



# St. Matthew's School

Preschool and Kindergarten  
Teaching From the Heart

## Pre-Kindergarten 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.

### Language Development

	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>
Can remember and retell a story. <i>(This may show itself by the re-telling of a story they have heard at home or school.)</i>		
Can usually listen to a story. <i>(Can sit and listen to a story either during circle time or one-on-one.)</i>		
Can verbally identify rhyming words.		
Speaks clearly enough to be understood by most listeners. <i>(A non-family member should be able to understand 75% or more).</i>		
Uses 5 to 8 word sentences to express needs.		
Usually uses two or more sentences to make thoughts known. <i>(As children mature, the number of sentences they use to communicate usually increases.)</i>		

### Social / Emotional Development

	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>
Beginning to be aware of others feelings.		
Engages in pretend / dramatic play appropriately.		
Understands and respects the classroom rules. <i>(Rules may not always be followed, but an underlying understanding and respect for these rules exists. Child can identify if a rule is being broken.)</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>		
Usually takes turns and shares with others. <i>(Not always consistent.)</i>		
Usually transitions from activity to activity with ease. <i>(Not always consistent. Showing an increase in the skill of transitioning.)</i>		
Usually attends to an activity for 10 – 15 minutes. <i>(Can focus on one activity for 10-15 minutes. This varies depending on the level of interest in the activity.)</i>		

### **Physical Development**

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

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

Usually holds small pencil / crayon properly. <i>(A three finger grip is preferred.)</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.)</i>		
Can lace. <i>(Such as lacing cards.)</i>		
Can build a tower of 12 small blocks.		
Can draw simple shapes. <i>(Usually draws round objects first, then four sided objects and finally, objects containing diagonal lines.)</i>		
Can write own name (letters may be inverted).		
Can put on coat. <i>(Tying shoes is not assessed at this age.)</i>		
Can button/unbutton.		
Can zip/unzip.		
Can walk down stairs alternating feet.		
Hops on one foot.		

### **Cognitive Development**

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

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

“Reads” from top to bottom and left to right. <i>(Even though the child cannot yet truly ‘read’, they have internalized the concept that writing begins at the top and progresses left to right.)</i>		
Can assemble a multi-piece puzzle. <i>(12 piece puzzles in the first semester and 24 pieces in the second semester.)</i>		
Can duplicate patterns. <i>(When given a block pattern of ‘red, blue, red, blue ...’ the child can continue the pattern or create their own. This is an emerging skill and will continue to develop with maturity. Maturity also brings more advanced patterns.)</i>		
Understands sequencing of events. <i>(Can put a series of events in the proper order. Knows ‘first’, ‘middle’ and ‘last’.)</i>		

Knows last name.		
Knows own address.		
Knows own phone number.		
Can rote count from 1 to 20. <i>(This varies tremendously by child. There is no set expectation set at this age.)</i>		
Counts _____ out of 10 items correctly using 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 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>		
Can identify _____ numbers from 1 to 10. <i>(There is no expectation at this time on the number of numerals a child should know.)</i>		
Can identify _____ uppercase letters of the alphabet. <i>(There is no expectation at this time on the number of letters a child should know. Children will only be assessed on the letters introduced in school so far.)</i>	#:	#:
Recognizes and names _____ of 8 shapes. <i>(Children have usually mastered the basic shapes of circle, triangle, square, heart and star. The more difficult shapes may or may yet be mastered. The shapes are listed on the final page of this report.)</i>	#:	#:
Can points to and name _____ of 10 colors. <i>(The child is shown a color and asked to name the color. The colors are listed on the final page of this report.)</i>	#:	#:
Understands size comparisons of small, medium and long.		
Understands spatial relations (over, under, on and beside).		
Can group objects by color, size and type. <i>(Can put all the 'red' objects together or all the 'round' objects together.)</i>		
Usually carries out a series of 3 directions in order. <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: \_\_\_\_\_

L F E H T I U C O Q G S J D

P B R K A V M N W X Y Z

1 2 3 4 5 6 7 8 9 10

SQUARE CIRCLE TRIANGLE

RECTANGLE STAR DIAMOND

OVAL HEART

RED BLUE GREEN

ORANGE YELLOW PURPLE

PINK BLACK BROWN

WHITE

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

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

<b><u>WORD</u></b>	<b><u>RHYME</u></b>
TOP	
SIT	
CAT	
PIG	
FUN	
MAP	

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

