

Younger Preschool Assessment

Child's Name (Legal Name):

Date of Birth:

Assessment Date:

Teacher's Name:

English/ Language Arts	Yes	No	Comments
Demonstrate continual growth in understanding increasingly complex and varied vocabulary			
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)			
Listen to and follow multi-step directions with adult support			
Demonstrate continual growth in increasingly varied and complex vocabulary			
Use complex gestures and actions to communicate			
Use expanded sentences			
Describe activities and experiences with detail			
Answer questions posed by adults or peers			
Ask questions for understanding and clarity			
Make on topic comments			
Stay on topic in two- way conversation with others			
Recognize and identify same uppercase and a few lowercase letters			
Demonstrate basic knowledge of letter-sound correspondence			
Engage in rhyming games and songs; can complete a familiar rhyme			
Identify rhyming words in spoken language			
Orally blend and segment familiar compound words, with modeling and support			

Demonstrate awareness of sounds as separate units			
Begin to understand that books are comprised of written words			
Respond to and interact with read alouds of literary and informational text			
Hold books right side up and turn pages left to right			
Respond and interact with stories (fictional and nonfictional)			
Answer questions about a story			
With adult support retell familiar stories			
Recognize that drawings, paintings, and writings are meaningful representations			
Copy simple lines and shapes			
Create a simple picture			
Use writing tools with adult support			
Create writing with the intent of communicating			
Dictate a story for an adult to write			
Use pictures, letters, and symbols to communicate a story.			
Math			
Count the number sequence 1-15			
Count backward from 5 with adult support			
Recognize that the count remains the same regardless of the order or arrangement of the objects			
Apply one to one correspondence with objects and people			

Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5			
Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subsidize)			
Match number symbols with amounts 1-3			
Readily identify first and last			
Correctly use the words for comparing quantities			
Separate sets of 6 or fewer objects into equal groups			
Demonstrate the understanding of the concept of after			
Begin to understand that numbers can be composed and decomposed to create new numbers			
Physically extend simple ABAB patterns of concrete objects to other concrete objects			
Understand sequence of events when clearly explained			
Sort, classify, and compare objects			
Complete lined tangram or pattern block puzzles using basic shapes			
Use position terms such as in, on, and under			
Match similar shapes when given a variety of three dimensional shapes			
Start to identify the attributes of shapes			
Uses names of two-dimensional shapes (e.g. square, triangle; circle) when identifying objects			
Use informal language to describe three-dimensional shapes			
Understand time limit cue			

Understand transition from one activity to the next			
Tell what activity comes before and after			
Directly compare and describe two objects with a measurable attribute			
Measure length and volume (capacity) using non-standard measurement tools			
Social Emotional Skills			
Recognize self as a unique individual			
Describe personal characteristics			
Show sense of self satisfaction with own abilities, preferences, and accomplishments			
Recognize own emotions and the emotions of others			
Look to adults for emotional support and guidance			
Use a combination of words, phrases, and actions to express feelings			
Manage transitions and adapt to changes in schedules, routines, and situations with adult support			
Regulate own emotions and behaviors with others with adult support when needed			
Regulate a range of impulses with adult support			
Negotiate to resolve social conflicts with peers with modeling and support			
Use words during a conflict instead of physical force			
Request and accept guidance from familiar adults			

Accept compromises when suggested by a peer or adult			
Gauge response based on the facial expressions of others			
Exhibit age appropriate friendship skills to engage in effective play and learning experiences			
Engage in associative play			
Participate in cooperative play experiences with some adult guidance			
Approaches to Play and Learning			
Initiate new task by self			
With support, use a variety of resources to explore materials and ideas			
Explore and manipulate familiar objects in new and imaginative ways			
Demonstrate eagerness to learn about and discuss new topics, idea, and tasks			
Communicate a desire to learn new concepts or ideas			
Exhibit willingness to try new experiences			
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration			
Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance			
Begin to demonstrate flexibility in approach to play and learning			
Adjust approach to task to resolve difficulties with adult support			
Independently attend to a book from beginning to end			
Demonstrate ability to delay gratification for short periods of time			

See an activity through to completion			
Engage in associative play			
Participate in cooperative play activities with some adult guidance			
Participate in play activities with a small group of children			
Science			
Use sense to learn about concepts of weight, motion, and force			
Ask questions about physical properties and changes in the physical world			
Identify materials that make up objects			
Investigate and describe observable properties of objects			
Match objects by physical attributes			
Notice the shadows of others and objects			
Describe different objects in the sky			
Describe various earth materials			
Communicate awareness of seasonal changes			
Describe weather conditions using correct terminology			
Identify the correct names for adult and baby animals			
Compare attributes of living organisms			
Identify and describe the function of body parts			
Identify a problem or need and create a plan to solve			
Use classroom objects that function as simple machines to enhance play			
Observe with a focus on details			

Use simple tools to extend investigations			
Identify self and/ or own actions as scientific			
Social Studies			
Participate in and describe own family, community, and cultural celebrations if observed			
Begin to assimilate family, community, and cultural events in cooperative play			
Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others			
Recognize the sequence of events as part of a daily routine and as it relates to the passage of time			
Begin to communicate concept of time			
Identify leaders and helpers in the home or classroom environment			
Recognize familiar aspects of community or cultural symbols			
Begin to demonstrate an understanding of rules in the home, school environment and the purpose they serve			
Identify location directionality, and spatial relationships			
Begin to create simple representations of a familiar physical environment			
Identify and describe prominent features of the classroom, school, neighborhood, and community			
Begin to learn knowledge of personal and geographic information			
Begin to understand the relationship between humans and the environment			
Begin to understand the purpose of money and concepts of buying and selling through play			

Develop an awareness that people work for money in order to provide for basic needs			
Develop an awareness of the roles of various familiar community helpers/ workers			
Act out adult social roles and occupations			
Assist adults with daily routines and responsibilities			
Choose simple daily tasks from a list of classroom jobs			
Begin to initiate helping tasks			
Demonstrate an understanding of how voting works			
Creative Arts			
Listen and respond to music			
Participate in classroom experiences with musical instruments and singing to express creativity			
Sing songs that use the voice in a variety of ways			
Respond to rhythmic patterns in music			
Describe feelings and reactions in response to diverse musical genres and styles			
Convey ideas and emotions through creative movement expression (with or without music)			
Use colors, lines, and shapes to communicate meaning			
Progress in ability to create drawings, models, and other art using a variety of materials			
Develop growing ability to plan work independently, and demonstrate care in a variety of art			
Observe and discuss art forms			

Reflect on differences and preferences when encounters artwork			
Share ideas about personal creative work			
Engage in associative and cooperative play			
Use a variety of props to demonstrate themes about life experiences, ideas, and feelings			
Participate freely in dramatic play experiences that become of increased duration and complexity			
Physical Health and Growth			
Demonstrate health and hygiene- related behaviors with reminders			
Identify the difference between sick and well			
Engage in sociodramatic play to demonstrate the roles of medical professionals			
Identify ways to play safely			
Follow simple safety rules while participating in activities			
Respond to physical cues when hungry, full or thirsty			
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy			
Distinguish between nutritious and less nutritious foods			
Independently feeds self			
Take things apart and attempt to put them back together			
Identify and describe function of body parts			

Demonstrate awareness of own body in relation to other people and objects through play activities			
Participate in structured and unstructured active physical play exhibiting strength and stamina			
Demonstrate basic understanding that physical activity helps the body grow and be healthy			
Refine grasp to manipulate tools and objects			
Demonstrate coordination and balance			
Coordinate movements to perform a task			
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control			
Attend to personal body care practices with reminders			
Independently dress and undress self			
Independently attend to toileting needs			

The purpose of this assessment is to inform planning for overall program improvements. This assessment should be done individually during center time or free play by the director, lead teacher or assistant teacher in this particular classroom.

Individualized Activity Plan

Name: _____

Age: _____

Week of: _____

Area(s) of

Strengths: _____

Area(s) of

Improvement: _____

Activities to help improve:

- 1.
- 2.
- 3.

Procedures:

- 1.
- 2.
- 3.

IN Standards and Foundations:

Comments: