

Assessment Activity (Single Child, across areas and activities)

Key	
S=Score	N=Notes
2=Consistently meets criterion	A=Assistance provided
1=Inconsistently meets criterion	B=Behavior interfered
0=Does not meet criterion	D=Direct test
	M=Modification/adaptation
	Q=Quality of performance
	R=Report

Area Strand	Item	Criteria	S	N
Fine Motor B	1. Rotates either wrist on a horizontal plane	Child rotates either wrist to turn and/or twist an object (e.g., removes lid from jar, turns water faucet knob, manipulates toy nuts and bolts).		
	1.1 Turns object over using wrist and arm rotation with each hand	Child turns wrist and forearm so that the hand is brought up from palm down position to palm up position and back again (e.g., brings spoon to mouth, turns page of book). Behavior must be observed with the left hand and the right hand.		
Gross Motor B	2. Sits down in and gets out of chair	Child maneuvers self to sit down in and get out of child-size chair.		
	2.1 Sits down in chair	Child maneuvers self to sit down in child-size chair.		
	2.2 Maintains a sitting position in chair	Child maintains unsupported, balanced sitting position in child-size chair		
Gross Motor C	1. Walks avoiding obstacles	When walking unsupported, child moves to avoid obstacles (e.g., toys, furniture, people).		
	1.1 Walks without support	Child walks unsupported for at least 6 feet. Child's head is erect and in midline, and back is straight		
	1.2 Walks with one hand support	Child walks forward at least 15 feet when holding onto support with one hand. Child's head is erect and in midline, and back is straight		
	1.3 Walks with two hand support	Child walks forward at least 15 feet when holding onto support with two hands. Child's head is erect and in midline, and back is straight. Child bends one knee and lifts foot off the ground, placing it next to and in front of the opposite foot. Opposite foot remains slightly bent and in contact with the floor		
	1.4 Stands unsupported	Child stands unsupported for at least 30 seconds. Child's head is erect and in midline, and back is straight. Knees are slightly bent and feet are directly under hips and flat		
	1.5 Cruises	Child cruises (side-steps) at least three feet to the left and to the right, holding onto a stable support that is approximately chest height. Child's head is erect and in midline, and back is straight		
Adaptive A	3. Drinks from cup and/or glass	Child drinks from a cup and/or glass by bringing cup to mouth and returns cup to surface without spilling.		
	3.1 Drinks from cup and/or glass with some spilling	Child brings cup and/or glass to mouth and drinks with minimal spilling. Child may release cup before returning to surface.		
	3.2 Drinks from cup and/or glass held by adult	Child sucks and swallows liquid from a cup and/or glass held by an adult. Child uses some lip closure on rim of cup. Some loss of liquid may occur.		
	4. Eats with fork and/or spoon	Child eats with fork and/or spoon by spearing or scooping food and bringing it to mouth with minimal spilling		
	4.1 Brings food to mouth using utensil	Child eats with fork and/or spoon by bringing filled utensil to mouth. Some spilling may occur; child may have assistance filling utensil		

Area Strand	Item	Criteria	S	N
	4.2 Eats with fingers	Child eats with fingers by grasping and bringing to mouth large and/or small pieces of food		
	4.3 Accepts food presented on spoon	When offered food from a spoon, child opens mouth and closes jaw and lips around the utensil to take in semi solid foods (e.g., applesauce, yogurt).		
	5. Transfers food and liquid between containers	Child scoops food and pours liquid from one container to another without spilling. Present child with an amount of liquid that will not overflow the container		
	5.1 Pours liquid between containers	When presented with an amount of liquid that will not overflow the container, the child pours liquid from one container to another without spilling.		
	5.2 Transfers food between containers	Child uses utensil to scoop and transfer food from one container to another		
Cognitive D	1. Imitates motor action that is not commonly used	Child imitates motor action that is not commonly used (e.g. pats knee, taps foot). The action should not be part of familiar songs and/or activities. Action should be appropriate for child's motor abilities.		
	1.1 Imitates motor action that is commonly used	Child imitates motor action that is commonly used (e.g., claps hands in front of self, pats table). Commonly used motor actions are those that the child has previously produced		
Cognitive F	1. Uses imaginary objects in play.	Child uses imaginary objects in play. Imaginary play consists of child pretending and/or imaging that an object and/or even is occurring (e.g. child pretends to climb a mountain in a classroom, go to outer space in a cardboard box, have lions and tigers in cages when pretending to visit the zoo).		
	1.1 Uses representational actions with objects	Child uses one object to represent another (e.g., child uses a box as a hat, a spoon as a telephone, a stick to stir food)		
	1.2 Uses functionally appropriate actions with objects	Child acts on objects using functionally or socially appropriate actions. Functionally or socially appropriate actions are those for which the object was intended or designed (e.g., child holds play telephone to ear, puts comb to head and attempts to comb hair, puts glasses on eyes).		
	1.3 Uses simple motor actions on different objects	Child acts on objects using simple motor actions (e.g., mouths, pats, bangs, shakes, rubs). Simple motor actions are any group of actions used on objects irrespective of the physical characteristics of the objects (e.g., when given a rattle, a small squeeze toy, or a cloth book, the child bangs, shakes, and mouths are all objects in a similar fashion).		
	1.4 Uses sensory examinations with objects	Child acts on objects using sensory examination (e.g., child looks at, manipulates, listens to, sniffs, and mouths objects). Sensory examination includes the use of any sense (e.g., visual, auditory, tactile, olfactory, gustatory) that allows the child to gain information about an object.		
Social Communication A	2. Follows person's gaze to establish joint attention	Child turns and looks in the direction of a person's gaze while that person looks at an object, person, and/or event. The child's glance must be longer than 1 second.		
	2.1 Follow person's point gesture to establish joint attention	Child looks in the direction of a person's pointing gesture while that person looks at an object, person, and/or event and comments on it. The child's glance must be longer than 1 second.		
	2.2 Looks toward an object	Child looks in the direction of an object when a person presents the object within child's reach. The child's glance must be longer than 1 second.		
Social Communication B	1. Gains person's attention and refers to an object, person, and/or event	Child gains a person's attention and then points to an object, person, and/or event.		
	1.1 responds with a vocalization and gesture to simple questions	Child responds to simple questions with a vocalization and gesture (e.g., adult asks, "Want up?" and child reaches for adult and says, "Uhhh, Uhhh.")		
	1.2 Points to an object, person, and/or event	Child points to an object, person, and/or event.		

Area Strand	Item	Criteria	S	N
	1.3 Gestures and/or vocalizes to greet others	Child waves arm and/or vocalizes when greening and when leaving others.		
	1.4 Uses gestures and/or vocalizations to protest actions and/or reject objects	Child responds with gestures and/or vocalizations to protest actions and/or reject objects or people.		
Social A	1. Responds appropriately to familiar adult's affect	Child appropriately responds to familiar adult's affect, including facial expressions, gestures, tone, requests, comments, or corrections.		
	1.1 Displays affection toward familiar adult	Child spontaneously hugs, kisses, pats, touches, and/or reaches toward a familiar adult.		
	1.2 Responds appropriately to familiar adult's affective tone	Child responds with socially appropriate affect to familiar adult's affective tone.		
	1.3 Smiles in response to familiar adult	Child smiles in response to an approach, vocalization, smile, and/or appearance of familiar adult.		
	1.2 Points to an object, person, and/or event	Child point to an object, person, and/or event.		
Social B	2. Participates in established social routines	When given general verbal and/or contextual cues, child performs a series of responses associated with established social routines such as mealtime, toileting, dressing/undressing, bathroom/washing, naptime/bedtime, and/or classroom events (e.g., as adult begins to set table and/or says, "It's lunch time," child washed hands, gets bib, and goes to the table; when adult turns on bath water, child goes to the tub, takes of clothes, and gets tub toys).		
	2.1 Responds to established social routines	When given general verbal and/or contextual cues, the child performs a single response associated with establishing social routines such as mealtime toileting, dressing/undressing, bathing/washing, naptime/bedtime, and/or classroom events (e.g., as adult begins to set table and/or says, "It's lunch time," child sits down at the table; when adult says, "It's time to take a nap," child goes and gets blanket; when adult says, "bath time," child goes to tub and removes clothes).		
Social C	1. Initiates and maintains interaction with peer	Child initiates and maintains interaction with peer for two or more consecutive exchanges (e.g., child hides in cupboard, peer knocks on door, child opens door and laughs, and peer close door and knocks again; child uses bricks to build wall, peer adds additional bricks, and the two children look at each other, laugh, knock the wall down, and begin building again; child approaches peer, reaches for peer's toy and offers own toy, peer turns away, child taps per on shoulder and offers toy again). An exchange consists of a response from the child and from the peer. Note: Toys that encourage interaction should be available (e.g., balls, blocks, beanbags, puppets, dishes, boxes).		
	1.1 Initiates social behavior toward peer	Child initiates social behavior toward peer (e.g., child gives toy to peer, child smiles at peer, child directs communication toward peer, child waves at peer, child calls out peer's name		
	1.2 Responds appropriately to peer's social behavior	Child responds with socially appropriate affect to peer's social behavior (e.g., peer says, "Hi", child says, "Hi", when peer hits child, child says, "Don't"; peer offers cracker, child takes it).		
	1.3 Plays near one or two peers	Child maintains play near one or two peers (e.g., child plays with toy cars and a ramp while nearby in the same room his peers play with Legos; two children play in the dramatic play area, one plays with dolls and the other pretends to cook; two children work side by side, each putting pieces into their own puzzle). Children do not need to be playing in the same activity or using the same toys		
	1.4 Observes peers	Child watches peers who are playing nearby		
	1.5 Entertains self by playing appropriately with toys	Child plays appropriate with toys without adult assistance. Child may or may not be close to adult or peers.		

Fine Motor Level II

Child uses both hands to manipulate a variety of objects/toys/ materials that require use at both hands at the same time but while performing different movements (e.g., child strings small beads; threads zipper and zips coat; button small buttons and ties shoes)

- Child performs any two-handed task using one hand to hold or steady an object while the other hand manipulates the object or performs a movement (e.g. holds paper while drawing; holds glass while pouring liquid from pitcher; steadies container while removing playdough; holds book while turning the pages).

Gross Motor Level II

Child jumps forward with feet together; hips, knees and ankles are flexed; and body is crouched on take-off and landing. Arm lead with a vigorous forward and upward thrust, and body is fully extended as it becomes airborne. Child lands on two feet without falling. Adult may model the action (e.g., adult jumps over a rope, tape, chalk line, or stick and encourages child to jump).

- Child jumps up and down in place with hips, knees, and ankles flexed on takeoff and landing. Arms lead with a vigorous forward and upward thrust, and body extends as it becomes airborne. Child lands on two feet without falling. Adult may model action.
- Child jumps from a low platform (e.g., curb, step, raised platform) of at least 10 inches to the supporting surface. Child lands on two feet without falling. Adult may model action.
- Child balances on one foot for at least 3 seconds. Adult may model action.

Adaptive Level II

Child exhibits culturally appropriate social dining skills without by performing all of the following activities: puts proper amount of food in mouth, chews with mouth closed, and swallows before taking another bite; takes in proper amount of liquid and returns cup to surface; eats a variety of food textures; selects and eats a variety of food types; eats with utensils.

- Child puts appropriate amount of food in mouth (i.e., does not overfill mouth), chews with mouth closed, and swallows before taking another bite.
- Child takes in appropriate amount of liquid from child-size cup without spilling and returns cup to table at least once before emptying cup.
- Child eats foods of different textures including: Semi-solid foods (applesauce, yogurt), Soft foods (bananas, cooked vegetables, macaroni), Chewy foods (meats, dried fruits), Hard foods (apples, raw vegetables, pretzels).
- Child selects and eats a variety of foods from different food groups (e.g., dairy, meat, fruit, vegetables, bread)
- The child eats by spearing with fork and scooping with spoon or other culturally appropriate utensils (e.g., chopsticks), bringing food to mouth with minimal spilling. Child chooses appropriate utensil (e.g., spoon for soup, fork for meat).

Social Level II

Child engages in the following behaviors during structured small group activities (i.e., group of five or fewer children): interacts appropriately with materials; responds appropriately to directions; looks at appropriate objects, person or event; remains with group. Adult may provide group directions to help child.

- Child interacts with materials in functional or demonstrated fashion during structured small group activities (i.e., group of five or fewer children). Adult may provide group directions.
- Child responds with appropriate verbal or motor action to group directions provided by adult during structured small group activities (i.e., group of five or fewer children; e.g., during painting activity, child follows directions to dip paintbrush in paint and brush it across paper).
- Child looks at object, person, or event that is focus of activity during structured small group activities (i.e., group of five or fewer children; e.g., child looks at adult while adult is talking; child looks at toy train that is topic of adult's conversation). Adult may provide group directions.
- Child stays in seat or in indicated area for duration of an activity during structured small group activities (i.e., group of five or fewer children; e.g., child remains in seat at table during table activity). Adult may provide group directions.