Ready 4School

Progress Monitoring Data Sheets

PROJECT NAME
Teaching School Readiness Through an ABA-based Preschool Programme

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Website: https://ready4school.eu/
Contact: ready4schoolerasmus@gmail.com

Student Progress Monitoring Data Sheets

Student Name: _____	Class: _____
Observer Name: _____	Date: _____

A. Foundational Skills Monitoring

Date: _____ Observer: _____

Skill	Frequency	Performance Rating	Examples/Notes
1. Following Classroom Rules	+___ / -___	•1 •2 •3 •4	_____
- Follows posted expectations	+___ / -___	•1 •2 •3 •4	_____
- Transitions between activities	+___ / -___	•1 •2 •3 •4	_____
2. Following Instructions	+___ / -___	•1 •2 •3 •4	_____

- Follows 1-step directions	+___ / -___	•1 •2 •3 •4	_____
- Follows multi-step directions	+___ / -___	•1 •2 •3 •4	_____
3. Self-Management	+___ / -___	•1 •2 •3 •4	_____
- Waits appropriately	+___ / -___	•1 •2 •3 •4	_____
- Uses time management strategies	+___ / -___	•1 •2 •3 •4	_____
- Organizes materials	+___ / -___	•1 •2 •3 •4	_____

B. Social Interaction Skills Monitoring

Date: _____ Observer: _____

Skill	Frequency	Performance Rating	Examples/Notes
1. Peer Interactions	+___ / -___	•1 •2 •3 •4	_____

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- Initiates sharing/turn-taking	+___ / -___	•1 •2 •3 •4	_____
- Responds to peer initiatives	+___ / -___	•1 •2 •3 •4	_____
2. Social Communication	+___ / -___	•1 •2 •3 •4	_____
- Uses appropriate greetings	+___ / -___	•1 •2 •3 •4	_____
- Gives/receives compliments	+___ / -___	•1 •2 •3 •4	_____
3. Social Awareness	+___ / -___	•1 •2 •3 •4	_____
- Shows empathy	+___ / -___	•1 •2 •3 •4	_____
- Recognizes social cues	+___ / -___	•1 •2 •3 •4	_____
- Makes social appropriate requests	+___ / -___	•1 •2 •3 •4	_____

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C. Self-Regulation & Self-Advocacy Skills Monitoring

Date: _____ Observer: _____

Skill	Frequency	Performance Rating	Examples/Notes
1. Help-Seeking	+___ / -___	•1 •2 •3 •4	_____
- Requests assistance appropriately	+___ / -___	•1 •2 •3 •4	_____
2. Emotional Regulation	+___ / -___	•1 •2 •3 •4	_____
- Uses coping strategies	+___ / -___	•1 •2 •3 •4	_____
- Manages transitions/changes	+___ / -___	•1 •2 •3 •4	_____
3. Sensory Management	+___ / -___	•1 •2 •3 •4	_____
- Prepares before entering triggering situations	+___ / -___	•1 •2 •3 •4	_____

- Communicates sensory needs	+___ / -___	•1 •2 •3 •4	_____

Performance Rating Scale

1 = Rarely demonstrated (0-25% of opportunities)
2 = Sometimes demonstrated (26-50% of opportunities)
3 = Often demonstrated (51-75% of opportunities)
4 = Consistently demonstrated (76-100% of opportunities)

Summary & Action Planning

Strengths Observed:
_____
_____

Areas for Growth:
_____
_____

Specific Strategies to Implement:
1. _____
2. _____
3. _____