



PTK DRDP (2025) Observation Worksheet
For Preschool, Transitional Kindergarten, and Kindergarten

ATL 1: Engagement, Attention, and Persistence

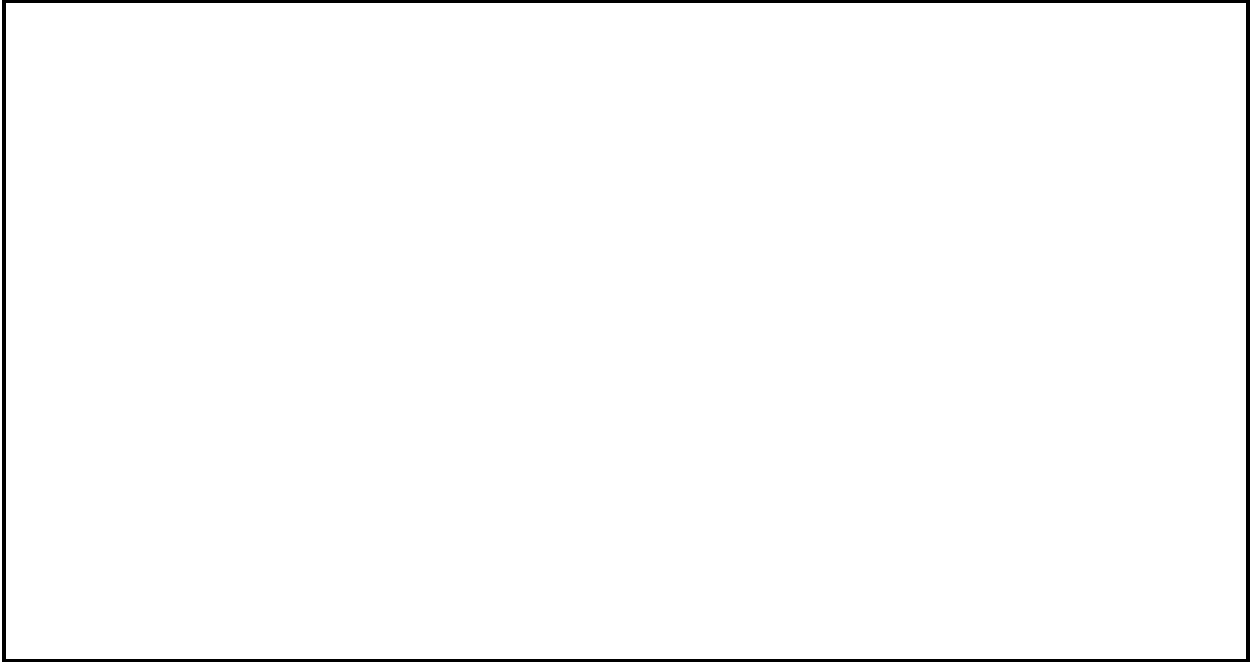
Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

ATL 2: Curiosity, Interest, and Initiative

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

ATL 3: Problem-Solving

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities



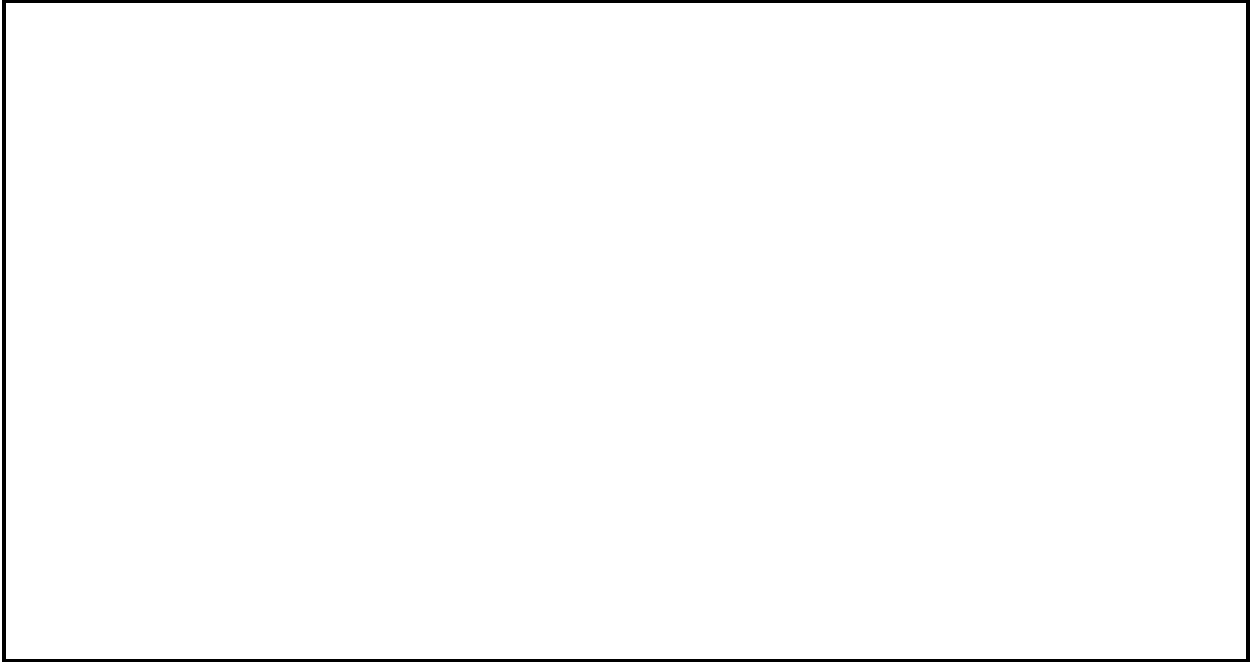
ATL 4: Planning

Child develops increasing ability to set and carry out goals and plans related to learning activities

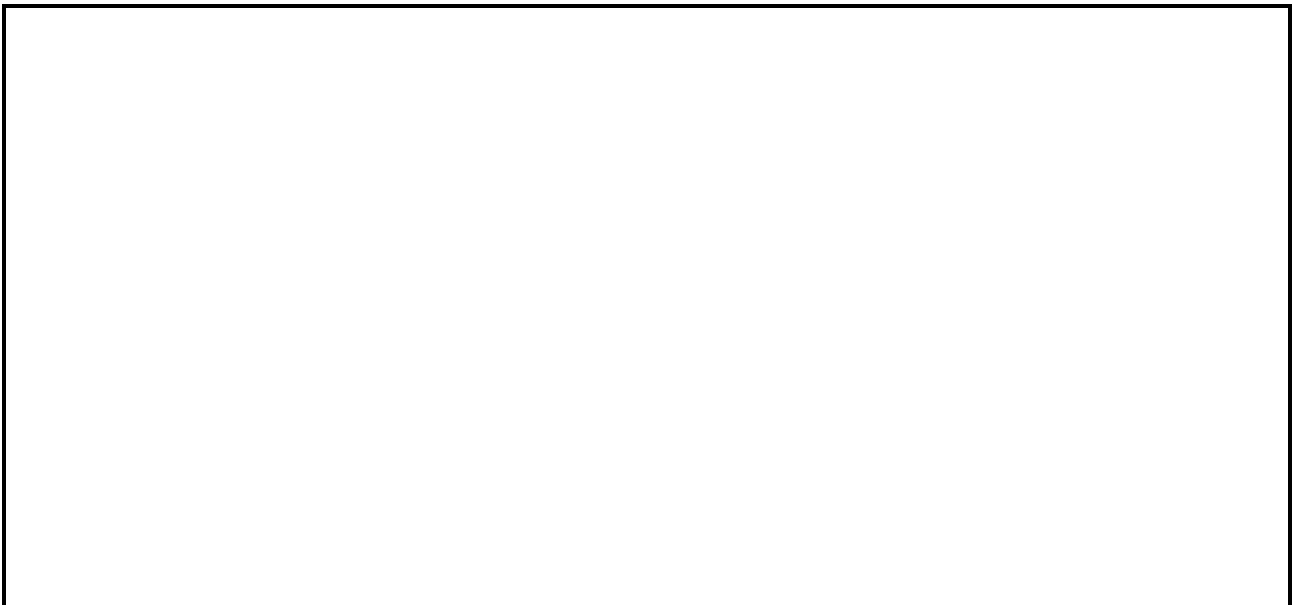


SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

**SED 2: Social Awareness**

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics



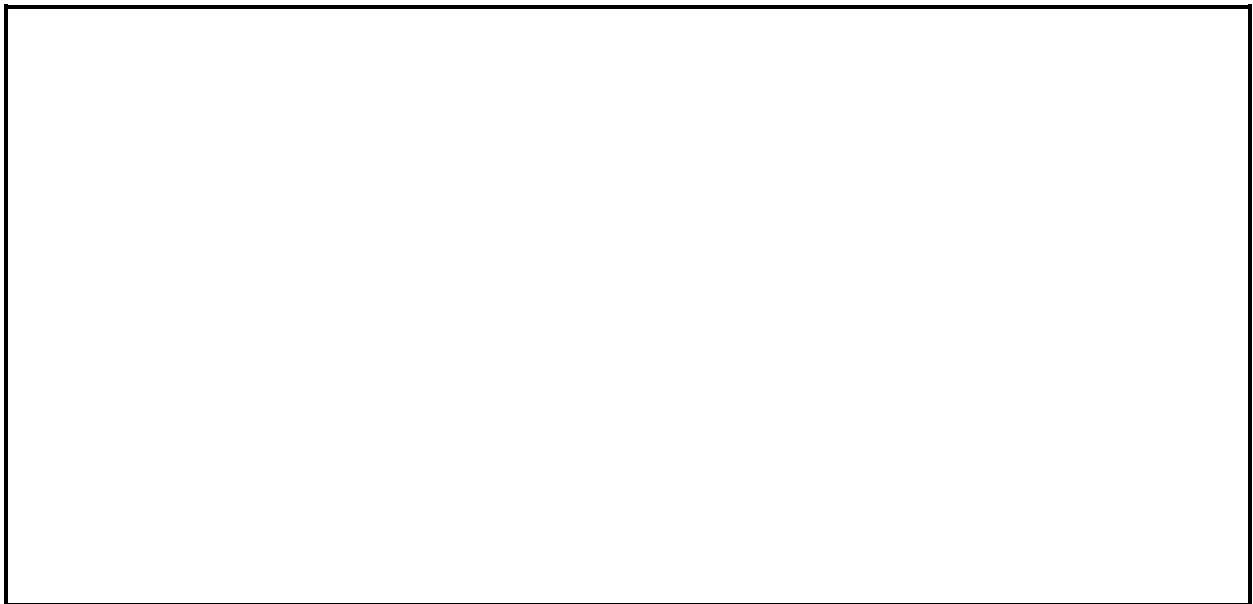
SED 3: Relationships and Reciprocal Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults



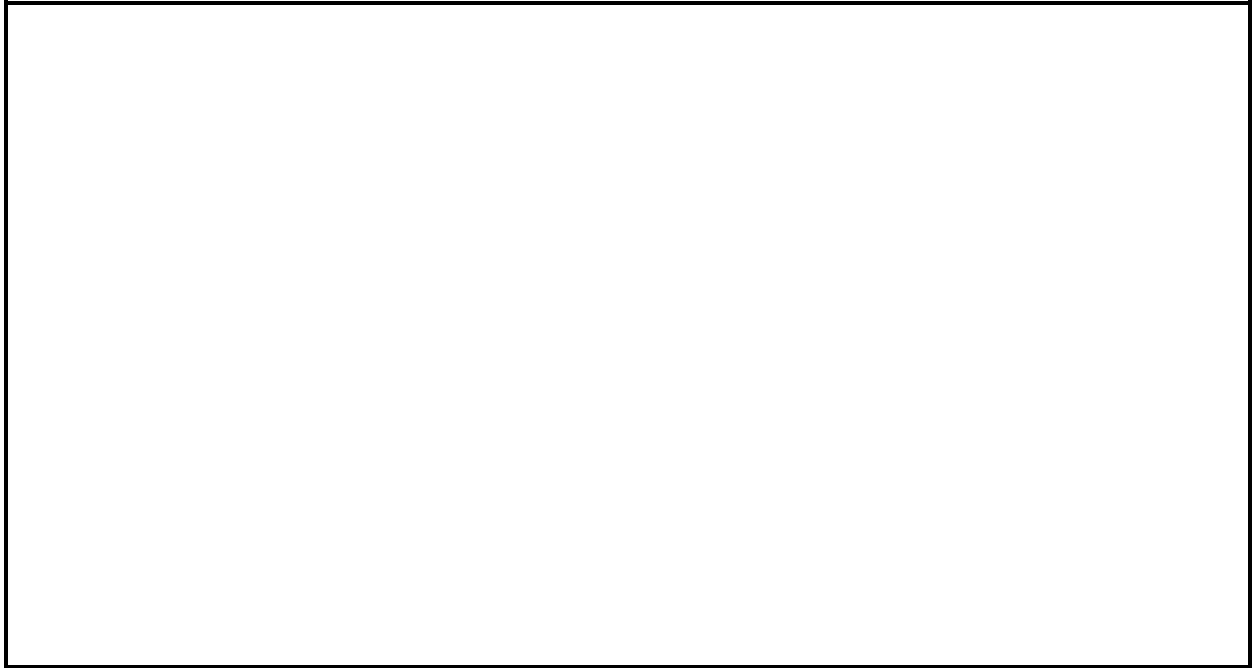
SED 4: Relationships and Interactions with Peers

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions



SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

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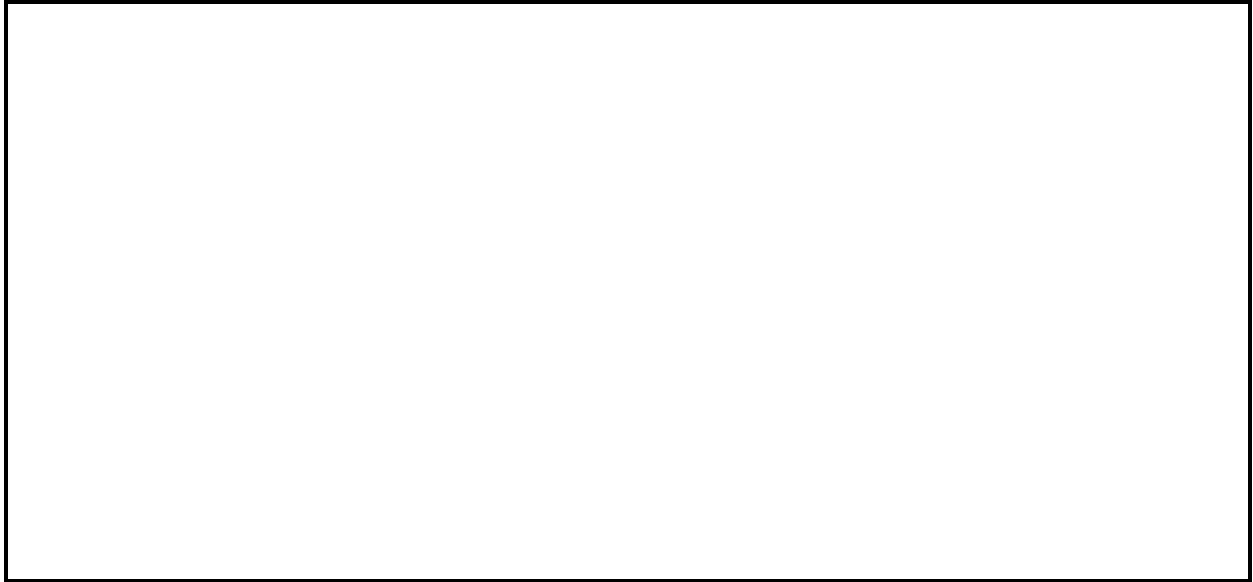
FLD 1: Understanding Language (Receptive)

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

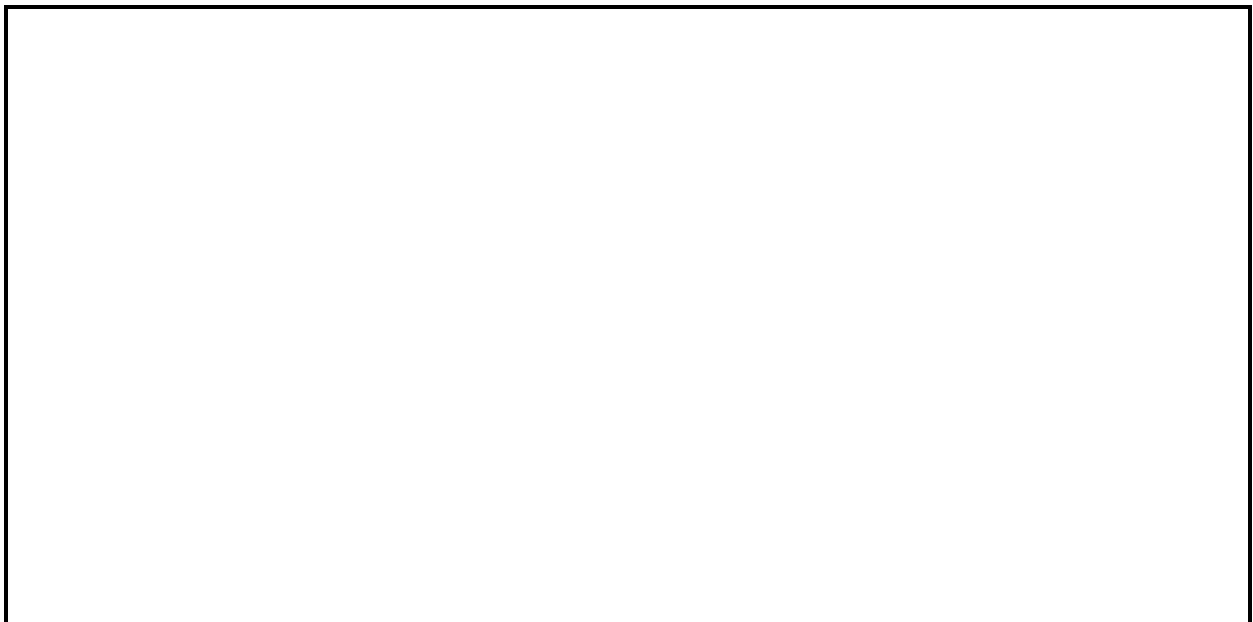
A large, empty rectangular box with a black border, intended for content related to FLD 1: Understanding Language (Receptive).

FLD 2: Using Language (Expressive)

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

A large, empty rectangular box with a black border, intended for content related to FLD 2: Using Language (Expressive).**FLD 3: Shared Communication and Conversation**

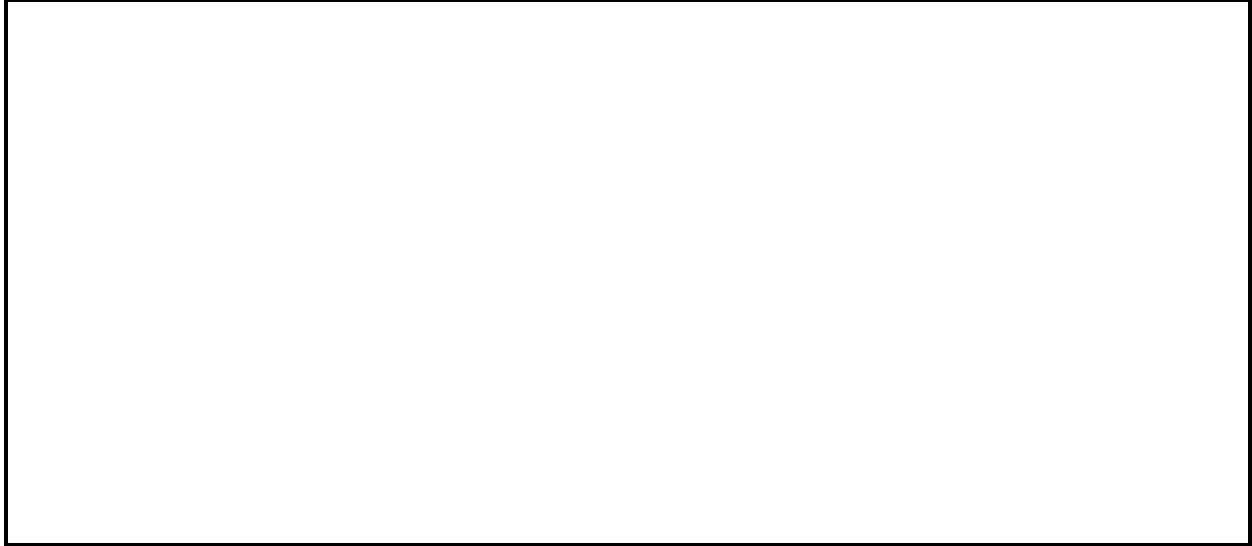
Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication (AAC)

A large, empty rectangular box with a black border, intended for content related to FLD 3: Shared Communication and Conversation.

FLD 4: Foundational Literacy Skills

Child shows increasing ability to manipulate and combine components of language related to early literacy:

- phonological awareness for children learning to communicate using **spoken** language;
- location, handshapes, and movement for children learning to communicate using **sign** language; and
- recognition, combination, and use in set phrases for children learning to communicate using **Augmentative and Alternative Communication (AAC)** symbols



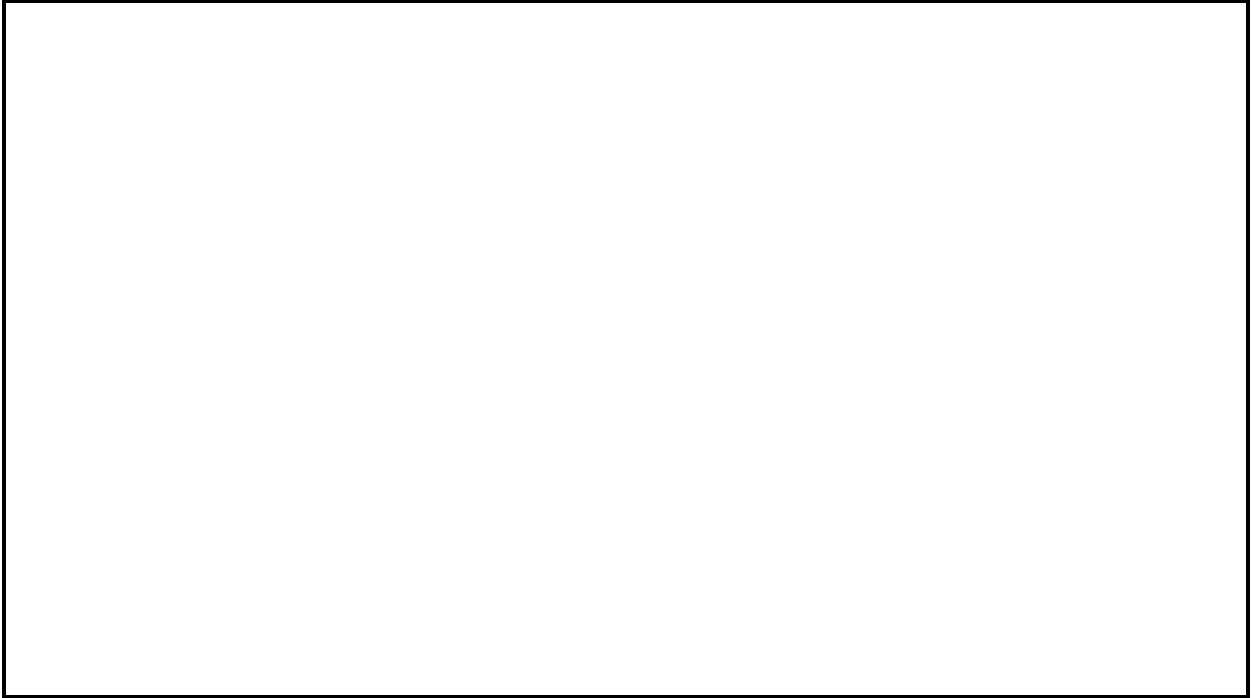
FLD 5: Alphabetics and Print Knowledge*

Child shows increasing awareness of symbols, characters, or letters in the environment, including identifying how letter and word names, sounds, or fingerspelling correspond to printed text or braille

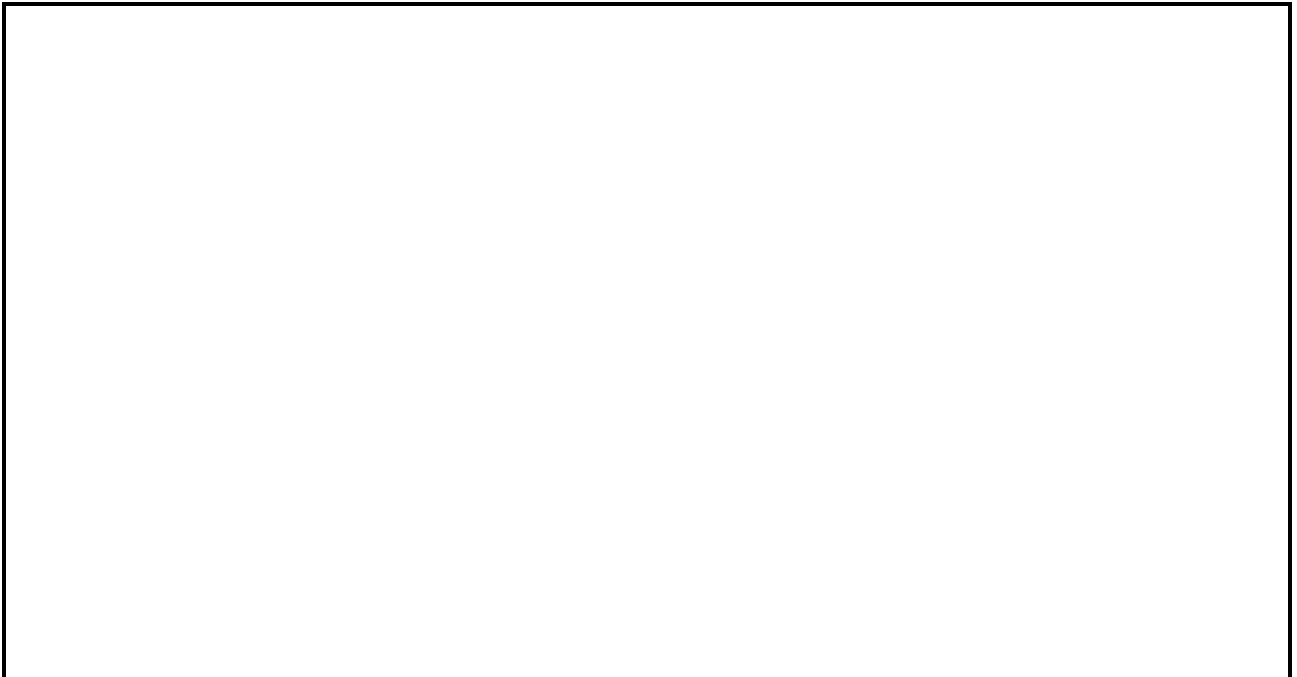


FLD 6: Writing

Child shows increasing ability to write using marks, scribbles, drawings, letters, characters, or words to represent meaning*

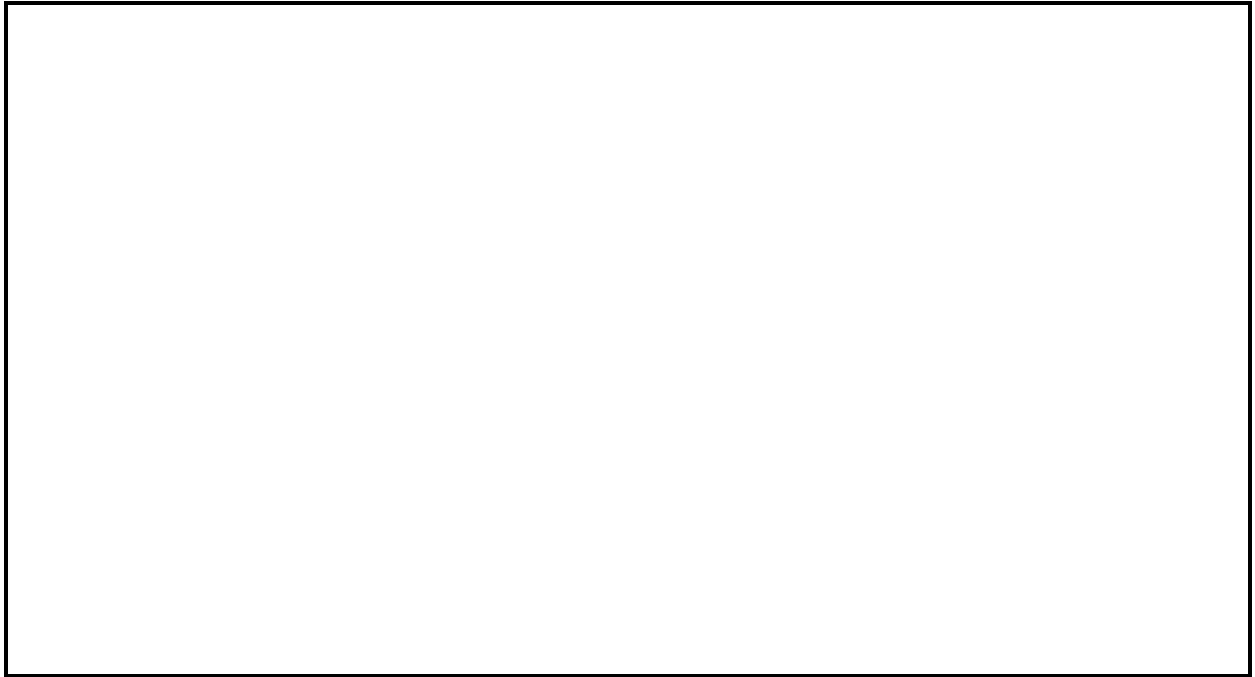
A large, empty rectangular box with a black border, intended for a child to demonstrate their writing skills.**ELD 1: Comprehension of English (Receptive English)**

Child shows increasing progress toward fluency in understanding spoken English

A large, empty rectangular box with a black border, intended for a child to demonstrate their comprehension of spoken English.

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in using spoken English to communicate

A large, empty rectangular box with a black border, intended for documentation or evidence related to the ELD 2 standard.**ELD 3: Understanding and Responding to English Literacy Activities**

Child shows increasing progress in comprehending literacy activities presented in spoken English (e.g., books, stories, songs, and poems)

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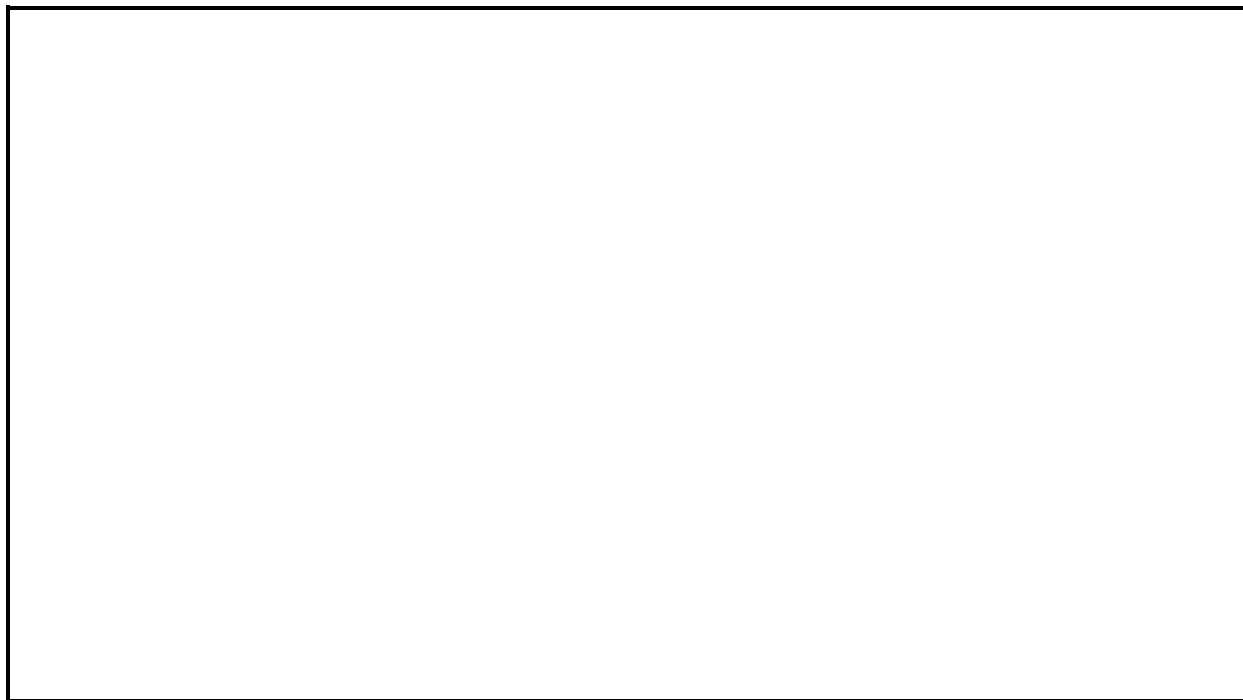
MATH 1: Spatial Thinking

Child shows increasing understanding of objects in relation to each other and how objects move in space



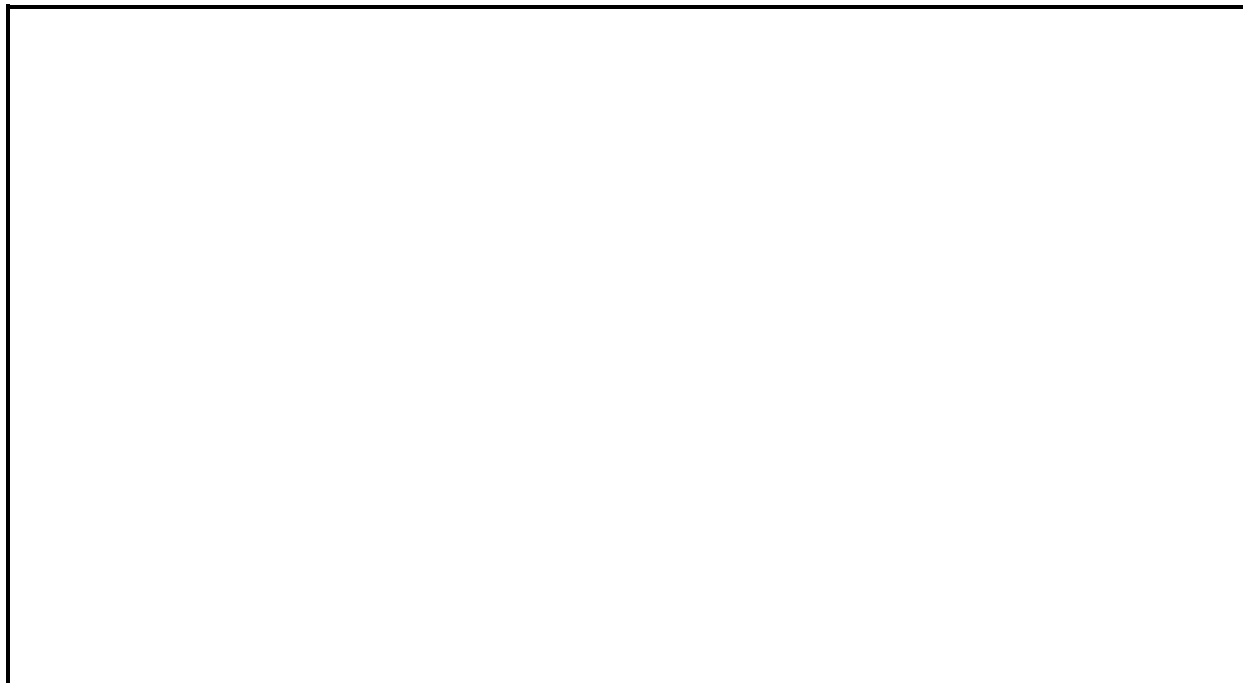
MATH 2: Classification

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use



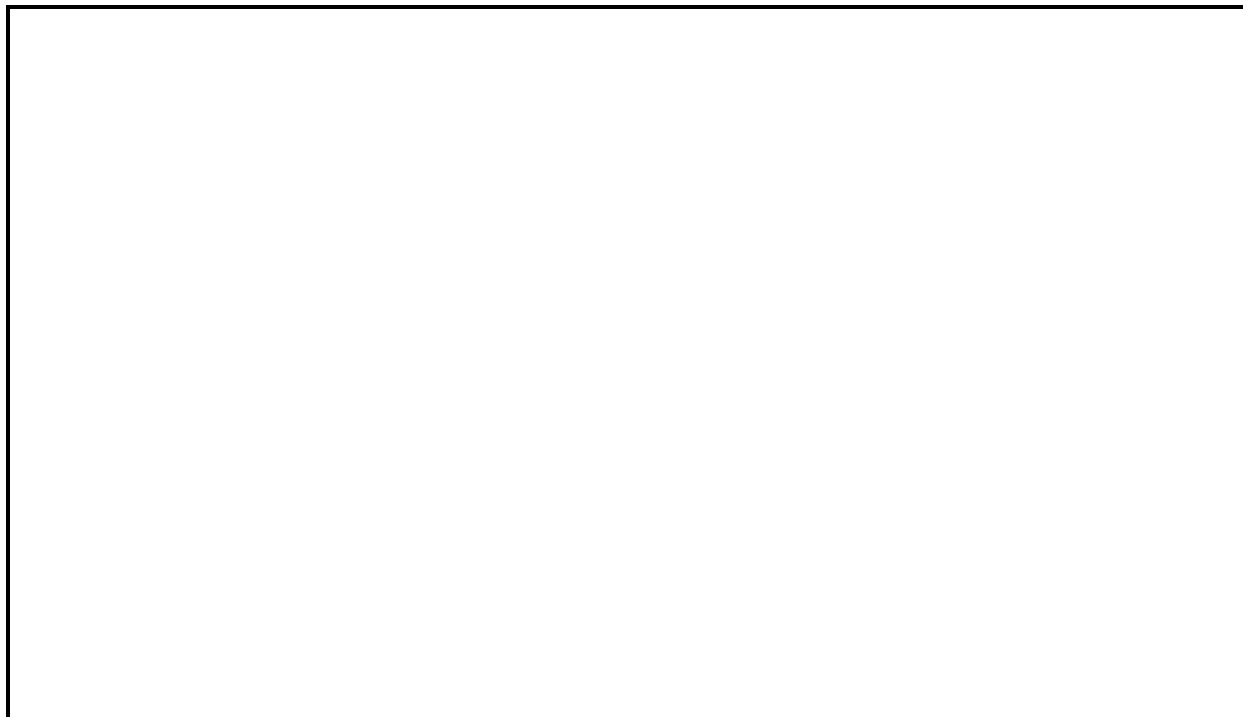
MATH 3: Number and Counting

Child shows developing understanding of number and quantity



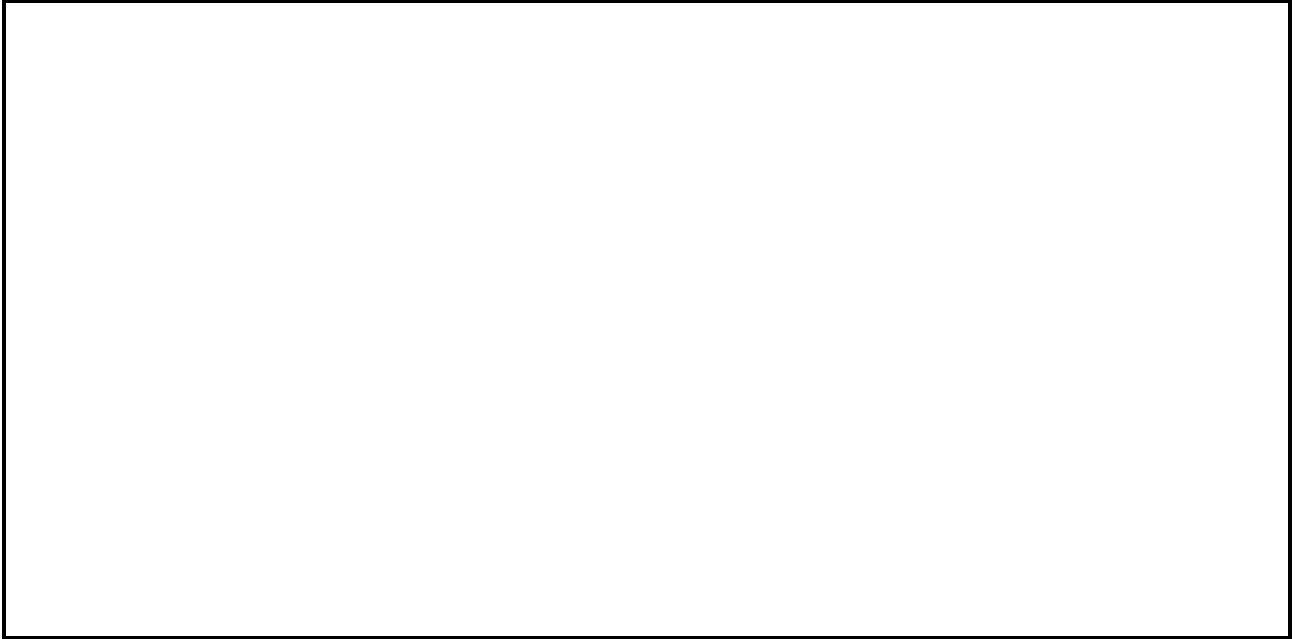
MATH 4: Number Operations

Child shows increasing ability to add and subtract small quantities of objects

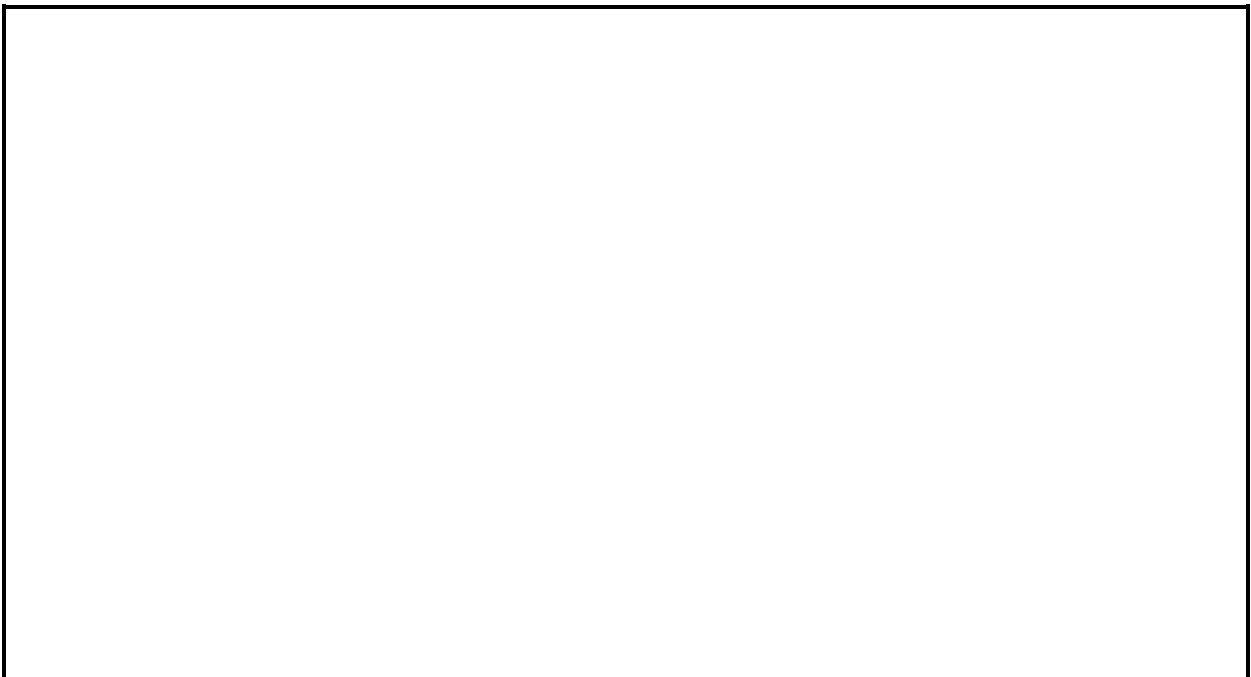


MATH 5: Measurement

Child shows increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

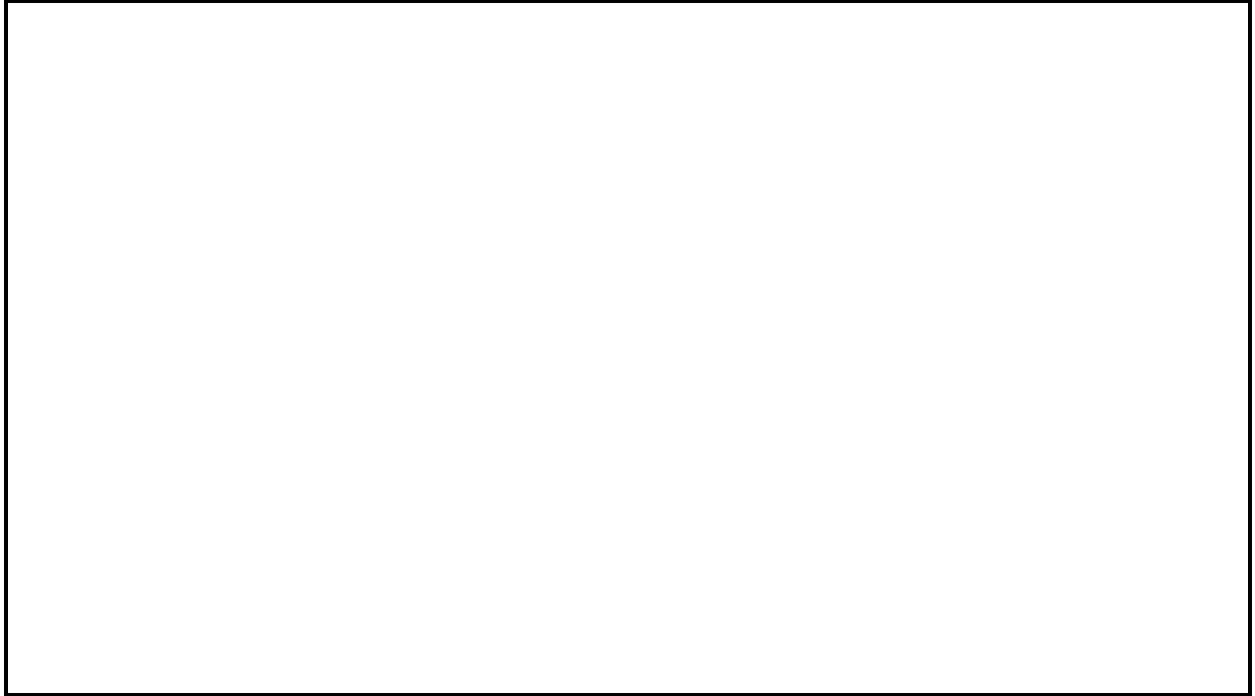
**SCI 1: Cause and Effect**

Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events



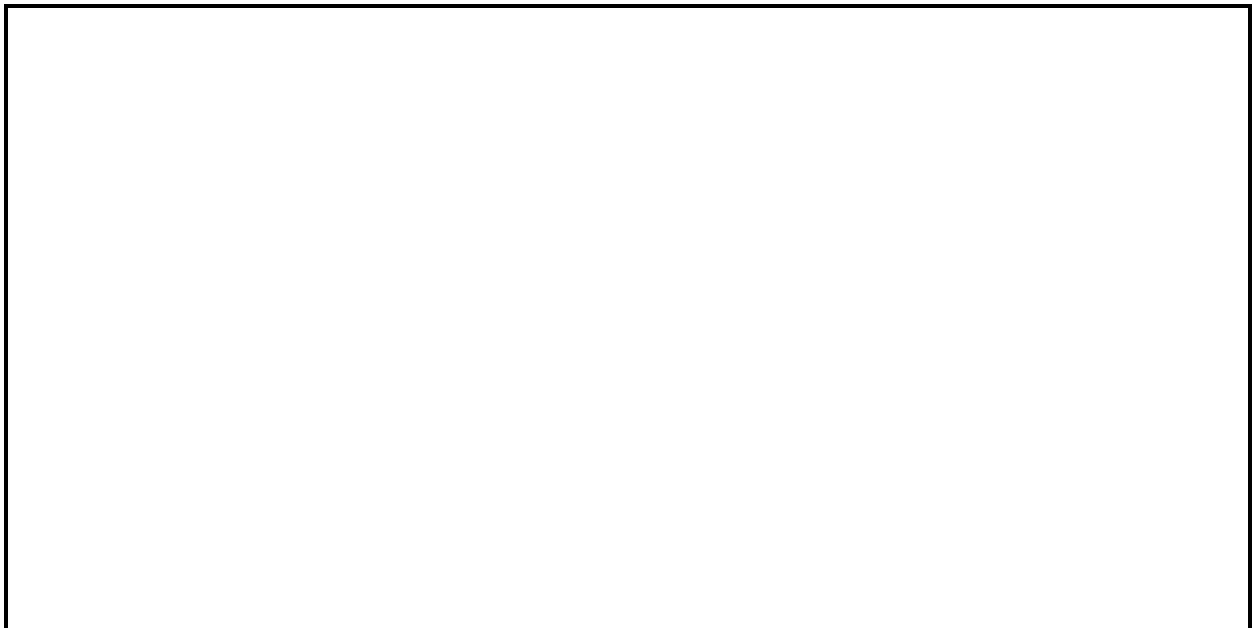
SCI 2: Inquiry Through Observation and Investigation

Child develops increasing ability to carry out observations, explorations, and investigations in the environment

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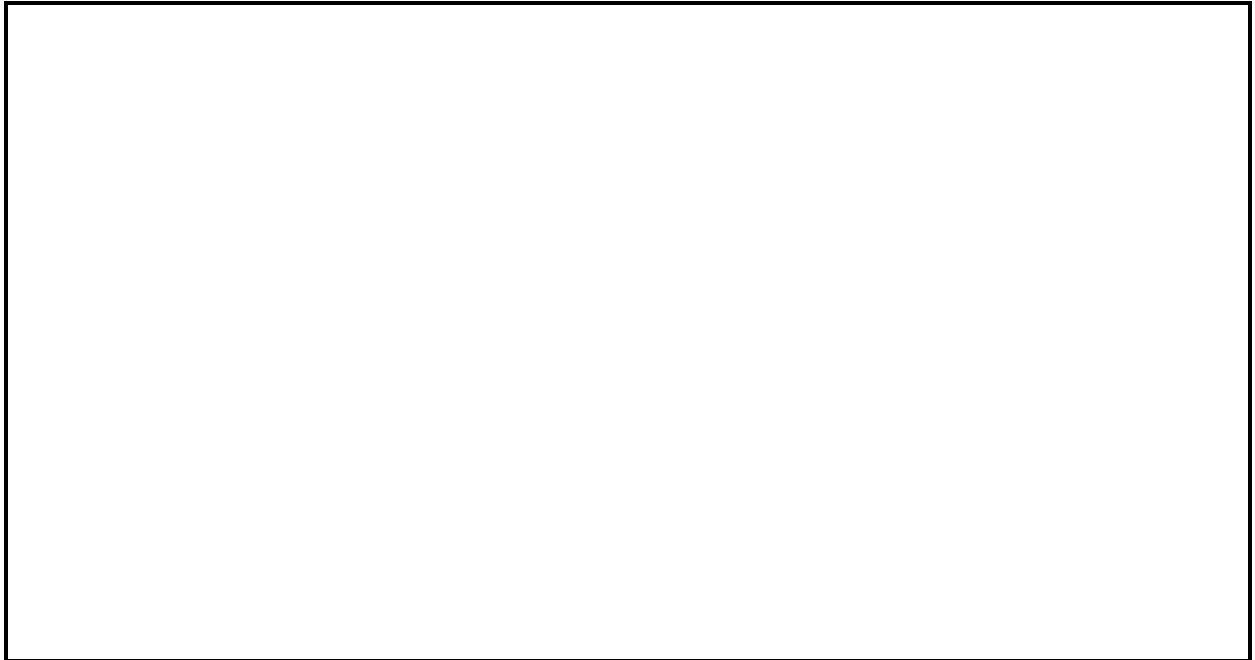
SCI 3: Documentation and Communication of Inquiry

Child develops increasing capacity to describe, record, and communicate about their observations and investigations

A large, empty rectangular box with a black border, intended for documentation or drawing related to the SCI 3 standard.

PD 1: Perceptual-Motor Skills and Movement Concepts

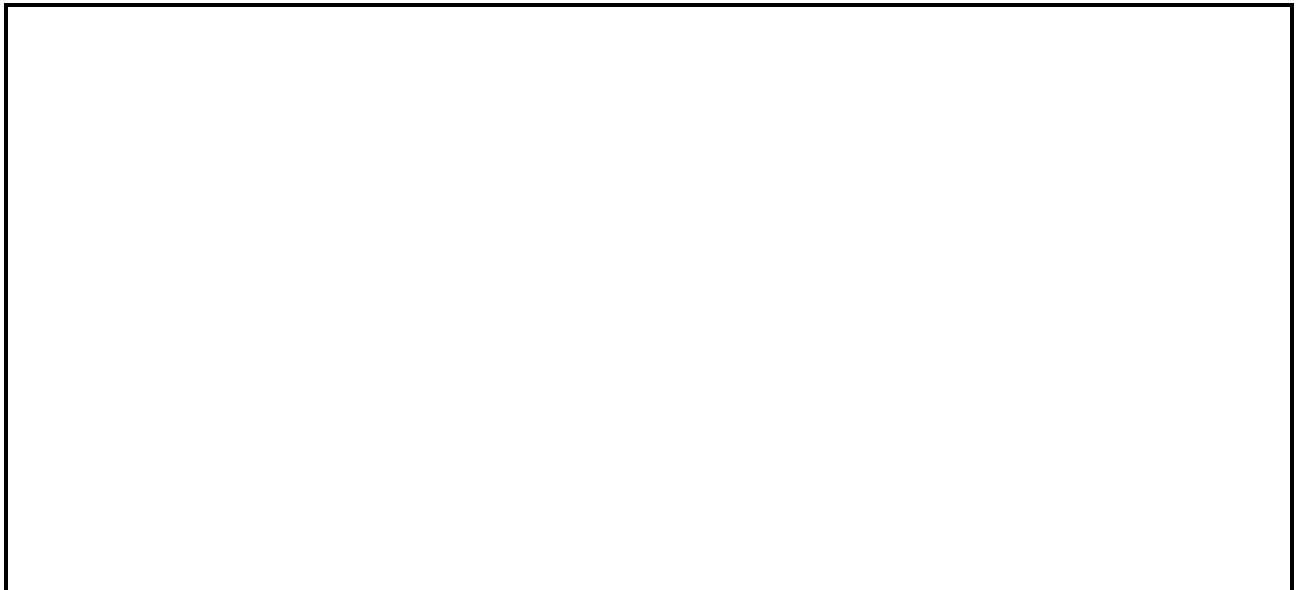
Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness*



**May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.*

PD 2: Gross Locomotor Movement Skills

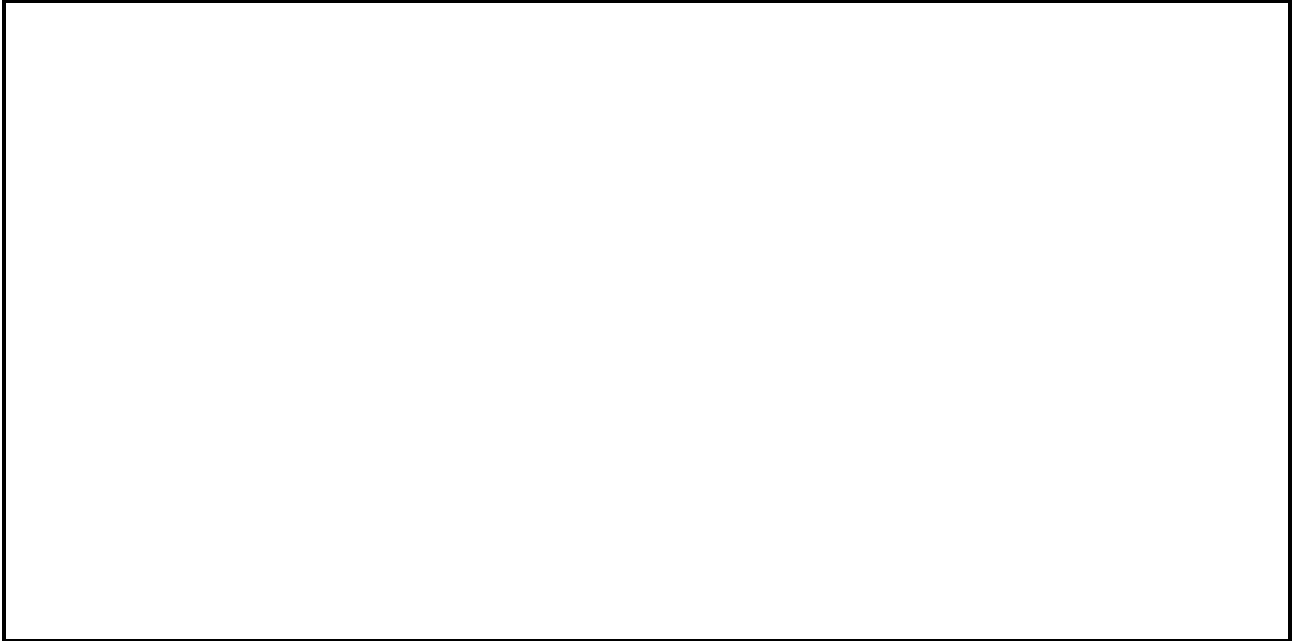
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)*



**May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.*

PD 3: Gross Motor Manipulative Skills

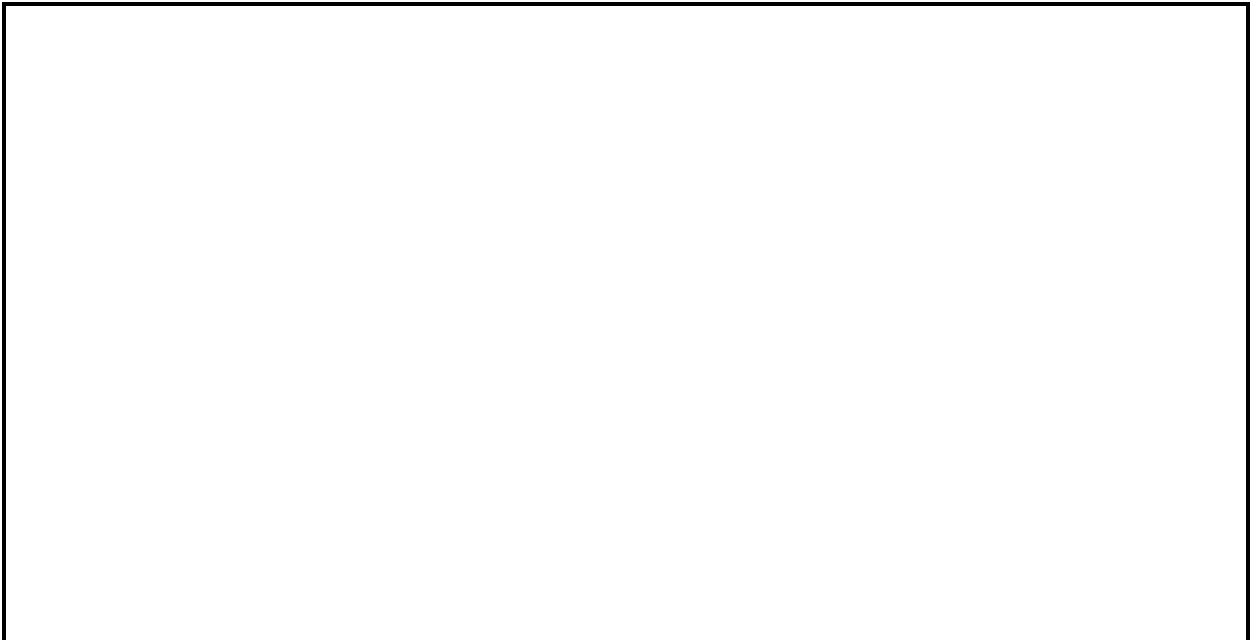
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)*



**May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.*

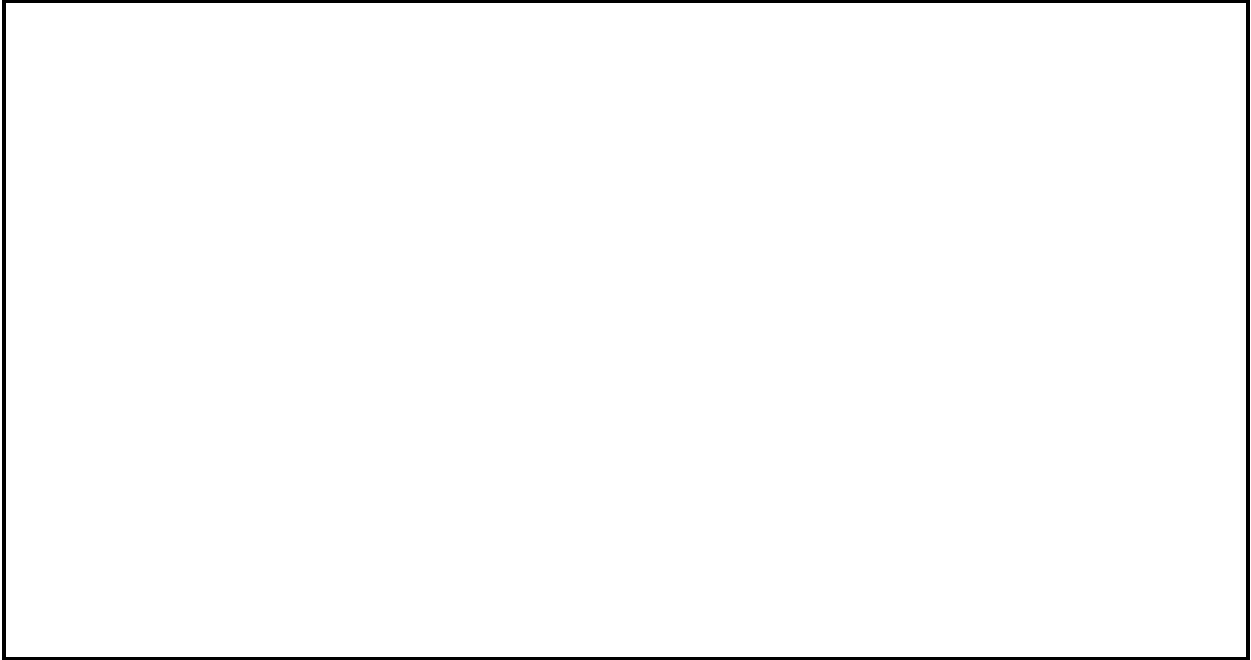
PD 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks



HLTH 1: Safety

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills



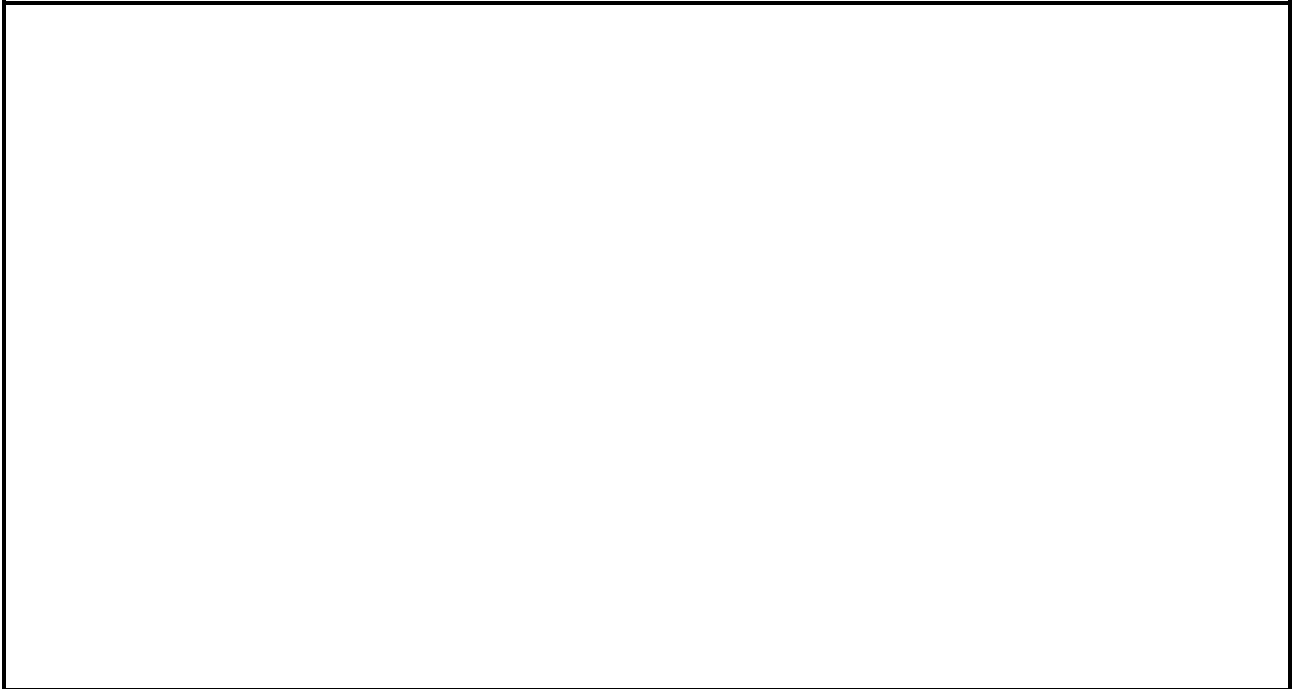
HLTH 2: Understanding of Health and Wellness

Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness



HLTH 3: Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene

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HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

A large, empty rectangular box with a black border, intended for recording observations or notes related to the feeding routine.

HLTH 5: Personal Care Routines: Self-Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

