



## Pre/Post Skills Checklist Instructions

### I. Purpose

The purpose of the checklist is to comply with district policy for teacher accountability and student progress. The total scores for each student will be reported to administration at the end of each school year on a form provided by the district.

### II. General Instructions

- A. Teachers should assess each student within the first three weeks of school. As new students enroll, they should be assessed and the testing date noted on the checklist.
- B. Remove the master from the plastic sleeve. Make one copy. Replace the master copy into the sleeve. On the new copy write your campus, your name, and the school year. Use this to make a copy for each student in your classes. Make a few extra copies for new students.
- C. Make copies of the raindrop for use in assessing #s 9 & 10. Cut the page in half before giving to the students.
- D. The checklist should be placed in the student's cumulative folder at the end of the year. If a student withdraws or transfers to another school, the checklist should be placed in the cumulative folder.

### III. Testing Instructions

#### A. Social Development #s 1-6

This section is assessed by teacher observation.

#### B. Physical Development

# 7 – teacher observation at recess

# 8 – teacher observation (a balance beam may be used)

#s 9 & 10 – have students color and cut one raindrop. Notice how the students hold the crayon. Students should make an attempt to stay in the lines and to cover the space. Notice how the students hold and use the scissors. (Note: you may wish to have students write their names on the back before they color & cut. See # 12.) *You may want to test several students at one time.*

#### C. Intellectual Development

# 11 – Place about eight nametags on the table. Include at least one that begins with the same letter as the student being tested. The student should be able to pick out his or her name.

# 12 – Have the students write his or her name. You could have them write it on the back of the raindrop before they color and cut.

- #13 – Give the students a large bear from the kit. Ask them to place the bear up, down, in the box, out of the box, on the table, under the table, in back of their body, in front of their body, and beside their body. Circle those mastered. When giving the test in May, use another color to circle the mastered items.
- # 14 – Using crayons, ask the students to name the color. Circle those mastered. When giving the test in May, use another color to circle those mastered.
- # 15 – Use the bears in the kit. Choose bears of different sizes and colors. Students need to match the bear by color and size to get credit for this objective.
- #16 – Use the bears in the kit. Choose a bear. Ask the students if they can find other bears that are the same color. Bears may be any size. Choose another bear ask if they can find bears the same size. Students need to be able to do both of these tasks to master this objective.
- # 17 – Use items in your classroom such as blocks to assess. Ask students to describe the blocks. They need to use the words “big or large” and “little or small” to receive credit.
- # 18 – Make two towers of unifix cubes or other objects in your classroom of obviously different heights. Ask students to describe the towers. They need to use the word “tall” **and** “short” to receive credit.
- # 19 – Make two sets of unifix cubes or other objects in your classroom of obviously different quantities. Students need to use the words “more” **and** “less or fewer” to receive credit.
- # 20 – Use a shape poster, puzzle, or other objects in your classroom. Ask the student to name the shape. Students **do not** receive credit if you ask them to find the circle. You point to the shape and they say the name. Circle those mastered.
- # 21 – put 10 bears from the kit in a row on the table. Ask students to count the bears. Students must point to each bear as they count it.
- # 22 – Use the sequencing cards from the kit. You put out the first card. Say, “We are going to make a story about (whatever the card is). Lay out the other 3 cards in a random order. Ask students to put the rest of the cards in order. Students must be able to tell you a logical story about the cards to receive credit. **Do not use cards that students have previously seen.**
- # 23 – Use bears from the kit to make an ABC pattern. This could be small, medium, large – small, medium large – small, medium, large (use the same colors for all the bears) OR yellow, red, blue – yellow, red, blue – yellow, red, blue (use the same size for all the bears). Ask the student to duplicate or continue the pattern.
- # 24 – Use the back of the Checklist to circle the letters that the student recognizes. Students must identify ten or more letters to receive credit.

**Write the total number of correct answers at the bottom of the page.**