

KINDERGARTEN: INFORMAL CLASSROOM ASSESSMENT

By The Testing Mom

[After your child starts school, this is the kind of assessment a teacher will do to see where his skills are. This information might be used to determine which reading, writing or math group to place your child in. Before your child starts school, you may want to informally assess where you think he is with respect to these basic abilities teachers will look for in kindergarten.]

Name of student: _____

Reading Behaviors (Y=yes, M-most times, S-sometimes, N=no)

- _____ Shows an interest in books
- _____ Handles books correctly
- _____ Desires to be read to frequently
- _____ Follows the direction of print (left to right, top to bottom)
- _____ Reads pictures
- _____ Distinguishes between pictures and print
- _____ Recognizes speech/print relationship
- _____ Recognizes that print carries meaning
- _____ Understands and applies knowledge of letter sounds (N-none, F-few, S-some, M-most, A-all)
- _____ Hears and repeats initial sounds of words
- _____ Identifies word that doesn't rhyme among 3-word choice
- _____ Knows letters in name
- _____ Reads print from his/her environment
- _____ Distinguishes letters from numbers
- _____ Identifies upper case letters (N-none, F-few, H-half, M-most, A-all)
- _____ Identifies lower case letters (N-none, F-few, H-half, M-most, A-all)
- _____ Hears and repeats initial sounds in words
- _____ Chooses reading during free time
- _____ Reads without assistance
- _____ Listens attentively to stories
- _____ Uses pictures to predict print
- _____ Retells stories in own words, including characters, setting, and main events
- _____ Retells stories in sequence with beginning, middle and end
- _____ Connects story events to life experience
- _____ Tells personal stories in detail

Print Behaviors (Y=yes, M-Most times, S-sometimes, N-no)

- _____ Shows interest in writing
- _____ Selects own topic for dictation
- _____ Communicates more than one thought
- _____ Draws a picture
- _____ Matches text with picture
- _____ Mimics writing (scribbles)
- _____ Uses mature pencil grip
- _____ Letters float around the page
- _____ Uses directionality (left to right, top to bottom)
- _____ Writes capital letters (N-none, F-few, H-half, M-most, A-all)
- _____ Writes lower case letters (N-none, F-few, H-half, M-most, A-all)
- _____ Letters are legible
- _____ Writes numbers 0-10 (N-none, F-few, H-half, M-most, A-all)
- _____ Numbers are legible
- _____ Copies numbers/letters/words randomly
- _____ Writes own name
- _____ Writes/copies meaningful print
- _____ Uses space between letters correctly
- _____ Uses space between words
- _____ Writes phrases/sentences
- _____ Begins using punctuation

Math Behaviors (Y-yes, M-Most times, S-sometimes, N-no)

- _____ Rote counts 1-10
- _____ Counts objects 1-10 using 1-to-1 correspondence
- _____ Identifies numerals 1-10 (N-none, F-few, H-half, M-most, A-all)
- Draws basic shapes _____ triangle _____ square _____ circle
- _____ Creates sets of more, less, equal
- Knows vocabulary: _____ same _____ different _____ before _____ after _____ first
_____ last
- _____ Matches equivalent sets of objects
- _____ Identifies and names shapes
- _____ Sorts and re-sorts objects using more than one attribute
- _____ Orders objects by size
- Compares objects by _____ size _____ length _____ width _____ height
- _____ Identifies, extends and creates patterns
- _____ Ability to order pictures according to logical sequence
- _____ Estimates
- _____ Demonstrates understanding of addition and subtraction
- _____ Distinguishes weight

Gross Motor Skill Behaviors (Y-yes, M-Most times, S-sometimes, N-no)

- _____ Walk
- _____ Run
- _____ Jump
- _____ Hop
- _____ Skip
- _____ Slide
- _____ Gallop
- _____ Balances
- _____ Moves body to different positions when asked