



## 5 to 6 Years Assessment

Each child will have one assessment form per school year. The child's teachers will assess the child in the fall and the spring by filling out the appropriate semester boxes on this form and including any additional information following the objective section.

These assessments will be discussed at the child's family-teacher conference. A copy of the child's assessment will be provided to the family at both the fall and spring conference. The original will be signed by both the teacher and a parent or guardian of the child and kept in the child's school file.

### Child's Information

Child's Name \_\_\_\_\_

Child's Classroom \_\_\_\_\_

Child's Lead Teacher \_\_\_\_\_

Child's Assistant Teacher \_\_\_\_\_

### Child's Age at Time of Assessments

Fall: \_\_\_\_\_ yrs \_\_\_\_\_ mths

Spring: \_\_\_\_\_ yrs \_\_\_\_\_ mths

### Dates of Assessments

Fall: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Spring: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

### Dates of Family-Teacher Conferences and Signatures

Fall: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Spring: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

# Key Developmental Goals

## Cognitive

### Literacy

#### Phonemic Awareness

Fall	Spring	Goal
		Produces all sounds associated with individual letters.
		Begins to produce sounds associated with multi-letter phonograms (ie: blends, digraphs, diphthongs).
		Identifies syllables.
		Identifies beginning, middle and ending sounds in spoken words.
		Combines syllables into words.
		Blends sounds to begin to read words and instantly recognize basic high frequency words.
		Combines words to make a compound word.
		Deletes a word from a compound word.
		Produces rhyming words.

#### Concepts of Print

Fall	Spring	Goal
		Uses some appropriate writing conventions when writing or giving dictation.
		Writes starting on the left side of paper and progresses to the right.
		Writes first and last name.
		Notices and realizes that print is what is read rather than the picture.
		Demonstrates a basic understanding of book and print awareness.

#### Penmanship

Fall	Spring	Goal
		Writes upper and lowercase letters.
		Uses mostly appropriate writing conventions when writing or giving dictation.
		Demonstrates penmanship and fine motor skills when writing to record ideas and convey meaning while using correct spacing.
		Engages in "write the room," copying letters from posters, charts, letter walls, book, etc. found around the room.
		Signs first and last names on sign-in sheets, artwork, graphs, letters, lists, etc.
		Writes frequently used words (ie: word of the day, sight words, etc.) correctly.

#### Abbreviation Key

**NA** – *Not Applicable*

This topic has yet to be addressed.

**SD** – *Still Developing*

The child is still developing in this area.

**D** – *Developed*

The child has developed in this area.

### *Reading and Comprehension*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
		Listens for a purpose, focuses attention on speaker, and follows 3 step directions.
		Retells and acts out stories and rhymes.
		Participates through discussion and questioning by communicating ideas and information clearly.
		Demonstrates comprehension of stories read aloud.
		Reads a level C book.

### **Mathematics**

#### *Problem Solving*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Constructs and answers questions about graphs.
		Uses objects to model addition and subtraction.
		Uses appropriate strategies to solve problems.

#### *Reasoning*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Uses objects to model addition and subtraction.
		Describes objects using positional language (over, under, above, below, etc.).
		Uses comparative language and describes a sequence of events and ordinal positions (first, second, third).
		Utilizes conceptual math skills to make estimations.

#### *Patterns and Sorting*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Identifies, creates and extends patterns.
		Sorts like objects and can organize into patterns.

#### *Number Sense*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Recognizes numerals to 1000.
		Counts objects and describe quantities from 1-30.
		Writes numerals 1-100.
		Rote counts by ones to 100.
		Skip counts by 2's to 20 and by 5's and 10's to 100.
		Identifies coins (penny, nickel, dime, quarter).
		Reads a calendar.
		Tells time to the hour.

#### *Geometry*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Describes, identifies, compares, and sorts shapes and solids.

		Understands the difference between geometric and abstract shapes.
		Understands 2D versus 3D.

*Measurement*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Identifies half and whole.
		Develops an understanding of the function of measuring devices and can use with guidance.
		Compares and orders objects in terms of their measurement.

**Culture/Language Studies**

*Cultural Identity*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Identifies United States and Texas flags.
		Identifies similarities and differences among people.
		Identifies customs, cultures and celebrations.
		Identifies jobs in home, school and community.
		Identifies and understand holidays throughout the year.

*Geography/Other*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Identifies physical characteristics of places such as landforms, bodies of water, natural resources, and weather.
		Uses terms to describe location.
		Develops knowledge of world cultures (languages, traditions, symbols, etc.).
		Understands the purpose of rules.
		Places events in chronological order.

*Spanish Culture and Language*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Develops an understanding of vocabulary and conversational skills in Spanish.
		Develops an understanding and appreciation of Spanish-speaking cultures.

*Mandarin Culture and Language*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Develops an understanding of vocabulary and conversational skills in Mandarin.
		Develops an understanding and appreciation of Mandarin-speaking cultures.

## Science

### *Senses*

Fall	Spring	Goal
		Use five senses and simple tools (such as hand lenses and balances) to make observations and gather information.
		Participates in sensory activities.

### *Inquiry, Observations and Investigations*

Fall	Spring	Goal
		Develops a sense of inquiry.
		Develops the ability to form a hypothesis.
		Gathers information and communicates to conduct simple investigations.
		Describes, observes, investigates properties and characteristics of common objects.
		Describes and investigates position and motion of objects.
		Describes and investigates sources of energy, including light, heat and electricity.

### *Nature Discovery*

Fall	Spring	Goal
		Recognizes, observes and discusses relationships of organisms to their environments.
		Identifies, compares, discusses earth materials' properties and uses.
		Participates in gardening (planting, composting and harvesting).
		Develops an understanding of what is needed to grow plants and create compost.
		Demonstrates an understanding of the difference between trash, recycling and composting.
		Describes and investigates the characteristics of organisms.
		Describes the life cycle of organisms.
		Identifies, observes and discusses objects in the sky.
		Observes and describes what occurs during changes in the earth and sky.
		Demonstrates an understanding of the importance of conserving energy.
		Demonstrates an understanding of the importance of caring for our environment and planet.

### *Cooking*

Fall	Spring	Goal
		Assists in preparing food by cutting, mixing, measuring, etc.

## Technology

Fall	Spring	Goal
		Uses the computer mouse appropriately.
		Uses the keyboard appropriately.
		Uses touch screen appropriately.
		Uses voice/sound recorder appropriately.
		Recognizes icons.
		Opens and navigates through software programs designed to enhance development of appropriate concepts.
		Understands and uses classroom technology vocabulary.

## Social/Emotional

### Interpersonal Development

Fall	Spring	Goal
		Uses positive relationships modeled by others to foster own pro-social behaviors.
		Assumes various roles and responsibilities as part of a classroom community.
		Shows competence in initiating social interactions.
		Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
		Initiates problem-solving strategies and seeks adult help when necessary.
		Provides appropriate information for various situations.
		Use of language matches social contexts.
		Teachers and other adults in school understand speech.
		Able to identify and articulate emotions he or she is feeling.
		Able to engage and interact with same-age peers through activities like classroom centers and group projects.
		Able to engage and interact with younger-age peers through mixed-age outdoor time.
		Able to engage and interact with older-age peers.
		Able to engage and interact with familiar adults, especially through teacher-child interaction and other school staff interactions.
		Tries new academic, creative and physical activities.
		Tries new foods during lunch and during field trips.
		Engages in mutually respectful communication with peers and adults.

### Intrapersonal Development

Fall	Spring	Goal
		Shows reasonable opinion of personal abilities and limitations.
		Demonstrates body awareness and respects personal boundaries.
		Shows awareness of areas of competence and describes self positively in what he or she is able to do.
		Shows initiative in independent situations and persists in attempting to solve problems.
		Able to identify and respond appropriately to emotions others express.

### Sense of Community

Fall	Spring	Goal
		Participates in field trips.
		Participates in school events.
		Participates in school philanthropy projects.
		Develops friendships at school.
		Develops a sense of belonging within the classroom.
		Develops a sense of belonging to the school.

### Creative

#### Visual Arts

Fall	Spring	Goal
		Uses a variety of art materials and activities for sensory experience and exploration.
		Uses art as a form of creative self-expression and representation.
		Demonstrates an interest in and shows appreciation for the creative work of others.
		Develops an understanding and be able to use watercolors, tempera, acrylics and other paints using various application methods.
		Develops an understanding and be able to sculpt using clay, plaster and other malleable materials.
		Develops an understanding for other mixed media such as drawing and collage.
		Develops various visual art constructions by developing a basic design plan, implementing the plan and using various materials to build.

## Music

Fall	Spring	Goal
		Participates in classroom music activities.
		Responds to different musical styles through movement and play.
		Gains an understanding of rhythm.
		Gains an appreciation for classical music and other musical genres.
		Gains knowledge of orchestra instruments and sounds.
		Develops an understanding of melody and harmony.

## Performance

Fall	Spring	Goal
		Performs songs and rhythmic compilations for friends and family.
		Creates or recreates stories, moods or experiences through dramatic representations.

## Physical

### Sensory/Body Awareness

Fall	Spring	Goal
		Develops an awareness of the senses.
		Has an awareness of physical presence and respect for personal space.
		Develops knowledge of names of the parts of the body.
		Develops knowledge of personal physical characteristics.

### Fine Motor Skills

Fall	Spring	Goal
		Shows control of tasks that require small-muscle strength and control.
		Uses child-safe scissors for cutting proficiently.
		Uses writing utensils proficiently (pencil, pen, markers, crayons).
		Uses eating utensils proficiently (fork, spoon, child-safe knife).
		Able to manipulate small objects (pegs, child tools, etc.).

### Gross Motor Skills

Fall	Spring	Goal
		Demonstrates coordination and balance in isolation and with a partner.
		Able to coordinate sequence of large muscle movements.

		Shows increasing control of tasks that require eye-hand coordination.
		Participates in independent physical activities.
		Participates in small group physical activities.
		Participates in large group or team physical activities.

## Strengths

Fall \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Spring \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Goals

Fall \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Spring \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Questions

Fall \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Spring \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_