

Skills Assessment

Assessing and tracking the progress of young children are accomplished through the use of multiple tasks, some of which are listed below. This assessment should be done by the teacher at the beginning of the school year and per marking period to show the child's development and progress. However, it is imperative to acknowledge and respect each individual's natural place on his/her developmental continuum and not expect a specific level of accomplishment at this time. Save each child's results in his/her Work Samples portfolio.

To record child's responses, use a copy of the record sheet (pages 5-6).

- 1) Using the upper case sheet (page 2), ask the child to name each letter.
- 2) Do the same using the lower case sheet (page 3); ask the child to name each letter.
- 3) Using the upper case sheet again (page 2), ask the child to make the sound for each letter of the alphabet. For letters with multiple sounds, accept either sound that is correct, ex: C = /s/ or /k/ For vowels, accept either the long sound or short sound.
- 4) Ask the child to count aloud as far as he/she can, beginning with the number one.
- 5) Ask the child to point and count the ducks-in-a-row (page 4). Note whether the child points and counts demonstrating one-to-one correspondence, and counts accurately.
- 6) Using the table of numbers (page 4), ask the child to point to and name all the numbers he/she recognizes.
- 7) Using the given shapes (page 4), ask the child to point to and name all the shapes he/she recognizes.
- 8) Have the child look at the three ducks of different sizes (page 4) and have him/her point to answers for the following: "Which duck is the biggest?" "Which duck is the smallest?"
Teacher should point to the medium duck and ask: "Which duck is larger than this one?"
- 9) Looking at the same set of ducks (page 4), again have the child point to his/her answer to the following: "Which duck is in the middle of the group?" "Which duck is first, and which comes next?" "Which duck is last?" "Which duck is following the little duck?" "Which duck is leading the other ducks?"
"Which duck is before the big duck?" "Which duck is after the littlest duck?" etc.
- 10) Ask the child to demonstrate additional positions and spatial relations. For example:
 - a. stand up and ask the child to stand behind you, beside you, in front of you;
 - b. extend your arm out above the child's head and ask him/her to go under it;
 - c. point to a chair and ask the child to walk around it, get on /off it, go over it, stand between the chair and you;
 - d. look straight into the child's eyes and ask him/her to look up, and then look down.
- 11) Using the color recognition palette (page 4), or by looking around the room, ask the child to point to and name all the colors he/she recognizes.
- 12) Show the child his/her name and ask if he/she knows what the word says. After the child consistently recognizes his/her name in isolation, show the child a list of names which includes his/her name, and ask the child to find his/her own name in the list.
- 13) Give the child a blank unlined sheet of paper and ask the child to write his/her name. Place this in the child's Work Samples portfolio for future reference.

Upper Case Skill Assessment Sheet

B

S

E

V

N

O

W

F

K

Y

L

C

A

G

X

I

D

H

T

U

J

M

Q

P

R

Z

EXAMPLE

Lower Case Skill Assessment Sheet

c

r

x

o

b

n

k

s

j

v

q

e

z

m

a

g

h

l

i

y

f

d

t

u

p

w

EXAMPLE

Skill Assessment Recording Sheet

Ducks-in-a-Row:



Table of Numbers:

3	8	1	4	6	2	0	5	9	7
10	14	13	11	15	16	12	18	17	19
23	20	22	21	45	30	54	99	60	100

Shape Assessment:

Comparison and Position Assessment:

--	--	--	--	--	--	--

Color Recognition Palette:

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Skill Assessment Recording Form for Teachers

Child's Name _____

Date _____

Upper Case Recognition

Place the upper case sheet in front of the child.
Ask the child to name each letter.
This is not a timed assessment.
Circle each letter that the child identifies correctly.

B S E V N O
W F K Y L C
A G X I D H
T U J M Q P
R Z

Lower Case Recognition

Place the lower case sheet in front of the child.
Ask the child to name each letter.
This is not a timed assessment.
Circle each letter that the child identifies correctly.

c r x o b n k
s j v g e z m
a g h l i y f
d t u p w

Letter Sound Recognition

Place the upper case sheet in front of the child again.
Ask the child to make the sound of each letter.
This is not a timed assessment.
Circle each letter for which the child makes its sound correctly.

Bb Ss Ee Vv
Nn Oo Ww Ff
Kk Yy Ll Cc
Aa Gg Xx Ii
Dd Hh Tt Uu
Jj Mm Qq Pp
Rr Zz

Number / Shape / Position Recognitions

Circle each number, shape, and position that the child identifies correctly.

3	8	1	4	6	2	0	5	9	7
10	14	13	11	15	16	12	18	17	19
23	20	22	21	45	30	54	99	60	100
○ c i r c l e	□ s q u a r e	△ t r i a n g l e	▭ r e c t a n g l e	◯ c y l i n d e r	Big - Bigger - Biggest Large - Larger - Largest Small - Smaller - Smallest Little - Medium Next First - Middle - Last Lead - Follow Before - After				

Child

counts aloud accurately from 1 to _____

displays one-to-one correspondence accurately 1 to _____

Additional Position and Spatial Relation Recognitions

Check each position word that the child demonstrates correctly.

Color Recognition

Check each color the child recognizes correctly.

- | | |
|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> around | <input type="checkbox"/> off |
| <input type="checkbox"/> behind | <input type="checkbox"/> on |
| <input type="checkbox"/> beside | <input type="checkbox"/> over |
| <input type="checkbox"/> between | <input type="checkbox"/> stand up |
| <input type="checkbox"/> in front of | <input type="checkbox"/> through |
| <input type="checkbox"/> look up | <input type="checkbox"/> under |
| <input type="checkbox"/> look down | <input type="checkbox"/> _____ |

- | |
|---------------------------------|
| <input type="checkbox"/> Blue |
| <input type="checkbox"/> Red |
| <input type="checkbox"/> Yellow |
| <input type="checkbox"/> Purple |
| <input type="checkbox"/> Orange |
| <input type="checkbox"/> Green |
| <input type="checkbox"/> Pink |
| <input type="checkbox"/> Brown |
| <input type="checkbox"/> Black |
| <input type="checkbox"/> White |
| <input type="checkbox"/> _____ |

Child recognizes his/her own name in isolation ☐ in a list of names ☐ (Check all that apply)

Child writes his/her first name

- ☐ With all letters present, and in the correct sequence
- ☐ With all letters present, but not in the correct sequence
- ☐ With some letters missing
- ☐ Writing of name has no letters from child's name
- ☐ Writing of name has no recognizable letters (scribble marks only) last name
- ☐ With all letters present and in the correct sequence
- ☐ With all letters present but not in the correct sequence
- ☐ With some letters missing
- ☐ Writing of name has no letters from child's name
- ☐ Writing of name has no recognizable letters (scribble marks only)