

# Goodyear Early Childhood Center Assessment Summary

## Documentation and Observation for Teaching System (DOTS)

Name:              Teacher:              DOB:              Full Day/ Half Day              Non K Eligible / K Eligible              School Year: 2025-26

| K<br>E<br>Y | 1<br>Emerging<br>Beginning to understand and use concepts | 2<br>Progressing<br>Making progress with use of concepts | 3<br>Proficient<br>Consistently meets end of year expectations | ✓<br>Participation<br>Actively Participates with concepts |
|-------------|-----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------|
|-------------|-----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------|

| Domain                             |                                                                                                                                                         | Progression                                                                                                           | 1 <sup>st</sup> Trimester | 2 <sup>nd</sup> Trimester | 3 <sup>rd</sup> Trimester |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| Habits<br>Of<br>Work               | Cognition                                                                                                                                               | <b>Cognitive Flexibility</b> - Generates multiple strategies to solve a problem                                       |                           |                           |                           |
|                                    |                                                                                                                                                         | <b>Engagement in Learning</b> - Focuses attention to complete activities over time                                    |                           |                           |                           |
|                                    |                                                                                                                                                         | <b>Choosing and Planning</b> - Make a plan, follow through and review plan                                            |                           |                           |                           |
| Habits<br>Of<br>Work               | Social and<br>Emotional                                                                                                                                 | <b>Regulation</b> - Typically soothes self across situations                                                          |                           |                           |                           |
|                                    |                                                                                                                                                         | <b>Emotional Expression</b> - Discusses emotions and circumstances with trusted adults                                |                           |                           |                           |
|                                    |                                                                                                                                                         | <b>Relationships-Adults &amp; Peers</b> - Uses adults as a resource and engages in cooperative interaction with peers |                           |                           |                           |
| Physical Health and<br>Development | <b>Gross Motor</b> - Coordinates large muscle movements                                                                                                 |                                                                                                                       | ✓                         |                           |                           |
|                                    | <b>Fine Motor</b> - Coordinates small muscle movements and visual motor integration                                                                     |                                                                                                                       | ✓                         |                           |                           |
|                                    | <b>Self-Help</b> - Engages in self feeding, dressing, and hygiene                                                                                       |                                                                                                                       | ✓                         |                           |                           |
| Language and Literacy              | <b>Receptive/ Expressive Language</b> - Understands and uses complex communication                                                                      |                                                                                                                       |                           |                           |                           |
|                                    | <b>Literacy</b> (Engagement/ Understanding) - Responds to and understands simple text                                                                   |                                                                                                                       |                           |                           |                           |
|                                    | <b>Print Concepts</b> - Recognition and Identification of letter sound and/or words                                                                     |                                                                                                                       |                           |                           |                           |
| Mathematics                        | <b>Counting &amp; Cardinality</b> - Rote counts to 20, touch and count objects up to 10, names total number counted, counts random sets of objects to 5 |                                                                                                                       |                           |                           |                           |

|                              |                                                                                                                                                        |   |                             |  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------|--|
|                              | <b>Number Operations</b> - Identifies and compares sets of numbers to 5 without counting, uses addition and subtraction to solve simple story problems |   |                             |  |
| <b>Creative Arts</b>         | <b>Appreciation &amp; Engagement in the Arts</b> - Engages in visual arts, music, drama, and dance                                                     | ✓ |                             |  |
| <b>Science</b>               | <b>Scientific Practices</b> - Engages in scientific inquiries and investigations                                                                       | ✓ |                             |  |
| <b>Social Studies</b>        | <b>Social Studies</b> - Understands roles and responsibilities of self, family, and community                                                          | ✓ |                             |  |
| <b>T1 Comments</b>           |                                                                                                                                                        |   |                             |  |
| <b>T2 Comments</b>           |                                                                                                                                                        |   |                             |  |
| <b>T3 Comments</b>           |                                                                                                                                                        |   |                             |  |
| <b>Number of Days Absent</b> |                                                                                                                                                        |   | <b>Number of Days Tardy</b> |  |
|                              |                                                                                                                                                        |   |                             |  |
| <b>Parent Signature:</b>     |                                                                                                                                                        |   | <b>Date:</b>                |  |