



## SIGN-IN, LEVEL 1 INTEGRITY OBSERVATION CHECKLIST


INTERVENTION SEQUENCE	RYG
Sign-in occurs daily.	
Name cards are present, the first letter of child's name is a capital, other letters are lowercase (a picture is recommended in the fall, but is optional).	
Teacher is in close proximity to the child and at the child's eye level.	
Teacher greets child. (i.e. "I am happy you are here today.")	
Teacher gives an affirmation. (i.e. "You found your name card and a pencil!")	
Teacher <b>explains</b> task to child. (i.e. "Today you we are going to practice writing your name.")	
Teacher <b>models</b> a concept about print when introducing the activity. (i.e. "I'll use my pointer finger," tracking left-to-right orientation with finger as teacher says the name.)	
Teacher <b>models</b> task of writing the first letter using the auditory script.	
Teacher <b>requests</b> child to practice.	
Teacher uses auditory script to guide the child's practice.	
Teacher requests child to say his or her name as teacher/or child track from left to right.	
SEEDS QUALITY INTERACTIONS	
<b>Sensitivity:</b> Teacher is aware of child's ability (red, yellow, green) and adapts lesson so that child succeeds (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child's work, asks a question).	
<b>Encourage:</b> Teacher encourages child using positive nonverbal messages and verbal affirmation (i.e. smile, nod, high-5, caring voice, watch/wait/listen).	
<b>Educate:</b> Teacher teaches a concept of print: left-right orientation, letter name, letter shape, capital or lower case word, spacing, letter sound.	
<b>Develop Through Doing:</b> Teacher ends the session by allowing child to be successful!	
<b>Self-image:</b> Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to <b>reflect</b> on observations from the day's lesson.	
Teacher <b>plans</b> next steps for the child based on the Child Reflection Guide.	
Teacher writes <b>SMART</b> E goal(s).	


**Comments and observations:**

 **SIGN-IN, LEVEL 1**  
**CHILD REFLECTION GUIDE**

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

IF, DURING TODAY'S SIGN-IN, THE CHILD WAS...	YOUR NEXT STEPS WILL BE TO...
<p><b>Red:</b></p> <ul style="list-style-type: none"> <li>• Just beginning to learn how to complete the targeted skill</li> <li>• Not yet able to perform the targeted skill reliably or with high level of accuracy</li> <li>• Needing to improve accuracy</li> </ul> <p><b>Example:</b> The child is unable to write first letter of name even after seeing teacher model.</p>	<p><b>Check for integrity to the intervention script.</b> Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Reduce the number of letters the child tries.</li> <li>• Print a letter in child's name, then allow child to trace over it.</li> <li>• Turtle write (child's hand rides on teacher's as they write together).</li> <li>• Practice making straight lines and then move on to letters.</li> <li>• Start with a letter with straight lines and then move on to letters that have curves.</li> <li>• Give the child multiple opportunities to use a writing utensil throughout the day (chalk, crayon, pencil, marker).</li> <li>• Give the child multiple opportunities to develop his/her fine motor coordination throughout the day (beads, small legos, play dough).</li> </ul>
<p><b>Yellow:</b></p> <ul style="list-style-type: none"> <li>• Giving accurate responses to targeted skill</li> <li>• Performing targeted skill slowly</li> <li>• Needing more practice to improve fluency</li> </ul> <p><b>Example:</b> Child is unable to write some letters of name slowly and with lots of assistance from teacher.</p>	<p><b>Continue Sign-in each day.</b></p>
<p><b>Green:</b></p> <ul style="list-style-type: none"> <li>• Accurate, fluent and confident in targeted skill</li> <li>• Confusing target skill with similar skill</li> <li>• Ready to add new learning</li> </ul> <p><b>Example:</b> Child is able to fluently and confidently write first name with little help from teacher.</p>	<p><b>Move on to Sign-In, Level 2.</b></p>

 **MATHEMATIZE! NUMBER AND OPERATIONS**  
HAVE STUDENTS COUNT THE NUMBER OF LETTERS IN THEIR NAMES AND TALK ABOUT FIRST AND LAST LETTERS USING MATH VOCABULARY.

 **MATHEMATIZE! NUMBER AND OPERATIONS**  
LEARNING TO WRITE NUMERALS IS A SEPARATE TASK FROM LEARNING TO ASSOCIATE NUMERICAL SYMBOLS WITH QUANTITY. AS YOU HELP CHILDREN WRITE A NUMBER, HELP THEM LEARN TO CONNECT THE NUMBER THEY WROTE TO A QUANTITY.



## SIGN-IN, LEVEL 2

### INTEGRITY OBSERVATION CHECKLIST

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
Sign-in occurs daily.	
Name cards are present, the first letter of child's name is a capital, other letters are lowercase. Last names may be present on name card as appropriate.	
Sign-In takes place on a flat surface with smaller writing utensils such as a pencil.	
Teacher is in close proximity to the child and at the child's eye level.	
Teacher greets child. (i.e., "I'm so glad we're going to sign in together today!")	
Teacher <b>explains</b> task to child. ("Today we are going to practice writing your name.")	
Teacher <b>models</b> a concept about print when introducing the activity. (i.e., capital and lower case letters)	
Teacher <b>requests</b> child to practice.	
Teacher uses auditory script to guide the child's practice.	
Teacher <b>reviews learning</b> by rereading child's name while tracking left to right.	
Teacher requests child to demonstrate understanding of chosen concept about print. (i.e., "Where is the capital letter in your name?")	
Teacher ends the session by allowing the child to feel successful. (affirmation, high-five, etc.)	
SEEDS QUALITY INTERACTIONS	
<b>Sensitivity:</b> Teacher is aware of child's ability (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question)	
<b>Encouragement:</b> Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen)	
<b>Education:</b> Teacher teaches a concept of print. (i.e. left-right orientation, letter name, letter shape, capital or lower case, spacing, letter sound)	
<b>Development of Skills Through Doing:</b> Teacher ends the session by allowing child to be successful!	
<b>Self-image:</b> Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to <b>reflect</b> on observations from the day's lesson.	
Teacher <b>plans</b> next steps for the child based on the Child Reflection Guide.	
Teacher writes <b>SMART</b> E goal(s).	

**Comments and observations:**

 **SIGN-IN, LEVEL 2**  
**CHILD REFLECTION GUIDE**

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

IF, DURING TODAY'S SIGN-IN, THE CHILD WAS...	YOUR NEXT STEPS WILL BE TO...
<p><b>Red:</b></p> <ul style="list-style-type: none"> <li>• Just beginning to learn how to complete the targeted skill</li> <li>• Not yet able to perform the targeted skill reliably or with high level of accuracy</li> <li>• Needing to improve accuracy</li> </ul> <p><b>Example:</b> Child is unable to write name independently and/or focus on concepts about print being taught.</p>	<p><b>Check for integrity to the intervention script.</b></p> <p>If integrity is reached, and the child is still “red” go back to Sign-in, Level 1.</p>
<p><b>Yellow:</b></p> <ul style="list-style-type: none"> <li>• Giving accurate responses to targeted skill</li> <li>• Performing targeted skill slowly</li> <li>• Needing more practice to improve fluency</li> </ul> <p><b>Example:</b> With guidance and help, child is able to accurately write name and demonstrate chosen concept about print.</p>	<p><b>Continue Sign-in each day.</b></p>
<p><b>Green:</b></p> <ul style="list-style-type: none"> <li>• Accurate, fluent and confident in targeted skill</li> <li>• Confusing targeted skill with similar skill</li> <li>• Ready to add new learning</li> </ul> <p><b>Example:</b> Child is able to fluently and accurately write first name and demonstrate chosen concept about print.</p>	<p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> <li>• Add child’s last name to the writing task.</li> <li>• Have child begin to write numbers, sight words, friends’ names, etc.</li> <li>• Give child a smaller area to write in, focusing on letter formation and fine motor coordination.</li> <li>• Move on to other concepts about print that have not yet been covered.</li> </ul>