

Flagstaff Unified School District  
Kindergarten Development Assessment

Student Name	Student ID Number	School Year
School	Teacher Name	Teacher Signature:

Evaluation Key—Arizona College & Career Ready Standards		
<b>E</b>	Excellent	Demonstrates a high level of knowledge, understanding and/or performance.
<b>S</b>	Satisfactory	Demonstrates an acceptable level of knowledge, understanding and/or performance.
<b>P</b>	Progressing	Demonstrates a developing level of knowledge, understanding and/or performance.
<b>N</b>	Needs Support	Demonstrates a minimal level of knowledge, understanding and/or performance.

Attendance				
Quarter	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Days Absent				
Days Tardy				

Fine Motor & Readiness Skills													
Entry	Winter	Spring									Entry Notes	Winter Notes	Spring Notes
			Use scissors <input type="checkbox"/> Left <input type="checkbox"/> Right										
			Copy symbols <div style="display: flex; justify-content: space-around; align-items: center;"> <span>○</span> <span>V</span> <span>△</span> <span>+</span> <span>▭</span> </div> Entry: <input type="checkbox"/> <input type="checkbox"/> Winter: <input type="checkbox"/>										
			Draw-A-Person										
			Writes Name										
			Types Name on Keyboard										
			Write numbers 0 to 20 [K.CC.A.3]										
			Colors: Red Blue Yellow Green Orange Purple Brown Black Pink White Gray/Silver Entry: <input type="checkbox"/>										

Progress on Arizona Academic Standards

Reading Readiness—Letter Skills																																	
Entry	Winter	Spring	Name	P	A	D	M	S	R	E	T	O	H	B	W	I	K	Z	C	N	Q	F	V	X	G	L	U	Y	J				
/26	/26	/26	Name uppercase letters [K.RF.1d]	E																													
				W																													
				S																													
	/26	/26	Name lowercase letters [K.RF.1d]	p	a	d	m	s	r	e	t	o	h	b	w	i	k	z	c	n	q	f	v	x	g	l	u	y	j				
				W																													
				S																													
	/26	/26	Say letter sounds [K.RF.3]	p	a	d	m	s	r	e	t	o	h	b	w	i	k	z	c	n	q	f	v	x	g	l	u	y	j				
				W																													
				S																													
Entry Notes				Winter Notes										Spring Notes																			

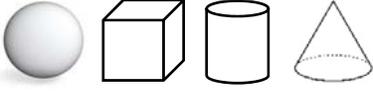
Reading Foundations						
Entry	Winter	Spring		Winter Notes	Spring Notes	
			Produce rhyming words [K.RF.2]			
			Decode (sound out) words [K.RF.3]			
			Concepts of print [K.RF.1]			
			Tell about character and setting [K.RL.3]			
			Retell story in sequential order [K.RL.2; K.SL.2]			
			Restate facts from listening to text [K.RI.1-2; K.SL.2]			
			High frequency words (year-end goal is 40+)			

Stages of Early Reading Development (See Rubric Page 4)		
Winter	Spring	
		Winter Notes
		Spring Notes

Stages of Early Writing Development (See Rubric Page 4)		
Winter	Spring	
		Winter Notes
		Spring Notes

Mathematics—Number Sense																										
Entry	Winter	Spring		Entry Notes	Winter Notes	Spring Notes																				
			Count to 100 by 1's [K.CC.A.1]																							
			Count to 100 by 10's [K.CC.A.1]																							
			Count forward from specified number [K.CC.A.2] 7      14      40      86 Winter: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Spring: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																							
			One-to-one counting [K.CC.A.3] 3      5      7      9      12      20 Entry: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Winter: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Spring: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																							
			Represent counted objects [K.CC.A.3] 4      8      13      19 Winter: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Spring: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																							
			Number recognition [K.CC.A.3]																							
						3	7	6	0	8	4	1	9	10	2	5	15	19	11	18	16	12	14	17	13	20
			E																							
			W																							
			S																							
Entry Notes				Winter Notes					Spring Notes																	

Mathematics—Foundations

Entry	Winter	Spring		Entry Notes	Winter Notes	Spring Notes
			Identify two-dimensional shapes [K.G.A.1-2]  Entry: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Winter: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Spring: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
			Identify three-dimensional shapes [K.G.A.1-2]  Winter: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Spring: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
			Compare measurable attributes [K.MD.A.1-2]			
			Identify objects greater than, less than, equal to [K.CC.C.6]			
			Identify numerals as greater than or less than [K.CC.C.7]			
			Add up to 10 [K.OA.A.5]			
			Subtract within 10 [K.OA.A.5]			
			Make teen numbers [K.NBT.A.1]			
			Decompose numbers [K.OA.3]			
			Find number pairs to make 10 [K.OA.A.4]			

Behaviors & Skills to Promote Learning

Winter	Spring	
		Works and plays cooperatively with peers
		Follow directions
		Stays on-task
		Does his/her best work
		Participates appropriately in class
		Participates appropriately in group discussions
		Listens appropriately

Winter	Spring	
		Works independently
		Follows class and schools rules
		Demonstrates self-control
		Respects people and property
		Uses age-appropriate communication
		Asks questions when needed
		Uses technology respectfully

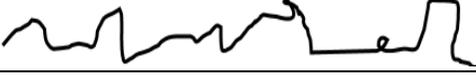
Winter Teacher Comments

Spring Teacher Comments

## Stages of Early Reading Development

Emergent	A	 <p>"Bears . . . There's the girl . . . look at the beds."</p>		<ul style="list-style-type: none"> <li>• Attends to pictures.</li> <li>• Does not tell story.</li> <li>• Labels or comments on pictures.</li> </ul>
	B	 <p>"Once upon a time three bears lived in a forest. One day . . ."</p>		<ul style="list-style-type: none"> <li>• Attends to pictures.</li> <li>• Tells story.</li> <li>• Sounds like child is reading the story.</li> </ul>
	C	<p>A Zoo</p>  <p>"A tiger lives in the zoo. A bear lives in the zoo."</p>	 <p>A tiger lives in the zoo.</p>  <p>A bear lives in the zoo.</p>	<ul style="list-style-type: none"> <li>• Attends to pictures.</li> <li>• Memorizes simple patterned text.</li> <li>• Knows print contains meaning.</li> <li>• May finger-point matching words to memorized text, but no reading.</li> </ul>
Beginning	A	<p>A Zoo</p>  <p>"A tiger lives in the zoo."</p>	<p>A <b>T</b>iger lives in the zoo.</p> 	<ul style="list-style-type: none"> <li>• Attends to pictures and some text.</li> <li>• Uses picture clues, memorized text, beginning sounds and sight words to access 'story'.</li> </ul>
	B	<p>A Zoo</p>  <p>"A tiger lives in the zoo."</p>	<p>A <b>T</b>iger lives <b>in the zoo.</b></p> 	<ul style="list-style-type: none"> <li>• Reads simple patterned text.</li> <li>• Relies on picture clues, familiar story, beginning sounds, and sight words to access 'text'.</li> </ul>
	C	<p>Goldilocks and the Three Bears</p>  <p>"One day a <u>lost</u> girl <u>went</u> in the <u>f - f - fast.</u>"</p>	<p>One day a <u>little</u> girl <u>wandered</u> <u>into</u> the <u>forest.</u></p> 	<ul style="list-style-type: none"> <li>• Reads text with inconsistent strategy use (meaning, syntax, phonics).</li> </ul>
Developing	A	<p>Goldilocks and the Three Bears</p>  <p>"One day a <u>lost</u> . . . a little girl wandered in the <u>f - for - forest.</u>"</p>	<p>One day a little girl wandered into the forest.</p> 	<ul style="list-style-type: none"> <li>• Reads text independently.</li> <li>• Uses all strategies effectively (meaning, syntax, phonics).</li> <li>• Self-corrects.</li> </ul>

## Stages of Early Writing Development

STAGE 1	A	 <p>(This is my house.)</p>	Pictures
	B	 <p>(This is my house.)</p>	Scribble (Approximation)
STAGE 2	A	<p>A cMAO WA</p> <p>(This is my house.)</p>	Random Letters
	B	<p>I VA DAAO</p> <p>(I have a dog.)</p>	Random and Initial
STAGE 3	A	<p>I L M B</p> <p>(I like my bike.)</p>	Initial Consonants
	B	<p>I lK mi BK.</p> <p>(I like my bike.)</p>	Initial and Final Sounds
STAGE 4	A	<p>I lik to pla with my ca.t.</p> <p>(I like to play with my cat.)</p>	Vowel Sounds Appear
	B	<p>My favorit dinosor is the stegosorus.</p> <p>(My favorite dinosaur is the stegosaurus.)</p>	All Syllables Represented
STAGE 5	A	<p>Today I am going to the stor with my mothr. I am going to by a present for my brothers brthday. He is thre yers old.</p>	Multiple, Related Sentences and Many Words with Correct Spelling