Revised JUNE 2020

Test Administration Manual

Utah's ENTRY PREP

Pre-Kindergarten Entry and Exit Profile

Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

Passed accessibility 7/28/20

UTAH'S
PRE-KINDERGARTEN ENTRY AND EXIT PROFILE (PEEP)
Test Administration Manual

PEEP ENTRY

Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

Revised June 2020

UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
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TABLE OF CONTENTS

Chapter	*Page*
Utah State Board of Education	5
Table of Contents	7
Test Administration Instructions	**9**
Purpose	9
Structure and Setting	9
Testing Window	9
Testing Time	9
Preparation	9–10
Accommodations	10
Alternate Assessment	10
Detailed Instructions	10
Prior to Starting the Profile	10
When the Profile Is Complete	10
Entering Student Responses	11
Data Collection Due Dates	11
Parent Questionnaire at Entry	**12**
Opening Task Name and Age	**13**
Questions for the Profile	**15**
Question #1 Vocabulary	16–17
Question #2 Directionality	18
Question #3 Concept of Letter/Number	19
Question #4 Letter Recognition	20-21
Question #5 Writing Strokes	22
Question #6 Word Parts	24–25
Question #7 Letter Sounds	26–27
Question #8 Oral Language	28–29
Question #9 Shape Discrimination	30
Question #10 Rote Counting	31
Question #11 Numeral Recognition	32
Question #12 One-to-One Correspondence and Cardinality	34-35
Question #13 Patterning and Sorting	36-37
Question #14 Quantity Discrimination	38
Lifelong Learning Practices Observational Inventory	39–40

Appendices

Appendix A Accommodations 41–43
Appendix B Scoring Sheet 44–47
Appendix C Parent Questionnaire at Entry 49

TEST ADMINISTRATION INSTRUCTIONS

PURPOSE

Utah's Pre-kindergarten Entry and Exit Profile (PEEP) is intended to inform various stakeholders, such as parents, teachers, and leadership, on the academic and lifelong learning practices essential for entering and exiting pre-kindergarten students. The information gained from the profile will be used to

- Provide insights into current levels of performance upon entry and exit of pre-kindergarten.
- Identify students who may need early intervention instruction and promote differentiated instruction for all students.
- Analyze the effectiveness of programs.
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
- Understand the influence and impact of pre-kindergarten in both the short- and long-term.

STRUCTURE AND SETTING

Utah's Pre-kindergarten Entry and Exit Profile is designed to be administered in individual testing sessions (an assessor with a single student). A trained assessor is expected to administer the profile.

TESTING WINDOW

The testing window for the entry component will begin four weeks before the first day of school for the district or private provider and will continue through the first four weeks of school. This provides an eight-week testing window. If students enroll after the testing window has closed, that child is not expected to be tested, nor should data be entered into the system.

TESTING TIME

The profile is comprised of 14 questions with 7 observational items. The profile is untimed, but is expected to take less than 20 minutes to administer.

PREPARATION

Assessment administrators should assure that the following steps are completed prior to testing sessions.

1. Read and understand all the information in this *PEEP Test Administration Manual*.
2. Work with school administrators and parents of students to establish a testing schedule.

3. Obtain and setup the needed testing materials including the following:
   - 1 copy of this Test Administration Manual
   - 1 copy of the Student Materials Booklet
   - 1 copy of the Scoring Sheet per student (paper or online via the Data Gateway)
   - 1 blank sheet of paper
   - 1 pencil for student use
   - Set of 5 basic counting manipulatives (whatever type is typically used in class)
   - Set of 12 identical manipulatives that includes 4 red, 4 yellow, and 4 blue manipulatives that do not vary in shape or size. Manipulatives are limited to cubes, circle counters/chips, or math tiles.

ACCOMMODATIONS

Allowable accommodations for students with disabilities or students with a 504 plan have been outlined in anticipation of common student needs (see Appendix A). Examples of accommodations include the use of assistive technology, setting/scheduling modifications, or any other accommodation that will allow the teacher to more accurately measure a student's current level of academic skills and lifelong learning practices.

ALTERNATE ASSESSMENT

For students with a significant cognitive disability, the student's IEP team should consider whether the student can successfully access the PEEP. If the IEP team decides the student cannot successfully access the PEEP, Utah's alternate PEEP assessment should be used. The alternate assessment materials can be found at https://schools.utah.gov/assessment/assessments. Click the *Pre-Kindergarten* tab.

DETAILED INSTRUCTIONS

This section outlines the test administration procedures for each question. Question information includes standard alignment, instructions, scoring, materials, and a sample record of response. Text in **BOLD** represents the profile script and should be read to students exactly as printed. Text in *ITALICS* represents actions the teacher should take.

As needed, teachers may offer encouragement, but in doing so, they should not provide any support or information that would cause a student to modify a response.

PRIOR TO STARTING THE PROFILE

Greet the student and/or parents and invite only the student to the testing table. Offer introductions or encouragement to help the student settle into the testing environment. When the student is ready, begin with the opening task.

WHEN THE PROFILE IS COMPLETE

Thank the student for participating in the session. Assure the student that the pre-kindergarten experience will be fun and full of learning.

ENTERING STUDENT RESPONSES

When testing is completed or administration is ready to begin, student responses for the literacy, numeracy, and lifelong learning portions should be entered into the Data Gateway at https://datagateway.schools.utah.gov/.

DATA COLLECTION DUE DATES

All student data collected should be entered by September 30th for the entry profile.

PARENT QUESTIONNAIRE AT ENTRY

Before inviting the child in to administer the PEEP entry, please take a moment to introduce yourself to the child's parent or guardian and ask the following question(s). The goal of these questions is to better understand the student's early learning experiences. The information will be entered into the Data Gateway, so either record electronically as you ask the questions or use the template in Appendix C on page 49 to record and enter the information when you enter the student's scores. If the parent refuses to answer the questions, mark "Parent Refusal" in the Data Gateway and leave the questions blank.

Question 1 Did your child participate in preschool when they were three years old?

- ☐ Yes
- ☐ No—if no, stop here.

Question 2 What was the name of the preschool? Enter the name of the preschool

Question 3 How long did they attend? (Select one)

- ☐ 12 months
- ☐ 9 months (school year)
- ☐ less than 9 months

Question 4 How many times per week did they attend? (Select one)

- ☐ 4–5 days a week
- ☐ 2–3 days a week
- ☐ Fewer than 2 days a week

Question 5 How many hours per session did they attend? (Select one)

- ☐ Full day (more than 4 hours)
- ☐ Half day (2–4 hours)

Opening Task Name and Age

Content Area:	**Lifelong Learning Practices**
Standard Alignment:	***LLP 3 yr.4.1:*** **Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).**

INSTRUCTIONS (Read aloud script in **bold**)

"My name is _____. What is your name?" *Pause for response. "***How old are you?"** *Pause for response.*

SCORING

Not scored.

QUESTIONS
FOR THE PROFILE

Question #1: **VOCABULARY**

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.1.2:*** **Begin to understand and use nouns, verbs, prepositions, and pronouns.** ***ELA 3 yr.1.3:*** **Begin to ask and answer simple questions (for example, who, what, where).**

INSTRUCTIONS (Read aloud script in **bold**)

Display the Student Materials sheet for question #1.

"**Look at this picture of a teacher and some children in a classroom. The children are doing many different activities**."

Teacher gives the following prompts:

- ***Prompt 1*** **"Point to the child with the blocks."** *Pause for response up to 5 seconds.*
- ***Prompt 2*** **"Point to the cookies in the oven."** *Pause for response up to 5 seconds.*
- ***Prompt 3*** **"Point to a book on the shelf."** *Pause for response up to 5 seconds.*
- ***Prompt 4*** **"Point to the ball under the table."** *Pause for response up to 5 seconds.*

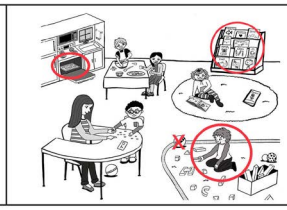
Mark on the Scoring Sheet how the student responded.

SCORING

- 1 pt. for pointing or gesturing to the correct object (4 pts. possible)
- 0 pts. for pointing or gesturing to the wrong object, or for not pointing or gesturing at all

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *Give the student a block , a cup, and a book. Allow the student to explore the objects. The teacher gives the following prompts:*
  - ***Prompt 1*** **"Put the block with the book."** *Pause for response.*
  - ***Prompt 2*** **"Put the block in the cup."** *Pause for response.*
  - ***Prompt 3*** **"Put the block on the book."** *Pause for response.*
  - ***Prompt 4*** **"Put the block under the table."** *Pause for response.*
- **Students who are orthopedically impaired** *will use their mode of identification (for example, eye gaze, assistive technology, etc.). Teacher will use "***show me***" instead of "***point to.***"*

MATERIALS	SAMPLE RECORD OF RESPONSE
	Question #1 Vocabulary  3 /4

Question #2: DIRECTIONALITY

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.2.4:*** **With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.**

INSTRUCTIONS (Read aloud script in **bold**)

- *Display the Student Materials sheet for question #2.* **"Look at this paper. It has a picture and words. Point to where I should start reading."** *Allow the student to point to the text.* **"Now, show me which way I should go."**
- **"Now, I'll read the sentence to you."** *Read the sentence to the student.*

Mark on the Scoring Sheet how the student responded.

Discontinue rule

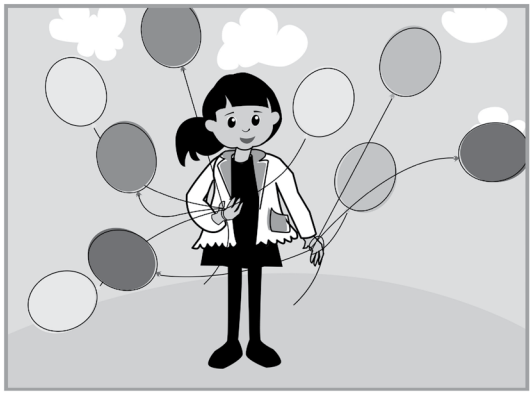
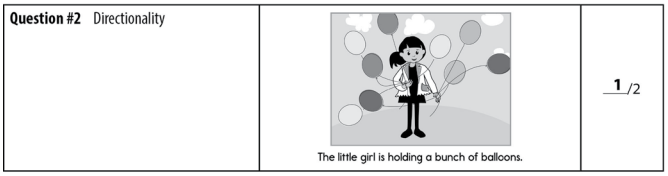
- *If the student pauses for 5 seconds, repeat the question. If the student is still unable to respond after 5 seconds, record a score of 0, and proceed to the next prompt,* **"Now, show me which way I should go."**

SCORING

- A. Where should I start reading? (1 pt. possible)
  - 1 pt. for correct response
- B. Which way should I go? (1 pt. possible)
  - 1 pt. for left to right

ACCOMMODATED INSTRUCTIONS

- **Students who are orthopedically impaired** *will use their mode of identification (for example, eye gaze, assistive technology, etc.). The teacher will say* **"show me"** *instead of "***point to."**

MATERIALS	SAMPLE RECORD OF RESPONSE
 The little girl is holding a bunch of balloons.	

Question #3: CONCEPT OF LETTER/NUMBER

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.2.3:*** **With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.**

INSTRUCTIONS (Read aloud script in **bold**)

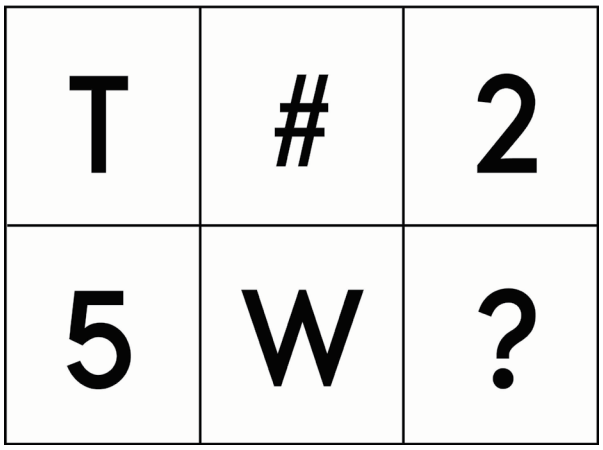
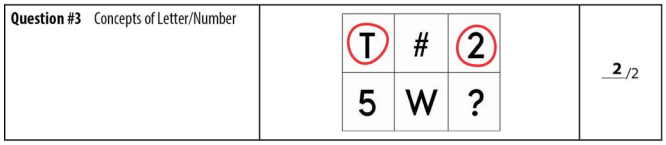
Display the Student Materials sheet for question #3. **"Point to a number."** *Pause for the student to point. Mark on the Scoring Sheet how the student responded.* **"Now point to a letter."** *Pause for the student to point. Mark on the Scoring Sheet how the student responded.*

SCORING

- A. Concept of number (1 pt. possible)
  - 1 pt. for pointing to a number
- B. Concept of letter (1 pt. possible)
  - 1 pt. for pointing to a letter

ACCOMMODATED INSTRUCTIONS

- **Students who are orthopedically impaired** *will use their mode of identification (for example, eye gaze, assistive technology, etc.). The materials should be copied and cut to allow for greater division between answer selections.*

MATERIALS	SAMPLE RECORD OF RESPONSE
	

Question #4: LETTER RECOGNITION

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.2.14:*** **With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.**

INSTRUCTIONS (Read aloud script in **bold**)

*Display the Student Materials sheet for question #4. Use a blank piece of paper to cover all letters below the first row. "***I will point to each set of letters, and you will tell me the name of those letters***." Pause for up to 3 seconds on each letter pair to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter pair. If the student says the letter sound, prompt as necessary, "***Just say the letter name***." Once the student has attempted all letter names in the first row, move the blank paper below the next row and repeat for all remaining rows.*

Mark incorrect and skipped responses with a slash through the letter pair to indicate no score, and leave the correct responses unmarked. Record the number of correct letter names on the Scoring Sheet.

Discontinue rule

- *If the student misses all letter names in the first row, move the blank paper below the next row slide your finger under the whole row while saying, "***Look at all the sets of letters on this row. Point to and tell me the letter names you know.***" Pause for up to 5 seconds on each row. If a student doesn't say any letter names correctly, move the blank paper below the next row and repeat for all remaining rows.*

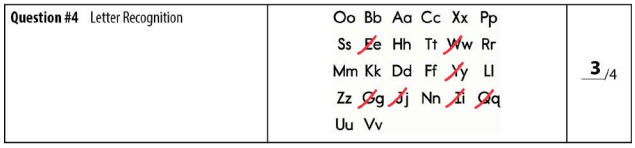
SCORING

- Letters named correctly (4 pts. possible)
  - 4 pts. = 20–26
  - 3 pts. = 7–19
  - 2 pts. = 3–6
  - 1 pt. = 1–2
  - 0 pts. = 0

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *will use the brailled material sheet containing only lowercase letters. Restate the question as* **"Here are some lowercase letters. Tell me the names of the letters you know. If you don't know a letter, skip it, and go to the next letter."**
- **Students who are orthopedically impaired** *and are unable to point will not have a discontinue rule; the teacher will continue to point to all the letters.*

- **Students who are nonverbal** *Display the accommodated materials sheet for question #4. Use a blank piece of paper to cover all letters below the first row. "***Point to the letter when I say the name.***" The teacher will use the letter order in the materials box on the next page . Pause for up to 3 seconds on each letter pair to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter pair. Once the student has attempted all letter names in the first row, move the blank paper below the next row and repeat for all remaining rows.*

MATERIALS	SAMPLE RECORD OF RESPONSE
A blank piece of paper and Oo Bb Aa Cc Xx Pp Ss Ee Hh Tt Ww Rr Mm Kk Dd Ff Yy Ll Zz Gg Jj Nn Ii Qq Uu Vv	

Question #5: **WRITING STROKES**

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.3.1:* With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).**

INSTRUCTIONS (Read aloud script in **bold**)

*Give the student the Student Materials sheet for Question #5 and a pencil. (The Student Material sheet may be copied on paper for students to mark or placed in a sheet protector to mark with a marker.) Point to the box with the line or shape. Do not trace the line or shape. "***Please draw this line (shape)** (point to the empty box)* **here.***" Repeat this direction for each line or shape.*

Mark on the Scoring Sheet how the student responded.

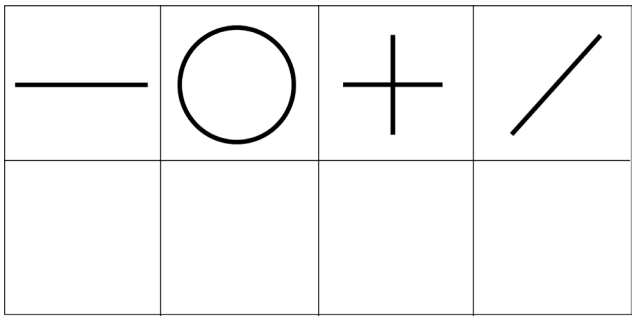
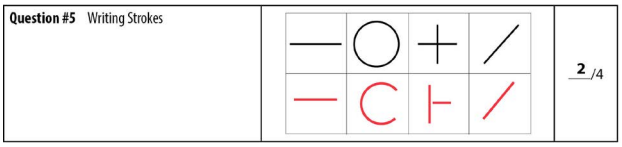
SCORING

- 1 pt. for each recognizable or correct line or shape (4 pts. possible)

  To be correct, the student must demonstrate the properties of the shape (for example, a circle must be closed; the vertical-horizontal cross must be two intersecting lines).

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *may need to use a brailler or slate and stylus. Some students may not be using a brailler or slate and stylus at this point, and therefore this question may not be applicable.*
- **Students who are orthopedically impaired** *will be allowed to use the writing utensil they use daily. Students with significant fine motor disabilities may not yet be using assistive technology to demonstrate this skill, and therefore this question may not be applicable.*
- *Students can use any writing utensil necessary (for example, a marker, a pencil with a pencil grip, a crayon, etc.).*

MATERIALS	SAMPLE RECORD OF RESPONSE
	

Continue to the next page. →

Question #6: **WORD PARTS**

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.2.10:*** **With prompting and support, explore syllables in simple words (for example, clap children(s) names).**

INSTRUCTIONS (Read aloud script in **bold**)

- **"Doghouse is made up of two words. The first word is 'dog.' The last word is 'house.' Listen again, 'doghouse.' What is the first word?"** *Pause for the student's response. If correct, say,* **"That's correct."** *If incorrect or no response is given, say,* **"The first word is 'dog.' Say it with me, 'dog.'"**
- **"Now, tell me the first word you hear in 'baseball.'"** *Pause for the student's response. If correct, say,* **"That's correct."** *If incorrect or no response is given, say,* **"The first word is 'base.' Say it with me, 'base.'"**
- **"Now, tell me the first word you hear in 'sandbox.'"** *Pause for the student's response. If correct, say,* **"That's correct."** *If incorrect or no response is given, say,* **"The first word is 'sand.' Say it with me, 'sand.'"**
- *"***Now, tell me the first word you hear in these words.***" Pause and say each word at a normal speaking rate without emphasizing syllables.*
  - *"***sunflower***" Pause for the student's response.*
  - *"***cupcake***" Pause for the student's response.*
  - *"***doorbell***" Pause for the student's response.*
  - *"***catfish***" Pause for the student's response.*
  - *"***shoebox***" Pause for the student's response.*

If the student is unable to produce the initial word in the first compound word, repeat the instructions. If the student is still unable to produce the initial word, proceed to the next compound word. Mark incorrect and skipped responses with a slash through the first part to indicate no score, and leave the correct responses unmarked. Record the number of correct responses on the Scoring Sheet.

Discontinue rule

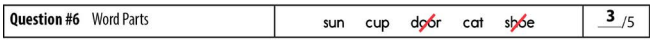
- *If the student misses three consecutive initial words during the independent portion, record a score of zero, and proceed to the next question.*

SCORING

- 1 pt. for each correct response (5 pts. possible)
  - 1 pt. sun
  - 1 pt. cup
  - 1 pt. door
  - 1 pt. cat
  - 1 pt. shoe

ACCOMMODATED INSTRUCTIONS

- **Students who are nonverbal** *will be able to use any communication device they currently are using daily to communicate. Display the accommodated materials sheet for question #6A.*
  - **Doghouse is made up of two words. The first word is 'dog.' The last word is 'house.' Listen again, 'doghouse.' Point to the picture for the first word."** *Pause for the student's response. If correct, say,* **"That's correct."** *If incorrect or no response is given, say,* **"The first word is 'dog'"** *and point to the correct picture. Say,* **"Point to the correct picture."**
  - **"Now you point to the picture for the first word you hear in 'bluebird.'"** *Pause for the student's response. If correct, say, "*That's correct.*" If incorrect or no response is given, say,* **"The first word is 'blue'"** *and point to the correct picture. Say,* **"Point to the correct picture."**
  - **"Now point to the picture for the first word you hear in 'toothbrush.'"** *Pause for the student's response. If correct, say,* **"That's correct."** *If incorrect or no response is given, say,* **"The first word is 'tooth'"** *and point to the correct picture. Say,* **"Point to the correct picture."**
  - *Display the accommodated materials sheet for question #6B.* **"Now point to the picture for the first word you hear in these words."** *Pause and say each word at a normal speaking rate without emphasizing syllables.*
    - **"sunflower"** *Pause for the student's response.*
    - **"cupcake"** *Pause for the student's response.*
    - **"doorbell"** *Pause for the student's response.*
    - **"catfish"** *Pause for the student's response.*
    - **"shoebox"** *Pause for the student's response.*
- *Question #6 may not be applicable for* **students who are deaf or hard of hearing**. *If not applicable, have them skip this question.*

MATERIALS	SAMPLE RECORD OF RESPONSE
NONE	

Question #7: **LETTER SOUNDS**

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.2.14:*** **With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.**

INSTRUCTIONS (Read aloud script in **bold**)

- *Display the Student Materials sheet for question #7A. Point to the letter pair Mm.* **"These letters make the sound /m/. What sound do they make?"** *Pause for the student's response. If the student responds correctly, say,* **"That's correct."** *If the student does not respond correctly, say,* **"These letters make the sound /m/."**
- *Display the Student Materials sheet for question #7B. Use a blank piece of paper to cover all letters below the first row.* **"I will point to each letter pair, and you will tell me the sound those letters make."** *Pause for up to 3 seconds on each letter pair to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter pair. If the student says the letter name, prompt as necessary,* **"Just say the letter sound."** *Once the student has attempted all letter sounds in the first row, move the blank paper below the next row and repeat for all remaining rows.*
  - *If the student gives a long vowel sound, ask if he/she knows the other sound. Accept only short vowel sounds as correct.*
  - *If the student gives the soft sound for the letters g and/or c, ask if he/she knows the other sound. Accept only the hard sounds as correct.*
  - *If the student self-corrects, count the letter sound as correct.*
- *Mark incorrect and skipped responses with a slash through the letter pair to indicate no score, and leave the correct responses unmarked. Record the number of correct letter sounds on the Scoring Sheet.*

Discontinue rule

- *If the student misses all letter sounds in the first row, move the blank paper below the next row. Slide your finger along the whole row while saying,* **"Look at all the letter pairs on this row. Point to and tell me the letter sounds you know."** *Pause for up to 5 seconds on each row. If a student doesn't say any letter sounds correctly, move the blank paper below the next row and repeat for all remaining rows.*

SCORING

- Letters named correctly (4 pts possible):
  - 4 pts. = 14–26
  - 3 pts. = 5–13
  - 2 pts. = 2–4
  - 1 pts. = 1
  - 0 pts. = 0

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired:** *Display the brailled example sheet for question #7A. Have the student read the lowercase letter m.* **"This letter makes the sound /m/. What sound does it make?"** *Pause for the student's response. If student responds correctly, say,* **"That's correct."** *If the student does not respond correctly, say,* **"This letter makes the sound /m/."** *Display the brailled material sheet containing only lowercase letters. Restate the question as:* **"Here are some lowercase letters. Tell me the letter sounds you know. If you don't know a letter sound, skip it, and go to the next letter."**

- **Students who are nonverbal:** *Display the example sheet for question #7B. Point to the letter pair Mm.* **"These letters make the sound /m/. Now we are going to look at more letters."** *Display the accommodated material sheet for question #7. Use a blank piece of paper to cover all letters below the first row.* **"I will say a letter sound. When I say the letter sound you will point to the letter pair that makes that sound."** *The teacher will use the letter order in the materials box below. Pause for up to 3 seconds on each letter pair to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter pair. Once the student has attempted all letter sounds in the first row, move the blank paper below the next row and repeat for all remaining rows.*

- *Question #7 may not be applicable for* **students who are deaf or hard of hearing**. *If not applicable, have them skip this question.*

MATERIALS	SAMPLE RECORD OF RESPONSE
A piece of blank paper and Mm Ss Aa Cc Bb Tt Pp Kk Oo Jj Zz Ff Dd Mm Vv Ee Gg Ll Hh Nn Rr Qq Ii Ww Xx Uu Yy	Question #7 Letter Sounds Ss Aa Cc Bb Tt Pp Kk Oo Jj Zz Ff Dd Mm Vv Ee Gg Ll Hh Nn Rr Qq Ii Ww Xx Uu Yy 4 /4

Question #8: **ORAL LANGUAGE**

Content Area:	**English Language Arts**
Standard Alignment:	***ELA 3 yr.1.3:*** **Begin to ask and answer simple questions (for example, who, what, where).** ***ELA 3 yr.1.4:*** **With prompting and support, describe attributes of familiar people, places, things, and events.** ***ELA 3 yr.1.8:*** **With prompting and support, engage in conversations with peers and adults.**

INSTRUCTIONS (Read aloud script in **bold**)

Prompt the student with the following statements. If the student answers with 5 or more words in one complete sentence that is on topic, disregard the additional prompts, score the student response, and move on to Question #9.

- ***Prompt 1*** **"Tell me about your favorite toy."** *Pause for the student's response. Ask a follow-up question if the child does not respond with 5 or more words in one complete, on-topic sentence* **"What else can you tell me about _____?"**

  If the student answers with 5 or more words in one complete sentence that is on topic, score the student response and move on to Question #9.

- ***Prompt 2*** **"Tell me who you like to play with."** *Pause for the student's response. Ask follow-up question if child does not respond with 5 or more words in one complete, on-topic sentence* **"Tell me why you like to play with _____."**

  If the student answers with 5 or more words in one complete sentence that is on topic, score the student response and move on to Question #9.

- ***Prompt 3*** **"Tell me about your favorite place to go."** *Pause for the student's response. Ask follow-up question if child does not respond with 5 or more words in one complete, on-topic sentence* **"Tell me more about why you like to go to _____."**

Mark on the Scoring Sheet how the student responded.

SCORING

- A. Oral Language Responses (Score is based on the student's production of an oral response, not the content of their response)

Score is based on the student's response with the most words. (5 pts. possible)

- 5 pts. 5 or more words in one complete sentence
- 4 pts. 4 words in one complete sentence
- 3 pts. 3 words in one complete sentence
- 2 pts. 2 word response or an incomplete sentence
- 1 pts. 1 word responses
- 0 pts. There is no student response.

- B. Content of Oral Language Responses (1 pt. possible)
  - 1 pt. for a response that is on topic

ACCOMMODATED INSTRUCTIONS

- **Students who are nonverbal** *will be able to use any communication device they currently are using daily to communicate.*

MATERIALS	SAMPLE RECORD OF RESPONSE
NONE	

Question #9: SHAPE DISCRIMINATION

Content Area:	**Mathematics**
Standard Alignment:	***Math 3 yr.4.1:*** **Match, point to, and begin to identify basic shapes by name.**

INSTRUCTIONS (Read aloud script in **bold**)

*Display the Student Materials sheet for question #9. "***Here are some shapes. Point to a square on the page."** Pause for the student's response.* **"Point to a circle."** *Pause for the student's response.* **"Point to a triangle."** *Pause for the student's response. Record the student's response on the Scoring Sheet.*

Discontinue rule

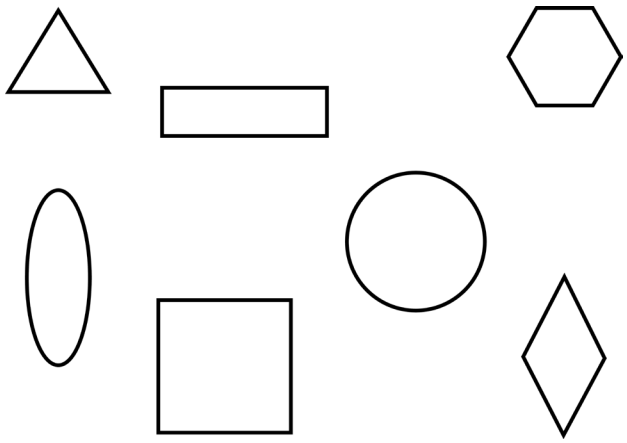
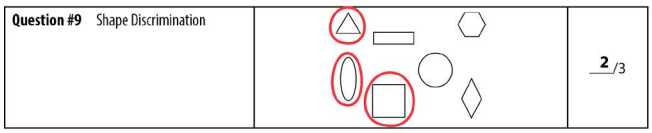
- *If the student pauses for 5 seconds, repeat the instructions. If the student is still unable to respond after 5 seconds, record a score of 0, and proceed to the next shape.*

SCORING

- 1 pt. for each correctly identified shape (3 pts. possible)

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *will use the brailled material sheet or tactile manipulative shapes.*
- **Students who are orthopedically impaired** *will use their mode of identification (for example, eye gaze, assistive technology, etc.). The materials may need to be cut out to allow for greater division between answer selections.*

MATERIALS	SAMPLE RECORD OF RESPONSE
	

Question #10: ROTE COUNTING

Content Area: **Mathematics**

Standard Alignment: ***Math 3 yr.1.1:* Count to ten by ones.**

INSTRUCTIONS (Read aloud script in **bold**)

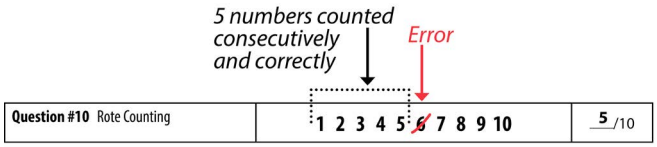
"Please count." *If the student doesn't start at 1 or count aloud, then prompt once,* **"Please start at one, and count out loud."** *Listen to the student count as high as possible up to 10. Record the last number the student said correctly, before an error, up to 10.*

SCORING

- The number of points awarded is the highest number reached by correctly counting from 1 to 10. The score should not exceed 10 points, even if the student counted correctly to a number greater than 10. (10 pts. possible)

ACCOMMODATED INSTRUCTIONS

- **Students who are nonverbal** *will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (for example, PECS, a communication board, sign language, etc.).*

MATERIALS	SAMPLE RECORD OF RESPONSE
NONE	

Question #11: NUMERAL RECOGNITION

Content Area:	**Mathematics**
Standard Alignment:	***Math 3 yr.1.3:*** **Begin to recognize the difference between letters and numbers.**

INSTRUCTIONS (Read aloud script in **bold**)

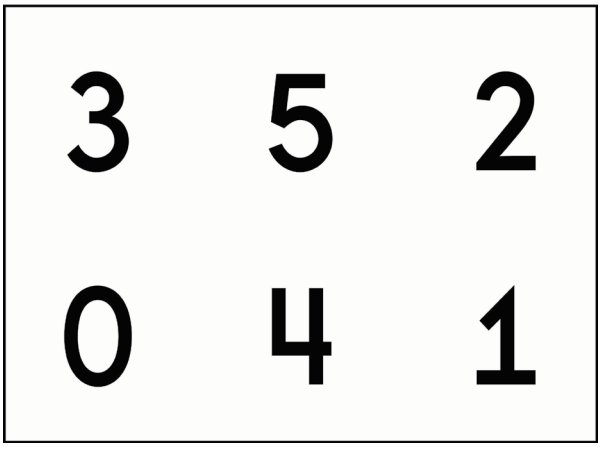
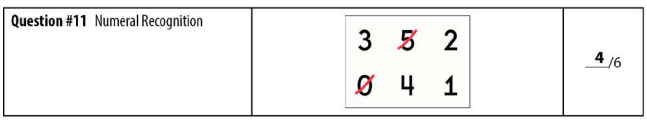
- *Display the Student Materials sheet for question #11.* **"I will point to each number, and you tell me the name of the number."** *Begin with the number 3 and proceed left to right and top to bottom. Pause for up to 3 seconds on each number to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next number.*
- *Mark incorrect and skipped responses with a slash through the number to indicate no score, and leave the correct responses unmarked. Record the number of correctly named numbers on the Scoring Sheet.*

SCORING

- 1 pt. for each correctly identified numeral (6 pts. possible)

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *The teacher will give them the brailled number sheet, and the directive from the teacher will be* **"Here are some numbers, tell me the numbers you know. If you don't know a number, skip it, and go to the next number."**
- **Students who are nonverbal** *will be able to use any communication device they currently are using daily to communicate. They will use the same material sheet as other students, and the directive from the teacher will be* **"Show me the number when I say the name."** *The teacher will need to randomize the numbers spoken.*

MATERIALS	SAMPLE RECORD OF RESPONSE
	

Continue to the next page. →

Question #12: ONE-TO-ONE CORRESPONDENCE AND CARDINALITY

Content Area: **Mathematics**

Standard Alignment: ***3 yr.1.6:*** **Begin to point to and count five objects.**

3 yr.1.7: **Begin to respond to the question "how many?".**

INSTRUCTIONS (Read aloud script in **bold**)

- *Obtain a set of counters (manipulatives) typically used in your classroom. Display 3 counters in a horizontal line formation.* **"Use your finger to point to and count these objects."** *If the student does not count out loud, then say,* **"Please start again and count out loud."** *Listen as the student counts.* **"How many did you count?"** *Pause for the response.*
- *Repeat the process with 5 counters.*

Mark on the Scoring Sheet how the student responded.

SCORING

- Counting and one-to-one correspondence (4 pts. possible)
  - 3 objects — 2 pts. if the student counts the objects correctly using 1-to-1 correspondence
    1 pt. if the student counts using 1-to-1 correspondence but with errors in counting
    0 pts. if the student is unable to count the objects using 1-to-1 correspondence even if rote counting is correct
  - 5 objects — 2 pts. if the student counts the objects correctly using 1-to-1 correspondence
    1 pt. if the student counts using 1-to-1 correspondence but with errors in counting
    0 pts. if the student is unable to count the objects using 1-to-1 correspondence even if rote counting is correct
- Cardinality (How Many?) (2 pts. possible)
  - 3 objects — 1 pt. if student tells how many objects they counted without recounting
  - 5 objects — 1 pt. if student tells how many objects they counted without recounting

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *will need tactile manipulatives.*
- **Students who are orthopedically impaired** *The teacher will say,* **"Count these objects as I point to them."** *Listen as the student counts.* **"Now, tell me how many there are."** *Pause for the response.*
- **Students who are nonverbal** *will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (for example, PECS, communication board, sign language, etc.).*

MATERIALS	SAMPLE RECORD OF RESPONSE
Counters or manipulatives	

Question #12 Counting and One-to-One Correspondence	3 2/2	5 1/2	3/4
Cardinality	3 1/1	5 1/1	2/2

Question #13: PATTERNING AND SORTING

Content Area:	**Mathematics**
Standard Alignment:	***Math 3 yr.2.5:*** **Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, abababab).**
	Math 3 yr.3.3: **Sort objects into given categories including color, size, shape, etc.**

INSTRUCTIONS (Read aloud script in **bold**)

- *Begin with a set of 12 identical manipulatives that includes 4 red, 4 yellow, and 4 blue manipulatives that do not vary in shape or size. Manipulatives are limited to cubes, circle counters/chips, or math tiles.*
- *Hold the blue and yellow manipulatives, place the remaining manipulatives to the side and say,* **"I have these _____ (blocks, chips, cubes, etc.), please sort these _____ by color."** *Place the blue and yellow manipulatives on the table in front of the student. Pause for the student's response. Record on the Scoring Sheet. If the student does not respond, repeat the instructions. If the student still does not respond, record a score of zero.*
- *Clear the manipulatives and move to the next task.*
- *Gather the red and yellow manipulatives, place the remaining manipulatives to the side. Create a horizontal pattern of red, yellow, red, yellow with four manipulatives and say,* **"I made a pattern. Say it with me,"** *point to the pattern and say,* **"red, yellow, red, yellow. Now, you copy this pattern** *(point to the pattern)* **here."** *Point to the space below the teacher's pattern, then hand the student 2 red and 2 yellow manipulatives. Pause for the student's response. Record on the Scoring Sheet. If the student does not respond, repeat the instructions. If the student still does not respond, record a score of zero.*
- *Clear the manipulatives and move to the next task.*
- *Gather the red and blue manipulatives, place the remaining manipulatives to the side and say,* **"Now I'm going to make a new pattern."** *Create a horizontal pattern of blue, red, blue, red with four manipulatives.* **"Say it with me,"** *point to the pattern and say,* **"blue, red, blue, red. Now put the color that comes next here."** *Point to the space at the end of the pattern, then hand the student 2 red and 2 blue manipulatives. Wait for the student to place the manipulative then say,* **"Show me what comes after that."** *Point to the space at the end of the pattern. Repeat until all of the manipulatives have been used. Record on the Scoring Sheet. If the student does not respond, repeat the instructions. If the student still does not respond, record a score of zero.*

SCORING

(3 pts. possible)

- 1 pt. for correctly sorting by color
- 1 pt. for correctly duplicating the pattern
- 1 pt. for correctly extending the pattern using all 4 manipulatives

ACCOMMODATED INSTRUCTIONS

- **Students who are blind or visually impaired** *The material will need to be 3 different tactile manipulatives (4 of each manipulative). The directive from the teacher will be:*
  - *Hold two different groups of manipulatives, place the remaining manipulatives to the side and say,* **"I have these _____ (blocks, chips, cubes, etc.). Please sort them by _____ (the teacher will state what characteristic makes them different)."** *Place the manipulatives on the table in front of the student. Pause for the student's response. Record on the Scoring Sheet. If the student does not respond, repeat the instructions. If the student still does not respond, record a score of zero.*
  - *Clear the manipulatives and move to the next task.*
  - *Gather two different groups of manipulatives, place the remaining manipulatives to the side. Create a horizontal a/b/a/b pattern with four manipulatives and say,* **"I made a pattern. Touch them with me and we will name the pattern."** *Touch the pattern with the student and say the name of the pattern.* **"Now, you make the same pattern."** *Hand the student 2 more of each manipulative. Pause for the student's response. Record on the Scoring Sheet. If the student does not respond, repeat the instructions. If the student still does not respond, record a score of zero. Clear the manipulatives and move to the next task.*
  - *Gather 2 manipulative groups, different from the previous patterning task, place the remaining manipulatives to the side and say,* **"Now I'm going to make a new pattern."** *Create a horizontal a/b/a/b with four manipulatives.* **"Touch them with me, and we will name the pattern.** *Touch the pattern with the student and say the name of the pattern.* **"Now put the _____** *(manipulative)* **that comes next."** *Hand the student 2 of each manipulative. Wait for the student to place the manipulative then say,* **"What comes after that?"** *Repeat until all of the manipulatives have been used. Record on the Scoring Sheet. If the student does not respond, repeat the instructions. If the student still does not respond, record a score of zero.*
- **Students who are orthopedically impaired** *The teacher will follow the general instructions. When the student is asked to sort, the teacher will say,* **"You tell me how to sort these _____ by color."** *When the student is asked to copy the pattern, the teacher will say* **"You tell me how to make the pattern."** *When the student is asked to extend the pattern, the teacher will say,* **"Tell me what color comes next."** *The teacher will place that color and say,* **"What color comes after that?"** *Repeat until all of the manipulatives have been used.*
- **Students who are nonverbal** *are not required to say the pattern with the teacher.*

MATERIALS	SAMPLE RECORD OF RESPONSE
4 red manipulatives 4 yellow manipulatives 4 blue manipulatives	**Question #13** Patterning and Sorting | 1 /1 sorting | 1 /1 duplicating | ___ /1 extending | 2 /3

Question #14: QUANTITY DISCRIMINATION

Content Area:	**Mathematics**
Standard Alignment:	***Math 3 yr.3.4:*** **With prompting and support, compare the number of objects in each category to identify which groups are more, less, or the same.**

INSTRUCTIONS (Read aloud script in **bold)**

- *Display the Student Materials sheet for question #14. Use a blank piece of paper to cover all rows below the first row. Point to the first row. "***Tell me which one has more dots, this one,"** *point to the first button, "***or this one?"** *Point to the second button. Record the student's response on the Scoring Sheet. Move the blank paper below the next row and repeat for all remaining rows.*

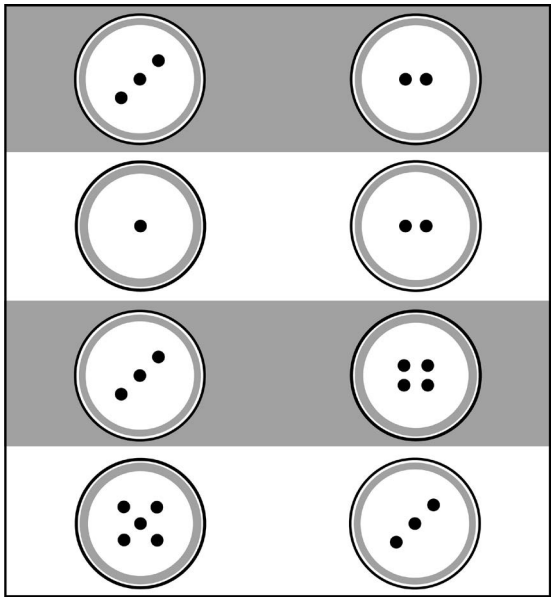
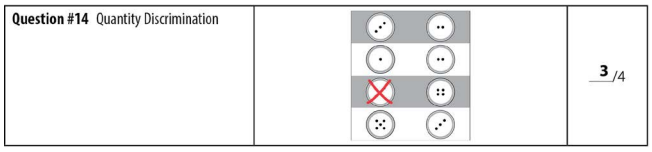
SCORING

- 1 pt. for each correctly identified group (4 pts. possible)

  To be correct, the student must identify by pointing or stating which one has more.

ACCOMMODATED INSTRUCTIONS

- **Students who are orthopedically impaired** *will use their mode of identification (for example, eye gaze, assistive technology, etc.). The selection field will need to be on separate cards to allow for greater division between answer selections.*

MATERIALS	SAMPLE RECORD OF RESPONSE
A blank piece of paper and 	

Lifelong Learning Practices
Observational Inventory

Content Area:	**Lifelong Learning Practices and Health Education**
Standard Alignment:	***HE 3 yr.3.3:*** **With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.**

INSTRUCTIONS

After testing the student, complete the lifelong learning practices observational inventory based on the behaviors exhibited by the student during administration of the profile.

SCORING

(Up to 3 pts. possible per item)

Lifelong Learning Practices Question	Notes
Question #15 Opportunities to Respond	☐ confident ☐ reluctant ☐ refuses to respond ☐ no response
Question #16 Sustained Effort	☐ persists ☐ persists with prompting ☐ gives up easily ☐ makes no attempt
Question #17 Attention and Focus	☐ attentive throughout ☐ attentive most times (2-4 redirects) ☐ attentive sometimes (5 or more redirects) ☐ minimal or no attention exhibited
Question #18 Listens and Follows Directions	☐ always ☐ generally ☐ rarely ☐ not at all
Question #19 Quality of Response	☐ takes time to give thoughtful responses ☐ most responses related to task ☐ some/few responses related to task ☐ responses are unrelated to the task/no response

(Continued)

Lifelong Learning Practices Question	Notes
Question #20 Self-Confidence	☐ confident in responses ☐ comfortable, with some hesitation in responding ☐ anxious some of the time ☐ anxious most of the time
Question #21 Task Switching	☐ switches tasks easily ☐ sometimes needs prompting to switch tasks ☐ generally needs prompting to switch tasks ☐ refuses to switch tasks

APPENDIX A **ACCOMMODATIONS**

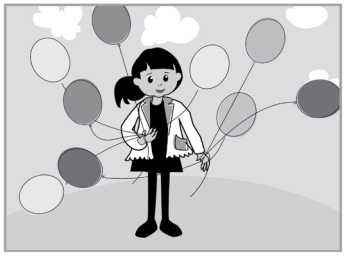
Accommodations for the Pre-kindergarten Entry and Exit Profile		
These are the allowable accommodations for students with disabilities.		
ACCESSIBILITY FEATURE/RESOURCE		DESCRIPTION
Alternate location	✔	In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around. A student assessed in an alternate location needs a proctor supervising the assessment at all times.
Assistive communication devices	✔	For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include items such as Intellikeys, sip-and-puff devices, single-switch devices, eye tracking devices, and touch screens.
Audio amplification	✔	Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.
Braille (tactile graphics for students who are blind)	✔	Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind or visually impaired read braille fluently or choose braille as their primary mode of reading. Even if they use braille as their primary mode of reading, students should also build skills in using electronic formats, such as audio recordings and synthesized speech.

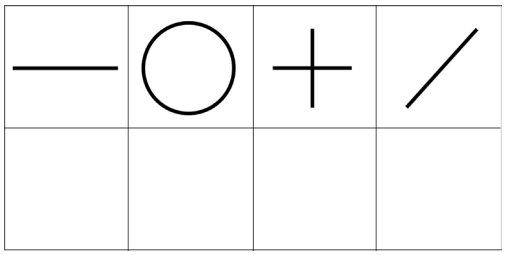
Accommodations for the Pre-kindergarten Entry and Exit Profile		
These are the allowable accommodations for students with disabilities.		
Breaks	✔	Breaks may be given if needed. The administrator of the assessment must monitor the length and timing of breaks so that students do not have opportunity to seek answers to items on the assessment.
Change order of activities	✔	Assessments and activities that require focused attention should be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase attention, activities or some tests can be administered over multiple days (for example, completing a portion each day).
Color adjustments	N/A	
Descriptive audio	N/A	
Directions—oral translation	✔	Oral translation of directions involves immediate rendering of directions into a student's native language. Clarification of directions is not allowed on any assessment. **("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)**
Directions—reread	✔	To accurately understand the task a student is being asked to engage in, some students need to have directions reread. Clarification of directions is not allowed on any assessment. **("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)**
Directions—signed	✔	Directions may be signed by a certified interpreter. Clarification of directions is not allowed for any student. **("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item's stem, directions for answering a specific question, etc.)**
Environment change	✔	Environmental changes may be necessary for some students. Some students benefit from the use of adaptive or special furniture, such as devices for sitting upright during instruction or assessment. Use of a slant board or wedge to minimize eye strain and provide a better work surface may be needed by some students. Special lighting may also be beneficial to some students.
Extended time	N/A	
Graphic organizer	N/A	

Accommodations for the Pre-kindergarten Entry and Exit Profile		
These are the allowable accommodations for students with disabilities.		
Highlight	✔	Allowed highlighting, providing visual cues, and using markers, arrows, and stickers, may draw attention to key words or content in instruction. **These resources may or may not be applicable or available for assessments.**
Human reader	N/A	
Large print paper	✔	**Need to request through the Utah State Board of Education.** Students with visual impairments or other print disabilities may need assistance viewing content. Access for students with visual needs is typically provided through enlarging content. Large print paper assessments may no longer be needed in computer-based testing if magnification of the entire screen and/or magnification of select areas is available. Larger monitors may also aid students in computer-based assessments. Large-print editions of instructional materials are required for some students with visual impairments or print disabilities. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print.
Magnification	✔	Access for students with visual impairments is typically provided through magnifying content.
Minimize distractions	✔	Some students need help reducing distractions and/or maintaining focus while they are accessing and interacting with information presented during instruction or assessment. A student may wear noise buffers, such as earphones, earplugs, or headphones, to reduce distractions and improve concentration. Study carrels may also be used.
Blank scratch paper and graph paper	N/A	
Scribe	No	Not Allowed
Sign language	✔	Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or assessment content. Access for these students is typically provided through American Sign Language (ASL).
Spell check	N/A	
Standard size paper	N/A	
Strikethrough	N/A	
Text-to-speech	N/A	

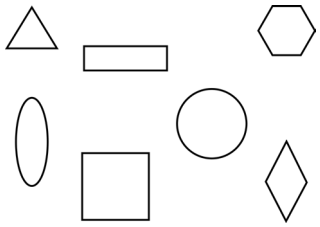
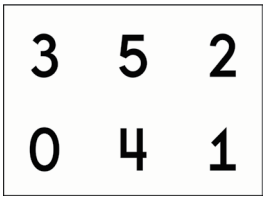
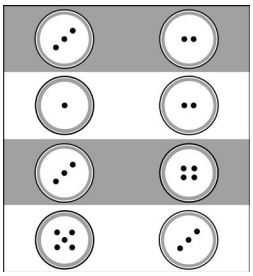
APPENDIX B: **SCORING SHEET**

Student Name:	*Assessor Name:*	*Date:*

Literacy Question	Student Response	Total Points
Question #1 Vocabulary		____/4
Question #2 Directionality	 The little girl is holding a bunch of balloons.	____/2
Question #3 Concepts of Letter/Number	T # 2 5 W ?	____/2
Question #4 Alphabet Knowledge: Letter Recognition	Oo Bb Aa Cc Xx Pp Ss Ee Hh Tt Ww Rr Mm Kk Dd Ff Yy Ll Zz Gg Jj Nn Ii Qq Uu Vv	____/4

Literacy Question		Student Response	Total Points
Question #5	Writing Strokes		____/4
Question #6	Word Parts	sun cup door cat shoe	____/5
Question #7	Letter Sounds	Ss Aa Cc Bb Tt Pp Kk Oo Jj Zz Ff Dd Mm Vv Ee Gg Ll Hh Nn Rr Qq Ii Ww Xx Uu Yy	____/4
Question #8	Oral Language Responses		____/5
	Oral Language Content		____/1
Total Literacy—Questions 1–8			____/**31**

(Continued on next page)

Numeracy Question	Student Response	Total Points
Question #9 Shape Discrimination		____/3
Question #10 Rote Counting	**1 2 3 4 5 6 7 8 9 10**	____/10
Question #11 Numeral Recognition		____/6
Question #12 Counting and One-to-One Correspondence	**3** ____/2 **5** ____/2	____/4
Cardinality	**3** ____/1 **5** ____/1	____/2
Question #13 Patterning and Sorting	____/1 sorting ____/1 duplicating ____/1 extending	____/3
Question #14 Quantity Discrimination		____/4
Total Numeracy—Questions 9–14		**____/32**

Lifelong Learning Practices Question	Notes	Total Points
Question #15 Opportunities to Respond	☐ confident ☐ reluctant ☐ refuses to respond ☐ no response	____/3
Question #16 Sustained Effort	☐ persists ☐ persists with prompting ☐ gives up easily ☐ makes no attempt	____/3
Question #17 Attention and Focus	☐ attentive throughout ☐ attentive most times (2-4 redirects) ☐ attentive sometimes (5 or more redirects) ☐ minimal or no attention exhibited	____/3
Question #18 Listens and Follows Directions	☐ always ☐ generally ☐ rarely ☐ not at all	____/3
Question #19 Quality of Response	☐ takes time to give thoughtful responses ☐ most responses related to task ☐ some/few responses related to task ☐ responses are unrelated to the task/no response	____/3
Question #20 Self-Confidence	☐ confident in responses ☐ comfortable, with some hesitation in responding ☐ anxious some of the time ☐ anxious most of the time	____/3
Question #21 Task Switching	☐ switches tasks easily ☐ sometimes needs prompting to switch tasks ☐ generally needs prompting to switch tasks ☐ refuses to switch tasks	____/3
Total Lifelong Learning Practices Questions 15–21		____/**21**

APPENDIX C: **PARENT QUESTIONNAIRE AT PRESCHOOL ENTRY**

Student's Name:
Question 1: Did your child participate in preschool when they were three years old? ☐ Yes ☐ No—if no, stop here.
Question 2: What was the name of the preschool? Enter the name of the preschool:
Question 3: How long did they attend? (Select one) ☐ 12 months ☐ 9 months (school year) ☐ Less than 9 months
Question 4: How many times per week did they attend? (Select one) ☐ 4–5 days a week ☐ 2–3 days a week ☐ Fewer than 2 days a week
Question 5: How many hours per session did they attend? (Select one) ☐ Full day (more than 4 hours) ☐ Half day (2–4 hours)

Student's Name:
Question 1: Did your child participate in preschool when they were three years old? ☐ Yes ☐ No—if no, stop here.
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Thank you for helping
children succeed!

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