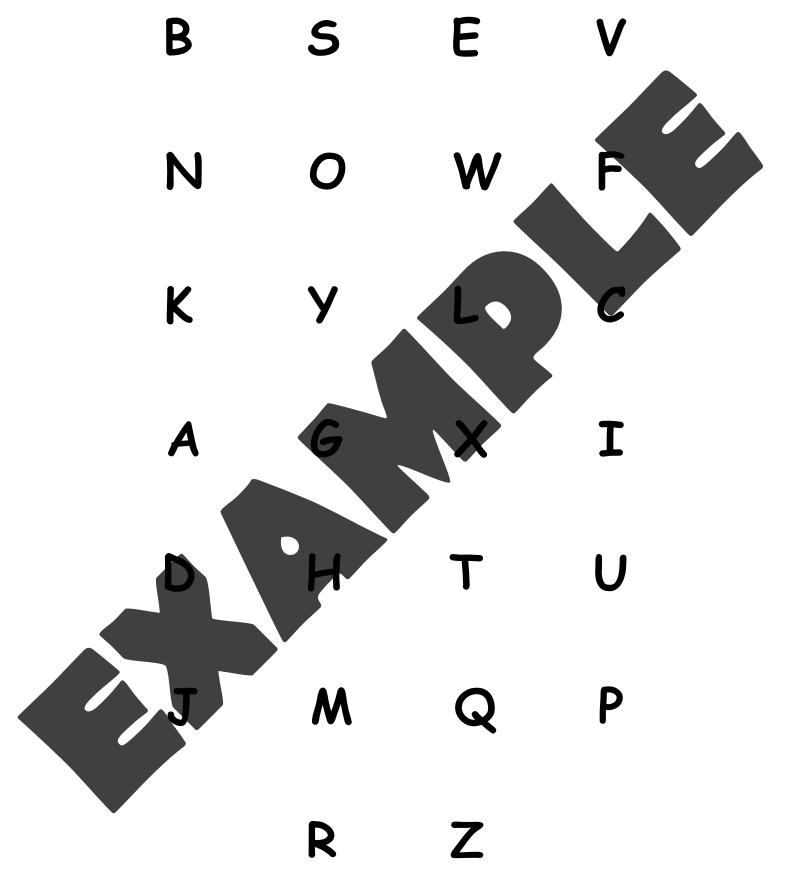
## Skills Assessment

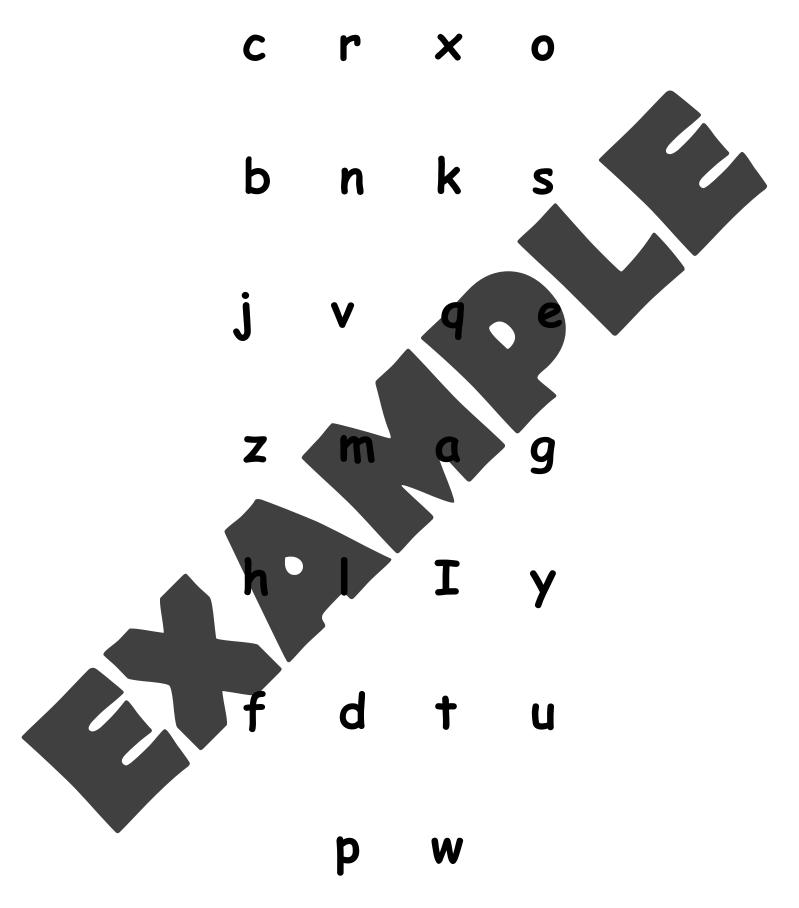
Assessing and tracking the progress of young children are accomplished through the use of multiple tasks, some of which are listed below. This assessment should be done by the teacher at the beginning of the school year and per marking period to show the child's development and progress. However, it 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.
- 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:  $C = \sqrt{s}$  or  $\sqrt{k}$ . 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?"
- Dooking 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.
- 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.
- 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





## Ducks-in-a-Row:



			_				
Tal	hla	•	Ŧ	N	ıım	ha	nc.

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

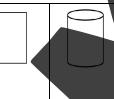
## Shape Assessment:

















Color Recognition Palette:	

Child's Name\_\_\_\_

****	****	****	****	****	****	*****	*****	****	****	****	****	****	****	****	****	*****
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.			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.													
	В	5	Ε	V	Ν	0		c	r		×	0	b		n	k
	W	F	K	У	L	С		s	j		v	q	e		z	m
	A	G	X	I	D	Н		α	g		h		1			f
	Т	U	J	M	Q	P		d	†		u	p	W			
	R	Z														
Ask the	the upper e child to not a tim each lette	r case sh make tl ned asse	Sound neet in from the sound ssment. The contract of the contr	ont of the of each	e child ag letter.		Circle correct	each n	umber, umber,							tifies 7
	Bb	Ss	Ee	Vv			10	14	13	11	15	16	12	18	17	19
	Nn	Oo	Ww	Ff												
	Kk	Уу	LI	Cc			23	20	22	21	45	30	54	99	60	100
	Ad Dd Jj Rr	Hh Mm Zz	Xx Tt Qg	Ii Uu Pp			c i r c l e	s q u a r	t r i a n g l e	r e c t a n I	c y I i n d e r	Larg Sma Littl Nex First Lead	Bigge e - La II - Sm e - Me t t - Mid I - Foll	rger - naller edium ddle - low	Large - Sma	
Child		s aloud	d accur	ately:	from 1	to										

displays one-to-one correspondence accurately 1 to \_\_\_\_\_

Date\_\_\_\_

	d Spatial Relation Recognition the child demonstrates correctly.	Color Recognition Check each color the child recognizes correctly.
□ around	□ off	□Blue
		□Red
□ behind	$\square$ on	□Yellow
□ beside	□ over	□Purple
		□Orange
□ between	□ stand up	□Green
☐ in front of	□ through	□Pink
		□Brown
□ look up	□ under	□Black
│ │		□White
look down		
Child recognizes his/he	er own name in isolation $\square$ in $\circ$	list of names (Check all that apply)
Child writes his/her		
first name		
□With all letters pr	esent, and in the correct seque	ence
□With all letters pr	esent, but not in the correct s	equence
□ With some letters	missing	
□ Writing of name ha	as no letters from child's name	
□ Writing of name ha	ıs no recognizable letters (scr	ibble marks only) last name
□ With all letters pr	esent and in the correct seque	nce
□ With all letters pr	esent but not in the correct se	equence
□With some letters	missing	
□ Writing of name ho	as no letters from child's name	
□ Writing of name ho	as no recognizable letters (scr	ibble marks only)