## Alaska Developmental Profile Recording Form for Classroom Use

Rating*	Category	<b>Definition</b>
2	Consistently Demonstrates	Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).
		Students should be given this rating if they are generally able 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.
1	Progressing	Student demonstrates the indicated skills or behaviors on an inconsistent basis.
		Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis <b>QR</b> 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).
0	Does Not Demonstrate	Student does not demonstrate the indicated skills or behaviors (20% or less of the time).
		Students should be given this rating if they are generally unable to successfully demonstrate these skills most of the time.

Domain	Presch.	Physical V	Vell-Being, H	ealth, and I	<b>Motor Devel</b>	opment	Social and Emotional Development							
Goal And Indicators	Attend- ed Pre- school	coordination muscles Runs wit few falls		otor	coordination muscles	ites strength on of small m iws, glues wi	otor	activities			<ul> <li>Regulates their feelings and impulses</li> <li>Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)</li> <li>Shows ability to control impulses,</li> </ul>			
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.		<ul> <li>bending,</li> <li>Moves be catch a be in the rig</li> <li>Kicks lar with som</li> <li>Able to a</li> </ul>	s balance whitwisting, or sody into positiall, then throw the direction ge ball to a ge accuracy alternate weighting or using the same accuracy accuracy and same accuracy accuracy accuracy and same accuracy ac	tretching ion to ws the ball iven point tht and feet	<ul> <li>Copies several letters or shapes</li> <li>Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)</li> <li>Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately</li> </ul>			<ul> <li>Participates cooperatively in large and small group activities</li> <li>Invents and/or sets up activities that include more than one child</li> <li>Is sometimes part of the audience, as well as an active participant in group events</li> </ul>			<ul> <li>with guidance</li> <li>Seeks peaceful resolution to conflict</li> <li>Modifies behavior and expression of emotions for different environments (e.g., library, recess hallway)</li> <li>Stops and listens to instructions before starting an activity</li> </ul>			
Student name	Y/N	2	1	0	2	1	0	2	1	0	2	1	0	
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<sup>\*</sup>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.

## Alaska Developmental Profile Recording Form for Classroom Use

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

Domain	Approache	s to Learning				Cognition and General Knowledge							
Goal And Indicators  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.	Shows curic learning ne experiences  • Engages i questions occurrence happen?"	osity and interwithings and he in discussions about new every (e.g., "Why	est in naving new and asks ents and y did this	• Remains and/or ad attention during sto tell")	ention to tasks en facing chall engaged while ults are the foo (e.g., pays atte crytelling or "s	e peers cus of cution chow and	Demonstrat and countin  Counts to Understan set of item counted or be left out	es knowledge  g  10 from men  ds that when  is, each item  nly once and	nory counting a must be none should	Sorts, classifies, and organizes objects  • Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)  • Recognizes, describes, duplicates			
	<ul> <li>Looks for new information and wants to know more about personal interests</li> <li>Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)</li> </ul>			<ul> <li>Works on a task over a period of time, leaving and returning to it (e.g., block structure)</li> <li>Shifts attention back to activity at hand after being distracted</li> <li>Accepts age-appropriate challenges and continues through frustration</li> </ul>			<ul> <li>Uses math manipulatives (e.g., games, toys, and coins) in counting activities</li> <li>Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")</li> </ul>			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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Domain	Commun	ication, La	nguage, and	Literacy											
Domain  Goal  And Indicators  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.	Uses receptive communication skills  Listens to others in group conversations and discussions Responds to a request Attends to book reading/story telling for at least five minutes Understands prepositions in simple commands (e.g., put the bowl on the table)			Uses expressive communication skills  Expresses an idea in more than one way (e.g., "I like salmon very much" and "Salmon is my favorite food.")  Names several non-present objects using appropriate words (e.g., "We went on the boat and I saw a whale.")  Correctly uses words to indicate understanding  Defines words, with assistance (e.g., "Firefighters put out fires.")  Asks others for help			Demonstrates phonological awareness  Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)  Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)  Finds objects in a picture with the same beginning sound, with assistance  Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)			Demons text in p written p followin English, bottom)     Recogni between numeral:     Points to when as:     Reads of Reads seen environre	trates how to roper order orde	to follow on a reading or 3,, for t and top to ace rds, and a book ne ples of (e.g.,	Demonstrates knowledge of letters and symbols (alphabet knowledge)  Recognizes several upper case and lower case letters Prints several alphabet letters for given letter names Writes several upper case and lower case letters Writes their first names Recognizes letters in their names		
Student Name	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
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