**MINISTRY OF EDUCATION, HUMAN RESOURCE PLANNING, VOCATIONAL TRAINING AND NATIONALEXCELLENCE**

**Commonwealth of Dominica**

Early Identification Checklist



**PUPIL’S BOOKLET**

**CHILD’S NAME: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEVEL: \_\_\_\_\_\_\_\_**

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

**LANGUAGE CHECKLIST**

**The language checklist is subdivided into three areas, namely READING, WRITTEN LANGUAGE and ORAL LANGUAGE. The basic competencies listed should all be mastered by the time that child gets to the end of grade 1. The grade level at which mastery is expected is listed in the first column of the table.**

* Mastered ![MCj04325370000[1]]() Does not know

**NS** Teacher is not sure if it is

Known

**WM** child working towards

 Mastery

**NT** skill has not been taught

**Use the key in the text box for recording:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MASTERY GRADE** | **SKILL** | **PRE- K** | **K** | **GR. 1** |
| **READING** | **TERM** | **TERM** | **TERM** |
| **A. SIGHT WORD RECOGNITION** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1. Pre K & K | Recognises his/her name |  |  |  |  |  |  |  |  |  |
| 2. Pre K & K | Recognises the days of the week *(circle each mastered)*Monday, Tuesday, Wednesday, Thursday, Friday |  |  |  |  |  |  |  |  |  |
| 3. K & 1 | Recognises at least 75% of the words from basic sight word list taught at his/her level  |  |  |  |  |  |  |  |  |  |
| 4. K & 1 | Recognises the months of the year *(circle each mastered)*Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec.  |  |  |  |  |  |  |  |  |  |
| **B. WORD ATTACK** |
| 5. Pre K  | Recognises similarities in letter sounds  |  |  |  |  |  |  |  |  |  |
| 6. Pre K | Recognises differences in letter sounds |  |  |  |  |  |  |  |  |  |
| 7. Pre K & K  | Recognises lower case letters *(circle each mastered)*a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z  |  |  |  |  |  |  |  |  |  |
| 8. Pre K & K  | Recognises upper case letters (circle each mastered)A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z |  |  |  |  |  |  |  |  |  |
| 9. Pre K & K  | Matches upper case letters with lower case letters |  |  |  |  |  |  |  |  |  |
| 10. K & 1 | Recognises all consonant sounds in the initial position *(circle each mastered)* b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z  |  |  |  |  |  |  |  |  |  |
| 11. K & 1 | Recognises all consonant sounds in the final position *(circle each mastered)* b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z  |  |  |  |  |  |  |  |  |  |
| 12. K & 1 | Recognises rhymes in words and word families |  |  |  |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

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| --- | --- | --- | --- | --- |
| **MASTERY GRADE** | **SKILL** | **PRE- K** | **K** | **GR. 1** |
| **READING** | **TERM** | **TERM** | **TERM** |
| **B. WORD ATTACK (con’t)**  | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 13. K & 1 | Identifies all short vowel sounds *(circle each mastered)* a, e, i, o, u |  |  |  |  |  |  |  |  |  |
| 14. K & 1 | Identifies and uses words ending in ‘s’, ‘es’ and ‘ing’ |  |  |  |  |  |  |  |  |  |
| 15. K & 1 | Builds new words by adding ‘s’, ‘es’, and ‘ing’ |  |  |  |  |  |  |  |  |  |
| 16. K & 1 | Recognises 2 letter consonant blends *(circle each mastered)* bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr |  |  |  |  |  |  |  |  |  |
| 17. GR. 1 | Recognises diagraphs in initial position *(circle each mastered)* sh, ch, th, wh |  |  |  |  |  |  |  |  |  |
| 18. GR. 1 | Identifies long vowels in words ending in silent e *(circle each mastered)* a-e, e-e, i-e, o-e, u-e  |  |  |  |  |  |  |  |  |  |
| 19. GR. 1 | Identifies and uses words ending in ‘ed’ and ‘ing’ |  |  |  |  |  |  |  |  |  |
| 20. GR.1 | Identifies and uses compound words (football) |  |  |  |  |  |  |  |  |  |
| **C. COMPREHENSION** |
| 21. Pre K & K | Sequence pictures to tell a story |  |  |  |  |  |  |  |  |  |
| 22. Pre K & K | Dramatizes/retells story/events |  |  |  |  |  |  |  |  |  |
| 23. K & 1 | State main characters in a story  |  |  |  |  |  |  |  |  |  |
| 24. K & 1 | State the setting of a story  |  |  |  |  |  |  |  |  |  |
| 25. K & 1 | Recalls important details in a story |  |  |  |  |  |  |  |  |  |
| 26. K. & 1 | Makes suitable predictions from given facts |  |  |  |  |  |  |  |  |  |
| 27. GR. 1 | Recalls main ideas of what has been read aloud |  |  |  |  |  |  |  |  |  |
| **D. ORAL READING (of materials at grade level)** |
| 28.  | Pronounces words correctly in text and on chart |  |  |  |  |  |  |  |  |  |
| 29. | Reads without hesitation |  |  |  |  |  |  |  |  |  |
| 30. | Reads without omitting words |  |  |  |  |  |  |  |  |  |
| 31. | Reads with regard for punctuation mark |  |  |  |  |  |  |  |  |  |
| 32. | Reads without substituting words |  |  |  |  |  |  |  |  |  |
| **WRITTEN LANGUAGE** |
| **E. READINESS SKILLS**  |
| 33. Pre K & K  | Uses left to right hand eye hand coordination  |  |  |  |  |  |  |  |  |  |
| 34. Pre K & K  | Uses crayons to colour objects |  |  |  |  |  |  |  |  |  |
| 35. Pre K & K  | Holds crayons and pencils with comfortable grip |  |  |  |  |  |  |  |  |  |
| 36. Pre K & K  | Makes vertical lines |  |  |  |  |  |  |  |  |  |
| 37. Pre K & K  | Makes horizontal lines |  |  |  |  |  |  |  |  |  |
| 38. Pre K & K  | Makes slanting lines  |  |  |  |  |  |  |  |  |  |
| 39. Pre K & K  | Makes curved lines |  |  |  |  |  |  |  |  |  |
| 40. Pre K & K  | Draws simple shapes and objects |  |  |  |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

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| --- | --- | --- | --- | --- |
| **MASTERY GRADE** | **SKILL** | **PRE-K** | **K** | **GR. 1** |
| **WRITTEN LANGUAGE (con’t)** | **TERM** | **TERM** | **TERM** |
| **F. SPELLING** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 41. Pre K & K | Spells his/her name |  |  |  |  |  |  |  |  |  |
| 42. K & 1 | Spells surname |  |  |  |  |  |  |  |  |  |
| 43. K & 1 | Spells 75% of words from reading sight word list |  |  |  |  |  |  |  |  |  |
| **G. HANDWRITING** |
| 44. k & 1 | Writes upper case letters legibly *(circle each mastered)* A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z |  |  |  |  |  |  |  |  |  |
| 45. K & 1 | Writes lower case letters legibly *(circle each mastered)* a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z |  |  |  |  |  |  |  |  |  |
| 46. K & 1 | Copies single words from the chalkboard |  |  |  |  |  |  |  |  |  |
| 47. K & 1 | Copies single sentences from the chalkboard |  |  |  |  |  |  |  |  |  |
| 48. K & 1 | Writes sentences on a line from left to right |  |  |  |  |  |  |  |  |  |
| 49. K & 1 | Spaces words correctly in a single sentence |  |  |  |  |  |  |  |  |  |
| 50. GR. 1 | Writes name(s) and surname legibly |  |  |  |  |  |  |  |  |  |
| 51. GR. 1 | Writes sentences that require more than one line |  |  |  |  |  |  |  |  |  |
| **H. CREATIVE WRITING** |
| 52. GR. K & 1 | Writes simple sentences about various topics e.g. myself, my school |  |  |  |  |  |  |  |  |  |
| 53. GR. 1 | Compose short stories of a few sentences on topics of interest, e.g. on the beach |  |  |  |  |  |  |  |  |  |
| 54. GR. 1 | Writes simple sentences using capital letters, full stops, and question marks  |  |  |  |  |  |  |  |  |  |
| 55. GR. 1 | Uses appropriate subject-verb agreement in simple sentences |  |  |  |  |  |  |  |  |  |
| **ORAL LANGUAGE**  |
| **I. SPEAKING** |
| 56. Pre K & K | Speaks about pictures and objects |  |  |  |  |  |  |  |  |  |
| 57. Pre K & K | Describes simple procedures e.g. how to…… |  |  |  |  |  |  |  |  |  |
| 58. Pre K & K | Talks about his/herself, everyday experiences, family, feelings, likes, dislikes, current events |  |  |  |  |  |  |  |  |  |
| 59. Pre K & K | Speaks using simple sentences |  |  |  |  |  |  |  |  |  |
| 60. Pre K & K | Uses language to express his/her needs  |  |  |  |  |  |  |  |  |  |
| 61. GR. 1 | Speaks using complex sentences |  |  |  |  |  |  |  |  |  |
| 62. GR. 1 | Describes procedures which involve more than three steps |  |  |  |  |  |  |  |  |  |
| **J. LISTENING** |
| 63. Pre K & K  | Recalls at least 2 directions given verbally  |  |  |  |  |  |  |  |  |  |
| 64. GR. 1 | Follows verbal instruction with at least three steps |  |  |  |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

**MATHEMATICS CHECKLIST**

**The content of this section should be mastered by Kindergarten. Indicate at which level the skill or concept was mastered. The level at which mastery is expected is listed in the first column of the table.**

* Mastered ![MCj04325370000[1]]() Does not know

**NS** Teacher is not sure if it is

Known

**WM** child working towards

 Mastery

**NT** skill has not been taught

**Use the key in the text box for recording:**

|  |  |  |  |
| --- | --- | --- | --- |
| **MASTERY GRADE** | **SKILLS** | **PRE- K** | **K** |
|  | **TERM** | **TERM** |
| **A. SORTING** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1. K | Identifies colours: red, yellow, blue, green, white, black *(circle each mastered)* |  |  |  |  |  |  |
| 2. K | Identifies shapes: circles, squares, rectangle, triangle *(circle each mastered)* |  |  |  |  |  |  |
| 3. Pre-K | Identifies objects the same size |  |  |  |  |  |  |
| 4. Pre-K | Sorts objects of different sizes |  |  |  |  |  |  |
| **B. NUMBER LANGUAGE: uses the following mathematical language correctly** |
| 5. K | Tall/ short/ long |  |  |  |  |  |  |
| 6. K  | Heavy/ light |  |  |  |  |  |  |
| 7. K | Full/ empty/ half full |  |  |  |  |  |  |
| 8. K | More/ less |  |  |  |  |  |  |
| 9. K | Before/ after |  |  |  |  |  |  |
| **C. NUMBER CONCEPT** |
| 10. Pre-K | Identifies numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *(circle each mastered)* |  |  |  |  |  |  |
| 11. K | Write numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *(circle each mastered)* |  |  |  |  |  |  |
| 12. Pre-K  | Counts forward up to 10 with and without manipulatives |  |  |  |  |  |  |
| 13. K | Counts backwards from 10 |  |  |  |  |  |  |
| 14. K | Identifies numerals names: one, two, three, four, five, six, seven, eight, nine, ten *(circle each mastered)* |  |  |  |  |  |  |
| **D. MONEY** |
| 15. K | Identifies coins: 1¢, 2¢, 5¢, 10¢ |  |  |  |  |  |  |
| **E. TIME** |
| 16. K  | Distinguishes between day and night |  |  |  |  |  |  |
| 17. K | Tells the month of birthday  |  |  |  |  |  |  |
| 18. K | Tells time: morning, afternoon, night *(circle each one mastered)* |  |  |  |  |  |  |
| 19. K | Tells time for breakfast |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

|  |  |  |  |
| --- | --- | --- | --- |
| **MASTERY GRADE** | **SKILLS** | **PRE- K** | **K** |
|  | **TERM** | **TERM** |
| **F. FRACTIONS**  | **1** | **2** | **3** | **1** | **2** | **3** |
| 20. K | Identifies whole objects |  |  |  |  |  |  |
| 21. K | Identifies half an object  |  |  |  |  |  |  |
| **G. OPERATIONS** |
| 22. K | Add 1 digit numeral to 1 digit numeral with a sum up to 10: using manipulatives symbolically |  |  |  |  |  |  |
| 23. K | Subtracts 1 digit numerals from 1 digit numerals: using manipulatives symbolically  |  |  |  |  |  |  |
| 24.. K | Solves orally very simple word problems using addition |  |  |  |  |  |  |
| 25. K | Solves orally very simple word problems using subtraction |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

|  |  |  |
| --- | --- | --- |
| **MASTERY GRADE**  | **SKILL** | **GRADE 1** |
|  | **TERM** |
| **H. NUMBER CONCEPT**  | **1** | **2** | **3** |
| 26. | Identifies numerals 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 *(circle each mastered)* |  |  |  |
| 27. | Writes numerals 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 *(circle each mastered)* |  |  |  |
| 28. | Counts forward up to 20: with and without manipulatives |  |  |  |
| 29. | Counts backwards from 20  |  |  |  |
| 30. | Identifies numerals names: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty |  |  |  |
| 31. | Skip counts by 2, 5, 10 *(circle each mastered)* |  |  |  |
| 32. | Knows addition facts up to 10 |  |  |  |
| **I. OPERATIONS** |
| 33. | Adds 1 digit to 1 digit numerals with sums up to 20 |  |  |  |
| 34. | Subtracts 1 digit from 2 digit numerals up to 20 without regrouping  |  |  |  |
| 35. | Subtracts 2 digits from 2 digit numerals up to 20 without regrouping  |  |  |  |
| 36. | Solves very simple word problems using addition  |  |  |  |
| 37. | Solves very simple word problems using subtraction |  |  |  |
| **J. MONEY**  |
| 38. | Identifies coins 1¢, 2¢, 5¢, 10¢, 25¢, $1.00 *(circle each mastered)* |  |  |  |
| 39. | Finds possible equivalents for coins from 2¢ to 20¢  |  |  |  |
| **K. TIME**  |
| 40. | Identifies time on the hour |  |  |  |
| 41. | Identifies time on the half hour  |  |  |  |
| **L. FRACTIONS**  |
| 42. | Finds half of a set up to 10 |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

**PRE-READINESS ACADEMIC SKILLS CHECKLIST**

**PERCEPTUAL SKILLS- These skills are usually mastered by Kindergarten.**

* Mastered ![MCj04325370000[1]]() Does not know

**NS** Teacher is not sure if it is

Known

**WM** child working towards

 Mastery

**NT** skill has not been taught

**Use the key in the text box for recording:**

|  |  |  |
| --- | --- | --- |
| **SKILL** | **PRE-K** | **K** |
|  | **TERM** | **TERM** |
| **A. AUDITORY PERCEPTION**  | **1** | **2** | **3** | **1** | **2** | **3** |
| 1. Distinguishes between different types of sounds e.g. near/far, loud/soft
 |  |  |  |  |  |  |
| 1. Distinguishes between sounds that are the same
 |  |  |  |  |  |  |
| 1. Remembers simple rhymes
 |  |  |  |  |  |  |
| 1. Remembers simple news items
 |  |  |  |  |  |  |
| 1. Repeats two or more words said to him/her
 |  |  |  |  |  |  |
| 1. Repeats two or more letters or numbers in the sequence given
 |  |  |  |  |  |  |
| **B. VISUAL PERCEPTION**  |
| 1. Recognises differences in objects and pictures
 |  |  |  |  |  |  |
| 1. Recognises similarities in objects or pictures
 |  |  |  |  |  |  |
| 1. Finds hidden objects in pictures
 |  |  |  |  |  |  |
| 1. Recognises missing parts in objects
 |  |  |  |  |  |  |
| 1. Identifies incomplete pictures
 |  |  |  |  |  |  |
| 1. Recognises objects in different positions e.g. near/far, up/down
 |  |  |  |  |  |  |
| 1. Recognises familiar objects in environment
 |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

**PHYSICAL/MOTOR DEVELOPMENT CHECKLIST**

**This checklist covers the basic competencies a child should attain by the time he/she leaves Grade 1. Please note that attainment of these skills is based on biological as well as environmental factors hence teachers should ensure that children are provided with the opportunities for learning these skills.**

* Mastered ![MCj04325370000[1]]() Does not know

**NS** Teacher is not sure if it is

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**Use the key in the text box for recording:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **CHARACTERISTICS** | **PRE- K** | **K** | **GR. 1** |
|  | **TERM** | **TERM** | **TERM** |
| **A. KNOWLEDGE OF SELF: the child states the following** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1.  | First name |  |  |  |  |  |  |  |  |  |
| 2.  | Last name |  |  |  |  |  |  |  |  |  |
| 3.  | Address |  |  |  |  |  |  |  |  |  |
| 4.  | Age |  |  |  |  |  |  |  |  |  |
| 5.  | Right hand |  |  |  |  |  |  |  |  |  |
| 6.  | Left hand |  |  |  |  |  |  |  |  |  |
| 7.  | Name of person with whom he/she lives |  |  |  |  |  |  |  |  |  |
| **B. KNOWLEDGE OF OUTER BODY PARTS: child can point to the following (creole language can be used)** |
| 8. | Nose  |  |  |  |  |  |  |  |  |  |
| 9. | Ears  |  |  |  |  |  |  |  |  |  |
| 10. | Head  |  |  |  |  |  |  |  |  |  |
| 11. | Hand  |  |  |  |  |  |  |  |  |  |
| 12. | Face  |  |  |  |  |  |  |  |  |  |
| 13. | Eyes  |  |  |  |  |  |  |  |  |  |
| 14. | Foot  |  |  |  |  |  |  |  |  |  |
| 15. | Mouth  |  |  |  |  |  |  |  |  |  |
| 16. | Fingers  |  |  |  |  |  |  |  |  |  |
| 17. | Shoulders  |  |  |  |  |  |  |  |  |  |
| 18. | Knees  |  |  |  |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **CHARACTERISTICS** | **PRE- K** | **K** | **GR. 1** |
|  | **TERM** | **TERM** | **TERM** |
| **C. SELF-HELP/DAILY LIVING SKILLS: Child can do the following** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 19.  | Bathes self |  |  |  |  |  |  |  |  |  |
| 20. | Brushes teeth |  |  |  |  |  |  |  |  |  |
| 21. | Cares for self in toilet |  |  |  |  |  |  |  |  |  |
| 22. | Washes hand before eating  |  |  |  |  |  |  |  |  |  |
| 23. | Dresses self |  |  |  |  |  |  |  |  |  |
| 24. | Buttons clothes |  |  |  |  |  |  |  |  |  |
| 25. | Eats on his/her own |  |  |  |  |  |  |  |  |  |
| 26. | Drink on his/her own |  |  |  |  |  |  |  |  |  |
| **D. GROSS MOTOR SKILLS: Child can do the following** |
| 27. | Catches with both hands |  |  |  |  |  |  |  |  |  |
| 28. | Throws ball with one hand |  |  |  |  |  |  |  |  |  |
| 29. | Runs a short distance |  |  |  |  |  |  |  |  |  |
| 30. | Walks on a straight line |  |  |  |  |  |  |  |  |  |
| 31. | Skips on both feet |  |  |  |  |  |  |  |  |  |
| 32. | Kicks a ball |  |  |  |  |  |  |  |  |  |
| 33. | Hops on one foot |  |  |  |  |  |  |  |  |  |
| 34. | Imitates simple actions of others |  |  |  |  |  |  |  |  |  |
| **E. FINE MOTOR SKILLS**  |
| 35. | Draws circles |  |  |  |  |  |  |  |  |  |
| 36. | Draws straight lines |  |  |  |  |  |  |  |  |  |
| 37. | Colours within shapes |  |  |  |  |  |  |  |  |  |
| 38. | Cuts paper with scissors |  |  |  |  |  |  |  |  |  |
| 39. | Puts together 4 or 5 pieces of puzzle  |  |  |  |  |  |  |  |  |  |
| 40. | Traces over dotted lines  |  |  |  |  |  |  |  |  |  |
| **F. HEALTH AND SAFETY: Child can do the following** |
| 41. | Indicates when he/she is sick |  |  |  |  |  |  |  |  |  |
| 42. | Can say where he/she is hurting |  |  |  |  |  |  |  |  |  |
| 43. | Recognizes common danger signs e.g. fire, poison  |  |  |  |  |  |  |  |  |  |
| 44. | Crosses road safely  |  |  |  |  |  |  |  |  |  |

**CHILD’S NAME…………………………..SCHOOL.............................................LEVEL………**

**SOCIAL/EMOTIONAL DEVELOPMENT SKILLS CHECKLIST**

**This checklist is made up of key indicators, which are desirable in early childhood as well as problem behaviours, which should all be observed within the classroom; in the outside environment; and in the home; in different situations; and at different times. Parental/caregiver information is absolutely necessary.**

**Answer the question “How Often” by checking “VERY OFTEN”, “SOMETIMES”, OR NEVER” for each behaviour.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **BEHAVIOUR** |  |  |  |
|  | **Very Often** | **Sometimes** | **Never** |
| **A. COOPERATION** |
| 1. | Willing to share materials with others |  |  |  |  |  |  |  |  |  |
| 2. | Wants to do things for peers |  |  |  |  |  |  |  |  |  |
| 3. | Takes turns |  |  |  |  |  |  |  |  |  |
| 4. | Cares for materials of self |  |  |  |  |  |  |  |  |  |
| 5. | Cares for materials of others |  |  |  |  |  |  |  |  |  |
| 6. | Contributes to group activities |  |  |  |  |  |  |  |  |  |
| 7. | Works cooperatively with a partner  |  |  |  |  |  |  |  |  |  |
| **B. TASKS INVOLVEMENT** |
| 8. | Focuses on a task for at least 10 minutes |  |  |  |  |  |  |  |  |  |
| 9. | Shows initiative in finding materials or choosing activities |  |  |  |  |  |  |  |  |  |
| 10. | Uses materials appropriately |  |  |  |  |  |  |  |  |  |
| 11. | Completes a task |  |  |  |  |  |  |  |  |  |
| **C. INTERACTION** |
| 12. | Joins in conversation when appropriate |  |  |  |  |  |  |  |  |  |
| 13. | Responds to peers when required |  |  |  |  |  |  |  |  |  |
| 14. | Responds to adults when required  |  |  |  |  |  |  |  |  |  |
| 15. | Expresses wishes and feelings towards others |  |  |  |  |  |  |  |  |  |
| 16. | Listens while others talk  |  |  |  |  |  |  |  |  |  |
| 17. | Is accepted by peers |  |  |  |  |  |  |  |  |  |
| 18. | Makes eye contact |  |  |  |  |  |  |  |  |  |
| 19. | Accepts the consequence of his/her behaviour |  |  |  |  |  |  |  |  |  |
| **D. PROBLEM BEHAVIOURS** |
| 20. | Is aggressive towards people or objects |  |  |  |  |  |  |  |  |  |
| 21. | Has temper tantrums |  |  |  |  |  |  |  |  |  |
| 22. | Fights with others |  |  |  |  |  |  |  |  |  |
| 23. | Disobeys rules or requests |  |  |  |  |  |  |  |  |  |
| 24. | Fidgets or moves excessively |  |  |  |  |  |  |  |  |  |
| 25. | Disturbs others engaged during ongoing activities |  |  |  |  |  |  |  |  |  |