

# Documenting the Basis for the Rating Form

## Outcome 1: Positive Social-Emotional Skills (Including Social Relationships)

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

### Functioning that will lead to immediate foundational skills

### Functioning that shows immediate foundational skills

AEPS  
Engages in parallel and associative, imaginary play with peers  
Engages in games with rules with adult supervision; is beginning to follow conversational rules to initiate and maintain appropriate (on topic) conversations with adults and peers  
*Family Reports*  
*Engages in pretend play with siblings; plays simple family games with parent support, i.e., Candyland, Hungry Hippo, Go Fish*  
KSELD  
Is beginning to show pride in accomplishment; cooperates with others to carry out their play themes

### Functioning that is age appropriate

AEPS  
Watches, listens, and participates appropriately during circle time and small group activities led by adults

*Family Reports*  
*Participates in group activities at Sunday school with minimal adult support (singing songs, playing familiar games, responding when called on)*

KSELD  
Copes well with frustration

### Behavior that is not age appropriate but not like that of a younger child

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## Outcome 2: Acquiring and Using Knowledge and Skills

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

### Functioning that will lead to immediate foundational skills

AEPS

When engaged in activities involving classroom calendar or visual schedules, shows emerging understanding of temporal concepts (today, tomorrow, yesterday, later); can follow novel multi-step directions with a task organizer or visual schedule

#### *Family Report*

*Talks about today, yesterday and tomorrow, although not always accurately*

*Carries out routine directions with more than 1-step, but needs help with unfamiliar directions*

KSELD

Guesses at information or sequence of events in familiar story

### Functioning that shows immediate foundational skills

AEPS

Copies first name from model; during circle and center time activities, is beginning to use words that correctly describe qualitative (clean/dirty, hot/cold, wet/dry) and quantitative concepts (empty/full, ); spatial relations (in/out, front/behind, up/down); count 5 objects and recognizes several numbers; group familiar objects by features and function

#### *Family Report*

*Talks about today, yesterday and tomorrow, although not always accurately*

*Carries out routine directions with more than 1-step, but needs help with unfamiliar directions*

KSELD

Sometimes asks for help from peers or teacher; sometimes answers coping questions

### Functioning that is age appropriate

AEPS

Uses mature grasp to write pseudo-letters spontaneously to illustrate drawings; cuts out shapes when engaged in art activities; demonstrates understanding of color, shape and size concepts while participating in age appropriate activities.

#### *Family Report*

*Asks for paper and pencil to "practice writing" letters and drawing pictures of fairly recognizable objects; Cuts pictures out of toy catalogues to make lists; knows basic colors, shapes when participating in family games; pretends to read to siblings*

KSELD

Pretends to read familiar books

### Behavior that is not age appropriate but not like that of a younger child

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## Outcome 3: Taking Appropriate Action to Meet Needs

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 mo)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

### Functioning that will lead to immediate foundational skills

### Functioning that shows immediate foundational skills

AEPS  
Follows classroom rules with visual or verbal prompts; sometimes asks adult for assistance or directions; can sometimes give her full name when introduced to new person.

*Family Report*  
*Knows rules for grocery store, playground but needs help sometimes remembering them, or asking for help or permission; sometimes can tell someone her full name*

KSELD  
Sometimes recognizes and tells meaning of warning symbols and signals in school and community; returns materials to proper place with adult supervision

### Functioning that is age appropriate

AEPS  
Participates in all preschool activities with good balance, strength, and mobility; eats, drinks, prepares food, uses utensils at snack time; participates in toileting routine with minimal prompting from teachers; takes off/puts on coat, hat, boots, mittens independently

*Family Report*  
*Runs, climbs stairs, plays games without falling or bumping into things; helps prepare and serve own food and drink at meal time; uses fork and spoon with little spilling; uses toilet without help most of the time; can choose own clothing, undress and dress self, including fasteners*

KSELD  
Uses materials purposefully and respectfully

### Behavior that is not age appropriate but not like that of a younger child