

Program Assessment Worksheet

Child: Luke Teacher: Jackie Date:

Daily Schedule	Expectations	Child's Level of Performance	Notes
Free Play and Center Time	Try activities in different areas, play with minimal teacher support, and engage in cooperative play	Concern	Luke tends to avoid manipulative and art activities. He communicates very little with teachers and peers.
Clean up	Put toys away in proper place with verbal cues	Average	Luke needs significant verbal cues.
Mealtimes	Sit at table, try a variety of foods, request food items from teacher, ask to be excused, clean up and wash hands independently	Average	Luke still doesn't eat crunchy or hard foods, but he eats a lot and uses his SpringBoard to request and say please.
Outside	Explore playground equipment and areas. engage in cooperative play	Strength	Luke loves the music hut, slide, and tricycle. However, he does not engage his peers.
Circle	Sit with peers, attend to teacher and book, listen and imitate songs, respond to questions	Concern	Luke struggles to remain interested in what his teacher is saying and does not comment or answer questions.
Nap	Take off shoes and go to cot when directed, rest quietly until teacher directs children to get up, put on shoes with minimal assistance.	Strength	Luke is a good sleeper. He needs a lot of assistance to put his shoes on.
Transitions	Follow teacher's directions to move to next activity	Concern	It is difficult for Luke to divert his attention to the teacher and join the group in a transition. Once the teacher has his attention, he complies easily.

Adapted from: Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.