

PEEP Alternate Assessment

Pre-Kindergarten

Entry and Exit Profile Alternate Assessment



Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Vocabulary (Aligned with PEEP Question 1)	L1.e: Use common prepositions (for example, to, from, in, out, on, off, for, of, by, with).	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will give attention towards the picture (e.g. touch, look, gesture), when presented with a picture of an object.	<input type="checkbox"/> Student will indicate the correct picture when requested, when presented with 2 pictures of objects (on, under).	<input type="checkbox"/> Student will indicate the correct picture when requested, when presented with 3 pictures of objects (in, on, under).

Entry Date:

Exit Date:

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Directionality (Aligned with PEEP Question 2)	A. RF1.a: Recognize that print is read from top to bottom and left to right.	<input type="checkbox"/> Student is not demonstrating skills at an emergent level.	<input type="checkbox"/> Student will open book (proper orientation not required).	<input type="checkbox"/> Student will turn pages (proper direction required).	<input type="checkbox"/> Student will point to the words when asked, "Show me what part I read."

Entry Date:

Exit Date:

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Concept of Letter/Number (Aligned with PEEP Question 3)	RF 1.d: Recognize the difference among letters, numbers, and other symbols.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will distinguish between objects and print.	<input type="checkbox"/> Student will distinguish between letters and pictures of objects.	<input type="checkbox"/> Student will distinguish letters from picture of shapes.

Entry Date:

Exit Date:


Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Letter Recognition (Aligned with PEEP Question 4)	<p>RF 3.a: Recognize that letters have names and sounds.</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.</p>	<p><input type="checkbox"/> Student will distinguish between letters and pictures.</p>	<p><input type="checkbox"/> Student will repeat letter pair name with teacher.</p> <p><input type="checkbox"/> Student will match at least 3 letter pairs from their name.</p>	<p><input type="checkbox"/> Student will match 10 of the letters of the alphabet using letter pairs, presenting 4 letter pairs at a time.</p>

Entry Date:

Exit Date:

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Handwriting (Strokes) (Aligned with PEEP Question 5)	L 1.a: Experiment with writing.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will make marks using any writing instrument.	<input type="checkbox"/> Student will imitate writing movements (e.g. up and down, circular, diagonal, curved) using any writing instrument.	<input type="checkbox"/> Student will trace the given shapes using any writing instrument. <div style="text-align: center;">  </div>

Entry Date:

Exit Date:

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Word Parts (Aligned with PEEP Question 6)	RF 2.b: Begin to recognize syllables in simple words.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Students will repeat name of picture that corresponds to a spoken single syllable word: dog, house, cup, cake, cat, fish.	<input type="checkbox"/> Student will identify pictures that correspond to a spoken single syllable word: dog, house, cup, cake, cat, fish.	<input type="checkbox"/> Student will identify the pictures that correspond to a spoken two syllable word: doghouse, cupcake, catfish.

Entry Date:

Exit Date:

Literacy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Oral Language (Aligned with PEEP Question 8)	<p>SL 4: With prompting and support, describe familiar people, places, things, and events. SL 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student turns towards the speaker when spoken to.	<input type="checkbox"/> Student uses at least 1 word related to a presented familiar object. <input type="checkbox"/> Student uses at least 1 word related to a familiar person.	<input type="checkbox"/> Student uses at least 3 words to describe a familiar object. <input type="checkbox"/> Student uses at least 3 words to describe a familiar person.

Entry Date:

Exit Date:

Literacy
Score Sheet

Concept	Entrance Beginning of Year Date:	Exit End of Year Date:
Vocabulary	/4	/4
Directionality	/4	/4
Concept of letter/number	/4	/4
Letter Recognition	/4	/4
Handwriting (Strokes)	/4	/4
Word Parts	/4	/4
Oral Language	/4	/4
TOTAL	/28	/28

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Shape Discrimination (Aligned with PEEP Question 9)	<p>G2: Begin to recognize basic shapes, regardless of size.</p> <p>G6: Begin to recognize basic shapes when shown simple line drawings.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will match 2 circles that are the same size.	<input type="checkbox"/> Student will match 2 circles and 2 squares that are the same size.	<input type="checkbox"/> Student will match all 3 shapes that are the same: square, circle, triangle.

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	Target 4 points
Rote Counting (Aligned with PEEP Question 10)	CC 1: Begin to count to 10 by ones.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will repeat teacher counting 1-3. <input type="checkbox"/> Student will count with teacher 1-3.	<input type="checkbox"/> Student will count independently 1-3 by ones. <input type="checkbox"/> Student will repeat teacher counting 1-5.	<input type="checkbox"/> Student will count with teacher 1-5. <input type="checkbox"/> Student will count independently 1-5 by ones.

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Numeral Recognition (Aligned with PEEP Question 11)	<p>RF 1.e: Recognize print in everyday life (for example, numbers, letters, one's name, words, familiar logos, and environment print).</p>	<p><input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.</p>	<p><input type="checkbox"/> Student will match numbers 1-2. <input type="checkbox"/> Student will repeat teacher verbalizing the numbers 1-2, during matching.</p>	<p><input type="checkbox"/> Student will match numbers 3-4. <input type="checkbox"/> Student will repeat teacher verbalizing the numbers 3-4, during matching.</p>	<p><input type="checkbox"/> Student will match numbers 1-5. <input type="checkbox"/> Student will repeat teacher verbalizing the numbers 1-5, during matching.</p>

Entry Date:

Exit Date:


Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	Target 4 points
One-to-One Correspondence and Cardinality (Aligned with PEEP Question 12)	CC 4.a: Use one-to-one correspondence when counting up to 5 objects.	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will place the correct number of counters/objects on pre-set dots one at a time (numbers 1-2). <input type="checkbox"/> Student repeats teacher telling how many there are (2).	<input type="checkbox"/> Student will place the correct number of counters/objects on pre-set dots one at a time (numbers 1-3). <input type="checkbox"/> Student repeats teacher telling how many there are (3).	<input type="checkbox"/> Student independently touches each counter/object, while counting with teacher. <input type="checkbox"/> Student repeats teacher telling how many there are (3).

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	Target 4 points
Patterning and Sorting (Aligned with PEEP Question 13)	<p>OA 6: Begin to duplicate and extend simple patterns (for example, ababab).</p> <p>MD 3: Sort objects into given categories.</p>	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will identify if 2 objects are the same color.	<input type="checkbox"/> Student will sort objects by color, by placing 2-3 objects of same color onto/into a mat/cup of same color as object (for example will place 2 red blocks in the red cup).	<input type="checkbox"/> Student will match the colored object on a pre-printed pattern mat (for example: student places red and blue tiles on a provided horizontal pattern card). 

Entry Date:

Exit Date:

Numeracy

	Early Childhood Core Standards	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points
Quantity Discrimination (Aligned with PEEP Question 14)	CC 6: Visually identify or count to determine which of 2 sets has more objects (1-5).	<input type="checkbox"/> Student is not yet demonstrating skills at an emergent level.	<input type="checkbox"/> Student will put 2 objects together in a group.	<input type="checkbox"/> Student will separate 2 objects into 2 groups.	<input type="checkbox"/> When given a group of objects student can add one more object. <input type="checkbox"/> Student will identify the difference between a single object and a group of objects.

Entry Date:

Exit Date:

Numeracy

Score Sheet

Strands	Entrance Beginning of Year Date:	Exit End of Year Date:
Shape discrimination	/4	/4
Rote counting	/4	/4
Numeral Recognition	/4	/4
One-to-One Correspondence and Cardinality	/4	/4
Patterning and Sorting	/4	/4
Quantity Discrimination	/4	/4
TOTAL	/24	/24

Entry Date:

Exit Date:

Lifelong Learning Practices

Standard Alignment: SE and SS 2: The child develops social skills that promote positive interaction with others.

Opportunities to Respond 0-3 pts possible per item	Sustained Effort 0-3 pts possible per item	Attention and Focus 0-3 pts possible per item	Listens and Follows Directions 0-3 pts possible per item
<input type="checkbox"/> Confident <input type="checkbox"/> Reluctant <input type="checkbox"/> Refuses to respond <input type="checkbox"/> No response	<input type="checkbox"/> Persists <input type="checkbox"/> Persists with prompting <input type="checkbox"/> Gives up easily <input type="checkbox"/> Makes no attempt	<input type="checkbox"/> Attentive throughout <input type="checkbox"/> Attentive most times (2-4 times redirect) <input type="checkbox"/> Attentive sometimes (5 or more redirects) <input type="checkbox"/> Minimal or no attention exhibited	<input type="checkbox"/> Always <input type="checkbox"/> Generally <input type="checkbox"/> Rarely <input type="checkbox"/> Not at all
Quality of Response 0-3 pts possible per item	Self-Confidence 0-3 pts possible per item	Task Switching 0-3 pts possible per item	
<input type="checkbox"/> Takes time to give thoughtful responses <input type="checkbox"/> Most responses related to task <input type="checkbox"/> Some/few responses related to task <input type="checkbox"/> Responses are unrelated to the task/no response	<input type="checkbox"/> Confident in responses <input type="checkbox"/> Comfortable, with some hesitation in responding <input type="checkbox"/> Anxious some of the time <input type="checkbox"/> Anxious most of the time	<input type="checkbox"/> Switches tasks easily <input type="checkbox"/> Sometimes needs prompting to switch tasks <input type="checkbox"/> Generally, needs prompting to switch tasks <input type="checkbox"/> Refuses to switch tasks	

Score Sheet

Strands	Entrance/Beginning of Year Date:	Exit/End of Year Date:
Opportunities to Respond	/3	/3
Sustained Effort	/3	/3
Attention and Focus	/3	/3
Listens and Follows Directions	/3	/3
Quality of Response	/3	/3
Self-Confidence	/3	/3
Task Switching	/3	/3
Total	/21	/21

Entry Date:

Exit Date: