

## The Oregon Project for Visually Impaired & Blind Preschool Children: Skills Inventory

The Oregon Project for Visually Impaired & Blind Preschool Children: Skills Inventory is a criterion-referenced assessment that measures performance of individual skills and enables educators to find the performance level of a visually impaired or blind child, select long and short term objectives, and record the acquisition of skills for those children between the ages of birth and 6 years.

The Skills Inventory consists of 640 behavioral statements organized in eight developmental areas: Cognitive, Language, Socialization, Vision, Compensatory, Self-Help, Fine-Motor, and Gross Motor. Each of these eight areas contains skills which have been developmentally sequenced and arranged in age categories: birth-1, 1-2, 2-3, 3-4, 4-5, and 5-6 years. All major skills needed by a visually impaired or blind child in preparation for first grade, such as prerequisites for orientation and mobility and Braille, are included. The Skills Inventory is also available in Spanish, Large Print, and Braille.

**Table 1: Complete or Partial Coverage shown at the Standard Level of the Early Learning Standards for each Key Learning Area**

<u>Standards</u>	<u>Coverage</u>
<b>Approaches to Learning</b>	
1.1 – 1.4 Initiative and Curiosity	
2.1 – 2.3 Engagement and Persistence	
3.1 – 3.5 Reasoning and Problem Solving	Partial
4.1 – 4.3 Flexibility, Risk Taking, and Responsibility	
5.1 – 5.2 Imagination, Creativity and Invention	
<b>Creative Arts</b>	
1.1 – 1.4 Visual Art Form	
2.1 – 2.4 Expressing Self Through Movement & Music	Partial
3.1 – 3.5 Dramatic Play	Partial
4.1 – 4.5 Appreciation	
<b>Language and Literacy</b>	
<b>Receptive Language</b>	
1.1 – 1.7 Listening and Understanding	Partial
<b>Expressive Language</b>	
1.1 – 2.8 Communicating ideas, experiences & feeling	Partial
<b>Comprehension</b>	
1.1 – 3.8 Comprehending written and oral stories	
<b>Literacy</b>	
1.1 – 1.8 Phonological Awareness	Partial
2.1 – 2.9 Print Awareness	
3.1 – 3.5 Book Knowledge and Appreciation	
4.1 – 4.4 Letter Knowledge	
5.1 – 5.5 Using Forms of Writing	
6.1 – 6.3 Writing as Communication	

**Table 1 Continued**

<b><u>Standards</u></b>		<b><u>Coverage</u></b>
<b>Logical-Mathematical</b>		
1.1 – 1.7	Numbers, Numerical Representation and Numerical Operations	Partial
2.1 – 2.7	Understanding Patterns, Relations and Functions	Partial
3.1 – 3.6	Concepts of Space and Shape	Partial
4.1 – 4.3	Measurement Concepts	Partial
5.1 – 5.4	Represent and Interpret Data	
6.1 – 6.6	Reason, Predict and Problem Solve	
<b>Personal Social</b>		
1.1 – 1.5	Self Concept	Partial
2.1 – 2.9	Self Regulation	Partial
3.1 – 3.11	Social Interactions	Partial
4.1 – 4.4	Self Care and Self Reliance	Partial
<b>Physical Motor</b>		
1.1 – 1.8	Gross Motor	Partial
2.1 – 2.4	Fine Motor	Complete
3.1 – 3.4	Engage in Physical Activity	
4.1 – 4.4	Health and Safety	

**Table 1 Continued**

<u>Standards</u>	<u>Coverage</u>
<b>Program Partnerships</b>	
1.1 – 1.5 Help Parents Advance Child’s Learning	
2.1 – 2.5 Connecting Parents with Community Services	
3.1 – 3.5 Helping Parents Transition their Children	
4.1 – 4.6 Parents and Program Governance	
<b>Science</b>	
1.1 – 1.7 Scientific Method	
2.1 – 2.4 Living Things	
3.1 – 3.6 Physical World	
4.1 – 4.6 Earth and Space	
<b>Social Studies</b>	
1.1 – 1.5 Community	
2.1 – 2.3 Past, Present and Future	
3.1 – 3.3 The Role of Consumers	

**Table 2: Item Correlation at the Indicator Level of the Early Learning Standards**

Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b>Approaches to Learning</b>	
<b><i>Demonstrate initiative and curiosity</i></b>	
AL 1.1 Choose to participate in an increasing variety of experiences	
AL 1.2 Develop increased ability to make independent choices	
AL 1.3 Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks	
AL 1.4 Use multiple strategies and all available senses to explore and learn from the environment	
<b><i>Demonstrate engagement and persistence</i></b>	
AL 2.1 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences	
AL 2.2 Demonstrate increasing ability to set goals and develop and follow through on plans	
AL 2.3 Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions	
<b><i>Demonstrate reasoning and problem solving skills</i></b>	
AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect	
AL 3.2 Develop increasing ability to find more than one solution to a question, task or problem	
AL 3.3 Seek and/or accept help from others when encountering a problem	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
AL 3.4 Grow in recognizing and solving problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults	
AL 3.5 Develop increasing abilities to classify, compare and contrast objects, events and experiences	Cognitive - #75
AL 3.6 Demonstrate skills in representation and symbolic thinking	
<b><i>Demonstrate flexibility, risk taking and responsibility</i></b>	
AL 4.1 Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking	
AL 4.2 Demonstrate willingness to choose a variety of familiar and new experiences	
AL 4.3 Accept responsibility for learning through active participation verbally or nonverbally	
<b><i>Demonstrate imagination, creativity and invention</i></b>	
AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness	
AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b>Creative Arts</b>	
<b><i>Use a variety of visual art forms for creative expression and representation</i></b>	
CA 1.1 Show curiosity and explore visual materials and activities	
CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms	
CA 1.3 Select different media to express emotions and ideas	
CA 1.4 Shows a growing ability to demonstrate care and persistence in a variety of art projects	
<b><i>Express self through movement and music</i></b>	
CA 2.1 Express self through movement	Socialization - #43
CA 2.2 Show beginning understanding of movement elements and techniques	
CA 2.3 Respond to different forms of music	
CA 2.4 Show increasing understanding and ability to use movement and music	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b><i>Participate in a variety of dramatic play experiences</i></b>	
CA 3.1 Represent fantasy and real-life experiences through pretend play	
CA 3.2 Show increasing imagination and creativity in play	
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)	
CA 3.4 Express own ideas through dramatic play activities	
CA 3.5 Engage in cooperative pretend play with another child	Socialization #55
<b><i>Show a developing appreciation of a variety of art forms</i></b>	
CA 4.1 Understand and share opinions about others' artistic products and experiences	
CA 4.2 Use oral language to describe or explain art	
CA 4.3 Use the different elements of creative art	
CA 4.4 Appreciate listening to a variety of music forms	
CA 4.5 Recognize and name a variety of art forms	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b>Language and Literacy – Receptive Language</b>	
<b><i>Develop and expand listening and understanding skills</i></b>	
RL 1.1 Listen responsively to directions, stories and conversations	
RL 1.2 Follow simple and multiple-step directions	
RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books	
RL 1.4 Recognize expressions, gestures and body language cues	
RL 1.5 Understand that communication occurs in different ways including various languages, devices, and gestures	
RL 1.6. Respond to question	Language #82
RL 1.7 Demonstrate with increasing understanding that technology can be used to gain information	
<b>Language and Literacy – Expressive Language</b>	
<b><i>Communicate ideas, experiences and feeling for a variety of purposes</i></b>	
EL 1.1 Speak clearly enough to be understood by most listeners	
EL 1.2 Recite rhymes, songs, and familiar text	Socialization - #46
EL 1.3 Use an increasingly complex and varied spoken vocabulary	Language #74, #85, #92, #99, #103

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
EL 1.4 Ask and answer relevant questions and share experiences individually and in groups	
EL 1.5 Initiate and responds appropriately in conversation and discussions with adults and children	
EL 1.6 Use verbal and nonverbal language to communicate for a variety of purposes	
EL 1.7 Use a variety of sentence length and structures with increasing competence	
EL 1.8 Modulate voice, volume and intonation	
<b>Language and Literacy – <i>Comprehension</i></b>	
<b><i>Comprehends information from written and oral stories and texts</i></b>	
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	
C 1.2 Identify beginning, middle and end of a story	
C 1.3 Draw connections between story events, personal experiences and other books	
C 1.4 Recognize different tones of stories (e.g., happy, sad, excitement)	
C 1.5 Identify facts in a selection	
C 1.6 Differentiate between real and make-believe	

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
C 1.7 Make predictions from what is read, heard or seen in illustrations	
C 1.8 Use illustration clues to infer and predict what happens next in a story	
<b>Language and Literacy – Literacy</b>	
<b><i>Develop an understanding of the sounds of language (phonological awareness)</i></b>	
L 1.1 Recognize similarities and differences in environmental and speech sounds	Cognitive - #46
L 1.2 Develop understanding of word awareness.	
L 1.3 Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems	Language - #109 Socialization # 46
L 1.4 Recognize that two or more words begin with the same sound. (alliteration)	
L 1.5 Segment and blends, words into syllables then phonemes	
L 1.6 Segment onset and rime	
L 1.7 Identify initial sounds in words	
L 1.8 Demonstrate understanding that speech sounds are represented in print by letter sounds.	
<b><i>Develop and expand awareness of concepts of print</i></b>	
L 2.1 Demonstrate an understanding that symbols represent objects, events or people	
L 2.2 Recognize environmental print including logos and signs	

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
L 2.3 Identify a few familiar words in print	
L 2.4 Demonstrate an understanding that illustrations and print convey meaning	
L 2.5 Preview cover and illustrations prior to a story being read	
L 2.6 Demonstrate understanding that text contains information	
L 2.7 Demonstrate awareness that print moves from top to bottom and from left to right	
L 2.8 Recognize a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces	
L 2.9 Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)	
<b><i>Develop book knowledge and appreciation</i></b>	
L 3.1 Demonstrate interest in books and stories read aloud.	
L 3.2 Show growing interest in reading related activities.	
L 3.3 Respond and make connections to story events and characters by relating personal experiences.	
L 3.4 Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts, and menu).	
L 3.5 Develop book handling skills	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b><i>Develop increasing understanding of letter knowledge</i></b>	
L4.1 Shows progress in associating the names of letters with their shapes and sounds	
L 4.2 Identify at least 10 letters of the alphabet, especially those in their own name	
L 4.3 Increase ability to notice the beginning letters in familiar words	
<b><i>Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms</i></b>	
L 5.1 Use scribbles to communicate in writing	
L 5.2 Use recognizable drawings to express thoughts, feelings and ideas	
L 5.3 Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas	
L 5.4 Write own name and other meaningful words	
L 5.5 Begin to explore letter sound associations while writing	
<b><i>Understand that writing is a way of communicating for a variety of purposes</i></b>	
L 6.1 Begin to represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	
L 6.2 Understands that writing serves a variety of purposes	
L 6.3 Approximates writing to communicate effectively for different audiences and purposes	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b>Logical-Mathematical</b>	
<b><i>Learn about numbers, numerical representation, and simple numerical operations</i></b>	
LM 1.1 Use counting and numbers as part of play and as a means for determining quantity	Cognitive - #80
LM 1.2 Count up to ten objects in meaningful context with emerging one-to-one correspondence	
LM 1.3 Understand number concepts, vocabulary, quantities and written numerals in meaningful ways	
LM 1.4 Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	
LM 1.5 Develop increased abilities to combine, separate and name "how many" concrete objects	
LM 1.6 Use ordinal number words to describe the position of objects (first, second, third)	Cognitive - #103
LM 1.7 Begin to solve problems using numbers	
<b><i>Understand patterns, relations and functions</i></b>	
LM 2.1 Recognize how things are alike (comparisons) and identify objects that belong together (classification)	Cognitive - #68 Language - #98
LM 2.2 Sort, categorize, classify and order objects by one attribute	
LM 2.3 Sort, categorize, classify and order objects by more than one attribute	Cognitive - #62
LM 2.4 Order objects by properties (e.g. from small to large, lightest to darkest)	Cognitive #78
LM 2.5 Explain why and how objects are organized	
LM 2.6 Recognize, describe and extend patterns	

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
LM 2.7 Create patterns in self-directed activities.	
<b><i>Develop concepts of space and shape</i></b>	
LM 3.1 Recognize, name, describe, build, draw, and compare two and three dimensional shapes	Cognitive - #53
LM 3.2 Progress in ability to put together and take apart shapes	
LM 3.3 Begin to be able to determine whether or not two shapes are the same size and shape	Cognitive - #57
LM 3.4 Recognize geometric shapes in books, artwork, and the environment	
LM 3.5 Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind	Cognitive - #47
LM 3.6 Show an awareness of symmetry	
<b><i>Develop and use measurement concepts</i></b>	
LM 4.1 Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)	
LM 4.2 Develop an awareness of seriation. Compare attributes such as length (shorter-taller), size (bigger-smaller), weight (heavier-lighter), in everyday situations	Cognitive #87
LM 4.3 Use standard and non-standard measures in everyday situations	
<b><i>Represent and interpret data</i></b>	
LM 5.1 Gather information about themselves and their surroundings	

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
LM 5.2 Contribute data for simple graphs	
LM 5.3 Organize and display data on graphs using objects and picture	
LM 5.4 "Read" and interpret displays of data using words to compare (e.g. quantity, size, speed, and weight)	
<b><i>Reason, predict and problem solve</i></b>	
LM 6.1 Make predictions based on observations and information	
LM 6.2 Use simple strategies to problem solve	
LM 6.3 Tell others how to solve a problem	
LM 6.4 Understand that there is more than one way to solve a problem	
LM 6.5 Develop the ability to compare/contrast solution strategies	
LM 6.6 Use the language of mathematics to express mathematical ideas	

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b>Personal-Social</b>	
<b><i>Develop self concept</i></b>	
PS 1.1 Is aware of self and one's own preferences	
PS 1.2 Show independence in a wide range of activities	Socialization - #63
PS 1.3 Know and state independent thoughts and feelings	
PS 1.4 Attempt new experiences with confidence and independence	
PS 1.5 Show pride in accomplishments	
<b><i>Develop self-regulation</i></b>	
PS 2.1 Recognize and label feelings	
PS 2.2 Express feelings, needs, opinions, and wants that are appropriate to the situation	
PS 2.3 Understand consequences of own behavior	
PS 2.4 Follow rules and routines in classroom and other settings	Socialization - #47
PS 2.5 Use materials with purpose, safety, and respect	
PS 2.6 Pay attention as required by the task	
PS 2.7 Make transitions between activities	
PS 2.8 Follow adult directions	Socialization - #47
PS 2.9 Able to wait before acting in required situations	Socialization - #68
<b><i>Develop social interactions</i></b>	
PS 3.1 Trust familiar adults and close peers	
PS 3.2 Enter into and initiates play with peers	
PS 3.3 Enjoy playing with a specific other child in a variety of activities	

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
PS 3.4 Respond with empathy to children are upset and in need	
PS 3.5 Seek help from peers and adults when needed	
PS 3.6 Respect the feelings, rights, and belongings of others	
PS 3.7 Cooperate in small and large group activities	
PS 3.8 Play cooperatively with 2-3 peers for a sustained time	Socialization - #71
PS 3.9 Take turns in games and tasks	Socialization - #51
PS 3.10 Share materials when appropriate	
PS 3.11 Show increasing abilities to resolve conflicts with peers	
<b><i>Develop self-care and self-reliance</i></b>	
PS 4.1 Choose materials and activities independently	
PS 4.2 Put away materials on own	
PS 4.3 Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)	Self help - #66 thru #72, #76, #77, #80 thru #82, #84 thru #100
PS 4.4 Recognize situations that are unsafe and behaves accordingly	Self help - #78, #83

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Pennsylvania Early Learning Standards for Pre-Kindergarten	Oregon Project
<b>Physical Motor</b>	
<b><i>Develop coordination, balance, spatial awareness and strength through gross motor activities</i></b>	
PP 1.1 Demonstrate growing control of large body movements	Gross Motor - #59 thru #64, #66 thru #69, #73
PP 1.2 Complete activities that combine motor movements with equipment	Gross Motor - #61, #71, #72, #81, #84
PP 1.3 Combine a sequence of motor skills	
PP 1.4 Engage in teacher or child-initiated physical activity	Gross Motor - #57
PP 1.5 Performs skills that require increasing endurance, strength and flexibility	Gross Motor - #59, #68, #69, #75, #79, #82, #86
PP 1.6 Performs basic rhythmic skills alone or with a partner	Cognitive - #58
<b><i>Develop coordination, balance, spatial awareness and strength through fine motor activities</i></b>	
PM 2.2 Strengthen and control small muscles in hands	Fine Motor - #56, #58, #59, #74, #80
PM 2.2 Exhibit manual coordination and dexterity	Fine Motor - #56, #58, #62, #63, #64, #65, #73, #77
PM 2.3 Coordinate eye-hand movement	Fine Motor - #56, #58, #60, #62, #63, #65, #68, #79, #80
<b><i>Develop awareness and engage in health and safety practices</i></b>	
PM 3.1 Demonstrate awareness of healthy lifestyle practices	Socialization - #70

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<b>Pennsylvania Early Learning Standards for Pre-Kindergarten</b>	<b>Oregon Project</b>
PM 3.2 Show increasing imagination and creativity in play	
PM 3.3 Demonstrate awareness of good hygiene practices	
PM 3.4 Identify potentially harmful objects, substances or behaviors	
PM 3.5 Be aware of and follow universal safety rules	
PM 3.6 Develop awareness of good nutritional practices	
PM 3.7 Exhibit knowledge that some foods are better for your body than others	
<b><i>Engage in appropriate physical activity</i></b>	
PM 4.1 Participate in moderate to vigorous physical activity daily	
PM 4.2 Follow rules when playing games	
PM 4.3 Demonstrate turn taking & cooperation during physical activity	
PM 4.4 Interact positively w/ others regardless of personal differences	
PM 4.5 Transition from high energy to low energy activities	