

# LOOK INSIDE

01



## **KINDERGARTEN READINESS ASSESSMENT GUIDE**



**Unlock Efficiency, Embrace Excellence: Empower Kindergarten Readiness!**

### **ASSESSMENT GUIDE COVERS:**

- SELF-MANAGEMENT
- PRACTICAL LIFE
- FINE/GROSS MOTOR SKILLS
- WRITING
- SCIENCE
- EMERGENT READING
- SOCIAL STUDIES
- MATH

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**Meet Lesson Planning Guru**

**Dedication**

**Welcome**

**Emotional Intelligence Development**

- Follows classroom rules and routines**
- Participates in circle or group time**
- Able to describe their feelings**
- Verbalizes feelings to solve personal problems**
- Able to show empathy for others**
- Able to use self-control of hands, feet, and mouth**
- Follow directions the first time given**
- Able to focus duration of activity**
- Plays cooperatively with peers**

**Practical Life Development**

- Communicates their name to others**
- Recognizes the need to eliminate with not assistances**
- Washes hands, wipes self, and flush toilet**
- Able to clean area after themselves**
- Respond with thank you, please, may I, yes, or no**
- Able to take on/off shoes, jacket, and socks**
- Able to zip, button, and buckle**
- Able to zip, bottom/unbutton, and buckle**
- Initiates Conversations and looks at the person**

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## **Fine/Large Motor Development**

**Catch a ball**

**Kick a ball**

**Balance on one foot**

**Student can gallop**

**Throws a ball overhead**

**Climbs onto and down from objects**

**Able to grasp or grab with finger and thumb**

**Holds pencil correctly**

**Ables to cut with scissors**

## **Writing Development**

**Tracing Line Activity**

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## **Science and Social Studies Continued**

**Animal Features**

**Describe Roles of Community Helpers**

**Common Features in Environment**

**Name Common Features In Environment**

**Identify Living and Non-Living**

## Emotional Intelligence Guidelines



### What is Emotional Intelligence?

Emotional intelligence consists of five key components: self-awareness (recognizing emotions), self-regulation (controlling impulses), internal motivation (intrinsic drive), empathy (understanding others), and social skills (communication, conflict resolution, leadership).

Here are general guidelines for preschool-age children for each skill:

#### 1. Follows classroom rules and routines:

- Most preschool-age children can start to understand and follow basic classroom rules and routines with some guidance and reminders. This skill begins developing around 3 years old.

#### 2. Participates in circle or group time:

- Children can participate in circle or group time activities, like storytime or group discussions, starting around 3 to 4 years old, although participation may vary.

#### 3. Able to describe their feelings:

- Preschoolers can typically begin to describe their feelings with simple words, like happy, sad, or mad, around 3 to 4 years old.

#### 4. Verbalizes feelings to solve personal problems:

- Children may learn to use verbal communication to express their feelings and try to solve personal problems through conversation around 4 to 5 years old.

#### 5. Able to show empathy for others:

- Demonstrating empathy for others can start to develop in preschool-age children, with the ability to understand and respond to the emotions of others becoming more evident by 4 to 5 years old.

#### 6. Uses self-control of hands, feet, and mouth:

- Developing self-control in terms of physical actions and verbal expressions begins around 3 to 4 years old, but it continues to develop throughout the preschool years.

#### 7. Follows directions the first time given:

- The ability to consistently follow directions the first time they are given is typically achieved by most children around the age of 4 to 5.

#### 8. Able to focus for the duration of an activity:

- Preschool-age children can learn to focus and engage in activities for a reasonable duration, typically improving as they grow and approach 4 to 5 years old.

#### 9. Plays or leads cooperatively in a group:

- Cooperative play and leadership within a group setting start developing around 3 to 4 years old, as children learn to share and work together with peers.

These are general guidelines, and individual children may develop these skills and behaviors at slightly different ages. Preschool programs and educators play a significant role in helping children develop these important social and emotional skills.

## Emotional Intelligence Checklist



1. Observe the students during their playtime, work activities, and transitions for a few days.
2. Look for signs of skill in the student.
3. Assess the student's behavior independently and consistently:
  - Exemplary: If the student consistently demonstrates the behavior without needing redirection.
  - Proficient: If the student demonstrates the behavior but occasionally requires redirection.
  - Developing: If the student demonstrates the behavior but frequently requires redirection.
  - Not Yet Evident: If the student does not demonstrate the behavior, even with redirection.
  - If skills are not age appropriate for a student or will not be part of the school curriculum, mark them as N/A (Not Applicable). N/A will not count in the final assessment grade.
4. Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
5. Calculate the totals for E, P, D, and NE using the Grading Rubric at the bottom of the assessment page and place the final grade yellow total area.

1st Assessment Date	2nd Assessment Date	3rd Assessment Date	Grading Periods
/ /	/ /	/ /	
			Follows classroom rules and routines
			Participates in circle or group time
			Able to describe their feelings
			Verbalizes feelings to solve personal problems
			Able to show empathy for others
			Uses self-control of hands, feet, and mouth
			Follow directions the first time given
			Able to focus duration of activity
			Plays or leads cooperatively in a group
			<b>Total Column and Use Grading Rubric Below</b>

Grading Rubric		
(E)	9	Exemplary = Strong evidence of meeting or exceeding learning
(P)	5- 8	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-3	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

- 3-4 yrs skill
- 4-5 yrs skill
- All Ages

## Science and Social Studies Guidelines



Here are general guidelines for preschool-age children for each skill:

- 1. Name and describe responsibilities of community workers:**
  - Preschool-age children can begin to understand and describe the roles and responsibilities of common community workers like police officers, firefighters, doctors, teachers, and garbage collectors, often around the age of 3 to 4. They can comprehend that these individuals help the community in specific ways.
- 2. Identifies common features in the environment:**
  - Preschoolers, typically aged 3 to 5, can identify and describe common features in their immediate environment, such as trees, houses, roads, parks, and bodies of water.
- 3. Name and describe animal features and where they live:**
  - Children at the preschool age can name and describe basic features of animals like fur, feathers, scales, and where animals live, such as forests, oceans, or zoos. This understanding usually begins around 4 to 5 years old.
- 4. Identifies the United States Flag:**
  - Preschool-age children can recognize and identify the United States flag by its colors, stars, and stripes, typically around 3 to 4 years old.
- 5. Name states of matter:**
  - At the preschool age, children may not comprehend the scientific concept of states of matter (solid, liquid, gas) in a formal way, but they can start to grasp the basic idea of solids and liquids, typically between the ages of 4 and 5.
- 6. Name five senses:**
  - Preschoolers can often name the five senses (sight, hearing, taste, touch, and smell) and have a basic understanding of their functions, typically around 3 to 4 years old.
- 7. Name and describe seasons:**
  - Preschool-age children can name and describe the four seasons (spring, summer, fall, and winter) based on their experiences and changes in weather, usually starting around 3 to 4 years old.
- 8. Name the city and state they live in:**
  - Most children can name the city and state they live in by the age of 4 to 5, although it may depend on their exposure to and understanding of geographical concepts.

Please note that these are general guidelines, and individual children may vary in their development. Encouraging exploration and providing age-appropriate learning experiences can help children develop these skills and understandings.

## Science and Social Studies Checklist



1. Observe the students during their playtime, work activities, and transitions for a few days to collect data.
2. Some Evidence sheets require Student Visual Aids to complete the assessment sheet. Each evidence sheet specifies a visual aid page needed for each assessment. (e.g., Visual Aid Color Sheet R50 corresponds to Evidence Sheet page 50).
3. Educator will also use Evidence Sheet in this section to complete assessment.
4. Assess the student's behavior independently and consistently:
  - Exemplary: If the student consistently demonstrates the behavior without needing redirection.
  - Proficient: If the student demonstrates the behavior but occasionally requires redirection.
  - Developing: If the student demonstrates the behavior but frequently requires redirection.
  - Not Yet Evident: If the student does not demonstrate the behavior, even with redirection.
  - If skills are not age appropriate for a student or will not be part of the school curriculum, mark them as N/A (Not Applicable). N/A will not count in the final assessment grade.
5. Mark each emotional intelligence skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
6. Calculate the totals for E, P, D, and NE using the Grading Rubric at the bottom of the assessment page and place the final grade yellow total area.

1st Assessment Date	2nd Assessment Date	3rd Assessment Date	Grading Periods
/ /	/ /	/ /	
			Name or describe responsibilities of community workers.
			Identifies common features in environment.
			Name and describes animal features, and where they live.
			Identifies United States Flag
			Name states of matter
			Name five senses
			Name and describes seasons
			Name city and state live in
			<b>Total Column and Use Grading Rubric Below</b>



Grading Rubric		
(E)	8	Exemplary = Strong evidence of meeting or exceeding learning goals.
(D)	1 - 3	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

- 3-4 yrs skill  
 4-5 yrs skill  
 All Ages

## Color Evidence

Ask student to point or name each color that is on student visual aid sheet . Student should complete assessment in less than 1 minute . The teacher will use visual aids to help the student complete assessment.

- Determine the student's level based on the following criteria:
  - Exemplary: Consistently demonstrates the behavior without redirection.
  - Proficient: Demonstrates the behavior but occasionally requires redirection.
  - Developing: Demonstrates the behavior but frequently requires redirection.
  - Not Yet Evident: Does not demonstrate the behavior, even with redirection.
- If the skill is not age-appropriate or not part of the school curriculum, mark it as N/A (Not Applicable). N/A will not be included in the final assessment grade.
- Assign a grade (E, P, D, or NE) for skill based on grading rubric.
- Calculate the totals for E, P, D, and NE using the Grading Rubric.
- Record the assessment grade for this assessment on the checklist sheet with the corresponding matching skill.



Grading Period	red	yellow	blue	orange	purple	black	brown	white	grey	green	pink
1st ASSESSMENT											
2nd ASSESSMENT											
3rd ASSESSMENT											

Grading Date	Assessment Grade
/ /	
/ /	
/ /	

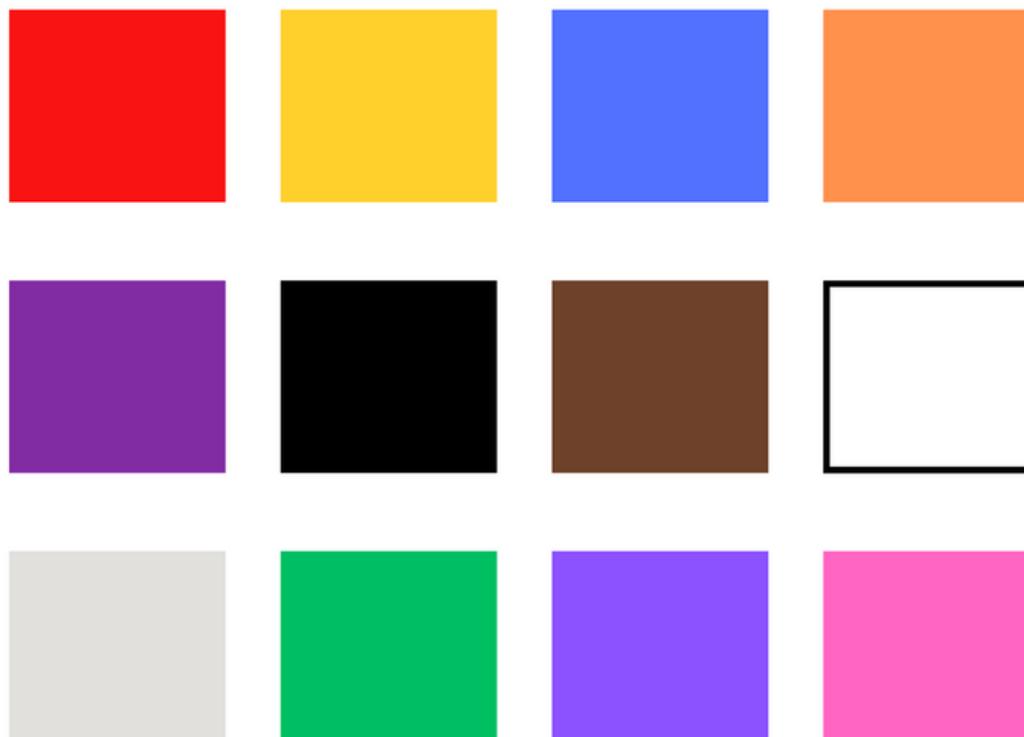
Grading Rubric		
(E)	11	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	5- 10	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-4	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

## Colors

Student will place correct number of objects/counters to match number in 3 minutes on page with no assistance from teacher. Teacher will put check mark for each correct number student says correctly. Teacher will use rubric at bottom of page. Teacher will take grade from this page and put on math development page.



## What color is the square?



## Shapes Evidence

Ask student to point or name each shape that is on student visual aid sheet . Student should complete assessment in less than 1 minute . The teacher will use visual aids to help the student complete assessment.

- Determine the student's level based on the following criteria:
  - Exemplary: Consistently demonstrates the behavior without redirection.
  - Proficient: Demonstrates the behavior but occasionally requires redirection.
  - Developing: Demonstrates the behavior but frequently requires redirection.
  - Not Yet Evident: Does not demonstrate the behavior, even with redirection.
- If the skill is not age-appropriate or not part of the school curriculum, mark it as N/A (Not Applicable). N/A will not be included in the final assessment grade.
- Assign a grade (E, P, D, or NE) for skill based on grading rubric.
- Calculate the totals for E, P, D, and NE using the Grading Rubric.
- Record the assessment grade for this assessment on the checklist sheet with the corresponding matching skill.



Shapes Grading								
1st ASSESSMENT								
2nd ASSESSMENT								
3rd ASSESSMENT								

Grading Date	Assessment Grade
/ /	
/ /	
/ /	

Grading Rubric		
(E)	9	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	4- 8	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-3	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

use visual aid

## Shapes

Student will use this sheet to say as many shapes in 1 minutes as they can. Teacher will use teacher shape assessment rubric to total grade and place grade on sheet in correct assessment period. Teacher will make copy and laminate sheet for student visual aid for student.



**What is the name of each shape?**



## Five Senses Evidence

The teacher will ask questions tailored to the student's ability level.

Teacher can ask:

- What part of your body do you smell with?
- What part of your body do you hear with?
- What part of your body do you taste with?
- What part of your body do you see with?
- What part of your body do you touch with?

- If the skill is not age-appropriate or not part of the school curriculum, mark it as N/A (Not Applicable). N/A will not be included in the final assessment grade.
- Assign a grade (E, P, D, or NE) for skill based on grading rubric.
- Calculate the totals for E, P, D, and NE using the Grading Rubric.
- Record the assessment grade on the checklist sheet with the corresponding matching skill.



Grading Period	nose	mouth	eyes	hands	ear
1st Assessment					
2nd Assessment					
3rd Assessment					

Grading Date	Assessment Grade
/ /	
/ /	
/ /	

Grading Rubric		
E	5	Exemplary = Strong evidence of meeting or exceeding learning goals.
P	2 - 4	Proficient = Evidence suggests adequate meeting of learning goals.
D	1	Developing = Evidence suggests some learning goals are met.
NE	0	Not Yet Evident

use visual aid

## Math Development



### What is math development

Mathematics development is pivotal for toddlers as it equips them for daily life and future academic achievements. Skills like counting, sorting, shape recognition, and pattern identification are vital for everyday tasks and cognitive growth. Math also enhances problem-solving abilities, spatial awareness, and logical thinking. Early math proficiency is closely tied to STEM (Science, Technology, Engineering, and Mathematics) competency and can be effectively taught through play-based activities. By seamlessly integrating math into daily routines, toddlers can establish a robust foundation while nurturing a love for learning.

### **The Six Early Math Skills:**

1. **Counting:** Toddlers can learn to count from one to ten and beyond. Begin with simple counting exercises using toys or objects, gradually expanding the numbers as their comprehension advances.
2. **Number Recognition:** Introduce toddlers to numbers by displaying numerals and helping them identify and name them. Utilize number flashcards, books, or everyday items featuring numbers (like clocks or calendars) to reinforce recognition.
3. **Sorting and Classifying:** Encourage toddlers to categorize and group objects according to attributes like size, color, shape, or type. Provide diverse objects like blocks, toys, or socks, prompting them to organize based on shared characteristics.
4. **Patterning:** Present straightforward patterns to toddlers, such as ABAB or ABCABC, using objects or colors. Prompt them to recognize and continue these patterns by arranging objects or using basic materials like colored blocks or beads.
5. **Shapes:** Assist toddlers in recognizing and naming basic shapes such as circles, squares, triangles, and rectangles. Employ shape puzzles, toys, or everyday objects to reinforce their grasp of various shapes, encouraging them to identify shapes in their surroundings.

Remember, learning should be enjoyable and engaging at this age. Incorporate these skills into everyday play and activities to make math concepts accessible and enjoyable for toddlers.

## Number Recognition Evidence

Ask student to point or name each number that is on student visual aid sheet . Student should complete assessment in less than 1 minute . The teacher will use visual aids to help the student complete assessment.

- Determine the student's level based on the following criteria:
  - Exemplary: Consistently demonstrates the behavior without redirection.
  - Proficient: Demonstrates the behavior but occasionally requires redirection.
  - Developing: Demonstrates the behavior but frequently requires redirection.
  - Not Yet Evident: Does not demonstrate the behavior, even with redirection.
- If the skill is not age-appropriate or not part of the school curriculum, mark it as N/A (Not Applicable). N/A will not be included in the final assessment grade.
- Assign a grade (E, P, D, or NE) for skill based on grading rubric..
- Calculate the totals for E, P, D, and NE using the Grading Rubric.
- Record the assessment grade for this assessment on the checklist sheet with the corresponding matching skill.



	2	11	16	1
1st Assessment				
2nd Assessment				
3rd Assessment				
	8	4	12	7
1st Assessment				
2nd Assessment				
3rd Assessment				
	3	14	18	10
1st Assessment				
2nd Assessment				
3rd Assessment				
	5	20	13	19
1st Assessment				
2nd Assessment				
3rd Assessment				
	9	17	6	15
1st Assessment				
2nd Assessment				
3rd Assessment				

Grading Rubric		Grading Date	Assessment Grade
(E)	20 Exemplary = Strong evidence of meeting or exceeding learning goals.		
(P)	19 - 10 Proficient = Evidence suggests adequate meeting of learning goals.	/ /	
(D)	1 - 9 Developing = Evidence suggests some learning goals are met.	/ /	
(NE)	0 Not Yet Evident	/ /	

use visual aid

## Numbers

Ask the student to name each number. The assessment should be completed within a minute, aided by visual aids provided by the teacher.



**What is the number ?**

<b>2</b>	<b>11</b>	<b>16</b>	<b>1</b>
<b>8</b>	<b>4</b>	<b>12</b>	<b>7</b>
<b>3</b>	<b>14</b>	<b>18</b>	<b>10</b>
<b>5</b>	<b>20</b>	<b>13</b>	<b>19</b>
<b>9</b>	<b>17</b>	<b>6</b>	<b>15</b>

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SUCCESS! OUR COMPREHENSIVE  
INFANT AND KINDERGARTEN  
ASSESSMENTS EMPOWER  
GROWTH, INFORM TEACHING  
STRATEGIES, AND ENSURE A  
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