

Early Childhood Baseline & Progress Monitoring Resource

[*Ky Early Childhood Standards](#)

This document includes sources for collecting baseline and progress monitoring data applicable to remote learning instruction. This is not an exhaustive list.

Curriculum-Based Measures

Skill	Resource	Description
Letter Naming Letter Sound	https://www.interventioncentral.org/teacher-resources/letter-name-fluency-generator Directions: http://www.jimwrightonline.com/mixed_files/hawaii/1_CBA_LSF_LNF_Directions_Revision.pdf	Intervention Central Aligns to English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. Benchmark 3.3: Demonstrates knowledge of the alphabet. Recognizes some letters of the alphabet. Recognizes sounds that match.
Rhyming Word Assessment Phonemic Segmenting	https://docs.google.com/document/d/1yrNHJ3yFNhWp8p-2IUMvxWNj1eizT8xZj-nuDBDi2Hs/copy https://www.easycbm.com/ (free website-click Lite)	Aligns to English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness. Recognizes rhyming words. Discriminates separate syllables in words. Identifies some beginning sounds.
Intervention Central CBM: Early Math Fluency - Quantity Discrimination - Missing Number - Number Identification	https://www.interventioncentral.org/curriculum-based-measurement-reading-math-assessment-tests	Aligns to MATHEMATICS (3S AND 4S) Standard 1: Demonstrates general skills and uses concepts of mathematics. Benchmark 1.1:

		Demonstrates an understanding of numbers and counting.

Direct Measures

Skill	Resource	Description
Color Identification	https://docs.google.com/spreadsheets/d/1lrmzYV0CJ_xT0_eGLg7NEKyGlyCIMedbJoJ_YBxURHKg/copy	Color Checklist Editable so the teachers may change the colors based on the students' learning colors. Aligns to Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression. Benchmark 1.1: Enjoys and engages in visual arts. Shows preferences for favorite colors.
Shape Identification	https://docs.google.com/spreadsheets/d/1lrmzYV0CJ_xT0_eGLg7NEKyGlyCIMedbJoJ_YBxURHKg/copy	Shape Checklist Editable so the teachers may change the colors based on the colors the student is learning. Aligns to Math Standard 1: Demonstrates general skills and uses concepts of mathematics. Benchmark 1.2: Recognizes and describes shapes and spatial relationships.
Handwashing	https://docs.google.com/spreadsheets/d/1iZCRzouA9yinX_XrW8y6Mgr_9tvL4EV24FN8_Utv43Myg/copy	Edit this Google sheet as appropriate to the skill. You may task analyze a skill to basic components, then edit the form. Aligns to

		HEALTH/MENTAL WELLNESS (3S AND 4S) Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. Benchmark 1.1: Demonstrates independent behavior
Event Recording/Frequency Count	https://drive.google.com/file/d/1dL41J_WnuKGYBk-LHQv6QagK6cC7neyf/view?usp=sharing	Used for behavior that has a clear beginning and end and relatively low frequency (so you can count all events). Used for behaviors such as calling out, leaving the designated area (specify areas), elopement from the classroom, nose picking, independently initiating engagement with peers, etc.
Duration Recording	https://drive.google.com/file/d/1vBeOtpQkdGJRJz-8QS8udtlxN3ZAM2NC/view?usp=sharing	Used for behavior that has a clear beginning and end with a high rate of frequency and is measured by time. Requires a way to measure time. Used for behaviors such as melt-downs, time out of the seat, engaging with a book, etc. More information: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Duration_and_Latency_Recording.pdf

Indirect Measures

Skill	Resource	Description
