Skill	Level 2	Observed	Parent Report	Other/ Teacher Report	CODE
	Personal Independence: Eating (cont.)				
7	Will touch or taste a new food that has been introduced multiple times.				
8	Eats from all food groups.				
9	Gets drink of water independently.		T. C.		STIP STATE
	Personal Independence: Dressing				
10	Removes all clothing independently and puts in hamper (no fasteners).				
11	Completes some steps of putting on each piece of clothing independently (needs help with fasteners).				
12	Takes off jacket, hat (no fasteners), and puts on hook.				
	Personal Independence: Hygiene				4.75
13	Wipes face with warm cloth when instructed.		N.S. S. B.		
14	Wipes nose when instructed.	La din Later 19.	e include	Age. Name	
15	Participates in all steps of hand washing.	A STATE OF THE STA	CONTRACTOR OF THE CONTRACTOR O		
16	Cooperates with hair washing/cutting.	De la Maria Maria de Carre	Te Comment	and at a License	
17	Plays with five bath toys appropriately.	Carlot All Andrews			
18	Puts toys away when requested at end of bath.			•	
19	Helps with lotion.				
20	Brushes toothbrush over teeth.				
21	Goes to sleep independently after bedtime ritual.				
22	Shows knowledge of sequence of bedtime routine.				
	Personal Independence: Chores	NY PITE		No. of the second	
23	Sorts silverware from dishwasher tray to silverware tray.				HY
24	Unloads dryer into basket.				
25	Matches socks.				٠,
26	Pours water/food into pet dish.				

Skill	Level 3	Observed	Parent Report	Other/ Teacher Report	CODE
	Receptive Communication				
1	Attends and joins in with interest for 5–10 minutes as adult reads familiar books using simple sentences.				
2	Follows one-step novel commands involving familiar objects/actions.	100		A LI	
3	Identifies many common objects and their pictures: clothing items, objects related to meals, hygiene, play, foods.				r
4	Responds appropriately to "yes/no" questions regarding preferences.	180		A STATE	
5	Identifies five or more actions in pictures and books.				
6	Follows two or more instructions given in situational routines (bedtime: get a book and get in bed; tooth brushing: get your toothbrush and the toothpaste).				
7	Understands spatial relationships involving objects (e.g., under, next to).				the state of the family
8	Differentiates early size concepts—big/little.			**	2 11/2
9	Differentiates at least four different colors upon request.				annoni denomina
10	Identifies 20 items by sound (e.g., animals, telephone; "What animal says 'meow meow'?").				

Level 3	Observed	Parent Report	Teacher Report	CODE
Receptive Communication (cont.)				
Comprehends the function of common objects (ride, cut, eat, sleep, put on feet, drink, etc.).				
Understands pronoun referents "mine" and "yours."				
Identifies 10 actions via pictures, choices, acting out.				
Follows two or more unrelated instructions in novel context.				
Expressive Communication		75		W. ()
Produces two- to three-word combinations for a variety of communicative intentions (e.g., requesting, greeting, gaining attention, protesting)				
Produces two or more word utterances to comment to another person		44		
capels actions in pictures and books.		and the state of		
Comments and requests on location (up, down, in, on ton).	T. 1988-419			
Comments and requests using early possessive forms (mine, yours)				
destures or vocalizes "I don't know" in context.		eski stri		
Consistently uses other people's names to get their attention	o at any lake	L C. 208324	La Consti	
Delivers a simple message to another person ("Go tell Mommy 'Hi'")	20			10 - 00
Says "Hi" and "Bye-bye" appropriately, both initiating and in response			and the party	
Uses pronouns for self and other (me and you variants)				i comment
Uses simple words and gestures to describe personal experiences			S. S. Santa	VICE ST
Names one to two colors.			THE STREET SHAT	A 25-12 1 - 12 - 12 - 12
Responds appropriately to "What?" questions	Marine de			
Responds appropriately to "Where?" questions		and went		
Responds appropriately to "Who?" questions				i dia uni
Asks simple "yes/no" questions using rising intenstion (can be one weed				
	A COLUMN			
	Se distribution	albert Fam.		
Plays simple gross motor games (e.g., ball, "Hide and Seek," "Ring-around-the-Rosy").				
Shares and shows objects when partner requests.		E Constitution of the con-		
Imitates and carries out novel songs/finger plays in group situation				
Responds appropriately to simple requests/instructions from pages				
·				The same and the
Takes turns with simple board games.			* 1	
			The County of the	Allen Landing St.
Imitates a variety of novel gross motor actions in standing and while moving				
Participates in play activities involving verbal scripts	in the same of the			
Frequently draws others' attention to objects verbally and gesturally to comment, show, share, and request.			A. A. W. C.	
	111111111111111111111111111111111111111			
Receptively identifies affect (happy, sad, mad, scared) from photos, in others, and/or in line drawings.	ESE S	AN PAR		
Expressively identifies affect from photos, in others, and/or in line drawings.				
The state of the s				
	Receptive Communication (cont.)  Comprehends the function of common objects (ride, cut, eat, sleep, put on feet, drink, etc.).  Understands pronoun referents "mine" and "yours." Identifies to actions via pictures, choices, acting out.  Follows two or more unrelated instructions in novel context.  Expressive Communication  Produces two to three-word combinations for a variety of communicative intentions (e.g., requesting, greeting, gaining attention, protesting).  Produces two or more word utterances to comment to another person.  Labels actions in pictures and books.  Comments and requests on location (up, down, in, on top).  Comments and requests using early possessive forms (mine, yours).  Gestures or vocalizes "I don't know" in context.  Consistently uses other people's names to get their attention.  Delivers a simple message to another person ("Go tell Mommy 'Hi").  Says "Hi" and "Bye-bye" appropriately, both initiating and in response.  Uses pronouns for self and other (me and you variants).  Uses simple words and gestures to describe personal experiences.  Names one to two colors.  Responds appropriately to "What?" questions.  Responds appropriately to "Where?" questions.  Responds appropriately to "Where?" questions.  Asks simple "yes/no" questions using rising intonation (can be one-word utterance with rising intonation).  Asks "What?" and "Where?" questions.  Answers simple gross motor games (e.g., ball, "Hide and Seek," "Ring-around-the-Rosy").  Shares and shows objects when partner requests.  Imitates and carries out novel songs/finger plays in group situation.  Responds appropriately to simple requests/instructions from peers, initiates interactions and imitations of peers.  Plays in familiar dramatic play routine with peer in parallel play.  Takes turns with simple board games.  Uses politeness terms: "Please," "Thank you," "Excuse me."  Imitates a variety of novel gross motor actions in standing and while moving, such as in "Follow the Leader" or animal walks.  Participates in play activities invo	Receptive Communication (cont.)  Comprehends the function of common objects (ride, cut, eat, sleep, put on feet, drink, etc.).  Understands pronoun referents "mine" and "yours."  Identifies to actions via pictures, choices, acting out.  Expressive Communication  Produces two or more unrelated instructions in novel context.  Expressive Communication  Produces two to three-word combinations for a variety of communicative intentions (e.g., requesting, greeting, gaining attention, protesting).  Produces two or more word utterances to comment to another person.  Labels actions in pictures and books.  Comments and requests on location (up, down, in, on top).  Comments and requests using early possessive forms (mine, yours).  Gestures or vocalizes "I don't know" in context.  Consistently uses other people's names to get their attention.  Delivers a simple message to another person ("Go tell Mommy 'Hi").  Says "Hi" and "Bye-bye" appropriately, both initiating and in response.  Uses pronouns for self and other (me and you variants).  Uses simple words and gestures to describe personal experiences.  Names one to two colors.  Responds appropriately to "What?" questions.  Responds appropriately to "Where?" questions.  Responds appropriately to "Where?" questions.  Asks simple "yes/no" questions using rising intonation (can be one-word utterance with rising intonation).  Asks "What?" and "Where?" questions.  Answers simple information questions: name, age, color of shirt, etc.  Social Skills: Adults and Peers  Plays simple gross motor games (e.g., bali, "Hide and Seek," "Ring-around-the-Rosy").  Shares and shows objects when partner requests.  Imitates and carries out novel songs/finger plays in group situation.  Responds appropriately to simple requests/instructions from peers, initiates interactions and imitations of peers.  Plays in familiar dramatic play routine with peer in parallel play.  Takes turns with simple board games.  Uses politeness terms: "Please," "Thank you," "Excuse me."  Imitates a variety of novel gross	Receptive Communication (cont.)  Comprehends the function of common objects (ride, cut, eat, sleep, put on feet, drink, etc.).  Understands pronoun referents "mine" and "yours." identifies to actions via pictures, chokes, acting out.  Follows two or more unrelated instructions in novel context.  Expressive Communication  Produces two- to three-word combinations for a variety of communicative intentions (e.g., requesting, greeting, gaining attention, protesting).  Produces two or more word utterances to comment to another person.  Labels actions in pictures and books.  Comments and requests on location (up, down, in, on top).  Gestures or vocalizes "i don't know" in context.  Consistently uses other people's names to get their attention.  Delivers a simple message to another person ("Go tell Mormy 'Hi").  Says "Hi" and "Bye-bye" appropriately, both initiating and in response.  Uses pronouns for self and other (me and you variants).  Uses simple words and gestures to describe personal experiences.  Names one to two colors.  Responds appropriately to "What?" questions.  Responds appropriately to "What?" questions.  Responds appropriately to "Where?" questions.  Responds appropriately to "Where?" questions.  Responds appropriately to white? "questions.  Responds appropriately to white?" questions.  Responds appropriately to white? "questions.  Responds appropriately to white?" questions.  Responds appropriately to white? "questions.  Responds appropriately to white?" questions.  Responds appropriately to white? "questions.  Responds appropriately to white?" questi	Comprehends the function of common objects (ride, cut, eat, sleep, put on feet, drink, etc.).  Londerstands pronoun referents "mine" and "yours." identifies to actions via pictures, choices, acting out. Follows two or more unrelated instructions in novel context.  Expressive Communication  Produces two to three-word combinations for a variety of communicative intentions (e.g., requesting, greeting, gaining attention, protesting).  Produces two or more word utterances to comment to another person.  Labels actions in pictures and books.  Comments and requests on location (up, down, in, on top).  Comments and requests using early possessive forms (mine, yours).  Cestures or vocalizes "I don't know" in context.  Consistently uses other people's names to get their attention.  Delivers a simple message to another person ("Go tell Mormy "Hi"").  Says "Hi" and "Bye-bye" appropriately, both initiating and in response.  Uses pronouns for self and other (me and you variants).  Uses simple words and gestures to describe personal experiences.  Names one to two colors.  Responds appropriately to "Where?" questions.  Asks simple "respond" questions using rising intonation (can be one-word utterance with rising intonation).  Asks "What?" and "Hide and Seek," "Ring-around-the-Sanswers simple information questions: name, age, color of shirt, etc.  Social Skills; Adults and Peers  Plays simple gross motor games (e.g., ball, "Hide and Seek," "Ring-around-the-Rosy").  Shares and shows objects when partner requests.  Imitates interactions and imitations of peers.  Plays in familiar dramatic play routine with peer in parallel play.  Takes turns with simple board games.  Uses politeness terms: "Please," "Thank you," "Excuse me."  Imitates a variety of novel gross motor actions in standing and while moving, such as in "Follow the Leader" or animal walks.  Participates in play activities involving

Other/

Sk	ill Level 3	Observed	Parent Report	Other/ Teacher Report	CODE
	Cognition		APV.N.	(*)	
1		1 1 1 1			
2		Na All I STOCKED CONTROL			ALADA MARKA
3		-tipt	-WHITE		
4	Matches numbers.				Marie and the second
6	Receptively and expressively identifies some letters, numbers, shapes, and colors.				
10000000	Plays games involving memory for hidden objects.				
7 8	Categorizes objects/pictures into eight classes.		3 3 3 7 7		
THE SECTION AND ADDRESS OF THE PERSON AND AD	Understands relationship between quantities and number symbols through number 5.				
9	Counts correct number of objects to five.				
10	Sequences three or more pictures in correct order and narrates sequence from pictures using "first, then" language.				the suite will
	Play		RES. SA		
1	Constructive play involves sequencing complex schemas with multiple coordinated objects (e.g., trucks on road, blocks make building, beads make a necklace).				1.
2	Links three or more related actions in a play sequence.	and a second			
3	Performs two or more linked actions on a doll or animal when instructed.				
4	Physically places figures on miniature furniture, vehicles, etc., when appropriate.	in the second			
5	Carries out actions on doll or animal figures spontaneously.	TO THE YEAR			
6	Arranges props for the theme.	institute colonia.			S. S. S.
AL.	Fine Motor			5100	会が可
1	Completes five- to six-piece interlocking puzzle.				
2	Imitates drawing circle, cross, square, diagonal line.			active No. 1	
3	Imitates and builds different block structures using a variety of building materials (blocks, Legos, Tinker Toys, etc.).		E L		
4	Laces a running stitch.				
5	Traces lines and curves with finger and writing tool.				
6	Uses a variety of tools to pick up and release objects: tongs, fork.		Andrew Pringer of the Page Co.		William Salarana
7	Traces a variety of shapes.	144.5		1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
8	Uses scissors with appropriate grasp and uses opposite hand to stabilize and turn paper.				
9	Cuts on a line—straight and curved lines.	2 2 4 4	N A S		
10	Carries out simple two-step art projects (cut and paste, stamp with ink pad; folds paper and cuts on line).				
11	Carries out several different schemas with play dough—uses a variety of tools.	11.75			
	Gross Motor				
1	Rides tricycle well (pedals and steers, follows a route).				
2	Kicks with good form and balance.		Arith Albert		
3	Uses all playground equipment with supports.				
4	Plays chase game with adults and peers, running smoothly, changing direction with good balance.				
5	Imitates gross motor actions with movement to songs and music.				- Average
Ministration of the last	Throws underhand at target.	ROW IN THE		入一	
7	Jumps forward with two feet together.				
8	Hops on one foot.	12.44		(Kd.)	

Skill	Level 3	Observed	Parent Report	Other/ Teacher Report	CODE
SKIII	Personal Independence				
1	Uses spoon, fork, and cup neatly and without spilling.				
2	Behaves appropriately at sit-down restaurant.				
3	Uses icons or other symbol systems for choices, schedules, etc. independently, if needed at home and at school.				
4	Carries own materials to and from car, school, and home.	Harry will			
5	Opens and closes backpack independently; puts in and removes objects when requested.	er engelste filmte film			
6	Dresses and undresses when appropriate (unfastens clothing fasteners—zippers and snaps).				
	Personal Independence: Hygiene				
7	Uses toilet independently, all steps, when taken or sent.		es a especial de la company		
8	Manages clothing at toilet except for fasteners.				
9	Completes all the hand-washing steps independently.				
10	Wipes face with warm washcloth when handed to child.		Hara Car		
11	Runs brush or comb through hair.		namania ya cananzing ka	CANADA MANAZARIA	
12	Covers mouth when coughing and sneezing.				
13	Assists actively in bathing and drying self after bath.				
14	Brushes teeth with toothbrush, using at least a few strokes.				
	Personal Independence: Chores				Prince
15	Feeds/waters a pet.				
16	Helps clear table.				
17	Helps empty dishwasher.				
18	Puts clean clothes in drawers.				
19	Picks up belongings when asked.				

Skill	Level 4	Observed	Parent Report	Other/ Teacher Report	CODE
	Receptive Communication				
1	Understands a variety of descriptive physical relationship concepts.				
2	Retrieves 10–15 items using two to three multiple cues (e.g., size, quantity, color, object label).				
3	Understands gender pronouns.				
4	Understands comparatives: bigger, shorter, smaller, most, least, few, many, etc.			Market serves	
5	Understands spatial relationships involving objects and prepositions: behind, in back of, in front of.				
6	Understands negatives (e.g., the box with no balls, the boy who is not sitting).				
7	Understands possessives and part–whole relations.			ENGAMENTS:	day vital
8	Demonstrates attention to short stories and comprehension of parts of the story by responding to simple "wh" questions (what and who).				
9	Responds to "yes/no" questions for identity.				
10	Answers questions about physical states.	Mark Company			
11	Responds to personal information questions.				
12	Understands "same" and "different."				AFE .