

Oregon Assessment for 3-5 Year Olds In Developmentally Appropriate Classrooms

Child's Name _____
Birthdate _____
Center _____
Teacher _____

Key
Circle the number that best describes the child's behavior or ability:
1 - Rarely or not at all
2 - Occasionally or with much help
3 - About half the time or with some help
4 - Often or with little help
5 - Almost always or with no help

PLAY		MOTOR	
1. Plays cooperatively with peers during free play/child choice times.	1 2 3 4 5	33. Actively engages in and enjoys fine motor activities such as drawing, painting, puzzles and cutting.	1 2 3 4 5
2. Actively engages in many different kinds of play activities - blocks, socio-dramatic play, manipulatives, simple board games, etc.	1 2 3 4 5	34. Freely runs, jumps, hops, climbs, and rides appropriate to child's age) without frequent falling or imbalance.	1 2 3 4 5
3. Is a self-directed, motivated learner - shows initiative in finding materials or choosing activities.	1 2 3 4 5	35. Willingly challenges own strength and agility.	1 2 3 4 5
4. Puts materials in proper place when finished.	1 2 3 4 5	DISPOSITIONS Engages in and enjoys creative activities and expression such as:	
5. Uses language skills to assist in directing play.	1 2 3 4 5	36. Creative problem solving	1 2 3 4 5
SELF-HELP		37. Art	1 2 3 4 5
6. Takes care of personal grooming needs - washes hands, brushes teeth, dresses self appropriate to her/his age level.	1 2 3 4 5	38. Drama	1 2 3 4 5
7. Wants to help her/himself and takes pride in doing so.	1 2 3 4 5	39. Movement	1 2 3 4 5
8. Cares for personal safety - uses seat belt, is not reckless on playground, in classroom, and on field trips.	1 2 3 4 5	40. Music	1 2 3 4 5
SELF-CONCEPT		41. Displays curiosity.	1 2 3 4 5
9. Trusts adults who are reasonably consistent and supportive.	1 2 3 4 5	42. Is willing to try new activities.	1 2 3 4 5
10. Accepts comfort from others.	1 2 3 4 5	43. Enjoys taking risks (while maintaining safety of self and others).	1 2 3 4 5
11. Makes eye to eye contact (providing this is a cultural norm).	1 2 3 4 5	COGNITIVE - PROBLEM SOLVING	
12. Is not overly friendly with strangers - shows caution.	1 2 3 4 5	44. Asks questions: "how, why, where, when, who?" of adults and children.	1 2 3 4 5
13. Requests help from adults and other children verbally, politely, and when actually needed.	1 2 3 4 5	45. Approaches tasks with confidence - doesn't say "I can't".	1 2 3 4 5
14. Can take turns with others (delays gratification for a short period).	1 2 3 4 5	46. Perseveres through a difficult task despite setbacks such as difficult puzzles, lego constructions.	1 2 3 4 5
15. Accepts responsibility for own actions.	1 2 3 4 5	47. Chooses activities during free play and can stick with it for 10 minutes or more.	1 2 3 4 5
16. Stands up for self assertively when engaging in a conflict with others.	1 2 3 4 5	48. Displays resourcefulness when faced with problems or obstacles - can generate several solutions/alternatives when asked questions such as "What else can you do...".	1 2 3 4 5
17. Moves easily through transitions.	1 2 3 4 5	COGNITIVE - MATH When playing with objects in the environment such as blocks, pegs, dishes, etc.:	
18. Has a realistic sense of own abilities, strengths, weaknesses.	1 2 3 4 5	49. Matches (i.e.: red cars into red container)	1 2 3 4 5
19. Can evaluate own actions or behaviors without being too hard or too easy on her/himself.	1 2 3 4 5	50. Sorts (i.e.: red cars from blue cars)	1 2 3 4 5
20. Respects adult authority and classroom rules, but can assert own opinions, ideas and personality.	1 2 3 4 5	51. Seriates (i.e.: lines up cars smallest to largest)	1 2 3 4 5
SOCIAL		52. Patterns (i.e.: red car, blue car, red car, blue car)	1 2 3 4 5
21. Interacts with a variety of children.	1 2 3 4 5	53. Quantifies (i.e.: counts 5 cars)	1 2 3 4 5
22. Displays flexibility in roles - can be a leader and a follower.	1 2 3 4 5	COGNITIVE - LITERACY	
23. Forms and maintains friendships.	1 2 3 4 5	54. Listens to entire story during storytime.	1 2 3 4 5
24. Displays positive relations with adults, including a balance of dependence/inter-dependence/independence.	1 2 3 4 5	55. Asks to be read to.	1 2 3 4 5
25. Negotiates effectively with others.	1 2 3 4 5	56. Shows interest in print medium - enjoys looking at books, asks what signs say, etc.	1 2 3 4 5
26. Verbally expresses feelings and needs during interactions with others.	1 2 3 4 5	57. Recognizes and names letters in environment, in print or when children's names are dictated.	1 2 3 4 5
27. Does not show bias towards people who are different from her/himself (handicaps, skin color, language, etc).	1 2 3 4 5	58. Reads own name on drawings, charts, etc. and reads simple signs in the environment.	1 2 3 4 5
LANGUAGE/COMMUNICATION		59. Writes, draws, and/or make things representationally, i.e.: writes name on artwork, imitates writing during dramatic play, draws pictures that are recognizable objects or people.	1 2 3 4 5
28. Listens to and contributes to group discussions during mealtimes & sharing times.	1 2 3 4 5		
29. Tells experiences or simple events in a logical sequence.	1 2 3 4 5		
30. Enjoys reciting fingerplays and singing songs.	1 2 3 4 5		
31. Communicates so that s/he is understood by others.	1 2 3 4 5		
32. Initiates and sustains conversations with others.	1 2 3 4 5		

Black	Red	3rd Assessment
1st Assessment	2nd Assessment	May
October	February	Refer To
		Progress Report