

Utah's EXIT

Pre-Kindergarten
Entry and
Exit
Profile



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

PEEP EXIT 



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 2024



UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
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1/2020

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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 exit component will begin the last four weeks of school for the district or private provider.

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)
- Pencil and blank sheet of paper for student use
- Set of 7 basic counting manipulatives (whatever type is typically used in class)
- 1 blank sheet of paper for teacher use

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.

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 datagateway.schools.utah.gov.

DATA COLLECTION DUE DATES

All student data collected should be entered by June 15th for the exit profile.

Question #1: ORAL LANGUAGE

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.SL.1 Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts.**

ELA P4.SL.3 Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

INSTRUCTIONS (Read aloud script in bold):

Show the picture of the playground to the student. **“This is the basketball hoop. Now, point to and name everything you know in the picture.”** After the student finishes his/her initial response(s) or hesitates to respond, state, **“Point to and tell me what (else) you see in the picture.”** Count the number of accurate and reasonable responses the student provides, and mark on the Scoring Sheet. **“Now, tell me what is happening in the picture.”** Allow the student to respond and mark on the Scoring Sheet.

SCORING:

- A. Point and Name: (3 pts. possible)
 - 3 pts. = 4 or more objects or actions named
 - 2 pts. = 3 objects or actions named
 - 1 pt. = 1–2 objects or actions named
 - 0 pts. = no objects or actions named
- B. Storytelling: (2 pts. possible)
 - 2 pts. for telling a story using complete sentence(s)
 - 1 pt. for telling a story using only words or phrases
 - 0 pts. for not telling a story or using disconnected statements

ACCOMMODATED INSTRUCTIONS:

- **Students who are blind or visually impaired:** **“Tell me all the things that kids could do at a playground.”** After the student finishes his/her initial response(s) or hesitates to respond, state, **“What other things could they do?”** Count the number of accurate and reasonable responses the student provides, and mark on the Scoring Sheet. **“Now, tell me what might happen when two kids play on a playground.”**
- **Students who are nonverbal** will be able to use any communication device they currently are using to communicate.

MATERIALS	SAMPLE RECORD OF RESPONSE											
	<table border="1"> <thead> <tr> <th style="background-color: #e0f2f1;">Literacy Question</th> <th style="background-color: #e0f2f1;">Student Response</th> <th style="background-color: #e0f2f1;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Question #1 Oral Language: Point and Name</td> <td></td> <td style="text-align: center;">1/3</td> </tr> <tr> <td>Question #1 Oral Language: Storytelling</td> <td></td> <td style="text-align: center;">2/2</td> </tr> </tbody> </table>			Literacy Question	Student Response	Total Points	Question #1 Oral Language: Point and Name		1/3	Question #1 Oral Language: Storytelling		2/2
Literacy Question	Student Response	Total Points										
Question #1 Oral Language: Point and Name		1/3										
Question #1 Oral Language: Storytelling		2/2										

Question #2: UPPERCASE LETTER RECOGNITION

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.R.3.a Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence.**

ELA P4.R.3.b Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence.

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

*Display the Student Materials sheet for question #2. Use a blank piece of paper to cover all letters below the first row. “**I will point to each letter, and you will tell me the names of the letters you know.**” Pause for up to 3 seconds on each letter to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter. If the student says letter sounds, 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 to indicate no score, and leave the correct responses unmarked. Record the number of correctly named letters 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 letters. Point to and tell me the letter names you know.**” Pause for up to 5 seconds on each row. If a student doesn’t name any letters correctly, move the blank paper below the next row and repeat for all remaining rows.*

SCORING:

- 1 pt. for each correctly named letter (26 pts. possible)

ACCOMMODATED INSTRUCTIONS:

- **Students who are blind or visually impaired:** *Restate question as: “**Here are some 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** *will be able to use any communication device they currently are using daily to communicate. They will use the accommodated material sheet, and the directive from the teacher will be: “**Point to the letter when I say the name.**” The teacher will use the letter order shown in the materials section below.*

MATERIALS	SAMPLE RECORD OF RESPONSE																																																															
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Question #3: **LOWERCASE LETTER RECOGNITION**

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.R.3.a Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence.**

ELA P4.R.3.b Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence.

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

*Display the Student Materials sheet for question #3. Use a blank piece of paper to cover all letters below the first row. **"I will point to each letter and you will tell me the names of the letters you know."** Pause for up to 3 seconds on each letter to allow for the student to respond. If the student does not respond within 3 seconds, proceed to the next letter. If the student says letter sounds, 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 to indicate no score, and leave the correct responses unmarked. Record the number of correctly named letters 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 letters. Point to and tell me the letter names you know."** Pause for up to 5 seconds on each row. If a student doesn't name any letters correctly move the blank paper below the next row and repeat for all remaining rows.*

SCORING:

- 1 pt. for each correctly named letter (26 pts. possible)

ACCOMMODATED INSTRUCTIONS:

- **Students who are blind or visually impaired:** *Restate the question as: **"Here are some 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** *will be able to use any communication device they currently are using daily to communicate. They will use the accommodated material sheet, and the directive from the teacher will be: **"Point to the letter when I say the name."** The teacher will use the letter order shown in the materials section below.*

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Question #4: **WRITING LETTERS**

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.W.5 Print some mock letters, scribbles, or manuscript letters, including those in own name.**

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

*Give the student a pencil and sheet of blank paper. **“Please write your first name.”**
Mark on the Scoring Sheet how the student responded.*

“Now, I’m going to say some letters. I want you to write the letters that I say.”

- **“The first letter I would like you to write is T.”** *Allow the student to write the letter.*
- **“The next letter is O.”** *Allow the student to write the letter.*
- **“The next letter is S.”** *Allow the student to write the letter.*
- **“Now write the letter M.”** *Allow the student to write the letter.*
- **“The next letter is K.”** *Allow the student to write the letter.*
- **“The next letter is F.”** *Allow the student to write the letter.*
- **“The next letter is E.”** *Allow the student to write the letter.*
- **“Now write the letter W.”** *Allow the student to write the letter.*

Mark on the Scoring Sheet how the student responded.

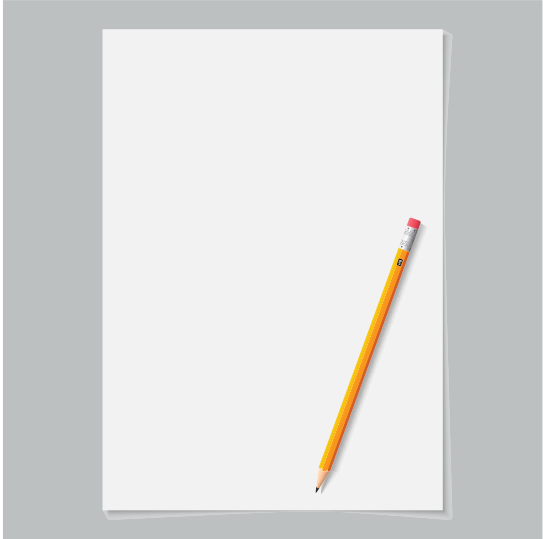
SCORING:

- A. Write Name: (2 pts. possible)
 - 2 pts. for at least two correctly written letters
 - 1 pt. for one correctly written letter
- B. Write Letters: (8 pts. possible)
 - 1 pt. for each correctly written letter

A correct response may include upper- or lowercase letters, reversals, and/or varied letter formation.

ACCOMMODATED INSTRUCTIONS:

- **Students who are blind or visually impaired** may need to use a braille or slate and stylus.
- *Students can use any writing utensil necessary (for example, a marker, a pencil with a pencil grip, a crayon, etc.).*
- **Students who are orthopedically impaired** will be allowed to use the writing utensil they use daily (for example, computer, alpha smart, assistive technology, etc.).

MATERIALS		SAMPLE RECORD OF RESPONSE									
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Question #4	Writing Letters: Writing Name		.2 /2								
Question #4	Writing Letters: Writing Letters	T O S M K F E W	.6 /8								

Question #5: **FIRST SOUNDS**

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.R.2.c Identify initial sounds in spoken language.**

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

“Listen to the word ‘mat.’ The first sound in ‘mat’ is /m/. What sound?” *Pause for the student’s response. If correct, say, “That’s correct.” If incorrect or no response is given, provide the first sound, and have the student repeat.*

“Now you tell me the first sound you hear in the word ‘bug’.” *Pause for the student’s response. If correct, say, “That’s correct.” If incorrect or no response is given, provide the first sound, and have the student repeat. If the student says the letter name or whole word, prompt as necessary, “Just say the first sound.”*

“Now tell me the first sound you hear in these words.” *Pause.*

- **“top”** *Pause for the student’s response.*
- **“not”** *Pause for the student’s response.*
- **“chips”** *Pause for the student’s response.*
- **“fog”** *Pause for the student’s response.*
- **“shell”** *Pause for the student’s response.*
- **“lake”** *Pause for the student’s response.*
- **“bat”** *Pause for the student’s response.*
- **“sit”** *Pause for the student’s response.*
- **“pan”** *Pause for the student’s response.*
- **“cup”** *Pause for the student’s response.*

If the student is unable to produce the initial sound in the first word, repeat the instructions. If the student is still unable to produce the initial sound, proceed to the next word. Mark incorrect and skipped responses with a slash through the first sound 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 four consecutive sounds, record a score of zero, and proceed to the next question.*

SCORING:

- 1 pt. for each correct answer (10 pts. possible)

ACCOMMODATED INSTRUCTIONS:

- **Students who are nonverbal** will be able to use any communication device they currently are using daily to communicate. Nonverbal students will use the accommodated material sheet, and the directive from the teacher will be: **“Point to the letter that makes the first sound you hear in these words.”**
- This question may not be applicable for **students who are deaf or hard of hearing**; they may skip this question if appropriate.

MATERIALS	SAMPLE RECORD OF RESPONSE			
<p>NONE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> Question #5 Phonological Awareness: First Sounds </td> <td style="padding: 2px;"> <input type="checkbox"/> t <input type="checkbox"/> n <input checked="" type="checkbox"/> ch <input type="checkbox"/> f <input checked="" type="checkbox"/> sh <input checked="" type="checkbox"/> l <input type="checkbox"/> b <input type="checkbox"/> s <input type="checkbox"/> p <input type="checkbox"/> c </td> <td style="padding: 2px; text-align: right;"> 7 /10 </td> </tr> </table>	Question #5 Phonological Awareness: First Sounds	<input type="checkbox"/> t <input type="checkbox"/> n <input checked="" type="checkbox"/> ch <input type="checkbox"/> f <input checked="" type="checkbox"/> sh <input checked="" type="checkbox"/> l <input type="checkbox"/> b <input type="checkbox"/> s <input type="checkbox"/> p <input type="checkbox"/> c	7 /10
Question #5 Phonological Awareness: First Sounds	<input type="checkbox"/> t <input type="checkbox"/> n <input checked="" type="checkbox"/> ch <input type="checkbox"/> f <input checked="" type="checkbox"/> sh <input checked="" type="checkbox"/> l <input type="checkbox"/> b <input type="checkbox"/> s <input type="checkbox"/> p <input type="checkbox"/> c	7 /10		

Question #6: **LETTER SOUNDS**

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.R.3.a Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence.**

ELA P4.R.3.b Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence.

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

Display the Student Materials sheet for question #6. 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 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.*
- *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 under 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:

- 1 pt. for each correct letter sound (26 pts. possible)

Accept only short vowel and hard sounds as correct.

ACCOMMODATED INSTRUCTIONS:

- **Students who are nonverbal** will be able to use any communication device they currently are using daily to communicate. They will use the accommodated material sheet, and the directive from the teacher will be: "**Point to the letter when I say the letter sound.**" The teacher will use the letter order in the materials box on the next page.
- This question may not be applicable for **students who are deaf or hard of hearing**; they may skip this question if appropriate.

MATERIALS	SAMPLE RECORD OF RESPONSE			
<p>A blank piece of paper and</p> <p>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</p>	<table border="1"> <tr> <td data-bbox="834 474 1101 613">Question #6 Alphabetic Principle: Letter Sounds</td> <td data-bbox="1101 474 1409 613"> 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 </td> <td data-bbox="1409 474 1474 613">20/26</td> </tr> </table>	Question #6 Alphabetic Principle: 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	20/26
Question #6 Alphabetic Principle: 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	20/26		

Question #7: DIRECTIONALITY

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.R.1.a Correctly hold a book and demonstrate 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 #7. **“Before I read this sentence, point to where I should begin reading.”** Allow the student to point to the text. **“Now, show me which way I should go.”** If the student doesn’t return sweep, ask, **“Where do I go after that?”** Mark correct if the student points to the first word. Mark correct if the student points to show movement from left to right. Mark correct if the student shows a return sweep to the second line of the text.

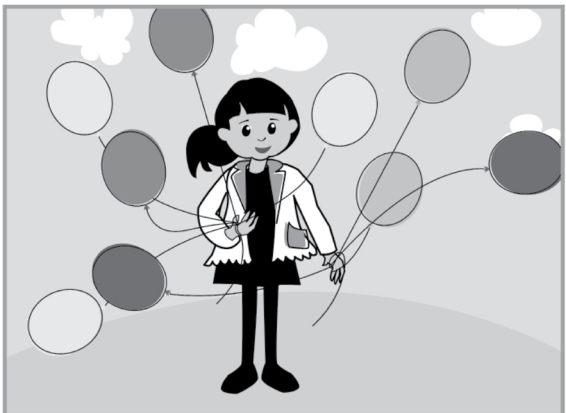
“Now I’ll read the sentence to you.” Read the sentence to the student.

SCORING:

- A. Where should I begin reading?
 - 1 pt. for correct response
- B. Which way should I go?
 - 1 pt. for left to right
- C. Where do I go after that?
 - 1 pt. for return sweep to left

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						
 <p>The little girl is holding a bunch of balloons.</p>	<table border="1"> <tbody> <tr> <td>Question #7 Concepts of Print—Directionality: Where do I start?</td> <td style="text-align: right;">1/1</td> </tr> <tr> <td>Question #7 Concepts of Print—Directionality: Which way do I go?</td> <td style="text-align: right;">1/1</td> </tr> <tr> <td>Question #7 Concepts of Print—Directionality: Return sweep</td> <td style="text-align: right;">1/1</td> </tr> </tbody> </table>	Question #7 Concepts of Print—Directionality: Where do I start?	1/1	Question #7 Concepts of Print—Directionality: Which way do I go?	1/1	Question #7 Concepts of Print—Directionality: Return sweep	1/1
Question #7 Concepts of Print—Directionality: Where do I start?	1/1						
Question #7 Concepts of Print—Directionality: Which way do I go?	1/1						
Question #7 Concepts of Print—Directionality: Return sweep	1/1						

Question 8: CONCEPT OF LETTER/WORD

Content Area: **English Language Arts**

Standard Alignment: **ELA P4.R.1.b Begin to identify frequently seen letters and words, recognizing that words are made up of letters**

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

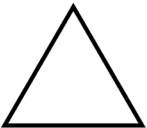



Display the Student Materials sheet for question #8. **“Point to the box where there is just one letter.”** Pause for student to point. Mark on the Scoring Sheet how the student responded. **“Now point to the box with one word.”** Pause for student to point. Mark on the Scoring Sheet how the student responded.

SCORING:

- A. Concept of Letter:
 - 1 pt. for pointing to one letter
- B. Concept of Word:
 - 1 pt. for pointing to one word

ACCOMMODATED INSTRUCTIONS:

- **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 so that the boxes are on separate cards to allow for greater division between answer selections.

MATERIALS			SAMPLE RECORD OF RESPONSE			
#	hat		Question #8 Concepts of Print—Concept of Letter	# hat 		0 / ₁
c	4	†\$+?	Question #8 Concepts of Print—Concept of Word	#  		1 / ₁
c	4	†\$+?		c 4 †\$+?		

Question #9: ROTE COUNTING

Content Area: **Mathematics**

Standard Alignment: **Math 4 yr.1.1: Count to 20 by ones.**

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

“Count until I tell you to stop. Start at one.” If the student doesn't count aloud, then say, **“Please start (again) at one and count out loud.”** Listen to the student count as high as possible up to 20. Record the last number the student said correctly, before an error, up to 20.

SCORING:

- 4 pts. = Counted more than 15 and up to 20
- 3 pts. = Counted more than 10 and up to 15
- 2 pts. = Counted more than 5 and up to 10
- 1 pt. = Counted 1 or more, up to 5
- 0 pts. = No attempt or no correct responses

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 (in other words, PECS, a communication board, sign language, etc.).

MATERIALS	SAMPLE RECORD OF RESPONSE																							
None	<div style="text-align: center; margin-bottom: 10px;"> <p>6 numbers counted consecutively and correctly ↓</p> <p style="color: red;">Error ↓</p> </div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Question #9</td> <td style="padding: 2px;">Oral Counting: Rote Counting</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">7</td> <td style="padding: 2px;">8</td> <td style="padding: 2px;">9</td> <td style="padding: 2px;">10</td> <td style="padding: 2px;">11</td> <td style="padding: 2px;">12</td> <td style="padding: 2px;">13</td> <td style="padding: 2px;">14</td> <td style="padding: 2px;">15</td> <td style="padding: 2px;">16</td> <td style="padding: 2px;">17</td> <td style="padding: 2px;">18</td> <td style="padding: 2px;">19</td> <td style="padding: 2px;">20</td> <td style="padding: 2px; text-align: center;">2/4</td> </tr> </table>	Question #9	Oral Counting: Rote Counting	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	2/4
Question #9	Oral Counting: Rote Counting	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	2/4		

Question #10: NUMERAL RECOGNITION

Content Area: **Mathematics**

Standard Alignment: **Math 4 yr. 1.4: Name written numerals 0 through 10.**

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

Display the Student Materials sheet for question #10. **“I will point to each number, and you tell me what number it is.”** 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 (11 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																											
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="font-size: 2em;">3</td> <td style="font-size: 2em;">7</td> <td style="font-size: 2em;">9</td> <td style="font-size: 2em;">5</td> </tr> <tr> <td style="font-size: 2em;">2</td> <td style="font-size: 2em;">0</td> <td style="font-size: 2em;">10</td> <td style="font-size: 2em;">8</td> </tr> <tr> <td style="font-size: 2em;">1</td> <td style="font-size: 2em;">4</td> <td style="font-size: 2em;">6</td> <td></td> </tr> </table>	3	7	9	5	2	0	10	8	1	4	6		<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; padding: 5px;">Question #10 Numeral Identification: Numeral Recognition</td> <td style="width: 30%; text-align: center; padding: 5px;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">9</td> <td style="padding: 2px 5px;">5</td> </tr> <tr> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">0</td> <td style="padding: 2px 5px;">10</td> <td style="padding: 2px 5px;">8</td> </tr> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">6</td> <td></td> </tr> </table> </td> <td style="width: 10%; text-align: center; vertical-align: middle; padding: 5px;"> <u>9</u> / 11 </td> </tr> </table>	Question #10 Numeral Identification: Numeral Recognition	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">9</td> <td style="padding: 2px 5px;">5</td> </tr> <tr> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">0</td> <td style="padding: 2px 5px;">10</td> <td style="padding: 2px 5px;">8</td> </tr> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">6</td> <td></td> </tr> </table>	3	7	9	5	2	0	10	8	1	4	6		<u>9</u> / 11
3	7	9	5																									
2	0	10	8																									
1	4	6																										
Question #10 Numeral Identification: Numeral Recognition	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">9</td> <td style="padding: 2px 5px;">5</td> </tr> <tr> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">0</td> <td style="padding: 2px 5px;">10</td> <td style="padding: 2px 5px;">8</td> </tr> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">6</td> <td></td> </tr> </table>	3	7	9	5	2	0	10	8	1	4	6		<u>9</u> / 11														
3	7	9	5																									
2	0	10	8																									
1	4	6																										

Question #11: ONE-TO-ONE CORRESPONDENCE, CARDINALITY, AND QUANTITY TO NUMERAL

Content Area: **Mathematics**

Standard Alignment: **Math 4 yr.1.5: Use one-to-one correspondence when counting objects to ten.**

Standard Alignment: **Math 4 yr.1.6: When counting objects to ten, understand that the last number counted in a set tells how many.**

Standard Alignment: **Math 4 yr.1.3: Count a number of objects from 0-10 and begin to associate them with a written numeral.**

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

Obtain a set of counters (manipulatives) typically used in your classroom. Display 4 counters in a horizontal line formation. **“Use your finger to 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. **“Now, tell me how many there are.”** Pause for the response. Show the student the numbers on the Student Material sheet. **“Point to that number here.”** Allow the student to point to the number. Mark the student responses on the Scoring Sheet.


Repeat the process with 7 counters.

SCORING:

- A. Counting and one-to-one correspondence (4 pts. possible)
 - 4A—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
 - 7A—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
- B. Cardinality (How many?) (2 pts. possible)
 - 4B—1 pt. if the student tells how many objects they counted
 - 7B—1 pt. if the student tells how many objects they counted
- C. Quantity to numeral (Point to number) (2 pts. possible)
 - 4C—1 pt. if the student can identify the number corresponding with how many objects were counted
 - 7C—1 pt. if the student can identify the number corresponding with how many objects were counted

ACCOMMODATED INSTRUCTIONS:

- 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. Show the student the numbers on the Student Material sheet. “Show me that number.” They will use their mode of identification (for example, eye gaze, assistive technology, etc.). The selection field will need to be reduced to 2 on separate cards to allow for greater division between answer selections.*
- Students who are blind or visually impaired** *will need Braille or large print and separate answer cards.*
- 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												
<div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p style="font-size: 2em; text-align: center;">3 7 9 5</p> <p style="font-size: 2em; text-align: center;">2 0 10 8</p> <p style="font-size: 2em; text-align: center;">1 4 6</p> </div> <div style="text-align: center;">  </div> <p style="font-size: 0.8em; transform: rotate(-90deg); position: absolute; left: -40px; bottom: 0;">Thinkstock Photos ©</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 0.8em;">Question #11 Number Sense: One-to-One Correspondence</td> <td style="text-align: center;">4 ___ /2</td> <td style="text-align: center;">7 ___ /2</td> <td style="text-align: center;">3 /4</td> </tr> <tr> <td style="font-size: 0.8em;">Question #11 Number Sense: Cardinality</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2 /2</td> </tr> <tr> <td style="font-size: 0.8em;">Question #11 Number Sense: Quantity to Numeral</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2 /2</td> </tr> </table>	Question #11 Number Sense: One-to-One Correspondence	4 ___ /2	7 ___ /2	3 /4	Question #11 Number Sense: Cardinality	4	7	2 /2	Question #11 Number Sense: Quantity to Numeral	4	7	2 /2
Question #11 Number Sense: One-to-One Correspondence	4 ___ /2	7 ___ /2	3 /4										
Question #11 Number Sense: Cardinality	4	7	2 /2										
Question #11 Number Sense: Quantity to Numeral	4	7	2 /2										

Question #12: NUMERAL TO QUANTITY

Content Area: **Mathematics**

Standard Alignment: **Math 4 yr. 1.3: Count a number of objects from 0 to 10 and begin to associate them with a written numeral.**

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

Display the student materials sheet for question #12.

- Point to the numeral "3." **"This is the number 3. Point to the box that has 3 dots."** Pause for student's response. Record on the Scoring Sheet.
- Point to the numeral "8." **"This is the number 8. Point to the box that has 8 dots."** Pause for student's response. Record on the Scoring Sheet.
- Point to the numeral "2." **"This is the number 2. Point to the box that has 2 dots."** Pause for student's response. Record on the Scoring Sheet.
- Point to the numeral "6." **"This is the number 6. Point to the box that has 6 dots."** Pause for student's response. Record on the Scoring Sheet.

SCORING:

- 1 pt. each for correctly matching numeral to quantity (4 pts. possible)

ACCOMMODATED INSTRUCTIONS:

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

MATERIALS	SAMPLE RECORD OF RESPONSE							
<p>3 8 2 6</p> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="width: 50%; text-align: center;">● ● ● ● ● ●</td> <td style="width: 50%; text-align: center;">● ●</td> </tr> <tr> <td style="width: 50%; text-align: center;">● ● ●</td> <td style="width: 50%; text-align: center;">● ● ● ● ● ● ● ●</td> </tr> </table>	● ● ● ● ● ●	● ●	● ● ●	● ● ● ● ● ● ● ●	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Question #12 Number Sense: Numeral to Quantity</td> <td style="width: 20%; text-align: center; padding: 5px;">3 8 2 6</td> <td style="width: 20%; text-align: center; padding: 5px;">4/4</td> </tr> </table>	Question #12 Number Sense: Numeral to Quantity	3 8 2 6	4/4
● ● ● ● ● ●	● ●							
● ● ●	● ● ● ● ● ● ● ●							
Question #12 Number Sense: Numeral to Quantity	3 8 2 6	4/4						

Question #13: QUANTITY DISCRIMINATION

Content Area: **Mathematics**

Standard Alignment: **Math 4 yr.1.7: Count two sets of objects up to 10 to determine which has more.**

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

Display the Student Materials sheet for question #13. 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 (5 pts. possible)

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

ACCOMMODATED INSTRUCTIONS:

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

MATERIALS	SAMPLE RECORD OF RESPONSE			
<p>A blank piece of paper and</p>	<table border="1"> <tr> <td data-bbox="828 1360 1117 1402">Question #13 Discrimination: Quantity Discrimination</td> <td data-bbox="1117 1360 1398 1562"> </td> <td data-bbox="1398 1360 1474 1562" style="text-align: center; vertical-align: middle;">4/5</td> </tr> </table>	Question #13 Discrimination: Quantity Discrimination		4/5
Question #13 Discrimination: Quantity Discrimination		4/5		

Question #14: SHAPE CREATION

Content Area: **Mathematics**

Standard Alignment: **Math 4 yr.4.5: Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).**

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

Give the student the paper and pencil they used to write their name. Display the Student Materials sheet for question #14.

- Teacher points to the square. **"Draw this shape."** Allow student to draw.
- Teacher points to the triangle. **"Now draw this shape."** Allow student to draw.
- Teacher points to the circle. **"Now draw this shape."** Allow student to draw.
- Teacher points to the plus sign. **"Now draw this shape."** Allow student to draw.

Record responses on the Scoring Sheet.

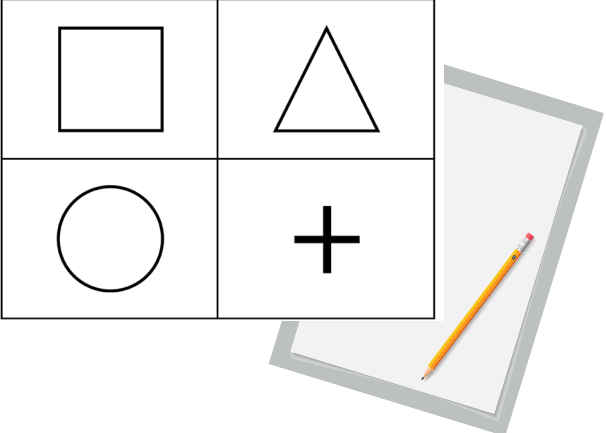






SCORING:

- 1 pt. for each correctly drawn shape (4 pts. possible)

To be correct, the student must demonstrate the properties of the shape (for example, a square has four sides and four corners).

ACCOMMODATED INSTRUCTIONS:

- **Students who are orthopedically impaired** will be allowed to use the writing utensil they use daily (for example, computer, assistive technology, etc.).
- **Students with significant fine motor disabilities** may not yet be using assistive technology to demonstrate this skill, and therefore this question may not apply.
- This question does not apply for **students who are blind**.

MATERIALS	SAMPLE RECORD OF RESPONSE						
	<table border="1" data-bbox="808 1669 1448 1795"> <tr> <td data-bbox="808 1669 1096 1732">Question #14 Discrimination: Shape Creation</td> <td data-bbox="1096 1669 1377 1732">  </td> <td data-bbox="1377 1669 1448 1732"></td> </tr> <tr> <td data-bbox="808 1732 1096 1795"></td> <td data-bbox="1096 1732 1377 1795">  </td> <td data-bbox="1377 1732 1448 1795">4/4</td> </tr> </table>	Question #14 Discrimination: Shape Creation					4/4
Question #14 Discrimination: Shape Creation							
		4/4					

When the profile is complete:

- Thank the student for participating in the profile. Dismiss the student.
- The administrator continues on to complete the Lifelong Learning Practices Observational Inventory.

Lifelong Learning Practices Observational Inventory

Content Area: **Lifelong Learning Practices and Health Education**

Standard Alignment: **HE 4 yr.3.3: With prompting and support, develop and practice 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 the last four weeks of school.

SCORING

(Up to 3 pts. possible per item)

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

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

APPENDICES

APPENDIX A: ACCOMMODATIONS

Accommodations for the Pre-kindergarten Entry and Exit Profile		
<i>These are the allowable accommodations for students with disabilities.</i>		
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

<i>Student Name:</i>	<i>Assessor Name:</i>	<i>Date:</i>
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Literacy Question	Student Response	Total Points						
Question #1 Oral Language: Point and Name		___/3						
Question #1 Oral Language: Storytelling		___/2						
Question #2 Alphabet Knowledge: Uppercase Letter Recognition	O B A C X P S E H T W R M K D F Y L Z G J N I Q U V	___/26						
Question #3 Alphabet Knowledge: Lowercase Letter Recognition	c b x o p a t w e m h s f d l k y r j n g i z q v u	___/26						
Question #4 Writing Letters: Writing Name		___/2						
Question #4 Writing Letters: Writing Letters	T O S M K F E W	___/8						
Question #5 Phonological Awareness: First Sounds	<input type="checkbox"/> t <input type="checkbox"/> n <input type="checkbox"/> ch <input type="checkbox"/> f <input type="checkbox"/> sh <input type="checkbox"/> l <input type="checkbox"/> b <input type="checkbox"/> s <input type="checkbox"/> p <input type="checkbox"/> c	___/10						
Question #6 Alphabetic Principle: 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	___/26						
Question #7 Concepts of Print—Directionality: Where do I start?		___/1						
Question #7 Concepts of Print—Directionality: Which way do I go?		___/1						
Question #7 Concepts of Print—Directionality: Return sweep		___/1						
Question #8 Concepts of Print—Concept of Letter	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center; font-size: 24px;">#</td> <td style="width: 30px; text-align: center;">hat</td> <td style="width: 30px; text-align: center;"></td> </tr> <tr> <td style="width: 30px; text-align: center; font-size: 24px;">c</td> <td style="width: 30px; text-align: center;">4</td> <td style="width: 30px; text-align: center;">t\$+?</td> </tr> </table>	#	hat		c	4	t\$+?	___/1
#	hat							
c	4	t\$+?						

(Continued on next page)

Literacy Question	Student Response	Total Points						
Question #8 Concepts of Print—Concept of Word	<table border="1"> <tr> <td>#</td> <td>hat</td> <td></td> </tr> <tr> <td>c</td> <td>4</td> <td>t\$+?</td> </tr> </table>	#	hat		c	4	t\$+?	___/1
#	hat							
c	4	t\$+?						
Total Literacy—Questions 1–8		___/108						

Numeracy Question	Student Response	Total Points												
Question #9 Oral Counting: Rote Counting	<p>1 2 3 4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17 18 19 20</p>	___/4												
Question #10 Numeral Identification: Numeral Recognition	<table border="1"> <tr> <td>3</td> <td>7</td> <td>9</td> <td>5</td> </tr> <tr> <td>2</td> <td>0</td> <td>10</td> <td>8</td> </tr> <tr> <td>1</td> <td>4</td> <td>6</td> <td></td> </tr> </table>	3	7	9	5	2	0	10	8	1	4	6		___/11
3	7	9	5											
2	0	10	8											
1	4	6												
Question #11 Number Sense: One-to-One Correspondence	4___ /2 7___ /2	___/4												
Question #11 Number Sense: Cardinality	4 7	___/2												
Question #11 Number Sense: Quantity to Numeral	4 7	___/2												
Question #12 Number Sense: Numeral to Quantity	3 8 2 6	___/4												
Question #13 Discrimination: Quantity Discrimination	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>											___/5		
														
														
														
														
														
Question #14 Discrimination: Shape Creation	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>					___/4								
														
														
Total Numeracy—Questions 9–14		___/36												

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



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