

PRE-K to K Academic Skills Assessment
Instructions and Tally Sheet

*This packet is made up of a variety of activities at varying skill levels. Based on your knowledge of the child and results of standardized testing (TEMA, TERA, BDI, etc.), choose the activities that would be most appropriate for the child. **Not all activities have to be completed**, and not all are appropriate at each age level.*

Activities marked with an asterisk () have consumable sheets for the student's use. Copies of these sheets are included at the back of the packet. Please keep a clean copy to reproduce as you need them. Completed sheets need to be returned with the packet to assist in writing the report.*

READING:

(NOTE: At age 4 up to kindergarten, administer the PALS for reading functional. At the kindergarten level, administer the CORE reading. Use the activities below as supplements for 4-6 year olds, as needed.)

Recites Alphabet (Ages 3-6): Ask the student to say the alphabet. Circle any letters missed or indicate if the student says the letter out of order.

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

Score _____/26

p. 1 - Recognizing Environmental Print (Ages 3-6): Ask the student to identify the pictures given. Answers do not need to be specific. Accept answers such as, "That is where we eat," "Candy," "Cereal," "That's where you go out," etc.

Score: _____/5

p. 2 - *Matching Letters (Ages 4-6): Student draws a circle around the lower case letter that goes with the upper case letter given in each row.

Score: _____/24

p. 3 - Identifying Letters (Ages 4-6): Student reads the upper case and then the lower case letters out loud to a teacher. Teacher marks on tally sheet which letters the students did not know.

Uppercase Score: _____/26

Letters Missed: _____

Lowercase Score: _____/26

Letters Missed: _____

p. 4 - Sound-Letter (Kindergarten): Say the sound that the target letter makes and the student must mark the target letter in each row. Don't say the letter - say the *sound* of the letter. Use short vowel sounds for the vowel letters. Use the hard sound for "c" and "g."

Use this order: h, f, s, k, o, d, l, b, c, y, t, p, q, r, w, x, v, m, i, g, u, e, z, j, a, n.

Score: ____/26

p. 5 - Letter Sequence (Kindergarten): Students look at the first word in the line and points to the word that looks exactly like it.

Score: ____/8

p. 6 - Left to Right (Mid-K): For each set, the teacher pronounces a word and child must find it and point to it. Child doesn't have to know how to read the words-just know enough to find the word.

The words are: **was, no, it, post, loop, net, far, tub.**

Score: ____/8

p. 7 - Basic Sight Words (End of K): Teacher pronounces the following list of words. Student looks in each box to find that word and point to it.

1. red 2. ten 3. and 4. him 5. yes 6. cat 7. will 8. if 9. look 10. see
11. fast 12. go 13. dog 14. boy 15. seven

Score: ____/15

p. 8 - *Color Words (end of K): Student colors each box with the identified color. Teacher holds the markers or crayons so student has to pick the color to use - no reading or matching labels!

Score: ____/9

MATHEMATICS:

p. 9 - Naming Shapes (Ages 3-6): Ask the students to name the individual shapes. Circle any items missed.

Square Circle Triangle Rectangle

Score: ____/4

p. 10 - Naming Shapes in Different Positions (Ages 3-6): Show the student the first picture in the row. Then ask, "Can you point to the shape in that row that is the same as this one?" Continue with the remaining rows.

Score: ____/5

pp. 11-13 - One To One Counting (Ages 3-6): Student counts the number of items on each page. 5, 10, and 20

Score: ____/5

Score: ____/10

Score: ____/20

Gives 5 when Requested (Ages 3-6): Using manipulatives, ask the student to give you five.

____ **was able** ____ **was unable**

p. 14 - Predicting Patterns (Ages 3-6): Show the student the pattern in the first row. Ask, "Can you point to the shape that comes next?" Continue with the remaining rows.

Score: ____/5

p. 15 - Identifying Measuring Tools (Ages 3-6): Show the student the pictures of the measuring tools. Point to each one and say, "What is this and what is it for?" Acceptable answers include ruler and yardstick (to measure things), measuring cup (to measure milk/liquid/water. etc.), thermometer or temperature gauge (to measure how hot or cold it is), clock or watch (to tell what time it is), and calendar (to see what day/month it is). Each part of the question gets one point.

Identifies Tool: ____/5

Identifies Use: ____/5

Naming Days of the Week (Ages 3-6): Ask the student to name the days of the week. You may start by saying, "Monday, Tuesday..."

Score: ____/7

Naming Months of the Year (Ages 3-6): Ask the child to name the months of the year. You may start by saying, "January, February..."

Score: ____/12

p. 16 - More, Less, Same (Ages 3-6): Show the student the pictures and ask:

- Turtles and Mice - "Which group has more, or are they the same?"
- Bikes and Wagons - "Which one has less, or are they the same?"
- Fish and Dogs - "Which has more, or are they the same?"
- Kittens and Balls - "Which has less, or are they the same?"
- Apples and Oranges - "Which has more, or are they the same?"

Note: child may count the objects.

Score: ____/5

pp. 17 – 21 - Names Number in a Group (Ages 3-6): Quickly show the child the first page of the activity, **letting them see it for only 1 – 2 seconds**. Cover or take away the page. Then ask, “How many circles are there?” Do not allow the child to count the circles. Continue with the other items in the same manner.

Score: ____/5

p. 22 - Money (Ages 3-6): Student must identify penny, nickel, and dime (may use actual coins).

Score: ____/3

p. 22 - Time (Ages 3-6): Student must tell time to the hour (4:00, 1:00, and 7:00)

Score: ____/3

p. 23 - Position in Space (Ages 3-6): Student listens to each oral direction the teacher gives. Give the student a manipulative, such as a bear, to place in proper position on the page.

Find the picture of the log. Put the (bear) on the log.

Put the (bear) *below* the frog.

Put the (bear) *in front of* the goat.

Put the (bear) *to the right of* the doll.

Put the (bear) *above* the bug.

Put the (bear) *to the left of* the rose bud.

Put the (bear) *next to* the cat.

Put the (bear) *under* the ball.

Put the (bear) *over* the car.

Put the (bear) *between* the puppies.

Score: ____/10

p. 24 - Measurement (Ages 3-6): Student listens to oral direction and points accordingly.

1. Point to the little bird.
Point to the big bird.
2. Show me the balloon with the short string.
Show me the balloon with the long string.
3. Show me the tank with some fish.
Show me the tank with no fish.
4. Show me the plate with the most spaghetti.
Show me the plate with the least spaghetti.
5. Show me the cat that is thin.
Show me the cat that is fat.
6. Show me the tree with many leaves.
Show me the tree with few leaves.

7. Show me the piece of cake that is thick.
Show me the piece of cake that is thin.
8. Show me the item that is heavy.
Show me the item that is light.
9. Show me the person who is taller.
Show me the person who is shorter
10. Show me the line that is longest.
Show me the line that is shortest.

Score: ____/20

Counting Backwards from 5 (ages 4-6): Ask the student to count backwards from 5 orally. You may give the example, “Like this: 7, 6, 5...” and allow the student to continue counting down.

Score: ____/5

Separating a Collection of 10 (Ages 4-6): Using 10 manipulatives, ask the student to separate it into two equal groups. Do not tell the child to count out 5 objects, etc.

____ **was able** ____ **was unable**

p. 25 - Reads Numbers (Ages 4-6): Student reads numbers 1-20. Teacher marks which ones they were not able to read, or indicate if out of order.

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

p. 26 - Sequence (Ages 4-6): Show the child the picture of the children. Say, “These children are standing in line to go into school. Can you point to...”

- the first in line?
- the last in line?
- the second in line?
- the fourth in line?
- the third in line?

Score: ____/5

p. 27 - *Writing Numbers (Ages 4-6): Student writes the numbers 1-10 on this page.

Score: ____/10

p. 27 - *Writes Age (Kindergarten) – Ask the child to write their age in the lower blank.

____ **was able** ____ **was unable**

p. 28 - Number Words (End of K): Student reads the word and indicates the corresponding number.

Score: ____/10

WRITING:

pp. 29-30 - *Copies Shapes (Ages 3-6): The student is provided two sheets, each with three shapes. The student is to copy the shape in the box below each example.

Score: ____/6

p. 31 - *Dictation and Drawing (Ages 3-6): Say to the child, "I am going to be your secretary. Tell me a sentence and I will write it." Write the sentence on the lines provided under the picture box, and then read it with the child. Then have the child draw a picture about their sentence in the box.

____ **was able** ____ **was unable**

p. 31 - *Writing First Name, Other Letters and Words (Ages 3-6): On the page where the child drew the picture, ask them to write their first name. Then ask, "Are there any other letters or words you can write?" Use *The Evolution of Emergent Writing* on the next page to determine at what writing stage the child is performing (Random Marks, Symbol Salad, etc.).

Writes First Name: ____ **was able** ____ **was unable**

Writes Other Letters or Words: ____ **was able** ____ **was unable**

Writing Stage - _____

p. 32 - *Copies Alphabet Letters (Ages 4-6): The student is given a sheet containing all the letters of the alphabet in order. The student legibly copies each letter in the space provided.

Score: ____/26

p. 33 - *Writes Alphabet Letters as Dictated (Mid to End of K): The teacher says a letter and the student write it on the correct line. It's up to the teacher if the letters are uppercase, lowercase, or both. Letters to use:

l, z, s, e, w, j, g, k, t, y, x, b, r, u, v, h, f, o, m, l, q, d, p, a, c, n

Score: ____/26

NOTES: _____

