

## ***ASSESSMENT SCALES REFERENCE SHEET***

### **1. Personal, Social and Emotional Development (PSED)**

<b>A. DISPOSITIONS AND ATTITUDES</b>	<b>B. SOCIAL DEVELOPMENT</b>	<b>C. EMOTIONAL DEVELOPMENT</b>
PSED[A1]: Shows an interest in classroom activities through observation or participation.	PSED[B1]: Plays alongside others.	PSED[C1]: Separates from main carer with support.
PSED[A2]: Dresses, undresses and manages own personal hygiene with adult support.	PSED[B2]: Builds relationships through gesture and talk.	PSED[C2]: Communicates freely about home and community.
PSED[A3]: Displays high levels of involvement in self-chosen activities.	PSED[B3]: Takes turns and shares with adult support.	PSED[C3]: Expresses feelings and needs in appropriate ways.
PSED[A4]: Dresses, undresses independently and manages own personal hygiene.	PSED[B4]: Works as a part of a group or a class, taking turns and sharing fairly.	PSED[C4]: Responds to significant experiences, showing a range of feelings when appropriate.
PSED[A5]: Selects and uses activities and resources independently.	PSED[B5]: Forms good relationships with adults and peers.	PSED[C5]: Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
PSED[A6]: Continues to be interested, motivated and excited to learn.	PSED[B6]: Understands that there need to be agreed values and codes of behavior for groups of people, including adults and children, to work together harmoniously.	PSED[C6]: Has a developing respect for own culture and beliefs and those of other people.
PSED [A7]: Is confident to try new activities, initiate ideas and speak in a familiar group.	PSED[B7]: Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.	PSED[C7]: Considers the consequences of words and actions for self and others.
PSED[A8]: Maintains attention and concentrates.	PSED[B8]: Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect.	PSED[C8]: Understands what is right, what is wrong and why.
PSED[A9]: Sustains involvement and perseveres, particularly when trying to solve a problem or reach satisfactory conclusion.	PSED[B9]: Takes into account the ideas of others.	PSED[C9]: Displays a strong, positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

## **2- Communication, language and literacy (CLL)**

<b>A. LANGUAGE FOR COMMUNICATION AND THINKING</b>	<b>B. LINKING SOUNDS AND LETTERS</b>	<b>C. READING</b>	<b>D. WRITING</b>
CLL[A1]: Listens and responds.	CLL[B1]: Joins in with rhyming and rhythmic activities.	CLL[C1]: Is developing an interest in books.	CLL[D1]: Experiments with mark making, sometimes ascribing meaning with the marks.
CLL[A2]: Initiates communication with the others, displaying greater confidence in more informal contexts.	CLL[B2]: Shows an awareness in rhyme and alliteration.	CLL[C2]: Knows that print conveys meaning.	CLL[D2]: Uses some clearly identifiable letters to communicate meaning.
CLL[A3]: Talks activities through, reflecting on and modifying actions.	CLL[B3]: Links some sounds to letters.	CLL[C3]: Recognizes a few familiar words.	CLL[D3]: Represents some sounds correctly in writing.
CLL[A4]: Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.	CLL[B4]: Links sounds to letters, naming and sounding letters of the alphabet.	CLL[C4]: Knows that, in English, print is read from left to right and top to bottom.	CLL[D4]: Writes own name and other words from memory.
CLL[A5]: Uses language to imagine and recreate roles and experiences.	CLL[B5]: Hears and says sounds in words.	CLL[C5]: Shows an understanding of the elements of stories, such as main character, sequence of events and openings.	CLL[D5]: Holds a pencil and uses it effectively to form recognizable letters, most of which are correctly formed.
CLL[A6]: Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.	CLL[B6]: Blends sounds and words.	CLL[C6]: Reads a range of familiar and common words and simple sentences independently.	CLL[D6]: Attempts writing for a variety of purposes, using features of different forms.
CLL[A7]: Uses talk to organize, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.	CLL[B7]: Uses phonic knowledge to read simple regular words.	CLL[C7]: Retells narrative in the correct sequence, drawing on language patterns of stories.	CLL[D7]: Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
CLL[A8]: Speaks clearly with confidence and control, showing awareness of the listener.	CLL[B8]: Attempts to read more complex words, using phonic knowledge.	CLL[C8]: Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	CLL[D8]: Begins to form captions and simple sentences, sometimes using punctuation.

CLL[A9]: Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.	CLL[B9]: Uses knowledge of letters, sounds and words when reading and writing independently.	CLL[C9]: Reads books of own choice with some fluency and accuracy.	CLL[D9]: Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.
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### **3-Problem solving, reasoning and numeracy (PSRN)**

<b>A. NUMBERS AS LABELS AND COUNTING</b>	<b>B. CALCULATING</b>	<b>C. SHAPE, SPACE AND MEASURES</b>
PSRN[A1]: Say some number names in familiar contexts, such as nursery rhymes.	PSRN[B1]: Responds to the vocabulary involved in addition and subtraction in rhymes and games.	PSRN[C1]: Experiments with a range of objects and materials showing some mathematical awareness.
PSRN[A2]: Counts reliably up to three everyday objects.	PSRN[B2]: Recognizes differences in quantity when comparing sets of objects.	PSRN[C2]: Sorts or matches objects and talks about sorting.
PSRN[A3]: Counts reliably up to five everyday objects.	PSRN[B3]: Finds one more or one less from a group of up to five objects.	PSRN[C3]: Describes shapes in simple models, pictures and patterns.
PSRN[A4]: Says number names in order.	PSRN[B4]: Relates addition by combining two groups.	PSRN[C4]: Describes shapes in simple orders, pictures and patterns.
PSRN[A5]: Recognizes numerals 1 to 9.	PSRN[B5]: Relates subtraction to taking away.	PSRN[C5]: Uses everyday words to describe position.
PSRN[A6]: Counts reliably up to 10 everyday objects.	PSRN[B6]: In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.	PSRN[C6]: Uses language such as ‘circle’ or ‘bigger’ to describe the shape and size of solid and flat shapes.
PSRN[A7]: Orders numbers up to 10.	PSRN[B7]: Finds one more or one less than numbers from 1 to 10.	PSRN[C7]: Uses language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities.
PSRN[A8]: Uses developing mathematical ideas and methods to solve practical problems.	PSRN[B8]: Uses developing mathematical ideas and methods to solve practical problems.	PSRN[C8]: Uses developing mathematical ideas and methods to solve practical problems.
PSRN[A9]: Recognizes, counts, orders, writes and uses numbers up to 20.	PSRN[B9]: Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.	PSRN[C9]: Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.

## **4- Knowledge and Understanding of the World (KUW)**

- KUW1: Shows curiosity and interest by exploring surroundings.
- KUW2: Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.
- KUW3: Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.
- KUW4: Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about the features s/he likes or dislikes.
- KUW5: Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change.
- KUW6: Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.
- KUW7: Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.
- KUW8: Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, adapting her/his work where necessary.
- KUW9: Communicates simple planning for investigations and constructions and makes simple records and evaluations of his/her work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.

## **5-Physical development (P)**

- P1: Moves spontaneously, showing some control and coordination.
- P2: Moves with confidence in a variety of ways, showing some awareness of space.
- P3: Usually shows appropriate control in large- and small- scale movements.
- P4: Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.
- P5: Demonstrates fine motor control and coordination.
- P6: Uses small and large equipment, showing a range of basic skills.
- P7: Handles tools, objects, construction and malleable materials safely and with basic control.
- P8: Recognizes the importance of keeping healthy and those things that contribute to this. Recognizes the changes that happen to her/his body when s/he is active.
- P9: Repeats, links and adapts simple movements, sometimes commenting on his/her work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.

## **6-Creative development (C)**

- C1: Explores different media and responds to a variety of sensory experiences. Engages in representational play.
- C2: Creates simple representations of events, people and objects and engages in music-making.
- C3: Tries to capture experiences, using a variety of different media.
- C4: Sing simple songs from memory.
- C5: Explores color, texture, shape, form and space in two or three dimensions.
- C6: Recognizes and explores how sounds can be changed. Recognizes repeated sounds and sounds patterns and matches movement to music.
- C7: Uses imagination in art and design, music, dance, imaginative and role play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.
- C8: Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making and a variety of songs and musical instruments.

- C9: Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role play and imaginative play.