Children assessment

1. Evaluation tool
2. Instrument aimed at evaluating the mode of play and performance of an activity of a child in four dimensions: interest, skill, social and symbolic.
3. Example (Annex)
4. Editabale and printable document. Doc/docx

Description Activity / game	Interest in the activity and the materials/game	Ability to perform activity / game	Social dimension of the activity/game	Symbolic dimension of the game/activity
	☐ None ☐ Restricted ☐ Good ☐ High	☐ None ☐ Restricted ☐ Good ☐ High	☐ Isolation ☐ Orientation ☐ Proximity ☐ Interaction	☐ None ☐ Explorative ☐ Functional ☐ Symbolic
	☐ None ☐ Restricted ☐ Good ☐ High	☐ None ☐ Restricted ☐ Good ☐ High	☐ Isolation ☐ Orientation ☐ Proximity ☐ Interaction	☐ None ☐ Explorative ☐ Functional ☐ Symbolic
	☐ None ☐ Restricted ☐ Good ☐ High	☐ None ☐ Restricted ☐ Good ☐ High	☐ Isolation ☐ Orientation ☐ Proximity ☐ Interaction	☐ None ☐ Explorative ☐ Functional ☐ Symbolic

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How to attribute scores

-Interest in the activity and the materials/game

None: When the child shows no interest or activity proposed by the teacher and/or his classmates, neither pay attention to the item of the activity and the game.

Restricted: When the child addresses attention to the activity or to the teacher and his/her companions in a limited way. He does not take the game or the objects/item that is offered to him.

Good: When the child interrupts his/her activity to look at the teacher and/or the partner who plays a game or another activity. It takes and uses the offered material, even if not adequately. If the activity is interrupted or the material is removed, he/she expresses his/her intolerance.

High: When the child spontaneously approaches the teacher or the partner who plays the game/activity and takes the items used in the game or tries to catch them. The interest is defined as high even if the child shows an inadequate approach to the other or if he does not use the tools adequately.

-Ability to perform activity / game

None: The child also with help (prompt) can not perform any activity similar to that proposed or seen.

Restricted: When it is able to perform only some activities related to the game with teacher support.

Good: When the child can perform some activities related to the game in an autonomous way, while for the other needs of the teacher's help.

High: When the child is able to perform all activities related to the game independently.

-Social dimension of the activity/game

Isolation: When the child does not seem to notice the presence of the other and carries out activities in complete isolation, even when the children are in the same space.

Orientation: When the child turns his attention and observes the others while they play / perform activities and the material they use, but do not join them even after solicitation.

Proximity: When the child carries out his activity independently of others. It is able to share the same space even if restricted, uses the same materials but this proximity does not turn into a shared game mode.

Interaction: When the child is able to participate in games and activities that involve one or more children, being able to respect his turn and to share the materials with a common purpose.

- Symbolic dimension of the game/activity

None: When the child does not play or use various materials and merely make self-stimulation behaviours without functional contact with the objects/item.

Explorative: When the child picks up the various objects/item, but does not use them in the conventional manner even after demonstration.

Functional: When the child uses the various objects/item in a conventional manner, he performs a kind of deferred imitation. There are no symbolic procedures.

Symbolic: When the child with the available objects/item is able to play "pretend". The symbolic function provides for the possibility to replace them, to attribute to them fictitious features and to use them in imaginary scenarios.

Annex: Assessment tool filled (example)

Description Activity / game	Interest in the activity and the materials/game	Ability to perform activity / game	Social dimension of the activity/game	Symbolic dimension of the game/activity
The child enters the classroom, observes some of his companions playing with cars on the track. As soon as the game is available the child approaches and starts playing with the cars and the track. Organize the machines in a row and slide them one at a time along the track.	☐ None ☐ Restricted ☐ Good ☐ High x	☐ None ☐ Restricted ☐ Good ☐ High x	☐ Isolation ☐ Orientation ☐ Proximity x ☐ Interaction	☐ None ☐ Explorative ☐ Functional x ☐ Symbolic
It is proposed to the child and three companions to play and pass around a ball. The children, seated on the ground, arrange	☐ None ☐ Restricted	☐ None ☐ Restricted x	☐ Isolation ☐ Orientation	☐ None ☐ Explorative

themselves in a circle. They start to pass the ball: each must say, accompanied by a non-verbal indication, the name of the companion who will pass the ball. The child sometimes shows difficulty in receiving the ball when it is his turn.	☐ Good x ☐ High	☐ Good ☐ High	☐ Proximity x ☐ Interaction x	☐ Functional ☐ Symbolic
The child is at the table with one of his mates. Both are interested in animals placed in a container. The child takes the animals one at a time, observes them, passes the animal from one hand to the other and then places them on the table, arranging them in a row. The companion organizes a small sequence of play with some animals but the child shows no interest in the game of mate.	☐ None ☐ Restricted ☐ Good ☐ High x	☐ None ☐ Restricted x ☐ Good ☐ High	☐ Isolation ☐ Orientation ☐ Proximity x ☐ Interaction	☐ None ☐ Explorative x ☐ Functional ☐ Symbolic