TEACHER DATA COLLECTION FORM

Description: This data collection form is intended to provide information on a child's current level of functioning in relation to the Three Child Progress Categories, in conjunction with other supporting data. It is for use by early childhood staff, including related service providers. Definitions for outcome ratings, age expectation developmental guidelines, and Breadth of the Three Child Outcomes are linked below. This form shall be filed in the child's cumulative folder upon completion.

Demographic Information

Student's Name:	SSID:
Parent/Caregiver Name(s):	Date:
Teacher:	District:
Related Service Provider:	Related Services Only: Yes No

*The 10-digit State Issued Identifier (SSID) **must** be included on all data collection forms.

Individuals Providing Input	Approved Continuous Assessment	Initial Program Entry Rating	Final Program Exit Rating
- Parent/Guardian(s) - Early Childhood Teacher - Early Childhood Classroom Assistant(s) - Related Service Provider(s) - District Preschool Coordinator - Other Sources of Supporting Evidence _____ _____ _____ _____	- Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, Second Edition - Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Second Edition - COR Advantage, Birth to Kindergarten - Work Sampling System (WSS), Fifth Edition - Teaching Strategies Gold	- Initial - Fall - Winter - Spring Interim Rating (Year 1 Returnee Only) - Fall - Winter - Spring Interim Rating (Year 2 Returnee Only) - Fall - Winter - Spring	- Exit - Fall - Winter - Spring Interim Rating (Year 1 Returnee Only) - Fall - Winter - Spring Interim Rating (Year 2 Returnee Only) - Fall - Winter - Spring

Definitions for Outcome Ratings

Overall Age Appropriate	**Completely**	✔ The student shows functioning expected for his or her age in **all or almost all everyday situations** that are part of their life. ✔ Functioning is considered **appropriate** for the student's age. ✔ I do not have any concerns about the student's functioning in this outcome area.
	< Completely	✔ The student's functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about functioning in this outcome area. ✔ Concerns for my student may be substantial enough to suggest monitoring or possible additional support. ✔ Although age-appropriate, the student's functioning may border on not keeping pace with age expectations.
Overall Not Age Appropriate	**Somewhat**	✔ The student shows functioning expected for his or her age **some of the time and/or in some situations**. ✔ The student's functioning is a mix of age appropriate and not age appropriate behaviors and skills. ✔ The student's functioning might be described as like that of a **slightly younger child*.**
	< Somewhat	✔ The student shows some, but not much age-appropriate functioning.
	Emerging	✔ The student does **not yet** show functioning expected of a child of his or her age in any situation. ✔ The student's behaviors and skills include i**mmediate foundational skills** upon which to build age appropriate functioning. ✔ The student shows these immediate foundational skills most or all of the time, across settings and situations. ✔ The student's functioning might be described as like that of a **younger child*.**

	< Emerging	✔ The student's behaviors and skills include some **immediate foundational skills** but these are not displayed very often across settings and situations
	Not Yet	✔ The student does not yet show functioning expected of a child his or her age in any situation. ✔ The student's skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. ✔ The student's functioning might be described as like that of a much younger child.

Age Expectation Developmental Guidelines
https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Early%20Childhood/Age%20Expectation%20Developmental%20Guidelines%20quick%20reference%20landscape%201%20.pdf

ECTA Breadth of the Three Child Outcomes Infographic: three-child-outcomes-breadth.pdf (ectacenter.org)

1. **POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)**

To answer the questions below, think about the student's functioning in these and closely related areas:

- Relating with caregivers by *demonstrating regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings, etc.*
- Attending to Other People in a Variety of Setting by *expressing awareness/caution, respond to/offer greetings, respond to own/others' names, etc.*
- Interacting with Peers by *conveying awareness, responding to/initiating/sustaining interactions, sharing/coping/resolving conflicts, playing near and with peers, etc.*
- Participating in Social Games and Communicating with Others by *responding to/initiates/sustains games and back-and-forth communication, demonstrating joint attention, engaging in mutual activity, following rules of games, etc.*
- Following Social Norms and Adapting to Change in Routines by *transitioning between activities, responding to new/familiar settings/interactions, behaving in ways that allow participation, following routines and rules, etc.*
- Expressing Own Emotions and Responding to Emotions of Others by *showing pride/excitement/frustration, managing own emotions, displaying affection and comforting others, etc.*

1a. To what extent does this student show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet	< Emerging	Emerging	< Somewhat	Somewhat	< Completely	Completely
1	2	3	4	5	6	7

1b. (If Question 1a has been answered previously): **Has the student shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the outcome summary completed when the child first entered the program?** (Circle one number)

Yes	1 ➡ Describe Progress:
No	2

Summary of Supporting Evidence

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about your child's functioning in these and closely related areas.

- Using Problem Solving by *figuring things out, use of trial and error, remember steps/actions and execute them with intention, experiment with new/known actions.*
- Showing Interest in Learning by *persisting, showing eagerness and awareness, imitate/repeat actions, and explore environment.*

- Engaging in Purposeful Play by *showing early awareness and exploration, using objects according to function, playing by building, pretending, organizing, and expanding play scenarios and roles, etc.*
- Understanding Pre-Academics and Literacy by *noticing differences or associations among things, demonstrating matching/sorting/labeling by size/shape/color/numbers/function, interact with books and pictures, practice early writing and reading.*
- Understanding Questions Asked and Directions Given by *responding to gestures/verbal requests, understanding meaning of increasingly complex words/questions/directions, knowing and stating details about self, etc.*
- Acquiring Language to Communicate by *learning and using sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communications (AAC), etc.*

2a. To what extent does this student show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet	< Emerging	Emerging	< Somewhat	Somewhat	< Completely	Completely
1	2	3	4	5	6	7

2b. (If Question 1a has been answered previously): **Has the student shown any new skills or behaviors related to acquiring and using knowledge and skills since the outcome summary completed when the child first entered the program?** (Circle one number)

Yes	1 ➡ Describe Progress:
No	2

Summary of Supporting Evidence

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas.

- Moving Around and Manipulating Things to Meet Needs *by moving with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control, etc.*
- Eating and Drinking with Increasing Independence by *sucking/swallowing, chewing, biting, finger feeding, using utensils, holding a bottle, drinking from cup, showing growing independence with the amount/types of food eaten, accessing food and feeding themselves, etc.*
- Dressing and Undressing with Increasing Independence by *assisting with dressing, taking off/putting on shoes and clothes, connecting/undoing various types of fasteners, etc.*
- Diapering/Toileting and Washing with Increasing Independence by *lifting legs for diaper change, sitting on potty, washing hands, brushing teeth, help with bathing routines, etc.*
- Communicating Needs by *indicating hunger/need for sleep/diaper change, expressing discomfort/hurt, request or reject food, express choice/preferences*, etc.
- Showing Safety Awareness by *avoiding dangers (e.g., putting things in mouth, touching hot stove), following safety rules across settings and situations, etc. Note: This awareness is less evident in very young children*

3a. To what extent does this student show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet	< Emerging	Emerging	< Somewhat	Somewhat	< Completely	Completely
1	2	3	4	5	6	7

3b. (If Question 1a has been answered previously): **Has the student shown any new skills or behaviors related to acquiring and using knowledge and skills since the outcome summary completed when the child first entered the program?** (Circle one number)

Yes	1 ➡ Describe Progress:
	2

Summary of Supporting Evidence