

Student Name: _____ Date: _____

Kindergarten

Alaska Developmental Profile Instructions

The purpose of the Alaska Developmental Profile (ADP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations.

These skills and behaviors are defined by goals and indicators in five domains from Alaska's Early Learning Guidelines: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches Toward Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. Each goal statement expresses a specific expectation of what children should know, understand, and be able to do at kindergarten entry. The goal statements are defined by a set of indicators that describe expected observable behaviors or skills.

Students are observed *at the goal-level* according to the following 3-point response scale:

Rating	Category	Definition
2	Consistently Demonstrates	<p>Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).</p> <p>Give this rating if the student is <i>generally able</i> to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating.</p>
1	Progressing	<p>Student demonstrates the indicated skills or behaviors on an inconsistent basis.</p> <p>Give this rating if the student demonstrates the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate <i>most</i> of the indicated skills and behaviors (i.e., for students who demonstrate only <i>some</i> of the indicated skills or behaviors consistently).</p>
0	Does Not Demonstrate	<p>Student does not demonstrate the indicated skills or behaviors (20% or less of the time).</p> <p>Give this rating if the student is <i>generally unable</i> to successfully demonstrate these skills most of the time.</p>

ALASKA DEVELOPMENTAL PROFILE

Directions: Place an 'X' in the category that most appropriately reflects this student's development with respect to each italicized goal, as defined by the bulleted list of indicators.

◆ **Did your child attend preschool? YES NO**

<u>Physical Well-being, Health and Motor Development</u>	2 Consistently Demonstrates	1 Progressing	0 Does Not Demonstrate
<i>Demonstrates strength and coordination of large motor muscles</i> <ul style="list-style-type: none"> Runs with an even gait and with few falls Maintains balance while bending, twisting or stretching Moves body into position to catch a ball, then throws the ball in the right direction Kicks large ball to a given point with some accuracy Able to alternate weight and feet while skipping or using stairs 			
<i>Demonstrates strength and coordination of small motor muscles</i> <ul style="list-style-type: none"> Cuts, draws, glues with materials provided Copies several letters or shapes Able to manipulate clothing fasteners (e.g. buttons, snaps, Velcro, zippers) Puts together and pulls apart manipulatives appropriately (e.g. blocks, beads, cubes) 			
<u>Social and Emotional Development</u>	2 Consistently Demonstrates	1 Progressing	0 Does Not Demonstrate
<i>Participates positively in group activities</i> <ul style="list-style-type: none"> Follow simple rules of participation in group activities Participates cooperatively in large and small group activities Invents and/or sets up activities that include more than one child Is sometimes part of the audiences, as well as an active participant in group events 			
<i>Regulates their feelings and impulses</i> <ul style="list-style-type: none"> Expresses self in safe and appropriate ways (e.g. expresses anger or sadness without fights) Show ability to control impulses, with guidance Seeks peaceful resolution to conflict Modifies behavior and expression of emotions for different environments (e.g. library, recess, hallway) Stops and listens to instructions before starting an activity 			

<u>Approaches to Learning</u>	2 Consistently Demonstrate s	1 Progressing	0 Does Not Demonstrate
<i>Shows curiosity and interest in learning new things and having new experiences</i> <ul style="list-style-type: none"> Engages in discussions and asks questions about new events and occurrences (e.g. “Why did this happen?”) Looks for new information and wants know more about personal interests Uses familiar materials in new ways (e.g. materials from nature in an art projects or for imaginative play) 			
<i>Sustains attention to tasks and persists when facing challenges</i> <ul style="list-style-type: none"> Remains engaged while peers and/or adults are the focus of attention (e.g. pays attention during storytelling or “show and tell”) Works on a task over a period of time, leaving and returning to it (e.g. block structure) Shifts attention back to activity at hand after being distracted Accepts age-appropriate challenges and continues through frustration 			
<u>Cognition and General Knowledge</u>	2 Consistently Demonstrate s	1 Progressing	0 Does Not Demonstrate
<i>Demonstrates knowledge of numbers and counting</i> <ul style="list-style-type: none"> Counts to 10 from memory Understands that when counting a set of items, each item must be counted only once and none should be left out Uses math manipulatives in counting activities (e.g. games, toys, and coins) Uses basic numbers and counting operations (e.g. “I gave Chua one of my blocks. Now she has two blocks.”) 			
<i>Sorts, classifies, and organizes objects</i> <ul style="list-style-type: none"> Sorts objects into categories, classifying and comparing according to a characteristic (e.g. size, color) Recognizes, describes, duplicates and extends a two-part pattern (e.g. A/B, circle/square) Describes how and why objects are arranged or sorted the way they are 			

<u>Communication, Language, and Literacy</u>	2 Consistently Demonstrates	1 Progressing	0 Does Not Demonstrate
<i>Uses receptive communication skills</i> <ul style="list-style-type: none"> • Listens to others in group conversations and discussions • Responds to a request • Attend to book reading/story telling for at least five minutes • Understands prepositions in simple commands (e.g. puts the bowl on the table) 			
<i>Uses expressive communication skills</i> <ul style="list-style-type: none"> • Expresses an idea in more than one way (e.g. “I like salmon very much” and “Salmon is my favorite food.”) • Names several non-present objects using appropriate words (e.g. “We went on the boat and I saw a whale.”) • Correctly uses words to indicate understanding • Defines words with assistance (e.g. “Firefighters put out fires.”) • Asks others for help 			
<i>Demonstrates phonological awareness</i> <ul style="list-style-type: none"> • Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g. claps out sounds or rhythms of language) • Identifies initial sound of words, with assistance (e.g. book begins with the /b/ sound) • Find objects in a picture with the same beginning sound, with assistance • Differentiates between similar sounding words in pronunciation and listening skills (e.g. three and three) 			
<i>Demonstrates awareness of print concepts</i> <ul style="list-style-type: none"> • Demonstrates how to follow text in proper order on a written page while reading or following along (e.g. for English, left to right and top to bottom) • Recognizes difference between letters, words, and numerals • Points to the title of a book when asked • Reads own first name • Reads several examples of environmental print (e.g. boys, girls, exit, cereal boxes) 			
<i>Demonstrates knowledge of letters and symbols (alphabet knowledge)</i> <ul style="list-style-type: none"> • Recognizes several upper case and lower case letters • Prints several alphabet letters for given letter names • Writes several upper case and lower case letters • Writes his or her first name • Recognizes letters in his or her name 			