

Ready 4Schoo!

Progress Monitoring Data Sheets



Co-funded by
the European Union



Co-funded by
the European Union

Ready
4School

PROJECT NAME

Teaching School Readiness Through an ABA-based Preschool Programme

Project number: 2023-1-CZ01-KA220-SCH-000156079

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Website: <https://ready4school.eu/>

Contact: ready4schoolerasmus@gmail.com

Ready4School Progress Monitoring Data Sheets © 2024 by Masarykova Univerzita, Sina Svetulka, Vimodo Ltd, Centar za autizam, INNOVATION HIVE, Odessa Regional Academy of In-Service Education is licensed under CC BY-NC-ND 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/>



Innovation Hive

MASARYK
UNIVERSITY





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	_____



- 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	_____



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. _____