nd Grade	
							0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years					
J ACADEMIC SKILLS: LITERACY cont'd															
		✓		J-20 Reads Common Words	331	K								2nd	
		✓		J-21 Decodes Pseudowords	337	K								2nd	
		✓		J-22 Reads and Comprehends Literary Passages	341	K								2nd	
		✓		J-23 Reads and Comprehends Informational Passages	349	K								2nd	
			✓	J-24 Spells Basic Words	356	1st								2nd	
			✓	J-25 Writes Simple Sentences	358	K								2nd	
K ACADEMIC SKILLS: MATHEMATICS															
		✓		K-1 Counts Objects (One-to-One Correspondence)	361	2y								K	
		✓		K-2 Connects Numbers and Quantities	363	2y								K	
		✓		K-3 Counts Verbally	365	3y								1st	
		✓		K-4 Identifies the Group with More	368	Pre-K								K	
		✓		K-5 Identifies the Group with Fewer	370	Pre-K								K	
		✓		K-6 Reads Numerals	372	Pre-K								1st	
		✓		K-7 Matches Quantities with Numerals	373	Pre-K								1st	
		✓		K-8 Names Missing Numbers in Sequences	375	K								1st	
			✓	K-9 Writes Numerals in Sequences	377	1st								2nd	
			✓	K-10 Writes Following and Preceding Numerals	378	1st								1st	
		✓		K-11 Understands Ordinal Numbers	379	Pre-K								K	
		✓		K-12 Understands Place Value	380	1st								1st	
							0m	12m	2y	3y	4y				

0m 12m 2y 3y 4y

Assessments by Method and Age/Grade Chart—Volume 2: Academic

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age/Grade Notation Range								Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				Early Childhood				Pre-K	K	1st Grade	2nd Grade	
							0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years					
K ACADEMIC SKILLS: MATHEMATICS cont'd															
		✓		K-13	Determines the Total of Two Sets	383	Pre-K								K
		✓		K-14	Adds and Subtracts Using Visual Models	384	K								K
			✓	K-15	Adds Numbers	386	K								2nd
			✓	K-16	Subtracts Numbers	389	K								2nd
		✓		K-17	Models and Solves Word Problems	392	K								K
			✓	K-18	Writes Equations to Solve Word Problems	394	K								1st
		✓		K-19	Identifies Flat and Solid Shapes	397	Pre-K								K
		✓		K-20	Recognizes Equal Parts	399	K								K
		✓		K-21	Compares Measurable Attributes	402	K								1st
		✓		K-22	Interprets Graphs	404	1st								1st
✓				K-23	Recognizes Concepts of Time	405	Pre-K								1st
		✓		K-24	Reads Digital and Analog Clocks	407	1st								1st
		✓		K-25	Knows Money	410	2nd								2nd
L ACADEMIC SKILLS: SCIENCE															
✓				L-1	Scientific Inquiry	414	6m								2nd
		✓		L-2	Life Science Knowledge	419	K								K
		✓		L-3	Earth Science Knowledge	421	K								K
		✓		L-4	The Five Senses	423	Pre-K								K
		✓		L-5	Makes Predictions	425	Pre-K								Pre-K
		✓		L-6	Identifies Problems and Solutions	428	K								1st
								0m	12m	2y	3y	4y			

NAME: _____ DATE: _____

A quick brown fox jumps over the lazy dog.

B-8 Quality of Printing

Overview

This assessment focuses on printing skills.

SKILL

Prints legibly with appropriate size, spacing, and formation

ASSESSMENT METHODS

- Observation
- Performance

MATERIALS

- A pencil
- A sample of the student's printing OR a copy of page S-X1

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each skill the student demonstrates. See the specific Criteria given for each skill.

NOTES

- If the letter formation in your handwriting program differs from the letter formation on the student page, evaluate the student's printing based on your instructional program.
- You may wish to note in the **Record Book** your observations about the student's body position (e.g., foot position, head position, posture) and hand preference (e.g., preferred hand and whether the student's hand preference is the same for both writing and cutting).

Directions: Observation

Before you begin, read through the full assessment to familiarize yourself with the items. Then obtain a sample of the student's printing, preferably a sample of printed sentences. The sample should be written with the type of pencil and paper commonly used in the student's school program and should include, when possible, several sentences so you can check spacing between words and sentences. The sample should be representative of the student's writing. Give credit for each skill demonstrated in the sample of the student's printing.

Directions: Performance

Ask the student to copy the sentence.

Give the student a pencil and a copy of page S-X1. Point to the sentence at the top of the page and

Say: I want you to copy this sentence for me.

Point to the line where the student will begin to write and

Say: Print yours here.

Point to the lower line and

Say: You can continue your printing down on this line too.

Allow the student time to copy the sentence. Then use the student's printed sentence to evaluate the skills. If the student does not print the full sentence, evaluate the quality of the printing for the part of the sentence the student did produce.

^{5y} 1. Forms letters using straight lines and curves

Criteria: Give credit if letters are formed using straight lines that are horizontal, vertical, or diagonal and curved lines as appropriate.

2. Prints letters of reasonable size

Criteria: Give credit if similar letters are of approximately the same height and in proportion to one another.

3. Prints legibly^{6y}

Criteria: Give credit if letters are clear and well formed and the identity of letters is unquestionable.

4. Prints with appropriate spacing

Criteria: Give credit if letters are spaced consistently and the space between words is greater than the space between letters.

5. Prints letters with correct relationship to the baseline

Criteria: Give credit if letters rest on the baseline except for lowercase *g, j, p, q*, and *y*, which extend below the baseline.

6. Prints letters with correct relationship to the midline or top line

Criteria: Give credit if tall letters (e.g., *A, f, h, b*) reach all the way to the top line and if other lowercase letters (e.g., *c, m, o, e, a*) reach the midline.

7. Prints without reversals of letters

Criteria: Give credit if letters are not written backward or upside down.

8. Prints a sample sentence in its entirety^{7y}

Criteria: Give credit if the sample sentence is copied in its entirety, including punctuation. If assessing by observation using a different sample of the student's printing, give credit if the student printed one or more full sentences in that sample.



C-6 Identifies Actions

Overview

This assessment focuses on identifying a specific action when shown pictures of various actions.

SKILL

Identifies actions

ASSESSMENT METHOD

Performance

MATERIALS

Pages S-X1, S-X2, and S-X3

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each correct response.
- Stop after the student gives incorrect responses for all pictures on a single page.

NOTE

You will be naming the actions as you administer this assessment. If you plan to administer D-5 Names Actions, administer D-5 before administering this assessment.

Directions: Performance

Ask the student to point to or otherwise indicate the picture that shows the correct action as you read the questions. Pause after each question for the response.

Say: Look at these pictures.

^{18m} **1. walking**

Ask: Which person is walking?

If the student does not respond,

Say: Find the person who is walking.

2. sleeping

Ask: Which person is sleeping?

If the student does not respond,

Say: Find the person who is sleeping.

3. eating

Ask: Which person is eating?

If the student does not respond,

Say: Find the person who is eating.

4. reading

Ask: Which person is reading?

If the student does not respond,

Say: Find the person who is reading.



Say: **Look at these pictures.**

5. climbing

Ask: **Which person is climbing?**

If the student does not respond,

Say: **Find the person who is climbing.**

6. kicking

Ask: **Which person is kicking?**

If the student does not respond,

Say: **Find the person who is kicking.**

7. throwing

Ask: **Which person is throwing?**

If the student does not respond,

Say: **Find the person who is throwing.**

8. washing

Ask: **Which person is washing?**

If the student does not respond,

Say: **Find the person who is washing.**



Say: **Look at these pictures.**

9. drawing

Ask: **Which person is drawing?**

If the student does not respond,

Say: **Find the person who is drawing.**

10. splashing

Ask: **Which person is splashing?**

If the student does not respond,

Say: **Find the person who is splashing.**

11. building

Ask: **Which person is building?**

If the student does not respond,

Say: **Find the person who is building.**

12. swinging^{3y6m}

Ask: **Which person is swinging?**

If the student does not respond,

Say: **Find the person who is swinging.**

D-9 Speech Sound Development

Overview

This assessment focuses on the development of speech sounds.

SKILL

Produces consonant speech sounds

ASSESSMENT METHODS

- Observation
- Performance

MATERIALS

- Pages S-X1, S-X2, and S-X3
- Blank sheets of paper

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each skill the student demonstrates.

NOTES

- Development of a given speech sound is typically observed over a range of ages. Each skill in this assessment has its own age notation to reflect the age range of typical development for that speech sound. Note that the age ranges for the skills overlap.
- To help the student focus on a single item, consider covering the other items with blank sheets of paper.

Directions: Observation

Spend time with the student speaking in a natural setting. Give credit for each skill demonstrated during your observation. You may also observe the student's speech sound development while administering other assessments.

For a skill you are not able to observe, use the Performance section beginning on the following page to determine whether the student demonstrates the skill.

- | | |
|--|--|
| 18m 1. Produces /h/ sound ^{3y} | 2y6m 12. Produces /y/ sound ^{4y} |
| 18m 2. Produces /m/ sound ^{3y} | 3y 13. Produces /l/ sound ^{6y} |
| 18m 3. Produces /p/ sound ^{3y} | 3y 14. Produces /r/ sound ^{6y} |
| 18m 4. Produces /n/ sound ^{3y} | 3y6m 15. Produces /ch/ sound ^{7y} |
| 18m 5. Produces /w/ sound ^{3y} | 3y6m 16. Produces /sh/ sound ^{7y} |
| 18m 6. Produces /b/ sound ^{3y} | 4y 17. Produces /j/ sound ^{7y} |
| 2y 7. Produces /d/ sound ^{4y} | 3y 18. Produces /s/ sound ^{7y11m} |
| 2y 8. Produces /t/ sound ^{4y} | 3y6m 19. Produces /z/ sound ^{7y11m} |
| 2y 9. Produces /g/ sound ^{4y} | 4y 20. Produces /v/ sound ^{7y11m} |
| 2y 10. Produces /k/ sound ^{4y} | 4y6m 21. Produces /th/ sound ^{7y11m} |
| 2y6m 11. Produces /f/ sound ^{4y} | |

Comprehensive Skill Sequence

Student's Name: _____ Date: _____

The Comprehensive Skill Sequences are detailed lists of developmentally sequenced skills that children typically develop from birth through age seven. A Comprehensive Skill Sequence includes the skills in a specific assessment (listed as **bolded** milestone skills) as well as intermediate (secondary) skills. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the **Record Book**.

During typical development, children acquire skills gradually over specific age ranges. The age notations in both the Comprehensive Skill Sequences and the assessments indicate these ranges. For more information, see page XX.

Using the Comprehensive Skill Sequences allows you to conduct a more comprehensive assessment. Using them can also help pinpoint a student's current performance level along a broader skill continuum and help you track their ongoing progress in smaller incremental steps.

E-1C GENERAL COGNITIVE SKILLS

See pages XX–XX for assessment procedures for the milestone skills (the skills in **bold** print) that appear in E-1 General Cognitive Skills.

- 0m 1. Has horizontal eye movement
2. Has vertical eye movement
3. **Responds to a rattle or jingling noise (1)**
4. Quiets when picked up
5. **Visually fixates on an object held 8 to 12 inches (20 to 30 cm) in front of eyes (2)**

6. **Looks at a person momentarily (3)**
7. **Anticipates feeding at sight of breast or bottle (4)**
8. **Visually explores surroundings with curiosity (5)**
9. **Looks attentively at a familiar face (6)^{2m}**
10. Discriminates between a familiar face and an unfamiliar face
11. **Watches and visually follows moving a person (7)**
12. Visually follows past midline
13. Eyes follow through an arc of 180 degrees
14. Glances at own hands briefly
15. Retains objects placed in each hand
16. Repeats an accidental action that brings pleasure or satisfaction
17. Plays with hands and fingers
18. **Responds with a social smile (8)**
19. **Explores objects with hands and/or mouth (9)^{4m}**
20. Plays with feet and toes
21. **Reaches for objects (10)**
22. Responds differently to different sounds
23. Repeats actions or verbalizations that make you laugh
24. **Responds to peekaboo or a similar game (11)^{6m}**
25. Glances from an object in one hand to an object in the other hand
26. Retains first object in hand when second object is offered
27. Bangs and shakes object that makes noise
28. **Explores an object in a variety of ways (12)**
29. **Bangs an object repeatedly against a surface (13)**
30. Turns head and shoulders toward a familiar sound when the source of the sound cannot be seen
31. **Searches for a partially hidden object (14)**
32. Responds to own name
33. Responds playfully to own mirror image
34. Bangs two objects together repeatedly in hands
35. Gestures to make wishes known
36. **Goes for a toy that is out of reach (15)**
37. **Looks for a dropped object (16)^{9m}**
38. Participates in a hand-clapping game, such as pat-a-cake
39. **Indicates desire to be picked up using gesture or vocalization (17)**
40. **Shows interest in pictures (18)**
41. **Pulls a string or strap to get an object that is out of reach (19)**
42. **Searches for a completely hidden (covered) object (20)^{12m}**
43. **Uses a word or gesture for more (21)**
44. **Intentionally drops an object and watches it fall (22)^{15m}**
45. Deliberately throws objects to get them picked up

Student's Name: _____ Date: _____

46. Uses gestures such as pointing to direct adult attention
47. Watches and imitates the actions of another person
48. **Imitates gestures with objects (23)**
49. Imitates making a squeaking toy squeak
50. **Uses objects as intended (24)**
51. **Turns gaze to look at an object to which someone points (25)**
52. **Repeats actions to explore cause and effect (26)** ^{18m}
53. **Engages in pretend play in relation to self (27)**
54. **Matches objects that go together in play (28)**
55. Listens attentively to a picture book story when read to individually
56. Attends to an engaging activity for 20 seconds or longer
57. Imitates a scribble
58. **Engages in pretend play that extends beyond self (29)** ^{2y}
59. **Plays using a variety of play behaviors (30)**
60. **Completes a three- or four-piece puzzle (31)**
61. Stacks objects that are graduated in size
62. **Nests objects that are graduated in size (32)**
63. **Uses a simple tool to get an object that is out of reach (33)**
64. **Puts things where they belong upon request (34)** ^{2y6m}
65. **Describes own activity (35)**
66. **Acts out an imaginary role in play (36)**
67. **Attempts to solve problems using trial and error (37)**
68. **Searches for a missing object in several locations (38)**
69. **Answers *how many* questions for quantities of one and two (39)**
70. **Uses one object to represent another in play (40)** ^{3y}
71. **Tries to put things together to form a whole (41)**
72. **Creates a make-believe conversation by talking to objects and for them (42)**
73. Talks to self during play
74. Matches a triangle, square, and circle
75. **Combines component pieces to build imaginative objects (43)**
76. **Recites a familiar rhyme, phrase, or song (44)**
77. Repeats songs or rhymes with corresponding movements (e.g., "The Itsy Bitsy Spider")
78. Engages in structured activity for five or more minutes
79. Understands relationship expressed by *if*, *then*, or *because* sentences
80. Draws picture that they find meaningful
81. **Tells what comes next in a story (45)**
82. **Acts out a scene of a multistep event (46)** ^{4y}
83. **Answers *why* questions with real or imagined answers (47)**
84. Uses blocks or other objects to build simple imaginary structures
85. Asks for definitions of words
86. **Seeks detailed explanations with frequent use of *why* (48)**
87. **Uses quantifiers such as *some*, *a lot*, *all*, or *one* (49)** ^{5y}
88. **Acts out an imaginative scene without props (50)**
89. Has an imaginary friend
90. **Explains events or observations without prompting (51)**
91. **Uses the words *tomorrow* and *yesterday* accurately (52)**
92. Uses the words *morning* and *afternoon* accurately
93. **Tells about an experience of two events in a particular order (53)**
94. Uses words related to sequence, such as *then*, *when*, *before*, *after*, *next*, *first*, or *while*
95. **Tells about an experience of three or more events in a particular order (54)** ^{6y}
96. Describes differences between objects
97. Describes similarities between objects
98. Uses the phrases *tomorrow night*, *day after tomorrow*, *day before*, and *day before yesterday* accurately
99. Uses logic to answer questions
100. Uses the phrases *last year* and *next year* accurately
101. Explains causal relationships
102. Proposes alternate ways to solve peer problems ^{7y11m}

Supplemental Skill Sequences

Student's Name: _____ Date: _____

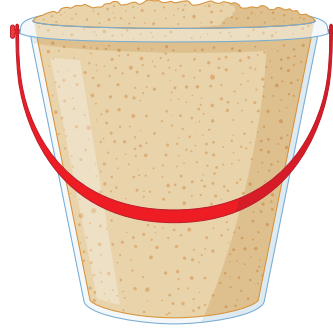
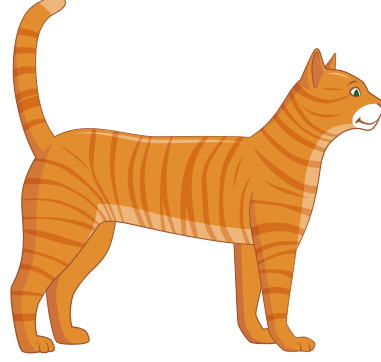
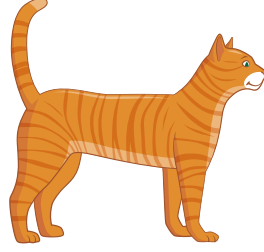
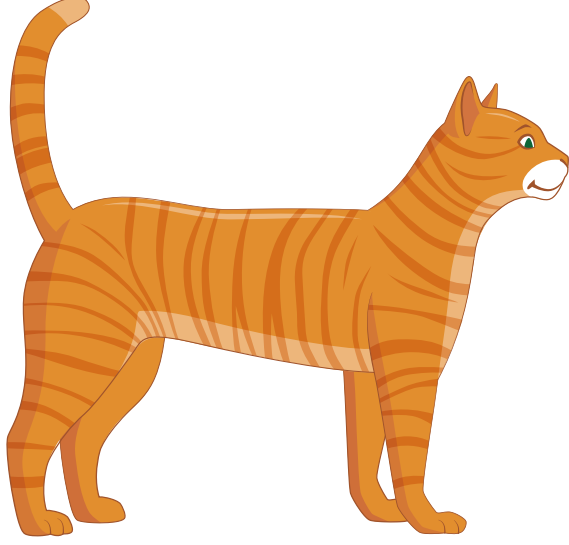
The Supplemental Skill Sequences provide additional skills that can be assessed and tracked by informal observation in a natural setting, generally while the student is involved in a particular activity. Although some Supplemental Skill Sequences can be assessed by parent/caregiver interview, assessment procedures for these skills are not included in the *IED 4*, and these skills do not appear in the **Record Book**.

E-19S PUZZLES

- ^{2y} 1. Completes simple inset puzzle consisting of a circle, triangle, or square
2. Completes inset puzzle of 3–8 pieces ^{3y}
3. Completes inset puzzle of 9–12 pieces
4. Completes puzzle, not inset, of 6–8 pieces ^{4y}
5. Completes inset puzzle of 13–16 pieces
6. Completes puzzle, not inset, of 9–12 pieces ^{5y}
7. Completes inset puzzle of 17–20 pieces
8. Completes puzzle, not inset, of 13–25 pieces ^{6y}
9. Completes puzzle, not inset, of 26–50 pieces ^{7y}

E-20S SORTS OBJECTS

- ^{3y} 1. Sorts objects of two colors
2. Sorts collection of two dissimilar objects (e.g., pennies and paper clips)
3. Sorts dissimilar objects into three categories (e.g., pennies, paper clips, and buttons) ^{4y}
4. Sorts objects of three colors
5. Sorts objects by two shapes (e.g., squares and circles)
6. Sorts objects by three shapes (e.g., squares, circles, and triangles)
7. Sorts coins of two denominations (e.g., pennies and quarters) ^{5y}
8. Sorts coins of three or more denominations (e.g., pennies, nickels, and quarters)
9. Sorts similar objects (e.g., nails of three graduated sizes) by size
10. Sorts objects by composition (e.g., plastic, wood, metal)
11. Sorts objects by use or function (e.g., writing, grooming, sewing, playing games) ^{7y}



E-6 Contrasting Concepts

Overview

This assessment focuses on identifying examples of qualitative and quantitative contrasting concepts used to describe and compare objects or groups of objects.

SKILL

Identifies pictures to demonstrate understanding of contrasting qualitative and quantitative concepts

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-X1, S-X2, and S-X3
- A blank sheet of paper

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each item for which the student correctly responds to both requests.
- Stop after the student gives an incorrect response for two consecutive items.

NOTES

- If the student is more familiar with terms other than those listed, use the terms that are more familiar to the student (e.g., *smallest* instead of *littlest*).
- You may wish to note in the **Record Book** if the student demonstrates understanding of only one concept in a pair of contrasting concepts.

Directions: Performance

For each item, make the two requests. Pause after each request for the response.

Use a blank sheet of paper to cover half of the page and adjust it so that only the relevant pictures are visible.

2y **1. Identifies examples of *biggest* and *littlest***^{3y6m}

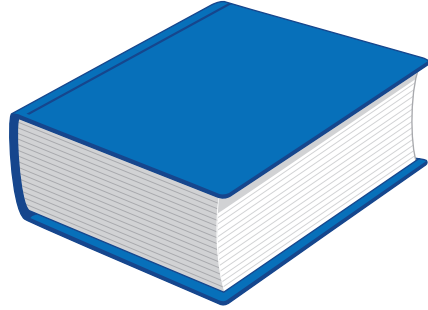
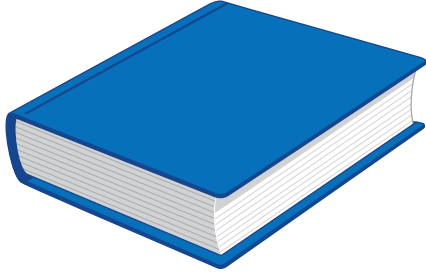
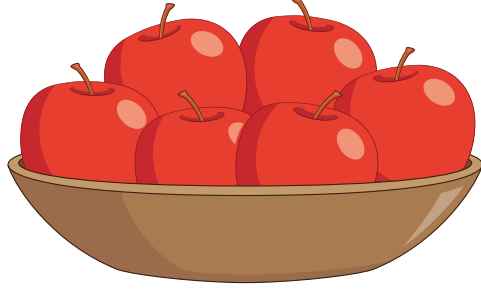
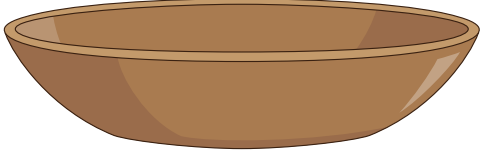
Say: **Show me the cat that is the biggest.**

Say: **Show me the cat that is the littlest.**

2. Identifies examples of *full* and *empty*^{4y6m}

Say: **Show me the bucket that is full.**

Say: **Show me the bucket that is empty.**



For each item, make the two requests. Pause after each request for the response.

Use a blank sheet of paper to cover half of the page and adjust it so that only the relevant pictures are visible.

3. Identifies examples of *all* and *none*^{5y6m}

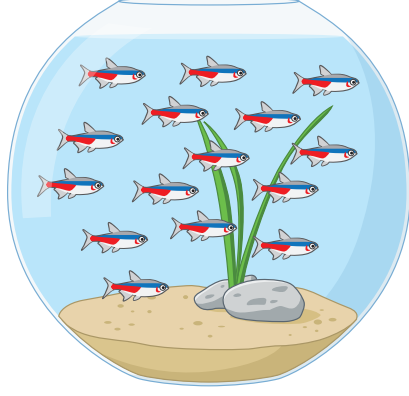
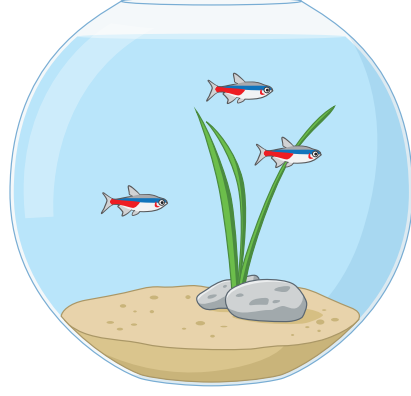
Say: **Show me the bowl with all the apples in it.**

Say: **Show me the bowl with none of the apples in it.**

4. Identifies examples of *thickest* and *thinnest*

Say: **Show me the book that is thickest.**

Say: **Show me the book that is thinnest.**



For each item, make the two requests. Pause after each request for the response.

Use a blank sheet of paper to cover half of the page and adjust it so that only the relevant pictures are visible.

5. Identifies examples of *many* and *few*

Say: **Show me the bowl that has many fish in it.**

Say: **Show me the bowl that has a few fish in it.**

6. Identifies examples of *most* and *least*^{7y}

Say: **Show me the glass that has the most water in it.**

Say: **Show me the glass that has the least amount of water in it.**

I-2 Self-Management

Overview

This assessment focuses on the development of self-management skills, including regulating emotions in a variety of settings, maintaining focus, demonstrating impulse control, flexibly transitioning between activities and contexts, and using effective coping strategies.

SKILL

Demonstrates self-management

ASSESSMENT METHOD

Observation and Interview

MATERIALS

None

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each skill the student demonstrates or for each yes response.
- Stop after three consecutive skills the student does not demonstrate or after three consecutive *no* responses.

COMPREHENSIVE SKILL SEQUENCE

A Comprehensive Skill Sequence that includes the milestone skills in this assessment as well as intermediate skills appears on page XX.

Directions: Observation and Interview

Before you begin, read through the full assessment to familiarize yourself with the items. Then, if possible, spend time with the student in a natural setting. Give credit for each skill demonstrated during your observation.

For a skill you are not able to observe, ask the parent/caregiver the question that follows the skill. If needed, ask follow-up questions to determine if the student demonstrates proficiency in the skill.

Say: I am going to ask some questions about _____'s developing self-management skills.

^{2y6m} 1. Follows rules for managing behavior in familiar settings

Ask: When _____ is in a familiar setting, such as at home or the store, do they manage their behavior, perhaps by accepting *no* to a request or staying with you while shopping?

2. Regains control with support after an emotional episode^{3y}

Ask: When _____ becomes upset, do they usually regain control with some support?

3. Maintains interest when reading with an adult

Ask: Can _____ maintain interest for at least five minutes when reading with an adult?

4. Demonstrates awareness of desirable behaviors in self

Ask: Does _____ show awareness about which of their behaviors receives a positive response from others?

5. Engages in a chosen activity for at least five minutes

Ask: Does _____ engage in a chosen activity for five minutes or longer?

6. Demonstrates self-control in response to frustration

Ask: Does _____ demonstrate self-control when frustrated, perhaps by choosing to use words instead of hitting?

7. Adapts to changes in the environment

Ask: Does _____ adapt to changes in the environment, perhaps by playing an indoor game instead of going outdoors when it is raining?

8. Adapts to changes in routines and activities with flexibility^{3y6m}

Ask: Does _____ adapt to changes in activities, such as changes in the daily routine or changes in the rules of a game?

9. Maintains interest when engaged in a small-group activity or project

Ask: Can _____ maintain interest when engaged in a small-group activity or project for five to ten minutes?

10. Regulates negative emotions during activities

Ask: Does _____ regulate frustration and anger while engaged in activities, perhaps by taking a deep breath or taking a break?

11. Listens and takes feedback well^{4y6m}

Ask: Does _____ listen to feedback and make adjustments after receiving feedback?

12. Willingly follows class rules

Ask: Does _____ willingly follow class rules and routines?

13. Willingly participates in class activities

Ask: Does _____ willingly participate in class activities, even when the activity is not a preferred one?

14. Adjusts behavior in different environments^{5y}

Ask: When _____ is in different environments, such as at the playground or in a classroom, do they adjust their behavior depending on the expectations of the current environment?

15. Remains at a task until it is time to quit or transition

Ask: Does _____ usually remain at a task until the task is finished or it is time to transition to the next activity?

16. Transitions smoothly from one activity to another

Ask: Does _____ transition smoothly from one activity to the next, perhaps by putting away supplies and getting ready to leave?

17. Has effective self-control strategies to cope with distress

Ask: Does _____ use effective self-control strategies to cope with distress, such as self-talk or taking deep breaths?

18. Works on a small-group activity or project for an extended period^{6y6m}

Ask: Can _____ engage in a small-group activity or project for fifteen to twenty minutes?

J-18 Prints Uppercase Letters

Overview

This assessment focuses on printing uppercase letters as they are dictated.

SKILL

Prints uppercase letters

ASSESSMENT METHOD

Performance

MATERIALS

- A pencil (the type commonly used by the student)
- A sheet of lined paper (the type commonly used in the program)

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each correct response.
- Stop when the student has printed as many uppercase letters in the dictated sequence as possible.

CRITERIA

Although each letter should be identifiable, score leniently. Give credit for a reversed or sideways letter if the identity of the letter is unquestionable.

NOTES

- To avoid confusion when giving directions, use whichever term—*uppercase letter* or *capital letter*—is most familiar to the student.
- For a more comprehensive assessment of the student's printing skills, see B-8 Quality of Printing (p. XX) in the Physical Development: Fine Motor section.

Directions: Performance

Kindergarten

Prints uppercase letters

Ask the student to print uppercase letters as you dictate them.

Give the student a pencil and a sheet of paper and

Say: I am going to say some letters. I want you to listen carefully and print them in uppercase letters.

Dictate the letters in the order listed below. Pause after dictating each letter to allow the student time to print it.

If the student prints a lowercase letter,

Say: That is a lowercase letter. I want you to print uppercase letters like this.

Print the uppercase form of the letter the student printed.

- | | |
|-------|-------|
| 1. O | 14. J |
| 2. A | 15. N |
| 3. D | 16. M |
| 4. G | 17. R |
| 5. Q | 18. H |
| 6. B | 19. U |
| 7. P | 20. V |
| 8. C | 21. W |
| 9. E | 22. Y |
| 10. L | 23. X |
| 11. T | 24. Z |
| 12. I | 25. K |
| 13. F | 26. S |

J-19 Prints Lowercase Letters

Overview

This assessment focuses on printing lowercase letters as they are dictated.

SKILL

Prints lowercase letters

ASSESSMENT METHOD

Performance

MATERIALS

- A pencil (the type commonly used by the student)
- A sheet of lined paper (the type commonly used in the program)

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each correct response.
- Stop when the student has printed as many lowercase letters in the dictated sequence as possible.

CRITERIA

Although each letter should be identifiable, score leniently. Give credit for a reversed or sideways letter if the identity of the letter is unquestionable.

NOTES

- To avoid confusion when giving directions, use whichever term—*lowercase letter* or *small letter*—is most familiar to the student.
- For a more comprehensive assessment of the student's printing skills, see B-8 Quality of Printing (p. XX) in the Physical Development: Fine Motor section.

Directions: Performance

First Grade

Prints lowercase letters

Ask the student to print lowercase letters as you dictate them.

Give the student a pencil and a sheet of paper and

Say: I am going to say some letters. I want you to listen carefully and print them in lowercase letters.

Dictate the letters in the order listed below. Pause after dictating each letter to allow the student time to print it.

If the student prints an uppercase letter,

Say: That is an uppercase letter. I want you to print lowercase letters like this.

Print the lowercase form of the letter the student printed.

- | | |
|-------|-------|
| 1. o | 14. j |
| 2. a | 15. n |
| 3. d | 16. m |
| 4. g | 17. r |
| 5. q | 18. h |
| 6. b | 19. u |
| 7. p | 20. v |
| 8. c | 21. w |
| 9. e | 22. y |
| 10. l | 23. x |
| 11. t | 24. z |
| 12. i | 25. k |
| 13. f | 26. s |

zet

rix

dran

stug

bap

cug

clen

spet

ud

vot

dibe

brip

ag

hup

gade

plam

J-21 Decodes Pseudowords

Overview

This assessment focuses on decoding unfamiliar words using sound-spelling knowledge.

SKILL

Decodes pseudowords in a variety of sound-spelling configurations

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-X1, S-X2, and S-X3
- Blank sheets of paper

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each correct response.
- Stop after the student gives incorrect responses for all items in two consecutive rows.

NOTE

To help the student focus on a single row, consider covering the other rows with blank sheets of paper.

Directions: Performance

Ask the student to read the words.

Say: The words on this page are not real words, but you can use what you know about sounding out real words to read these words. I want you to look at each word and read it out loud.

Point to the word *ag*. Pause for the response. Then continue across the page, pointing to each word as the student reads it. If the student hesitates on a word for more than a few seconds, point to the next word on the page and

Say: Try this one.

Pause for the response.

Kindergarten

Decodes words with two to four phonemes in a VC or CVC spelling pattern

- | | |
|--------|--------|
| 1. ag | 5. hup |
| 2. ud | 6. vot |
| 3. bap | 7. cug |
| 4. zet | 8. rix |

Decodes words with long vowel sounds in a VCe spelling pattern

9. gade
10. dibe

Decodes words that begin with consonant blends

- | | |
|----------|----------|
| 11. clen | 14. brip |
| 12. dran | 15. spet |
| 13. plam | 16. stug |

fask

zend

gamp

belf

chet

tham

dath

kish

bruck

prass

wimes

zaster

vean

poat

ner

garm

Directions: Performance

Ask the student to read the words.

Say: The words on this page are not real words, but you can use what you know about sounding out real words to read these words. I want you to look at each word and read it out loud.

Point to the word *fask*. Pause for the response. Then continue across the page, pointing to each word as the student reads it. If the student hesitates on a word for more than a few seconds, point to the next word on the page and

Say: Try this one.

Pause for the response.

First Grade

Decodes one-syllable words that end with blends

- 17. fask
- 18. zend
- 19. gamp
- 20. belf

Decodes one-syllable CCVC words with beginning consonant digraphs

- 21. chet
- 22. tham

Decodes one-syllable words ending with a digraph or with double consonants

- 23. dath
- 24. kish
- 25. bruck
- 26. prass

Decodes words with inflectional endings that do not require a spelling change to the base word

- 27. wimes
- 28. zaster

Decodes one-syllable words with common vowel teams

- 29. vean
- 30. poat

Decodes one-syllable words with *r*-controlled vowel sounds

- 31. ner
- 32. garm

knop

vumb

exteve

zosement

unbick

fandly

ruskmet

lithrin

zailfox

dalmoad

gare

airth

conphin

dolgrim

clyness

disblem

Directions: Performance

Ask the student to read the words.

Say: The words on this page are not real words, but you can use what you know about sounding out real words to read these words. I want you to look at each word and read it out loud.

Point to the word *knop*. Pause for the response. Then continue across the page, pointing to each word as the student reads it. If the student hesitates on a word for more than a few seconds, point to the next word on the page and

Say: Try this one.

Pause for the response.

Second Grade

Decodes one-syllable words with digraphs with a silent letter

33. knop

34. vumb

Decodes two-syllable words with long vowel sounds that follow a VCe pattern

35. exteve

36. zosement

Decodes two-syllable words with common affixes

37. unbick

38. fandly

Decodes two-syllable words with short vowel sounds that follow the VCC/CV pattern

39. ruskmet

40. lithrin

Decodes two-syllable words with long vowel sounds formed by vowel teams

41. zailfox

42. dalmoad

Decodes one-syllable words with long *a + r*

43. gare

44. airth

Decodes two-syllable words with short vowel sounds that follow the VC/CCV pattern

45. conphin

46. dolgrim

Decodes two-syllable words with common affixes

47. clyness

48. disblem

L-1 Scientific Inquiry

Overview

This assessment focuses on the development of scientific inquiry skills, including engagement with natural phenomena, observation skills, communication skills, problem-solving skills, use of patterns and models, and the processes of planning and conducting investigations.

SKILL

Demonstrates scientific inquiry by questioning, exploring, and reflecting upon discoveries in the environment

ASSESSMENT METHOD

Observation and Interview

MATERIALS

None

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each skill the student demonstrates or for each yes response.
- Stop after four consecutive skills the student does not demonstrate or after four consecutive *no* responses.

Directions: Observation and Interview

Before you begin, read through the full assessment to familiarize yourself with the items. Then, if possible, spend time with the student in a natural setting. Give credit for each skill demonstrated during your observation.

For a skill you are not able to observe, ask the parent/caregiver or teacher the question that follows the skill. If needed, ask follow-up questions to determine if the student demonstrates proficiency in the skill.

Early Childhood

^{6m} 1. Shows interest in and responds to living things in their environment

Ask: Does _____ show interest in nearby people or animals, perhaps by moving their eyes to follow a person or animal?

2. Shows interest in and responds to nonliving things in their environment

Ask: Does _____ show interest in nearby inanimate objects, perhaps by moving their eyes to follow an object?

3. Responds to sounds in their environment

Ask: Does _____ react differently to different sounds, perhaps being startled when a door closes and smiling when a familiar voice speaks?

4. Reaches, turns, or moves toward objects and people of interest

Ask: Does _____ reach out their arms, turn, or move toward objects or people of interest?

5. Explores varied objects using different senses

Ask: Does _____ use different senses to explore objects, including objects of different textures, sizes, shapes, and colors?

Early Childhood

6. Reacts to natural phenomena with interest^{12m}

Ask: Does _____ show interest in events happening in nature, perhaps by looking out the window when it is raining or making sounds when they see a bird?

7. Observes and shows interest in changes in matter

Ask: Does _____ watch intently and show interest in combinations of or changes in materials, perhaps watching as ingredients in a mixing bowl are stirred together?

8. Communicates interest in living and nonliving things

Ask: Does _____ draw your attention to people, animals, or inanimate objects, perhaps by pointing or verbalizing interest?

9. Explores cause and effect

Ask: Does _____ explore cause-and-effect relationships by repeating an action over and over, perhaps flipping a switch to turn a light on and off?

10. Uses a tool to solve a problem^{2y}

Ask: Does _____ use an object as a tool to solve a simple problem, perhaps using a stick or stool to get a toy that is out of reach?

11. Makes observations about motion

Ask: Does _____ make observations about motion, perhaps using words such as *fast*, *slow*, or *turn*?

12. Explores the motion of objects by manipulating variables

Ask: Does _____ explore the motion of objects, perhaps by rolling a toy car on different surfaces or throwing balls of different shapes or weights?

13. Describes characteristics of living things

Ask: Does _____ use appropriate words to describe observed features of living things, perhaps describing the size, color, shape, or texture of insects or leaves?

14. Describes characteristics of nonliving things

Ask: Does _____ use appropriate words to describe observed features of inanimate objects, perhaps describing the size, color, shape, or texture of toys or rocks?

15. Makes observations about water^{3y}

Ask: Does _____ make observations about water, perhaps using words such as *float*, *sink*, *wet*, or *dry*?

16. Asks questions about the natural world

Ask: Does _____ ask questions about the natural world, perhaps asking about objects, living things, weather, movement, processes, or changes they have noticed?

17. Notices changes in living things over time

Ask: Does _____ notice changes that take place over time in people, animals, or plants, perhaps by saying or signing that someone's hair is longer, a puppy grew bigger, or a flower bloomed?

18. Describes cause-and-effect relationships

Ask: Does _____ accurately describe cause-and-effect relationships, perhaps using terms such as *because* or *since*?

19. Sorts objects based on physical characteristics

Ask: Can _____ sort objects according to characteristics such as color, size, texture, or material?

Pre-Kindergarten

20. Describes changes in matter^{4y}

Ask: Does _____ notice and describe changes in matter, such as when water and dirt are mixed to make mud or when ice cubes melt?

21. Combines observations into generalizations, models, or patterns

Ask: Does _____ combine observations into generalizations, models, or patterns, perhaps noticing that all leaves of a certain shape turn yellow in the fall or that bigger rocks are harder to move?

22. Conducts investigations to explore outcomes

Ask: Does _____ try different variations of an activity to see the result, perhaps mixing different paint colors or varying how high up a ramp to roll a toy car?

23. Designs and builds a solution to a problem in play

Ask: When playing, does _____ use simple tools and materials to design and build a solution to a problem, perhaps by enlarging a fort using chairs and blankets so that another friend can play?

Kindergarten

24. Develops models for understanding by making connections to prior knowledge

Ask: When considering a new piece of knowledge or experience, does _____ draw comparisons or make analogies to familiar concepts, perhaps by saying or signing *Oh, this is like . . .* or asking *Is this like when . . .?*

25. Records observations

Ask: Does _____ record observations by drawing, writing, or taking photos?

26. Identifies a problem to be solved

Ask: Can _____ notice a problem to be solved, use evidence to explain the problem, and clearly identify what needs to be improved?

First Grade

27. Uses observations to describe patterns over time

Ask: Does _____ use observations to describe patterns that take place over time, perhaps noting that the sun always rises in one part of the sky and sets in another?

28. Identifies multiple solutions to a problem

Ask: Can _____ generate more than one possible solution to an identified problem?

29. Plans an investigation to obtain a result

Ask: Can _____ plan an investigation to obtain a result, including identifying the question to be answered and the steps they will take?

30. Makes a prediction about the result of an investigation

Ask: When conducting an investigation, does _____ make a prediction about the result?

31. Conducts an investigation to obtain a result

Ask: Can _____ carry out a planned investigation to answer a question?

Second Grade

32. Analyzes results to draw a conclusion

Ask: Does _____ analyze results, such as observations or measurements, to determine if a design works as intended or a prediction was correct?

33. Communicates the result of an investigation

Ask: Does _____ communicate the result of an investigation, perhaps by telling, drawing, or writing?

34. Compares different solutions to a problem

Ask: Can _____ analyze results, such as observations or measurements, to compare how multiple solutions have performed in solving a particular problem?

L-6 Identifies Problems and Solutions

Overview

This assessment focuses on identifying a problem and proposing possible solutions, thus providing information on early engineering and problem-solving skills.

SKILLS

- Identifies a problem in a picture prompt
- Identifies one possible solution
- Identifies multiple solutions

ASSESSMENT METHOD

Performance

MATERIALS

Pages S-X1, S-X2, and S-X3

SCORING INFORMATION

- **Record Book:** Page XX
- Give credit for each correct response.

CRITERIA

Give credit if the student gives a response that is relevant to the situation depicted and demonstrates a connection to prior knowledge, even if the response is unlikely or creative. See specific Criteria for some items.

Directions: Performance

For each picture, ask the student to identify a problem shown in the picture and at least two possible solutions to the problem. Pause after each request for the response.

Kindergarten

Identifies a problem

1. Identifies a problem in the airplane picture
2. Identifies a problem in the reaching picture
3. Identifies a problem in the sink pipe picture

Identifies one possible solution

4. Identifies one possible solution in the airplane picture
5. Identifies one possible solution in the reaching picture
6. Identifies one possible solution in the sink pipe picture

First Grade

Identifies multiple possible solutions

7. Identifies two or more possible solutions in the airplane picture
8. Identifies two or more possible solutions in the reaching picture
9. Identifies two or more possible solutions in the sink pipe picture



Use the following prompts to determine credit for items 1, 4, and 7.

If the response is incomplete,

Say: **Tell me more.**

or

Ask: **What would you tell** (e.g., your nana, daddy, mom), **and what would they do?**

Identifies a problem

Say: **Look at this picture.**

Ask: **What problem do you see here?**

(e.g., *The wing is broken; The plane is missing a wing*)

Identifies one possible solution

Ask: **What is a way to solve this problem?**

(e.g., *Glue the wing back on; Use a stick as a wing; Take off the other wing to make it a rocket ship*)

Identifies multiple possible solutions

Ask: **What is another, different way to solve this problem?**

Criteria: Give credit if the student responds with one or more additional possible solutions to the problem.



Use the following prompts to determine credit for items 2, 5, and 8.

If the response is incomplete,

Say: **Tell me more.**

or

Ask: **What would you tell** (e.g., your nana, daddy, mom), **and what would they do?**

Identifies a problem

Say: **Look at this picture.**

Ask: **What problem do you see here?**

(e.g., *The child can't reach the ball; It's too high up*)

Identifies one possible solution

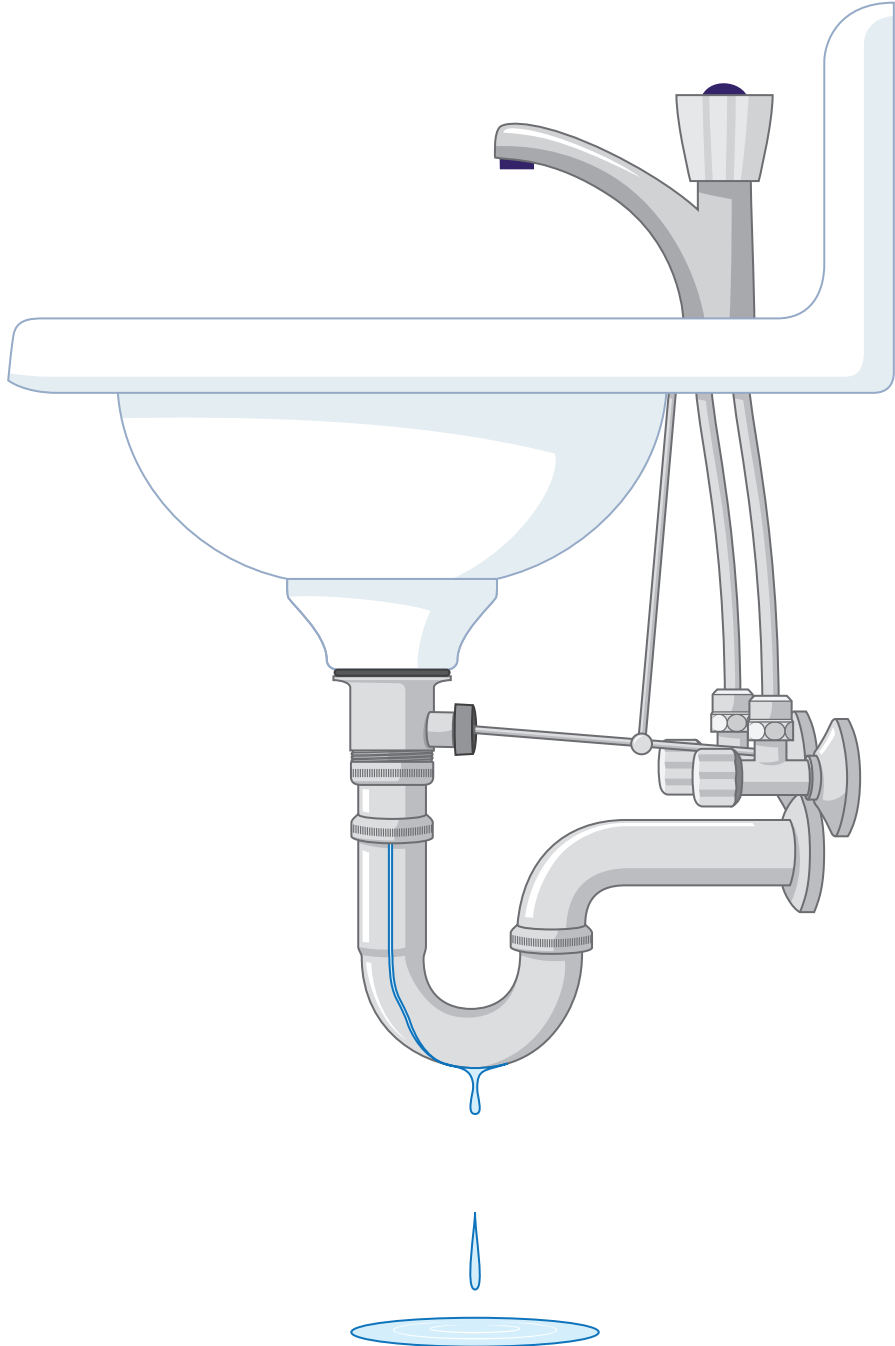
Ask: **What is a way to solve this problem**

?(e.g., *Get a stool; Stand on a chair; Knock it down with a stick; Ask a taller person to get it; Play with something else*)

Identifies multiple possible solutions

Ask: **What is another, different way to solve this problem?**

Criteria: Give credit if the student responds with one or more additional possible solutions to the problem.



Use the following prompts to determine credit for items 3, 6, and 9.

If the response is incomplete,

Say: **Tell me more.**

or

Ask: **What would you tell** (e.g., your nana, daddy, mom), **and what would they do?**

Identifies a problem

Say: **Look at this picture.**

Ask: **What problem do you see here?**

(e.g., *The pipe has a leak; The floor is getting wet*)

Identifies one possible solution

Ask: **What is a way to solve this problem**

(e.g., *Put a bucket under the drip; Wipe it up; Call the plumber*)

Identifies multiple possible solutions

Ask: **What is another, different way to solve this problem?**

Criteria: Give credit if the student responds with one or more additional possible solutions to the problem.