

2026

Test Administration

Utah's

Pre-Kindergarten
Entry and
Exit
Profile



UTAH'S PRE-KINDERGARTEN ENTRY AND EXIT PROFILE (PEEP) Test Administration Manual



Utah State Board of Education
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UTAH STATE BOARD OF EDUCATION

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10/2025

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TEST ADMINISTRATION INSTRUCTIONS

PURPOSE

Utah's Pre-Kindergarten Entry and Exit Profile (PEEP) is intended to inform various stakeholders, such as parents, teachers, and leadership, on the academic skills essential for entering and exiting pre-kindergarten students. The information gained from the profile will be used to

- Provide insights into current levels of performance upon entry and exit of pre-kindergarten.
- Identify students who may need early intervention instruction and promote differentiated instruction for all students.
- Analyze the effectiveness of programs.
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
- Understand the influence and impact of pre-kindergarten in both the short and long-term.

STRUCTURE AND SETTING

The Individual Profile items are designed to be administered in an individual testing session (a test administrator with a single student). If needed, the testing session may be divided into shorter segments to support student attention and comfort, with brief breaks—such as a short walk or another calming activity—between items.

The Classroom Profile items should be administered one-on-one during the regular pre-K class time, during a play or instructional setting. These questions are intended to be completed gradually by assessing only one to two questions per day. Because only a small number of questions are administered per day, it will take multiple days to complete the Classroom Profile.

TESTING WINDOW

Entry: The testing window for the beginning of the year will begin four weeks before the first day of school and will continue through the first four weeks of school. If a student enrolls after the testing window has closed, that student is not expected to be tested, nor should data be entered into the system.

Exit: The testing window for the end of the year is the last four weeks of school.

DATA COLLECTION DUE DATES

When testing is completed, student responses for the individual and classroom portions should be entered into the Data Gateway at <https://datagateway.schools.utah.gov/>.

All student data collected should be entered by September 30th for the Entry Profile and by June 15th for the Exit Profile.

TESTING TIME

The Individual Profile consists of 8 questions. The profile is untimed, but it is expected to take less than 15 minutes to administer. The 6 questions for the Classroom Profile are administered during class time, and each question is expected to take 2-3 minutes.

TESTING ETHICS & TRAINING

It is **required** that test administrators receive the PEEP Standard Test Administration and Testing Ethics Training before giving the PEEP.

PREPARATION

Test administrators should ensure that the following steps are completed prior to testing sessions.

- Read and understand all the information in this PEEP Test Administration Manual.
- Work with school administrators and parents of students to establish a testing schedule for the Individual and Classroom Profiles.
- Obtain and set up the testing materials needed for each session.
 - All sessions
 - 1 copy of this Test Administration Manual
 - 1 copy of the Scoring Sheet per student (*must be on paper*)
 - Individual Profile
 - 1 copy of the Student Materials Booklet
 - 2 blank sheets of paper
 - Classroom Profile
 - Picture book with multiple lines of text for Question #11
 - Manipulatives are required for Questions #12, #13, and #14. Examples of manipulatives include counting bears, pattern blocks, cubes, or similar items. Verify the quantity and any specific requirements for each question before administering.

ADMINISTRATION INSTRUCTIONS

Item information includes standard alignment, instructions, materials, sample records, and rubrics. Text in **BOLD** represents the script and should be read to students exactly as printed OR consists of example statements that the test administrator may use or modify based on the situation. Text in *ITALICS* represents actions the test administrator should take.

Scoring:

- All items should be scored using the rubric provided. Questions #2, #4, #5, #6, and #12 have multiple rubrics.
- Self-corrections are allowed on all items except for Question #1.

Adapted Instructions:

- Some items have adapted instructions. These instructions can be used by any student to help them access the assessment content.
- To ensure accessibility, the directive “Show me...” is used. If a student does not understand, the directive may be changed to “Point to...”

Wait Time:

- If a student does not respond, wait 3 seconds before moving on to the next item and 5 seconds when using adapted administration instructions.

Discontinue:

- Some measures have DISCONTINUE directions. These are indicated with a box around the text. Measures should be discontinued if the students' responses meet the criteria.

Additional Information:

- NOTES do not impact scoring but do provide administration clarification or allowable additional directives to students.
- If the student asks for clarification or seems to have forgotten the task, directions or questions may be repeated one time.
- If the student hesitates on an item, test administrators may always tell the student, "Keep going."
- As needed, test administrators may offer encouragement, but in doing so, they should not provide any support or information that would cause the student to modify a response.

ADAPTED INSTRUCTIONS/ACCOMMODATIONS

Adapted instructions are designed to remove barriers to testing that are unrelated to the specific academic skill being measured. The use of the adapted instructions is based on individual student needs and is not restricted to those with a formal Individualized Education Program (IEP) or 504 Plan. The adaptive instructions are intended to support students who have non-verbal, have a significant speech impairment, do not speak English, are blind or visually impaired, are deaf or hard of hearing, or are orthopedically impaired. Test administrators should use their professional judgment and knowledge of the student's daily classroom performance to determine when an adaptation is necessary for an accurate measurement of skills. Allowable adapted instructions are provided at the end of each item and should be followed exactly.

In addition:

- Students may need to have the printed student materials sheets enlarged and displayed in a way that will help yield more accurate and independent responses.
- Students are allowed to use their mode of response/identification that they use instructionally, for example, sign language, eye gaze, or pointing instead of providing verbal responses and verbal responses instead of pointing where applicable.
- Some questions may not be applicable for students who are deaf or hard of hearing. Individual items will indicate where this is applicable.

For more detailed information on the allowable resources and accommodations see Appendix A.

Parent Questionnaire at Entry

Before inviting the child in to administer the Individual Entry Profile, please take a moment to introduce yourself to the child's parent or guardian and ask the questions on the Parent Questionnaire. The purpose of these questions is to better understand the student's early learning experiences. The information will be entered into the Data Gateway. Use the template provided in Appendix C (page 48). If the parent refuses to answer the questions, mark "Parent Refusal" in the Data Gateway and leave the questions blank.

Invite the student to sit at a table with you and ask the parents to wait outside the room. Proceed with the opening task.

Entry Opening Task Name and Age

INSTRUCTIONS (Read aloud script in **bold**)

"My name is _____ . What is your name?" *Pause for response.* **"How old are you?"** *Pause for response.*



QUESTIONS

FOR THE INDIVIDUAL PROFILE

Question #1: RHYMING

Content Area: English Language Arts

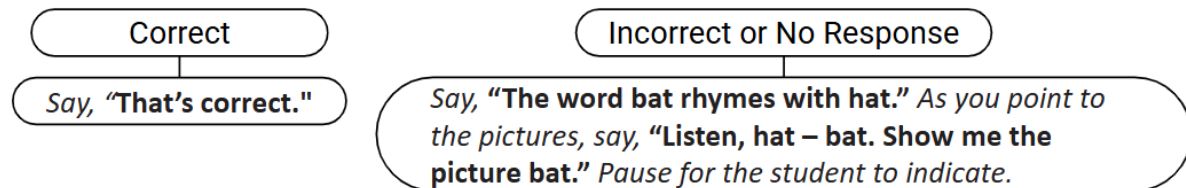
Standards Alignment: P3.R.2.a, P4.R.2.a

INSTRUCTIONS (Read aloud script in bold)

NOTE: Self-corrections are not allowed on this item.

Display Student Materials #1A. Use a blank piece of paper to cover the second row and then the first row. **“Rhyming words are words that sound alike at the end.”** Point to the pan as you say, **“This is a pan.”** Point to the can and bell pictures while saying, **“Can, bell. Pan and can have the same sound at the end, so they rhyme.”** As you point to the pan and can say, **“Listen pan – can.”**

“Your turn.” Point to the hat, mug, bat, and cake pictures while saying, **“Which rhymes with hat – mug, bat, cake?”** Pause for the student to verbally respond or physically indicate.



Display Student Materials #1B. Use a blank piece of paper to cover the second row.

Point to the dog, frog, and sun while saying, **“Which rhymes with dog – frog, sun?”** Pause for the student to verbally respond or physically indicate.

Point to the car, pen and star pictures while saying, **“Which rhymes with car – pen, star?”** Pause for the student to verbally respond or physically indicate.

NOTE: If the student indicates the initial picture, repeat **“Show me the picture that rhymes with ... – ... or ...?”** while sweeping your finger under the potential answer pictures.

DISCONTINUE: If the student is unable to identify any rhymes.

Display Student Materials #1C. Use a blank piece of paper to cover the second row.

Point to the boat, goat, tree, and shoe pictures while saying, **“Which rhymes with boat – goat, tree, shoe?”** Pause for the student to verbally respond or physically indicate.

Point to the block, chair, sock, and bug pictures while saying, **“Which rhymes with block – chair, sock, bug?”** Pause for the student to verbally respond or physically indicate.

Display Student Materials #1D.

Point to the mouse, fox, glove, and house pictures while saying, **“Which rhymes with mouse – fox, glove, house?”** Pause for the student to verbally respond or physically indicate.

ADAPTED INSTRUCTIONS

Students who are deaf or hard of hearing: If not applicable, skip the item. Indicate on the scoring sheet a score point of 3 (Meets Entry) during the Entry window and a score point of 5 (Meets Exit) during the Exit window.

Question #1: RHYMING Scoring

A correct response includes the student verbally saying the rhyming word or indicating the correct picture. Mark incorrect, skipped responses, or discontinued items with a slash through the rhyming word to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Criteria <i>The student says or indicates:</i>	Score	Performance Level
No Response	0 points	No Response
0 rhyming words	1 point	Entry: Well Below Entry Exit: Far Below Exit
1 rhyming word	2 points	Entry: Approaching Entry Exit: Well Below Exit
2 rhyming words	3 points	Entry: Meets Entry Exit: Below Exit
3 rhyming words	4 points	Entry: Above Entry Exit: Approaching Exit
4 rhyming words	5 points	Entry: Well Above Entry Exit: Meets Exit
5 rhyming words	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
blank piece of paper, Student Materials #1A, #1B, #1C, #1D	ball star goat sock house

Question #2: SYLLABLES

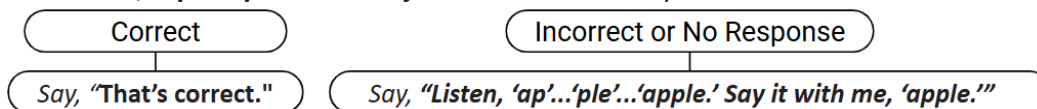
Content Area: English Language Arts

Standards Alignment: P3.R.2.b, P4.R.2.b

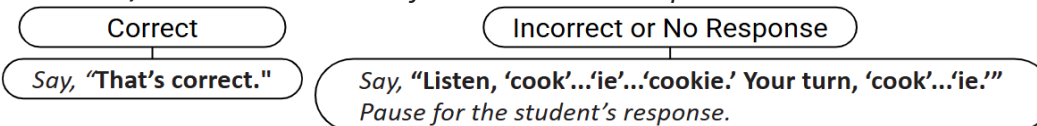
INSTRUCTIONS (Read aloud script in **bold**)

PART A Blending:

“Words are made up of parts or syllables. We are going to put syllables together. Apple is made up of two syllables. The first syllable is ‘ap.’ The last syllable is ‘ple.’ Listen, ‘ap’... ‘ple’... ‘apple.’ Your turn, ‘ap’... ‘ple.’” *Pause for the student’s response.*



Tell me the word, ‘cook’... ‘ie.’” *Pause for the student’s response.*



“Now I am going to say more syllables. You tell me the word.”

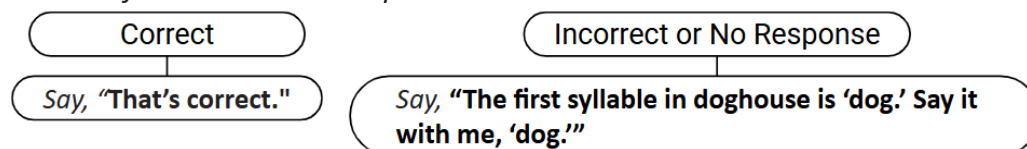
- **“pen...cil”** *Pause for the student’s response.*
- **“ta...ble”** *Pause for the student’s response.*
- **“chil...dren”** *Pause for the student’s response.*
- **“ba...na...na”** *Pause for the student’s response.*
- **“com...pu...ter”** *Pause for the student’s response.*

NOTE: *If the student repeats one or more syllables of the word without blending, say one time, “Tell me the word, not the syllable(s).” Do not repeat the missed word. This may be used one time.*

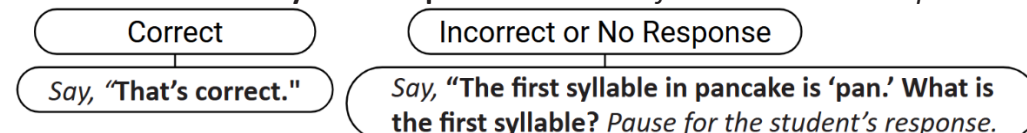
DISCONTINUE: *If the student is unable to blend the first 3 words go onto Part B.*

PART B Segmenting:

“Now we are going to break words into syllables. Doghouse is made up of two syllables. The first syllable is ‘dog.’ The last syllable is ‘house.’ Listen again, ‘doghouse.’ What is the first syllable?” *Pause for the student’s response.*



“Your turn. Tell me the first syllable in ‘pancake.’” *Pause for the student’s response.*



“Now, tell me the first syllable.” *Pause and say each word without emphasizing syllables.*

- **“toothbrush”** *Pause for the student’s response.*
- **“bookshelf”** *Pause for the student’s response.*

(continues on next page)

- “doorbell” Pause for the student’s response.
- “catfish” Pause for the student’s response.
- “shoebox” Pause for the student’s response.

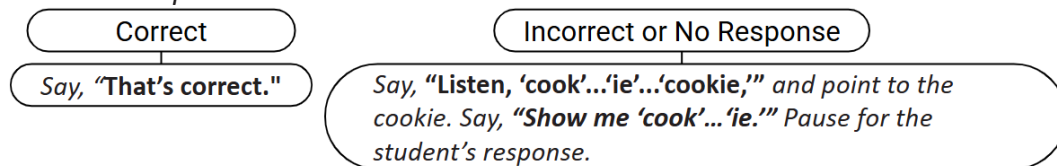
NOTE: If the student is repeating the word or saying the last syllable, say, “Tell me the first syllable.” Do not repeat the missed word. This may be used one time.

DISCONTINUE: If the student is unable to segment the first 3 words.

ADAPTED INSTRUCTIONS

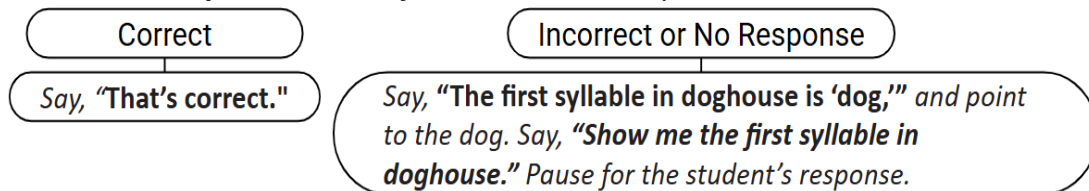
Students who are nonverbal, have an applicable IEP/504, or do not speak English:

PART A Blending: Display Student Materials #2A. “Words are made up of parts or syllables. We are going to put syllables together. Apple is made up of two syllables. The first syllable is ‘ap.’ The last syllable is ‘ple.’ Listen, ‘ap’... ‘ple’... ‘apple,’ and point to the apple. Say, “Your turn. Listen to me say the syllables and you show me the picture for the word, ‘cook’... ‘ie.’” Pause for the student’s response.

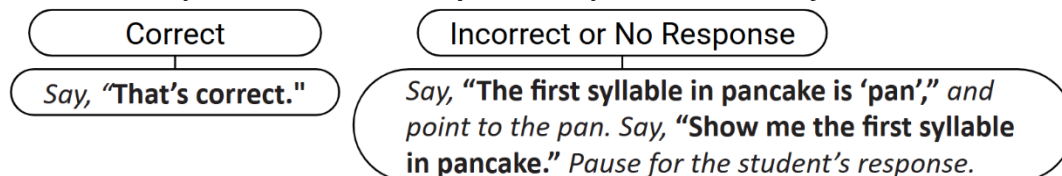


Display Student Materials #2B. “Now I am going to say more syllables. You show me the picture for the word.” Continue with the general directions for Part A. For the first three words cover the bottom row of pictures with a blank piece of paper. For the last two words cover the top line of pictures with the blank piece of paper.

PART B Segmenting: Display Student Materials #2C. “Doghouse is made up of two syllables. The first syllable is ‘dog.’ The last syllable is ‘house.’ Listen again, ‘doghouse.’ Show me the picture for the first syllable.” Pause for the student’s response.



“Now show me the picture for the first syllable in ‘pancake’” Pause for the student’s response.



Display Student Materials #2D. “Now show me the picture for the first syllable.” Continue with the general directions for Part B. For the first three words cover the bottom line of pictures with a blank piece of paper. For the last two words cover the top line of pictures.

Students who are deaf or hard of hearing: If not applicable, skip the item. Indicate on the scoring sheet a score point of 3 (Meets Entry) during the Entry window and a score point of 5 (Meets Exit) during the Exit window.

Question #2: SYLLABLES Scoring

Mark incorrect, skipped responses, or discontinued items with a slash through the word or syllable to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Part A: Blending				
Criteria	The student can correctly blend:			
No Response		0 points	No Response	
0 words		1 point	Entry: Well Below Entry Exit: Far Below Exit	
1 word		2 points	Entry: Approaching Entry Exit: Well Below Exit	
2 words		3 points	Entry: Meets Entry Exit: Below Exit	
3 words		4 points	Entry: Above Entry Exit: Approaching Exit	
4 words		5 points	Entry: Well Above Entry Exit: Meets Exit	
5 words		6 points	Entry: Far Above Entry Exit: Above Exit	

Part B: Segmenting				
Criteria	The student can correctly segment:	Score	Performance Level	
No Response		0 points	No Response	
0 words		1 point	Entry: Well Below Entry Exit: Far Below Exit	
1 word		2 points	Entry: Approaching Entry Exit: Well Below Exit	
2 words		3 points	Entry: Meets Entry Exit: Below Exit	
3 words		4 points	Entry: Above Entry Exit: Approaching Exit	
4 words		5 points	Entry: Well Above Entry Exit: Meets Exit	
5 words		6 points	Entry: Far Above Entry Exit: Above Exit	

MATERIALS	SAMPLE RECORD OF RESPONSE	
Standard Instructions: NONE Adapted Instructions: blank piece of paper, Student Materials #2A, #2B, #2C, #2D	Part A: pencil, table, children, banana , computer Part B: tooth, book, deer , cat , shoe	

Question #3: FIRST SOUNDS

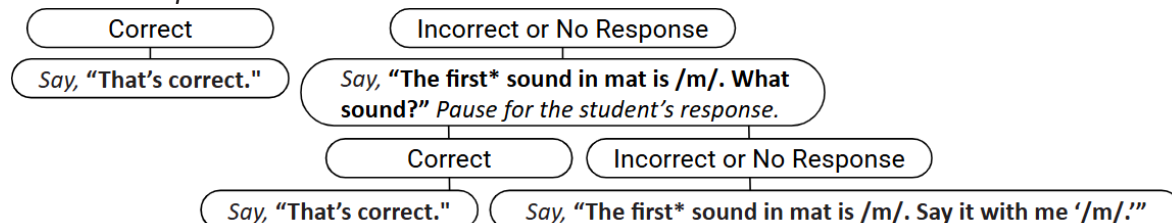
Content Area: English Language Arts

Standards Alignment: P3.R.2.c, P4.R.2.c

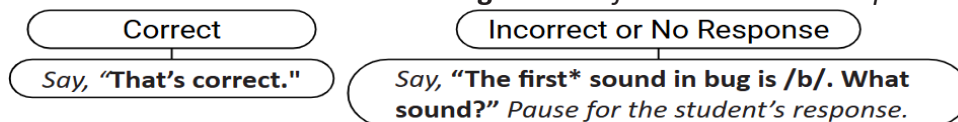
INSTRUCTIONS (Read aloud script in bold)

NOTE: The asterisk* indicates that the test administrator may use a position term that the student is familiar with such as beginning, initial, starting, or first. Be sure to use normal speech when giving the words, no intonation should be given to the sounds.

“Listen to the word ‘mat.’ The first* sound in ‘mat’ is /mmm/. What sound?” Pause for the student’s response.



“Now tell me the first* sound in the word ‘bug.’” Pause for the student’s response.



“Now tell me the first* sound.” Pause.

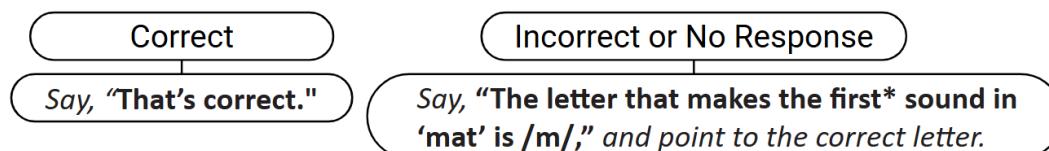
- **“dim”** Pause for the student’s response.
- **“fan”** Pause for the student’s response.
- **“pat”** Pause for the student’s response.
- **“sell”** Pause for the student’s response.
- **“key”** Pause for the student’s response.

NOTE: If the student says the letter name or whole word, say, **“Just say the first* sound.”** Do not repeat the missed word. This may be used one time.

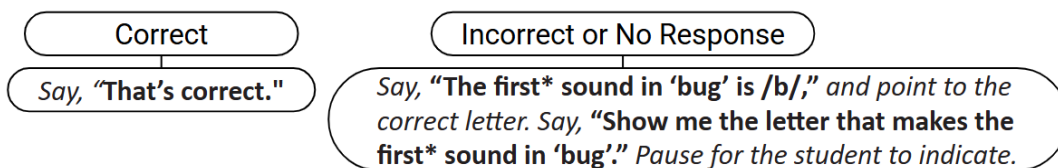
ADAPTED INSTRUCTIONS

Students who are nonverbal, have an applicable IEP/504, or do not speak English:

Display Student Materials #3. Repeat the directions. “Listen to the word ‘mat.’ The first* sound in ‘mat’ is /mmm/. Show me the letter.” Pause for the student’s response.



“Now show me the letter that makes the first* sound in ‘bug.’” Pause for the student’s response.



“Show me the letter that makes the first* sound.” Continue with the general directions.

Students who are deaf or hard of hearing: If not applicable, skip the item. Indicate on the scoring sheet a score point of 3 (Meets Entry) during the Entry window and a score point of 5 (Meets Exit) during the Exit window.

Question #3: FIRST SOUNDS Scoring

Mark incorrect or skipped responses with a slash through the letter to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Criteria <i>The student can identify:</i>	Score	Performance Level
No Response	0 points	No Response
0 first sounds	1 point	Entry: Well Below Entry Exit: Far Below Exit
1 first sound	2 points	Entry: Approaching Entry Exit: Well Below Exit
2 first sounds	3 points	Entry: Meets Entry Exit: Below Exit
3 first sounds	4 points	Entry: Above Entry Exit: Approaching Exit
4 first sounds	5 points	Entry: Well Above Entry Exit: Meets Exit
5 first sounds	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
Standard Instructions: NONE Adapted Instructions: Student Materials #3	/d/ /f/ /p/ /s/ /k/

Question #4: LETTER NAMES

Content Area: English Language Arts

Standards Alignment: P3.R.3.a, P3.R.3.b, P4.R.3.a, P4.R.3.b

INSTRUCTIONS (Read aloud script in **bold**)

Display Student Materials #4/#5. Use a blank piece of paper to cover all letters below the first row. “I will point to each set of letters, and you tell me the name of those letters.” Once the student has attempted all letter names in the first row, move the blank paper below the next row, cover the first row with the other blank paper, or use the Row-by-Row Tracker provided in the Student Materials, and repeat for all remaining rows.

***NOTE:** If the student says the letter sound, say, “Say the letter name.” Do not repeat the missed letter. This may be used one time.*

***DISCONTINUE:** If the student misses all letter names in the first row, move the blank paper below the next row and cover the first row with the other blank paper. Slide your finger under the whole row while saying, “Look at all the letters and tell me any letter names you know.” Pause for up to 5 seconds on each row. Repeat for all remaining rows.*

ADAPTED INSTRUCTIONS

Students who are nonverbal, have an applicable IEP/504, or do not speak English:

“When I say the name, you show me the letter.” The test administrator will read the letters to the student in the order shown on the right. If the student cannot identify any letters in the first two rows, ask any additional letters that are in the student’s first name.

Bb Tt Ss Cc Pp Aa
Ff Kk Dd Jj Oo Ll
Zz Ee Mm Hh Rr Gg
Qq Xx Ww Nn Vv Ii
Yy Uu

Students who are blind or visually impaired:

Use brailled Student Materials #4/#5 containing only lowercase letters. “Here are some lowercase letters. Tell me the names of the letters you know. If you do not know a letter, skip it, and go to the next letter.”

Question #4: LETTER NAMES Scoring

Mark incorrect, skipped responses, or discontinued items with a slash through the letter to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Consonants	Vowels	Score	Performance Level
Criteria <i>Out of 21 consonants, the student can identify:</i>	Criteria <i>Out of 5 vowels, the student can identify:</i>		
No Response	No response	0 points	No Response
0 consonants	0 vowels	1 point	Entry: Well Below Entry Exit: Far Below Exit
1-6 consonants	Not Applicable	2 points	Entry: Approaching Entry Exit: Well Below Exit
7 consonants	1 vowel	3 points	Entry: Meets Entry Exit: Below Exit
8-12 consonants	2 vowels	4 points	Entry: Above Entry Exit: Approaching Exit
13-16 consonants	3 vowels	5 points	Entry: Well Above Entry Exit: Meets Exit
17+ consonants	4-5 vowels	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
2 blank sheets of paper or Row-by-Row Tracker resource provided in Student Materials, Student Materials #4/#5	S A C B T P K O N L F D M R E G Z H N V Q I W X U Y

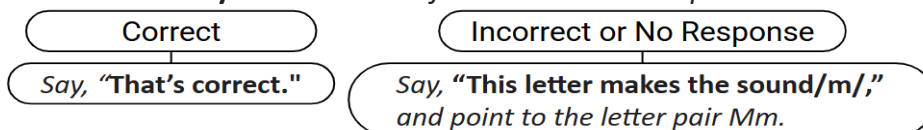
Question #5: LETTER SOUNDS

Content Area: English Language Arts

Standards Alignment: **P3.R.3.a, P3.R.3.b, P4.R.3.a, P4.R.3.b**

INSTRUCTIONS (Read aloud script in **bold**)

Display Student Materials #5A. Point to the letter pair Mm. **“These letters make the sound /mmm/. What sound do they make?”** Pause for the student’s response.



Display Student Materials #4/#5. Use a blank piece of paper to cover all letters below the first row. **“I will point to each letter pair, and you tell me the sound those letters make.”** Once the student has attempted all letter sounds in the first row, move the blank paper below the next row, cover the first row with the other blank paper, or use the Row-by-Row Tracker provided in the Student Materials, and repeat for all remaining rows.

NOTE: If the student gives a long vowel sound or the soft sounds for /g/ or /c/, ask, **“What is the other sound?”** Accept only short vowel sounds and hard consonant sounds as correct.

NOTE: If the student says the letter name, say, **“Just say the letter sound.”** Do not repeat the missed letter. This may be used one time.

DISCONTINUE: If the student misses all letter sounds in the first row, move the blank paper below the next row and cover the first row with the other blank paper. Slide your finger under the whole row while saying: **“Look at all the letters and tell me any letter sounds you know.”** Pause for up to 5 seconds on each row. Repeat for all remaining rows.

ADAPTED INSTRUCTIONS

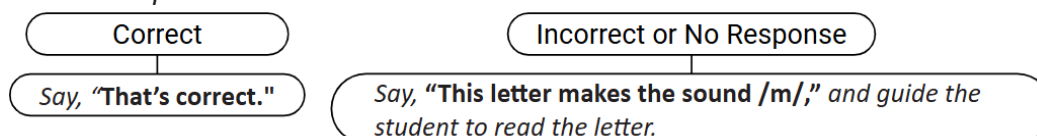
Students who are nonverbal, have an applicable IEP/504, or do not speak English:

“When I say the sound, you show me the letter.” The test administrator will say the sounds to the student in the order shown on the right. If the student cannot identify any letter sounds in the first two rows, ask any additional letters that are in the student’s first name.

Bb Tt Ss Cc Pp Aa
Ff Kk Dd Jj Oo Ll
Zz Ee Mm Hh Rr Gg
Qq Xx Ww Nn Vv Ii
Yy Uu

Students who are blind or visually impaired:

Use brailled Student Materials #5A. Have the student read the lowercase letter m. **“This letter makes the sound /mmm/. What sound does it make?”** Pause for the student’s response.



Use brailled Student Materials #4/#5 containing only lowercase letters. **“Here are some lowercase letters. Tell me the letter sounds you know. If you do not know a letter sound, skip it, and go to the next letter.”** Pause for the student’s response.

Students who are deaf or hard of hearing: If not applicable, skip the item. Indicate on the scoring sheet a score point of 3 (Meets Entry) during the Entry window and a score point of 5 (Meets Exit) during the Exit window.

Question #5: LETTER SOUNDS Scoring

Mark incorrect, skipped responses, or discontinued items with a slash through the letter to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Consonants	Vowels	Score	Performance Level
Criteria <i>Out of 21 consonants sounds, the student can identify:</i>	Criteria <i>Out of 5 vowel sounds, the student can identify:</i>		
No Response	No response	0 points	No Response
0 consonant sounds	0 vowel sounds	1 point	Entry: Well Below Entry Exit: Far Below Exit
1-6 consonant sounds	Not Applicable	2 points	Entry: Approaching Entry Exit: Well Below Exit
7 consonant sounds	1 vowel sound	3 points	Entry: Meets Entry Exit: Below Exit
8-12 consonant sounds	2 vowel sounds	4 points	Entry: Above Entry Exit: Approaching Exit
13-16 consonant sounds	3 vowel sounds	5 points	Entry: Well Above Entry Exit: Meets Exit
17+ consonant sounds	4-5 vowel sounds	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
2 blank sheets of paper or Row-by-Row Tracker resource provided in Student Materials, Student Materials #4/#5	S A C B T P K O ✓ J L F D M R E G ✓ Z H N V Q I W X U Y

Question #6: SHAPES

Content Area: **Mathematics**

Standards Alignment: **3 yr.4.2, 4 yr.4.2;
3 yr.4.4, 4 yr.4.4**

INSTRUCTIONS (Read aloud script in **bold**)

PART A Shape Names:

Display Student Materials #6.

“Here are some shapes. Show me a square.” *Pause for the student to indicate.*

“Circle.” *Pause for the student to indicate.*

“Triangle.” *Pause for the student to indicate.*

“Rectangle.” *Pause for the student to indicate.*

“Rhombus.” *Pause for the student to indicate.*

PART B Shape Attributes:

“Show me a shape with 4 sides.” *Pause for the student to indicate.*

“Show me a shape with only 3 sides.” *Pause for the student to indicate.*

“Show me a shape with 2 long sides.” *Pause for the student to indicate.*

“Show me a shape with only 3 corners.” *Pause for the student to indicate.*

<u>DISCONTINUE:</u> <i>If the student cannot identify 4 shapes by attribute in Part B.</i>

PART C Same/Different:

Ask one of the following and pause for the student to indicate:

- **“Show me two shapes that have the same number of sides.”**
- **“Show me two shapes that have a different number of corners.”**

NOTE: *If the student answers the first question incorrectly, the other question may be asked for the student to receive full credit.*

ADAPTED INSTRUCTIONS

Students who are orthopedically impaired:

Enlarge and cut the shapes apart for the student to use when indicating or tactile manipulatives in place of paper shapes.

Students who are blind or visually impaired:

Use brailled Student Materials #7 or tactile manipulatives.

Question #6: SHAPES Scoring

A correct response includes the student verbally or physically identifying the shape. Mark incorrect, skipped responses, or discontinued items with a slash to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubrics.

Shape Names			
Criteria	Score	Performance Level	
<i>The student can identify:</i>			
No Response	0 points	No Response	
0 shapes	1 point	Entry: Well Below Entry Exit: Far Below Exit	
1 shape	2 points	Entry: Approaching Entry Exit: Well Below Exit	
2 shapes	3 points	Entry: Meets Entry Exit: Below Exit	
3 shapes	4 points	Entry: Above Entry Exit: Approaching Exit	
4 shapes	5 points	Entry: Well Above Entry Exit: Meets Exit	
5 shapes	6 points	Entry: Far Above Entry Exit: Above Exit	

MATERIALS	SAMPLE RECORD OF RESPONSE
Student Materials #6	Part A: square, circle, triangle , rectangle, rhombus Part B: 4 sides, 3 sides, 2 long sides , 3 corners Part C: same /different

Question #7: NUMBER ORDER

Content Area: **Mathematics**

Standards Alignment: **3 yr.1.2, 4 yr.1.2**

INSTRUCTIONS (Read aloud script in **bold**)

"Listen to me count 1, 2. The number that comes next is 3. Listen 1, 2, 3. I am going to count, and you tell me what number comes next - 3, 4, 5" *Pause for response.*

Correct

Incorrect or No Response

Say, "That's correct."

Say, "The number 6 comes next. Listen, 3, 4, 5, 6."

"I am going to count more numbers, and you tell me what number comes next."

- **"1, 2, 3"** – student should say **"4"**
- **"2, 3, 4"** – student should say **"5"**
- **"7, 8, 9"** – student should say **"10"**
- **"6, 7, 8"** – student should say **"9"**
- **"10, 11, 12"** – student should say **"13"**

NOTE: If the student hesitates for more than 3 seconds, say the next number sequence. If the student seems to not remember the task say, "What number comes next? Listen __, __, __."

DISCONTINUE: *If the student misses the first two numbers.*

ADAPTED INSTRUCTIONS

Students who are nonverbal, have an applicable IEP/504, or do not speak English:

Display Student Materials #7. "Listen to me count 1, 2. The number that comes next is 3. Listen 1, 2, 3" and point to the 3. "I am going to count, and you show me the number that comes next - 3, 4, 5" Pause for response.

Correct

Incorrect or No Response

Say, "That's correct."

Say, "The number 6 comes next. Listen, 3, 4, 5, 6," and point to the 6.

"I am going to count more numbers, and you show me what number comes next."

Continue with the general directions.

Question #7: NUMBER ORDER Scoring

Mark incorrect, skipped responses, or discontinued items with a slash to indicate no score, and leave the correct responses unmarked.

Criteria <i>The student can identify:</i>	Score	Performance Level
No response	0 points	No Response
0 numbers	1 point	Entry: Well Below Entry Exit: Far Below Exit
1 number	2 points	Entry: Approaching Entry Exit: Well Below Exit
2 numbers	3 points	Entry: Meets Entry Exit: Below Exit
3 numbers	4 points	Entry: Above Entry Exit: Approaching Exit
4 numbers	5 points	Entry: Well Above Entry Exit: Meets Exit
5 numbers	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
Standard Instructions: NONE Adapted Instructions: Student Materials #7	4 5 10 9 13

Question #8: ROTE COUNTING

Content Area: **Mathematics**

Standards Alignment: **3 yr.1.1, 4 yr.1.1**

INSTRUCTIONS (Read aloud script in **bold**)

“Count until I tell you to stop. Start at one.”

***NOTE:** If the student does not begin to count aloud, say, “Count out loud.” If the student continues to not count or does not start at one, say, “One...two...your turn.”*

DISCONTINUE: *If the student:*

- *does not correctly count to 10, say, “Thank you, you can stop counting.”*
- *does not correctly count to 20, say, “Thank you, you can stop counting.”*
- *counts between 21 and 30, say, “Thank you, you can stop counting.”*

ADAPTED INSTRUCTIONS

Students who are nonverbal, have an applicable IEP/504, or do not speak English:

*Display Student Materials #8A. “**Show me the numbers in order from 1 to 10.**” Pause for the student to indicate.*

DISCONTINUE: *If the student is unable to indicate the numbers in order from 1 to 10.*

*Display Student Materials #8B. “**Show me the numbers in order starting with 11.**” Pause for the student to indicate.*

DISCONTINUE: *If the student is unable to indicate the numbers in order from 11 to 20.*

*Display Student Materials #8C. “**Show me the numbers in order starting with 21.**” Pause for the student to indicate.*

Question #8: ROTE COUNTING Scoring

Observe how the student responds. Mark incorrect, skipped responses, or discontinued items by putting a slash through the number. Record student performance according to the provided rubric.

Criteria <i>While counting, the student makes:</i>	Score	Performance Level
No Response	0 points	No Response
4 or more errors when counting to 10	1 point	Entry: Well Below Entry Exit: Far Below Exit
1-3 errors when counting to 10	2 points	Entry: Approaching Entry Exit: Well Below Exit
0 errors when counting to 10 and stops, OR 0 errors when counting to 10 and makes 5+ errors when counting between 11 and 20	3 points	Entry: Meets Entry Exit: Below Exit
0 errors when counting to 10 and makes 1-4 errors when counting between 11 and 20	4 points	Entry: Above Entry Exit: Approaching Exit
0 errors when counting to 20	5 points	Entry: Well Above Entry Exit: Meets Exit
0 errors when counting to 30	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
Standard Instructions: NONE	1 2 3 4 5 6 7 8 9 10
Adapted Instructions:	11 12 13 14 15 16 17 18 19 20
Student Materials #8A, #8B, #8C	21 22 23 24 25 26 27 28 29 30



QUESTIONS

FOR THE CLASSROOM PROFILE

Question #9: LISTENING

Content Area: English Language Arts

Standards Alignment: P3.SL.1.b, P4.SL.1.b

INSTRUCTIONS

NOTE: Parts A, B, and C can be assessed separately and do not need to be assessed during the same session.

NOTE: Other than the direction, no additional prompts, words, or gestures may be given to the student.

PART A One-Step:

During a play or instructional setting, initiate interaction with a student by saying, “**I need you to do something.**” Followed by one clear, one-step direction applicable to the situation and the student’s individual needs. Here are some example directions that may be used:

- “Put the block on the table.”
- “Hand me a crayon.”
- “Sit at the table.”
- “Pick up the animal that makes a ‘moo’ sound.”



DISCONTINUE: If the student is unable to follow a one-step direction.

PART B Two-Step:

Proceed with a two-step direction during a play or instructional setting, initiate interaction with a student by saying, “**I need you to do something.**” Followed by one clear, two-step direction applicable to the situation and the student’s individual needs. Here are some example directions that may be used:

- “Wave to a friend, then find your spot on the rug.”
- “Push in your chair, then clean up the toys.”
- “Put the block in the basket, then bring me your crayons.”
- “Touch your nose, then clap your hands.”

DISCONTINUE: If the student is unable to follow a two-step direction.

PART C Three-Step:

Proceed with a three-step direction during a play or instructional setting, initiate interaction with a student by saying “**I need you to do something.**” Followed by one clear, three-step direction applicable to the situation and the student’s individual needs. Here are some example directions that may be used:

- “Put the markers in the cup, put the scissors in the basket, and then throw away your trash.”
- “Touch your head, clap your hands, and then jump once.”
- “Take a deep breath, blow it out, and then say, 'Ahhh'.”
- “Put your paintbrush in the water, put your smock on the hook, and then wash your hands.”

Question #9: LISTENING Scoring

Observe how the student responds to the directive(s). Record student performance according to the provided rubric.

Criteria <i>The student:</i>	Score	Performance Level
No Response	0 points	No Response
Responds (e.g., looks at the test administrator or acknowledges the prompt) but does not follow the one-step direction	1 point	Entry: Well Below Entry Exit: Far Below Exit
Partially responds to the directive, but does not complete the one-step direction	2 points	Entry: Approaching Entry Exit: Well Below Exit
Follows a one-step direction	3 points	Entry: Meets Entry Exit: Below Exit
Follows a two-step direction, but completes the steps out of order	4 points	Entry: Above Entry Exit: Approaching Exit
Follows a two-step direction in order , OR follows a three-step direction out of order	5 points	Entry: Well Above Entry Exit: Meets Exit
Follows a three-step direction in order	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
NONE	responds but does not follow; partial 1-step; 1-step direction; 2-step out of order; 2-step direction; 3-step out of order; 3-step direction

Question #10: SPEAKING

Content Area: **English Language Arts**

Standards Alignment: **P3.SL.2, P4.SL.2**

INSTRUCTIONS

During a play or instructional setting, initiate a conversation applicable to the situation and the student's individual needs. Use one open-ended statement or question that encourages the student to describe, explain, and elaborate on their play. Allow adequate wait time for the student to respond.

Here are some example statements/questions that may be used:

- **"Tell me about what you're making/playing with/building."**
- **"Why did you choose to play with that?"**
- **"How did you make that?"**
- **"Tell me about your game/toy/building."**

NOTE: *After the initial statement/question, the test administrator may say one time, "Tell me more," OR use a second statement/question to try to elicit a 5-word response from the student.*

NOTE: *Only score one response; do not combine responses to the initial question and additional probe or questions. Count the longest response that is on topic.*

ADAPTED INSTRUCTIONS

Students who have an applicable IEP/504:

May use their typical mode of communication, for example, sign language or AAC devices.

Question #10: SPEAKING Rubric

Listen to the student response. Record student performance according to the provided rubric.

Criteria <i>The student provides a:</i>	Score	Performance Level
No Response	0 points	No Response
A response that uses unintelligible sounds or gestures or indicates they do not know how to answer	1 point	Entry: Well Below Entry Exit: Far Below Exit
1-word response on topic OR response is off topic	2 points	Entry: Approaching Entry Exit: Well Below Exit
2–3-word response on topic	3 points	Entry: Meets Entry Exit: Below Exit
4-word response on topic	4 points	Entry: Above Entry Exit: Approaching Exit
5-word response on topic	5 points	Entry: Well Above Entry Exit: Meets Exit
6+ word response on topic	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
NONE	Student response: I like blocks. # of Words: 1 2 3 4 5 6+

Question #11: DIRECTIONALITY

Content Area: **English Language Arts**

Standards Alignment: **P3.R.1.a, P4.R.1.a**

INSTRUCTIONS (Read aloud script in **bold**)

*During a play or instructional setting, invite the student to read a book together. Choose a short picture book; ensure that the book has multiple lines of text on one page. Hand the book to the student upside down and backwards. **“Is the book ready to be read?”** If the student says “no,” say, **“Show me how it should be.”** Observe if the student corrects the book orientation or verbally indicates how the book orientation needs to be corrected. If the student does not correctly orient the book, or answers “yes” to the initial question, correct the orientation of the book for the student.*

When the book is correctly oriented, have the student lay the book flat on their lap, floor, or table for ease of observing the student interact with the book. You will ask the following questions one time to the student.

NOTE: Each of the following prompts may be repeated one time if the student does not respond.

*On the first page of text, say, **“Show me where to start reading on the page.”** Pause for the student to verbally respond or physically indicate.*

***“Which way should we go when we read?”** Pause for the student to verbally respond or physically indicate.*

*Point to the end of the first line of text and say, **“Where do we go after reading this line?”** Pause for the student to verbally respond or physically indicate. Read the page aloud to the student.*

*After reading the page, say, **“We finished reading this page. What should we do next to keep reading the book?”** Pause for the student to verbally respond or physically indicate what to do next. Optionally, you may finish reading the book to the student.*

ADAPTED INSTRUCTIONS

Students who are orthopedically impaired:

*Do not hand the book to the student. Hold the book upside down and backwards. **“Is the book ready to be read?”** Pause for the student to verbally respond or physically indicate. If the student indicates yes, turn the book the correct way and continue with the general directions. If the student indicates no, say, **“What do I need to do to read the book?”** Pause for the student to verbally respond or physically indicate what to do. Continue with the general directions.*

Question #11: DIRECTIONALITY Scoring

Observe how the student responds. Mark incorrect and skipped responses with a slash to indicate no score and leave the correct responses unmarked. Record student performance according to the provided rubric.

Criteria <i>The student independently demonstrates:</i>	Score	Performance Level
No Response	0 points	No Response
0 elements	1 point	Entry: Well Below Entry Exit: Far Below Exit
1 element	2 points	Entry: Approaching Entry Exit: Well Below Exit
2 elements	3 points	Entry: Meets Entry Exit: Below Exit
3-4 elements	4 points	Entry: Above Entry Exit: Approaching Exit
5 elements	5 points	Entry: Well Above Entry Exit: Meets Exit
Not Applicable	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
Picture book with multiple lines of text per page	orients book correctly, starts reading, reading direction, return sweep, page turn

Question #12: Counting and Cardinality

Content Area: **Mathematics**

Standards Alignment: **3yr 1.5, 4yr 1.5;**
3yr 1.6, 4yr 1.6; 3yr 1.3, 4yr 1.3

INSTRUCTIONS (Read aloud script in **bold**)

NOTE: *There must be at least 11 manipulatives that the student is interacting with.*

PART A:

*During a play or instructional setting, initiate interaction with a student engaging with manipulatives. Line up 2 of the manipulatives. “**I lined up some [manipulatives]. I am going to count them. Watch.**” Touch each manipulative while counting, “**One, two. There are two [manipulatives].**” Remove the manipulatives.*

*Line up 4 manipulatives in a straight row. “**I lined up some [manipulatives] for you. Your turn. Use your finger to count the [manipulatives].**” Allow adequate wait time for the student to count aloud.*

*After the student finishes counting, say, “**How many?**” Pause for the student’s response.*

*Display Student Materials #12A. “**Show me that number.**” Pause for the student to indicate the number that matches their response to how many.*

NOTE: *If the student does not count aloud, say, “**Start again and count out loud.**” This can be repeated as often as needed.*

NOTE: *If the student does not use their finger while counting, stop the child and say, “**Start again and use your finger to count.**” This can be repeated as often as needed.*

NOTE: *When asked “How many?” the student cannot recount the manipulatives.*

Discontinue: *If the student made errors when counting to 4.*

PART B:

*Add 4 more manipulatives for a total of 8 and repeat the questions from part A. “**Use your finger to count the [manipulatives].**” “**How many?**” Display Student Materials #12B. “**Show me that number.**”*

Discontinue: *If the student made errors when counting to 8.*

PART C:

Add 3 more manipulatives for a total of 11 manipulatives and repeat the questions from part B.

ADAPTED INSTRUCTIONS

Students who are nonverbal, have an applicable IEP/504 or do not speak English:

*Students should point to each manipulative, but do not need to verbally count. When asking how many manipulatives the student counted, say, “**Use your fingers to show me how many.**” Pause for the student to indicate.*

SCORING NOTE: *If the response is correct, students get credit for the one-to-one correspondence and last number in set. If incorrect, both are considered incorrect.*

*Display Student Materials #12A. “**Show me that number.**” Pause for the student to indicate.*

Students who are orthopedically impaired:

*Instead of asking the student to point as they count the manipulatives, say, “**Count these [manipulatives] as I point to them.**”*

*Listen as the student counts. “**Now tell me how many.**” Pause for the student’s response.*

*Display Student Materials #12A or #12B. Numbers can be cut apart or enlarged to allow students to point or indicate using eye gaze. “**Show me that number.**” Pause for the student to indicate the number.*

Question #12: COUNTING & CARDINALITY Scoring

Observe how the student responds. Mark incorrect, skipped, and discontinued responses with a slash to indicate no score and leave the correct responses unmarked. Record student performance according to the provided rubric.

One-To-One Correspondence		Cardinality	Written #	Score	Performance Level
Criteria <i>While counting manipulatives, the student makes:</i>		Criteria <i>The student correctly counted and identified how many in:</i>	Criteria <i>The student identifies:</i>		
No Response		No Response	No Response	0 points	No Response
Does not demonstrate understanding		0 counts	0 written numerals	1 point	Entry: Well Below Entry Exit: Far Below Exit
1+ errors when counting 4		Not Applicable	Not Applicable	2 points	Entry: Approaching Entry Exit: Well Below Exit
0 errors when counting 4		1 count	1 written numeral	3 points	Entry: Meets Entry Exit: Below Exit
1+ errors when counting 8		Not Applicable	Not Applicable	4 points	Entry: Above Entry Exit: Approaching Exit
0 errors when counting 4 and 8		2 counts	2 written numerals	5 points	Entry: Well Above Entry Exit: Meets Exit
0 errors when counting 4, 8, and 11		3 counts	3 written numerals	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
11 counting manipulatives, Student Materials #13A, 13B	Part A: One-to-One Correspondence: 1 2 3 4 Cardinality: 4 Written Numeral:
	Part B: One-to-One Correspondence: 1 2 3 4 5 6 7 8 Cardinality: 8 Written Numeral:
	Part C: One-to-One Correspondence: 1 2 3 4 5 6 7 8 9 10 11 Cardinality: 11 Written Numeral:

Question #13: PATTERNS

Content Area: **Mathematics**

Standards Alignment: **3 yr.2.5, 4 yr.2.5**

INSTRUCTIONS (Read aloud script in **bold**)

NOTE: Three sets of manipulatives, each with 2 identifiable traits (e.g., red/blue or circle/square), are needed: a set of 4, a set of 8, and a set of 10.

During a play or instructional setting, initiate interaction with a student by creating a 4 manipulative ABAB pattern (e.g., red-blue-red-blue) from the set of 4. **“I made a pattern.”** Model to the student by pointing to each manipulative and say, **“[pattern (e.g., red, blue, red, blue)]. Now you touch the [manipulative] and tell me the pattern.”** Pause for the student’s response.

Correct

Say, **“That’s correct.”**

Incorrect or No Response

Say, **“Touch the [manipulative] and say the pattern with me.”** Point to and say the pattern with the student as they touch each manipulative (e.g., **“Red, blue, red, blue.”**).

PART A Identify:

Clear the manipulatives and create a 4 manipulative ABAB pattern with the set of 8. **“Touch the [manipulative] and tell me the pattern.”** Pause for the student’s response.

DISCONTINUE: If the student is not able to identify the pattern correctly.

PART B Duplicate:

Leave the manipulatives displayed and give the student the 4 remaining manipulatives from the set. Point underneath your pattern and say, **“Make the same pattern I did.”** Pause for the student to place the manipulatives.

DISCONTINUE: If the student is not able to duplicate the pattern correctly.

PART C Extend:

Clear the manipulatives and create a 4 manipulative AABB pattern with the set of 8. Give the student the remaining 4 manipulatives and point to the end of your pattern. **“Show me what comes next in the pattern.”** Observe if the student continues the pattern correctly. The student must place all 4 manipulatives to get the item correct.

NOTE: If the student only places 1-3 manipulatives, say, **“What comes next?”** until the student has placed 4 of the manipulatives.

DISCONTINUE: If the student is not able to extend the pattern correctly.

PART D Create:

Clear the manipulatives and provide the set of 10 manipulatives. **“Now make your own pattern using these [manipulatives].”** Pause for the student to place the manipulatives. Students must use at least 8 manipulatives to get the item correct.

NOTE: If the student does not place 8 manipulatives on their own, say, **“What comes next?”** until the student has placed at least 8 manipulatives.

NOTE: The student created pattern cannot be AAAABBBB or AAAAABBBBB, but any other identifiable AB pattern is acceptable.

ADAPTED INSTRUCTIONS

Students who are nonverbal, have an applicable IEP/504 or do not speak English:

During a play or instructional setting, initiate interaction with a student by creating a four manipulative ABAB pattern (e.g., red-blue-red-blue). Say,

“I made a pattern.”** Model to the student by pointing to each manipulative and say, **“[pattern (e.g., red, blue, red, blue)].”

Skip Part A. Follow the general directions for Parts B, C, and D.

SCORING NOTE: *If the student gets Part B correct, they get credit for Part A.*

Students who are orthopedically impaired:

Follow the general instructions when placing manipulatives.

Part A: *Students do not need to touch the pattern.*

Part B: *When the student is asked to copy the pattern, say, **“Tell me how to make the pattern.”** Place the manipulatives for the student.*

Part C: *When the student is asked to extend the pattern, say, **“Tell me what comes next.”** Place that manipulative and say, **“What comes next?”** Repeat until all the manipulatives have been used.*

Part D: *When the student is asked to create a pattern, say, **“Tell me what you want to come first.”** Place that manipulative and say, **“What comes next?”** Repeat until at least 8 manipulatives have been placed.*

Question #13: PATTERNS Scoring

Observe how the student responds. Mark incorrect, skipped responses, or discontinued items with a line to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Criteria <i>The student can:</i>	Score	Performance Level
No Response	0 points	No Response
Does not demonstrate understanding	1 point	Entry: Well Below Entry Exit: Far Below Exit
Identify a pattern	2 points	Entry: Approaching Entry Exit: Well Below Exit
Identify & duplicate a pattern	3 points	Entry: Meets Entry Exit: Below Exit
Identify, duplicate, & extend a pattern	4 points	Entry: Above Entry Exit: Approaching Exit
Identify, duplicate, extend, & create a pattern	5 points	Entry: Well Above Entry Exit: Meets Exit
Not Applicable	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
Sets of 4, 8, and 10 manipulatives with 2 identifiable attributes	identify duplicate extend create

Question #14: SORTING

Content Area: **Mathematics**

Standards Alignment: **3 yr.3.3, 4 yr.3.3**

INSTRUCTIONS (Read aloud script in **bold**)

NOTE: One set of 10 manipulatives: 3 with the same attribute and 7 with a different attribute (e.g., 3 red, 7 blue). A second set of 10 manipulatives: 4 with the same attribute and 6 with a different attribute (e.g., 4 squares, 6 circles). If asking to sort by size, manipulatives must be 2 distinct sizes.

During a play or instructional setting, initiate interaction with a student engaging with manipulatives by placing one set of the 10 manipulatives directly in front of the student and move the remaining manipulatives out of sight/reach.

PART A Sorting:

“Put these [manipulatives] into groups that are the same [attribute (e.g., color, size, shape, etc.).]” Pause for the student to sort the manipulatives.

Do not remove the manipulatives; they are used in Part B. Place the remaining 10 manipulatives in front of the student. Choose a different attribute for the student to sort by. “Put these [manipulatives] into groups that are the same [attribute].” Pause for the student to sort the manipulatives.

<u>DISCONTINUE:</u> if the student is unable to complete 2 sorts (4 groups total) without any errors.
--

PART B Ordering:

Once the student has 4 sorted groups in front of them, say, “Now put these groups in order from least to most. Put the least group here.” Point to where the student should put the least group. Slide your finger from left to right, and say, “Put the most group here,” to indicate where the student should place each of the groups. Pause for the student to order the groups. The student may count aloud or silently if needed when ordering.

ADAPTED INSTRUCTIONS

Students who are orthopedically impaired:

PART A Sorting: “Tell me how to put these [manipulatives] into groups that are the same [attribute].”

Do not remove the manipulatives; they are used in Part B. Place the remaining 10 manipulatives in front of the student. Choose a different attribute for the student to sort by. “Tell me how to put these [manipulatives] into groups that are the same [attribute].”

PART B Ordering: *Once the student has 4 sorted groups in front of them, slide your finger from left to right as you say, “Tell me how to put these groups in order from least to most. Tell me the least group first.”* Pause for the student to indicate. *If student does not indicate the next group, say “Which group comes next?”* Pause for the student to indicate.

Question #14: SORTING Scoring

Observe how the student responds by recording the number of correct groups that the student makes when sorting. For example: if a student places 3 red blocks in a group and 6 blue blocks with 1 red block in a group they would have 1 group with no errors. Mark incorrect, skipped responses, or discontinued items with a line to indicate no score, and leave the correct responses unmarked. Record student performance according to the provided rubric.

Criteria <i>The student can sort:</i>	Score	Performance Level
No Response	0 points	No Response
0 groups without errors	1 point	Entry: Well Below Entry Exit: Far Below Exit
1 group without errors	2 points	Entry: Approaching Entry Exit: Well Below Exit
2 groups without errors	3 points	Entry: Meets Entry Exit: Below Exit
3 groups without errors	4 points	Entry: Above Entry Exit: Approaching Exit
4 groups without errors	5 points	Entry: Well Above Entry Exit: Meets Exit
4 groups without errors and correctly orders the sorts from least to most	6 points	Entry: Far Above Entry Exit: Above Exit

MATERIALS	SAMPLE RECORD OF RESPONSE
Two sets of 10 manipulatives: one of 3 with the same attribute and 7 with a different attribute, and one of 4 with the same attribute and 6 with a different attribute	Part A Sort 1: Group 1 Group 2 Part A Sort 2: Group 1 Group 2 Part B: Group 1 Group 2 Group 3 Group 4

APPENDIX A: ACCOMMODATIONS

Pre-Kindergarten Entry and Exit Profile outlines various accommodated directions built into the assessment and additional resources and accommodations to meet students' needs to better demonstrate their knowledge. See the [Utah Accessibility, Accommodations, and Participation Policy](#) for detailed descriptions of each resource and accommodation.

Resources Available for all Students on the PEEP

Resource/Universal Tools	Delivery	Description
Alternate location/Minimized Distractions	Locally arranged	In some circumstances, distractions can be reduced by altering the location in which an individual student interacts with instructional materials or test content.
AAC/Assistive Communication Devices	Locally provided	AAC devices are augmentative and alternative communication (AAC) devices that help people with speech or language impairments communicate. AAC devices can be tablets, laptops, handheld devices, picture boards, or speech generating devices (SGD). TAs are permitted to assist students with navigating to appropriate pages on the student's AAC device.
Adaptive equipment	Locally provided	Adaptive or special furniture (like seating devices or slant boards/wedges) can be used for better posture, minimized eye strain, and improved work surfaces during instruction or assessment. Special lighting may also be used.
Breaks	Locally provided	Breaks may be given if needed.
Change order of activities	Locally provided	TA may reorganize the sequence in which students encounter items but not reorder questions within the item.
Color Adjustments	Locally provided	Students with visual needs may benefit from color contrast adjustments. TA may print student materials to improve text perception such as white on black.

Allowable Accommodations for Students with an IEP or 504 Plan on the PEEP

Accommodation	Delivery	Description
Assistive Technology	Locally provided	A device, software, or equipment to help students navigate their educational environment independently. Contact USBE for further guidance on using assistive technology for the PEEP. Contact Tracy Gooley (tracy.gooley@schools.utah.gov)
Braille	Must be ordered through USBE. Contact Tracy Gooley (tracy.gooley@schools.utah.gov)	Braille copies of student materials are available in un-contracted UEB Math and Nemeth Math codes. Braille materials include tactile graphics on items where applicable.
Tactile Manipulatives	Locally provided	A physical object that a student can touch, hold, move, or arrange (such as blocks, counters, or shapes) in place of printed student materials.
Large print paper	Locally provided	Students with visual impairments or other print disabilities may need assistance viewing content. Any student materials can be enlarged as much as needed.
Sign language	Locally provided	Some students who are deaf or hard of hearing may need assistance accessing assessment content. Access for these students can be provided through American Sign Language (ASL) interpretation.

APPENDIX B: STUDENT SCORING SHEET

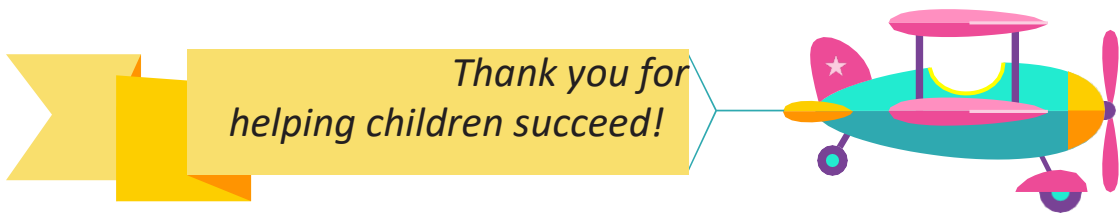
<i>Student Name:</i>	<i>Test Administrator Name:</i>
<i>Date:</i>	<i>Assessment Administration:</i> <i>Entry</i> <i>Exit</i>

Question	Student Response	Score Point
Question #1 RHYMING	frog star goat sock house	No response /6
Question #2 SYLLABLES	Part A: pencil table children banana computer	No response /6
	Part B: tooth book door cat shoe	No response /6
Question #3 FIRST SOUNDS	/d/ /f/ /p/ /s/ /k/	No response /6
Question #4 LETTER NAMES	S A C B T P K O J L F D M R E G Z H N V Q I W X U Y *Consonants: out of 21; Vowels: out of 5	Consonants: No response /6
		Vowels: No response /6
Question #5 LETTER SOUNDS	S A C B T P K O J L F D M R E G Z H N V Q I W X U Y *Consonants: out of 21; Vowels: out of 5	Consonants: No response /6
		Vowels: No response /6
Question #6 SHAPES	Part A: square circle triangle rectangle rhombus	No response /6
	Part B: 4 sides 3 sides 2 long sides 3 corners Part C: same/different	No response /6

Question #7 NUMBER ORDER	4 5 10 9 13	No response /6
Question #8 ROTE COUNTING	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	No response /6
Question #9 LISTENING	responds but does not follow; partial 1-step; 1-step direction; 2-step out of order; 2-step direction; 3-step out of order; 3-step direction	No response /6
Question #10 SPEAKING	Student response: # of Words: 1 2 3 4 5 6+	No response /6
Question #11 DIRECTIONALITY	orients book correctly, starts reading, reading direction, return sweep, page turn	No response /5
Question #12 COUNTING & CARDINALITY	Part A: One-to-One Correspondence: 1 2 3 4 Cardinality: 4 Written Numeral	One-to-One Correspondence No response /6
	Part B: One-to-One Correspondence: 1 2 3 4 5 6 7 8 Cardinality: 8 Written Numeral	Cardinality No response /6
	Part C: One-to-One Correspondence: 1 2 3 4 5 6 7 8 9 10 11 Cardinality: 11 Written Numeral	Written Numeral No response /6
Question #13 PATTERNS	identify duplicate extend create	No response /5
Question #14 SORTING	Part A: Sort 1: Group 1 Group 2 Sort 2: Group 1 Group 2 Part B: Group 1 Group 2 Group 3 Group 4	No response /6

APPENDIX C: PARENT QUESTIONNAIRE AT PRE-KINDERGARTEN ENTRY

Student's Name:	
Question 1 Did your child participate in an on-line preschool program when they were three years old? Yes. Enter name _____ No	
Question 2: Did your child participate in preschool when they were three years old? Yes No. If no, stop here.	
Question 3: What type of program? (Select all that apply) Childcare center Home-based childcare provider Other care setting District or Charter preschool Co-op preschool Other preschool setting	
Question 4: How long did they attend? (Select one) 12 months 9 months (school year) less than 9 months	
Question 5: How many times per week did they attend? (Select one) 4–5 days a week 2–3 days a week Fewer than 2 days a week	
Question 6: How many hours per session did they attend? (Select one) Full day (more than 4 hours) Half day (2–4 hours)	





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