

# Kindergarten Essential Skills Inventory

## Shapes

- Identifies basic shapes
- Draws basic shapes

## Visual

- Uses hands and eyes at nearpoint
- Maintains visual focus at nearpoint

## Letters

- Identifies uppercase letters
- Identifies lowercase letters

## Phonologic Skills

- Identifies if sounds are the same or different
- Identifies rhyming words
- Produces rhymes for a given word
- Identifies beginning or ending sounds of words
- Blends given sounds into words
- Segments words into sounds
- Listens with interest to stories
- Identifies a letter sound associated with each letter

## Language

- Asks questions when appropriate
- Follows 2-part oral directions
- Uses age-appropriate vocabulary
- Uses language to solve problems

## Motor Skills

- Demonstrates throwing and catching skills with a small ball
- Can balance on one foot with eyes closed for 6 seconds
- Skips well for at least 10 yards

## Literacy

- Understands concepts of print
- Recognizes personally meaningful sight words
- Prints 10-20 personally meaningful words
- Uses letter-sound knowledge to write words
- Prints full name

## Numeracy

- Demonstrates counting to 100
- Has one-to-one correspondence for numbers 1-30
- Understands combinations (to 10)
- Recognizes number groups without counting (2-10)

## Behavior

- Perseveres to achieve a task
- Respects basic rules/procedures in the classroom

Kindergarten Essential Skills Rubric			
Name	Not Yet	Developing	Achieving
<b>Shapes</b>			
Identifies basic shapes	Identifies a few basic shapes (0-3)	Identifies a few basic shapes (4-5)	Easily identifies square, circle, rectangle, triangle, oval, and diamond/rhombus
Draws basic shapes	Draws a few basic shapes (0-3)	Draws a few basic shapes (4-5)	Draws square, circle, rectangle, triangle, oval, and diamond/rhombus
<b>Visual</b>			
Uses hands and eyes at near-point	Struggles with cutting, coloring, and fine-motor skills	Shows some ability in coloring, drawing, and other visual motor activities	Shows control with motor activities
Maintains visual focus at near-point	Avoids engaging eyes for visual motor activities (coloring, cutting, or drawing); eyes may tire with visual motor play, as evidenced by watering, child rubbing eyes, or shifting head to different positions	Shows some ability using eyes for visual motor activities like coloring, cutting, and drawing for short periods of time	Uses eyes for visual motor activities like coloring, cutting, drawing, or printing for more than 10 to 15 minutes without distress
<b>Letters</b>			
Identifies uppercase letters	Identifies fewer than 20 uppercase letters	Identifies at least 20 to 25 uppercase letters	Identifies all uppercase letters
Identifies lowercase letters	Identifies fewer than 20 lowercase letters	Identifies at least 20 to 25 lowercase letters	Identifies all lowercase letters
<b>Phonological Skills</b>			
Identifies if sounds are the same or different	Unable to identify if individual letter sounds are the same or different	Can sometimes identify if individual letter sounds are the same or different	Easily identifies if letter sounds are the same or different
Identifies rhyming words	Unable to recognize when two given words rhyme	Sometimes recognizes if two given words rhyme	Easily recognizes if two given words rhyme
Produces rhymes for a given word	Not able to produce a rhyme	Sometimes produces real or nonsense word rhymes for a given word	Able to produce a rhyme for a given word 90% of the time
Blends given sounds into words	Unable to blend sounds into words	Can sometimes blend 3 or 4 sounds into words	Can consistently blend 3 or 4 sound s into words
Segments words into sounds	Unable to hear and segment beginning or ending sounds in words	Can sometimes segment words into sounds	Can consistently segment words into individual sounds
Listens with interest to stories	Does not attend when stories are being read	Listens to stories but needs reminders	Actively engaged and listening when stories are read
Identifies letter sounds	Knows fewer than 15 letter sounds	Knows 15 to 22 letter sounds	Knows 23 to 26 letter sounds
<b>Language</b>			
Asks questions when appropriate	Typically does not ask questions	Requires models and prompts to ask questions	Independently ask questions of peers and adult
<b>Language Continued</b>	<b>Not Yet</b>	<b>Developing</b>	<b>Achieving</b>
Follows 2-part oral directions	Cannot follow 1-step oral directions without prompt	Follows 1-or 2- part oral directions with some help	Independently ask questions of peers and

			adults
Uses age appropriate vocabulary	Does not use age appropriate vocabulary. Oral language is difficult to understand	Oral language is possible to understand but not always age appropriate	Uses age-appropriate vocabulary, in oral language responds to request and initiates speech with peers and adults
Uses language to solve problems	Uses physical means to solve problems	When faced with a problem, needs guidance and modeling in problem-solving process	When faced with a problem, uses language in an acceptable way to find a solution

## Motor Skills

Demonstrates throwing and catching skills with a small ball	Struggles with simple throwing and catching	Can throw and catch when ball is thrown straight on	Can throw and catch even when ball is thrown to the side or up in the air
Balances on one foot with eyes closed for 6 seconds	Balances with associated movement (leans from side to side) with eyes open and is unable to balance with eyes closed	Balances briefly on one foot with eyes closed	Has steady balance on one foot with eyes closed for 6 seconds
Skips well for at least 10 yards	Unable to skip; might gallop instead	Skip is very deliberate and requires a lot of concentration	Skips with smooth rhythm and gait for 10 yards

## Literacy

Recognizes sight words	Unable to identify at least 10 sight words	Able to identify 10-20 sight words	Identifies 21 or more sight words
Uses letter-sound knowledge to write words	Does not use letter-sound relationships when writing	Records beginning and ending sounds for words	Records all sounds that can be heard when writing words; may confuse short vowel sounds
Prints full name	Cannot print name	Prints first name	Prints first and last name

## Numeracy

Demonstrates counting to 100	Counts to less than 20 with accuracy	Able to count 50-99 with accuracy	Consistently count (to 100) with accuracy
Has one-to-one correspondence for numbers 0 to 30	Can count fewer than 10 objects with one-to-one correspondence	Shows one-to-one correspondence when counting 1- to 29 objects	Shows one-to-one correspondence when counting 30 or more objects
Recognizes numbers 0-30 in random order	Recognizes 0-49% of numbers 0-30	Recognizes 50-89% of numbers 0-30	Recognizes 90-100% of numbers 0-30
Writes numbers 0-30	Writes 0-49% of numbers 0-30	Writes 50-89% of numbers 0-30	Writes 90-100% of numbers 0-30

## Behavior

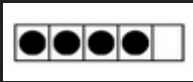
Perseveres to complete task	Unable to persevere to complete a task due to frustration or lack of attention span	Needs encouragement to persevere through task completion	Independently perseveres until task is complete
Respects basic rules/procedures in classroom	Needs frequent reminders, prompts, or consequences to follow rules	Needs few reminders to follow rules and work cooperatively	Independently follows rules and works cooperatively on a regular basis

# What can I do that is fun to help my child understand number quantity?

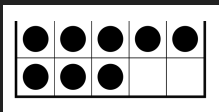
## Key Terms

Arranged Line:

5 Frame



10 Frame

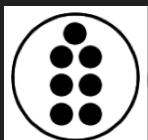


Array:



Dice/Domino Patterns

Scatter



## Understanding Number Quantity

### 5 Frame & 10 Frame Activities

For these activities use the 5 Frame first until all skills area mastered then move onto a 10 Frame.

☐ Flash the 5 or 10 frame card for no more than 3-5 seconds while encouraging your child to tell you the total they see? Discourage him from trying to count each dot on the card.

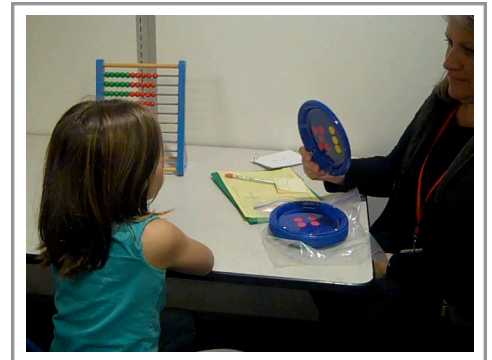
☐ Flash the 5 or 10 frame and instead of asking for the total, ask the child how many squares are empty versus how many squares are full.

☐ Encourage your child to describe what she saw and tell you how the dots were arranged (5 on top row with 3 more on the bottom).

☐ Use a blank 5 or 10 frame and have the child use counters (such as dry beans or pennies) to replicate what he saw.

☐ Flash the 5 or 10 frame but this time ask the child to tell you 1 more, 2 more, 1 less, or 2 less than the total they saw.

☐ Be sure to allow a high rate of success with a small bit of challenge in order to keep your child interested, yet challenged.



### Arrays & Scatter Plates

For these activities use dice or dominos first until the skills are mastered. Then the move onto the paper plate scatters.

☐ Using either an array (dice/domino patterns) or the Scatter Plates, flash a amount to your child for no more than 3-5 seconds and ask him to tell you the total he sees. Discourage him from trying to count each dot on the card. \*Wait to introduce higher numbers until they feel successful with this concept using smaller amounts.

☐ Next encourage your child to describe how the dots were arranged, either in the array or on the scatter plate (3 dots in a diagonal with two off to the side for a total of 5).

☐ As a challenge take a blank paper plate or piece of paper and have your child replicate what they saw after they describe it (using beans, coins, or cereal). This will allow the image to take hold in their visual memory and allow them your child to replicate what they saw.

☐ Next ask the child to hold the image in his head and add 1 more, 2 more, 1 less, or 2 less than the total they are given.

Check Out: **My Counting Buddy** to work on this same skill



# Pre- and Post-Program Assessment (K-2)

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Indicate the level of skill demonstrated in the fall and spring assessment by marking an **X** next to the skill level observed.

	Fall	Spring
<b>Static (Stationary) Balance</b>		
Stands on 1 foot with eyes open for less than 2 seconds		
Stands on 1 foot with eyes open for less than 6 seconds		
Stands on 1 foot without wobbling for 8 seconds		
Stands on 1 foot with eyes closed for 3 seconds		
Stands on 1 foot with eyes closed for 6 seconds		
<b>Moving (Dynamic) Balance</b>		
Unable to walk the length of a balance beam w/o falling off		
Can walk the balance beam with effort		
Can walk the balance beam heel to toe with effort		
Can walk the balance beam heel to toe with ease		
Can walk the balance beam heel to toe backward		
<b>Catching While on a Balance Board</b>		
Unable to catch a large ball		
Can catch a large ball with both hands against the body		
Can catch a large ball with both hands away from the body		

	Fall	Spring
<b>Catching While on a Balance Board (cont.)</b>		
Can catch a small ball or beanbag away from the body		
Can catch an arched ball or beanbag away from the body		
<b>Targeting While on a Balance Board</b>		
Unable to throw a beanbag into a crate with accuracy at 5 feet		
Can throw a beanbag into a crate 5 out of 10 times at 5 feet		
Can throw a beanbag into a crate 10 out of 10 times at 5 feet		
Can throw a beanbag into a crate 10 out of 10 times at 10 feet		
Can throw a beanbag under raised leg 5 out of 10 times at 10 feet		
<b>Bilateral Motor</b>		
Unable to walk touching knee to opposite hand		
Can gallop with ease		
Able to walk or march touching knee to opposite hand		
Can skip with ease		
Can complete 20 jumping jacks with rhythm		



## Classroom Assessment and Instructional Profile

### PHONOLOGICAL AWARENESS SKILLS

Teacher/Grade \_\_\_\_\_  
Assessment Date(s) \_\_\_\_\_ School/Year \_\_\_\_\_

Instructional	4/6
Mastery	5/6 or 6/6

[illegible]

## Classroom Assessment and Instructional Profile

### COUNTING AND CARDINALITY

Teacher: \_\_\_\_\_

**School/Year:** \_\_\_\_\_

*Indicate mastery by writing mastery date to the right of student's name and under feature mastered.*

[illegible]



## Teacher \_\_\_\_\_ School/Year: \_\_\_\_\_

Teacher

School/Year:

Copyright 2008, SDE, Inc. All rights reserved. Early Learning Success Institute

# Kindergarten Essential Skills

Critical skills that can be vigilantly assessed

- Identifies basic shapes
- Draws basic shapes
- Uses hand and eyes at near point
- Maintains visual focus at near point
- Identifies uppercase letters
- Identifies lowercase letters
- Identifies if sounds are the same or different
- Identifies rhyming words
- Produces rhymes for a given word
- Identifies beginning or ending sounds of words
- Blends given sounds into words
- Segments words into sounds
- Listens with interest to stories
- Identifies a letter sounds assoc. with each letter
- Asks questions when appropriate
- Follows 2-part oral directions
- Uses age appropriate vocabulary
- Uses language to solve problems
- Demonstrates throwing and catching skills with a small ball
- Balances on one foot with eyes closed for six seconds
- Skips well for at least 10 yards
- Understands concepts of print
- Recognizes personally meaningful sight words
- Prints 10-20 personally meaningful words
- Uses letter/sound knowledge to write words
- Prints full name
- Demonstrates counting to 100
- Has one-to-one correspondence for #1-30
- Recognizes number groups without counting (2 to 10)
- Perseveres to achieve a task
- Respects basic rules and procedures in the classroom

Teacher \_\_\_\_\_ School/Year: \_\_\_\_\_

Copyright 2008, SDE, Inc. All rights reserved. Early Learning Success Institute

# 1<sup>st</sup> Grade Essential Skills

Critical skills that can be vigilantly assessed

- Identifies uppercase letters
- Identifies lowercase letters
- Produces rhymes for a given word
- Identifies beginning, middle & ending sounds for words
- Combines phonemes to make words
- Uses age appropriate vocabulary and speech
- Uses language to solve problems
- Demonstrates effective listening skills
- Demonstrates appropriate balance
- Demonstrates appropriate skipping
- Uses comfortable near-point vision
- Draws pictures with details
- Can tell or retell a story
- Recognizes basic sight words
- Follows print when reading (visual tracking)
- Decodes grade appropriate print
- Reads short sentences
- Reads for meaning
- Prints 30-50 personally meaningful words
- Expresses ideas in writing (simple sentences)
- Spells using common words patterns
- Spells words using visual memory
- Counts objects with accuracy to 100
- Replicates visual or movement patterns
- Recognizes number groups without counting (2 to 10)
- Understands concepts of add-on or take-away
- Shows a group of objects by number (2 to 100)
- Delays gratification when necessary
- Plays well with others
- Shows interest in learning

Teacher \_\_\_\_\_ School/Year: \_\_\_\_\_

Teacher

School/Year:

[illegible]

# 2<sup>nd</sup> Grade Essential Skills

Critical skills that can be vigilantly assessed

- Uses phonics knowledge to decide words in context
- Recognizes basic sight words
- Reads with fluency
- Reads with pleasure
- Identifies story elements
- Identifies main ideas
- Makes text-to-text connections
- Makes text-to-self connections
- Make inferences when reading
- Spells using visual memory
- Remembers three-block visual patterns
- Demonstrates effective listening skills
- Uses language to recognize feelings in self and others
- Prints neatly
- Writes in full sentences
- Spells using phonics skills
- Makes simple revisions to a draft
- Writes using rich detail
- Demonstrates excellent balance and skipping
- Quickly recognizes number groups (to 100)
- Shows groups of objects by number (to 100)
- Can add-on or take-away from a group of objects
- Adds or subtracts single-digit problems on paper
- Adds or subtracts double-digit problems on paper
- Counts by 2, 3, 4, and 5 using manipulatives
- Solve written and oral story problems using correct operations
- Demonstrates empathy for fellow students
- Shows interest in learning

Teacher \_\_\_\_\_ School/Year: \_\_\_\_\_

School/Year: \_\_\_\_\_

Early Learning Success Institute

# 3<sup>rd</sup> Grade Essential Skills

## Critical skills that can be vigilantly assessed

- Uses phonetic knowledge to decode words in contexts
- Recognizes basic sight words
- Reads with fluency
- Reads for pleasure
- Identifies story elements using reading strategies
- Identifies main ideas
- Monitors comprehension while reading
- Makes inferences when reading
- Makes text-to-text, self, world connections
- Uses age appropriate vocabulary
- Demonstrates effective listening skills
- Uses language to recognize feeling of self and others
- Prints neatly and writes neatly in cursive
- Spells using visual memory
- Spells phonetic skills and word patterns
- Uses capitalization and punctuation
- Writes a paragraph using full sentences
- Expresses a clear opinion in oral and written form
- Edits and revises drafts
- Reads and writes numbers to 10,000 in words and numerals
- Uses common units of measurement: length, weight, time, money, & temperature
- Add or subtracts three-digit problems on paper with regrouping
- Rounds numbers to the 10s
- Rounds numbers to the 100s
- Add and subtracts two-digit numbers mentally
- Counts 5, 6, 7, 8, 9, and 10 using manipulatives
- Uses arrays to visually depict multiplication
- Recognizes basic fractions
- Solves written and oral story problems using the correct operation
- Show interest in learning
- Demonstrates empathy for fellow students
- Organizes to complete a task in school
- Organizes to complete a task at home





# Understanding Number Quantity Screener Data

Teacher \_\_\_\_\_

School Year: \_\_\_\_\_

NAME	KINESTHETIC/PK	5 FRAME	10 FRAME	ARRAY	SCATTER

## BASIC NUMERACY ASSESSMENT

STUDENT NAME:	GRADE:	TEACHER:
ADMINISTERED BY:	DATES OF ASSESSMENT:	

**TO BE CONSIDERED MASTERED, ALL SUBITEMS MUST BE MARKED YES.**

### ONE-TO-ONE CORRESPONDENCE/SINGLE DIGIT/DOUBLE DIGIT

YES	NO	ASSESSMENT ACTIVITY	COMMENTS
		A. Using a number line (with dots, but no number symbols) on the floor, tell your student, "Take ____ steps forward"	
		B. Using stepping stones (with dots, but no number symbols), say, "Take ____ steps forward"	
		C. Identify a destination (the blue chair, door, etc.) and instruct your student, "Count your steps aloud from here to ____" (try single digit then double digit)	
		D. Using beanbags, ask your student to catch ____ beanbags and then say, "stop" when he or she has caught the correct number.	
		E. Put ____ marbles or chips in the student's hand and ask them to estimate, and then count the correct number.	

### UNDERSTANDING COMBINATIONS

YES	NO	ASSESSMENT ACTIVITY	COMMENTS
		A. Target Throw. Pick up ____ beanbags. Try to throw them one-by-one underhand in the target. How many are inside the target, or outside?	
		B. Using number line. Move to ____ on the number line. How many more steps will it take you to get to ____?	
		C. Pick up ____ red chips, and ____ white chips. How many chips do you have?	
		D. Using number line. Take ____ steps forward then ____ steps backward. Where are you now?	

Group: \_\_\_\_\_

Differentiated Group  
Instructional Log

☐ Reading  
☐ Mathematics

Group Goal: \_\_\_\_\_  
\_\_\_\_\_

Strategy: \_\_\_\_\_  
\_\_\_\_\_

☒ Points:

Students:

☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson Log

Date:

Lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Group: \_\_\_\_\_

Differentiated Group  
Instructional Log

☐ Reading  
☐ Mathematics

Group Goal: \_\_\_\_\_  
\_\_\_\_\_

Strategy: \_\_\_\_\_  
\_\_\_\_\_

☒ Points:

Students:

☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson Log

Date:

Lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**LIST OF RELATED CITATIONS**  
**“FORMATIVE ASSESSMENT CCSS”**  
**PRESENTED BY STAFF DEVELOPMENT FOR**  
**EDUCATORS (SDE)**  
**SHANNON SAMULSKI**

Schweinhart, L.J. Getting Reading for School in Preschool, *Preventing Early Learning Failure*, B. Sornson(ed.). Alexandria, VA: Association for Supervision Curriculum Press, 2001.

Slavin, R. E. Neverstreaming: Preventing Learning Disabilities. *Educational Leadership*, 53,(5), pp. 4-7, 1996.

Salvin, R. Success for All: Failure Prevention and Early Intervention, *Preventing Early Learning Failure*, B. Sornson (ed.). Alexandria, VA: Association for Supervision Curriculum Press, 2001.

Sornson, B. *Essential Skill Inventories*, Peterborough, N.H., Crystal Springs Books, 2008.

Sornson, B. *The Math Moms and Dads Home Program*. Early Learning Foundation, 2004.