

FUN EARLY Learning Assessment

At Fun Early Learning, we believe that ongoing assessments provide invaluable information to parents and educators about how children grow and develop. Our developmentally appropriate assessment provides information highlighting what children know and are able to do, as well as areas for continued reinforcement and improvement. Our ongoing assessments reflect the information covered throughout the school year, to give in-depth results of how each child is performing. Our goal is always to help prepare children for success in kindergarten and beyond.

Directions:

1. This assessment is divided into 6 sections for your convenience. Each section has a separate set of questions or objectives that correspond to the [Child Assessment Score Card](#), which is at the end of this packet. Read through each section before you begin and gather the required materials. This will also give you the opportunity to make changes to how you ask or present the material based on your child's needs.
2. Not every child learns the same, which means that not every child can be assessed the same. You may need to ask questions in a different way depending on your child's needs. An example would be if you have a child who has a difficult time sitting still, you may not be able to use memory / flash cards in the traditional way. To determine letter identification, you may choose to scatter the memory cards face up on the floor and have your child stomp on a letter and tell you its name. You will get your assessment questions answered while your child is having fun and learning in a way that engages them.
3. One of the benefits of having the assessment broken down into sections is that you can administer each one separately. It is difficult for many children to complete all 6 sections at one time. You may need to take a break between each section or spread them out over several days.
4. The [Child Assessment Score Card](#) is located at the end of this Assessment Guide before the Memory Cards. Print off a score card for each child you will assess. We use a simple yes "Y" or no "N" for scoring. As you assess each child, you will mark "Y" if they have mastered the skill or "N" if they have not. For example, if they can only name 20 letters, you would circle the letters they can name, and also "N" to show that they are still developing the skill. When you complete a section, count the number of "Y" marks and enter that number in the Score box.
5. We have provided a section for you to administer 3 assessments. For teachers, we recommend administering one the week school starts as a pre-assessment, one half-way through, and one at the end of the year. For parents, you may choose to administer an assessment to see areas you can help your child with before kindergarten, and then continue with assessments 2 and 3 as needed to ensure you are on the right track for kindergarten prep.
6. Print and laminate the Memory Cards on pages 15-30 if you don't already have them.

1. Social and Emotional Development

Materials Needed: None

Assessment Type: Teacher/Parent Observation

Social and Emotional Objectives:

Interacts independently and with others, demonstrates self-control, self-confidence, independence, reasoning, and problem solving.

Throughout the year parents, teachers, and caregivers are continually observing interactions with children. Use the knowledge of previous observations, as well as observing during children's free play today, to assess social and emotional development.

1. Does the child initiate play with peers?
2. Does the child participate in playing independently or with a group?
3. Does the child learn independently and with guidance and support from adults/teachers?
4. Does the child follow daily routines?
5. Is their attention span appropriate for their age level?
6. Do they attend during group time?
7. Does the child listen quietly and attentively?
8. Is their voice level appropriate for inside and outside play?
9. Does the child follow rules? Are they respectful, responsible, and safe?
10. Do they accept responsibility and consequences for their behavior?
11. Does the child display self-control?
12. Does the child attempt to resolve conflict independently? Do they seek guidance and support appropriate for help resolving conflicts?
13. Is the child able to express their feelings appropriately, are they aware of other's feelings, and do they express empathy?
14. Does the child keep show respect for adult and peers, and the rights and properties of others?
15. Do they keep their hands, feet, and objects to themselves?
16. Does the child help with simple tasks, such as taking care of toys and materials?
17. Does the child show confidence and pride in their performance and accomplishments?

2. Reading Standards

Materials Needed: Storybook and Memory/Flash Cards - Be sure to pick a story that your child loves!

Assessment Type: Individual

Reading Process Objectives:

Key ideas and details, structure, concepts of print, and comprehension strategies.

1. Read the story to the child and ask questions about key details in the story. For example, why a character is acting a certain way or doing a specific task in the story. Ask if they have any questions about the story. Do they understand that print carries meaning (comprehension)?

2. Stop at a certain point in the story and have the child predict what will happen next.
3. Have the child retell information from the story. They could describe characters, what has happened so far, etc.
4. Can they sequence the events from the story properly? Ask, "What has happened so far in the story?"
5. Can the child identify the characters in the story? For example, David, his teacher, and his mom.
6. Do they know the setting? Setting is a place or things surrounding where characters are or events are events take place in the book. For example, David is at school in his classroom or David is outside on the playground and it is raining.
7. Does the child know the difference between fantasy and reality?
8. Have the child compare and contrast characters from the story you just read to a similar story. For example, they could talk about how the main character in this story had a pet dog, just like another book you read.

Foundational Skills Objectives:

Print Concepts: demonstrates the understanding of the basic features of print.

1. Hand the storybook to the child and have them demonstrate how to hold the book. Is the book facing the correct way?
2. Does the child open the book properly?
3. Can they read from left to right or understand that book is read from left to right?
4. Can they read from top to bottom or demonstrate that it is read from top to bottom?
5. Do they turn the pages properly?
6. Do they understand the difference between print (text) and pictures?
7. Can the child discriminate between letter and numbers, letters and words?
8. Can the child distinguish between uppercase and lowercase letters?
9. Have the child recite the alphabet.
10. Randomly lay the uppercase letter memory cards on a table either all together or in small batches. Have the child point to the letters you say to assess if they can identify all 26 letters. On their score card, circle the letters that they know. Some children can identify letters you say, but not name them independently, so we assess both ways.
 - Do you need to spice up this question for added fun? Scatter the memory cards around the floor face up and say things like, "Stomp on the A!" "Give the letter B a high five!" "Skip to the C." And so on until you've gone through letters A-Z. As the child identifies each letter as you say it, circle it on their score card.
11. Pick up all uppercase memory cards from the table and randomly present them to the child. Have them independently name each letter
 - An alternative for this question would be to hide the uppercase letters around the room. Have the child find 1-5 cards at a time and bring them to you. Before they can find the next batch, have them tell you the names of those cards.
12. Randomly lay the lowercase letter memory cards on a table either all together or in small batches. Have the child point to the letters you say to assess if they can identify all 26 letters.
 - You could also do the same activity you did for number 11.

13. Pick up all lowercase memory cards from the table and randomly present them to the child. Have them independently name each letter.
 - For added fun, complete this question with a sensory bin. You could use a bean dig sensory bin and bury the lowercase letters. The child will dig through and as they find each letter tell you its name.
14. Randomly lay the color memory cards on a table either all together or in small batches. Have the child point to the colors you say to assess if they can identify all 11 colors.
 - You could also play a game, such as “I spy the color blue.” And have the child try to guess what blue object you have picked. As they guess, you’ll know if their answers are things that are blue or not. If they are, they know what the color blue looks like.
15. Pick up all color memory cards from the table and randomly present them to the child. Have the child independently name all colors.

Phonological Awareness Objectives:

Demonstrates the understanding of spoken words, syllables, and sounds (phonemes).

1. Ask the child: “Does cat and hat rhyme?” “Does boat and goat rhyme?” “Does log and duck rhyme?” Continue to ask words that rhyme or do not rhyme until you know whether the child has mastered this skill or needs more reinforcement/practice.
2. Ask the child: “What word rhymes with dog?” “What rhymes with mat?” “What rhymes with van?” Continue to say a word and have the child say something that rhymes with that word until you know whether the child has mastered this skill or needs more reinforcement/practice.
3. Have the child independently tell you two words that rhyme. Continue to have the child independently rhyme until you know whether they have mastered this skill or need more reinforcement/practice.
4. Randomly say each letter’s sound and have the child tell you which letter that sound corresponds to. For example, say “tah”. The child would tell you that is the sound for the letter T. On their score card, circle the letter sounds that they identify.
5. Use uppercase memory cards from the table and randomly present them to the child. Have them independently name each letter sound. On their score card, circle the letter sounds that they know.
 - You could do the same activity we suggested above in Foundational Skills number 10. You would also say, “Stomp on the letter A! What sounds does it make?” “Hop to the H! What sound does it make?”
6. Ask the child: “What is the beginning sound for the word cat?”
7. “What is the middle sound for the word cat?”
8. “What is the ending sound for the word cat?”

3. Writing Standards

Materials Needed: Pencil, Notebook / Blank Paper, Memory Cards

Assessment Type: Individual or Small Group

Writing Objectives:

Understands the purpose of writing and how to use text and images to convey ideas and meaning.

1. Have the child(ren) write an entry in their journal about their favorite thing to do with their family. Does the child use images/drawings to represent their ideas, convey meaning, and write a simple story?
2. Does the child use letters or words to represent their ideas, convey meaning, and write a simple story?
3. Give the child(ren) suggestions on how to strengthen their journal entry or solve problems they are having with it. For example, ask them to tell you each step about what their favorite thing to do with their family is or have them describe the place their activity took place.
4. Encourage them to recall previous experiences of things they have done with their family.
5. Observe the child(ren)'s pencil grip.
6. Using a notebook or blank paper, have the child(ren) write their first name.
7. On the same page, have them write their last name.
8. Have the children write all uppercase letters. You can present/say the letters randomly or in chronological order. On the score card, circle all letters that are written independently and legibly. Then mark "Y" if all 26 uppercase letters are written correctly or "N" if they need continued practice.
 - You could also have the child write with the eraser side of a pencil in a salt tray or you could spray shaving cream on a tray or table and wipe it around to look like a piece of paper. Have the child use the eraser side of a pencil or their finger to write the letters in it. You could use this same technique for questions 9-11 also.
9. Using the uppercase letter memory cards, show the child(ren) one card at a time. Have them copy the letters in their journal. Be sure to distinguish in the journal which letters re written independently and which letters are written with an example to copy from. On the score card, circle all letters that are written independently and legibly.
10. Have the children write all lowercase letters on their paper. You can present/say the letters randomly for them to write or have them written in chronological order. On the score card, circle all letters that are written independently and legibly.
11. Using the lowercase letter memory cards, show the child(ren) one card at a time. Have them copy the letters in their journal. On the score card, circle all letters that are written independently and legibly.
12. Observe if the child(ren) are writing from left to right and top to bottom.

4. Speaking and Listening Standards

Materials Needed: None

Assessment Type: Teacher/ Parent Observation

Comprehension and Collaboration Objectives:

Prepares and participates in conversations with adults and children expressing ideas clearly, building on others ideas, and solving problems.

During the school year teachers are continually observing interactions with children. Use the knowledge of previous observations, as well as during children's free play today, to assess speaking and listening.

1. Does the child use appropriate conversational and communication skills to express their thoughts and needs clearly and concisely to adults and peers? For example, using eye contact, appropriate voice level, speaking clearly and not mumbling.

2. Does the child engage in conversations with adults by using a back and forth manner to express their thoughts and ideas as well as listen to other's thoughts and ideas? For example, do they say something to you, actively listen to your response, and then say something related to what you said.
3. Does the child engage in conversations with children/peers by using a back and forth manner to express their thoughts and ideas as well as listen to other's thoughts and ideas?
4. Does the child attentively listen to complex stories, statements, and questions? For example, during story time, do they sit quietly and pay attention to the story?
5. Does the child understand and respond appropriately to complex stories, statements, and questions? For example, during story time do they answer questions about the story, and use memory recall to recap the story?
6. Does the child ask questions and seek help in understanding things or to solve a problem?
7. With help from an adult, does the child use memory recall and appropriate vocabulary to describe familiar people, places, things, and events?
8. Is the child able to follow directions with multiple steps?

5. Mathematics Standards

Materials Needed: Pencil, Notebook / Blank Paper, Memory Cards, [Bug Sorting Center](#) or similar (i.e. you could use crayons)

Assessment Type: Individual

Count Sequence Objectives:

Knows number names and count sequence.

1. Have the child count to 20 by ones.
2. Hand children a container of crayons. Have them count as many crayons as they can.
3. Does the child understand that the last number said is how many objects are in all?
4. Ask the child what number comes before a specific number up to 20. For example, "What number comes before 4? What number comes before 11?"
5. Ask the child what number comes after a specific number up to 20.
6. Randomly lay the number memory cards on a table either all together or in small batches. Have the child point to the numbers you say to assess if they can identify all 20 numbers.
 - For some added fun, you could use a calculator and have the child push the numbers you say.
7. Pick up all number memory cards from the table and randomly present them to the child. Have them independently name each number.
8. Hand the child the number memory cards and have them sort them in order from 0-20.
 - A fun way to sort the cards would be to hang them on a string with clothespins, similar to hanging laundry on a clothesline.
9. Hand the child a notebook or blank paper and have them write numbers 0-20 independently.
10. Using the number memory cards, show the child(ren) one card at a time. Have them copy the numbers on their paper.

Counting and Comparing Objectives:

Count to determine the number of objects and compare numbers.

1. Use the Bug Sorting Center to construct groups of greater than, less than, or equal to. Point to 2 groups. Have the child tell you which group is greater than the other.
2. Using 2 new groups, have the child tell you which group is less than the other.
3. Construct 3-4 groups with 2 being equal. Have the child tell you which groups are equal.
4. Have the child use the Bug Sorting Center to construct sets of greater than. For example, a set of 3 and a set of 2 objects.
5. Have the child use the Bug Sorting Center to construct sets of less than. For example, a set of 2 and a set of 3 objects.
6. Have the child use the Bug Sorting Center to construct sets of equal to. For example, 2 sets of 2 objects.

Measurement and Data Objectives:

Measurement, data, geometry, and spatial sense.

1. Using the Bug Sorting Center, have the child sort the bugs by color.
2. Have them sort the bugs by size.
3. Lastly, have the child sort them by shape or type of bug.
4. Continuing to use the bugs, create an A/B pattern and have the child explain the pattern and continue it. The child may say, "You did butterfly, spider, butterfly, spider, so I need to add a butterfly next and then a spider."
5. Create an AA/BB pattern and have the child explain the pattern and continue it (beetle, beetle, butterfly, butterfly, beetle, beetle, butterfly, butterfly)
6. Using the Bug Sorting Center, have the child create their own A/B pattern and explain how they made it.
7. Have the child create their own AA/BB pattern and explain how they made it.
8. Lay all of the shape memory cards on a table. Have the child point to the shapes you say to assess if they can identify all 11 shapes. On their score card, circle the shapes that they know.
 - You could also play "I spy the shape ____". You would say, "I spy the shape circle." The child may guess clock, plate, ring, etc.
9. Pick up the shape cards and randomly present them to the child. Have them name each shape independently. On their score card, circle the shapes they name.
 - You could also have the child walk around the room and point out different shapes that they see or you could do a game or activity similar to assessing upper- and lowercase letters.
10. Hand the child their blank paper and have them independently draw all shapes by naming each one until 11 have been drawn. You may need to write above each shape what the child drew.
11. Using the shape memory cards, show the child each shape and have them copy it into their journal. You may need to write the name of the shape they are attempting to draw above/below each shape. Be sure to distinguish on the page which shapes were drawn independently and which ones with an example.
12. Have the child draw a picture of a person.
13. Draw an example of a person either on a whiteboard or piece of paper. Have them copy the person in their journal. Label which person was drawn independently and which one from an example.
14. Position the shapes in different ways, such as above, below, behind, in front of, between, etc. and have the child explain the different positions.

6. Physical Health and Development Standards

Materials Needed: None (consider current or previous observations of item use)

Assessment Type: Teacher/ Parent Observation

Physical Health and Development Objectives:

Developing fine motor skills, gross motor skills, healthy habits, and senses.

Parents / Teachers are continually observing children. Use the knowledge of previous observations, as well as during gross motor games (i.e. an activity with large movements, such as 'Simon Says', 'Duck, Duck, Goose', or other game; doing an obstacle course; playing catch; etc.), to assess physical health and development.

1. Does the child appropriately control pencils, crayons, and scissors?
2. Can the child properly complete manipulatives and activities by using tweezers, pom poms, and other materials?
3. Does the child use hand-eye coordination for fine motor tasks?
4. Does the child demonstrate body and space awareness? For example, when they're walking do they avoid running into others and objects?
5. Does the child demonstrate coordination and balance?
6. Does the child use materials safely and appropriately? For example, not running with scissors.
7. Does the child perform self-care skills – washing hands after bathroom usage?
8. Does the child wash their hands before meals?
9. Does the child sneeze into their arm or elbow?
10. Does the child use a tissue appropriately instead of wiping snot on their hand/arm/clothes? Do they properly dispose of it and wash or disinfect their hands afterwards?
11. Does the child know the difference between their five senses?

CHILD NAME:

ASSESSMENT 1 DATE:

CHILD AGE:

ASSESSMENT 2 DATE:

ASSESSOR NAME:

ASSESSMENT 3 DATE:

“Y” = Yes: Child consistently and independently demonstrates this knowledge or skill.

“N” = No: Child does not yet independently demonstrate this skill or knowledge.

Letters/numbers/shapes/colors that are circled indicate what the child answered correctly.

1. Social and Emotional Development

Objective Proficiency:

Interacts independently and with others, demonstrates self-control, self-confidence, independence, reasoning, and problem solving.

	Assessment:		
	1	2	3
1. Initiates play with peers.	Y N	Y N	Y N
2. Participates in individual and group play.	Y N	Y N	Y N
3. Participates in learning independently and with encouragement.	Y N	Y N	Y N
4. Follows daily routines.	Y N	Y N	Y N
5. Attention span appropriate for age level.	Y N	Y N	Y N
6. Attends during group time.	Y N	Y N	Y N
7. Ability to listen quietly and attentively.	Y N	Y N	Y N
8. Uses appropriate voice level.	Y N	Y N	Y N
9. Follows rules (respectful, responsible, safe).	Y N	Y N	Y N
10. Accepts responsibility and consequences for behavior.	Y N	Y N	Y N
11. Displays self-control.	Y N	Y N	Y N
12. Attempts to resolve conflict independently and with guidance and support.	Y N	Y N	Y N
13. Able to express feelings, is aware of other’s feelings, and is able to express empathy.	Y N	Y N	Y N
14. Shows respect for adults and peers, and the rights and property of others.	Y N	Y N	Y N
15. Keeps hands, feet, and objects to self.	Y N	Y N	Y N
16. Helps with simple tasks including taking care of toys and materials.	Y N	Y N	Y N
17. Shows confidence and pride in performance.	Y N	Y N	Y N
	Score (# of Ys):		

2. Reading Standards

Reading Process Objective Proficiency:

Key ideas and details, structure, concepts of print, and comprehension strategies.

Assessment:	1	2	3
1. Recognizes that print carries meaning (comprehension). Answers questions about key details within the story/text and is able to ask questions.	Y N	Y N	Y N
2. Predicts what will happen next in a story.	Y N	Y N	Y N
3. Retells information from a story.	Y N	Y N	Y N
4. Sequences events from a story.	Y N	Y N	Y N
5. Identifies characters.	Y N	Y N	Y N
6. Identifies setting.	Y N	Y N	Y N
7. Understands the difference between fantasy and reality.	Y N	Y N	Y N
8. Compares and contrasts the adventures and experiences of characters in similar stories.	Y N	Y N	Y N
Score (# of Ys):			

Foundational Skills Objective Proficiency:

Print Concepts: demonstrates the understanding of the basic features of print.

Assessment:	1	2	3
1. Holds the book facing the correct way.	Y N	Y N	Y N
2. Opens the book properly.	Y N	Y N	Y N
3. Reads from left to right or understands that the book is read from left to right.	Y N	Y N	Y N
4. Reads from top to bottom or understands that the book is read from top to bottom.	Y N	Y N	Y N
5. Turns the pages properly.	Y N	Y N	Y N
6. Understands the difference between print and pictures.	Y N	Y N	Y N
7. Discriminates between letter and number, letter and words.	Y N	Y N	Y N
8. Distinguishes between uppercase and lowercase letters.	Y N	Y N	Y N
9. Accurately recites the alphabet.	Y N	Y N	Y N
10. Identifies all uppercase letters when presented randomly: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Y N	Y N	Y N
11. Names all uppercase letters when presented randomly: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Y N	Y N	Y N
12. Identifies all lowercase letters when presented randomly: a b c d e f g h i j k l m n o p q r s t u v w x y z	Y N	Y N	Y N
13. Names all lowercase letters when presented randomly: a b c d e f g h i j k l m n o p q r s t u v w x y z	Y N	Y N	Y N
14. Identifies colors: red orange yellow green blue purple pink gray white black brown	Y N	Y N	Y N
15. Names colors: red orange yellow green blue purple pink gray white black brown	Y N	Y N	Y N
Score (# of Ys):			

Phonological Awareness Objective Proficiency:

Demonstrates the understanding of spoken words, syllables, and sounds (phonemes).

Assessment:	1	2	3
1. Recognizes rhyming words when prompted with two words. For example, hat and bat, cat and mat, house and mouse, car and dog	Y N	Y N	Y N
2. Generates rhyming words when given a word. For example, when asked to rhyme a word with bat, the child says cat	Y N	Y N	Y N
3. Generates rhyming words independently.	Y N	Y N	Y N
4. Identifies letter sounds: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Y N	Y N	Y N
5. Names letter sounds: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Y N	Y N	Y N
6. Names beginning word sounds. For example, “ka” in cat.	Y N	Y N	Y N
7. Names middle word sounds. For example, “ah” in cat.	Y N	Y N	Y N
8. Names end word sounds. For example, “ta” in cat.	Y N	Y N	Y N
Score (# of Ys):			

3. Writing Standards

Objective Proficiency:

Understands the purpose of writing and how to use text and images to convey ideas and meaning.

Assessment:	1	2	3
1. Uses drawings/images represent ideas, convey meaning, and write a simple story.	Y N	Y N	Y N
2. Uses writing to represent ideas, convey meaning, and write a simple story.	Y N	Y N	Y N
3. With help from adults, solves problems with writing a story or strengthens entry. For example, adds more detail about where event took place.	Y N	Y N	Y N
4. With help from adults, recalls previous experiences and knowledge to answer questions.	Y N	Y N	Y N
5. Uses the correct pencil grip.	Y N	Y N	Y N
6. Prints first name legibly and independently.	Y N	Y N	Y N
7. Prints last name legibly and independently.	Y N	Y N	Y N
8. Writes uppercase letters legibly and independently: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Y N	Y N	Y N
9. Writes uppercase letters with example to see and copy: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Y N	Y N	Y N
10. Writes lowercase letters legibly and independently: a b c d e f g h i j k l m n o p q r s t u v w x y z	Y N	Y N	Y N
11. Writes lowercase letters with example to see and copy: a b c d e f g h i j k l m n o p q r s t u v w x y z	Y N	Y N	Y N
12. Writes from left to right and top to bottom.	Y N	Y N	Y N
Score (# of Ys):			

4. Speaking and Listening Standards

Objective Proficiency:

Prepares and participates in conversations with adults and children expressing ideas clearly, building on others ideas, and solving problems.

	Assessment:		
	1	2	3
1. Uses appropriate conversational and communication skills to express thoughts and needs clearly and concisely	Y N	Y N	Y N
2. Continues conversations with adults in a back and forth manner.	Y N	Y N	Y N
3. Continues conversations with children in a back and forth manner.	Y N	Y N	Y N
4. Attentively listens to complex stories, statements, and questions.	Y N	Y N	Y N
5. Understands and responds appropriately to complex stories, statements, and questions.	Y N	Y N	Y N
6. Asks questions to get help understanding something or to solve a problem.	Y N	Y N	Y N
7. With help from an adult, uses memory recall and appropriate vocabulary to describe people, places, things, and events.	Y N	Y N	Y N
8. Follows directions with multiple steps.	Y N	Y N	Y N
	Score (# of Ys):		

5. Mathematics Standards

Count Sequence Objective Proficiency:

Knows number names and count sequence.

	Assessment:		
	1	2	3
1. Uses number names while counting accurately in order to 20 by ones.	Y N	Y N	Y N
2. Counts at least 20 objects and connects numerals with their quantities.	Y N	Y N	Y N
3. Understands that the last number said is how many objects are in all.	Y N	Y N	Y N
4. Tells what number comes before a specific number up to 20.	Y N	Y N	Y N
5. Tells what number comes after a specific number up to 20.	Y N	Y N	Y N
6. Identifies numbers 0-20 when presented randomly: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Y N	Y N	Y N
7. Names numbers 0-20 when presented randomly: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Y N	Y N	Y N
8. Organizes numbers 0-20 accurately.	Y N	Y N	Y N
9. Writes numbers 0-20 legibly and independently: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Y N	Y N	Y N
10. Writes numbers 0-20 with example to see and copy: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Y N	Y N	Y N
	Score (# of Ys):		

Counting and Comparing Objective Proficiency:
Count to determine the number of objects and compare numbers.

Assessment:	1	2	3
1. Identifies quantities of greater than when comparing objects in groups.	Y N	Y N	Y N
2. Identifies quantities of less than when comparing objects in groups.	Y N	Y N	Y N
3. Identifies quantities of equal to when comparing objects in groups	Y N	Y N	Y N
4. Constructs object sets of greater than.	Y N	Y N	Y N
5. Constructs object sets of less than.	Y N	Y N	Y N
6. Constructs object sets of equal to.	Y N	Y N	Y N
Score (# of Ys):			

Measurement and Data Objective Proficiency:
Measurement, data, geometry, and spatial sense.

Assessment:	1	2	3
1. Sorts objects by color.	Y N	Y N	Y N
2. Sorts objects by size.	Y N	Y N	Y N
3. Sorts objects by shape.	Y N	Y N	Y N
4. Recognizes and explains A/B pattern (red, blue, red, blue).	Y N	Y N	Y N
5. Recognizes and explains AA/BB pattern (red, red, blue, blue, red, red).	Y N	Y N	Y N
6. Creates and explains A/B pattern.	Y N	Y N	Y N
7. Creates and explains AA/BB pattern.	Y N	Y N	Y N
8. Identifies shapes: square rectangle circle oval star heart triangle diamond hexagon octagon trapezoid	Y N	Y N	Y N
9. Names shapes: square rectangle circle oval star heart triangle diamond hexagon octagon trapezoid	Y N	Y N	Y N
10. Draws shapes independently: square rectangle circle oval star heart triangle diamond hexagon octagon trapezoid	Y N	Y N	Y N
11. Draws shapes with an example: square rectangle circle oval star heart triangle diamond hexagon octagon trapezoid	Y N	Y N	Y N
12. Draws a person independently.	Y N	Y N	Y N
13. Draws a person by copying or looking at an example.	Y N	Y N	Y N
14. Describes positions of objects using words such as above, below, behind.	Y N	Y N	Y N
Score (# of Ys):			

6. Physical Health and Development Standards

Objective Proficiency:

Developing fine motor skills, gross motor skills, healthy habits, and senses.

Assessment:	1	2	3
1. Controls pencils, crayons, and scissors.	Y N	Y N	Y N
2. Completes manipulatives with tweezers, pom poms, clothespins, etc.	Y N	Y N	Y N
3. Uses hand-eye coordination for fine motor tasks.	Y N	Y N	Y N
4. Demonstrates body and space awareness.	Y N	Y N	Y N
5. Demonstrates coordination and balance.	Y N	Y N	Y N
6. Uses materials safely and appropriately.	Y N	Y N	Y N
7. Performs self-care skills – Washes hands after bathroom usage.	Y N	Y N	Y N
8. Performs self-care skills – Washes hands before meals.	Y N	Y N	Y N
9. Performs self-care skills – Sneezes into arm/elbow.	Y N	Y N	Y N
10. Performs self-care skills – Wipes nose with a tissue, properly disposes of it, and disinfects hands after.	Y N	Y N	Y N
11. Discriminates between five senses.	Y N	Y N	Y N
Score (# of Ys):			

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20







