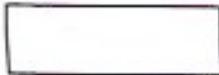


PRESCHOOL OUTCOMES CHECKLIST (continued)

G. Shapes

	<i>Matches</i>		<i>Points to</i>		<i>Names</i>	
	<i>Pretest</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>
						
						
						
						
						
						

H. Colors

	<i>Matches</i>	<i>Points to</i>	<i>Names</i>
<i>Red</i>			
<i>Blue</i>			
<i>Yellow</i>			
<i>Green</i>			
<i>Orange</i>			
<i>Purple</i>			
<i>White</i>			
<i>Brown</i>			
<i>Black</i>			

PRESCHOOL OUTCOMES CHECKLIST (continued)

I. Identifying Body Parts

On each line, mark the date each part was identified.

___ fingernails	___ legs	___ thumbs	___ wrists
___ jaw	___ ears	___ elbows	___ ankles
___ back	___ head	___ chin	___ hip
___ toes	___ neck	___ shoulders	___ waist
___ fingers	___ stomach	___ chest	
___ arms	___ knees	___ heels	

Pretest (/) Midtest (/) Posttest (/)

SOCIAL AND EMOTIONAL DEVELOPMENT

A. Adult and Peer Interactions and Cooperation

___	___	___	Knows classmates' names.
___	___	___	Makes a friend in class.
___	___	___	Interacts with adults appropriately.
___	___	___	Interacts with peers appropriately.
___	___	___	Expresses emotions appropriately.
___	___	___	Demonstrates familiarity with school environment.
___	___	___	Gains attention in appropriate ways.
___	___	___	Attempts to solve problems independently.
___	___	___	Follows directions and class rules.
___	___	___	Comes to class willingly.
___	___	___	Carries out class routines appropriately.
___	___	___	Demonstrates personal hygiene.
___	___	___	Respects rights of others.
___	___	___	Resolves conflicts appropriately.

B. Self-Concept

___	___	___	Demonstrates self-confidence.
___	___	___	Knows his or her own name.
___	___	___	Knows his or her own age.
___	___	___	Knows own birthday.
___	___	___	Knows own address.
___	___	___	Knows own phone number.
___	___	___	Knows family members' names.

(continued)

PRESCHOOL OUTCOMES CHECKLIST (continued)

Pretest (/) Midtest (/) Posttest (/)

C. Family and Community Relationships

_____ _____ _____ Acknowledges personal, family, and community similarities and differences.

MOTOR AND PHYSICAL DEVELOPMENT

A. Gross Motor Skills

_____ _____ _____ Walking

_____ _____ _____ Running

_____ _____ _____ **Skipping**

_____ _____ _____ Hopping

_____ _____ _____ Maneuvers around obstacles in environment.

_____ _____ _____ **Tosses, catches, and kicks a ball.**

_____ _____ _____ Demonstrates balance and coordination.

B. Fine Motor Skills

_____ _____ _____ Manipulates small objects effectively (e.g., buttons clothing, zips coat, and ties shoes).

_____ _____ _____ Uses scissors, pencils, and crayons correctly.

_____ _____ _____ Cuts along a line.

_____ _____ _____ Coordinates eye-hand movement.

C. Health and Safety

_____ _____ _____ Demonstrates personal hygiene.

_____ _____ _____ Follows basic safety rules.

_____ _____ _____ Engages in activities that promote healthy living.

MUSIC, MOVEMENT, AND THE CREATIVE ARTS

_____ _____ _____ Engages in musical or rhythmical activities or both.

_____ _____ _____ Responds to music by keeping the beat.

_____ _____ _____ Chants or sings along with music.

_____ _____ _____ Draws or paints simple pictures, objects, or both and shares them with others.

_____ _____ _____ Explores a variety of art media.

DRAMATIC PLAY

_____ _____ _____ Engages in appropriate stages of play, cognitively and socially.

_____ _____ _____ Engages in cooperative play such as taking turns.

_____ _____ _____ Explores real-life experiences through play (dramatic play).

PRESCHOOL LITERACY CHECKLIST

Name of Child _____ Birth Date _____

Classroom Teacher _____ Phone _____

Phonological Awareness

- | | |
|--|---|
| <input type="checkbox"/> word segmenting (compound words) | <input type="checkbox"/> rhyming production ("Tell me a rhyming word.") |
| <input type="checkbox"/> word blending (compound words) | <input type="checkbox"/> oral word boundaries (clapping words) |
| <input type="checkbox"/> rhyming recognition ("Do these words rhyme?") | <input type="checkbox"/> rhyming completion/cloze |
| <input type="checkbox"/> syllable blending (combining syllables to make words) | <input type="checkbox"/> auditory discrimination (environmental sounds) |
| <input type="checkbox"/> syllable segmenting (taking words apart by syllables) | <input type="checkbox"/> uses appropriate oral language structures |

Book Handling

- front of book bottom of picture
 print contains a message left page before right

Directional Behavior

- where to start return to the left
 which way to go first and last concept

Oral Language: Concepts and Vocabulary

- expands vocabulary to 4,000 words
 understands similarities and differences
 understands categorization
 can follow 2-3-step verbal directions
 can retell a simple narrative in sequence
 can understand "wh" questions
 uses pronouns and irregular past-tense verbs

Writing

- scribbles
 draws simple shapes (squares and circles)
 uses marks as letters
 expresses ideas using simple drawings
 uses one hand regularly
 knows writing is for communication
 writes own name

Concepts About Print

- understands concept of a word
 understands concept of a letter

Printed Language

- listens to stories
 recognizes environmental print
 understands different text forms
 names and matches letters to their names

Can identify approximately 10 letters (including ones from own name) in any of the following ways:

Letter Identification (by name)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Letter Identification (by sounds)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Letter Identification (by describing formation)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Letter Identification (by label, such as *b* for *ball*)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Letter Identification (in context)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Adapted from La Dean Talcott/Manteca Unified School District by Shiria Loutas, Bonnie Bitner, and Claire Venn in 2001 as part of the "Literacy Consortium" in Natrona County School District, Casper, Wyoming.