

MAND

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child use words, signs, or pictures to ask for desired items or activities?

1ST	2ND	3RD	4TH

1. Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., *cracker, book*) **(E)**

1ST	2ND	3RD	4TH

2. Emits 4 different mands without prompts (except *What do you want?*) — the desired item can be present (e.g., *music, slinky, ball*) **(T)**

1ST	2ND	3RD	4TH

3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands *bubbles* from mom and dad, inside and outside, a red bottle and a blue bottle) **(E)**

1ST	2ND	3RD	4TH

4. Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present **(TO: 60 min.)**

1ST	2ND	3RD	4TH

5. Emits 10 different mands without prompts (except, *What do you want?*) — the desired item can be present (e.g., *apple, swing, car, juice*) **(E)**

Comments/notes:

MAND

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child mand for information, mand with different parts of speech, and give directions to others?

1ST	2ND	3RD	4TH

11. Spontaneously mands for different verbal information using a WH question word 5 times (e.g., *What's your name? Where do I go?*) **(TO: 60 min.)**

1ST	2ND	3RD	4TH

12. Politely mands to stop an undesirable activity, or remove any aversive MO under 5 different circumstances (e.g., *Please stop pushing me. No thank you. Excuse me, can you move?*) **(E)**

1ST	2ND	3RD	4TH

13. Mands with 10 different adjectives, prepositions, or adverbs (e.g., *My crayon is broken. Don't take it out. Go fast.*) **(TO: 60 min.)**

1ST	2ND	3RD	4TH

14. Gives directions, instructions, or explanations as to how to do something or how to participate in an activity 5 times (e.g., *You put the glue on first, then stick it. You sit here while I get a book.*) **(O)**

1ST	2ND	3RD	4TH

15. Mands for others to attend to his own intraverbal behavior 5 times (e.g., *Listen to me... I'll tell you... Here's what happened... I'm telling the story...*) **(O)**

Comments/notes:

TACT**TOTAL SCORE:**

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child tact people, objects, body parts, or pictures?

1ST	2ND	3RD	4TH

1. Tacts 2 reinforcing items (e.g., people, pets, characters, or favorite objects) **(T)**

1ST	2ND	3RD	4TH

2. Tacts any 4 items (e.g., people, pets, characters, or other objects) **(T)**

1ST	2ND	3RD	4TH

3. Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) **(T)**

1ST	2ND	3RD	4TH

4. Spontaneously tacts (no verbal prompts) 2 different items **(O)**

1ST	2ND	3RD	4TH

5. Tacts 10 items (e.g., common objects, people, body parts, or pictures) **(T)**

Comments/notes:

TACT**TOTAL SCORE:**

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child tact nouns and verbs?

1ST	2ND	3RD	4TH

6. Tacts 25 items when asked, *What's that?* (e.g., book, shoe, car, dog, hat) **(T)**

1ST	2ND	3RD	4TH

7. Generalizes tacts across 3 examples of 50 items, tested or from a list of known generalizations (e.g., tacts 3 different cars) **(T)**

1ST	2ND	3RD	4TH

8. Tacts 10 actions when asked, for example, *What am I doing?* (e.g., jumping, sleeping, eating) **(T)**

1ST	2ND	3RD	4TH

9. Tacts 50 two-component verb-noun or noun-verb combinations, tested or from a list of known two-component tacts (e.g., *washing face, Joe swinging, baby sleeping*) **(T)**

1ST	2ND	3RD	4TH

10. Tacts a total of 200 nouns and/or verbs (or other parts of speech), tested or from an accumulated list of known tacts **(T)**

Comments/notes:

TACT

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child emit a wide variety of tacts, and do they contain several different parts of speech?

1ST	2ND	3RD	4TH

11. Tacts the color, shape, and function of 5 objects (15 trials) when each object and question is presented in a mixed order (e.g., *What color is the refrigerator? What shape is the valentine? What do you do with the ball?*) (This is part tact and part intraverbal.) (T)

1ST	2ND	3RD	4TH

12. Tacts 4 different prepositions (e.g., *in, out, on, under*) and 4 pronouns (e.g., *I, you, me, mine*) (E)

1ST	2ND	3RD	4TH

13. Tacts 4 different adjectives, excluding colors and shapes (e.g., *big, little, long, short*) and 4 adverbs (e.g., *fast, slow, quietly, gently*) (E)

1ST	2ND	3RD	4TH

14. Tacts with complete sentences containing 4 or more words, 20 times (E)

1ST	2ND	3RD	4TH

15. Has a tact vocabulary of 1000 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known tacts (T)

Comments/notes:

LISTENER RESPONDING

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child attend to and respond to the words spoken by others?

1ST	2ND	3RD	4TH

1. Attends to a speaker's voice by orienting toward the speaker 5 times (E)

1ST	2ND	3RD	4TH

2. Responds to hearing his own name 5 times (e.g., looks at the speaker) (T)

1ST	2ND	3RD	4TH

3. Looks at, touches, or points to the correct family member, pet, or other reinforcer when presented in an array of 2, for 5 different reinforcers (e.g., *Where's Elmo? Where's mommy?*) (E)

1ST	2ND	3RD	4TH

4. Performs 4 different motor actions on command, without a visual prompt (e.g., *Can you jump? Show me clapping.*) (T)

1ST	2ND	3RD	4TH

5. Selects the correct item from an array of 4, for 20 different objects or pictures (e.g., *Show me cat. Touch shoe.*) (T)

Comments/notes:

LISTENER RESPONDING

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Is the child acquiring more advanced listener skills?

1ST	2ND	3RD	4TH

6. Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., *Find cat. Touch ball.*) (T)

1ST	2ND	3RD	4TH

7. Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) (T)

1ST	2ND	3RD	4TH

8. Performs 10 specific motor actions on command (e.g., *Show me clapping. Can you hop?*) (T)

1ST	2ND	3RD	4TH

9. Follows 50 two-component noun-verb and/or verb-noun instructions (e.g., *Show me the baby sleeping. Push the swing.*) (T)

1ST	2ND	3RD	4TH

10. Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words (T)

Comments/notes:

LISTENER RESPONDING

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child understand complex words and sentences involving the different parts of speech?

1ST	2ND	3RD	4TH

11. Selects items by color and shape from an array of 6 similar stimuli, for 4 colors and 4 shapes (e.g., *Find the red car. Find the square cracker.*) (T)

1ST	2ND	3RD	4TH

12. Follows 2 instructions involving 6 different prepositions (e.g., *Stand behind the chair.*) and 4 different pronouns (e.g., *Touch my ear.*) (T)

1ST	2ND	3RD	4TH

13. Selects items from an array of similar stimuli based on 4 pairs of relative adjectives (e.g., *big-little, long-short*) and demonstrates actions based on 4 pairs of relative adverbs (e.g., *quiet-loud, fast-slow*) (T)

1ST	2ND	3RD	4TH

14. Follows 3-step directions for 10 different directions (e.g., *Get your coat, hang it up, and sit down.*) (T)

1ST	2ND	3RD	4TH

15. Has a total listener repertoire of 1200 words (nouns, verbs, adjectives, etc.), tested or from an accumulated list of known words (T)

Comments/notes:

LISTENER RESPONDING BY FUNCTION, FEATURE, AND CLASS (LRFFC)

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child understand as a listener words that describe or modify nouns and verbs by their functions, features, or classes?

1ST	2ND	3RD	4TH

6. Selects an animal or object from an array of 3, for 5 different sounds made by the corresponding items (e.g., Meow says a..., Toot, toot goes the...) (T)

1ST	2ND	3RD	4TH

7. Selects 5 different foods or drinks when each is presented in an array of 5 (along with 4 non-food or non-drink items) and asked the verbal fill-ins You eat... and You drink... (T)

1ST	2ND	3RD	4TH

8. Selects the correct item from an array of 8, for 25 different LRFFC fill-in statements of any type (e.g., You sit on a...) (T)

1ST	2ND	3RD	4TH

9. Selects the correct item from an array of 10 (or from a book), for 25 different verb-noun LRFFC what, which, or who questions (e.g., What do you ride? Which one barks? Who can hop?) (T)

1ST	2ND	3RD	4TH

10. Spontaneously tacts the item on 50% of the LRFFC trials (e.g., says dog given the verbal statement, Find an animal, and a visual array containing a picture of a dog) (E)

Comments/notes:

LISTENER RESPONDING BY FUNCTION, FEATURE, AND CLASS (LRFFC)

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child understand as a listener multiple words that describe or modify nouns and verbs by their functions, features, or classes?

1ST	2ND	3RD	4TH

11. Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks (T)

1ST	2ND	3RD	4TH

12. Selects items from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 LRFFC tasks (e.g., Do you see a brown animal? Can you find some clothing with buttons?) (T)

1ST	2ND	3RD	4TH

13. Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g., verb, adjective, preposition, pronoun), for 25 WH question LRFFC tasks (e.g., Which fruit grows on trees?) (T)

1ST	2ND	3RD	4TH

14. Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics (T)

1ST	2ND	3RD	4TH

15. Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses (T)

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child attend to and respond to visual stimuli and match objects or pictures?

1ST	2ND	3RD	4TH

1. Visually tracks moving stimuli for 2 seconds, 5 times **(TO: 30 min.)**

1ST	2ND	3RD	4TH

2. Grasps small objects with thumb, index finger, and middle finger (pincer grasp) 5 times **(O)**

1ST	2ND	3RD	4TH

3. Visually attends to a toy or book for 30 seconds (not a self-stim item) **(O)**

1ST	2ND	3RD	4TH

4. Places 3 items in a container, stacks 3 blocks, or places 3 rings on a peg for 2 of these or similar activities **(E)**

1ST	2ND	3RD	4TH

5. Matches any 10 identical items (e.g., inset puzzles, toys, objects, or pictures) **(E)**

Comments/notes:

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child match identical and non-identical objects and pictures?

1ST	2ND	3RD	4TH

6. Matches identical objects or pictures in a messy array of 6, for 25 items **(T)**

1ST	2ND	3RD	4TH

7. Sorts similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color) **(T)**

1ST	2ND	3RD	4TH

8. Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, pig, and pony) **(T)**

1ST	2ND	3RD	4TH

9. Matches non-identical objects or non-identical pictures in a messy array of 10, for 25 items (e.g., matches a Ford truck to a Toyota truck) **(T)**

1ST	2ND	3RD	4TH

10. Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items **(T)**

Comments/notes:

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child complete complex designs, patterns, and sequences?

1ST	2ND	3RD	4TH

11. Spontaneously matches any part of an arts and crafts activity to another person's sample 2 times (e.g., a peer colors a balloon red and the child copies the peer's red color for his balloon) **(O)**

1ST	2ND	3RD	4TH

12. Demonstrates generalized non-identical matching in a messy array of 10 with 3 similar stimuli, for 25 items (i.e., matches new items on the first trial) **(T)**

1ST	2ND	3RD	4TH

13. Completes 20 different block designs, parquetry, shape puzzles, or similar tasks with at least 8 different pieces **(T)**

1ST	2ND	3RD	4TH

14. Sorts 5 items from 5 different categories without a model (e.g., animals, clothing, furniture) **(T)**

1ST	2ND	3RD	4TH

15. Continues 20 three-step patterns, sequences, or seriation tasks (e.g., star, triangle, heart, star, triangle...) **(T)**

Comments/notes:

INDEPENDENT PLAY

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child engage in independent play behavior that is automatically reinforcing?

1ST	2ND	3RD	4TH

1. Manipulates and explores objects for 1 minute (e.g., looks at a toy, turns it over, presses buttons) **(TO: 30 min.)**

1ST	2ND	3RD	4TH

2. Shows variation in play by independently interacting with 5 different items (e.g., plays with rings, then a ball, then a block) **(TO: 30 min.)**

1ST	2ND	3RD	4TH

3. Demonstrates generalization by engaging in exploratory movement and playing with the toys in a novel environment for 2 minutes (e.g., in a new playroom) **(TO: 30 min.)**

1ST	2ND	3RD	4TH

4. Independently engages in movement play for 2 minutes (e.g., swinging, dancing, rocking, jumping, climbing) **(TO: 30 min.)**

1ST	2ND	3RD	4TH

5. Independently engages in cause-and-effect play for 2 minutes (e.g., dumping containers, playing with pop-up toys, pulling toys, etc.) **(TO: 30 min.)**

Comments/notes:

INDEPENDENT PLAY

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child engage in independent play behavior that is automatically reinforcing?

1ST	2ND	3RD	4TH

6. Searches for a missing or corresponding toy or part of a set for 5 items or sets (e.g., a puzzle piece, a ball for a drop-in toy, a bottle for a baby doll) **(E)**

1ST	2ND	3RD	4TH

7. Independently demonstrates the use of toys or objects according to their function for 5 items (e.g., placing a train on a track, pulling a wagon, holding a telephone to the ear) **(O)**

1ST	2ND	3RD	4TH

8. Plays with everyday items in creative ways 2 times (e.g., uses a bowl as a drum or a box as an imaginary car) **(O)**

1ST	2ND	3RD	4TH

9. Independently engages in play on structures and playground equipment for a total of 5 minutes (e.g., going down a slide, swinging) **(TO: 30 min.)**

1ST	2ND	3RD	4TH

10. Assembles toys that have multiple parts for 5 different sets of materials (e.g., Mr. Potato Head, Little People sets, Cooties bugs, Kid K' Nex) **(O)**

Comments/notes:

INDEPENDENT PLAY

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child spontaneously engage in independent play that is automatically reinforcing?

1ST	2ND	3RD	4TH

11. Spontaneously engages in pretend or imaginary play on 5 occasions (e.g., dressing up, a pretend party with stuffed animals, pretends to cook) **(O)**

1ST	2ND	3RD	4TH

12. Repeats a gross motor behavior to obtain a better effect for 2 activities (e.g., throwing a ball in a basket, swinging a bat at a T-ball, foot stomping to launch a rocket, pumping a swing) **(O)**

1ST	2ND	3RD	4TH

13. Independently engages in arts and crafts type activities for 5 minutes (e.g., drawing, coloring, painting, cutting, pasting) **(O)**

1ST	2ND	3RD	4TH

14. Independently engages in sustained play activities for 10 minutes without adult prompts or reinforcement (e.g., playing with an Etch-a-sketch, playing dress-up) **(O)**

1ST	2ND	3RD	4TH

15. Independently draws or writes in pre-academic activity books for 5 minutes (e.g., dot-to-dot, matching games, mazes, tracing letters and numbers) **(O)**

Comments/notes:

SOCIAL BEHAVIOR AND SOCIAL PLAY**TOTAL SCORE:**

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child attend to others and attempt to socially engage others?

1ST	2ND	3RD	4TH

1. Visually tracks and shows interest in people's movement at least 5 times **(TO: 30 min.)**

1ST	2ND	3RD	4TH

2. Indicates that he wants to be held or physically played with 2 times (e.g., climbs up on his mom's lap) **(TO: 60 min.)**

1ST	2ND	3RD	4TH

3. Spontaneously looks (glances) at other children 5 times **(TO: 30 min.)**

1ST	2ND	3RD	4TH

4. Spontaneously engages in parallel play near other children for a total of 2 minutes (e.g., sits in the sandbox near other children) **(TO: 30 min.)**

1ST	2ND	3RD	4TH

5. Spontaneously follows peers or imitates their motor behavior 2 times (e.g., follows a peer into a playhouse) **(TO: 30 min.)**

Comments/notes:

MOTOR IMITATION**TOTAL SCORE:**

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child imitate the actions of other people?

1ST	2ND	3RD	4TH

1. Imitates 2 gross motor movements when prompted with, *Do this* (e.g., clapping, raising arms) **(T)**

1ST	2ND	3RD	4TH

2. Imitates 4 gross motor movements when prompted with, *Do this* **(T)**

1ST	2ND	3RD	4TH

3. Imitates 8 motor movements, 2 of which involve objects (e.g., shaking a maraca, tapping sticks together) **(T)**

1ST	2ND	3RD	4TH

4. Spontaneously imitates the motor behaviors of others on 5 occasions **(O)**

1ST	2ND	3RD	4TH

5. Imitates 20 motor movements of any type (e.g., fine motor, gross motor, imitation with objects) **(T)**

Comments/notes:

MOTOR IMITATION

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child imitate the actions of other people?

1ST	2ND	3RD	4TH

6. Imitates 10 actions that require selecting a specific object from an array (e.g., selects a drumstick from an array also containing a horn and a bell, and imitates an adult's drumming) **(T)**

1ST	2ND	3RD	4TH

7. Imitates 20 different fine motor actions when prompted, *Do this* (e.g., wiggle fingers, pinching, making a fist, making a butterfly) **(T)**

1ST	2ND	3RD	4TH

8. Imitates 10 different three-component sequences of actions when prompted, *Do this* (e.g., clapping, jumping, touching toes; pick up a doll, place her in a crib, and rock the crib) **(T)**

1ST	2ND	3RD	4TH

9. Spontaneously imitates 5 functional skills in the natural environment (e.g., eating with a spoon, putting on a coat, removing shoes) **(O)**

1ST	2ND	3RD	4TH

10. Imitates (or attempts to with approximations) any novel motor action modeled by an adult with and without objects (i.e., a "generalized imitative repertoire") **(T)**

Comments/notes:

INTRAVERBAL

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child verbally respond to the content of the words of others?

1ST	2ND	3RD	4TH

6. Completes 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, social games and fun fill-ins, animal or object sounds) **(T)**

1ST	2ND	3RD	4TH

7. Provides first name when asked, *What is your name?* **(T)**

1ST	2ND	3RD	4TH

8. Completes 25 different fill-in-the-blank phrases (not including songs) (e.g., *You eat... You sleep in a... Shoes and...*) **(T)**

1ST	2ND	3RD	4TH

9. Answers 25 different *what* questions (e.g., *What do you like to eat?*) **(T)**

1ST	2ND	3RD	4TH

10. Answers 25 different *who* or *where* questions (e.g., *Whose your friend? Where is your pillow?*) **(T)**

Comments/notes:

CLASSROOM ROUTINES AND GROUP SKILLS

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child follow the daily routines in a classroom and appropriately participate in group activities, and respond in a group-teaching format?

1ST	2ND	3RD	4TH

6. Sits at a group snack or lunch table without negative behavior for 3 minutes (O)

1ST	2ND	3RD	4TH

7. Puts away personal items, lines up, and comes to a table with only 1 verbal prompt (O)

1ST	2ND	3RD	4TH

8. Transitions between classroom activities with no more than 1 gestural or verbal prompt (O)

1ST	2ND	3RD	4TH

9. Sits in a small group for 5 minutes without disruptive behavior or attempting to leave the group (O)

1ST	2ND	3RD	4TH

10. Sits in a small group for 10 minutes, attends to the teacher or material for 50% of the period, and responds to 5 of a teacher's SDs (O)

Comments/notes:

CLASSROOM ROUTINES AND GROUP SKILLS

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child follow classroom routines and learn in a group-teaching format?

1ST	2ND	3RD	4TH

11. Uses the toilet and washes hands with only verbal prompts (E)

1ST	2ND	3RD	4TH

12. Responds to 5 different group instructions or questions without direct prompts in a group of 3 or more children (e.g., *Everybody stand up. Does anyone have a red shirt on?*) (O)

1ST	2ND	3RD	4TH

13. Works independently for 5 minutes in a group, and stays on task for 50% of the period (O)

1ST	2ND	3RD	4TH

14. Acquires 2 new behaviors during a 15-minute group-teaching format involving 5 or more children (T)

1ST	2ND	3RD	4TH

15. Sits in a 20-minute group session involving 5 children without disruptive behaviors, and answers 5 intraverbal questions (T)

Comments/notes:

READING

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child show interest in words and books, tact and LD letters, and read and comprehend a few words?

1ST	2ND	3RD	4TH

11. Attends to a book when a story is being read to him for 75% of the time (TO: 3 min.)

1ST	2ND	3RD	4TH

12. Selects (LDs) the correct uppercase letter from an array of 5 letters, for 10 different letters (T)

1ST	2ND	3RD	4TH

13. Tacts 10 uppercase letters on command (T)

1ST	2ND	3RD	4TH

14. Reads his own name (T)

1ST	2ND	3RD	4TH

15. Matches 5 words to the corresponding pictures or items in an array of 5, and vice versa (e.g., matches the written word bird to a picture of a bird) (T)

Comments/notes:

MATH

TOTAL SCORE:

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child demonstrate beginning math skills involving numbers, quantities, counting, and measurement? (Note: Related beginning geometry skills, such as shapes, are assessed in other sections)

1ST	2ND	3RD	4TH

11. Identifies as a listener the numbers 1-5 in an array of 5 different numbers (T)

1ST	2ND	3RD	4TH

12. Tacts the numbers 1-5 (T)

1ST	2ND	3RD	4TH

13. Counts out 1-5 items from a larger set of items with 1 to 1 correspondence (e.g., Give me 4 cars. Now give me 2 cars.) (T)

1ST	2ND	3RD	4TH

14. Identifies as a listener 8 different comparisons involving measurement (e.g., show me more or less, big or little, long or short, full or empty, loud or quiet) (T)

1ST	2ND	3RD	4TH

15. Correctly matches a written number to a quantity and a quantity to a written number for the numbers 1-5 (e.g., matches the number 3 to a picture of 3 trucks) (T)

Comments/notes:

WRITING**TOTAL SCORE:**

ASSESSMENT			
1ST	2ND	3RD	4TH

Does the child draw, copy letters and numbers, and independently write his name?

1ST	2ND	3RD	4TH

11. Imitates 5 different writing actions modeled by an adult using a writing instrument and writing surface **(T)**

1ST	2ND	3RD	4TH

12. Independently traces within 1/4 inch of the lines of 5 different geometrical shapes (e.g., circle, square, triangle, rectangle, star) **(T)**

1ST	2ND	3RD	4TH

13. Copies 10 letters or numbers legibly **(T)**

1ST	2ND	3RD	4TH

14. Legibly spells and writes his own name without copying **(T)**

1ST	2ND	3RD	4TH

15. Copies all 26 upper and lower case letters legibly **(T)**

Comments/notes: