# **Alaska Developmental Profile**

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.

| Rating | Category | Definition |
| --- | --- | --- |
| 2 | Consistently Demonstrates | Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).  Give this rating if the student is *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.    Give this rating if the student demonstrates 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).  Give this rating if the student is *generally* *unable* to successfully demonstrate these skills most of the time. |

| **Physical Well-being, Health and Motor Development** | 2  Consistently Demonstrates | 1  Progressing | 0  Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Demonstrates strength and coordination of large motor muscles***   * 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 |  |  |  |
| ***Demonstrates strength and coordination of small motor muscles***   * 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 appropriately (e.g. blocks, beads, cubes) |  |  |  |

| **Social and Emotional Development** | 2  Consistently Demonstrates | 1  Progressing | 0  Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Participates positively in group activities***   * Follow 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 audiences, as well as an active participant in group events |  |  |  |
| ***Regulates their feelings and impulses***   * Expresses self in safe and appropriate ways (e.g. expresses anger or sadness without fights) * Show 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 |  |  |  |

| **Approaches to Learning** | 2  Consistently Demonstrates | 1  Progressing | 0  Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Shows curiosity and interest in learning new things and having new experiences***   * Engages in discussions and asks questions about new events and occurrences (e.g. “Why did this happen?”) * Looks for new information and wants know more about personal interests * Uses familiar materials in new ways (e.g. materials from nature in an art projects or for imaginative play) |  |  |  |
| ***Sustains attention to tasks and persists when facing challenges***   * 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 the activity at hand after being distracted * Accepts age-appropriate challenges and continues through frustration |  |  |  |

| **Cognition and General Knowledge** | 2  Consistently Demonstrates | 1  Progressing | 0  Does Not Demonstrate |
| --- | --- | --- | --- |
| ***Demonstrates knowledge of numbers and counting***   * 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 in counting activities (e.g. games, toys, and coins) * Uses basic numbers and counting operations (e.g. “I gave Chua one of my blocks. Now she has two blocks.”) |  |  |  |
| ***Sorts, classifies, and organizes objects***   * 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 |  |  |  |

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| --- | --- | --- | --- |
| **Communication, Language, and Literacy** | 2  Consistently Demonstrates | 1  Progressing | 0  Does Not Demonstrate |
| ***Uses receptive communication skills***   * Listens to others in group conversations and discussions * Responds to a request * Attend to book reading/story telling for at least five minutes * Understands prepositions in simple commands (e.g. puts 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 |  |  |  |

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| --- | --- | --- | --- |
| **Communication, Language, and Literacy** | 2  Consistently Demonstrates | 1  Progressing | 0  Does Not Demonstrate |
| ***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) * Find objects in a picture with the same beginning sound, with assistance * Differentiates between similar0sounding words in pronunciation and listening skills (e.g. three and three) |  |  |  |
| ***Demonstrates awareness of print concepts***   * Demonstrates how to follow text in proper order on a written page while reading or following along (e.g. for English, left to right and top to bottom) * Recognizes difference between letters, words, and numerals * Points to the title of a book when asked * Reads own first name * Reads several examples of environmental print (e.g. boys, girls, exit, cereal boxes) |  |  |  |
| ***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 |  |  |  |