



	for self			with others			with objects			on a page		
Assessment:	1	2	3	1	2	3	1	2	3	1	2	3
there												
under												
over												
upside down												
rightside up												
first												
last												
together												
apart												
forward												
backward												
sideways												
straight												

**Understands the meaning of:**

Assessment:	1	2	3
open			
closed			
slanted/diagonal			

Assessment:	1	2	3
next (in a sequence)			
corners			
edges			
curved			

**Recognizes size relationships:**

Assessment:	1	2	3
big			
little			
thick			
thin			
wide			

Assessment:	1	2	3
narrow			
long			
short			
tall			
fat			

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**Recognizes basic shapes:**

Assessment:	1	2	3
ball (round)			
circle (round)			
box (cube)			
square			
rectangle			
triangle			
diamond			

Assessment:	1	2	3
cylinder			
oval			
heart			
cross			
dotted line			
curve			

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**Recognizes different textures:**

Assessment:	1	2	3
smooth			
rough			
hard			
soft			
sticky			

Assessment:	1	2	3
furry			
bumpy			
fuzzy			
slick			

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**Recognizes numeric relationships:**

Assessment:	1	2	3
few			
many			
some			
none			
more			
less			
pair			
zero			
all			

Assessment:	1	2	3
one-to-one corresp.			
counts to 10			
first			
second			
third			
fourth			
fifth			
sixth			
last			

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**Recognizes weight relationships:**

Assessment:	1	2	3
light			
heavy			

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**Recognizes movement:**

Assessment:	1	2	3
go			
start			
stop			
fast			
slow			
push			
pull			
scribble			
draw			
trace			
bend			
close			
open			

Assessment:	1	2	3
slide			
roll (roll up)			
fold			
hold			
insert			
place (put)			
put together			
reach			
sit			
squeeze			
turn			
take apart			
follow			

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**Recognizes time concepts:**

Assessment:	1	2	3
now			
later			
fast			
slow			
before			
after			

Assessment:	1	2	3
during			
past			
future			
next			
finished			

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**Recognizes sounds:**

Assessment:	1	2	3
loud			
soft			
quiet			
high pitch			
low pitch			



## Motor Skills

	Assessment: 1 2 3		
Uses two hands in an organized manner to manipulate objects (e.g., grasp/release, twist/turn, rotate and examine, open/close, stack, nest).			
Uses fingers independently:			
Uses pincer grasp (thumb/forefinger).			
Probes/pokes with forefinger.			
Spreads fingers.			
Wiggles fingers independently, one at a time.			
Holds fingers together on command.			
Uses finger-thumb position for each finger on command.			
Identifies individual fingers (i.e., pointer, middle, ring, pinkie, thumb).			
Demonstrates the motoric skills for reading and writing braille through:			
Finger dexterity (e.g., finger isolation, curving fingers, aligning fingers on a braille line)			
Wrist flexibility (e.g., rotation, flexion, extension)			
Coordinated hand and finger movements			
Hand and finger strength			
Light touch			
Tracking			

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## Tactile Discrimination

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### Recognizes tactile characteristics of objects:

	Assessment:	1	2	3
Size (e.g., large/small, big/little, medium, thick/thin, wide/narrow, comparisons)				
Shape (e.g., round/circle, square, triangle, rectangle, oval)				
Composition (e.g., cloth, paper, plastic, wood, metal, leather)				
Other components (e.g., edges, outside, inside, curved, pointed)				

### Recognizes and interprets tactile stimuli:

**Note:** *Students must complete these four processes with real objects before moving on to object representations.*

	Name	Match	Sort	Classify								
Assessment:	1 2 3	1 2 3	1 2 3	1 2 3								
Real objects												
Object representations												

### Recognizes and interprets graphic information:

**Note:** *Students must complete these four processes with each level of the hierarchy before moving on to the next one.*

	Name	Match	Sort	Classify								
Assessment:	1 2 3	1 2 3	1 2 3	1 2 3								
Solid embossed shapes												
Outlines of objects												
Raised lines												
Symbols/letters												

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## Language/Listening Skills

	Assessment: 1 2 3		
Discriminates sounds.			
Can use language for a variety of functions (e.g., request, give directions, make comments, answer questions).			
Follows simple directions.			
Uses a listening vocabulary sufficient for the concepts in stories.			
Can tell about an event out of context:			
immediately (with and without prompting)			
delayed (with and without prompting)			
Can retell a story:			
immediately (with and without prompting)			
delayed (with and without prompting)			

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## Writing Skills

	Assessment: 1 2 3		
Demonstrates awareness of braille being produced for a variety of purposes (e.g., notes, lists, letters).			
Pretends to write by making raised marks or tactile representation, then "reads" them (e.g., on a screen board or a raised line drawing kit).			
Can put paper in a braillewriter.			
"Scribbles" using a braillewriter or slate and stylus.			
Appropriately places fingers on the keys.			
Pushes all keys to write a full cell.			
Uses each hand in isolation to press all keys on the left or right (dots 1,2,3, dots 4,5,6).			
Uses thumb to make a space.			
Uses fingers in isolation to write rows of braille dots.			

## Book Skills

	Assessment:		
	1	2	3
Enjoys listening to stories being read.			
"Pretends" to read.			
Finds/explores real objects in a book bag while listening to a story.			
Finds/explores real objects on a page.			
Finds/explores solid embossed objects on a page.			
Finds/explores outlined embossed objects on a page.			
Explores simple tactual illustrations.			
Practices proper care of a book.			
Locates front and back of a book.			
Locates top and bottom of a page.			
Locates right and left sides of a page.			
Locates middle/center of a page.			
Turns several pages forward at a time.			
Turns one page forward at a time.			
Turns pages backward.			
Examines the writing in a book when a story is being read.			
Locates the beginning and end of a raised line.			
Tracks raised solid and broken lines from left to right using both hands.			
Tracks from left to right across symbols which have one or more blank spaces between them.			
Tracks from left to right across symbols using both hands, and moves from top to bottom of a page.			
"Reads" tactual books using correct finger position.			
Identifies the one symbol that is different within a group of three symbols, two of which are identical.			
Matches braille configurations.			

	Assessment:		
	1	2	3
Identifies the spaces on a line of groups of braille symbols with one or more spaces between them.			
Given a line of braille symbols and groups of braille symbols, identifies the groups of symbols.			

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