

## ASSESSMENT SUMMARY

### A CHILD SHOULD BE ABLE TO COMPLETE THIS ASSESSMENT BY THE END OF HIS/HER KINDERGARTEN SCHOOL YEAR.

Child's Name \_\_\_\_\_ OLDER OR YOUNGER

Student Teacher's Name \_\_\_\_\_

Period \_\_\_\_\_ Date \_\_\_\_\_

#### Math and Science Skills:

1. How high does the child count? \_\_\_\_\_
2. Circle number symbols child identifies by name:  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
3. Circle number symbols child writes:  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
4. Describe how child adds numbers (shows no interest, touching the items and counting, adding in his head)
5. Describe how child subtracts numbers (shows no interest, can count the items after one is taken away, can subtract in his head)
6. How does child demonstrate correct one-to-one correspondence?  
Give an example (touch an object and count it or set the table for 2 using 2 cups, 2 plates ect.)
7. Circle shapes child identifies by name:  
Circle Square Rectangle Triangle Diamond Oval Star
8. Circle colors child identifies by name:  
Red Orange Yellow Green Blue Purple Pink Black Brown White Grey
9. How does child place things in order from biggest to smallest?  
Give an example (How many objects were places from biggest to smallest and what were they.)

#### LITERACY:

1. How does the child write his/her name? (scribbles, circles and lines, mock lettering, mock and real letters, real letters from left to right, all upper case all lower case, last name initial or full last name included)
2. Does child recognize his/her written name? \_\_\_\_\_
3. Which hand does the child most often write? Left or right
4. Circle all the child's writing stages:
  - Child chooses not to engage in writing attempts. (No attempts to write letters or words.)
  - Child writes stories using art as a medium. (Draws pictures only)
  - Child writes stories using art as a medium. (Draws pictures with teacher writing the descriptions.)
  - Child writes stories with teacher as scribe. (Child dictates a story to teacher.)
  - Child writes when teacher dictates the letters to use in word formation. (Child writes letters as teacher says them.)
  - Child writes using phonetic clues with a teacher's help. (Child writes and sounds out the words he writes with teachers help.)
  - Child writes using phonetic clues independent of teacher. (Child writes and sounds out the words he writes without teachers help.)
5. Circle the letters child identifies by name:  
A a B b C c D d E e F f G g H h I i J j K k L l M m N n  
O o P p Q q R r S s T t U u V v W w X x Y y Z z
6. Circle the letters child duplicates in written form:  
A a B b C c D d E e F f G g H h I i J j K k L l M m N n  
O o P p Q q R r S s T t U u V v W w X x Y y Z z
7. Circle the letters the child duplicated by phonetic sound:  
A a B b C c D d E e F f G g H h I i J j K k L l M m N n  
O o P p Q q R r S s T t U u V v W w X x Y y Z z  
(Child writes the letters teacher sounds out.)
8. Are there any words child identifies by sight or phonetic clues?
9. How does the child recognize rhyming words or engage in rhyming games?  
(Recognize things that rhyme with his name, finger plays, rhyming songs, recognizes rhymes in books)
10. Does child demonstrate an understanding that words are made up of letters and that they are read from left to right? \_\_\_\_\_
11. When does the child choose to engage in reading or writing attempts?  
(All during the day, during individual and/or group reading time)

**SOCIAL SKILLS:**

1. How does the child generally interact with peers? (Plays alone, plays with selected friends, plays with everyone, solve disagreements and solve problems, shares)
2. With teachers? (Listens to teachers, follows teachers instructions, plays with teachers)
3. How does the child participate in rug time and group activities? (Wiggles and squirms, listens attentively, answers questions)
4. During free choice periods, does the child play alone or with others? (Plays alone, plays alone sometimes and with others sometimes, plays with other children)
5. Give an example how the child solves problems with peers?
6. (Describe how the child solved a disagreement or sharing problem.)
7. How does the child follow directions? (Must be reminded a few times follows exactly as teacher asks.)

**PHYSICAL DEVELOPMENT:**

1. How does the child use a ball? (Throw with both hands, throw with one hand, throw with hand and body)
2. How does the child use play equipment? (Uses equipment as explained by teacher, follows safety rules.)
3. Describe locomotor movement. (runs, hops on two feet, hops on one foot, skips, shows good coordination)
4. Discuss how the child uses small motor skills: (Will attempt to cut with scissors, cuts accurately with scissors, uses correct pencil hold, holds pencil in a fist grip, fits puzzles accurately, turns pages of a book easily.)