



Reggio & Co.
350 Clubhouse Rd
Hunt Valley MD 21031
candiceschoolman@reggioandco.com
<https://www.reggioandco.com/>

Vine: Pre-Kindergarten Assessment for Owen Barberio

Student name: Owen Barberio

Student birthdate: 02/14/2018

Date of assessment: 04/07/2020

Student classroom: PREK1A

Student enrollment date: 09/03/2019

School name: Reggio & Co.

Name of teacher completing this assessment:

Candice Schoolman

Title: _____

Did another adult assist with the assessment? No Yes

Name/ Role: _____

Are you the primary teacher working with this student? Yes

No/explain your role: _____

Child's home language? English Spanish

Other/ Specify: _____

What languages do you speak with the child? English Spanish

Other/ Specify: _____

If you do not speak with the child's home language, did anyone assist you who does speak it?

N/A No Yes

Name/Role: _____

Does the student have an Individualized Education Program (IEP)? Yes No Don't know

Does the student have any accommodations? Yes No Don't know

Additional comments:



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Cubby(ies):

Owen Barberio

Assessment Month

April, 2020

| Indicators | Ratings | Evidence | Notes or Explanation if unable to rate |
|--|------------|----------|--|
| DOMAIN: Approaches to Learning | | | |
| Is Attentive (ATL 1-1) : Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes <i>Goal 1: Shows Interest in Learning</i> | Not Scored | | |
| Develops Memory (ATL 1-2) : Recalls part or all of a story, including characters and main events <i>Goal 1: Shows Interest in Learning</i> | Not Scored | | |
| Is Persistent (ATL 1-3) : Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult <i>Goal 1: Shows Interest in Learning</i> | Not Scored | | |
| Is Curious (ATL 1-4) : Shows interest in new experiences; demonstrates eagerness to learn <i>Goal 1: Shows Interest in Learning</i> | Not Scored | | |
| Shows Initiative (ATL 1-5) : Makes and conveys choices to friends and teachers <i>Goal 1: Shows Interest in Learning</i> | Not Scored | | |
| Thinks with Creativity & Flexibility (ATL 1-6) : Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions <i>Goal 1: Shows Interest in Learning</i> | Not Scored | | |
| Understands Routines (ATL 2-1) : Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else <i>Goal 2: Regulates Behavior</i> | Not Scored | | |
| Shows Responsibility (ATL 2-2) : Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <i>Goal 2: Regulates Behavior</i> | Not Scored | | |
| DOMAIN: Social & Emotional Development | | | |



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| <p>Expresses Emotion (SED 3-1) : Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p> <p><i>Goal 3: Regulates Emotion</i></p> | Not Scored | | |
| <p>Manages Feelings & Demonstrates Self-Control (SED 3-2) : Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p> <p><i>Goal 3: Regulates Emotion</i></p> | Not Scored | | |
| <p>Develops Awareness of Self (SED 4-1) : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p> <p><i>Goal 4: Becomes Self-Aware</i></p> | Not Scored | | |
| <p>Becomes Confident (SED 4-2) : Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p> <p><i>Goal 4: Becomes Self-Aware</i></p> | Not Scored | | |
| <p>Bonds with Adults (SED 5-1) : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p> <p><i>Goal 5: Builds Healthy Adult Relationships</i></p> | Not Scored | | |
| <p>Learns from Adults (SED 5-2) : Mirrors adult behavior in daily routines; seeks help or information when needed from adults</p> <p><i>Goal 5: Builds Healthy Adult Relationships</i></p> | Not Scored | | |
| <p>Builds Empathy (SED 6-1) : Shares in the joy of others; expresses sadness when another adult or child is sad</p> <p><i>Goal 6: Builds Healthy Peer Relationships</i></p> | Not Scored | | |
| <p>Bonds with Peers (SED 6-2) : Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p> <p><i>Goal 6: Builds Healthy Peer Relationships</i></p> | Not Scored | | |
| <p>Cooperates with Peers (SED 6-3) : Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p> <p><i>Goal 6: Builds Healthy Peer Relationships</i></p> | Not Scored | | |
| DOMAIN: Language & Communication | | | |
| <p>Develops Receptive Communication (LC 7-1) : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p> <p><i>Goal 7: Learns Language</i></p> | Not Scored | | |



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| <p>Develops Expressive Communication (LC 7-2) : Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p> <p><i>Goal 7: Learns Language</i></p> | Not Scored | | |
| <p>Develops Phonemic Awareness (LC 7-3): Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p> <p><i>Goal 7: Learns Language</i></p> | Not Scored | | |
| <p>Expands Vocabulary (LC 7-4) : Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p> <p><i>Goal 7: Learns Language</i></p> | Not Scored | | |
| <p>Expands Grammar and Pronunciation (LC 7-5) : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p> <p><i>Goal 7: Learns Language</i></p> | Not Scored | | |
| <p>Learns Conversation Structure (LC 7-6) : Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p> <p><i>Goal 7: Learns Language</i></p> | Not Scored | | |
| <p>DOMAIN: Literacy Knowledge & Skills</p> | | | |
| <p>Develops Early Literacy (LKS 8-1) : Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> <p><i>Goal 8: Builds Early Reading</i></p> | Not Scored | | |
| <p>Develops Alphabetic Knowledge (LKS 8-2) : Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p> <p><i>Goal 8: Builds Early Reading</i></p> | Not Scored | | |
| <p>Develops Emergent Reading (LKS 8-3) : Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p> <p><i>Goal 8: Builds Early Reading</i></p> | Not Scored | | |



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| <p>Begins Writing (LKS 9-1) : Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p> <p><i>Goal 9: Develops Early Writing</i></p> | Not Scored | | |
| <p>DOMAIN: Cognition: Mathematics</p> | | | |
| <p>Begins Counting (CM 10-1) : Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p> <p><i>Goal 10: Learns Numbers and Operations</i></p> | Not Scored | | |
| <p>Builds and Observes Sets (CM 10-2) : Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> <p><i>Goal 10: Learns Numbers and Operations</i></p> | Not Scored | | |
| <p>Learns Addition, Subtraction and Division (CM 10-3) : Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p> <p><i>Goal 10: Learns Numbers and Operations</i></p> | Not Scored | | |
| <p>Reads and Writes Numbers (CM 10-4) : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p> <p><i>Goal 10: Learns Numbers and Operations</i></p> | Not Scored | | |
| <p>Learns Measurement and Quantities (CM 11-1) : Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p> <p><i>Goal 11: Learns Measurement and Patterns</i></p> | Not Scored | | |
| <p>Understands Patterns (CM 11-2) : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p> <p><i>Goal 11: Learns Measurement and Patterns</i></p> | Not Scored | | |
| <p>Learns Shapes & Sizes (CM 12-1) : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p> <p><i>Goal 12: Learns Geometry</i></p> | Not Scored | | |
| <p>Develops Spatial Awareness (CM 12-2) : Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p> <p><i>Goal 12: Learns Geometry</i></p> | Not Scored | | |
| <p>DOMAIN: Cognition: Science</p> | | | |



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| <p>Explores Objects (CS 13-1) : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p> <p><i>Goal 13: Develops Scientific Inquiry Skills</i></p> | Not Scored | | |
| <p>Classifies or Sorts Objects (CS 13-2) : Compares objects based on attributes, such as weight, odor, color, texture, function, or sound</p> <p><i>Goal 13: Develops Scientific Inquiry Skills</i></p> | Not Scored | | |
| <p>Learns Using Technology (CS 13-3) : May be learning how to play educational games using a computer and keyboard or tablet</p> <p><i>Goal 13: Develops Scientific Inquiry Skills</i></p> | Not Scored | | |
| <p>Solves Problems (CS 14-1) : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p> <p><i>Goal 14: Builds Reasoning and Problem Solving Skills</i></p> | Not Scored | | |
| <p>Makes Predictions (CS 14-2) : Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)</p> <p><i>Goal 14: Builds Reasoning and Problem Solving Skills</i></p> | Not Scored | | |
| <p>Makes Plans (CS 14-3) : Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p> <p><i>Goal 14: Builds Reasoning and Problem Solving Skills</i></p> | Not Scored | | |
| <p>Draws Conclusions and Sorts Results (CS 14-4) : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p> <p><i>Goal 14: Builds Reasoning and Problem Solving Skills</i></p> | Not Scored | | |
| <p>Explores the Natural Environment (CS 15-1) : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p> <p><i>Goal 15: Learns Natural Science</i></p> | Not Scored | | |
| <p>Develops an Understanding of and Care for the Natural World (CS 15-2) : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p> <p><i>Goal 15: Learns Natural Science</i></p> | Not Scored | | |
| DOMAIN: Social Studies | | | |
| <p>Explores Cultures (SS 16-1) : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p> <p><i>Goal 16: Explores Social Studies and Cultures</i></p> | Not Scored | | |



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| <p>Understands Time (SS 16-2) : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p> <p><i>Goal 16: Explores Social Studies and Cultures</i></p> | Not Scored | | |
| <p>Explores Geography (SS 16-3): Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p> <p><i>Goal 16: Explores Social Studies and Cultures</i></p> | Not Scored | | |
| <p>Learns about Community Roles and Jobs (SS 16-4) : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p> <p><i>Goal 16: Explores Social Studies and Cultures</i></p> | Not Scored | | |
| <p>Learns about Government and Economics (SS 16-5): Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p> <p><i>Goal 16: Explores Social Studies and Cultures</i></p> | Not Scored | | |
| DOMAIN: Perception, Motor & Physical | | | |
| <p>Develops Perception & Balance (PMP 17-1) : Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p> <p><i>Goal 17: Builds Gross Motor Skills</i></p> | Not Scored | | |
| <p>Develops Lower Body Strength (PMP 17-2) : Can jump forward several times without falling</p> <p><i>Goal 17: Builds Gross Motor Skills</i></p> | Not Scored | | |
| <p>Develops Upper Body Strength (PMP 17-3) : Carries objects or pulls toys behind self while walking; uses arm muscles to steer a tricycle</p> <p><i>Goal 17: Builds Gross Motor Skills</i></p> | Not Scored | | |
| <p>Develops Gross Hand-Eye Coordination (PMP 17-4) : Can use monkey bars; catches a ball that has been bounced; throws a ball overhead</p> <p><i>Goal 17: Builds Gross Motor Skills</i></p> | Not Scored | | |
| <p>Develops Large Motor Coordination Skills (PMP 17-5) : Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p> <p><i>Goal 17: Builds Gross Motor Skills</i></p> | Not Scored | | |



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| <p>Develops stamina for extended awake periods and play times (PMP 17-6) : Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p> <p><i>Goal 17: Builds Gross Motor Skills</i></p> | Not Scored | | |
| <p>Develops Dexterity and In-Hand Manipulation Skills (PMP 18-1) : Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p> <p><i>Goal 18: Builds Fine Motor Skills</i></p> | Not Scored | | |
| <p>Develops Fine Hand-Eye Coordination (PMP 18-2) : Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard</p> <p><i>Goal 18: Builds Fine Motor Skills</i></p> | Not Scored | | |
| <p>Develops Meal Time Independence (PMP 19-1) : Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife</p> <p><i>Goal 19: Develops Personal Health</i></p> | Not Scored | | |
| <p>Develops Self-Care Skills (PMP 19-2) : Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> <p><i>Goal 19: Develops Personal Health</i></p> | Not Scored | | |
| <p>Becomes Toilet Trained (PMP 19-3) : Is completely independent with toileting</p> <p><i>Goal 19: Develops Personal Health</i></p> | Not Scored | | |
| <p>Develops Naptime Independence (PMP 19-4) : Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)</p> <p><i>Goal 19: Develops Personal Health</i></p> | Not Scored | | |
| <p>Learns about Nutrition (PMP 20-1) : Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p> <p><i>Goal 20: Learns Safety and Nutrition</i></p> | Not Scored | | |
| <p>Learns Safety Rules (PMP 20-2) : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p> <p><i>Goal 20: Learns Safety and Nutrition</i></p> | Not Scored | | |
| <p>DOMAIN: Creative & Cultural Arts</p> | | | |



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| Explores Art Media (CCA 21-1) : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes <i>Goal 21: Explores Creative Arts, Music, and Drama</i> | Not Scored | | |
| Explores Musical Instruments (CCA 21-2) : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc. <i>Goal 21: Explores Creative Arts, Music, and Drama</i> | Not Scored | | |
| Explores Movement and Dance (CCA 21-3) : Begins to show individual expression in creative movement activities <i>Goal 21: Explores Creative Arts, Music, and Drama</i> | Not Scored | | |
| Participates in Dramatic Play (CCA 21-4) : Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers <i>Goal 21: Explores Creative Arts, Music, and Drama</i> | Not Scored | | |
| Tallies | | | |
| Not Scored | 67 | | |
| With Help | 0 | | |
| Nearly There | 0 | | |
| Achieved | 0 | | |

Status:

Draft

Teacher Signature:

Parent Signature:

Notes:

Observation:

Posted:

Candice Schoolman on 04/07/2020 at 11:11 am