



**AIM**  
**Observational**  
**Assessment**  
*Birth to Five*

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The AIM Observational Assessment is an easy-to-use birth to age five assessment solution designed to support teachers in making data-driven instructional decisions to guide children toward kindergarten readiness.

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# ASSESS

Easy-to-use, comprehensive, research-based assessment that can be embedded in any early childhood curriculum or program.



AIM Observational Assessment provides a focus on knowledge and skills that emerge at infancy or toddlerhood, grow in complexity, and are essential for kindergarten readiness. A teacher-friendly tool, AIM offers suggestions and guidelines for collecting evidence of children's progress through observational data and artifacts.

## 60 Learning Progression indicators are classified into four developmental domains:

- Social Foundations
- Language & Literacy
- Cognition (Math, Science, Social Studies)
- Perceptual, Physical, and Motor Development

## Student development is measured on a nine-level continuum that outlines how each specific competency emerges.

Level 1 Infant (0-9 months)
Level 2 Infant (8-18 months)
Level 3 Toddler (16-24 months)
Level 4 Toddler (24-30 months)
Level 5 Preschool Entry (30-36 months)
Level 6 Preschool Beginning (3 to 4 years old)
Level 7 Preschool Middle (4 years old)
Level 8 Preschool Exit (4 to 5 years old)
Level 9 Kindergarten (5 to 6 years old)

<b>Level 7</b> <b>Preschool Middle</b> <b>(4 years old)</b>	Emerging	7.1
	Progressing	7.5
	Ready	7.9

Teachers review the documentation they have gathered and then select the level that best represents what the documentation supports.

Emerging	7.1	Recites number words in sequence from 1 to 20:
Progressing	7.5	• When asked to count, is able to recite the number list to 20 but begins to falter when attempting to go above twenty (e.g., "twenty, one, two, three" or "twenty, twenty-twenty).
Ready	7.9	

Each level is defined using one or more behavioral descriptors that verify what the level might look like in a real-case scenario.

Aligned to state and national program standards, including Head Start Early Learning Outcomes Framework (HSELOF) and Family and Child Outcomes for Early Intervention and Early Childhood Special Education

# I NSTRUCT

Differentiated instruction for each learning progression allows teachers to support each child's developmental growth path.



- Results-driven instructional adaptations needed to move learning forward along the learning progression continuum
- Developmentally appropriate instructional activities provided for each learning progression
- Ongoing instructional strategies, activity suggestions, and tiered levels of support for all age ranges

**Differentiating Instruction**

**Language and Literacy** **LL.A.1.**  
PK 3s

**Listening and Speaking: Communication**

**LL.A.1. Listening/Purposes and Situations**

Understands adults and peers in a variety of contexts and different situations.

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**Level 1**  
Infant (0-9 months)

**Level 2**  
Infant (9-18 months)

**Level 3**  
Toddler (18-24 months)

**Level 4**  
Toddler (24-36 months)

**Level 5**  
Preschool Entry (36-38 months)

**Level 6**  
Preschool Beginning (3 to 4 years old)

**Level 7**  
Preschool Middle (4 years old)

**Level 8**  
Preschool Exit (4 to 5 years old)

**Level 9**  
Kindergarten (5 to 6 years old)

**PK 3s (36-48 months)**

**Instructional Target: Level 6**

Understands and responds verbally and nonverbally to increasingly longer sentences, simple questions (e.g., what? and where?), and simple stories.

**Ongoing Instructional Strategies**

- Support a 3-year-old in following through on one-step directions, such as: *Please put the block back in the block tub. Progress to two-step directions when appropriate.*
- When responding to interactions with a peer, encourage children to listen to what their peers are saying or asking so they can respond appropriately.
- Engage children in understanding prepositional words, such as: *Please sit next to your friend. Lost, or Hang your coat on the coat hook.*
- Use a variety of stories and songs with repetitive phrases to capture a child's attention and enhance understanding.

**Five Huge Dinosaurs**

Materials: *Five Huge Dinosaurs* by Thomas Moore

- *Five Huge Dinosaurs* is a story that uses rhyme and repetitive text to describe the behavior of some dinosaurs. Place extra emphasis on the rhyming words when reading the story aloud. On repeated readings, children may join in and repeat the rhyming words.
- Question children about what has happened in the story, either at the end or during the read-aloud.
- **Note:** During a read-aloud, be attentive to a child's responses and modify the text in the book accordingly, such as adding detail if necessary or substituting an unfamiliar word for one the child understands.

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**Scaffolding for Support**  
Levels 2-4

- Ask the child simple questions, such as: *What are the dinosaurs doing in the picture?*
- Have the child identify the dinosaurs' emotions in the pictures by asking: *Do the dinosaurs look liked they are having a good time? How do you know they are having fun?*

**Practicing for Mastery**  
Levels 5-6

- Have the child identify characteristics of the dinosaurs in the book. Ask: *How many? What color is this dinosaur? Do you think the dinosaurs are friends?*
- After reading the story, say: *Tell me one thing the dinosaurs did during the story.*

**Extending for Challenge**  
Levels 7-8

- Ask the child to identify the actions that made the dinosaurs happy.
- Have the child act out the actions of the dinosaurs, such as pretending to wade in a lake, playing pat-a-cake, or dancing a jig.
- Ask: *What happens when the dinosaurs try to bow?*

#	Student	Level	Status	Evidence Type	Attachment	Notes
1	Friday, Margit	Progressing	4.5	Photograph		<input type="checkbox"/>
2	Baggs, Angie	Occurring	6.5	Observation		<input type="checkbox"/>
3	Bulmer, Edna	Occurring	7.1	Photograph		<input type="checkbox"/>
4	Chumbley, Breanne	Occurring	6.5	Audio/Video Recording		<input type="checkbox"/>
5	Duws, Jimmie	Occurring	6.1	Observation		<input type="checkbox"/>
6	Harrison, Mikki	Occurring	6.9	Observation		<input type="checkbox"/>
7	Hughey, Marguerite	Occurring	6.5	Observation		<input type="checkbox"/>

# M ONITOR

Easily generated reports provide precise, reliable data on each child's progress, class averages, organizational summaries, and compliance reports.

- Nine levels of development carefully correlated to an indicator of how close the child is to reaching the end-of-year readiness goals
- Reliable and secure system for ongoing progress monitoring measuring each child's progress
- Instant access to organizational data for state and federal reporting
- Teacher-friendly, dependable system with real-time customer service

■ Developing ■ Progressing ■ Occurring ■ Expanding

Site	Level	Developing	Progressing	Occurring	Expanding
C/M.A.1 - PK3 - Rote Counting	P1	47%	53%	0%	0%
	P2	27%	67%	7%	0%
	P3	33%	60%	7%	0%
Site A (Training)	PK3	33%	33%	33%	0%
	PK3	26%	42%	14%	18%
	PK3	21%	43%	30%	6%

## AIM Observational Assessment Integrated with AIM Criterion-Referenced Assessment Provides a Robust, Comprehensive Solution for your Program



**AIM Criterion-Referenced Assessment (CRT)** for **Pre-K** measures how well a child has learned specific skills and provides a benchmark for the child's developmental level. This data can be used in conjunction with the AIM Observational Assessment tool as evidence of the child's progress.

- One-on-one teacher-delivered assessment
- Measures skill tasks and observational data
- 10 Pre-K Skill Domains
- Dual Language – English and Spanish

Visit [frogstreet.com/AIM](https://frogstreet.com/AIM)  
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call 800-884-3764  
for a demonstration!



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