## Contents

**WELCOME** ................................. 6  

**HOW TO USE THIS BOOK** ................................. 7

**LANGUAGE ARTS** ................................. 21  
  - Connections to the Language Arts Standards ................................. 23  
  - Continuum of Writing Stages ................................. 23  
  - Expectations/Time Line Grid ................................. 26  
  - What Else Kids Need to Know ................................. 30  
  - Important Terms About Teaching and Learning Language Arts ................................. 31  
  - The Assessments ................................. 35  
    - Print Concepts ................................. 36  
    - Auditory Discrimination ................................. 37  
    - Visual Discrimination ................................. 39  
    - Phonological Awareness ................................. 49  
    - Phonemic Awareness ................................. 56  
    - Reading ................................. 64  
    - Writing ................................. 68

**MATHEMATICS** ................................. 81  
  - Connections to the Math Standards ................................. 83  
  - Expectations/Time Line Grid ................................. 84  
  - What Else Kids Need to Know ................................. 88  
  - The Assessments ................................. 91  
    - Shapes ................................. 91  
    - Numeration ................................. 93  
    - Ordering and Sorting ................................. 100  
    - Measurement, Time, and Money ................................. 111  
    - Spatial Relationships and Terminology ................................. 119  
    - Operation and Place Value ................................. 121  
    - Charts and Graphs ................................. 126
RECORD-KEEPING FORMS ................................................................. 129
  Student Progress Profile: Language Arts ........................................... 130
  Student Progress Profile: Mathematics .............................................. 131
  Whole Class Profile: Language Arts .................................................. 132
  Whole Class Profile: Mathematics .................................................... 134
  Make-Your-Own Profile Templates .................................................... 136
  Assessment Planning Calendar ......................................................... 138

APPENDIX
  Partners-in-Learning Letter ........................................................... 142
  Send-Home Cards ........................................................................... 146
  Early-Years-Are-Learning-Years™ Tips ............................................ 162
  Word Family Endings ...................................................................... 170
  The Rest of the Code: Digraphs ....................................................... 171

REFERENCES ....................................................................................... 172

Partners in Learning
Dear Family and Caregivers,
Your child is studying important skills and concepts, including:
= ... support the work
we're doing at school.
Together we can help every child improve his or her learning.
Sincerely,

TRY THIS!
Help your child develop fine motor skills for writing. The next time you unwind together, try this!
• Have your child use safety scissors to cut out shapes and make crafts.
• Encourage your child to paint or draw using a vertical or inclined surface (e.g., table).
• Toss and catch a beanbag or small ball.
• Pop plastic packing wrap or sculpt with play dough.
• Play word games and quizzes that require your child to use small muscles (for grasping, constructing, and sorting).

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Shapes

Properties and Relationships

DIRECTIONS

1. Explain to the child that he or she will be looking at shapes that he or she might recognize.
2. Point to the first shape in the row and ask the child to identify it.
3. Write a checkmark on the Teacher Form if the child identifies the shape correctly. If child makes an error, record the child’s response.
4. Have the child describe the shape in his or her own words. You might say, “Tell me about this shape. How is it similar or different from other shapes on this page?”
5. Ask the child to name one familiar item that has the same shape. Invite the child to look around the room for examples.
6. Repeat the process of having the child identify one shape at a time until he or she has attempted to identify all of the shapes and provided two examples for each.

TEACHER FORM

<table>
<thead>
<tr>
<th>Child’s Response</th>
<th>Child’s Description</th>
<th>Child’s Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td></td>
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<tr>
<td>Square</td>
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<td>Oval</td>
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<td>Triangle</td>
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<td>Rectangle</td>
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</tbody>
</table>

Notes

ASSESSMENT OBJECTIVES

The child can:

- Recognize and identify simple two-dimensional geometric shapes (e.g., circle, square, oval, triangle, and rectangle)
- Compare and describe geometric shapes using common attributes (straight lines, roundedness, number of corners, number of sides)
- Recognize and identify geometric shapes and structures in the environment

MATERIALS

- two blank sheets of paper (for masking)
- a copy of this form and the Student Form (page 92) for use with each child

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Recognizing Numerals

**DIRECTIONS**

**Part A**

1. Explain to the child that he or she will be identifying familiar numerals.

2. Point to the first numeral in the row of the Student Form and ask the child to identify the numeral.

3. Write a checkmark on the Teacher Form if the child identifies the numeral correctly. If the child makes an error, record the child’s response.

4. Repeat the process of having the child name a numeral until he or she has attempted to identify all the numerals on the form.

**Part B**

5. Explain to the child that he or she should count aloud as high as he or she can, beginning with the number 1.

6. Use the number line on the Teacher Form as a place to record the child’s counting behaviors. For each number he or she says in sequence, write a checkmark. Circle each number the child omits or repeats, unless the child corrects him-or herself.

7. Record the number to which the child counts and the date of the assessment.

**TEACHER FORM**

**Part A: Identifying Numerals**

<table>
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</tbody>
</table>

Date ______ Score ____ /10 Date ______ Score ____ /10 Date ______ Score ____ /10 Date ______ Score ____ /10

**ASSESSMENT OBJECTIVES**

- Recognize and identify the numerals from 0–9
- Rote count by ones from 1–10 or higher

**MATERIALS**

- two blank sheets of paper (for masking) and a copy of the Teacher Form (this page and page 94) for use with each child
- a copy of the Student Form (page 95) for each child

**MATHEMATICS**
Part B: Counting from 1 to 10 or higher.

1st Assessment

1 2 3 4 5 6 7 8 9 10
Counts to _________ Date _________

2nd Assessment

1 2 3 4 5 6 7 8 9 10
Counts to _________ Date _________

3rd Assessment

1 2 3 4 5 6 7 8 9 10
Counts to _________ Date _________

4th Assessment

1 2 3 4 5 6 7 8 9 10
Counts to _________ Date _________

Notes
Part A: I can identify numerals.