

Preschool
Progress
Monitoring
Examples



Event Recording/Frequency Data Collection Sheet

Annual Measurable Goal (#1)

When read a preschool level book, Lexi will answer wh-questions (who, what, where & why) relating to the story with 80% accuracy without prompting for 3 different preschool books as measured by **event recording**.

	Date	Date	Date	Date	Date	Date	Date
Purple, Green & Yellow by Robert Munsch "WH" Questions							
1. Who was in the story? (give at least one answer) <i>Brigid, mom, dad, doctor</i>							
2. What did Brigid want from her mother? <i>Coloring markers</i>							
3. What did Brigid color with her markers? <i>Lemons, oranges, roses, cowplops</i>							
4. Where did Brigid go to color? <i>Up to her room</i>							
5. Why did Brigid color herself? <i>She was bored</i>							
6. Where did Brigid color herself? <i>All over her body or in her room</i>							
7. Where did Brigid go to wash off the marker? <i>In the bathtub or in the bathroom</i>							
8. Who did mom call to help? <i>The doctor</i>							
9. Why did the doctor give Brigid a pill? <i>To make the marker come off</i>							
10. Who did Brigid color at the end of the story? <i>Her dad</i>							
Total number correct							
% Correct							

Scatterplot Data Collection Sheet

Annual Measurable Goal (#2)

During a 15 minute free play activity, Mark will remain with a group of 2-4 peers for 3 minutes and imitate simple play schemes given no more than 1 prompt for 3 of 5 opportunities for 4 consecutive days as measured by **scatterplot**.

Intervals	Date	Date	Date	Date	Date	Date
0-3 minutes						
4-6 minutes						
7-9 minutes						
10-12 minutes						
13-15 minutes						
Intervals	Date	Date	Date	Date	Date	Date
0-3 minutes						
4-6 minutes						
7-9 minutes						
10-12 minutes						
13-15 minutes						
Times or Intervals	Date	Date	Date	Date	Date	Date
0-3 minutes						
4-6 minutes						
7-9 minutes						
10-12 minutes						
13-15 minutes						

Rubric Data Collection Sheet

Annual Measureable Goal (#3)

During a 5 minute circle time activity, Jane will remain seated in her chair, keep her hands to herself and follow a 1 one-step direction with no more than 1 prompt for 3 out of 4 days as measured by a **rubric**.

Date: _____

Behavior	Maintained for 5 minutes	4 minutes or less	1 minute or less
Sit in Chair			
Keep hands to self			
Follow 1 step directive			
# behaviors present	_____ out of 3	_____ out of 3	_____ out of 3

P= prompt

NP=no prompt

Date: _____

Behavior	Maintained for 5 minutes	4 minutes or less	1 minute or less
Sit in Chair			
Keep hands to self			
Follow 1 step directive			
# behaviors present	_____ out of 3	_____ out of 3	_____ out of 3

P= prompt

NP=no prompt

Date: _____

Behavior	Maintained for 5 minutes	4 minutes or less	1 minute or less
Sit in Chair			
Keep hands to self			
Follow 1 step directive			
# behaviors present	_____ out of 3	_____ out of 3	_____ out of 3

P= prompt

NP=no prompt

CHECKLIST (TASK ANALYSIS) RECORDING SHEET

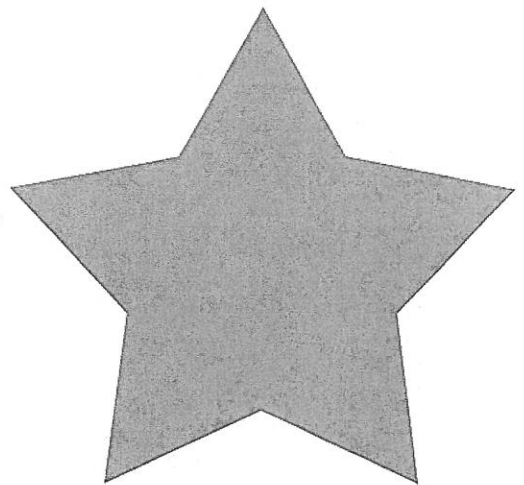
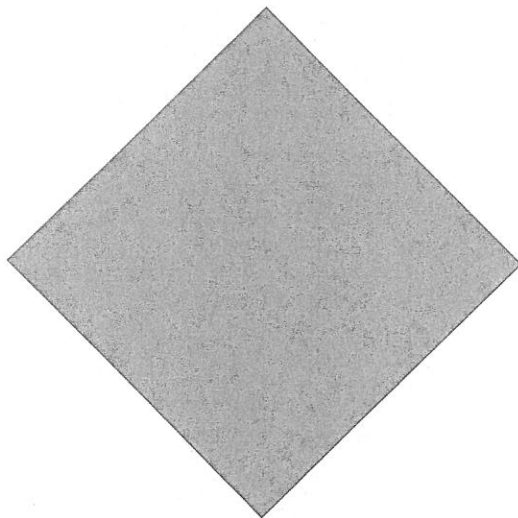
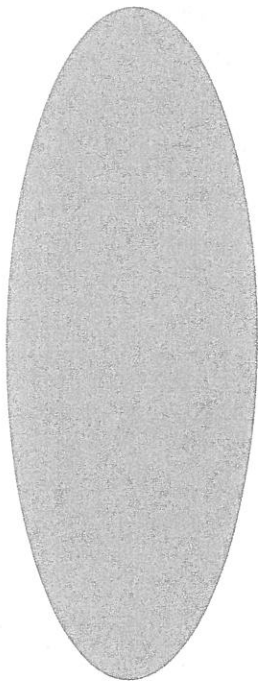
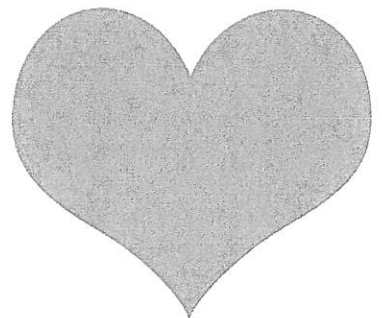
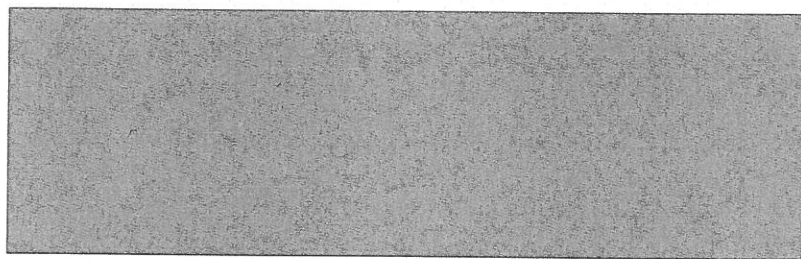
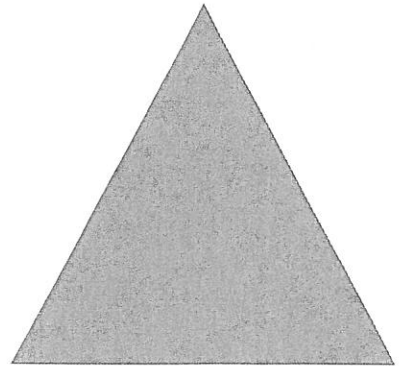
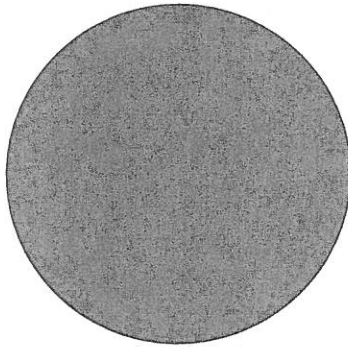
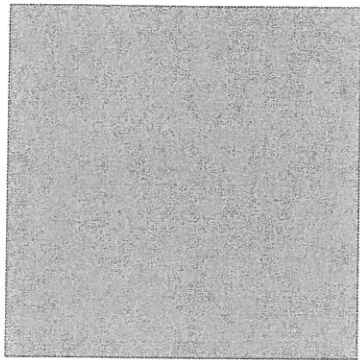
Annual Measurable Goal (#6)

During daily preschool routines and without cueing from the teacher, Martha will independently complete 9 out of 9 toileting steps for three consecutive opportunities as measured by a **checklist**.

STEPS	Date	Date	Date	Date	Date	Date	Date	Date	Date
Child verbally indicates need to go to bathroom									
Child walks to bathroom									
Pulls down pants									
Sits on toilet									
Void in toilet									
Wipe									
Gets off toilet									
Flush Toilet									
Pull up pants									
Total correct steps									
Percent correct steps									
Staff Initials									

Code: + = independent/correct - = incorrect V = verbal prompt P = physical prompt M = modeling

Basic Shapes



Vague Phrases

Specific Phrases

Is friendly and loves attention

Greets peers appropriately for her age level

Can't talk well

Speaks in one-or two-word sentences

Has difficulty following classroom rules

Follows classroom rules using visual cues

Doesn't know his alphabet

Can identify 15 upper-case letters

Can't follow directions

Can follow two-step directions >80% of the time

Is active and always on the move

Attends for 1-2 minutes during a large group

*During large group activities (i.e. circle, story time, music) Cindy is able to sit and listen to the teacher for approximately 3 minutes, as reported by direct classroom observation. **Typically developing 4-year-old children sit and listen to the teacher and participate in group activities lasting 10-20 minutes.***

*Throughout the day, Stacie uses physical gestures and one-word statements to make her wants and needs known (mine, want, drink) as reported in language samples and classroom observations. **A child Stacie's age should be using 3-5 word sentences.***