Social Foundations (SF) — SF.A.1.

Social Emotional: Awareness and Expression of Emotion

SF.A.1 Emotional Identification: Responds to emotions of others and expands to identifying emotions of self and others.

Instructions:
Use the following abbreviations (followed by the date) to indicate what behavior you observe:
(I)=Identifies the emotion in self or others.
(R)=Responds to the emotion when it is displayed by others.

Children's Names	Emotions									
	happiness	excitement	joy	pride	anger	fear	sadness	anxiety	shame	other

Social Foundations (SF)   SF.A.6.

Social Emotional: Sense of Identity and Belonging

SF.A.6 Identifying Abilities: Identifies own abilities with increasing complexity .

Instructions:
Indicate what the child identifies about him/herself in the columns listed below. Date each entry.

Children's Names	What the Child Identifies About Self:							
	physical characteristics		likes		abilities		interests	

Social Foundations (SF)   SF.B.8.

Approaches to Learning/Executive Level Functioning: Cooperation with Peers

SF.B.8 Play/Work with Peers: Engages with peers with increasing coordination and cooperation.

Instructions:

Cross reference each child's interaction with a corresponding peer in the matrix below. Indicate the frequency (number of times you observe the child interacting with that peer) in the individual boxes.

Children's Names	Emotions																					

Social Foundations (SF)   SF.B.8.

Approaches to Learning/Executive Level Functioning: Cooperation with Peers

SF.B.8 Play/Work with Peers: Engages with peers with increasing coordination and cooperation.

Instructions:
Indicate the date you observe the following play behaviors (Mildred Parten, 1929) in the appropriate column:

1) **unoccupied** (does not play and merely observes others play)
2) **solitary** (plays alone)
3) **onlooker** (talks to others about their play but does not participate)
4) **parallel** (side-by-side but no interaction)
5) **associative** (some interaction with shared goals)
6) **cooperative** (planning and coordinating goals)

Children's Names	Play Behavior					
	unoccupied	solitary	onlooker	parallel	associative	cooperative

Language and Literacy (LL)   LL.A.6.

Listening and Speaking: Grammar

LL.A.6 Questions: Produces questions through changes in pitch and expands ability to include manipulating of sentence structure.

Instructions:
Indicate inside the specified column the date you observe and hear the child formulate a question using the associated word. **OPTIONAL:** Specify the context (e.g., class discussion, play) the child poses the question.

Children's Names	Type of Question				
	What	**Why?**	**Where?**	**When?**	**How?**

Language and Literacy (LL)   LL.B.1

Reading: Story/Text Comprehension

LL.B.1 Responds to Questions about a Text: Responds to increasingly complex questions about text.

Instructions:
Mark the date you observe the following behaviors and document which book/story the child was responding to. Use the following codes to indicate frequency and level of support:

√ = occasionally and with support

+ = consistently without support

Children's Names	What the child does:			
	Answers questions about books read aloud	Identifies characters	Identifies the setting	Summarizes the plot

Language and Literacy (LL)   LL.B.3

Reading: Text Features

LL.B.3 Concepts of Print: Shows interest in print and expands ability to identify features and purposes of print.

Instructions:

Mark the date you observe the following print concepts. Use the following codes to indicate frequency and level of support:

√ = occasionally and with support

+ = consistently without support

Children's Names	What the child does:								
	dentifies the _cover_ of the book	Identifies the _back_ of the book	Identifies the book's _spine_	Understands the role of the _author_	Understands the role of the _illustrator_	Differentiates between _letters and words_	Differentiates between _letters and words_	Identifies some _punctuation_	Tracks print _left-to-right_

Language and Literacy (LL) LL.B.4; LL.B.5

Reading: Phonological Awareness

LL.B.4 Rhyming Words: Shows interest in rhymes and expands ability to identify and produce rhymes.

LL.B.5 Syllables/Onsets and Rimes/Phonemes: Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.

Instructions:

Mark the date in the specified box and use the following icons to indicate the frequency and level of support:

√ = occasionally and with support

+ = consistently without support

Children's Names	Skills:						
	LL.B.4: Rhyming				LL.B.5: Segmenting		
	Participates in finger plays	Identifies pair of rhyming words	Says word that rhymes with a given word	Produces pair of rhyming words	Segments syllables	Segments onsets and rimes	Segments individual phonemes

Language and Literacy (LL)   LL.B.6; LL.B.7

Reading: Phonological Awareness

LL.B.6 Initial/Final/Medial Sounds: Identifies initial sounds in spoken words,
and expands ability to identify final and medial sounds.
LL.B.7 Adding, Deleting, Substituting Sounds: Orally adds, deletes, and substitutes initial sounds
in single-syllable words to create new words, and expands ability to final and medial sounds.

Instructions:
Mark the date in the specified box and use the following icons to indicate the frequency and level of support:
√ = occasionally and with support
+ = consistently without support

Children's Names	Skills:					
	LL.B.6: Identifies…			LL.B.7: Manipulates phonemes by…		
	initial	medial	final	adding	deleting	substituting

Language and Literacy (LL)   LL.B.8; LL.B.9

Reading: Phonics and Letter Recognition

LL.B.8 Upper- and Lowercase Letters: Identifies an increasing number of upper- and lowercase letters.

LL.B.9 Letter Sounds: Identifies and produces an increasing number of the most frequent sounds that correspond to letters.

Instructions:

Circle the letter symbol and/or corresponding sound the child is able to identify with automaticity. Use anecdotal records to indicate which letter symbols and sounds the child identifies occasionally or with contextual support—e.g., the child identifies the letter only when it appears in her/his name.

Children

LL.B.8		LL.B.9	LL.B.8		LL.B.9	LL.B.8		LL.B.9	LL.B.8		LL.B.9	LL.B.8		LL.B.9	LL.B.8		LL.B.9
A	a	/a/	A	a	/a/	A	a	/a/	A	a	/a/	A	a	/a/	A	a	/a/
B	b	/b/	B	b	/b/	B	b	/b/	B	b	/b/	B	b	/b/	B	b	/b/
C	c	/c/	C	c	/c/	C	c	/c/	C	c	/c/	C	c	/c/	C	c	/c/
C	d	/d/	C	d	/d/	C	d	/d/	C	d	/d/	C	d	/d/	C	d	/d/
D	e	/e/	D	e	/e/	D	e	/e/	D	e	/e/	D	e	/e/	D	e	/e/
F	f	/f/	F	f	/f/	F	f	/f/	F	f	/f/	F	f	/f/	F	f	/f/
G	g	/g/	G	g	/g/	G	g	/g/	G	g	/g/	G	g	/g/	G	g	/g/
H	h	/h/	H	h	/h/	H	h	/h/	H	h	/h/	H	h	/h/	H	h	/h/
I	i	/i/	I	i	/i/	I	i	/i/	I	i	/i/	I	i	/i/	I	i	/i/
J	j	/j/	J	j	/j/	J	j	/j/	J	j	/j/	J	j	/j/	J	j	/j/
K	k	/k/	K	k	/k/	K	k	/k/	K	k	/k/	K	k	/k/	K	k	/k/
L	l	/l/	L	l	/l/	L	l	/l/	L	l	/l/	L	l	/l/	L	l	/l/
M	m	/m/	M	m	/m/	M	m	/m/	M	m	/m/	M	m	/m/	M	m	/m/
N	n	/n/	N	n	/n/	N	n	/n/	N	n	/n/	N	n	/n/	N	n	/n/
O	o	/o/	O	o	/o/	O	o	/o/	O	o	/o/	O	o	/o/	O	o	/o/
P	p	/p/	P	p	/p/	P	p	/p/	P	p	/p/	P	p	/p/	P	p	/p/
Q	q	/q/	Q	q	/q/	Q	q	/q/	Q	q	/q/	Q	q	/q/	Q	q	/q/
R	r	/r/	R	r	/r/	R	r	/r/	R	r	/r/	R	r	/r/	R	r	/r/
S	s	/s/	S	s	/s/	S	s	/s/	S	s	/s/	S	s	/s/	S	s	/s/
T	t	/t/	T	t	/t/	T	t	/t/	T	t	/t/	T	t	/t/	T	t	/t/
U	u	/u/	U	u	/u/	U	u	/u/	U	u	/u/	U	u	/u/	U	u	/u/
V	v	/v/	V	v	/v/	V	v	/v/	V	v	/v/	V	v	/v/	V	v	/v/
W	w	/w/	W	w	/w/	W	w	/w/	W	w	/w/	W	w	/w/	W	w	/w/
X	x	/x/	X	x	/x/	X	x	/x/	X	x	/x/	X	x	/x/	X	x	/x/
Y	y	/y/	Y	y	/y/	Y	y	/y/	Y	y	/y/	Y	y	/y/	Y	y	/y/
Z	z	/z/	Z	z	/z/	Z	z	/z/	Z	z	/z/	Z	z	/z/	Z	z	/z/

Cognition/Mathematics (CM)   CM.A.1; CM.A.2; CM.A.3; CM.A.4

Number Sense: Counting and Cardinality

CM.A.1 Rote Counting: Demonstrates knowledge of number words
and expands ability to reciting number words in sequence.
CM.A.2 Object Counting: Demonstrates ability to count an increasing number of objects using one-to-one
correspondence with an understanding that the last number tells how many (cardinality).

Number Sense: Quantity

CM.A.3 Making Sets: Demonstrates knowledge of quantity by making and representing sets of objects.
CM.A.4 Subitizing (Small Number Recognition): Demonstrates ability to recognize and
name an increasing number of objects in a group without having to count .

Instructions:

Mark the date and number in the specified box and use the following icons to indicate the frequency and level of support in relation to the skills specified in each column:

√ = occasionally and with support

+ = consistently without support

Children's Names	Skills:				
	CM.A.1	**CM.A.2**		**CM.A.3**	**CM.A.4**
	Rote counts to…	Maintains 1-to-1 correspondence up to…	Demonstrates cardinality up to…	Counts out sets of objects to…	Subitizes up to…

Cognition/Mathematics (CM) CM.B.4.

Operations and Algebraic Thinking: Patterning

CM.B.4 Identifying, Extending, and Creating Patterns: Uses logic
and observation to identify, extend, describe and create patterns.

Instructions:
Circle each of the following icons to indicate what the child is able to do in relation to the type of patterns specified in the corresponding column: (**NOTE:** The child is not required to use letters (e.g., ABB) to label each pattern.)

I = identify/describe   **C** = copy   **E** = extend   **√** = correct   **+** = create

Children's Names	Type of Pattern									
	AB	**AAB**	**ABB**	**AABB**	**ABC**	**ABBC**	**AABC**	**ABCC**	**ABCD**	**Other**
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
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	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
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	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +
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	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +	I C E √ +

Cognition/Mathematics (CM)   CM.C.2; CM.C.3

Geometry and Measurement: Shape

CM.C.2 Two-Dimensional Shapes: Explores two-dimensional shapes and expands ability to match, identify and describe these figures.
CM.C.3 Three-Dimensional Shapes: Identifies three-dimensional shapes and expands ability to describe three-dimensional shapes.

Instructions:
Mark the date in the specified box and circle the relevant icon to indicate how the child demonstrates understanding:

√ = identifies (points to or recognizes in the environment)
+ = points to

	Type of Shape														
	CM.C.2: Two-Dimensional Shapes								CM.C.3: Three-Dimensional Shapes						
Children's Names	circles	triangles	squares	rectangles	rhombi	trapezoids	hexagons	Other	spheres	cubes	triangular prisms	rectangular prisms	pyramids	cones	cylinders
	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +
	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +	√ +
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Cognition/Mathematics (CM)   CM.C.4.

Geometry and Measurement: Visualization and Location

CM.C.4 Combining Shapes: Combines shapes to form new shapes
and uses positional words to describe those transformations.

Instructions:
Make the following marks in the appropriate box to indicate the child's understanding of the spatial relationship:

√ = understands in context (e.g., can demonstrate the concept)

+ = uses speech

Children's Names	on	outside	inside	through	above	below	across	inside	near	over	up	down	behind	near	next to	between	In front of	In back of	right	left	forward	backward

Note: The "Prepositions" spans all preposition columns above.

Cognition/Social Studies (CSS)   CSS.B.1.

History: Events in the Context of Time

CSS.B.1 Past, Present, and Future: Shows awareness of steps in familiar routines and expands ability to describe series of events.

Instructions:
Make the following marks in the appropriate box to indicate the child's understanding of the temporal terminology:

√ = understands in context (e.g., can demonstrate the concept)

+ = uses speech

Children's Names	before	after	now	first	second	last	then	next	during	today	tomorrow	yesterday	morning	afternoon	evening	night

Temporal Terms

Perceptual, Physical, and Motor Development (PPMD)   PPMD.A.1; PPMD.A.2; PPMD.A.3

Coordination: Gross Motor

PPMD.A.1 Locomotor Skills: Moves whole body with increasing control, coordination, and balance.
PPMD.A.2 Non-Locomotor Skills: Moves parts of the body with increasing control, coordination, and balance.
PPMD.A.3 Perceptual/Spatial Awareness: Uses objects with increasing awareness and coordination of the body.

Instructions:
Date and make the following marks in the appropriate box to indicate the frequency and level of the observed skill:

√ = occasionally and with support

+ = frequently and without support

Children's Names	Skills																				
	PPMD.A.1: Locomotor								PPMD.A.2: Non-Locomotor								PPMD.A.3: Perceptual				
	walks	runs	hops	leaps	jumps	gallops	slides	skips	balances	balances on one foot	stretches	squats	bends forward/backward	Bends left/right	bends knees/arms	lifts limbs (arms/legs)	kicks balls	throws balls	catches balls	pedals	climbs	hits targets