

Core Knowledge[®]
Planning & Assessment Practices

Visit 1 Date	Visit 2 Date	Visit 3 Date	
			Planning and Adherence to Lesson Plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 1 - There is a written month-by-month plan that identifies when the individual goals and content/topics of the <i>Preschool Sequence</i> will be addressed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 2 - There is a written lesson plan (daily or weekly) that aligns with the month-by-month plan and demonstrates a balance of experiences and activities from each domain of the <i>Preschool Sequence</i> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 - Written lesson plans clearly indicate accommodations and extensions for specific children based on individual needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 - Both teacher and assistant are aware of the plan for the day.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 - Materials are prepared and available for the day's activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6 - A minimum of 2.5 hours are spent in productively engaged activities (excluding toileting, nap, meals, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 - There is a predictable, posted routine and the teaching team notifies children of any changes to routine due to field trip, classroom visitor, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 8 - The teaching team assumes a highly interactive role in guiding and presenting experiences in the classroom. Even during child-initiated activities, the teaching team is actively involved (using direct observation as a means of assessment, conversing with children, scaffolding concepts, facilitating language, etc.).
			Ongoing Assessment of Children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9 - Teaching team uses all parts of the day to perform formal and informal assessments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10 - Teaching team is knowledgeable about each child's skill level (and age).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11 - Each child's portfolio is current with student work samples and assessment response / record sheets.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12 - Portfolio contents are dated and clearly indicate the goal, objective or skill being assessed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13 - Portfolio contents demonstrate a variety of assessment strategies (e.g., direct observation, work products, activity probes).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 14 - Portfolio contents demonstrate children's progress across a variety of skills from within each of the <i>Preschool Sequence</i> domains.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★ 15 - The CK-PAT is used to monitor individual and class progress and to communicate results to individual parents.