

AT A GLANCE • NC K-3 Formative Assessment Process • 2015 -2016

APPROACHES TO LEARNING	Engagement in Self-Selected Activities	A. Wanders, examining many options for self-selected activities in the classroom environment, but does not settle with one particular choice.		B. Begins to make purposeful choices for self-selected activities that are highly engaging and begins to sustain engagement in a chosen activity.		C. Sustains engagement in a self-selected activity, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.		D. Sustains engagement in self-selected activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.	
		A. Says or indicates counting words randomly, with one number for each object, while tapping or pointing to one and only one object to determine the number of objects in a collection.		B. Says or indicates counting words correctly, saying one number for each object, while tapping or pointing to one and only one object to determine the number of objects in a collection.		C. Keeps track of objects when counting, not counting them twice or missing any.		D. States or indicates that the last number counted is the total quantity. (Cardinality)	
COGNITIVE DEVELOPMENT	Object Counting	E. States or indicates the same quantity without recounting. States or indicates that repeated counting yields the same number, and recognizes the need to check by recounting if counting the same objects twice has yielded different answers.		F. Names or indicates the same number for rearranged objects without recounting. Explains or indicates that counting twice yields the same quantity. (Conservation)		G. Continues the counting sequence when one object is added to the set, without counting all of them again.		H. Continues the counting sequence when more than one object is added to the set, without counting all of them again.	
		A. In response to an experience, expresses a range of emotions. This may manifest as an outburst, change in activity level or facial expressions.		B. Exaggerates expression of emotions to get needs and desires met and/or to get help from an adult or peer.		C. Expresses emotions through language, posture, or gestures suitable to the context.		D. With support from an adult, labels emotions in self and others.	
EMOTIONAL & SOCIAL DEVELOPMENT	Emotional Literacy	F. Labels higher-order emotions (confused, worried, surprised) in self and others.		G. Explains that an event can cause certain emotions.		H. Explains that an event can cause more than one emotion		I. Explains that the same event can cause different people to experience different emotions.	
		A. Uses a fist grip or palmer grasp to reach, manipulate or hold items (palmer grasp), with whole arm movement.		B. Uses thumb and fingers to manipulate objects (pincer grip), with whole arm movement and increased stability from the shoulder.		C. Uses refined wrist and finger movement, beginning to transfer control of movement from the shoulder to the elbow.		D. Uses hands with minimal elbow movement and primary control from wrist and fingers.	
HEALTH & PHYSICAL DEVELOPMENT	Grip & Manipulation	A. Uses no established dominance for lead/dominant hand (switching still continues).		B. Uses established dominant hand.		C. Performs actions involving mirrored movements with opposing hand.		D. Manipulates with dominant hand with assistance with other hand.	
		A. Isolates movement to one side of the midline (the invisible line running from our head to our toes, dividing the body into left and right halves).		B. Begins to cross the midline in some situations.				C. Consistently crosses midline.	

LANGUAGE DEVELOPMENT & COMMUNICATION	Book Orientation	A. Holds the book in random ways and flips pages, not looking at pages, nor looking at anything specifically.		B. Holds the book in random ways and may flip pages from front or back. May change the position of the book to better view the picture or print.		C. Holds the book upright, opens it from the front cover, and turns pages (not always in order).		D. Holds the book upright, turns the pages in order, starting at the front (one page at a time).														
		A. Attends to pictures as the only source of information.		B. Indicates that books can have pictures and/or print by pointing to either.		C. Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.		D. Points in the general area of printed words when prompted to show where we read words.		E. Points to the first word on the page when asked where to begin reading.		F. Points to one or two words on a page when prompted and can point to one letter when prompted.		G. Uses one-to-one correspondence while pretending to read.								
	A. Responds with silence.		B. Responds non-verbally to simple requests in a variety of ways (nodding, pointing, gesturing, facial expressions, eye pointing, sign language).		C. Indicates when something is not understood by making gestures or asking "what?"		D. <u>When given visual cues</u> , accurately follows an oral one-step direction that includes positional words: • on, off, in, out, under • in front of, behind, on top of, bottom, before, after • next to, between, above, below		E. <u>Without visual cues</u> , accurately follows oral one-step directions that include positional words: • on, off, in, out, under • in front of, behind, on top of, bottom, before, after • next to, between, above, below		F. Asks simple questions to clarify directions, requests, and commands.		G. <u>With visual cues</u> (if needed), follows two-step directions.		H. <u>Without visual cues</u> , accurately follows two-step directions.		I. <u>With visual cues</u> (if needed), accurately follows three- to four-step directions at one time, and carries out the tasks over time.		J. <u>Without visual cues</u> , accurately follows three- to four-step directions at one time and carries out the task over time.		K. <u>With visual cues</u> (if needed), accurately follows multi-step directions (four or more steps).	
	A. Recognizes own name in isolation and in context.		B. Makes connections to particular letters in the print environment (one's name, family members' names, friends' names).		C. Locates, talks about, and/or asks questions about letter(s) in the print environment.		D. Discriminates letters from pictures and numbers.		E. Accurately selects and names some-to-all of the letters in own name.		F. Accurately selects letters when given the letter name.		G. Accurately matches <u>some</u> uppercase to lowercase letters, matching the same letter uppercase to lowercase form.		H. Accurately names <u>some</u> letters (uppercase <u>or</u> lowercase)		I. Accurately names <u>most</u> letters (uppercase <u>or</u> lowercase)		J. Accurately names forms of the same letter for <u>most</u> letters (uppercase <u>and</u> lowercase)		K. Accurately names all letters of the alphabet (uppercase <u>and</u> lowercase, including different fonts encountered during reading).	
	Letter Naming		Following Directions		Print Awareness		Book Orientation		Letter Naming		Following Directions		Print Awareness		Book Orientation		Letter Naming		Following Directions		Print Awareness	

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