



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

Vine: The 3 Year Old 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:



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; focuses on an activity for 10 or more minutes <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
Develops Memory (ATL 1-2) : Recalls some elements of a story <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
Is Persistent (ATL 1-3) : Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
Is Curious (ATL 1-4) : Shows interest in new toys or experiences; asks questions about new opportunities <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
Shows Initiative (ATL 1-5) : Enjoys new experiences; works independently for brief periods of time without adult prompting <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
Thinks with Creativity & Flexibility (ATL 1-6) : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
Understands Routines (ATL 2-1) : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time <i>Goal 2: Regulates Behavior</i>	Not Scored		
Shows Responsibility (ATL 2-2) : Follows adult directives; follows class rules; does not damage materials intentionally; 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) : Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p><i>Goal 3: Regulates Emotion</i></p>	Not Scored		
<p>Manages Feelings & Demonstrates Self-Control (SED 3-2) : Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><i>Goal 3: Regulates Emotion</i></p>	Not Scored		
<p>Develops Awareness of Self (SED 4-1) : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><i>Goal 4: Becomes Self-Aware</i></p>	Not Scored		
<p>Becomes Confident (SED 4-2) : Is pleased to complete daily routines and learn new skills</p> <p><i>Goal 4: Becomes Self-Aware</i></p>	Not Scored		
<p>Bonds with Adults (SED 5-1) : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><i>Goal 5: Builds Healthy Adult Relationships</i></p>	Not Scored		
<p>Learns from Adults (SED 5-2) : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p> <p><i>Goal 5: Builds Healthy Adult Relationships</i></p>	Not Scored		
<p>Builds Empathy (SED 6-1) : Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p><i>Goal 6: Builds Healthy Peer Relationships</i></p>	Not Scored		
<p>Bonds with Peers (SED 6-2) : Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p><i>Goal 6: Builds Healthy Peer Relationships</i></p>	Not Scored		
<p>Cooperates with Peers (SED 6-3) : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><i>Goal 6: Builds Healthy Peer Relationships</i></p>	Not Scored		
DOMAIN: Language & Communication			
<p>Develops Receptive Communication (LC 7-1) : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><i>Goal 7: Learns Language (Including ESL)</i></p>	Not Scored		



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<p>Develops Expressive Communication (LC 7-2) : Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p>Develops Phonemic Awareness (LC 7-3): Can say rhymes; can give a rhyming word when prompted</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p>Expands Vocabulary (LC 7-4) : Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p>Expands Grammar and Pronunciation (LC 7-5) : Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she walks vs. she walked); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p>Learns Conversation Structure (LC 7-6) : Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<u>DOMAIN: Literacy Knowledge & Skills</u>			
<p>Develops Early Literacy (LKS 8-1) : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><i>Goal 8: Builds Early Reading</i></p>	Not Scored		
<p>Develops Alphabetic Knowledge (LKS 8-2) : Says or sings ABCs</p> <p><i>Goal 8: Builds Early Reading</i></p>	Not Scored		
<p>Develops Emergent Reading (LKS 8-3) : Recognizes own name in print; understands left to right, top to bottom process of reading</p> <p><i>Goal 8: Builds Early Reading</i></p>	Not Scored		
<p>Develops Emergent Writing (LKS 9-1) : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"</p> <p><i>Goal 9: Develops Early Writing</i></p>	Not Scored		
<u>DOMAIN: Cognition: Mathematics</u>			



Indicators	Ratings	Evidence	Notes or Explanation if unable to rate
<p>Begins Counting (CM 10-1) : Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><i>Goal 10: Learns Numbers and Operations</i></p>	Not Scored		
<p>Builds and Observes Sets (CM 10-2) : Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><i>Goal 10: Learns Numbers and Operations</i></p>	Not Scored		
<p>Learns Addition, Subtraction and Division (CM 10-3) : When counting objects, understands that the last number counted represents the total</p> <p><i>Goal 10: Learns Numbers and Operations</i></p>	Not Scored		
<p>Reads and Writes Numbers (CM 10-4) : Can trace numbers: recognizes a few numbers in written form</p> <p><i>Goal 10: Learns Numbers and Operations</i></p>	Not Scored		
<p>Learns Measurement and Quantities (CM 11-1) : Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><i>Goal 11: Learns Measurement and Patterns</i></p>	Not Scored		
<p>Understands Patterns (CM 11-2) : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><i>Goal 11: Learns Measurement and Patterns</i></p>	Not Scored		
<p>Learns Shapes & Sizes (CM 12-1) : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><i>Goal 12: Learns Geometry</i></p>	Not Scored		
<p>Develops Spatial Awareness (CM 12-2) : Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><i>Goal 12: Learns Geometry</i></p>	Not Scored		
DOMAIN: Cognition: Science			
<p>Explores Objects (CS 13-1) : Asks why, where, when, how, what, and seeks answers through exploration</p> <p><i>Goal 13: Develops Scientific Inquiry Skills</i></p>	Not Scored		
<p>Classifies or Sorts Objects (CS 13-2) : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><i>Goal 13: Develops Scientific Inquiry Skills</i></p>	Not Scored		



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Learns Using Technology (CS 13-3) : Shows interest in technology; may understand how "swiping" and "clicking" work on an ipad or tablet <i>Goal 13: Develops Scientific Inquiry Skills</i>	Not Scored		
Solves Problems (CS 14-1) : Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		
Makes Predictions (CS 14-2) : Makes simple predictions about what will happen next, such as during activities or when hearing a story <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		
Makes Plans (CS 14-3) : Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		
Draws Conclusions and Sorts Results (CS 14-4) : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		
Explores the Natural Environment (CS 15-1) : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <i>Goal 15: Learns Natural Science</i>	Not Scored		
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; shows respect for living things <i>Goal 15: Learns Natural Science</i>	Not Scored		
DOMAIN: Social Studies			
Explores Cultures (SS 16-1) : Learns about cultural differences, including clothing, food, art, and work <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		
Understands Time (SS 16-2) : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		
Explores Geography (SS 16-3) : Learns about community places, such as home, school, park, etc. <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		



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Learns about Community Roles and Jobs (SS 16-4) : Learns about family roles and relationships <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		
Learns about Government and Economics (SS 16-5) : Uses pretend money in games and play; pretends societal roles in play <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		
<u>DOMAIN: Perception, Motor & Physical</u>			
Develops Perception & Balance (PMP 17-1) : Stands on 1 foot for about 3 seconds; jumps with two feet <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
Develops Lower Body Strength (PMP 17-2) : Runs; jumps; hops; balances on 1 foot for up to 3 seconds <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
Develops Upper Body Strength (PMP 17-3) : Carries objects or pulls toys behind self while walking <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
Develops Gross Hand-Eye Coordination (PMP 17-4) : Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
Develops Large Motor Coordination Skills (PMP 17-5) : Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
Develops Stamina for Extended Awake Periods and Play Times (PMP 17-6) : Is able to play for longer periods of time without needing to rest <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
Develops Dexterity and In-Hand Manipulation Skills (PMP 18-1) : Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <i>Goal 18: Builds Fine Motor Skills</i>	Not Scored		
Develops Fine Hand-Eye Coordination (PMP 18-2) : Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads <i>Goal 18: Builds Fine Motor Skills</i>	Not Scored		



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Develops Meal Time Independence (PMP 19-1) : Is independent with eating and drinking at meal times; uses utensils; uses cup <i>Goal 19: Develops Personal Health</i>	Not Scored		
Develops Self-Care Skills (PMP 19-2) : Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat <i>Goal 19: Develops Personal Health</i>	Not Scored		
Becomes Toilet Trained (PMP 19-3) : Is fully or nearly toilet trained <i>Goal 19: Develops Personal Health</i>	Not Scored		
Develops Naptime Independence (PMP 19-4) : Puts self to sleep at naptime <i>Goal 19: Develops Personal Health</i>	Not Scored		
Learns about Nutrition (PMP 20-1) : Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods <i>Goal 20: Learns Safety and Nutrition</i>	Not Scored		
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 when prompted <i>Goal 20: Learns Safety and Nutrition</i>	Not Scored		
<u>DOMAIN: Creative & Cultural Arts</u>			
Explores Art Media (CCA 21-1) : Uses a variety of art materials and media to convey an idea; creates something different from what other children create <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		
Explores Music (CCA 21-2) : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		
Explores Movement and Dance (CCA 21-3) : Participates in dance or creative movement activities <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		
Participates in Dramatic Play (CCA 21-4) : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		
<u>Tallies</u>			
Not Scored	67		



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Indicators	Ratings	Evidence	Notes or Explanation if unable to rate
With Help	0		
Nearly There	0		
Achieved	0		

Status:

Draft

Teacher Signature:

Parent Signature:

Notes:

Observation:

Posted:

Candice Schoolman on 04/07/2020 at 11:10 am