



KINDERGARTEN READINESS ASSESSMENT GUIDE

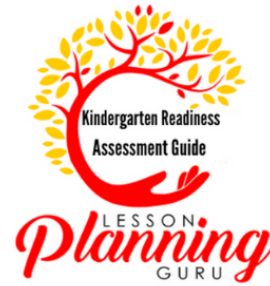


You will save time and ensure kindergarten readiness.

ASSESSMENT GUIDE COVERS:

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

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Fine/Large Motor Development

- Able to sit up**
- Able to crawl**
- Able to walk**
- Balances 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**
- Able to cut with scissors**

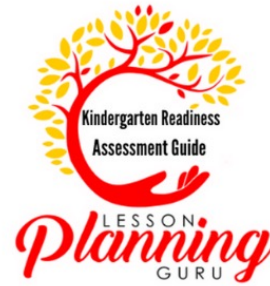
Writing Development

- Tracing Line Activity**
- Tracing Shapes Activity**
- Tracing Letter Activity**
- Writing Lower-Case Letters Activity**
- Writing Upper-Case Letters Activity**
- Writing Letters Independently Activity**
- Writing Name Activity**

Science and Social Studies Development

- Name and Identify Body Parts**
- Name City and State They Live In**
- Identify Their State Flag**
- Name Five Senses**
- Name and describe Seasons**

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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

Emergent Reading Development

Attempts to sing the ABC's song

Sings the ABC's song.

Able to name lower-case letters.

Able to name upper case letters.

Able to sound out letters.

Able to recognize their name.

Able to match letters in name.

Able to spell their name

Identifies front, back, and spine of book.

Re-tells or reenacts stories read aloud.

Memorize at least four nursery rhymes.

Understands positional words.

Ables to rhyme words.

Able to turn pages in book correctly.

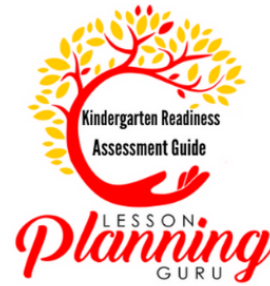
Pretends to read story from page to page.

Recognize beginning /middle/last sounds in words

Able to read CVC words.

Able to read sight words

Self-Management Development



What is Self-management?

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. It is a lifelong skill that takes time to practice but is a necessary skill to become a function adult.

Directions:

In this section teacher will informally observe the student for a least two weeks before assessment is given. The student will not meet exemplary in the beginning, but the goal is to achieve exemplary by the end of the year. Teacher will add each assessment column and use Rubric Grading below to get final grade for each assessment period. If you have not observed student exhibits a Self-Management Development skill place NE for Not Yet Evident.

Self-Management Development



Self-Management Development In this section teacher will informally observe the student for a least two weeks. The student will not meet exemplary in the beginning of the year, but the goal is to achieve exemplary by the end of the year. Teacher will add column and use rubric below to get final grade for each assessment. If you have not observed student exhibits Self-Management Development skill below place NE for Not Yet Evident.

1st Assessment	2nd Assessment	3rd Assessment	Grading Periods
			Follows classroom rules and routines
			Participates in circle or group time
			Works without disturbing others
			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 cooperatively with peers
			Total Self-Management Grade Use Grading Rubric Below

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

Self-Management Development



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			Able to focus duration of activity
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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

Writing Development



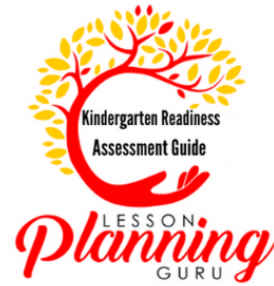
Writing Development In this section, the teacher will observe students doing daily activities and the teacher will allow students to complete assessment pages following this page. The teacher will follow each page instructions and use the grading rubric at the bottom. The teacher will add an assessment column and use a grading rubric at the bottom of the page for a final grade. If you have yet to observe student exhibits of Practical Life Development, place NE for Not Yet Evident. The student will not meet exemplary in the beginning, but the goal is to achieve exemplary by the end of the year.

1st Assessment	2nd Assessment	3rd Assessment	Grading Periods
			Able to grasp pencil or crayon
			Able to scribble
			Holds pencil correctly
			Able to color within lines
			Able to trace lines
			Able to trace letters and numbers
			Able to write their name
			Able to trace shapes
			Pretend to write and draw objects
			Pretends to write or spell words
			Able to write letters
			Writing Development Grade Use Grading Rubric Below

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

Sissor Development

The student will cut along the dotted line without assistance from the teacher. The teacher will make three copies of cutting sheets for each assessment period. The teacher will use the rubric at the for a grade.

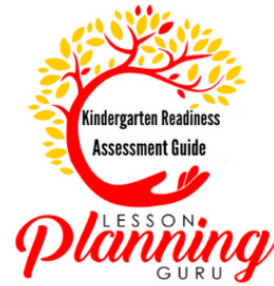


Grading Rubric		
E	6.	Exemplary = Strong evidence of meeting or exceeding learning goals.
P	5 - 5	Proficient = Evidence suggests adequate meeting of learning goals.
D	1- 2	Developing = Evidence suggests some learning goals are met.
NE	0	Not Yet Evident



Tracing Shapes

The student will trace along the dotted line without assistance from the teacher. The teacher will make three copies of tracing sheets for each assessment period. The teacher will use the rubric at the bottom of page.



Square



Oval



Heart



Circle



Diamond



Star



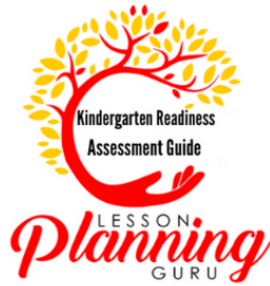
Rectangle



Triangle

Tracing Letters

The student will trace along the dotted line without assistance from the teacher. The teacher will make three copies of tracing sheets for each assessment period. The teacher will use the rubric at the bottom of page.



Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

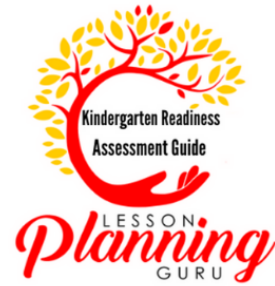
Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

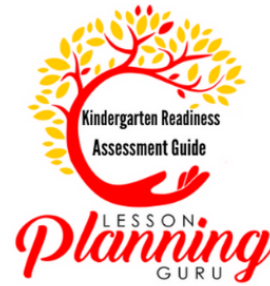
Vv Ww Xx Yy Zz

Writing Letters Independently

The student will trace along the dotted line without assistance from the teacher. The teacher will make three copies of tracing sheets for each assessment period. The teacher will use the rubric at the bottom of page.

A 6x5 grid of empty rounded rectangles, intended for drawing. The grid consists of 30 identical rounded rectangles arranged in 6 rows and 5 columns. The first row has 5 rectangles, the second row has 5, the third row has 5, the fourth row has 5, the fifth row has 5, and the sixth row has 1 rectangle in the first column.

Science and Social Studies



Science Development

Science encourages children on how to discover and wonder about everything in the world around them.

Benefits of Learning Science:

- Science Increases Fundamental Knowledge.
- New Technology.
- Creates New Applications.
- Science Allows us to Share Ideas.
- Helps us Understand Our World Even Better.
- Importance to School Students.
- Learning Science: The Benefits

Social Studies Development

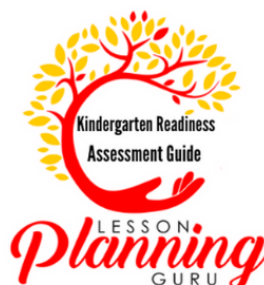
Social Studies encourages children explore and ask questions about social systems, the abstract societal norms and values affecting human relationships and interactions in everyday life. These include nonverbal yet observable social cues that reflect subtle forms of bias, discrimination, and inequity.

Benefits of learning Social Studies:

- Better Reading
- Citizen Responsibilities And Values
- Cultural Understanding
- Economic Education.
- Critical Thinking
- Real-World Understanding
- Respect History

Community Helpers

Learning about community helpers helps children to understand being a part of a community, which leads to a feeling of belonging. It helps to foster a sense of teamwork within a child's world. It's also important from a safety preserve.



Teacher will place check mark under each community worker student says correctly. Student has 1 minutes to name all the community workers. Student will use the visual aid sheet without any assistance from teacher to name each community worker. Teacher will count the total the student said correctly and use rubric below to mark grade. Final grade will be written on the science development overview page.

police
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

paramedics
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

fire fighter
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

military
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

mail carrier
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

veterinarian
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

doctor
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

construction worker
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

chef
1st Assessment _____
2nd Assessment _____
3rd Assessment _____

Grading Period	Assessment Grade
1st Assessment	
2nd Assessment	
3rd Assessment	

Grading Rubric		
E	9	Exemplary = Strong evidence of meeting or exceeding learning goals.
P	5 - 8	Proficient = Evidence suggests adequate meeting of learning goals.
D	1 - 4	Developing = Evidence suggests some learning goals are met.
NE	0	Not Yet Evident

EMERGENT LITERACY DEVELOPMENT



In this section, the teacher will observe students doing daily activities and the teacher will allow students to complete assessment pages following this page. The teacher will follow instruction on each page instructions and use the grading rubric at the bottom. The teacher will add an assessment column and use a grading rubric at the bottom of the page for a final grade. If you have yet to observe student exhibits of Emergent Literacy Development, place NE for Not Yet Evident. The student will not meet exemplary in the beginning, but the goal is to achieve exemplary by the end of the year.

1st Assessment	2nd Assessment	3rd Assessment	Grading Periods
			Sings the ABC's song.
			Able to name lower-case letters.
			Able to name upper case letters.
			Able to sound out letters
			Able to recognize their name
			Able to match letters in name
			Able to spell their name
			Pretends to read story and turn from page to page.
			Identifies front, back, and spine of book
			Re-tells or reenacts stories read aloud.
			Memorize at least three nursery rhymes.
			Understands positional words
			Ables to rhyme words
			Able to recognize beginning /middle/last sounds in words
			Able to read sight words.
			Writing Development Grade Use Grading Rubric Below

Grading Rubric		
(E)	15	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	8-14	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-7	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

Upper Case Letters

Letter-sound knowledge (also called 'graphemic knowledge') helps students to 'decode' written language and teach themselves new words, since students can use letter-sound patterns to say the word, even if it is unfamiliar to them.



Teacher will place check mark under each letter student says correctly. Student has 1 minutes to say all the letters. Student will use the upper-case letters visual aid without any assistance from teacher. Teacher will count the total the student said correctly and use rubric below to mark grade. Final grade will be written on emergent literacy development overview page.

Grading Period	S	H	B	G	J
1st ASSESSMENT					
2nd ASSESSMENT					
3rd ASSESSMENT					
	F	Y	I	L	A
1st ASSESSMENT					
2nd ASSESSMENT					
3rd ASSESSMENT					
	C	K	Z	M	P
1st ASSESSMENT					
2nd ASSESSMENT					
3rd ASSESSMENT					
	T	D	N	Q	R
1st ASSESSMENT					
2nd ASSESSMENT					
3rd ASSESSMENT					
	V	E	O	W	U
1st ASSESSMENT					
2nd ASSESSMENT					
3rd ASSESSMENT					
	X				
1st ASSESSMENT					
2nd ASSESSMENT					
3rd ASSESSMENT					
Lower Case Letter Grade Use Rubric below	1st Assessment	2nd Assessment	3rd Assessment	NOTES:	

Grading Rubric		
(E)	26	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	13- 24	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-12	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

Community Helpers

Student will use this sheet to say each community helper in 1 minute. Teacher will use community helper assessment rubric to total grade and place grade on sheet in correct assessment period.



Name the Seasons

Teacher will ask student to name each season. Teacher can say season for younger students and ask students to point.

Teacher will make copy and laminate sheet for student visual aid for student.

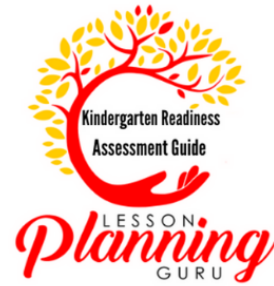


What season is it?



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?





THIS ASSISSMENT

COVERS

OVER 75 SKILLS