



*Birth to 5
Observational Assessment*



OVERVIEW



Observational Assessment Birth to 5

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WELCOME



Observational Assessment Birth to 5

The Frog Street AIM Observational Assessment is designed to assist early childhood teachers and administrators in making thoughtful and developmentally-appropriate decisions for guiding young children's learning and progress from infancy to kindergarten entry.

The AIM Observational Assessment is a seamless tapestry of interwoven processes that focus on meeting children where they are and propelling learning toward precisely-defined measures in all areas of development:

- Social-Emotional
- Language
- Cognitive
- Physical

The goal of this instrument is not to compare children to other children or to some loosely defined average, but rather specify how each individual child is progressing toward reaching benchmarks and outcomes indicative of school readiness. The AIM Observational Assessment achieves this goal by defining what those indicators are and how children typically develop along this continuum from infancy into the kindergarten year.



The AIM Observational Assessment helps early childhood professionals sharpen their AIM toward a clearly defined target: preparing children for a successful school career and a joyful trajectory toward lifelong learning.

Aiming for Achievement!

GETTING STARTED WITH FROG STREET AIM OBSERVATIONAL ASSESSMENT

The AIM Observational Assessment will assist you in administering AIM as the tool was intended. The guide is organized to deeply unpack the three letters of the acronym, A-I-M, and clearly define what each letter represents: Assess, Instruct, Monitor.

Although the processes of assessing, instructing, and monitoring are fluid and dynamic—that is, they tend to intersect as they guide and inform each other—they are also independently distinct and singularly manifest at various points within the cycle of their joint enactment. To clarify how this phenomenon unfolds, consider the metaphor of driving. Just as we drive and assess simultaneously (that is, we never stop driving to assess the surrounding traffic conditions), we also can teach and assess at the same time without interrupting the flow of instruction. Testing is antithetical to this interrelated process as it forces us to stop our teaching to administer a measurement of what has been taught rather than monitor understanding within the context it occurs—learning and instruction. The distinction is particularly profound for young learners who are often unable to decontextualize their learning to show evidence of what they know outside of the purpose for using that knowledge for pursuing a topic of interest or inquiry (Bodrova & Delong, 2005; Sophian, 1999).

The AIM acronym represents the following cycle for assessing, instructing, and monitoring students:

Assess

Step 1: Align curriculum to standards/outcomes you wish to measure.

Step 2: Identify when and which standards to assess.

Step 3: Collect data (determine how you will find evidence of what you are looking for).

Step 4: Analyze data (understand what the evidence means in relation to the standards).

Instruct

Step 5: Instruct children based on the results of the analysis.

Monitor

Step 6: Monitor children's continued progress.

ASSESS

Step 1: Align the curriculum to the standards/outcomes you wish to measure.

Assessment that is not guided by a clear set of goals produces ambiguous data for the purposes of making instructional decisions that will effectively guide children's continued learning. In this respect, curriculum and assessment are interdependent, with each informing the purposes and goals of the other.

AIM has defined and operationalized 60 signifiers of knowledge and skills essential for kindergarten. We call these signifiers Learning Progressions because (in most cases) they emerge at infancy or toddlerhood and continue to develop in complexity and scope into the kindergarten year. Each Learning Progression is measured along a 9-level continuum of growth, with each level being associated with an age range during which it would most typically occur or mature.

Stage of Development	Age Range	Level
Infant	0-9 months	Level 1
	8-18 months	Level 2
Toddler	16-24 months	Level 3
	24-30 months	Level 4
Preschool Entry	30-36 months	Level 5
Preschool (Beginning)	3 to 4 years old	Level 6
Preschool (Middle)	4 years old	Level 7
Preschool Exit	5 to 6 years old	Level 8
Kindergarten	5 to 6 years old	Level 9

ASSESS

The Birth-to-5 Continuum of Frog Street Curriculum (Infant, Toddler, Threes, Pre-K) are each aligned to these Learning Progressions to provide seamless delivery of instruction and assessment across all age ranges. Although each of these programs provides curriculum embedded assessment opportunities aligned to all 60 of the AIM Learning Progressions, users who do not have access to these curriculums can use the AIM assessment tool to progress monitor children's learning as it occurs within any curriculum resource—commercially developed or emergent. While AIM is not curriculum specific, it is aligned to state and program standards, including the Head Start Early Learning Outcomes. To assist with this correlation, Frog Street has developed an alignment to all state standards. Users can request an electronic or paper copy of their own state or program standards aligned to the 60 Learning Progressions in AIM.

Step 2: Identify when and which standards to assess during instruction.

The AIM Observational Assessment Pacing Guide (pages 26-31) provides a complete list of all 60 Learning Progressions fully defined and at which age range they emerge for observation and assessment purposes. The progressions are categorized in a hierarchical scheme that begins at the domain level followed by strand and then the related concept. The four domains are each assigned a color to facilitate ease of reference and identification:

- Social Foundations (blue)
- Language and Literacy (yellow)
- Cognition (red)
- Perceptual, Physical, Motor Development (green)

Each Learning Progression is assigned a letter abbreviation that indicates its domain. Strands are signified by a single letter and each progression within that strand is listed numerically:

Social Foundations (SF)	SF.A.1.
Social Emotional: Awareness and Expression of Emotion	
SF.A.1 Emotional Identification	
Responds to emotions of others and expands to identifying emotions of self and others.	

Frog Street recognizes that scheduling and pacing the assessment of 60 Learning Progressions on an ongoing basis within a single year can be an overwhelming project. To make the scope of this task manageable, you have access to two pacing guides.

Yearly Overview

The AIM Observational Assessment Pacing Guide provides a yearly overview of when each of the 60 indicators should be assessed for each age range and for which reporting period. The 22 indicators shaded in gray have been identified as the most indicative of a child's progress toward readiness and therefore should be assessed at the end of each quarter/semester cycle. The remaining indicators are assigned at the end of one or two quarters to facilitate an evenly distributed reporting schedule that will make assessing all 60 progressions by the end of the year a realistic, attainable goal.

frogstreet AIM OBSERVATIONAL ASSESSMENT PACING GUIDE									
Social Foundations Domain									
Strand	Learning Progression	Reporting Period							
		1	2	3	4				
Social Foundations	Emotions and Expressions of Emotion								
	SF.A.1. Emotional Identification: Responds to emotions of others and expands to identifying emotions of self and others.	PE3	PE3	PE3	PE3	PE4	PE4	PE4	PE4
	SF.A.2. Response to Distressed Peer: Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer.					PE3	PE3	PE3	PE4
	Relationships with Adults								
	SF.A.3. Separation from Adults: Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations.	PE3	PE3	PE3	PE3	PE4	PE4	PE4	PE4
	SF.A.4. Seeking Emotional Support: Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed.					PE3	PE3	PE3	PE4
	Conflict Resolution								
	SF.A.5. Conflict Resolution Strategies: Engages with peers and resolves conflicts with decreasing reliance on adult support.	PE3	PE3	PE3	PE3	PE4	PE4	PE4	PE4
	Concept: Sense of Identity and Belonging								
	SF.A.6. Identifying Abilities: Identifies abilities with increasing ability.					PE3	PE3	PE3	PE4
Social Foundations	Self-Confidence								
	SF.A.7. Self-Confidence: Demonstrates increasing self-confidence in own abilities.					PE3	PE3	PE3	PE4
	Community								
	SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.					PE3	PE3	PE3	PE4
	Self-Regulation								
	SF.B.1. Self-Regulation Strategies: Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.	PE3	PE3	PE3	PE3	PE4	PE4	PE4	PE4
	Persistence								
	SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.					PE3	PE3	PE3	PE4
	Working Memory								
	SF.B.3. Following Directions: Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.	PE3	PE3	PE3	PE3	PE4	PE4	PE4	PE4

Quarterly Checklist

The AIM Observational Assessment Quarterly/Semester Checklist is a quarterly week-by-week schedule you can use to ensure you will have addressed each of the Learning Progressions assigned for that quarter by the end of the designated reporting period. You can choose which progressions to assess and fill out each week. It is recommended that you select specific Learning Progressions from each of the four domains that align to the instructional focus addressed in your curriculum, choosing no more eight Learning Progressions per week:

- Social Foundations (2)
- Language and Literacy (2-3)
- Cognition (1-2 related to mathematics, 1 addressing either science or social studies)
- Perceptual, Physical, and Motor Development (1-2)

In addition to preselecting Learning Progressions, you should choose no more than 4-5 children to observe each day of that week in relation to the eight Learning Progressions checked off on the weekly pacing guide. Keeping to this schedule will ensure that at the end of the week, you will have documentation for all children in the classroom on each of the eight Learning Progressions. By the end of the year, there will be strong, reliable evidence to support the assessment of children's developmental progress.

Learning Progression	Week	1	2	3	4	5	6	7	8	9
Social Foundations										
SF.A.1. Emotional Identification										
SF.A.2. Response to a Distressed Peer										
SF.A.3. Separation from Adults										
SF.A.4. Seeking Emotional Support										
SF.A.5. Conflict Resolution Strategies										
SF.A.6. Identifying Abilities										
SF.A.7. Self-Confidence										
SF.A.8. Community										
SF.B.1. Self-Concept Strategies										
SF.B.2. Persisting with Tasks										
SF.B.3. Following Directions										
SF.B.4. Information Recall and Connection										
SF.B.5. Using Logic										
SF.B.6. Invention										
SF.B.7. Planning										
SF.B.8. Play/Work with Peers										
SF.B.9. Social Behaviors										
SF.B.10. Creativity and Self-Expression										
Language and Literacy										
LL.A.1. Listening/Purposes and Situations										
LL.A.2. Speaking/Purposes and Situations										
LL.A.3. Word Meanings										
LL.A.4. Word Relationships										
LL.A.5. Sentences										
LL.A.6. Questions										
LL.A.7. Propositions										
LL.A.8. Inferences										
LL.B.1. Responds to Questions About A Text										
LL.B.2. Reads a Text										
LL.B.3. Concepts of Print										
LL.B.4. Rhyming Words										
LL.B.5. Syllables/Cleaves and Rhyme/Phonemes										

Learning Progression	Week	1	2	3	4	5	6	7	8	9
Language and Literacy										
LL.B.6. Initial/Final/Medial Sounds										
LL.B.7. Adding/Deleting/Substituting Sounds										
LL.B.8. Upper- and Lowercase Letters										
LL.B.9. Letter Sounds										
LL.C.1. Name Recognition and Writing										
LL.C.2. Writing to Convey Meaning										
Cognition										
CM.A.1. Role Counting										
CM.A.2. Object Counting										
CM.A.3. Making Sets										
CM.A.4. Subitizing (Small Number Recognition)										
CM.B.1. Comparing Quantities										
CM.B.2. Addition										
CM.B.3. Subtraction										
CM.B.4. Identifying/Comparing/Measuring										
CM.C.1. Identifying/Comparing/Measuring										
CM.C.2. Two Dimensional Shapes										
CM.C.3. Three Dimensional Shapes										
CM.C.4. Combining Shapes										
CS.A.1. Examining/Describing/Classifying Data										
CS.A.2. Conducting Experiments/Investigations										
CSE.A.1. Rules at Home and School										
CSE.B.1. Past, Present, and Future										
Perceptual, Physical, and Motor Development										
PPMD.A.1. Locomotor Skills										
PPMD.A.2. Non-locomotor Skills										
PPMD.A.3. Perceptual/Spatial Awareness										
PPMD.A.4. Tool and Object Manipulation										
PPMD.A.5. Writing Tools/Group										
PPMD.B.1. Personal Care and Basic Hygiene										
PPMD.B.2. Nutrition										








Step 3: Collect the data (evidence of what you are looking for).

To some skeptics, teachers' anecdotal appraisals of their children's level of attainment might seem far from reliable. However, there is empirical evidence to support the contrary. According to a study conducted by Meisels, Bickel, Nicholson, Xue, and Atkins-Burnett (2001), teachers' judgment can indeed have predictive value in determining preschoolers' academic achievement in 3rd grade. In fact, young children's performance on standardized measures is highly variable due to the interference of other confounding factors, such as boredom, fatigue, and misunderstanding of complex verbal cues and instructions provided during a test's administration (Meisels, 2007). The National Goals Panel on Assessment for Young Children states that "...because young children come to know things through doing as well as through listening, and because they often represent their knowledge better by showing than by talking or writing, paper and pencil tests are not adequate" (Sheppard et al. 1998, p. 4). Similar recommendations advocating for authentic and observational forms of documentation are championed by other early childhood experts (e.g., Maness, 1992) and organizations, as most notably echoed in NAEYC's position statement on developmentally appropriate assessment (see Copple & Bredekamp, 2009).

ASSESS: DATA COLLECTION STRATEGIES

The AIM Observational Assessment provides suggestions on what types of observational data and artifacts you can use as evidence of children's progress on each of the 60 Learning Progressions. The first page of each Learning Progression includes a list of suggested data collection strategies, which are each labeled with an icon. Data collection strategies include:

- Observation
- Anecdotal Record/Checklist
- Work Sample
- Audio/Video Recording
- Photograph
- Documented Conversation

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Cognition/Mathematics (CM)		CM.B.1.
Operations and Algebraic Thinking: Comparison		
CM.B.1. Comparing Quantities		
Uses increasingly more efficient strategies to compare the magnitude of two quantities.		
Methods of Documentation/Evidence		
 Observation	Requires no documentation and is derived from memory of an experience that occurred in context.	
 Anecdotal Record	Short written record that documents what the child was doing as well as when and where the behavior occurred.	
 Work Sample	Child-created product developed during routine tasks (e.g., journals) or child-initiated tasks (e.g., centers).	
 Audio/Video Recording	Audio or video documentation that captures the child's thinking and verbal expression.	
 Photograph	Photo of child engaged in related activity that occurs in a natural context, such as in practice centers.	
 Documented Conversation	One-on-one interview with the child with attached notes or transcription.	

While each of these forms of documentation are effective for assessing children's learning, some are better suited to capture a certain progression of understanding or aspect of knowledge. So, each of the 60 Learning Progressions has a unique list of recommendations for the documentation associated with it.

Observation



Observation is an informal, often non-documented form of evidence, which relies on the teacher's memory of an incident that occurred when there was no access to a device or tool for recording what occurred.

Observation is an ongoing occurrence and is valid for making judgement calls on deciding whether a documented incident (via anecdotal records, work samples, photographs, or audio/video footage) is a typical representation of what the child can do on most occasions. Teachers are often too involved in on-the-spot decision making that occurs during instruction to be able to stop what they are doing and find a device or tool to record the information they are observing. Doing so might jeopardize the teacher's ability to attend to the instructional and emotional needs of the child or group of children.



If possible, jot down the information that was observed as soon as you are free to do so. The best time to do this type of documentation might be at the end of the day.

Example:

Miss Johnson is introducing the book, *Jump, Frog, Jump!* during a routine read-aloud. Javier raises his hand and says that he sees the letter J, which is the same letter in his name. Miss Johnson invites Javier to show the class where the letter is located on the front cover of the book. He points to the letter J in two words in the title.

Miss Johnson remembers this incident when she is leading a flash card game with Javier and a small group of four other children. Javier fails to quickly name the letter J on one of the cards she holds up. She makes note of this inconsistency and determines Javier might have difficulty identifying letters that are presented out of the context of print.

ASSESS: DATA COLLECTION STRATEGIES

Anecdotal Record



An anecdotal record is a written, narrative account of what a teacher observes a child or group of children doing, saying, or performing in relation to one or more learning objectives. The teacher can document these observational narratives on paper or digitally.

Anecdotal records are appropriate for documenting how, where, or when a child or group of children demonstrate a skill and most often are used to show evidence of process skills (e.g., social-emotional, approaches to learning, language, problem-solving) that are difficult to isolate or prompt a child to perform on demand. In other words, they are usually not testable skills, but they could be if the intention is to document how the child responds to various prompts or levels of support.



Write down as much information as possible, such as the date and time the event occurred, people involved, triggers, and sequence of events. Providing these specific details will help you see patterns or progress over time and, most importantly, problem solve possible solutions or interventions.

Example: Tania (2-year-old) separation from mother
September 12, 8:00 a.m.

Tania enters the classroom holding her mother's hand and standing closely by her side with her head down. When mother tries to separate and say goodbye, Tania grabs her mother's leg and begins to wail. Mother lets go of Tania and attempts to leave, which only escalates Tania's upset and makes the crying louder and more intense. Miss Mary (teacher assistant) brings one of Tania's favorite stuffed toys and attempts to console her. Tania lets go of her mother and falls to the ground, still weeping. Miss Mary reassures the mother that she can leave. As mother exits, Miss Mary stays near Tania, gently rubbing her back. Two minutes pass. Tania remains on the ground but has stopped crying. Miss Mary offers Tania the stuffed toy, which Tania takes and cuddles with on the floor.

Data Collection Checklist



A checklist looks like a table or spreadsheet with the children's names on one side in a vertical column and a list of discrete, observable skills (e.g., letters, numbers, shapes) across the top row. The teacher can enter an "x" or checkmark in the cell next to the child's name to indicate whether or to what degree (e.g., occasionally, frequently, consistently, with/without support) the skill or concept was mastered.

Checklists are appropriate for quantifying and keeping track of which skills all children in the class are expected to master, such as letter, numeral, or shape recognition; letter sounds; and vocabulary words. Unlike anecdotal records, checklists do not allow for individual customization since they do not provide room for narrative information. However, they are quick and easy to use.



When checking off a skill, make note of the date it was observed to document and track progress over time. Use specific symbols (e.g., +, -, √) or abbreviations (e.g., **M** for mastery, **O** for occasionally) to specify the level of understanding the child has demonstrated. The AIM Observational Assessment offers checklists that support multiple learning progressions.

ASSESS: DATA COLLECTION STRATEGIES

Audio/Video Recording



Audio or video recordings can capture children demonstrating a particular skill set (e.g., writing, throwing a ball, walking), interacting with peers during play, or engaging in a learning activity/project.

An audio/video recorded event allows you to see how learning or interaction unfolds in time. It captures expressions, verbal responses, dialogue, gestures, and thinking/problem-solving processes (e.g., pauses, trial-and-error attempts, deliberation) that cannot be witnessed in a single photograph or written anecdotal note. Simply put, this type of documentation offers all of the advantages that the other methods offer (e.g., detail, thick description, narrative, efficiency) in one take.



While audio/video recordings does provide highly convincing evidence of learning with the least amount of effort—just a click of a button—it does require parent permission and other safeguards (e.g., keeping the content confidential and ensuring anonymity). Transcribing the footage is also useful, especially when trying to quantify the number of words or conversational exchanges for documentation of oral language.

Example: Partial transcript of a video recording of Lindsey (3½), Patricia (3), Rachel (3½), Alberto (4) and Cole (4) at the Pretend and Learn Center.

Lindsey and Patricia call to Alberto: “We are princesses.”

Cole wearing rooster costume enters and says: “Quack, Quack, Quack.”

Lindsey says to Cole: “You are the king, OK; and I am the queen, and she (referring to Patricia) is the daughter. Go to bed!”

Cole responds emphatically while frowning: “No!”

Lindsey and Patricia are beginning to set the table. Lindsey takes a stuffed dog and places it in the highchair. She takes the dog’s paw and bangs it on the table. Looking at the dog, she commands, “Don’t do that.”

Rachel enters the center. Lindsey acknowledges her and says: “You’re the queen and I’m the daughter.” All three girls begin to rummage through and discuss the Little Red Hen costumes stored in a basket. They look over at Alberto and discuss which one of the costumes he should put on.

Rachel comes up to Alberto and places the rooster mask over his head. She takes it off, finds another mask, and says: “Here, put this on.”



Photograph



A photograph represents a snapshot of an accomplishment or task the child has completed that shows evidence of his/her level of attainment of a particular skill.

A learning photo is very similar to a work sample in that it shows what the child is able to do within a specific context. A work sample, however, is limited to a paper artifact that you can either photocopy or collect and keep on file. Photographs allow you to capture artifacts or projects that cannot be stored, such as a block structure or the child doing something with his/her body (e.g., a facial expression, performing a dance, holding scissors).

ASSESS: DATA COLLECTION STRATEGIES



Similar to the work sample, a learning photo only captures a small segment or moment in time—a finished product. Attach an anecdotal narrative to the photo to provide additional information about what the child was doing, the time and date the artifact was created or when the incident occurred, and the steps (including assistance from an adult or peer) that the child underwent to complete the task.

Example: Jessica's (6 months) interaction with caregiver during feeding time

Jessica

November 18

Jessica did not show much interest in trying the green peas puree. I started to make the spoon act and sound like a train (choo-choo) and sang the song, "She'll Be Coming 'Round the Mountain" to entice her to open her mouth. When she began to laugh, she allowed me to put the spoon next to her mouth. She then took the spoon into her mouth and swallowed. She began to reach out to grab the spoon every time I said, "Choo, Choo!" I took a snapshot to show her excitement.



Documented Conversation



This type of documentation is more like a clinical interview which, according to Ginsburg (1997), involves asking the child an initial question and then following through with additional questions that follow a line of reasoning based on the child's responses.

A documented, one-to-one interview or conversation is best suited to identify children's current level of understanding to determine what she/he can do independently (without support or scaffolding). After determining what the child knows, the interviewer can then proceed (as long as the child is engaged) with further questioning to ascertain what types of supports to provide. Bodrova and Delong (2007) suggest that this dynamic assessment approach is more effective than static, traditional types of tests because it allows the teacher to customize future learning experiences to be more responsive to the child's instructional needs, interests, and ability levels.



Be attentive and genuinely interested in what the child has to say. Acknowledge effort (e.g., "You were trying so hard to look carefully at each cube you were counting") instead of right or wrong answers. Take an anecdotal record, fill out a checklist, or audio/videotape the interview so that you can easily record, keep track of, and reflect upon the child's responses.

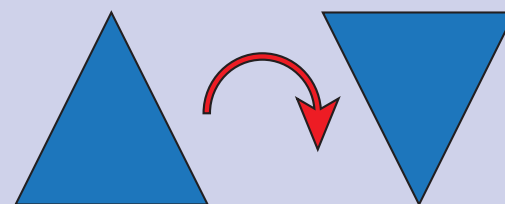
Example: An interview with Jessica (age 5) about shapes recorded on video

Ms. Wallace sits down next to Jessica who is exploring the attribute blocks in the math center. Miss Wallace picks up the triangle and asks, "What is this shape called?"

Jessica quickly and confidently responds, "A triangle."

Ms. Wallace turns the triangle upside down and asks, "Is it a triangle when I turn it like this?"

Jessica laughs, "No, now it's an ice cream cone."



ASSESS: ANALYZE DATA

Step 4: Analyze the data (understanding what the evidence means).

So far, we have discussed Steps 1-3 in the AIM Assessment process. Once you have collected multiple sources of documentation, you are ready to analyze the data, looking for patterns and making generalizations based on all of the evidence (Step 4).

ASSESS {
Step 1: Align curriculum to standards
Step 2: Identify which standards to assess
Step 3: Collect data
Step 4: Analyze data/scoring

Step 5: INSTRUCT based on results
Step 6: MONITOR children's progress

Each of the 60 Learning Progressions includes a 9-level continuum that outlines how a specific competency indicative of kindergarten readiness emerges and develops over time (from infancy to the kindergarten year). Consult this continuum as you review the documentation you have gathered for each child in relation to that competency (Learning Progression) you are trying to measure. Select the level that is best representative of what the documentation supports. Each level is defined followed by one or more behavioral descriptors that further verify what the level might look like in a real case scenario.

Level 6 Preschool Beginning (3 to 4 years old) ↓	Emerging	6.1	Produces sentences that consist of several parts of speech (e.g., nouns, pronouns, verbs, and some adjectives and prepositions): <ul style="list-style-type: none"> • Informs teacher about a peer's request, "Her wants the cookie." • Draws attention to a butterfly outside the window and says, "Look at that big butterfly!"
	Progressing	6.5	
	Ready	6.9	

Be aware, however, that determining precisely at which level the child is functioning is not as easy as it might seem. Developmental research on learning confirms that younger children are likely to perform inconsistently on a number of tasks depending on how interested they are in doing the activity, the context/time of day they must apply the skill, or the level of support/scaffolding provided to help him/her accomplish it (Siegler, 1994; Wood, Bruner, & Ross, 1976). The sophistication and deliberate execution of strategies the child selects to solve a problem vary considerably in terms of intentionality (e.g., how much planning ahead he/she puts into the effort) as well as consistency (Meisels, 2007; Willingham, 2008). Sophian (1999) cites evidence showing "that even after children have discovered the correct strategy, they continue to use earlier ones on many trials."

To assist with this issue, AIM provides three ranges within each of the 9 levels. Each range is quantified by a decimal value used to measure the frequency the skill occurs and the intensity of support needed to help the child accomplish the learning objective:

Emerging (.1) means the child is beginning to respond to intensive scaffolding to reach the level described in the competency indicator. The child's progress is slow, uneven, or perhaps happens only on occasion.

Progressing (.5) means the child now responds more frequently to teacher/peer support (or relies less on this scaffolding) and more consistently demonstrates attainment of the skill.

Ready (.9) means the child more consistently demonstrates this skill without or with minimal support/scaffolding from the teacher/caregiver and peers.

Level 3 Toddler (16-24 months) ↓	Emerging	3.1
	Progressing	3.5
	Ready	3.9
Level 4 Toddler (24-30 months) ↓	Emerging	4.1
	Progressing	4.5
	Ready	4.9
Level 5 Preschool Entry (30-36 months) ↓	Emerging	5.1
	Progressing	5.5
	Ready	5.9

ASSESS: ANALYZE DATA

How to Determine the Exact Range of Understanding

The observational notes gathered for the three children documented in the following vignette highlight the subtle nuances of skill attainment that could characterize the variation within one level of a single Learning Progression (emerging, progressing, ready).

The teacher, Ms. Solis, is assessing Learning Progression CM.A.3., which measures the children's ability to make sets and use numerals to label those quantities. Throughout the semester, Ms. Solis has been planning small group and center activities that would challenge children to move beyond counting collections of objects and begin representing those quantities with numbers and pictures.

One day, Ms. Solis notices a small group of boys (Byron, Philipe, and Irving) who are separating and sorting out all of the lima beans from the mixture of seeds in the sand and water table. They each have made a separate pile of beans. Ms. Solis individually asks each boy to count the number of beans in his pile. Each child successfully counts and tells Ms. Solis how many beans he has collected (Byron 9, Philipe 11, and Irving 10). Then, Ms. Solis pulls each boy aside and asks him to count out and separate only 5 of the beans from his collection to keep for the upcoming planting experiment. (Note: Having already studied the 9-level continuum for Learning Progression CM.A.3., Ms. Solis knows that accurately making a set of up to 5 objects would be indicative of a Level 7).



➔	Level 6 Preschool Beginning (3 to 4 years old) ↓	Emerging	6.1	Responds to requests to make or represent sets of up to 3 objects with accuracy and attempts to label the quantity with a corresponding numeral, although not always accurately: <ul style="list-style-type: none">• Grabs/hands over 3 crayons when asked: <i>Would you give me three of those?</i>• Points to any numeral when asked: <i>How many crayons did you just give me?</i>
		Progressing	6.5	
		Ready	6.9	
➔	Level 7 Preschool Middle (4 years old) ↓	Emerging	7.1	Responds to requests to make or represent sets of up to 5 objects with accuracy and attempts to label the quantity with a corresponding numeral, although not always accurately: <ul style="list-style-type: none">• Takes out 5 rocks from a jar when asked: <i>Would you give me five of those?</i>• Identifies some numerals (not all) accurately, such as his/her age.
		Progressing	7.5	
		Ready	7.9	
➔	Level 8 Preschool Exit (4 to 5 years old) ↓	Emerging	8.1	Responds to requests to make or represent sets of up to 8 objects and accurately labels the quantity with a corresponding numeral: <ul style="list-style-type: none">• Makes 5 marks on paper to represent a quantity of 5 cubes.• Takes out only 6 crayons from a box of 8 when prompted: <i>Give me only six.</i>• Recognizes and names most numerals up to 10 and uses them to label sets.
		Progressing	8.5	
		Ready	8.9	

Ms. Solis uses a checklist to document each child's response: Philipe carefully counts out and removes 5 beans from his collection of 11. Byron and Irving, however, count past the target number and simply recount all of the beans in their piles. To probe deeper to determine what Byron and Irving can do without assistance, Ms. Solis asks each boy to give her just 3 beans, which would be indicative of the Level 6 competency for CM.A.3. Both Byron and Irving quickly give Ms. Solis the requested amount of 3 beans. Additionally, she notes that they do so without counting each bean one-by-one.

Based on the 9-level continuum for CM.A.3., Ms. Solis determines that while Philipe's counting is most likely indicative of Level 7, she is not as certain how to score Byron and Irving. So Ms. Solis plans activities for each child with appropriate levels of support or additional challenge that will allow the boys to perform and demonstrate this skill right at the edge of his ability and understanding. The following learning photos and accompanying anecdotal narratives help to confirm each boy's current level of attainment and the corresponding range.

ASSESS: SCORE



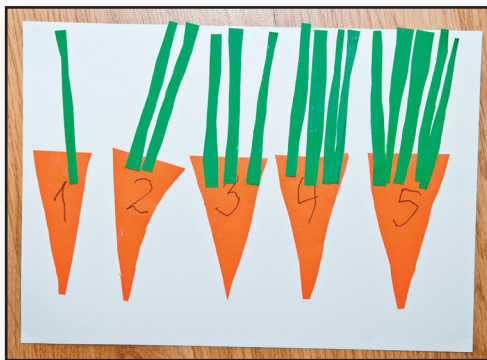
Byron

Byron is making sets of ladybugs on the individual flower counting cards, which are each labeled with a numeral and matching set of ladybug stickers. Byron can quickly grab a set of counters for the 1, 2, and 3 cards. For the 4 and 5 cards, however, he counts the stickers below and then counts out that many ladybug counters, which he then arranges on the flower.

Score: Level 7.1 (Emerging)

Rationale: Byron needs intensive support (e.g., the matching dots for each number) to help him make a set of 5.

Level 7 Preschool Middle (4 years old) ↓	Emerging	7.1
	Progressing	7.5
	Ready	7.9



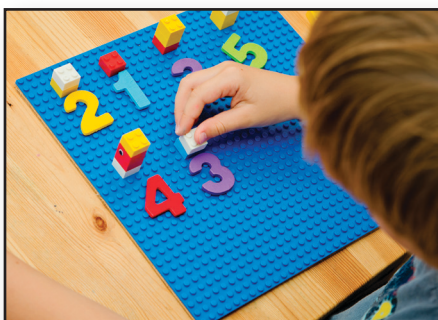
Irving

Irving worked diligently cutting strips of green paper to count and match to a paper carrot. He looked at a number line to help him order the carrots from 1 to 5 and write the corresponding numeral on each cutout. He methodically goes from left to right, pasting the correct number of green strips to each carrot. When he gets to 4, he has to count the strips on the previous carrot (the 3) to help him remember that this carrot (the 4) will need "one more." He repeats this strategy with the number 5.

Score: Level 7.5 (Progressing)

Rationale: Although Irving needs an anchor of support (e.g., the number line) to help order and remember each number, his use of a "one-more" strategy shows a deeper level of understanding of the cardinal value of each number.

Level 7 Preschool Middle (4 years old) ↓	Emerging	7.1
	Progressing	7.5
	Ready	7.9



Philippe

Philippe is making Lego towers to represent the numerals 1-5. He recognizes and names each numeral and accurately makes a tower that matches the numeral below.

Score: Level 7.9 (Ready)

Rationale: Philippe needs no scaffolding or anchor of support (e.g., a number line or matching set card) to complete the activity.

Level 7 Preschool Middle (4 years old) ↓	Emerging	7.1
	Progressing	7.5
	Ready	7.9



ASSESS: SCORE

In addition to allowing you to upload documentation, the AIM Observational Assessment platform provides a template for you to enter children's scores based on the 9-level continuum for each of the 60 Learning Progressions. Ms. Solis went through the following steps to enter the scores for the three boys (Byron, Irving, and Philipe) she was observing at the sand and water table:

- 1 Select the children for whom you wish to enter results:

Select Students

School: Charlotte Hill Elementary

Term: 2017-2018

Teacher: Foster, Suzy (SFoster)

Class: Suzy's Pre-K Class

Students:

- Anastasio, Phylcia
- Breen, Byron
- Carol, Viki
- Ducksworth, Miranda
- Gomez, Elisa
- Gonzales, Philipe
- Madding, Norine
- Montufar, Giuseppina
- Plowman, Lanie
- Rothenberg, Irving

Select All Select None Invert Selection

Enter Results

- 2 Go to the column labeled "Level/Range." A menu will drop down allowing you to click on the level and corresponding range you wish to enter for the highlighted child.

C/M.A.3 - Making Set

Please enter a numeric value from 1-9 to indicate the level, followed by a decimal value (.1, .5, .9) to indicate the range.

Min Value: 1.1
Max Value: 9.9
Of Decimal Places: 1

06-Jul-18 Set Result Date Fullscreen

Student	Result Date	Level/Range	Overall Score	Artifact	Teacher Notes
Breen, Byron	Jul/06/18	7.1	Learning Photo	Upload File View File	
Gonzales, Philipe	Jul/06/18	7.9	Learning Photo	Upload File View File	
Rothenberg, Irving	Jul/06/18	7.5	Learning Photo	Upload File View File	

Clear All Scores Cancel Save Results Print View supporting document

Click on the button "View Supporting Document" to download the information for the Learning Progression you are scoring.

INSTRUCT

Step 5: Instruct children based on the results of the analysis.

The process that guided Ms. Solis's detailed questioning and her decision making for developing and setting up instructional activities calibrated to the instructional level of each child she observed is characteristic of dynamic assessment (Bodrova & Delong, 2007). This is the type of assessment that allows teachers to carefully determine what each child knows at both the independent level (what the child can do *without support*) as well as within the child's zone of proximal development (what the child can do *with assistance*) (Vygotsky, 1978). When informed with this knowledge, dynamic assessment is the catalyst behind well-designed, intentional instruction that is responsive to the developmental, cultural, and individual needs of each student.

ASSESS

- Step 1: Align** curriculum to standards
- Step 2: Identify** which standards to assess
- Step 3: Collect** data
- Step 4: Analyze** data/scoring
- Step 5: INSTRUCT** based on results
- Step 6: MONITOR** children's progress

In addition to the assessment strategies discussed in Step 3 and the 9-Level continuum enhanced by laser focused ranges presented in Step 4, AIM also offers differentiated instruction suggestions and clarifying activities aligned to each of the 60 Learning Progressions and their associated age ranges (Infant, Toddler, PK 3, and PK 4). Altogether, there are over 200 instructional activities and supporting differentiation strategies that will enhance your current curriculum resource arsenal.

If you appreciated the instructional decision-making ideas you learned from Ms. Solis, you will find similar ones listed on the Differentiating Instruction pages. These pages include simple tips for supporting children with instructional adaptations needed to move learning forward along the continuum for each of the 9-levels for all 60 Learning Progressions. Each Differentiating Instruction page contains three sections:

- Ongoing Instructional Strategies
- Activity Suggestion
- Tiered Levels of Support

Differentiating Instruction
Language and Literacy
Listening and Speaking: Communication
LL.A.1. Listening/Purposes and Situations

Infants (0-18 months)
Instructional Target Level 2
Shows understanding of the meaning of familiar caregivers' verbal and nonverbal communication and responds with facial expressions, gestures, words or actions.

Ongoing Instructional Strategies

- Talk and sing to infants throughout the day during diapering, feeding, and tummy time. For example during feeding time, say: Here is a bit of corn. Here is corn. It will be yummy.
- Communicate with children using voice tones, words, and facial expressions. For example, when infants arrive in the morning, say a big "hello" with an excited and smiling face.
- Respond to a baby's natural gestures by giving to the child an object he/she is reaching towards: picking the child up when he/she is tugging on your clothing and looking up.

Copy Me
Materials: none

- Use gestures to enhance the infant's comprehension of speech and to promote language acquisition. The baby's imitation of these gestures is a key indicator that the child is trying to reciprocate communication with you. Babies are quick to copy movements and love to play copycat games along with you.
- Introduce a game, such as Peek-a-Boo or Peek-a-Who. Use gestures, such as waving to communicate "hello," pointing to and putting your finger to your mouth to express "happy," putting your hand for "tummy," and clapping to show praise for new achievements.
- Acknowledge the infant's reciprocation of these gestures and repeat continuously as long as the activity captures the child's attention and interest.

Scaffolding for Support Level 1

- Respond with praise and joy when the infant looks, smiles, babbles, or turns head to look when you speak or communicate with him/her.
- Acknowledge the child's sight when he/she is startled by a loud sound. Immediately respond through soft touches or verbal reassurance saying: It's okay!

Practicing for Mastery Level 2

- Make a variety of interesting sounds (ring, cooing, giggling) until the child responds by imitating or communicating with his/her.
- Encourage the child's play when he/she is startled by a loud sound. Immediately respond through soft touches or verbal reassurance saying: It's okay!

Extending for Challenge Level 3

- Engage the infant to move complex and interactive items (e.g., "head," "shoulders," "knees," and "toes") which involve following a series of steps or movements.
- Prompt the infant to point to familiar nearby objects or body parts to show comprehension of commands and words.

Differentiating Instruction
Language and Literacy
Listening and Speaking: Communication
LL.A.1. Listening/Purposes and Situations

Toddlers (18-36 months)
Instructional Target Level 4
Shows recognition of words, phrases, and simple words participation in conversations with adult support (e.g., go, in, up) that show understanding by following context suggestions with actions or behavior.

Ongoing Instructional Strategies

- Talk and sing to children throughout the day and communicate using voice tones, word expressions. Use snack and meal times as an opportunity to engage children in conversation. When talking with a child, use developmentally appropriate language: offer them up to the book. As you communicate, get at the child's eye level to maintain eye contact.
- Say a new word many times when referring to objects, people, and animals so the child would repeat every day and can learn the meaning of it within a variety of situations. (Do not use a word to drink milk, water, or juice).

Hands and Fingers
Materials: none and objects for two children

- Draw upon children's background knowledge about their hands and fingers. Invite children to stand. Ask: How many hands do you have? Direct children to wiggle their fingers. Ask: When are your thumbs?
- Read hands and fingers. As you read, invite children to imitate the actions illustrated in the rhyme.
- As you read this book on other occasions, challenge children to think of other ways they might use their hands and fingers. Ask: How do you sometimes help you move your parts?

Scaffolding for Support Level 1

- Invite the child to point to pictures in the book when responding to questions. (When are the child's fingers?) Use language to acknowledge the child's response. (Is that one her finger. Her finger are down.)
- Invite the toddler to imitate what the child is doing in the book photos.

Practicing for Mastery Level 2

- Allow several short readings of the book. Invite children to play Simon Says. Direct children to place their hands or fingers in different locations as featured in the book. Encourage them: "Stretch your fingers all around."

Extending for Challenge Level 3

- Put your hands in different positions in the book to show body parts. Let your child. Ask children the positions.
- Invite children to perform command, such as: Put your nose on your head, then put them in your lap.

Differentiating Instruction
Language and Literacy
Listening and Speaking: Communication
LL.A.1. Listening/Purposes and Situations

PK 3s (36-48 months)
Instructional Target Level 6
Understands and responds verbally and nonverbally to increasingly longer sentences, simple questions (e.g., what and where), and simple stories.

Ongoing Instructional Strategies

- Support a 3-year-old in following through on one-step directions, such as: Please put the block back in the block bin. Progress to two-step directions when appropriate.
- When responding to interactions with a question, encourage children to listen to what their peers are saying or asking so they can respond appropriately.
- Engage children in understanding prepositional words, such as: Please sit next to your friend, just, or. Place your coat on the coat hook.
- Use a variety of stories and songs with repetitive phrases to capture a child's attention and enhance understanding.

Five Huge Dinosaurs
Materials: Five Huge Dinosaurs by Thomas Moore

- Five Huge Dinosaurs is a story that uses rhyme and repetitive text to describe the behavior of some dinosaurs. These extra emphasis on the rhyming words, when reading the story aloud. On repeated readings, children may join in and repeat the rhyming words.
- Question children about what has happened in the story, either at the end or during the read aloud.
- Note: During a read-aloud, be attentive to a child's response and modify the story to the book accordingly, such as adding detail if necessary or substituting an unfamiliar word for one the child understands.

Scaffolding for Support Level 1

- Ask the child simple questions, such as: What are the dinosaurs doing in the picture?
- Have the child identify the dinosaurs' emotions in the pictures by asking: Do the dinosaurs look like they are having a good time? How do you know they are having fun?

Practicing for Mastery Level 2

- Have the child identify characteristics of the dinosaurs in the book. Ask: How many? (After asking this question) Do you think the dinosaurs are friends?
- After reading the story, say: Tell me one thing the dinosaurs did during the story.

Extending for Challenge Level 3

- Have the child act out the actions of the dinosaurs, such as pretending to make a noise, slithering, or walking in a slithering way.
- Ask: What happens when the dinosaurs try to roar?

Differentiating Instruction
Language and Literacy
Listening and Speaking: Communication
LL.A.1. Listening/Purposes and Situations

PK 4s (48-60 months)
Instructional Target Level 8
Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.

Ongoing Instructional Strategies

- Monitor children's progress in carrying out two-step directions, such as: Please hang your jacket on the hook and then come and sit on the floor for circle time. Begin to increase the number of steps children must follow as they demonstrate greater competency with this skill.
- Set up opportunities for children to interact with a more competent peer in completing a project or activity of mutual interest. Encourage children to take turns giving instructions and suggestions, making an effort to listen to what a peer has to say.
- Ask children a variety of questions that allow them to respond to why, what, how, when, where, whose (the conversation relevant to a child's interests) to ensure the child stays focused and on task.

Mother Goosey Bird
Materials: "Mother Goosey Bird" (Song)

- Introduce the song, "Mother Goosey Bird." The song contains seven different directions for children to follow. Depending on the children's level, choose the number of steps accordingly.
- After singing the song, have children recite, in order, the movement steps that are included in the song. Encourage children to name the steps in the same order as they appear in the song.
- Note: Since the steps in the song also include physical movements, when appropriate, quote children on the steps without the physical motions.

Scaffolding for Support Level 1

- Ask the child simple questions about the song, such as: How many children are Mother Goosey Bird friends in the song?
- Have the child identify the difference between a baby chick and an adult bird, such as Mother Goosey Bird.

Practicing for Mastery Level 2

- Have the child identify the seven different steps movements that are included in the song (right arm, left arm, right foot, left foot, sliding back, turning around, sitting down).
- Have the child to name the seven steps prior to singing the song again.

Extending for Challenge Level 3

- Have the child sing the song without using the movement motions.
- Encourage the child to think of additional steps and movements that could be added to the song.
- Ask: What other animal could make a song about using the same seven steps?

Differentiating Instruction

Language and Literacy

Listening and Speaking: Communication

LL.A.1. Listening/Purposes and Situations

Understands adults and peers in a variety of contexts and different situations.

LL.A.1.
PK 3s

Level 1
Infant
(0-9 months)

Level 2
Infant
(8-18 months)

Level 3
Toddler
(16-24 months)

Level 4
Toddler
(24-30 months)

Level 5
Preschool Entry
(30-36 months)

Level 6
Preschool
Beginning
(3 to 4 years old)

Level 7
Preschool Middle
(4 years old)

Level 8
Preschool Exit
(4 to 5 years old)

Level 9
Kindergarten
(5 to 6 years old)



PK 3s (36-48 months)

Instructional Target: Level 6

Understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions (e.g., what? and where?), and simple stories.

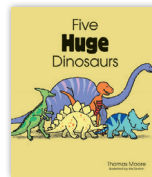
Ongoing Instructional Strategies

- Support a 3-year-old in following through on one-step directions, such as: *Please put the block back in the block tub.* Progress to two-step directions when appropriate.
- When responding to interactions with a peer, encourage children to listen to what their peers are saying or asking so they can respond appropriately.
- Engage children in understanding prepositional words, such as: *Please sit next to your friend, José, or Hang your coat on the coat hook.*
- Use a variety of stories and songs with repetitive phrases to capture a child's attention and enhance understanding.

Five Huge Dinosaurs

Materials: *Five Huge Dinosaurs* by Thomas Moore

- *Five Huge Dinosaurs* is a story that uses rhyme and repetitive text to describe the behavior of some dinosaurs. Place extra emphasis on the rhyming words when reading the story aloud. On repeated readings, children may join in and repeat the rhyming words.
- Question children about what has happened in the story, either at the end or during the read-aloud.
- **Note:** During a read-aloud, be attentive to a child's responses and modify the text in the book accordingly, such as adding detail if necessary or substituting an unfamiliar word for one the child understands.



Scaffolding for Support Levels 2-4	Practicing for Mastery Levels 5-6	Extending for Challenge Levels 7-8
<ul style="list-style-type: none"> • Ask the child simple questions, such as: <i>What are the dinosaurs doing in the picture?</i> • Have the child identify the dinosaurs' emotions in the pictures by asking: <i>Do the dinosaurs look like they are having a good time? How do you know they are having fun?</i> 	<ul style="list-style-type: none"> • Have the child identify characteristics of the dinosaurs in the book. Ask: <i>How many? What color is this dinosaur? Do you think the dinosaurs are friends?</i> • After reading the story, say: <i>Tell me one thing the dinosaurs did during the story.</i> 	<ul style="list-style-type: none"> • Ask the child to identify the actions that made the dinosaurs happy. • Have the child act out the actions of the dinosaurs, such as pretending to wade in a lake, playing pat-a-cake, or dancing a jig. • Ask: <i>What happens when the dinosaurs try to bow?</i>

Ongoing Instructional Strategies

These are recommendations for how to set up the classroom environment or establish instructional routines, which you can revisit throughout the year to ensure that all learners have the support they need to be successful when you aim for the end-of-year goal/progression level.

Activity Suggestion

This is an activity/lesson you can conduct with a small group of children or a single child. You can group the children homogeneously by ability level or heterogeneously with more competent peers tutoring and supporting their "emerging" and "progressing" classmates/friends.

Tiered Levels of Support

Each clarifying activity contains suggestions for how to differentiate the learning for children performing within a range of levels categorized by a 3-tier system:

- Scaffolding for Support
- Practicing for Mastery
- Extending for Challenge

Frog Street offers a supplemental kit that includes the materials (e.g., books, manipulatives) that support differentiated instruction activities.

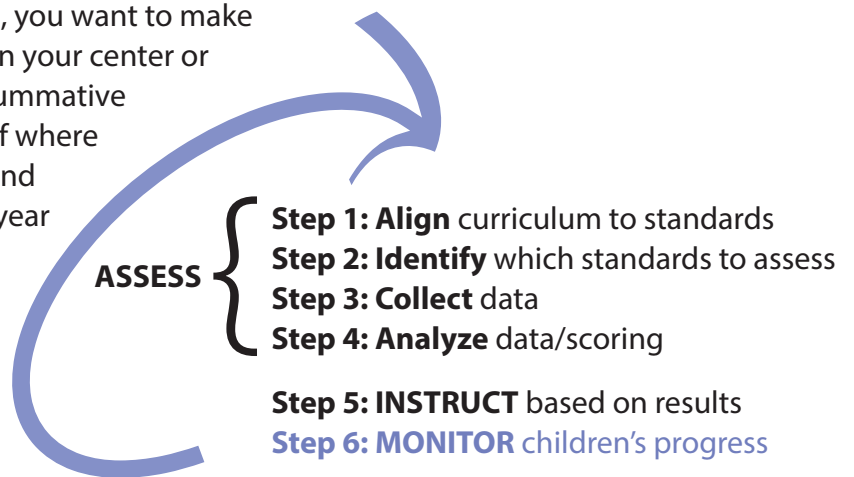
The target level for the specified age range is highlighted by an arrow on the continuum along the left side of the page. In the example above, the target is Level 6 for children 36-48 months. If a child falls below that target level, choose the adaptation "Scaffolding for Support." If the child is on target, use the "Practicing for Mastery" suggestion. If the child has mastered the target level, use the adaptation "Extending for Challenge."

MONITOR

Step 6: Monitor children's continued progress.

The previous five steps each outlined how to effectively conduct formative assessment, which happens during the course of teaching (as opposed to after). The purpose of formative assessment is to adjust instruction as learning is happening to be responsive to the child's ever shifting level of understanding. Rather than waiting until after the administration of a test to provide necessary remediation, teachers can be proactive and respond to children's instructional needs in time. The result is prevention as opposed to intervention. In fact, Black and William (1998) found that efforts to improve formative assessment produced learning gains greater than one-half a standard deviation, which is essentially the same as moving a child from the 50th to the 85th percentile.

Once you have established a recursive system of checks and balances that hinges on a finely tuned orchestration of assessment and instruction, you want to make sure it continues to run well and efficiently in your center or classroom. To accomplish this, you need a summative checkpoint that lets you see a macro view of where children were at the beginning of the year and where they are heading toward the end-of-year outcome and goal. This step brings us right back to Step 1: aligning the curriculum to outcomes and standards. We have come full cycle. Summative assessment allows you to revisit that initial step to be sure you are going where you set out to go. Together, formative and summative assessment keep the cycle of instruction in constant motion.



The AIM Observational Assessment platform provides the fuel you need to maintain this back-and-forth formative-to-summative and summative-to-formative energy flow.



After each reporting cycle, you will enter scores (level-range metrics described in Step 4) that are the best representation of what each child can do at that point in the year in relation to all of the pre-established Learning Progressions assigned to that semester. The goal is to ensure the child is moving forward along the continuums for each of those Learning Progressions.

To facilitate this process, Frog Street has assigned “cut scores” for each Learning Progression based on the child's age. There is a suggested formula for 3-year-olds and a different one (with higher goals and expectations) for 4-year-olds. The platform has been programmed to read children's assigned levels and then associate them with a progress score (the cut score) that shows where the child is in relation to the end-of-year outcome. For 3-year-olds, this end-of-year benchmark is typically Level 6 along the continuum and Level 8 for 4-year-olds.

DATA COLLECTION CHECKLIST

frogstreet AIM OBSERVATIONAL ASSESSMENT DATA COLLECTION CHECKLIST

Social Foundations (SF)

SF.A.1.

Social Emotional: Awareness and Expression of Emotion

SF.A.1 Emotional Identification: Responds to emotions of others and expands to identifying emotions of self and others.

Instructions:

Use the following abbreviations (followed by the date) to indicate what behavior you observe:

(I)=Identifies the emotion in self or others.

(R)=Responds to the emotion when it is displayed by others.

[illegible]

Learning Progression Sample

SOCIAL FOUNDATIONS



Social Foundations (SF)

SF.A.1.






Social Emotional: Awareness and Expression of Emotion

SF.A.1 Emotional Identification

Responds to emotions of others and expands to identifying emotions of self and others.

Methods of Documentation/Evidence

Observation	Requires no documentation and is derived from memory of an experience that occurred in context.	
Anecdotal Record	Short written record that documents what the child was doing as well as when and where the behavior occurred.	
Audio/Video Recording	Audio or video documentation that captures the child's thinking and verbal expression.	
Photograph	Photo of child engaged in related activity that occurs in a natural context, such as in practice centers.	
Documented Conversation	One-on-one interview with the child with attached notes or transcription.	

Portfolio Documentation					Curriculum Embedded Assessment Opportunities
Method	Developmental Range				
	Infant	Toddler	Pre-K 3	Pre-K 4	
	✓	✓	✓	✓	Observe the child during interactions with caregiver and/or peers. These interactions should be contextually meaningful in that they occur in an authentic setting (e.g., play, book reading, conversations). Caregivers should be responsive to the child’s gaze, focus of interest, and emotional tone.
	✓	✓	✓	✓	Based on the information observed in the above, develop and maintain a frequency checklist that documents the date you observe the child display, identify, and/or describe a particular emotional response (e.g., anger, fear, happiness, sadness).
	✓	✓	✓	✓	Conduct and/or collect video/audio recordings of the child engaged in social interactions (e.g., play, story time, parties, recess, eating) that would show the child demonstrating various types of emotional responses within a wide range of contexts.
	✓	✓	✓	✓	Invite parents/caregivers to share photos of children participating in various social interactions (e.g., birthday parties, celebrations). Make note of the child’s emotional state in each photograph. Interview the parent to provide contextual background/rationale for the child’s responses.
		✓	✓	✓	Children match emotion picture cards (e.g., sad/happy) to pictures of contexts (e.g., broken toy, birthday present) that would elicit those emotional responses. Encourage children to verbally identify and describe the emotion shown on the card, the context, and rationale for the match.
			✓	✓	Read a story (e.g., <i>Goldilocks and the Three Bears</i>) with characters that undergo/show strong emotional responses. Encourage the child to explain the characters’ motives and feelings: <i>Why was Goldilocks afraid?</i>

Learning Progression Sample

SOCIAL FOUNDATIONS

Social Foundations (SF)

SF.A.1.

Social Emotional: Awareness and Expression of Emotion

SF.A.1 Emotional Identification

Responds to emotions of others and expands to identifying emotions of self and others.

Level	Range		Indicators
Level 1 Infant (0-9 months) ↓	Emerging	1.1	Attends to the emotional expression of others: <ul style="list-style-type: none"> Returns gaze when caregiver provides emotional feedback (e.g., smiles). Shakes arms or kicks with feet when caregiver shows emotion (e.g., smiles).
	Progressing	1.5	
	Ready	1.9	
Level 2 Infant (8-18 months) ↓	Emerging	2.1	Changes responses in relation to emotional expressions of others: <ul style="list-style-type: none"> Smiles when caregiver sings, smiles, or shows tenderness and affection. Cries or frowns when caregiver is in distress.
	Progressing	2.5	
	Ready	2.9	
Level 3 Toddler (16-24 months) ↓	Emerging	3.1	Uses the emotional expressions of others as a guide for how to act in a situation: <ul style="list-style-type: none"> Laughs or smiles when peers/adults show joy, content, happiness, or humor. Cries or frowns when peers/adults show sadness, anger, or distress.
	Progressing	3.5	
	Ready	3.9	
Level 4 Toddler (24-30 months) ↓	Emerging	4.1	Uses simple words or gestures to describe own and others' feelings: <ul style="list-style-type: none"> Signs or uses words (e.g., happy, sad, angry) to indicate own feelings. Signs or uses words (e.g., happy, sad, angry) to indicate how adults or peers feel.
	Progressing	4.5	
	Ready	4.9	
Level 5 Preschool Entry (30-36 months) ↓	Emerging	5.1	Identifies emotions expressed by self and others: <ul style="list-style-type: none"> Uses words (e.g., "I'm happy/sad/afraid") to describe own emotions. Uses words to describe the emotions of others (e.g., "Mommy is sad/happy"). Identifies (by pointing or describing) the emotions of others as shown in pictures.
	Progressing	5.5	
	Ready	5.9	
Level 6 Preschool Beginning (3 to 4 years old) ↓	Emerging	6.1	Identifies common emotion-eliciting situations and the emotions elicited in each: <ul style="list-style-type: none"> Mentions how watching a scary movie makes self/someone else scared. Explains how getting a present would make self/someone else happy. Matches pictures of emotional expressions to corresponding contexts.
	Progressing	6.5	
	Ready	6.9	
Level 7 Preschool Middle (4 years old) ↓	Emerging	7.1	Identifies and explains the reasons behind and the consequences of the emotions expressed by self and others: <ul style="list-style-type: none"> Explains how hitting someone would make that person angry or sad. Mentions how sharing would make a peer happy. Explains how such behaviors might result in loss or maintenance of friendship.
	Progressing	7.5	
	Ready	7.9	
Level 8 Preschool Exit (4 to 5 years old) ↓	Emerging	8.1	Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations: <ul style="list-style-type: none"> Can explain how a peer, adult, or character in a story feels (e.g., "He's sad.") Tells why/what situation caused that person to feel that way ("...because [other person] does not want to be his friend just like when [peer] and I got in a fight").
	Progressing	8.5	
	Ready	8.9	
Level 9 Kindergarten (5 to 6 years old) ↓	Emerging	9.1	Identifies and explains own conflicting feelings in a specific situation: <ul style="list-style-type: none"> Expresses excitement to go on a field trip but also mentions regret/sadness that a friend cannot come along. Says: "I like to play this game, but I get angry when I do not win."
	Progressing	9.5	
	Ready	9.9	

Differentiating Instruction Sample

SOCIAL FOUNDATIONS

Differentiating Instruction

Social Foundations

SF.A.1.
Infants

Social Emotional: Awareness and Expression of Emotion

SF.A.1. Emotional Identification

Responds to emotions of others and expands to identifying emotions of self and others.

Level 1
Infant
(0-9 months)
↓

Level 2
Infant
(8-18 months)
↓

Level 3
Toddler
(16-24 months)
↓

Level 4
Toddler
(24-30 months)
↓

Level 5
Preschool Entry
(30-36 months)
↓

Level 6
Preschool
Beginning
(3 to 4 years old)
↓

Level 7
Preschool Middle
(4 years old)
↓

Level 8
Preschool Exit
(4 to 5 years old)
↓

Level 9
Kindergarten
(5 to 6 years old)
↓



Infants (0-18 months)

Instructional Target: Level 2

Changes responses in relation to emotional expressions of others.

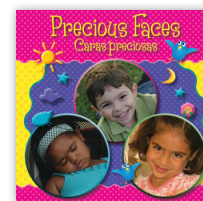
Ongoing Instructional Strategies

- Children use adults for social referencing. They rely on you to interpret the world around them. Assist a child in recognizing and understanding how others might be feeling by pointing out facial expressions, tone of voice, and body language. Show emotion as you are saying: *You are so happy today! Oh, why are you sad today?*
- Provide a child with a variety of music, movement, art, nature, and other creative avenues to help express feelings.
- Use stories and conversation to point out how someone may have felt in a certain situation. Explain that all emotions are okay, but there are acceptable ways to express those emotions.

Faces

Materials: *Precious Faces* board book

- Babies are interested in faces right from birth. Acknowledge and pique this interest using the book *Precious Faces*, which shows photos of facial expressions representing of a variety of emotions.
- As you share the book, pause on each page to discuss the facial expressions. If the infant shows interest, offer suggestions for why a child in a photo might have a particular expression: *This child is smiling. She must be happy.*
- Ask older infants to mimic some of the facial expressions.



happy



sad



mad



scared

Scaffolding for Support Level 1	Practicing for Mastery Level 2	Extending for Challenge Level 3
<ul style="list-style-type: none"> • As you turn the pages in the book and talk about the emotions, change the tone of your voice to match the facial expression. For example, use a higher pitched voice to discuss a photo showing a happy smile and a lower pitched voice to describe a sad frown. 	<ul style="list-style-type: none"> • Flip through the book pages several times each week, stopping on each page to discuss the facial expressions. • Smile as you sing and hug the infant. • As the infant sits and watches other babies play and show joy, contentment, happiness, sadness or distress, name the emotion. 	<ul style="list-style-type: none"> • Introduce signs to help the children indicate their feelings. • Ask children how they think a peer or adult feels. Encourage children to respond using signs.

Differentiating Instruction Sample

SOCIAL FOUNDATIONS

Differentiating Instruction

Social Foundations

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SF.A.1.

Toddlers

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 (0-9 months)
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Toddlers (18-36 months)

Instructional Target: Level 4

Uses simple words or gestures to describe own and others' feelings.

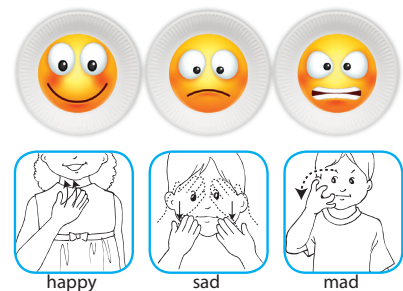
Ongoing Instructional Strategies

- The caregiver's actions, word choices, and tone of voice will set an example for children to follow. Model kindness, respect, and compassion in your thoughts, actions and words. Be sure to tell a child when you notice an appropriate response to another child's emotion.
- Use music and movement activities to help children act out feelings. Puppets can also help teach children how to talk to others during challenging situations.
- Help the child notice how others might be feeling by pointing out facial expressions, voice tone, body language, or words: *Look at Juan's face. He looks sad that you took his truck.*

Emotion Plates

Materials: paper plates, markers, yarn, graph paper (optional)

- Make emotion plates by drawing a happy, sad, and mad face on each of three paper plates.
- Gather children in a circle with the emotion plates in the middle of the gathering area. Call children one at a time to choose a plate that reflects the way they feel at that moment.
- Ask the child questions to help him/her reflect on the emotion: *Why are you happy today? What happened to make you happy?*
- Have the child place the plate back in the center of the circle before inviting another child to choose an emotion plate.
- To challenge older toddlers, graph their answers on chart paper to get a general consensus of the mood of the class that day.



Scaffolding for Support Levels 2-3	Practicing for Mastery Level 4	Extending for Challenge Levels 5-6
<ul style="list-style-type: none"> • Give children the words for the emotions they are exhibiting: <i>It looks like you are happy to be playing with blocks today.</i> • Teach sign language to go along with the most commonly expressed emotions (happy, sad, mad). 	<ul style="list-style-type: none"> • Encourage children to draw the face that represents how they are feeling on a blank paper plate. • Take dictation about how the child is feeling and why. Write the response on the back of the plate. 	<ul style="list-style-type: none"> • Ask children how they are feeling at the beginning of the day and graph the results. • Talk about how many children are feeling happy, sad, or mad based on the graph data. • Ask children how they are feeling at the end of the day to see if anyone's mood changed.

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PK 3s

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PK 3s (36-48 months)

Instructional Target: Level 6

Identifies common emotion-eliciting situations and the emotions elicited in each.

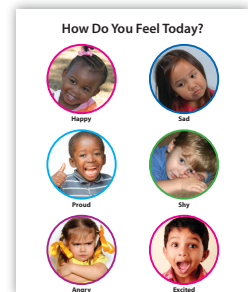
Ongoing Instructional Strategies

- Label children's emotions as they manifest within the context they occur (e.g., the child cries when a peer takes a coveted toy). Respond by saying: *I see you are mad because your face got red and you started crying when Jessica took your toy.*
- Be a model. Express and label your feelings: *That loud noise really frightened me. I feel safe now that I realize it was just a ball that hit the wall.*
- Bring the child's attention to how others are feeling. Explicitly describe how the person's face looks and the behaviors the person is exhibiting: *He looks happy because he is smiling and he is jumping up and down.*

If You're Happy and You Know It

Materials: "How Do You Feel Today?" chart (*Patterns*)

- Reproduce the "How Do You Feel Today?" chart (*Patterns*) and display it for children to see. Describe what each expression is and what it means.
- Sing "If You're Happy and You Know It." Substitute the word *happy* for the other emotions on the chart (sad, proud, shy, angry, excited). Include an action children would typically associate with each emotion (e.g., If you're angry and you know it, stomp your feet).
- Establish a daily routine that encourages children to express how they feel each day when they arrive. Greet children as they enter the classroom, and invite them to point to a facial expression on the chart that shows how they feel.



Scaffolding for Support Levels 2-4	Practicing for Mastery Levels 5-6	Extending for Challenge Levels 7-8
<ul style="list-style-type: none"> Invite a nonverbal child to sign how he/she feels. If the child does not respond, read the child's facial expression and label it with a related emotion: <i>You're frowning. You must be feeling sad.</i> 	<ul style="list-style-type: none"> Encourage the child to use the appropriate language to describe the facial expression he/she identifies on the chart. Ask: <i>What is the child doing in the photo to make you think he is happy/sad?</i> 	<ul style="list-style-type: none"> Ask the child to identify why he/she is feeling a particular way: <i>What is making you feel angry?</i> Encourage the child to illustrate and add other emotions to the chart.

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PK 4s (48-60 months)

Instructional Target: Level 8

Identifies emotions expressed by others in a given situation and compares them to own emotions in similar situations.

Ongoing Instructional Strategies

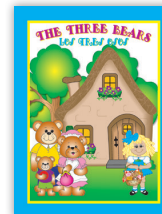
- Provide children with language to describe their feelings and cause for upset or joy: *Richard is drawing on your paper, and now I see you are frowning and hear you shouting in a loud voice. You must be angry or frustrated.*
- Guide children to be more attuned to other's emotional state by bringing attention to what the other person is doing and how his/her facial expressions match that behavior: *Louis's eyes are watching every move you make as you build that tower. He looks very interested in what you are doing. Maybe you could invite him to play.*
- Encourage children to think about how characters from popular story books are feeling and what caused them to feel that way.

What's Wrong with Goldilocks?

Materials: "The Three Bears" Story Folder

Tell the story of "The Three Bears" using the story props. Focus on the emotions expressed by each of the main characters. Pause when events in the story provoke both explicit and implicit emotional reactions from various characters. Lead the discussion through a guided sequence of questions:

- Have children define the emotion the character is displaying: *How does Goldilocks/Baby Bear feel? How do you know?*
- Encourage children to provide a reason why the characters react in a certain way: *Why did Goldilocks run away? (She was afraid.) Why did she enter the house? (She was curious.) Why was Papa Bear angry? (Someone came in the house without knocking.) Why was Baby Bear crying? (Goldilocks ate his porridge.)*
- Link the characters' feelings to children's prior experiences: *Have you ever felt curious? Why? What did you do?*



Scaffolding for Support Levels 2-6	Practicing for Mastery Levels 7-8	Extending for Challenge Level 9
<ul style="list-style-type: none"> • Act out the characters' expressions and reactions to make the emotion more easily identifiable. • Provide explicit cues: <i>Baby Bear is crying; he must be sad.</i> 	<ul style="list-style-type: none"> • Invite children to act out how they would have reacted in a similar situation: <i>How would you feel if someone came into your room without knocking? What would you do?</i> 	<ul style="list-style-type: none"> • Prompt the child to explain how one of the characters from the story might have conflicted emotions: <i>Why could Papa Bear feel angry at and concerned for Goldilocks at the same time?</i>

