



*Primary Success Publications*

# Successful Assessment

## Kindergarten to Grade Two



*By Jean Roberts*

**Check-lists, tests and screening for K to Grade Two -  
For reading, math, phonics, spelling and more .....**



## Successful Assessment - K to 2 by Jean Roberts

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## Beginning of the Year Assessment - Kindergarten

Use the record sheet on the following page. Put not only the direct answer to the questions, but comments to show the child's response.

If the child does not do well, it could be the child has been deprived of educational experiences and has had a lack of verbal and life experiences.

**1. Colours:** Lay 8 crayons on the table. How many colours can the child name?

- Conclusions: if the child can't tell you the colours, it may be lack of background experience or it could be colour-blindness. This is relatively unusual, but possible.

**2. How far can he/she rote count?** (Put the last number before the child makes a mistake or gets confused - if it is a slip only and is immediately self-corrected, let the child continue.)

- Conclusions: if the child counts well to a high number - it may not be understanding - it may be an indication of a strong auditory memory. If the child can't count well, it may be the opposite - a weak auditory memory.

**3. How far can he/she count objects?** Put 10 objects on the table, and ask the child to count them. If the child can count 10 objects, add another 10 and see if he/she can go to 20.

- Conclusions: if the child has difficulty with this, it means that numbers are still partially or completely a rote exercise and the child has not yet made the association to the use of numbers.

**4. Can the child recognize his/her name?** Put all the children's names on cards. Show the child 4 names (one is his) that are all different in length and initial letter. If the child can pick out his name, put 4 or more cards out where the names are more similar and see if the child can still pick out his own.

Conclusions: if the child does not recognize his name, he may not have been given the necessary experiences. If the child has been exposed to his name and cannot remember it, he could have difficulties with visual memory and will need lots of visual memory exercises to strengthen this.

**5. Naming numerals:** Give the child the page with numerals to 10. Can the child name any of them?

Conclusions: most of your children will not be able to do this - but you will be able to pick out the children who have been given these experiences and have remembered what they have been told.

**6. Naming letters:** Put out the page of upper and lower case letters and see if the child can name any of them.

Conclusions: this is mainly to see if the child can remember the letters in his name

or others - and when you have taught letters and give this sheet again at a later date you will know what the child has learned.

**7. Naming shapes:** Put out the page with shapes and see if the child can name them.

**8. Concepts of print:** Hand the child a book upside-down and back-to front. Ask the child to show you the book. Does the child turn the book so it is correct? Will he/she begin at the front? Does he/she turn one page at a time? Ask the child to tell you what he/she thinks the book might be about. Ask, "Where is the part I could read?" "Where would I begin to read?"

Conclusions: this is a good test to see if books have been part of the child's pre-school life. You can also ask what the child's favourite book is, who is his favourite character in a book, etc., and let him tell you the story of a favourite book. Children without this background experience will certainly need a lot of literature experiences to catch up to children who have had a rich literary background.

**9. Printing name:** Give the child a blank piece of paper. Ask the child to print his/her name. If the child has difficulty, turn the paper over, put his name card out above the paper and ask him to copy his name. (Label the sides of the paper as soon as he finishes.)

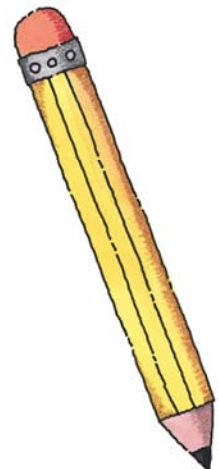
Conclusions: a poor result may mean lack of experience. Scribbles can mean immaturity. It may also mean a poor visual memory. If the child's letters are very poorly formed it may be a problem with fine motor control.

**10. Fine motor skills:** Give out the colouring sheet and ask the child to colour the picture as well as he can.

Conclusions: again, a poor result may mean lack of experience. Scribbles may mean immaturity. If the child appears to understand the task but can't stay within the lines it may be a problem with fine motor control.

## Concepts of print

- Where to begin writing or reading, going from left to right
- Where to go after the end of the line (return sweep)
- The print, not the picture, carries the message
- Word by word pointing (one-to-one correspondence)
- Concept of a letter, word, sentence
- Concept of first and last part (of the word, sentence, story)
- Letter order in words is important
- There are first and last letters in words
- Upper and lower case letters have purpose
- Different punctuation marks have meaning



m h t e p c o  
f z a x k v g  
n i r b q j u  
s d y l w

---

O D X H Z P C  
U Q M T A R K  
B I W J V F S  
G N L E Y

# Reading Analysis

## Story Two, Level 1.3



Name \_\_\_\_\_

Date \_\_\_\_\_

Accuracy Rate \_\_\_\_\_%

Cam has a bat and a ball.

Cam can play ball.

The bat is big.

Cam can toss the ball up.

Can Cam hit it?

The ball can go up, up in the sky.

It is a big hit!

Cam can hit the ball up in the sky.

Cam plays ball, too.

You and I can play ball with Cam.

I can hit the ball. Can you hit it?

### Errors:

Must be told:

Omits word:

Substitutes word:

Adds a word:

### Strategies used:

Phonics:

Meaning:

Structure:

### Observations:

69 words - \_\_\_\_\_ errors = \_\_\_\_\_ words read correctly

Words read correctly \_\_\_\_\_  $\div$  69  $\times$  100 = \_\_\_\_\_%





I like the lady who lives next door. Her name is Mrs. Jones and she is a friend of my Mom. She always asks my sister and me to come into her kitchen and talk to her.

Mrs. Jones has a big garden. She grows carrots, potatoes, peas and beans in her garden. She tells us about how things grow. We like to eat the vegetables right out of the garden. They taste very good when you pick them and eat them right away. She also grows beautiful flowers in her garden. Mrs. Jones has a small dog and a cat and they like to run around the garden with us.

She makes yummy cookies and cakes and lets us have some when they are still warm. Her house smells good when she is baking.

Sometimes she plays music for us and we all sing songs. My sister doesn't sing very well, but Mrs. Jones doesn't seem to mind.

Mrs. Jones likes us to play with her dog. We throw the ball for the dog and chase him around the yard. We help Mrs. Jones rake her grass and pull weeds. She always says thank you. We enjoy visiting Mrs. Jones!

# Reading Analysis

## Story Fifteen, Level 2.7



Name \_\_\_\_\_

Date \_\_\_\_\_

Accuracy Rate \_\_\_\_\_%

I like the lady who lives next door. Her name is Mrs. Jones and she is a friend of my Mom. She always asks my sister and me to come into her kitchen and talk to her.

Mrs. Jones has a big garden. She grows carrots, potatoes, peas and beans in her garden. She tells us about how things grow. We like to eat the vegetables right out of the garden. They taste very good when you pick them and eat them right away. She also grows beautiful flowers in her garden. Mrs. Jones has a small dog and a cat and they like to run around the garden with us.

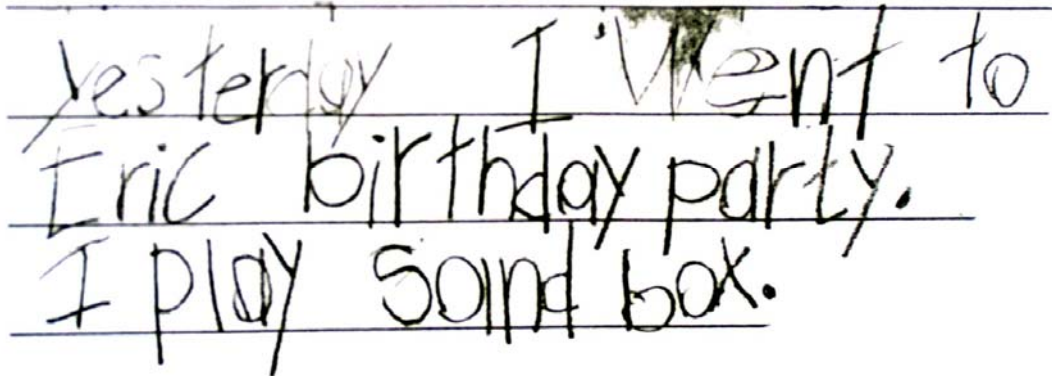
She makes yummy cookies and cakes and lets us have some when they are still warm. Her house smells good when she is baking.

Sometimes she plays music for us and we all sing songs. My sister doesn't sing very well, but Mrs. Jones doesn't seem to mind.

Mrs. Jones likes us to play with her dog. We throw the ball for the dog and chase him around the yard. We help Mrs. Jones rake her grass and pull weeds. She always says thank you.

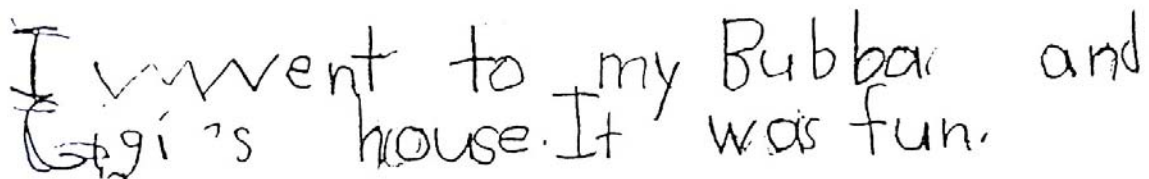
We enjoy visiting Mrs. Jones!

1.4 Prints 2 sentences, separated by a period - inaccurate spelling but can be read by adult. Sentences sometimes begin with capital letter.



Yesterday I went to  
Eric birthday party.  
I play sand box.

1.5 / 1.6 Can print 2 sentences sometimes with periods and capital letters, and spelling that can be understood. Child is gaining a list of words he can print accurately by memory. Often the sentences are on different topics.



I went to my Bubba and  
Gigi's house. It was fun.

# Learning Modality

Name \_\_\_\_\_

Date \_\_\_\_\_

Check the child's strengths and weaknesses:

1. The child remembers sight words easily. \_\_\_\_\_
2. The child does not easily remember sight words that have been taught. \_\_\_\_\_
3. The child can spell familiar words quite accurately. \_\_\_\_\_
4. The child does not remember the spelling of common words. \_\_\_\_\_
5. He/She can visualize math sets and does math questions mentally. \_\_\_\_\_
6. He/She needs manipulatives to work out the answers to math questions. \_\_\_\_\_
7. The child speaks clearly. \_\_\_\_\_
8. The child has an articulation delay. \_\_\_\_\_
9. The child has an extensive oral vocabulary. \_\_\_\_\_
10. The child uses simple vocabulary and sometimes cannot find a word. \_\_\_\_\_
11. He/She learns letter sounds easily. \_\_\_\_\_
12. He/She does not hear the letter sounds or remember them accurately. \_\_\_\_\_
13. He/She blends sounds easily to form words. \_\_\_\_\_
14. The child has difficulty learning to blend the sounds. \_\_\_\_\_
15. The child spells phonetically correct words accurately. \_\_\_\_\_
16. The child has difficulty spelling using phonics, especially the vowels. \_\_\_\_\_
17. The child prints neatly on lines and draws well. \_\_\_\_\_
18. The child has difficulty printing on lines even when he tries. \_\_\_\_\_
19. The child can copy from the board several letters at a time. \_\_\_\_\_
20. The child looks up at the board for each letter in turn. \_\_\_\_\_
21. The child taps out math questions. \_\_\_\_\_
22. The child learns well when body movements are part of the teaching. \_\_\_\_\_
23. He/She is good at sports and plays well on the playground equipment. \_\_\_\_\_
24. The child runs awkwardly and does not enjoy sports. \_\_\_\_\_
25. The child draws in an immature fashion. \_\_\_\_\_

A visual learner - 1, 3, 5, 19

Visual weakness - 2, 4, 6, 20

An auditory learner - 7, 9, 11, 13, 15

Auditory weakness - 8, 10, 12, 14, 16

A kinesthetic learner - 17, 21, 22, 23

Kinesthetic weakness - 18, 24, 25

# Anecdotal Notes Through a Day

Name - \_\_\_\_\_

Date - \_\_\_\_\_

Teacher - \_\_\_\_\_

Entering the classroom:

Morning:

Recess:

Late morning:

Lunch break:

Afternoon:

---

Entering and exiting the classroom:

Listening in the group:

Working independently:

Playing with other children in breaks:

Social contacts in the classroom:

Following routines:

Times when problems arise:

