**This is a sample classroom tracking summary using the Work Sampling Developmental Checklist. Programs can use the blank**

**YEAR 2015\_**

NAME of Teachers: Timothy Teacher and Twila Teacher

ABC CHILD CARE CENTER – 4 Year Old Classroom

Work Sampling Developmental Checklist

**Template to design summary sheets that can track the movement by individual children and the whole classroom as a whole**

**toward successful support for outcomes. The templates are located on the Resources for Provider page on the YoungStar**

**website or are available from a YoungStar Technical Consultant.**

DIRECTIONS for use with Work Sampling Developmental Checklist:

1. List all children in classroom on the left side. (Area used for children’s names can be cut out on first 4 pages and put children on the 5th page and stapled together).
2. Ratings - The categories (NY = Not Yet, IP = In Progress, and AA = Almost Always) reflect the degree to which children have acquired the skill, behavior and/or demonstrated the accomplishments required by each of the performance indicators listed.
	1. **Not Yet** indicates that the child cannot perform this indicator or the child has not acquired.
	2. **In Process** indicates that the child can perform intermittent or emergent and are not demonstrated reliably or consistently.
	3. **Almost Always or Proficient** indicates that the child can reliably demonstrate the skills represented by this performance indicator.
	4. If an indicator covers an area of the curriculum that is not included in this classroom or that has not yet been introduced to this student, write “NA” for “Not Applicable.”
3. This checklist is completed three times per year. Each block under an indicator is either a Fall completion, then Winter, followed by Spring.
4. The outcomes identified by this program are at the top of each sheet. They include:
	1. Child has used appropriate behavior to meet needs. (Action to Meet Needs)
	2. Child has gained positive social relationships
	3. Child has acquired knowledge and skills.

**Note:** By using a systematic tracking system, the program can follow the movement of individual children or of all children in a classroom and be able to indicate whether the intended benefits or changes were experienced by the child(ren) which will help identify if progress has been made toward the specific outcome. It can also be used to inform the teacher about the progress the class is making as a whole and provide a picture of where additional supports are needed.

 CLASSROOM TRACKING SUMMARY

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| 4 Year Old Classroom | (Health and Physical Development) |
| NY = Not Yet | Personal Health and Safety | Gross Motor Dev | Fine Motor Development | Sensory Org. |
| IP = In Process | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| AA = Almost Always | Performs some self-care tasks independently | Follows basic health and safety rules | Moves with enough balance and strength to perform simple, large motor tasks | Coordinates movements to perform more complex tasks | Uses balance and control to perform simple fine motor tasks | Uses eye-hand coordination to perform fine motor tasks | Shows beginning control of writing, drawing, and art tools | Shows use of senses to take in, experience, integrate, and regulate responses to the environment |
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| FALL Winter Spring |

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| CHILDREN | Sleeping | Eating | Toileting | Dressing | Safety Needs | Healthy Lifestyle |
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|  IL | IP |   |   | NY |   |   | NY |   |   | NY  |   |   | NY |   |   | NY |   |   | NY |   |   | NY |   |   | NY |   |   | IP |   |   | NY |   |   | NY |   |   |
|  NL | AA |   |   | AA |   |   | AA |   |   | AA |   |   | AA |   |   | AA |   |   | AA  |   |   | AA |   |   | AA |   |   | AA  |   |   | IP  |   |   | IP  |   |   |
|  TA | IP  |   |   | IP  |   |   | AA |   |   | IP  |   |   | AA  |   |   | AA  |   |   | AA |   |   | AA  |   |   | AA  |   |   | IP  |   |   | IP |   |   | IP  |   |   |
|  EM | AA |  |   | AA |   |   | AA  |   |   | AA |   |   | AA  |   |   | IP  |   |   | IP  |   |   | IP |   |   | IP |   |   | IP |   |   | AA |   |   | AA  |   |   |
|  XM | AA  |  |   | AA |   |   | AA |   |   | AA |   |   | AA |   |   | IP  |   |   | AA |   |   | IP  |   |   | IP  |   |   | IP  |   |   | AA |   |   | IP  |   |   |
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| 4 Year Old Classroom | (Social and Emotional Development) |
| NY = Not Yet | Self-Concept | Self-Control | Interactions with Others | Conflict Resolution |
| IP = In Process | 1 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| AA = Almost Always | Begins to show comfort with self as someone growing in skills and abilities | Shows some self-direction in actions | Follows classroom rules and routines | Uses classroom materials purposefully and respectfully | Manages transitions | Interacts easily with one or more children, beginning to play or work cooperatively | Interacts easily with familiar adults | Participates in the group life of the class | Participates and follows simple rules in group activities | Shows empathy and caring for others | Seeks adult help when needed to resolve conflicts | Uses words to resolve conflicts |
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| 4 Year Old Classroom | (Language and Communication Development) | (Approaches to Learning) |
| NY = Not Yet | Listening | Speaking | Literature and Reading | Writing | Approaches to Learning |
| IP = In Process | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| AA = Almost Always | Listens with understanding to directions and conversations | Follows directions that involve a two-or-three step sequence of actions | Speaks clearly enough to be understood without contextual clues | Uses language for a variety of purposes | Listens with interest to stories read aloud | Shows interest in reading-related activities | Guesses what will happen next in a story using pictures as a guide | Recognizes the association between spoken and written words | Uses scribbles, shapes, and letter-like symbols to write words or ideas | Copies or writes own name | Shows eagerness and curiosity as a learner | Chooses new as well as a variety of familiar classroom activities | Approaches tasks with flexibility and inventiveness | Persists in a task and seeks help when encountering a problem |
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| FALL Winter Spring |

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| 4 Year Old Classroom | (Cognition and General Knowledge Development) |
| NY = Not Yet IP= In Progress AA= Almost Always | Mathematical Thinking | The Arts |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| **Approach to mathematical thinking:** Shows interest in quantity and number | **Patterns & relationships** | **Number concept and operations:** Shows curiosity and interest in counting and numbers | **Geometry & spatial relations**  | **Measurement**  | **Expression & representation**  | **Artistic appreciation:** Shows interest in the work of others |
| FALL Winter Spring | Recognizes simple patterns and duplicates them | Sorts objects into subgroups that vary by one or two attributes | Orders or seriates several objects on the basis of one attribute | Identifies and labels several shapes | Shows understanding of and uses several positional words | Shows understanding of and uses comparative words | Participation in measuring activities | Begins to construct a sense of time | Uses a variety of art materials for tactile experience & exploration | Participates in group music experiences | Participates in creative movement and dance |
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| 4 Year Old Classroom | (Cognition and General Knowledge Development) |
| NY = Not Yet | Scientific Thinking | Geometry and Spatial Relations | Social Studies  |
| IP = In Process | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| AA = Almost Always | **Observing and Investigating**  | **Questioning and predicting:** | **Geometry and spatial relations:** Identifies and labels several shapes | **Geometry and spatial relations:** Shows understanding of and uses several positional words | **Measurement**: Shows understanding of and uses comparative words | **Measurement:** Participates in measuring activities | **Measurement**: Begins to construct a sense of time | **Expression & representation:** Uses a variety of art materials for tactile experience & exploration |  Recognizes human similarities and differences |  Begins to understand human inter-dependence | Begins to understand rights and responsibilities  |
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| FALL Winter Spring |

 | Uses senses to explore classroom materials and natural phenomena | Uses tools for investigation | Makes comparisons among objects that have been observed | Seeks answers to questions through active exploration |
| CHILDREN |
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