

## Post-Assessment Guide

To begin, it's helpful to assess where your child is, on their journey to kindergarten readiness. We have put together a general assessment to gauge where your four-year-old is excelling and where they could use support from their caregivers. This assessment is to be used as an educational tool for success. This is not a test of a four-year-old's intelligence or a caregiver's competence. We will go over what is on the assessment, how it is intended to be used and some pointers.

There are eight pages included in this assessment. The first page is a guide of how to use the assessment and its intent. The next three pages are the questions of the assessment to be used in correspondence with four additional charts. The first page of the charts is a chart of shapes your child will use to identify shapes they already know. The next page is a chart of colors your child will use to identify colors they already know. The next page is chart of uppercase and lowercase letters that your child will use to identify letters they already know. The last page is a line cutting page your child will cut using a pair of scissors trying to cut as closely to the line as they are able. Cutting lines will help you gauge where your child's fine motor skill of manipulating scissors is.

We are going to model two of the questions with do's and don'ts. Let's start with the first question. The first question says, "Can your child tie their shoes? While your child is wearing two untied shoes, model tying one shoe. Ask your child to tie the second shoe. Let your child now try independently without further verbal or physical directions/clues/prompting." **DO:** Tie one shoe, ask the child to tie the second, sit back and watch. **DON'T:** Correct the child while they are trying to tie the shoe.

How many colors can your child name correctly? Use page 4, the color chart. Ask your child to identify colors as you or your child points to each circle of color. Count the number of colors your child correctly identifies. If there is a color your child doesn't know, move on to the next color. If there is a color your child incorrectly identifies, move on to the next color. Let your child try to recite the name of each color without further verbal or physical directions/clues/prompting other than "What is this color?" if necessary. **DO:** Point to each color and ask, "What is this color?", let the child answer and move on to the next color. **DON'T:** Give your child clues. "You know this color. Remember, it is the same color as a stop sign. It begins with an 'r'. Rrrrr..."

# Kindergarten Readiness Post-Assessment for Children

Child's name: \_\_\_\_\_ Child's age: \_\_\_\_\_ Date: \_\_\_\_\_

## Kindergarten Preparedness Section

1. **Can your child tie their shoes?** While wearing shoes that tie, ask your child to tie an untied shoe. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

2. **Can your child zip up their jacket/coat/pants?** While wearing a piece of clothing with a zipper ask your child to zip up the piece of clothing. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

3. **Does your child know mom, dad or caregiver's full name?** Ask your child what your (if you are their caregiver) first and last name is. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

4. **Does your child know your family's (parent/caregiver) phone number?** Ask your child what their phone number is (or a caregiver's phone number). Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

5. **Does your child know their last name?** Ask your child what their last name is. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

6. **Does your child know their address?** Ask your child what their address is. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

## Early Literacy Skills

1. **How many letters can your child recognize?** Use the [Alphabet Chart](#) and ask your child what they name of each letter is. You or your child can point to each letter on the chart. Do not correct your child and congratulate them on their effort.

All (26)                      Most (20+)                      Some (10+)                      a Few (0-10)

**2. Can your child write their first name?** Give your child a writing utensil and piece of paper and ask them to write their name. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet and/or not readable

**3. Can you child follow simple instructions with 2 steps?** For example, Tap your knee, then clap your hands *or* Touch your foot, then pat your head. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

**4. Can your child retell/recite a short nursery rhyme, song, poem or story after hearing it?** For example, Itsy Bitsy Spider, Happy Birthday to You, The Wheels on the Bus, If you're Happy and you Know it, Row, row, row your Boat, 3 Little Pigs, Baby Shark. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

**5. Can your child tell directions such as above, next to, and behind?** Could your child show you while they hold their hands above their head, next to their knees, and behind their back? Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

**6. Can your child count from 1-10 without skipping numbers?** Ask your child to count to ten starting at one. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

**7. How many colors can your child name correctly?** Using the [Color Chart](#) ask your child what the name of each color is. You or your child can point to each color on the chart. Do not correct your child and congratulate them on their effort.

All (10-11)                      Most (5-9)                      a Few (1-4)                      None yet

**8. How many standard shapes can your child recognize correctly?** Using the [Shapes Chart](#) ask your child what the name of each shape is. You or your child can point to each shape on the chart. Do not correct your child and congratulate them on their effort.

All (10+)                      Most (5-9)                      a Few (1-4)                      None yet

**Gross and Fine Motor Skills** (You can demonstrate for them the task, if needed).

**1. Can your child balance on one foot for 3 or more seconds?** Ask your child to stand on one foot for as long as they are able. Count out loud for your child. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

2. **Can your child balance on their tip-toes for 3 or more seconds?** Ask your child to stand on their tip-toes and balance for as long as they are able. Count out loud for your child. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

3. **Can your child jump forward with both feet?** Ask your child to step back and jump toward you. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

4. **Does your child hold a crayon/pencil correctly?** Finger grip and not a “fist” grip. Give your child a writing utensil and ask them to draw a letter. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet

5. **Can your child use scissors correctly to cut along a line?** Using the [Line Cutting](#) page give your child scissors and ask them to cut along the lines. Do not correct your child and congratulate them on their effort.

Yes                      Mostly                      Not yet