A Guide to Using the Pennsylvania Kindergarten Entry Inventory

Revised 2020
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Appendix A
Purpose

The Pennsylvania Kindergarten Entry Inventory (PA KEI) is a teacher-reported measure of children’s competencies at the start of kindergarten. The PA KEI was designed to be used as part of Pennsylvania’s comprehensive prenatal-to-third-grade (P3) system as a resource to create a common language about children’s development and instructional supports across early childhood practitioners, school administrators, and families. The primary purpose of the PA KEI is to provide scientifically valid information to kindergarten teachers on how individual children are functioning on a consistent set of standards-based competencies as they enter kindergarten; teachers will use this information to inform their classroom instruction. A secondary purpose is to provide state, district, and school administrators with an evidence-supported, descriptive snapshot of children’s competencies at kindergarten entry. The inventory is based on Pennsylvania’s Learning Standards for Early Childhood and includes 30 standards-based indicators and reports data across all indicators, as well as, across two dimensions.

What are the evidence-based uses of the PA KEI?

In line with the two aims of the PA KEI, a scientific study commissioned by The Office of Child Development and Early Learning supports two uses:

1. Evidence supports use of KEI data by teachers to inform instruction for all children (gender, race/ethnicity, DLLs, and students with IEPs). Teachers may use:

   (a) overall scores on the Emerging Academic Competencies and Learning Engagement Competencies dimensions, and

   (b) individual item ratings from items within these dimensions.

2. Evidence supports use of KEI data by state policymakers, school district leaders, and principals to provide a descriptive snapshot of all children rated on the PA KEI. Policymakers and school district leaders may use:

   (a) average scores on the Emerging Academic Competencies and Learning Engagement Competencies dimensions across all children rated on the PA KEI, and

   (b) average scores on these dimensions for all children rated on the PA KEI in their district or school.

At this time, no scientific support was found for making comparisons among districts or among schools.

The PA KEI is intended to be used by kindergarten teachers to record students’ demonstration of skills within the first 45 calendar days of the kindergarten year.
The PA KEI is intended to be used as one tool in determining and discussing readiness. Readiness is a term that should be flexibly and broadly defined, considering multiple components including:

- A child’s comprehensive set of skills;
- The teacher’s and school’s ability to meet the needs of all children. This includes a focus on reflective practice;
- The family’s readiness to share information and advocate for their child; and
- The community’s readiness to provide services to ensure positive learning environments.

The PA KEI is an observational snapshot of children entering kindergarten and should not be administered in pull-out sessions; used as a high stakes assessment of students, teachers, or programs; or for placement of students.

It is important to note what the Kindergarten Entry Inventory is not intended for:

- The Kindergarten Entry Inventory is not a screening tool.
- The Kindergarten Entry Inventory is completed during the first 45 days of school and is not designed to be completed prior to the start of school, therefore, the Kindergarten Entry Inventory should never be used to deny or exclude children access/entry to kindergarten. Any child who meets the age requirements established by your district should be admitted to kindergarten.
- The Kindergarten Entry Inventory is not a diagnostic tool and therefore, cannot be used to place a child into a program, class or special education.
- The Kindergarten Entry Inventory is not designed to replace existing assessments which have been designed for a specific purpose such as a diagnostic or screener.
- The Kindergarten Entry Inventory is in no means designed as a high stakes assessment of comparison among early childhood programs, used for teacher evaluation, or as a high stakes assessment of students.

PA KEI Components

Pennsylvania has adopted a holistic view of children’s learning and has designed a tool that offers a broad view of children’s knowledge and skills covering both cognitive and non-cognitive domains. Rather than reporting student progress on all of the Pennsylvania learning standards, 30 standards-based indicators from five key learning areas (Mathematics, English Language Arts, Social and Emotional Development, Health, Wellness and Physical Development, and Approaches to Learning through Play) were identified as benchmarks (*See Appendix A*). These thirty standards-based indicators were chosen based upon multiple factors such as 1) those most predictive of later school success, 2) feedback from educators and 3) those most easily observed and measured within the first 45 calendar days on the kindergarten year. For a full listing of the domains and indicators, see *Appendix A*. 
How to determine a skill level

The PA KEI consists of four skill levels: not yet evident, emerging, evident, and exceeds. Not yet evident always reads the same “the child rarely or never exhibits the behaviors listed under the other scoring areas or needs significant support.” A student would be given the skill level of not yet evident if there has been opportunity to observe the behaviors, yet the student does not exhibit the behaviors listed under emerging, evident and exceeds.

Observable behavioral descriptors are listed under the skill levels of emerging, evident, and exceeds. It is important to read the descriptions under each of these skill levels in making a determination. Teachers will determine students’ skill level through use of multiple sources of evidence. A student should be scored at the highest skill level demonstrated. Teachers have a limited amount of time (45 calendar days) to observe students’ competency in a skill; therefore, observations and data are analyzed, and students receive credit for a particular skill level once the teacher is confident that the observable behavior listed has been demonstrated.

On the inventory, examples are provided under the skill levels of emerging, evident, and exceeds. These are only examples. The examples are provided as a sampling of behaviors you may see. There will be many other observable behaviors demonstrated by your students that will relate directly to the behaviors listed under each specific indicator to help inform skill level determination.

What if I am unable to determine a skill level?

During the first 45 calendar days of school, there may be some indicators that you are not able to observe. An “unable to determine a skill level” was added to the inventory for this reason. The “unable to determine a skill level” category is distinct from the “not yet evident” category. If you choose “unable to determine a skill level, you will need to identify one of the following reasons:

- I have not had the opportunity to observe for this skill
- ½ day program limits time
- Not covered in curriculum during observation period
- Student transferred
- Student is non-English speaking
- Free choice play is not offered
- Student had significant absences during observation period
- Student not in my class
- Late student entry into classroom
- Other, please add specific explanation
Special Populations
Individual Education Plan OR 504 Plan

Students receiving accommodations, modifications, and/or adaptations as part of his or her IEP/504 plan should be scored under the skill level which best reflects the student’s demonstration of a skill or concept when using these accommodations, modifications, and/or adaptations.

Accommodations, modifications, and/or adaptations for students with special needs are permissible and expected as teachers complete the PA KEI.

In cases where teachers do not feel confident scoring a student with special needs for a particular indicator, “unable to determine a skill level” should be marked, choose the drop-down option “other”, and provide a specific explanation. This option should be used sparingly.

English Language Learners/ Dual Language Learners

Accommodations for students who are English Language Learners are permissible and expected as teachers complete the PA KEI.

Specific guidance is provided within the inventory under each indicator regarding the scoring and use of home language or other ways ELL/DLL students might exhibit competence. There are three indicators (#5, #8, and #16) in which students must be scored based upon their proficiency with the English language. In addition, additional resources are provided at Early Learning Standards WIDA examples to support teachers in assessing ELL/DLL students.

In cases where teachers do not feel confident scoring an ELL/DLL student for a particular indicator, “unable to determine a skill level” should be marked, choose the drop-down option “Student is non-English speaking.” This option should be used sparingly.

PA KEI Implementation
PRIOR TO IMPLEMENTATION

The following activities must occur prior to PA KEI Implementation:
- Demographic data on schools, classrooms, teachers, and students must be set up in the PA KEI data system. This can occur by through manual data entry or by use of the automatic data upload process.
- Teachers must complete the Professional Development Protocol and obtain “Proficient User” Status (effective for 5 years). Options are provided on pp. 10-11 of this document.

The following activities may occur prior to PA KEI implementation and would increase successful implementation:
Children receive a PA Secure ID. Children who have attended a state-funded prekindergarten or Early Intervention program, or who have received a subsidy for child care are assigned a PA Secure ID before they enter kindergarten with OCDEL serving as the Local Education Agency (LEA). When enrolling a child for kindergarten, the existing OCDEL PA Secure ID should be chosen to maintain the child’s early education experience, and to assure effectively use of PA KEI data.

a. What you can do to help
i. Provide the contact name and information of the person/people responsible for assigning/selecting PA Secure IDs in your school/district within the KEI database
ii. Assure this contact’s understanding in their role in selecting “near matches” from the PA Secure ID system. Click here for more information.
iii. Match/Assign PA Secure IDs for kindergarten children early in the school year
iv. Assure PA Secure IDs get uploaded/entered accurately into the PA KEI data system
v. Review PA Secure ID information and assure accuracy prior to finalization of PA KEI data

Information regarding pre-kindergarten program participation is obtained from families and is added to the student demographic information. This is now a required field within the data system and providing information beyond “don’t know” is beneficial when using the system generated PA KEI data.

Staff beyond the implementing teachers complete the Professional Development Protocol. This is helpful when providing support to implementing teachers and for understanding all the potential uses of the system generated PA KEI data.

Obtain specific training on the use of the data system. Both teacher and administrative trainings are available and can be accessed at www.kei-pa.org

Steps for Implementing Teachers:
1. ACCESS AND REVIEW MATERIALS

Central Susquehanna Intermediate Unit in partnership with the Office of Child Development and Early Learning (OCDEL) provides a PA KEI landing page that can be accessed at http://kei-pa.org. All materials including the inventory, asynchronous professional development, proficient user assignment, resources, PA KEI data entry system, and data system training materials are housed on the landing page. Teachers are encouraged to download and print the Inventory from the landing page. Teachers should become familiar with the components, standards-based indicators, standards and skill level descriptions for each of the indicators found within the inventory. The PA KEI is an observation-based tool. The best way to ensure a reliable observation is to become familiar with the inventory. Familiarity with the inventory and what information it gathers is vital to the ease of the collection process.
2. GATHER INFORMATION

The PA KEI is an observation-based assessment, designed to be implemented in conjunction with typical classroom activities.

Two sharply contrasting measurement approaches can be used with children under age 5: direct assessments and observation-based (often called authentic) measures. A direct assessment involves an adult, possibly a familiar adult but sometimes a stranger, sitting with a child and asking him or her to respond to several requests, such as pointing to a picture or counting objects. The conditions for administration, such as the directions and how the materials are presented, are standardized to ensure that each child is being presented with identical testing conditions. Observation-based measures…use regularly occurring classroom activities and products as evidence for what children know and can do. Observation-based measures encompass a variety of tools, including checklists…classroom-based observation tools…samples of children’s work…Teachers and caregivers collect data over a variety of contexts and over time to gain a more valid and reliable picture of what children know and do. Observation-based assessment approaches also are consistent with recommended practices for the assessment of young children (National Research Council of the National Academies (2008), Early Childhood Assessment: Why, What, and How? Page 7-11 and 7-12).

As an observation-based assessment, the PA KEI is designed to be implemented together with the instructional and routine activities that occur daily within quality kindergarten classrooms. Teachers are encouraged to utilize multiple sources of evidence to complete the PA KEI. Sources of evidence might include, but are not limited to the following:

1. results from typically administered assessments
2. family input
3. work samples
4. observations
5. checklists
6. input from other adults working with the student

The evidence collection period lasts from the first day a student enters the kindergarten classroom until the 45th calendar day of the kindergarten year.

Sources of Evidence

Typically administered testing
Certain standards-based indicators within the PA KEI align with skills measured on standardized tests (i.e. DIBELS) typically given within the first weeks of kindergarten. These tests should be used to directly inform the PA KEI. Other skills reported on the PA KEI cannot be assessed in a standardized way and will require teacher observation.
**Family Input**
Teachers are encouraged to solicit and use information from the child’s family when scoring the PA KEI. When communicating with families to gain information it is important to ask questions using language that is specific to the PA KEI behavioral definitions. It is important to remember that each source of evidence should be used together when making a final scoring determination.

**Work Samples**
Collection of work samples provide tangible evidence that represents student learning. Work samples provide not only information to assist with scoring various indicators, but also items that can be shared when discussing the results of the PA KEI. Videos and/or photographs are also methods of collecting demonstrations of skills.

**Observations**
Teachers constantly observe the students in their classroom to gauge their skill level and the consistency of which levels are demonstrated. During the first few weeks of school, teachers familiarize themselves with each student. Once teachers have established relationships with each student, more formal observations begin.

Focused observations including note taking and assigning skill levels occurs during the period prior to the designated submission date for the PA KEI outcomes reporting.

An observation may integrate multiple skills and knowledge for different areas of learning within a single activity. Many teachers find it helpful to plan their curriculum and schedule so that the daily activities will assist the teacher in observing students as they demonstrate their skills, knowledge and behaviors relative to the standards-based indicators in the PA KEI.

**Checklists**
Checklists of the skills and behaviors captured within the PA KEI can be developed and used to quickly capture information. Checklists are more useful for certain indicators than for others, and teachers are reminded that the collection of multiple sources of evidence will provide the most complete snapshot of a student’s skill level.

**Input from other adults working with students**
Other adults such as classroom para-professionals or learning support staff, in addition to the special’s teachers (physical education or art, for example) may provide information about individual student’s accomplishments or learning style.

**3. DETERMINE SKILL LEVELS**

After observation of behaviors, teachers’ record a student’s skill level based upon the descriptions found under the skill levels of emerging, evident and exceeds. It is important to read the descriptions under each of these skill levels in making a determination. A student should be scored at the highest skill level demonstrated. Teachers have a limited amount of time (45 calendar days) to observe students’ mastery of a particular skill; therefore, observations and data are analyzed and students
receive credit for a particular skill level once the teacher is confident that the observable behavior listed is demonstrated. Teachers can use paper resources (KEI Inventory or PA KEI Data Collection Rubric) to track a student’s skill level determination. Skill levels can be entered into the PA KEI web-based data system at any point (saved and accessed later), although it is recommended to do this after all scores have been determined and student demographic information has been verified as accurate within the system.

4. PA KEI WEB BASED DATA SYSTEM AND ENTERING OUTCOMES

Teachers access the PA KEI database through the PA KEI landing page. Teachers MUST have completed the professional development protocol and obtained a certificate of completion before they will be provided access to the PA KEI database. Central Susquehanna Intermediate Unit staff are available for technical assistance and support.

Skill levels can be entered into the PA KEI web-based data system at any point (saved and accessed later), although it is recommended to do this after all scores have been determined and student demographic information has been verified as accurate within the system. The PA KEI web-based software is a live, interactive system thus reports are immediately available to the implementing teacher.

Tech support contact is available at KEI@csiuc.org.

5. FINALIZE TO SUBMIT OUTCOMES USING PA KEI DATABASE

Student outcomes should be finalized no later than 60 calendar days from the start of the school year. Student outcomes are submitted and finalized through use of the web-based data system. Once outcomes are finalized, building level and/or district level reports will be available. Student demographic information should also be reviewed for accuracy BEFORE finalizing outcomes.

Requirements for Implementation
Professional Development

All implementing teachers are required to complete a professional development protocol and obtain a certificate of completion to gain access to the web-based data system. Teachers with a proficient user certificate of completion do not need to repeat the professional development protocol.

ALL teachers, regardless of proficiency status should review updated materials (Inventory and User Manual at minimum) each year. All resources including those for English Language Learners can be found at www.kei-pa.org.
The professional development protocol was revised for the 2020-2021 school year and consists of self-paced, asynchronous, online learning lessons, and a final knowledge check. The total training should take participants about two (2) hours to complete.

After viewing each 15 to 20 minute lesson, participants will take a 10-question final knowledge check and must score at least 80% to receive their proficient user certificate, which is valid for 5 years from the date of completion.

The professional development can be found at www.kei-pa.org. Click on the Professional Development button or tab to access. Participants will need their PPID number and LEA AUN to receive log in credentials.

Submission of Student Outcomes

The data collection period begins the first day of kindergarten classes and continues for up to forty-five calendar days. Student outcomes are finalized and submitted no more than sixty days for the start of the kindergarten school year. Teachers must electronically submit all student outcomes using a web-based data system developed by Central Susquehanna Intermediate Unit. Central Susquehanna Intermediate Unit hosts a helpline and staff are available for technical assistance, training, and support.

Additional Materials and Resources

Implementing teachers are encouraged to investigate and make use of the resources provided in the Resources Tab of the PA KEI landing page. In addition, teachers should be familiar with the Pennsylvania’s Learning Standards for Early Childhood: Pre-Kindergarten Pennsylvania Learning Standards for Early Childhood

The Pennsylvania Learning Standards for Early Childhood state the expectations for what children should know and do as they leave pre-kindergarten and enter kindergarten.

The Pre-Kindergarten Pennsylvania Learning Standards for Early Childhood can be found at: http://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/

Frequently Asked Questions

Who will administer PA KEI?

Kindergarten teachers are the best persons to complete the PA KEI for the children in their classrooms. They are “familiar faces” to the students, have had the opportunity to conduct assessments in authentic environments, and are most familiar with each child’s development and learning expectations. Evidence collection, however, is most reliable when it is done collaboratively with the child, family members, and other adults who interact with the child.
Will PA KEI participating schools be required to complete and submit all student outcomes using the tool?

All kindergarten students that spend a majority of their classroom time in a typical kindergarten classroom, including students with special needs and those identified as English Language Learners, should have outcomes recorded and reported using the PA KEI.

When must the PA KEI be completed?

Evidence collection must be completed on each student in the classroom within the first 45 calendar days of school. Finalization of outcomes is required no more than 60 calendar days from the start of kindergarten. This date will vary among participants depending on when individual school districts begin their school year. Teachers are encouraged to enter outcomes as they are completed for each student. If the PA KEI is complete for students prior to the 45th calendar day, outcomes may be finalized.

Can the tool be used for other purposes?

The PA KEI is intended to be used by kindergarten teachers to record student's demonstration of skills within the first 45 days of the kindergarten year. The evidence-based uses of the tool are detailed on p. 3 of this document. Those interested in discussing other uses for the tool should discuss such interest with OCDEL staff by emailing RA-PWOCDELKEI@pa.gov.

What is the latest date a student can enter my classroom and still have outcomes reported?

If a student enters the classroom on the 16th calendar day of school (less than 30 calendar days to the inventory end date) do NOT complete an inventory on the student. If a student enters the classroom between day 1 and day 15 of the start date, complete an inventory on the student.

If a child is consistently scoring “not yet evident” will I be scored lower on a teacher evaluation?

The PA KEI is a measure of the skills a child ENTERS kindergarten with and should not be used to make determinations about the effectiveness of the kindergarten teacher.

If I feel confident in a child’s skill level early in the kindergarten year, and then later notice the child has made progress, should I change my rating?
No, The PA KEI is designed as a “snapshot” of the kindergarten entry skills. The teacher’s ratings should reflect the skills a child has entered kindergarten with and should not be changed as a child progresses throughout the kindergarten year.

**Where can find additional information about the PA KEI?**

Additional information about the PA KEI can be found at [www.kei-pa.org](http://www.kei-pa.org).

**Where do I go for help?**

Each implementing school and/or district has designated a school or district point of contact (POC). Implementing teachers should request contact information for the designated POC in your school or district. In addition, the following supports are available:

- General questions about the PA KEI: OCDEL staff at [RA-PWOCDELKEI@pa.gov](mailto:RA-PWOCDELKEI@pa.gov).

- Data base technical support: Christy Veitch or Jeff Kay at [KEI@csiuc.org](mailto:KEI@csiuc.org) or phone (570) 523-1155 X 2293 (Christy), X 2137 (Jeff) (PLEASE NOTE: if struggling more than 5 minutes with a data system issue, use this technical support contact).
Appendix A

PA KEI COMPONENTS

DOMAINS, STANDARDS-BASED INDICATORS, STANDARDS, and HEALTH AND WELLNESS INDICATORS

- **Domain: Social and Emotional Development**
  - Indicator 1: Emotional Regulation
    *Standard:* Student expresses emotions appropriately to adults and peers.
  - Indicator 2: Self-Awareness
    *Standard:* Student demonstrates awareness of self and one’s own preferences.
  - Indicator 3: Conflict Resolution
    *Standard:* Student distinguishes between appropriate and inappropriate ways to resolve conflict.
  - Indicator 4: Behavior Regulation
    *Standard:* Student is aware of limits and expectations and adjusts behavior accordingly.

- **Domain: Language and Literacy Development**
  - Indicator 5: Print Concepts/Letters
    *Standard:* Student recognizes and names some upper- and lower-case letters of the alphabet.
  - Indicator 6: Print Concepts/Words
    *Standard:* Student recognizes that letters make words and that words convey meaning.
  - Indicator 7: Phonological Awareness
    *Standard:* Student demonstrates understanding of spoken words, syllables, and sounds.
  - Indicator 8: Phonics
    *Standard:* Student associates letters with their sounds.
  - Indicator 9: Text Analysis
    *Standard:* Student demonstrates comprehension of text, both informational and literature.
  - Indicator 10: Text Structure
    *Standard:* Student demonstrates knowledge of text structure.
  - Indicator 11: Stages of Writing
    *Standard:* Student demonstrates age appropriate writing skills.
  - Indicator 12: Writing Process
    *Standard:* Student engages in the writing process by choosing a topic of focus and then dictates, draws or writes a related story.
  - Indicator 13: Expressive Language
    *Standard:* Student expresses thoughts, feelings and ideas; speaking clearly enough to be understood by most audiences.
  - Indicator 14: Receptive Language
Standard: Student acts upon or responds to dominant spoken language showing understanding of intent.
- Indicator 15: Collaborative Communication
  Standard: Student participates in collaborative conversations with peers and adults.
- Indicator 16: Conventions of English Language
  Standard: Student demonstrates command of the conventions of Standard English when speaking.

- Domain: Mathematics
  - Indicator 17: Counting
    Standard: Student knows the count sequence.
  - Indicator 18: Naming Numbers
    Standard: Student knows number names.
  - Indicator 19: Operations and Algebraic Thinking
    Standard: Student understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.
  - Indicator 20: Identifying Shapes
    Standard: Student identifies shapes.
  - Indicator 21: Positional Words
    Standard: Student shows understanding of the relative position of objects.
  - Indicator 22: Measurement
    Standard: Student uses measurable attributes to compare objects.
  - Indicator 23: Data
    Standard: Student classifies, counts and compares quantities.

- Domain: Approaches to Learning through Play
  - Indicator 24: Curiosity and Initiative
    Standard: Student shows interest in a growing range of topics, ideas, and tasks.
  - Indicator 25: Stages of Play
    Standard: Student uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.
  - Indicator 26: Engagement, Attention and Persistence
    Standard: Student attends to tasks, activities, projects and experiences for an extended period of time, even if challenging and despite interruptions.
  - Indicator 27: Task Analysis
    Standard: Student organizes complex information and thought into small steps and goals.
  - Indicator 28: Reasoning and Problem Solving
    Standard: Student attempts to accomplish challenging tasks by employing different strategies as needed.

- Domain: Health, Wellness and Physical Development
  - Indicator 29: Control and Coordination – Fine Motor
Standard: Student demonstrates coordination, strength and muscle control when manipulating small objects or tools.

- Indicator 30: Control and Coordination – Gross Motor
  
  Standard: Student demonstrates coordination of body movements.