

Oregon Assessment for 3-5 Year Olds In Developmentally Appropriate Classrooms

Child's Name _____
 Birthdate _____
 Center _____
 Teacher _____

Key
 Circle the number that best describes the child's behavior or ability:
 1 - Rarely or not at all
 2 - Occasionally or with much help
 3 - About half the time or with some help
 4 - Often or with little help
 5 - Almost always or with no help

PLAY					
1. Plays cooperatively with peers during free play/child choice times.	1	2	3	4	5
2. Actively engages in many different kinds of play activities - blocks, socio-dramatic play, manipulatives, simple board games, etc.	1	2	3	4	5
3. Is a self-directed, motivated learner - shows initiative in finding materials or choosing activities.	1	2	3	4	5
4. Puts materials in proper place when finished.	1	2	3	4	5
5. Uses language skills to assist in directing play.	1	2	3	4	5
SELF-HELP					
6. Takes care of personal grooming needs - washes hands, brushes teeth, dresses self appropriate to her/his age level.	1	2	3	4	5
7. Wants to help her/himself and takes pride in doing so.	1	2	3	4	5
8. Cares for personal safety - uses seat belt, is not reckless on playground, in classroom, and on field trips.	1	2	3	4	5
SELF-CONCEPT					
9. Trusts adults who are reasonably consistent and supportive.	1	2	3	4	5
10. Accepts comfort from others.	1	2	3	4	5
11. Makes eye to eye contact (providing this is a cultural norm).	1	2	3	4	5
12. Is not overly friendly with strangers - shows caution.	1	2	3	4	5
13. Requests help from adults and other children verbally, politely, and when actually needed.	1	2	3	4	5
14. Can take turns with others (delays gratification for a short period).	1	2	3	4	5
15. Accepts responsibility for own actions.	1	2	3	4	5
16. Stands up for self assertively when engaging in a conflict with others.	1	2	3	4	5
17. Moves easily through transitions.	1	2	3	4	5
18. Has a realistic sense of own abilities, strengths, weaknesses.	1	2	3	4	5
19. Can evaluate own actions or behaviors without being too hard or too easy on her/himself.	1	2	3	4	5
20. Respects adult authority and classroom rules, but can assert own opinions, ideas and personality.	1	2	3	4	5
SOCIAL					
21. Interacts with a variety of children.	1	2	3	4	5
22. Displays flexibility in roles - can be a leader and a follower.	1	2	3	4	5
23. Forms and maintains friendships.	1	2	3	4	5
24. Displays positive relations with adults, including a balance of dependence/inter-dependence/independence.	1	2	3	4	5
25. Negotiates effectively with others.	1	2	3	4	5
26. Verbally expresses feelings and needs during interactions with others.	1	2	3	4	5
27. Does not show bias towards people who are different from her/himself (handicaps, skin color, language, etc).	1	2	3	4	5
LANGUAGE/COMMUNICATION					
28. Listens to and contributes to group discussions during mealtimes & sharing times.	1	2	3	4	5
29. Tells experiences or simple events in a logical sequence.	1	2	3	4	5
30. Enjoys reciting fingerplays and singing songs.	1	2	3	4	5
31. Communicates so that s/he is understood by others.	1	2	3	4	5
32. Initiates and sustains conversations with others.	1	2	3	4	5
MOTOR					
33. Actively engages in and enjoys fine motor activities such as drawing, painting, puzzles and cutting.	1	2	3	4	5
34. Freely runs, jumps, hops, climbs, and rides appropriate to child's age) without frequent falling or imbalance.	1	2	3	4	5
35. Willingly challenges own strength and agility.	1	2	3	4	5
DISPOSITIONS Engages in and enjoys creative activities and expression such as:					
36. Creative problem solving	1	2	3	4	5
37. Art	1	2	3	4	5
38. Drama	1	2	3	4	5
39. Movement	1	2	3	4	5
40. Music	1	2	3	4	5
41. Displays curiosity.	1	2	3	4	5
42. Is willing to try new activities.	1	2	3	4	5
43. Enjoys taking risks (while maintaining safety of self and others).	1	2	3	4	5
COGNITIVE - PROBLEM SOLVING					
44. Asks questions: "how, why, where, when, who?" of adults and children.	1	2	3	4	5
45. Approaches tasks with confidence - doesn't say "I can't".	1	2	3	4	5
46. Perseveres through a difficult task despite setbacks such as difficult puzzles, lego constructions.	1	2	3	4	5
47. Chooses activities during free play and can stick with it for 10 minutes or more.	1	2	3	4	5
48. Displays resourcefulness when faced with problems or obstacles - can generate several solutions/alternatives when asked questions such as "What else can you do...".	1	2	3	4	5
COGNITIVE - MATH When playing with objects in the environment such as blocks, pegs, dishes, etc.:					
49. Matches (i.e.: red cars into red container)	1	2	3	4	5
50. Sorts (i.e.: red cars from blue cars)	1	2	3	4	5
51. Seriates (i.e.: lines up cars smallest to largest)	1	2	3	4	5
52. Patterns (i.e.: red car, blue car, red car, blue car)	1	2	3	4	5
53. Quantifies (i.e.: counts 5 cars)	1	2	3	4	5
COGNITIVE - LITERACY					
54. Listens to entire story during storytime.	1	2	3	4	5
55. Asks to be read to.	1	2	3	4	5
56. Shows interest in print medium - enjoys looking at books, asks what signs say, etc.	1	2	3	4	5
57. Recognizes and names letters in environment, in print or when children's names are dictated.	1	2	3	4	5
58. Reads own name on drawings, charts, etc. and reads simple signs in the environment.	1	2	3	4	5
59. Writes, draws, and/or make things representationally, i.e.: writes name on artwork, imitates writing during dramatic play, draws pictures that are recognizable objects or people.	1	2	3	4	5

Black 1st Assessment October	Red 2nd Assessment February	3rd Assessment May Refer To Progress Report
------------------------------------	-----------------------------------	--