

Somerville Public Schools, Early Education Department – Preschool Assessment Tool

Preschool Assessment (2017)

Please refer to Preschool Report Card Rubric BEFORE assessing children.

Name of Child: _____ **Date Winter:** _____ **Date Spring:** _____

School & Teacher: _____

Birth date: _____ **Age Winter:** _____ **Age Spring:** _____ **IEP:** _____ (Yes/No)

Home Language (other than English): _____ **Prior School or Program:** _____

KEY:

-- = **Not Introduced** (put dash in box)

N=Not Yet Observed (Skill has not emerged and requires further time and observation)

B=Beginning (Emerging demonstration of a skill)

D=Developing (Progressing toward a skill)

M=Mastered (Consistently demonstrating a skill)

For observations: Please see Rubric and Preschool Assessment Guide for specific detail on how to assess these skills.

Shaded sections indicate activities best assessed one to one or in very small groups using a specific script or protocol.

Category & Items	Score 1st Report Period Winter	Score 2nd Report Period Spring	Use this section for your notes on children’s performance during a task, observational notes, and any other notations about a skill or task.	
1. Personal and Social Development	Score	Score	NOTES	
1.a. Follows rules, transitions, and routines <i>Observe during regular classroom activities such as arrival time, center transition, or dismissal time.</i>	N B D M	N B D M		
1.b. Participates and interacts with others in the classroom community	N B D M	N B D M		

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<p><i>Observe during regular classroom activity. Example: child enters ongoing group play or activities, works with others to share materials and/or ideas.</i></p>				
<p>1.c. Shows empathy and caring for others <i>Observe during regular classroom activity. Example: when another child is in distress, or when a peer is absent.</i></p>	N B D M	N B D M		
<p>1.d. Attempts to solve social conflicts independently <i>Observe during regular classroom activity such as small group play or on the playground.</i></p>	N B D M	N B D M		
<p>1.e. Initiates play with others <i>Observe during regular classroom activity. Example: initiates play with a peer or responds to invitations to play.</i></p>	N B D M	N B D M		
<p>1.f. Demonstrates impulse control and regulates strong emotions. <i>Observe during regular classroom activity. Child controls strong emotions most of the time and manages classroom rules, routines, and transitions.</i></p>	N B D M	N B D M		

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<p>1.g. Follows multi-step directions <i>Follows directions of 2 or more related to familiar experiences and objects. Example: Ask child, “Please put this cup (direct to where the stickers are, i.e. “on the table:”) and bring me the container of stickers.” Child can choose a sticker when they get back or teacher can retrieve basket of stickers if child cannot.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>Approach to Learning</p>	<p>Score</p>	<p>Score</p>	<p>NOTES</p>	
<p>2.a. Demonstrates initiative, curiosity, and takes learning risks <i>Shows eagerness to learn about a variety of topics and ideas. Example: during a new experience observe if child is asking questions or sharing ideas.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>2.b. Perseveres in challenging situations <i>Observe during regular classroom activity. Practices an activity until successful. Pursues a variety of appropriately challenging tasks asking for support when needed.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>2.c. Engages in imaginative play <i>Observe during regular classroom activity. Examples: Imitates actions of others during play. Acts out familiar or imaginative scenarios. Uses props to play.</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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<p>2.d. Demonstrates creativity in thinking and use of materials <i>Observe during regular classroom activities such as art projects, building, and dramatic play.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>2.e. Seeks multiple solutions to a question, task, or problem <i>Observe during regular classroom activities along with 2.d. above.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>2.f. Explores and cares for materials and environment <i>Observe during regular classroom activity. Explores and investigates materials and their properties during an art, science, or gross motor activity.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>3. Physical Development</p>	<p>Score</p>	<p>Score</p>	<p>NOTES</p>	
<p>3.a. Attempts to complete self-help skills <i>Observe during regular classroom activity. Examples: handwashing, toileting, putting on and taking off jackets and other personal care tasks.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>3.b. Moves with balance and control <i>Observe during regular classroom activity. Examples: standing in line, walking in the hallway, using the playground structures</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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<p>3.c. Shows age-appropriate fine motor control of writing, drawing, art tools <i>Uses small precise finger and hand movements. Holds writing tool with 3-point finger grip and effective hand placement. Observe while child is drawing, copying, or writing.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>3.d. Can support self in sitting position (cross-legged, kneeling, or in a chair) <i>Observe during regular classroom activity such as meeting, center times or floor play.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>4. The Arts</p>	<p>Score</p>	<p>Score</p>	<p>NOTES</p>	
<p>4.a. Names colors <i>Identifies and/or names basic colors (black, white, red, blue, yellow, green, purple, orange, brown). Example: "I am going to show you some colors and you tell me the name of the color." Show color strips one at a time. Record individual color identification on the recording sheet.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>4.b. Uses a variety of materials for expression, exploration, and construction <i>Observe during regular classroom activities such as art projects and building.</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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4.c. Participates in and appreciates music <i>Observe during regular classroom activity: Student participates in finger plays and songs during circle time.</i>	N B D M	N B D M		
4.d. Participates in creative movement, dance, and drama <i>Observe during regular classroom activities such as circle time movement activities and story acting.</i>	N B D M	N B D M		
5. Literacy & Language	Score	Score	NOTES	
5.a. Speaks clearly enough to be understood by others <i>Observe during regular classroom activity.</i>	N B D M	N B D M		
5.b. Uses vocabulary and language for a variety of purposes <i>Observe during daily language interactions with peers and adults.</i>	N B D M	N B D M		
5.c. Comprehends and responds to conversation and stories read aloud <i>Identifies story related problems, events and resolutions during conversations (whole or small groups).</i>	N B D M	N B D M		

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<p>5.d. Shows an understanding of concepts of print (pictures and words convey meaning) <i>Opens book and looks at pictures and text. Shows awareness that text has meaning and can be read. Talks about pictures or text.</i></p> <p><i>Hand child book upside-down and backwards and say, "Show me how you read this book." If child cannot orient book appropriately, re-orient. If they did not open the book say, "Let's look at pages in this book." Let them look at the pages for a bit. Then, "Tell me about this book." Observe.</i></p> <p><i>Then ask "Tell me about this page." Record any comments. If child only describes pictures, point to words and prompt with, "What are these? Tell me about them."</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>5.e. Names capital letters <i>"I'm going to show you some letters. (Cover all letters except for first row and point to top left of card and then sweep finger across page.) Starting here can you tell me the names of these letters?" Best practice is to only show several letters at a time to avoid overstimulation and confusion. (See kit for separate letter recognition page & recording sheet for each letter.)</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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<p>5.f. Demonstrates awareness of patterns and sounds in language (phonological awareness) <i>Observe during regular classroom activity such as singing, playing with words and sounds, creating nonsense words.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>5.g. Visually recognizes first name <i>If you do not observe child recognizing their name during classroom observations, then present the child with 3 names on (use wipe-off cards in kit or your own) cards with differing initial sounds. “Here are some names. Show me your name.”</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>5.h. Represents ideas and stories through pictures, dictation, and/or play <i>Observe during block play, dramatic play, storytelling, puppets, drawing, dollhouse, sensory table, etc. Look specifically for characters and plot development.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>5.i. Uses shapes, symbols, and letters to convey meaning (writes name, draws) <i>Observe during drawing and writing opportunities. Collect and examine children’s drawings, writing samples, etc. Or, assess one on one: Hand child a piece of paper and prompt, “Draw a picture of you or someone else. Draw the whole person.” Then say, “Write your name here.”</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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6. Math	Score	Score	NOTES	
<p>6.a. Uses positional words (up, down, on, off, etc.) <i>Observe during a small or large group activity. Ask child to move items or their bodies using positional words.</i></p>	N B D M	N B D M		
<p>6.b. Names shapes and understands characteristics of shapes <i>Identifies a few basic shapes (circle, square, triangle, rectangle, trapezoid and hexagon) “I am going to show you some shapes and you tell me the name of the shape.” Show shapes one at a time. Record individual shape identification on recording sheet.</i></p>	N B D M	N B D M		
<p>6.c. Sorts and classifies (could be by color, shape, size, etc.) <i>Use buttons from the kit. Put on a solid color mat/felt or piece of paper. “Can you find some that are the same?” Observe. If child cannot sort by any attribute, demonstrate by making a pile of objects that are the same and ask child to add to your collection.</i></p>	N B D M	N B D M		

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<p>6.d. Compares and measures <i>Observe during a small or large group activity. Compare items in the classroom (i.e. block size, shoe size). Measure items in classroom (i.e. use unifix cubes as unit of measure).</i></p> <p><i>Begin with asking child to compare two items of different lengths.</i></p> <p><i>Then ask child to put 4-5 items of differing lengths in order from shortest to tallest with bottom lined up on edge of table or mat.</i></p> <p><i>Finally, give child cubes and ask to figure out how long a short pencil is with the cubes.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>6.e. Recognizes, copies, and extends patterns <i>Present the child with an ABAB unifix cube train. Say, “Let’s see if you can make the same pattern with your unifix cubes.”</i></p> <p><i>If child copies the pattern, then say, “Let’s see if you can make the pattern longer.” Read pattern with the child.</i></p> <p><i>If child extends the pattern, say, “Let’s see if you can make your own pattern and read it to me.” Continue with more complex (AABAAB, etc.) if appropriate.</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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<p>6.f. Rote counts <i>Verbally counts to at least 10 accurately. Say, "Let's do some counting. You start counting and keep going." Stop child when they make a mistake.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>6.g. Counts objects demonstrating one to one correspondence <i>Put out 5 unifix cubes on a mat (not linked). Say, "Let's see how many cubes there are. Touch each cube and count out loud so I can hear the number." (Start with 5, then can do 10, or 15-20)</i> <i>Each time ask, "How many did you count?" If successful at counting 10, ask to produce an amount (i.e. "Give me __")</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>6.h.1. Identifies sets of objects <i>Subitizing - Present the child with 3 objects (i.e. counting bears) then remove them and ask, "How many bears were in my hand?"</i> <i>If child instantly recognized the amount, repeat with 4 and then 5 bears. Can also leave items in view and ask how many if child needs support.</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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<p>6.i. Recognizes and compares quantities <i>Use small paper plates from kit or solid color construction paper or felt mats.</i></p> <p><i>1a. Same number on each: Present the child with 2 plates with same number of objects (disks in kit) in different configurations. Say, “I have two plates with pepperoni, how many pepperoni are on each plate?” Ask “Do they have the same amount or does one have more/less?”</i></p> <p><i>1b. Now put out 4 pepperoni on one plate and 4 unifix cubes on another and have child count and ask if there is the same amount, or more/less?</i></p> <p><i>2. More/Less: Now try with two quantities using the same kind of object that are different, for example 3 and 4 or 4 and 5. Ask do they have the same amount, or does one have more or less? Can say, “Which one has more? Which one has less?”</i></p> <p><i>3. Up to 10 and how many more/less: Ask child to compare unlike sets of up to 10 pepperoni and identify how many more or less pepperoni there are. (Example: After child indicates more or less, “How many more pepperoni are on this plate than the other plate?”)</i></p>	<p>N B D M</p>	<p>N B D M</p>		
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<p>6.j. Names numerals 1-10 <i>Say “I am going to show you some numbers and you tell me the name of each one.” See kit for separate number recognition page & recording sheet for each number.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>6.k. Matches sets of objects with corresponding numerals <i>Say, “I am going to flip over a card. The number tells you how many cubes to get. Count the cubes to go with the card.”. See separate number cards & recording sheet for each number.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>6.l. Represents mathematical ideas through symbols, pictures, and objects <i>Observe during a small group activity such as drawing and writing opportunities. Collect and examine children’s drawings, writing samples, etc.</i></p>	<p>N B D M</p>	<p>N B D M</p>		
<p>6.m. Interprets graphs and data <i>Observe during a small or large group activity. Example: surveys, such as “Do you like pizza”, YES or NO. “What do you notice about our graph”?</i></p>	<p>N B D M</p>	<p>N B D M</p>		

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7. Scientific Thinking	Score	Score	NOTES	
7.a. Investigates, explores, and observes <i>Observe during regular classroom activity.</i>	N B D M	N B D M		
7.b. Uses simple tools to collect and represent data <i>Observe during regular classroom activity.</i>	N B D M	N B D M		
7.c. Engages in discussion and raises questions <i>Observe during regular classroom activity.</i>	N B D M	N B D M		
7.d. Makes predictions <i>Observe during regular classroom activity.</i>	N B D M	N B D M		