



Instructions for Completing the Florida Standards Pre- and Post-Assessments

Before Conducting the Pre-Assessment

1. Allow 2-4 weeks to get to know the child you will be assessing.
2. Read and review each item.
3. If you don't understand any item, or need more clarification, consult the Florida Standards books or go to the Florida Standards link printed on the back of the assessment.
 - o You can easily access the Pre- and Post-Assessment on the ELC website:
elcpinellas.net → Forms → Sample Pre/Post Assessment Tool
 - o For Infants to three-year-olds, click on link on the back of the assessment to be taken to the Florida Birth to Three Learning and Developmental Standards link
 - o For 3 to 5-year-olds, click on link on the back of the assessment to be taken to the Florida School Readiness Performance Standards
4. In the Standards books, you will find a list of activities/behaviors to look for to determine if the child has met each standard, as well as suggestions for activities that will help the child meet each standard.

Completing the Pre-Assessment

5. Write the child's name
6. Write the child's age in the left (Pre) space
 - o 4 months = 0-4
 - o 18 months = 1-6
 - o 3 years and 2 months = 3-2
7. Write your name
8. Write the date at the top of the left column in any format you choose:
 - o Fall 2010, 01-11, or 2-01-11
9. Score the child using a 1, 2, or 3 as defined at the top of the assessment.
10. Optional: When the assessment is complete, you can write a few comments to the parent on the back of the assessment.
11. **Important** - Have the parent sign the back of the assessment.
12. Optional: You can make a copy of the assessment for the parent at this time, but make sure you keep the original

Using the Pre-Assessment to Guide Lesson Planning

Use the information in the Pre-Assessment to provide direction when creating lesson plans.

- Scores of 2 or 3 will indicate areas in which to focus.

Before Conducting the Post-Assessment

1. Allow 6-9 months to allow the child time to make progress.
2. Review each item in the assessment tool.
3. Review the Florida Standards books or go to the Florida Standards link printed on the back of the assessment.
 - See pre-assessment instructions.

Completing the Post-Assessment

1. Write the child's age in the right (Post) space
 - See pre-assessment instructions
2. Write the date at the top of the right column
3. Score the child using a 1, 2, or 3 as defined at the top of the assessment.
4. Optional: When the assessment is complete, you can write a few comments to the parent on the back of the assessment.
5. Sign the back of the assessment.
 - Print a 2-sided copy for the parent.
6. **Important** - Make sure to keep completed assessments for at least five years.

Child's Name: _____ Pre Age: ____/____ Post Age: ____/____
First Last Years/Months Years/Months

Teacher's Name: _____
First Last

1. Child demonstrated mastery of the performance standard.
2. Child demonstrated some knowledge of the performance standard.
3. Child needs more time to master the performance standard. Pre Date Post Date



INFANT: 0-12 MONTHS

APPROACHES TO LEARNING		PRE	POST
A1	I am eager and curious about things around me		
B1	I try to repeat activities I enjoy		
C1	I am aware of and interested in familiar objects, people, and events		

SOCIAL & EMOTIONAL		PRE	POST
A1	I form and maintain secure relationships with others		
A2	I am interested in exploring my environment		
B1	I cry when I'm hungry, uncomfortable, or unhappy and stop crying when my needs are met		
B2	I can calm myself by sucking on my hand or relax when I'm cuddled or held		
B3	I smile, vocalize, reach out, or cry to gain the help and attention of caregivers		
C1	I have a warm and affectionate relationship with my caregiver		
C2	I am becoming aware of myself and my body		
C3	I can make things happen. (I kick a mobile to make it move)		

LANGUAGE & COMMUNICATION		PRE	POST
A1	I can distinguish the voices of familiar adults		
B1	I use a variety of sounds and movements to communicate (coo, babble, wave, point)		
C1	I enjoy the sounds and rhythms of language		
D1	I am developing eye-hand coordination and can pass objects from one hand to the other		
D2	I watch the activities of others and imitate sounds, facial expressions, and actions		

COGNITIVE DEV. & GENERAL KNOWLEDGE		PRE	POST
A1	I respond in simple ways to people and objects		
A2	I establish primary relationships by interacting with parents and caregivers		
A3	I have discovered that I can make things happen (reach, grab, bang, mouth toys)		
B1	I respond to people and objects by imitating familiar sounds and movements		
B2	I have established primary relationships with familiar people and things		
B3	I intentionally reach, drop, cry, and repeat actions to make things happen		
C1	I apply existing knowledge to new situations to differentiate between strangers and familiar people		
C2	I understand primary relationships (I smile socially to interact with others)		
C3	I can make things happen by reaching and grasping things I want		

MOTOR DEVELOPMENT		PRE	POST
A1	I demonstrate balance, control, and coordination (I can sit without support and stand firmly on my legs and bounce actively when held in a standing position)		
B1	I demonstrate strength, control, and eye-hand coordination (I can look at and transfer objects from hand to hand)		
C1	I can participate in self-care (I can feed myself simple finger foods)		

COMMENTS:

Parent Signature: _____

Signature: _____



INFANT ASSESSMENT

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TODDLER: 12-24 MONTHS

APPROACHES TO LEARNING		PRE	POST
A1	I am eager and curious about things around me		
B1	I can focus with persistence on activities I enjoy		
C1	I enjoy finding new uses for familiar objects and experiences		

SOCIAL & EMOTIONAL		PRE	POST
A1	I form and maintain secure relationships with others		
A2	I actively explore my environment		
B1	I use emotional expressions (pout, whine, cry, or smile) to get what I want		
B2	I am learning to accept limits		
B3	I am learning social problem-solving skills (I say "mine" to a child who wants my toy)		
C1	I have a warm and affectionate relationship with my caregiver		
C2	I am becoming aware of myself as everything becomes "mine"		
C3	I am developing competence and confidence and can use words to get my needs met (More juice)		

LANGUAGE & COMMUNICATION		PRE	POST
A1	I am learning to understand words by listening to language		
B1	I can name pictures and objects, use two-word sentences, and experiment with language		
B2	I participate in conversations and ask many questions		
C1	I am discovering that pictures represent real objects, events, and ideas (stories)		
C2	I show motivation to read by pretending to read books		
D1	I make purposeful marks on paper and can scribble using circular motions		
D2	I imitate familiar routines during dramatic play		



COGNITIVE DEV. & GENERAL KNOWLEDGE		PRE	POST
A1	I respond in complex ways to people and objects (I prefer certain colors, foods, and clothes)		
A2	I expand relationships as I imitate the behaviors of familiar adults		
A3	I initiate more complex interactions with people and things (push, pull, poke, drop, squeeze)		
B1	I show more complex responses to people and objects (I spill milk and saying, "uh-oh"; I match sounds to pictures of animals)		
B2	I am expanding relationships and developing a greater understanding of object permanence (I ask about an adult who is not present)		
B3	I initiate more complex interactions (I repeat actions and experiences)		
C1	I show more complex responses to people and objects by saying "No!" or "Me do it!" when caregivers try to help me		
C2	I enjoy interacting with familiar people and objects		
C3	I initiate more complex interactions through problem solving and creative expression (I use trial and error to fit different shapes into holes or stack rings in order)		

MOTOR DEVELOPMENT		PRE	POST
A1	I demonstrate balance, control, and coordination (I can walk up and down stairs while holding a support and throw a ball overhand without falling down)		
B1	I demonstrate strength, control, and eye-hand coordination (I can string large beads on a string and stack 5-6 blocks)		
C1	I participate in self-help skills (I can eat with a spoon independently and unzip a zipper)		

COMMENTS:

Parent Signature: _____

Signature: _____



TODDLER ASSESSMENT

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First Last Years/Months Years/Months

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First Last

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Pre Date Post Date

TWOS

APPROACHES TO LEARNING		PRE	POST
A1	I am an eager and curious learner		
B1	I initiate activities and seek help when I have a problem		
C1	I am excited when I explore new materials and discover new uses for familiar materials		
SOCIAL & EMOTIONAL		PRE	POST
A1	I engage in positive social play, sometimes with other children		
A2	I pretend play (prepare a meal, drive a car)		
B1	I understand and use emotion words such as, "I'm mad," to get my needs met		
B2	I can wait for my turn		
B3	I say, "No. Stop!" when another child takes my toy		
C1	I can initiate play with a familiar friend		
C2	I can point to myself in a photograph		
C3	I insist on doing everyday tasks by myself		
LANGUAGE & COMMUNICATION		PRE	POST
A1	I listen to books, sing songs, and repeat rhymes to gain an understanding of language		
B1	I speak clearly enough to be understood by most listeners		
B2	I participate in conversations and change topics rapidly		
C1	I am building an appreciation for print and books		
C2	I demonstrate the motivation to read by asking caregivers to read a book over and over again		
D1	I use scribbles and unconventional shapes to convey messages		
D2	I participate in imaginative play to re-enact familiar experiences (pretend to cook, make a sand cake for others to eat)		



COGNITIVE DEV. & GENERAL KNOWLEDGE		PRE	POST
A1	I demonstrate discriminating responses to people and objects (I can wash hands when directed or pick up toys at clean-up time)		
A2	I engage in multiple productive relationships (I dig through sand to find hidden toys)		
A3	I initiate rich and varied events (I seek details and want to know what objects can do)		
B1	I demonstrate discriminating responses to people and objects (I can understand abstract concepts like now, later, over, and under)		
B2	I engage in multiple productive relationships (I can identify my best friend)		
B3	I initiate rich and varied events (I understand one-to-one relationships: shoe/sock, cup/juice)		
C1	I am very responsive to people and events (I can move in time with music)		
C2	I engage in many productive relationships (I role-play with dolls or other toys)		
C3	I initiate rich and varied events through trial and error (I can complete a 3-4 piece puzzle)		

MOTOR DEVELOPMENT		PRE	POST
A1	I demonstrate balance, control, and coordination (I can walk up and down stairs without holding the rail and pedal a tricycle)		
B1	I demonstrate strength, control, and eye-hand coordination (I can build a tower of 10 blocks and do simple fingerplays)		
C1	I participate in self-help skills (I can feed myself without help, using a spoon or fork and wash and dry my own hands)		

COMMENTS:

Parent Signature: _____

Signature: _____



TWOS ASSESSMENT

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Pre Date Post Date

THREES

APPROACHES TO LEARNING		PRE	POST
A1	I am an eager and curious learner		
B1	I can concentrate briefly on tasks I am interested in and seek help when I have a problem		
C1	I approach play with purpose and inventiveness		

SOCIAL & EMOTIONAL		PRE	POST
A1	I demonstrate self-confidence		
A2	I show some self-direction		
B1	I follow simple rules and routines, with guidance		
B2	I am beginning to use classroom materials carefully		
B3	I can manage transitions		
C1	I interact with one or more children		
C2	I interact with familiar adults		
C3	I participate in group activities		
C4	I show empathy and caring for others		
D1	I seek adult help when needed to resolve conflicts		

LANGUAGE & COMMUNICATION		PRE	POST
A1	I gain knowledge by listening		
A2	I can follow two-step directions		
B1	I speak clearly enough to be understood by most listeners		
B2	I use expanded vocabulary and language		
C1	I show appreciation for books		
C2	I show beginning phonological awareness		
C3	I show an interest in letters and words		
C4	I comprehend and respond to stories read aloud		
D1	I represent ideas and stories through pictures, dictation, and play		
D2	I use scribbles and unconventional shapes to write		



COGNITIVE DEV. & GENERAL KNOWLEDGE		PRE	POST
MATHEMATICAL THINKING			
A1	I show an interest in solving mathematical problems		
B1	I sort objects into subgroups that vary by one attribute		
C1	I am curious and interested in counting and numbers		
D1	I can identify several shapes		
D2	I understand several positional words		
E1	I understand some comparative words		
E2	I participate in measuring activities		
SCIENTIFIC THINKING			
A1	I use my senses to observe and explore materials and natural phenomena		
A2	I use simple tools and equipment for investigation		
A3	I make comparisons among objects		
SOCIAL STUDIES			
A1	I recognize my own physical characteristics and those of others		
B1	I am beginning to understand family structures and roles		
B2	I can describe some jobs that people do		
C1	I demonstrate an awareness of group rules		
D1	I am beginning to be aware of the environment		
THE ARTS			
A1	I use a variety of art materials		
A2	I participate in group music experiences		
A3	I participate in creative movement, dance, and drama		
B1	I respond to artistic creations or events		

MOTOR DEVELOPMENT		PRE	POST
A1	I move with some balance and control		
A2	I coordinate movements to perform simple tasks		
B1	I use strength and control to perform simple tasks		
B2	I use eye-hand coordination to perform tasks		
B3	I am exploring the use of various art tools		

COMMENTS:

Parent Signature: _____

Signature: _____

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THREES ASSESSMENT

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Pre Date Post Date

FOURS

APPROACHES TO LEARNING		PRE	POST
A1	I am an eager and curious learner		
B1	I can concentrate on tasks I am interested in for 10-20 minutes and seek help when I have a problem		
C1	I am flexible and willing to try new ideas		

SOCIAL & EMOTIONAL		PRE	POST
A1	I demonstrate self-confidence		
A2	I show some self-direction		
B1	I follow simple rules and routines		
B2	I use materials carefully		
B3	I manage transitions		
C1	I interact easily with one or more children		
C2	I interact easily with familiar adults		
C3	I participate in group activities		
C4	I show empathy and caring for others		
D1	I seek adult help when needed to resolve conflicts		

LANGUAGE & COMMUNICATION		PRE	POST
A1	I gain knowledge by watching and listening		
A2	I can follow two- or three-step directions		
B1	I speak clearly enough to be understood		
B2	I use expanded vocabulary and language		
C1	I show appreciation for books and reading		
C2	I am beginning to understanding concepts about print		
C3	I demonstrate phonological awareness		
C4	I am beginning to develop knowledge about letters		
C5	I comprehend and respond to stories read aloud		
D1	I represent ideas and stories through pictures, dictation, and play		
D2	I use letter-like shapes, symbols, and letters to convey meaning		
D3	I understand the purposes for writing		

COGNITIVE DEV. & GENERAL KNOWLEDGE		PRE	POST
MATHEMATICAL THINKING			
A1	I use simple strategies to solve mathematical problems		
B1	I sort objects that vary by one or two attributes		
B2	I can recognize and duplicate simple patterns		
C1	I am beginning to understand numbers and quantity		
D1	I can recognize and describe the attributes of shapes		
D2	I understand and use several positional words		
E1	I can order, compare, and describe objects according to a single attribute		
E2	I participate in measuring activities		
SCIENTIFIC THINKING			
A1	I ask questions and use my senses to observe and explore materials and natural phenomena		
A2	I use simple tools and equipment for investigation		
A3	I make comparisons among objects		
SOCIAL STUDIES			
A1	I can identify similarities and differences in personal and family characteristics		
B1	I can understand family needs, roles, and relationships		
B2	I can describe jobs and what is required to do them		
B3	I am aware of technology and how it affects life		
C1	I demonstrate an awareness of rules		
C2	I am aware of what it means to be a leader		
D1	I can describe the location of things in the world		
D2	I show an awareness of the environment		
THE ARTS			
A1	I use a variety of art materials		
A2	I participate in group music experiences		
A3	I participate in creative movement, dance, and drama		
B1	I respond to artistic creations or events		

MOTOR DEVELOPMENT		PRE	POST
A1	I move with balance and control		
A2	I coordinate movements to perform simple tasks		
B1	I use strength and control to perform simple tasks		
B2	I use eye-hand coordination to perform tasks		
B3	I am beginning to control writing, drawing, and art tools		

COMMENTS:

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http://www.unf.edu/dept/fie/PDF%2oFolder/complete_book.pdf



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Pre Date Post Date

VPK

APPROACHES TO LEARNING		PRE	POST
A1	I express excitement and curiosity about new things in the classroom		
B1	I am willing to persist at chosen activities for more than 20 minutes		
C1	I understand that there are many ways to accomplish a task (using a stapler after trying to tape paper together, using different blocks to complete a structure, etc.)		

SOCIAL & EMOTIONAL		PRE	POST
A1	I demonstrate a positive sense of self		
A2	I show self-direction (I can carry out activities and ideas independently)		
B1	I demonstrate self-control		
B2	I use materials carefully		
B3	I accept transitions and changes in routine		
C1	I interact easily with familiar adults		
C2	I seek adult assistance when necessary		
D1	I interact easily with one or more children		
D2	I am developing special friendships		
D3	I participate in group experiences		
D4	I show empathy and caring for others		
E1	I seek adult help when needed to resolve conflicts		

LANGUAGE & COMMUNICATION		PRE	POST
A1	I gain meaning by listening		
A2	I can follow two- and three-step directions		
B1	I speak clearly enough to be understood		
C1	I show an understand of words and their meaning		
C2	I use an expanded vocabulary to describe many objects, actions, and events		
D1	I use age-appropriate grammar in conversations and increasingly complex phrases and sentences		
D2	I connect phrases and sentences to build ideas		
E1	I use language to express needs and feelings, share experiences, predict outcomes, and resolve problems		
E2	I initiate, ask questions, and respond to adults and peers in a variety of settings		
E3	I use appropriate language and style for context		

EMERGENT LITERACY		PRE	POST
A1	I show motivation for reading		
A2	I show age-appropriate phonological awareness		
A3	I show alphabetical knowledge		
A4	I show understanding of text read aloud		
B1	I show motivation to engage in written expression		
B2	I use letter-like shapes, symbols, and letters to convey meaning		
B3	I demonstrate an age-appropriate ability to write letters		
B4	I show knowledge of the structure of written composition		

COGNITIVE DEV. & GENERAL KNOWLEDGE		PRE	POST
Aa1	I use simple strategies to solve mathematic problems		
Ab1	I sort objects into subgroups that vary by one or two attributes		
Ab2	I recognize simple patterns and duplicate them		
Ab3	I collect and analyze information		
Ac1	I show an understanding of number and quantity		
Ad1	I recognize and describe some attributes of shapes		
Ad2	I understand and use several positional words		
Ae1	I order, compare, and describe objects according to a single attribute		
Ae2	I participate in measuring activities		
Ba1	I ask questions and uses my senses to observe and explore materials and natural phenomena		
Ba2	I use simple tools and equipment for investigation		
Ba3	I make comparisons among objects		
Ca1	I can identify similarities and differences in personal and family characteristics		
Cb1	I am beginning to understand family needs, roles, and relationships		
Cb2	I can describe some people's jobs and what is required to perform them		
Cb3	I am becoming aware of technology and how it affects life		
Cc1	I demonstrate an awareness of rules		
Cc2	I show awareness of what it means to be a leader		
Cd1	I can describe the location of things in the world		
Cd2	I show awareness of the environment		
Da1	I use a variety of art materials for tactile experience and exploration		
Da2	I participate in group music experiences		
Da3	I participate in creative movement, dance, and drama		
Db1	I respond to artistic creations or events		
MOTOR DEVELOPMENT		PRE	POST
A1	I move with balance and control		
A2	I coordinate movements to perform simple tasks		
B1	I use strength and control to perform simple tasks		
B2	I use eye-hand coordination to perform tasks		



VPK ASSESSMENT

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<http://www.fldoe.org/earlyLearning/pdf/vpkedstandard.pdf>