

Alaska Developmental Profile Recording Form for Classroom Use

Rating*	Category	Definition
2	Consistently Demonstrates	<p>Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).</p> <p>Students should be given this rating if they are <i>generally able</i> to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating.</p>
1	Progressing	<p>Student demonstrates the indicated skills or behaviors on an inconsistent basis.</p> <p>Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate <i>most</i> of the indicated skills and behaviors (i.e., for students who demonstrate only <i>some</i> of the indicated skills or behaviors consistently).</p>
0	Does Not Demonstrate	<p>Student does not demonstrate the indicated skills or behaviors (20% or less of the time).</p> <p>Students should be given this rating if they are <i>generally unable</i> to successfully demonstrate these skills most of the time.</p>

Domain Goal And Indicators	Presch. Attend- ed Pre- school	Physical Well-Being, Health, and Motor Development						Social and Emotional Development					
		<i>Demonstrates strength and coordination of large motor muscles</i>			<i>Demonstrates strength and coordination of small motor muscles</i>			<i>Participates positively in group activities</i>			<i>Regulates their feelings and impulses</i>		
<p><i>Directions:</i> Place an 'X' in the category that most appropriately reflects this student's development with respect to each italicized goal, as defined by the bulleted list of indicators.</p>		<ul style="list-style-type: none"> • Runs with an even gait and with few falls • Maintains balance while bending, twisting, or stretching • Moves body into position to catch a ball, then throws the ball in the right direction • Kicks large ball to a given point with some accuracy • Able to alternate weight and feet while skipping or using stairs 			<ul style="list-style-type: none"> • Cuts, draws, glues with materials provided • Copies several letters or shapes • Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers) • Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately 			<ul style="list-style-type: none"> • Follows simple rules of participation in group activities • Participates cooperatively in large and small group activities • Invents and/or sets up activities that include more than one child • Is sometimes part of the audience, as well as an active participant in group events 			<ul style="list-style-type: none"> • Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights) • Shows ability to control impulses, with guidance • Seeks peaceful resolution to conflict • Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway) • Stops and listens to instructions before starting an activity 		
		Student name	Y/N	2	1	0	2	1	0	2	1	0	2

*As noted on page 11 of the implementation guide, if a student consistently demonstrates all of the indicators except one, the student should receive a rating of '2' for that goal. Alternatively, if a student is able to successfully demonstrate only one of the set of indicators, the student should receive a '0' for that goal.

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0	Does Not Demonstrate	<p>Student does not demonstrate the indicated skills or behaviors (20% or less of the time).</p> <p>Students should be given this rating if they are <i>generally unable</i> to successfully demonstrate these skills most of the time.</p>

Domain Goal And Indicators	Approaches to Learning			Cognition and General Knowledge								
	<i>Shows curiosity and interest in learning new things and having new experiences</i>	<i>Sustains attention to tasks and persists when facing challenges</i>	<i>Demonstrates knowledge of numbers and counting</i>	<i>Sorts, classifies, and organizes objects</i>								
<p>Directions: Place an 'X' in the category that most appropriately reflects this student's development with respect to each italicized goal, as defined by the bulleted list of indicators.</p> <ul style="list-style-type: none"> • Engages in discussions and asks questions about new events and occurrences (e.g., "Why did this happen?") • Looks for new information and wants to know more about personal interests • Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play) 	<ul style="list-style-type: none"> • Remains engaged while peers and/or adults are the focus of attention (e.g., pays attention during storytelling or "show and tell") • Works on a task over a period of time, leaving and returning to it (e.g., block structure) • Shifts attention back to activity at hand after being distracted • Accepts age-appropriate challenges and continues through frustration 	<ul style="list-style-type: none"> • Counts to 10 from memory • Understands that when counting a set of items, each item must be counted only once and none should be left out • Uses math manipulatives (e.g., games, toys, and coins) in counting activities • Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.") 	<ul style="list-style-type: none"> • Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color) • Recognizes, describes, duplicates and extends a two-part pattern (e.g., A/B, circle/square) • Describes how and why objects are arranged or sorted the way they are 									
Student Name	2	1	0	2	1	0	2	1	0	2	1	0

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