



# St. Matthew's School

Preschool and Kindergarten  
Teaching From the Heart

## Preschool Assessment Report

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Parent Signature  
1<sup>st</sup> Semester \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature  
2<sup>nd</sup> Semester \_\_\_\_\_ Date: \_\_\_\_\_

### Explanation of Evaluation:

- 1 = Has fully met skill.
- 2 = Is in progress of meeting skill.
- 3 = Has not yet displayed skill.

- N = No opportunity to observe skill.
- SN = This skill is not being assessed.

### **Social / Emotional Development**

	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
Displays imaginative play when appropriate. <i>(Pretend play = imaginative play)</i>		
Understands right from wrong. <i>(May not always demonstrate good judgment in this area, but understands the difference between right and wrong behavior.)</i>		
Usually adapts to changing social situations with peers. <i>(Doesn't mind change during play or interaction.)</i>		
Usually displays good manners (thank you, please, etc.). <i>(May be inconsistent and may need frequent reminders.)</i>		
Usually is cooperative with adults and requests. <i>(Cooperates in play, direction and routine tasks.)</i>		
Usually makes eye contact when conversing. <i>(In situations without distractions.)</i>		
Can usually listen to a story. <i>(Can sit and listen for a short period during circle or one-on-one, does not distract others or talk during the story and keeps attention on book or teacher.)</i>		
Usually takes turns and shares with others. <i>(Not always consistent.)</i>		

### **Physical Development**

	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
Usually holds small pencil / crayon properly. <i>(There are a few acceptable pencil grips which can be demonstrated by the teacher.)</i>		

Usually uses scissors properly and can cut on a line. <i>(This is a developing skill and will continue to increase in accuracy as the child approaches school age. Proper usage should have a “thumbs up” grasp and paper should be held with “helper hand”.)</i>		
Can string large beads.		
Can build a tower of 9 small blocks.		
Can put on coat.		
Usually walks on a line. <i>(Children range from only taking a few steps to taking many steps.)</i>		
Hops on one foot. <i>(Children may only hop on one foot briefly before losing their balance.)</i>		
Balances on one foot for a brief period. <i>(This is an emerging skill and becomes refined with maturity.)</i>		
Can walk up steps alternating feet. <i>(May prefer to have both feet touch each step, but is capable of alternating.)</i>		
Can jump off low steps or objects.		

### **Language Development**

**1<sup>st</sup>**

**2<sup>nd</sup>**

Can sing the alphabet song. <i>(Some mistakes may still be made when reciting the alphabet without singing.)</i>		
Can tell a simple story using 2 or more sentences. <i>(These stories may be the re-telling of a story they have heard or communicating experiences from home or school.)</i>		
Speaks clearly enough to be understood by most listeners. <i>(A non-family member should be able to understand 50% or more).</i>		
Uses 3 to 5 word sentences to express needs. <i>(As children mature, the number of words per sentence usually increases.)</i>		
Usually refers to self using “I” or “me”.		

### **Cognitive Development**

**1<sup>st</sup>**

**2<sup>nd</sup>**

Recognizes first name.		
Knows last name. <i>(Second half of year only)</i>		
Can rote count from 1 to _____. (Up to 10) <i>(This varies tremendously by child. There is no set expectation set at this age.)</i>		
Recognizes and names _____ of 6 shapes. <i>(Children may or may not have mastered all the shapes. The 6 shapes are listed on the final page of this report.)</i>	#:	#:
Usually recognizes and matches _____ of 8 colors. <i>(The child is shown a color and asked to name the color. Children of this age may or may not have a grasp of all 8 colors. The colors are listed on the final page of this report.)</i>	#:	#:
Understands size comparisons (small, medium large).		
Usually groups similar objects. <i>(Can put all the ‘red’ objects together or all the ‘round’ objects together.)</i>		
Usually counts 2 to 3 items with a 1 to 1 correspondence. <i>(1 to 1 correspondence is the ability to count a number of items in a group and correctly identify the quantity. Young children begin counting by pointing and rote counting, but the number of items in the group may not correlate to the</i>		

<i>number they have 'counted'. True correspondence is obtained when a child can count the number of items in a group and repeatedly arrive at the correct answer.)</i>		
Usually carries out a series of 2 related directions. <i>(When given clear, concise directions the child can usually carry them out without needing the directions repeated.)</i>		

Effective September 2012

*This page is used by the teachers as documentation for each child. They have room to make notes they will refer to later. This page may not come home until the end of the school year.*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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

1 2 3 4 5 6 7 8 9 10

SQUARE

CIRCLE

TRIANGLE

RECTANGLE

STAR

HEART

RED

BLUE

GREEN

ORANGE

YELLOW

PURPLE

PINK

WHITE

*KEY: a circle indicates a child has successfully identified the item.*