

Standard: SE.4.b: Develops socially competent behaviors with peers.

Standard-Based Progress Monitoring Probe #1

1. Does the child participate in play?

Level 1	Level 2	Level 3
Child participates in solitary play (plays alone).	Child participates in parallel play (plays alongside other children engaged in different activities).	Child participates in associative play (plays alongside other children engaged in the same activity).

2. Does the child share with other children?

Level 1	Level 2	Level 3
Child needs direct adult assistance to share with other children.	Child needs some adult assistance to share with other children.	Child needs minimal adult assistance to share with other children.

3. Does the child participate in structured back-and-forth activities with other children?

Level 1	Level 2	Level 3
Child needs direct adult assistance to take turns during structured back-and-forth activities with other children.	Child needs some adult assistance to take turns during structured back-and-forth activities with other children.	Child needs minimal adult support to take turns during structured back-and-forth activities with other children.

4. Does the child take turns with other children?

Level 1	Level 2	Level 3
Child needs direct adult assistance to take turns with toys and materials with other children.	Child needs some adult assistance to take turns with toys and materials with other children.	Child needs minimal adult support to take turns with toys and materials with other children.

5. Does the child engage in play for an extended period of time?

Level 1	Level 2	Level 3
Child engages in play for 5 minutes before losing interest and moving to a new activity.	Child engages in play for 10 minutes before losing interest and moving to a new activity.	Child engages in play for at least 15 minutes before losing interest and moving to a new activity.

Standard-Based Progress Monitoring Probe #2

1. Does the child pick a role to play during pretend play?

Level 1	Level 2	Level 3
The child needs an adult to give options of roles before they can pick one.	Child picks a role based on visual options provided by adult.	Child picks their own role during pretend play based on previous knowledge and experiences.

2. Does the child help assign roles to other children during pretend play?

Level 1	Level 2	Level 3
Child says what role they are going to play.	Child tells peers to pick a role.	Child gives peers ideas on what role they could play.

3. Does the child help make a plan to play with their peers that involves familiar activities?

Level 1	Level 2	Level 3
Child gives one idea of a way to act out familiar activities based on previous knowledge and experiences.	Child gives two ideas of ways to act out familiar activities based on previous knowledge and experiences.	Child gives three or more ideas of how to act out familiar activities based on previous knowledge and experiences.

4. Does the child help make a plan to play with their peers that involves unfamiliar activities?

Level 1	Level 2	Level 3
Child shares one idea of a way to act out an unfamiliar activity based on what they've learned at school through lessons and/or books.	Child shares two ideas of a way to act out an unfamiliar activity based on what they've learned at school through lessons and/or books.	Child shares three or more ideas of ways to act out an unfamiliar activity based on what they've learned at school through lessons and/or books.

5. Does the child resolve social conflicts with peers about roles and ideas of play?

Level 1	Level 2	Level 3
Child needs direct adult assistance with resolving social conflicts with peers about roles and ideas of play.	Child needs some adult assistance with resolving social conflicts with peers about roles and ideas of play.	Child needs minimal adult assistance with resolving social conflicts with peers about roles and ideas of play, by using previously learned strategies.