





































**Objective 9** Uses language to express thoughts and needs

**b. Speaks clearly**

Does the student speak clearly enough to be understood by most people but may mispronounce new, long, or unusual words?

*For example, when he speaks to the school visitor, the student is understood.*

Level 5 or lower						Yes Level 6	Level 7 or higher		
Not Yet	1	2	3	4	5	6	7	8	9
		Babbles strings of single consonant sounds and combines sounds		Uses some words and word-like sounds and is understood by most familiar people		Is understood by most people; may mispronounce new, long, or unusual words		Pronounces multisyllabic or unusual words correctly	

















**Objective 11** Demonstrates positive approaches to learning

**e. Shows flexibility and inventiveness in thinking**

Does the student use creativity and imagination during play and routine tasks?

*For example, she strings wooden beads into a necklace as part of dramatic play.*

		Level 3 or lower			Yes Level 4	Level 5 or higher					
		Not Yet	1	2	3	4	5	6	7	8	9
			Imitates others in using objects in new and/or unanticipated ways		Uses creativity and imagination during play and routine tasks		Changes plans if a better idea is thought of or proposed		Thinks through possible long-term solutions and takes on more abstract challenges		
Children											













































## **Objective 21** Explores and describes spatial relationships and shapes

### **b. Understands shapes**

Does the student describe basic two- and three- dimensional shapes using his or her own words? Does the student recognize basic shapes when they are presented in a new orientation?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

If the student does all of the above without your support, consider level 6 or higher.

## **Assessment Prompt**

### **Two-dimensional Shapes:**

Show drawings of a circle, triangle, square and rectangle on individual index cards. Say, “We’re going to play a guessing game. I am going to describe a shape and you are going to guess which one I am talking about. I’ll go first. I’m thinking of a shape that is round like a pancake or a hula hoop (or other flat round circular objects). It does not have any corners or straight lines. Can you find the card with that shape?” The student holds up the circle card and then turns it over. “Now it’s your turn.”

The point of this game is not if the student identifies your example correctly, but rather if the student is able to use his or her own words to describe a couple of basic two-dimensional shapes.

### **Three-Dimensional Shapes:**

Place a few three-dimensional shapes (sphere, cube, triangular prism) on the table. Say, “We’re going to play a guessing game. I am going to describe a shape and you are going to guess which one I am talking about. I’ll go first. I’m thinking of a shape that is round like a ball or an orange (or other three dimensional objects shaped like a sphere). It does not have any corners or straight lines. Can you find that shape?” The student holds up the sphere and then sets it to the side. “Now it’s your turn.”

The point of this game is not if the student identifies your example correctly, but rather if the student is able to use his or her own words to describe a couple of basic three-dimensional shapes.

### **Shape Orientation:**

Use cutouts of basic shapes (circle, triangles, squares and rectangles). Include several different kinds of triangles (some with sides of all equal lengths, some with 2 sides longer than the 3rd side, some with each side a different length). Display all the shapes randomly on the table, making sure that some triangles are upside down. Say, “We’re going on a treasure hunt to look for all the triangles. Can you find them?”





















