Skills Assessment

Assessing the progress 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).

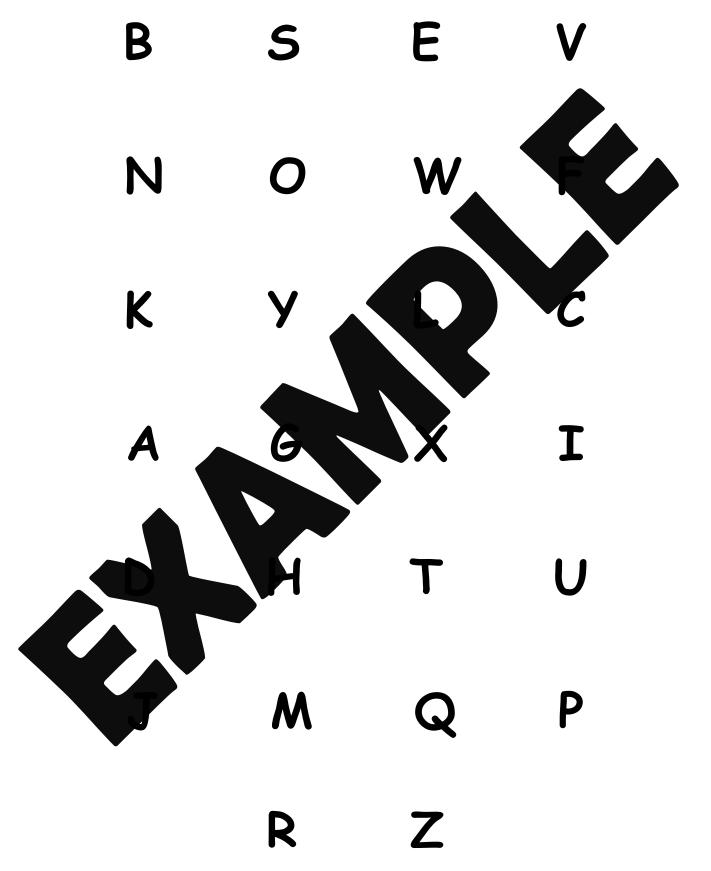
- 1) Using the upper case sheet (page 2), ask the child to name each letter.
- 2) Do the same using the lower case sheet (page 3); ask the child to name each letter.
- Using the upper case sheet again (page 2), ask the child to make the sound for each latter of the alphabet. For letters with multiple sounds, accept either sounds hat a correct, exc 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.
- 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 pame all the shapes he/she recognizes.
- Have the child look at the three ducks of different size (page 4) and have him/her point to answers for the following: "Which duck is the piggest?" "Which duck is the smallest?"

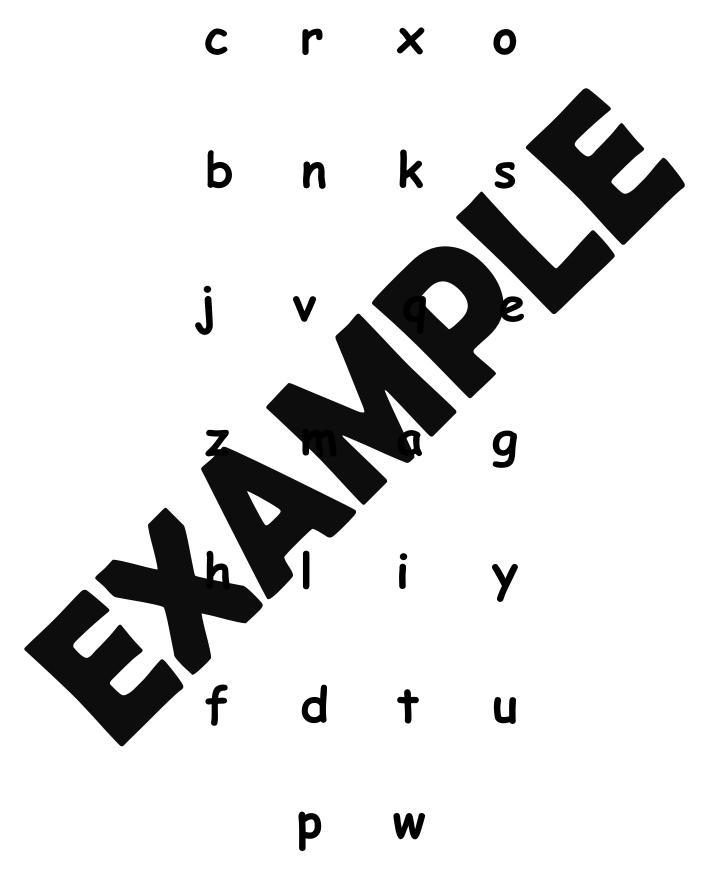
 Teacher should point to the medium duck and ask: "Which duck is larger than this one?"
- Looking at the same set of ducks (page 4), again have the child point to his/her answer to the following: "Which duck is in the middle of the group?" "Which duck is first, and which comes next?" "Which duck is last?" "Which duck is following the little duck?" "Which duck is leading the other ducks!"
 - "Which duck is he fore the big duck?" "Which duck is after the littlest duck?" etc.
- Ask the child to demonstrate additional positions and spatial relations. For example:

 tand up and ask the child to stand behind you, beside you, in front of you;

 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
 - de look straigh 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 we 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.







able of Nu	umbers:										
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 Ass	sessment:				Compar	ison and P	osition Ass	sessment:			
\bigcirc					1		~	3			
		\									
Color Recognition Palette:											

Skill Assessment Recording Form for Teachers

Child's Name_____

****	*****	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****		
Ask the This is	e child to not a tim	case sh name e ned asse	r Case Reet in from the cach lette ssment. The child in	ont of the	e child.		Place t Ask the This is Circle	e child not a t	er case to nan imed a	e sheet ne eacl issessn	t in fro h lettei nent.	·.	ne child					
	В	S	Ε	V	Ν	0		С	r		×		Ь		n	k		
	W	F	K	У	L	C		s	j	4		9	8		9	m		
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	Т	U	J	M	Q	Р			Ť			P	W	,				
	R	Z																
Ask the This is	he upper e child to not a time each lette tly.	case sh make tl ed asse	Sound neet in from the sound ssment.	ont of the of each l	e child aga letter.		Ci cie c		mber mber		•	Position 2		_	tions d ident	tifies 7		
	Bb Nn	Ss Oo	Ee	Vv Ff			10	14	13	11	15	16	12	18	17	19		
	Kk	Vy	LI	Cc			23	20	22	21	45	30	54	99	60	100		
	Ao Dd Jj Rr	Gg Hy Mm Zz	Xx Qq	Ou Pp			c i r c l e	s q u a r	† r i a n g l e	r e c t a n g l	c y I i n d e r	Larg Sma Littl Nex First Lead	e - La II - Sm e - Me t	rger - naller edium ddle - low				
Child	counts		d accur	•				, 1 +		е								
	displays one-to-one correspondence accurately 1 to																	

Date

	d Spatial Relation Recognitions the child demonstrates correctly.	Color Recognition Check each color the child recognizes correctly.
□ around	□ off	□Blue
		□Red
□ behind	\square on	□Yellow
□ beside	□ over	□Purple
		□ Qrange
between	\square stand up	Green
in front of	□ through	Pink
	□ mi oagn	Brown
look up	□ under	□Black
المماه طمييية		∠White
□ look down		
hild recognizes his/h	er own name in isolation . I in a l	list of names□ (Check all that apply)
nild writes his/her fi	nst name	
□ With all letters pr	resent, and in the correct seque	nce
□ With all letters pr	resent, but not in the correct se	equence
□ With some letters	missing	
-Writing of name h	as no letters from child's name	
□ Writing of name h	as no recognizable letters (scrib	oble marks only) last name
□ With all letters pr	sent and in the correct sequen	nce
□ With all letters pr	resent but not in the correct sec	quence
□ With some Letters	missing	
□ Writing of name h	as no letters from child's name	
Writing of name h	as no recognizable letters (scrib	oble marks only)