

**St. Luke's Day School**  
**Individual Assessment: TK**  
**(5 years old of September 1)**  
**END OF TK OUTCOMES**

Name:  
 DOB:  
 School Year: 2020-2021  
 Teachers:

**Note:** The bullets under each skill should be viewed as a guide. Each child does not need to complete all bullets before leaving SLDS. Assessing and adapting lessons is at the teacher's discretion.

**Social / Emotional**

Demonstrates cooperative interactions with others

- Shares and takes turns
- Develops friendships
- Contributes to the learning of the group
- Listens to others
- Enters and sustains play successfully

Articulates feelings appropriately

- Identifies feelings and emotions
- Uses language to express needs/wants
- Able to use self-regulating skills
- Resolves conflict using appropriate problem-solving strategies with/without adult help

Responds to the feelings of others

- Shows empathy
- Treats others with respect
- Recognizes the individual differences of others (including cultures, backgrounds, and/or abilities)
- Generally uses good manners

Works independently

- Engages in self-selected activities
- Able to complete tasks such as independent reading and writing

Adjusts to transitions and new experiences

- Transitions smoothly from one activity to the next
- Flexible during changes in schedule

Completes tasks in a timely manner

- Able to transition from tasks not completed
- Able to complete a task with an allotted amount of time

Follows directions

- Actively listens to directions given
- Follows 1-3 step instructions (orally or pictorially)

Responsible for belongings

- Hangs bag, places lunch/snack (etc.) in appropriate locations
- Cleans up after self (at cleanup time or during a spill)

Respects classroom materials

- Takes care of classroom
- Cleans up/puts away learning materials
- Works cooperatively in learning centers

Demonstrates being part of the classroom community

- Takes on classroom roles (such as: line leader, door greeter, etc.)
- Develops a strong sense of belonging
- Develops a relationship with teachers/peers

**Physical**

Developing fine motor skills

- Shows control of age-appropriate tasks that require small-muscle strength and control
- Shows increasing control of tasks that require eye-hand coordination

Developing gross motor skills

- Shows developed age-appropriate skills of balance, strength, and coordination
- Coordinates sequence of movements to perform tasks

Actively participates in daily physical activities

- Participates in Motor class (work in a group setting in cooperation with others)

- Understands basic components and rules of structured physical activities
- Participate in activities that cause increased heart rate, breathing rate, and perspiration
- Participate in appropriate exercises for flexibility in shoulders, legs, and trunk

Develops good sportsmanship

- Follows rule/win-lose
- Cooperates with others- sharing space and equipment

### Fine Arts

Participates in visual art activities

- Uses critical thinking, imagination, and the senses to observe and create visual art
- Identify the elements of art (line, shape, color, texture, and form) and principles of design (repetition/pattern and balance)
- Creates artwork through self-expression using a wide variety of materials
- Identifies the use of art in everyday life
- Responds to and analyzes artwork of self and others (artists and peers)

Participates in musical activities

- Describes and analyzes musical sound (instrument families, using different voices- singing, whispering, calling; understands- beat/rhythm, higher/lower, louder/softer, faster/slower)
- Is familiar with music in relation to history and culture
- Listens to, responds to, and evaluates music
- Performs/sings and/or play musical instruments in formal and informal settings

Participates in dramatic play

- Dramatizes plays, poems, stories, and other experiences
- Develops self-awareness through dramatic play (space, sound)
- Explores space using expressive movement, imitate sounds, recreate objects
- Assume roles through imitation and recreation
- Creates playing space and/or costumes using common objects and/or materials
- Cooperate with others in dramatic play
- Rehearse and perform real and imaginative situations of family and/or cultures
- Display appropriate audience behavior

### Reading / Writing: Language and Communication

Listens attentively

- Faces speaker
- Asks questions to clarify information
- Comprehends and follows conversation

Participates in group discussions

- Asks and answers relevant questions in small and large group
- Takes turns with others by speaking one at a time ("rules for discussion")

Communicates clearly and to the point

- Shares information and ideas by speaking audibly
- Uses conventions of language (past/present tense, oral grammar, etc.)
- Uses verbal/non-verbal communication skills
- Uses complete sentences

### Reading / Writing: Reading Skills

Demonstrates print awareness

- Understands print represents speech and conveys meaning
- Aware of environmental print
- Recognizes letters of the alphabet (upper and lower case)
- Recognizes the difference between a letter and a printed word
- Recognizes and identifies that sentences are comprised of words separated by spaces
- Understands that reading moves from top to bottom and left to right
- Utilizes book correctly (hold book right side up, turns pages correctly, etc.)
- Identifies the parts of a book (front and back covers, title page, etc.)

Demonstrates phonemic awareness

- Identifies syllables in spoken words (clap out syllables)

<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and reproduce rhyming words</li> <li><input type="checkbox"/> Recognizes spoken alliteration (same beginning sound; bat, beach, ball) and isolates the initial sound</li> <li><input type="checkbox"/> Blends onsets and rimes to form simple words (i.e. onset/c/ and rime/at/ make cat)</li> <li><input type="checkbox"/> Blends phonemes from one-syllable words (i.e. /m/.../a/.../n/... says man)</li> <li><input type="checkbox"/> Segments one-syllable words into 2-3 phonemes (i.e. dog: /d/.../o/.../g/)</li> </ul>
<p>Applies phonics to reading</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Matches letters to sounds</li> <li><input type="checkbox"/> Uses knowledge of sounds to decode regular words (reads phonetically)</li> <li><input type="checkbox"/> Recognizes that new words are created when letters are changed, added, or deleted</li> <li><input type="checkbox"/> Identify and read common high-frequency words (sight words)</li> </ul>
<p>Demonstrates growth in vocabulary</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and uses words that name actions, directions, positions, sequences, and locations</li> <li><input type="checkbox"/> Develops vocabulary based on their environment and learning experiences</li> <li><input type="checkbox"/> Recognizes that compound words are made up of shorter words</li> <li><input type="checkbox"/> Identify and sort pictures of objects into conceptual categories (colors, shapes, textures, etc.)</li> <li><input type="checkbox"/> Use a picture dictionary to find words</li> </ul>
<p>Demonstrates comprehension</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asks and responds to questions during read-alouds</li> <li><input type="checkbox"/> Retelling/acting out stories</li> <li><input type="checkbox"/> Illustrating events in stories</li> <li><input type="checkbox"/> Identifies the elements of a story (setting, character, key events, etc.)</li> <li><input type="checkbox"/> Discusses the main idea, details, recurring phrases, and characters</li> <li><input type="checkbox"/> Makes predictions (using title/illustrations), inferences, and draws conclusions about text (such as: identifying the problem and solution, etc.)</li> </ul>
<p>Is familiar with different types of texts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Such as- poetry, fiction, information texts (culture and history), media literacy (newspapers, advertisements, etc.), and pictorial texts (recipes, science experiments, traffic signs, etc.)</li> <li><input type="checkbox"/> Interacts and recognizes features of different types of texts (see above)</li> </ul>
<p><b>Reading / Writing: Writing Skills</b></p>
<p>Establishes a pencil grip</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Able to use a tripod grip during writing</li> <li><input type="checkbox"/> Has firm pressure as well as strength and control of pencil</li> </ul>
<p>Understands the principles of writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forms upper and lower case letters legibly</li> <li><input type="checkbox"/> Writes left to right and top to bottom</li> <li><input type="checkbox"/> Capitalizes the first letter in a sentence</li> <li><input type="checkbox"/> Uses punctuation at the end of a sentence</li> <li><input type="checkbox"/> Able to copy written work</li> </ul>
<p>Uses inventive spelling</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes one's own name</li> <li><input type="checkbox"/> Uses inventive spelling to write names, alphabet, lists, invitations, words, and stories</li> <li><input type="checkbox"/> Uses letter-sound correspondence to spell consonant-vowel-consonant words (CVC)</li> <li><input type="checkbox"/> Uses phonological knowledge to explore letter-sound relationships in writing messages and short stories</li> </ul>
<p>Is familiar with the writing process</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses creative thinking to generate ideas for writing topics (including lists, invitations, stories, and poems)</li> <li><input type="checkbox"/> Writes/dictates sentences to elaborate on the topic</li> <li><input type="checkbox"/> Recognizes sentences are in chronological sequence; while staying on topic</li> <li><input type="checkbox"/> Writes/dictates to communicate ideas and information to audiences; sharing writing with others</li> </ul>
<p>Is familiar with researching a topic (KWL chart format)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses prior knowledge to gather information on a topic, formally or informally</li> <li><input type="checkbox"/> Gathers information/research using text sources, interviews, etc.</li> <li><input type="checkbox"/> Uses pictures and/or writing to communicate what was learned</li> </ul>
<p>Uses technology to compose text with assistance</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Able to type name and/or words on the computer</li> </ul>

- Able to type a phrase and/or sentence on the computer

## Mathematics

### Demonstrates mathematical understanding

- Applies mathematics to problems in everyday life
- Communicates mathematical ideas and relationships using multiple representations (i.e. symbols, diagrams, graphs)
- Selects tools (real objects, manipulatives), technology, and techniques (mental math, estimation, number sense) to solve problems

### Describes, identifies, and compares various shapes

- Identifies 2-D shapes (circles, triangles, rectangles, and squares)
- Identifies 3-D shapes (cylinders, cones, spheres, and cubes) in the real world
- Identifies 2-D components of 3-D objects
- Identifies and compare attributes of 2-D shapes
- Classifies and sort 2 and 3-D figures
- Creates 2-D shapes using a variety of materials and/or drawings (i.e. 2 triangles = 1 square)

### Identifies, copies, and reproduces patterns

- Identifies a pattern
- Extends repeating and growing patterns given
- Creates pattern independently; using drawings, letters, and/or objects

### Demonstrates the ability to count

- Counts 1-20 forward and backward with and without objects
- Recites numbers up to at least 100 by ones and tens beginning with any given number
- Identifies patterns in the number word list (number line or 100 number chart)

### Demonstrates one-to-one correspondence

- Counts a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order

### Recognizes and writes numbers

- Reads, writes, and represents numbers from 0 to at least 20 with and without objects and/or pictures

### Understand how to compare objects (more than, less than, and equal to)

- Using concrete and pictorial models, represent a number that is more than, less than, and equal to a give number
- Produces a number that is one more or one less than another number
- Able to divide objects into equal and unequal groupings
- Using comparative language, compare 2 sets of objects
- Using comparative language, describe two numbers presented as written numerals

### Performs simple addition and subtraction

- Models the action of joining to represent addition
- Models the action of separating to represent subtraction
- Solves word problems using objects and drawings to find sums up to 10 and differences within 10
- Explains the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

### Recognizes and understands basic monetary units

- Identifies coins in order to recognize the need for monetary transactions
- Identifies U.S. coins by name (pennies, nickels, dimes, and quarters)
- Identifies ways to earn income
- Distinguishes between wants and needs and identifies income as a source to meet one's wants

### Understands how to sort, classify, and organize

- Collects, sorts, and organizes data into two or three categories (size, shape, and color)
- Uses data to create real-object and picture graphs
- Draws conclusions from real-object and picture graphs

### Is familiar with the concept of time

- Understands time in the context of their daily routine
- Understands the concept of time through tools used to measure time (clocks, calendars)
- Uses vocabulary related to time and chronology (such as: before, after, next, first, last, yesterday, today and tomorrow)

Science
<p>Understands scientific safety procedures</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discusses the importance of safe practices to keep self and others safe and healthy</li> <li><input type="checkbox"/> Uses safe practices during classroom and field investigations (such as: wearing safety goggles, wash hands, use materials appropriately)</li> <li><input type="checkbox"/> Demonstrates how to use, conserve, and dispose of natural resources (such as: conserving water, reusing, recycling, etc.)</li> </ul>
<p>Demonstrates curiosity regarding scientific problem-solving</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and explains a problem (such as: the impact of littering on the playground)</li> <li><input type="checkbox"/> Asks questions about a problem or other scientific phenomenon (such as: organisms, objects, and events observed in the natural world)</li> </ul>
<p>Plans and conduct simple scientific investigations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes predictions based on curiosity</li> <li><input type="checkbox"/> Collects data and makes observations using their senses and simple tools (such as: hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, timers, clocks, non-standard measuring items, weather instruments, etc.)</li> <li><input type="checkbox"/> Records/organizes data and observations using pictures, numbers, and/or words</li> </ul>
<p>Communicate observations about simple scientific investigations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes conclusions based on information gathered</li> <li><input type="checkbox"/> Uses variety of ways to communicate this conclusion (such as: words, graphs, pictures, etc.)</li> </ul>
<p>Is familiar with a variety of scientific topics</p> <ol style="list-style-type: none"> <li>1. Properties of matter <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands and observes that objects have properties and patterns (including size and mass- bigger/smaller, heavier/lighter, shape, color, and texture)</li> <li><input type="checkbox"/> Observes and discusses how materials can be changed by heating or cooling (i.e. liquids, gases)</li> </ul> </li> <li>2. Energy, force, and motion (how they are related and are a part of their everyday life) <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands and uses the 5 senses to explore light, heat, and sound (types of energy)</li> <li><input type="checkbox"/> Understands force in terms of magnets</li> <li><input type="checkbox"/> Understands the movement of objects (such as: in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow)</li> </ul> </li> <li>3. Earth and Space (natural world including Earth materials) <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands and compares rocks, soil, and water</li> <li><input type="checkbox"/> Understands and observes weather changes (day to day and over seasons)</li> <li><input type="checkbox"/> Observes and describes objects in the sky (such as: clouds, Moon, stars, and the Sun)</li> </ul> </li> <li>4. Organisms and their environments (difference between living and nonliving things based on their needs) <ul style="list-style-type: none"> <li><input type="checkbox"/> Sorts plants and animals into groups based on physical characteristics (such as: color, size, body covering, or leaf shape)</li> <li><input type="checkbox"/> Identifies parts of plants (such as: roots, stem, and leaves) and parts of animals (such as: head, eyes, and limbs)</li> <li><input type="checkbox"/> Observes changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit</li> </ul> </li> </ol>
Social Studies
<p>Is familiar with American holidays and traditions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands that holidays are celebrations of special events (such as: Presidents' Day, Veterans Day, and Independence Day)</li> <li><input type="checkbox"/> Identifies customs associated with holidays (such as: parades and fireworks on Independence Day)</li> <li><input type="checkbox"/> Understands how historical figures, patriots, and good citizens helped shape the community, state, and nation (some include: Sam Houston, George Washington, Christopher Columbus, and Martin Luther King, Jr.)</li> </ul>
<p>Understands geography in our community and beyond</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the concept of location and uses terms (such as: over, under, near, far, left, and right) to describe location</li> <li><input type="checkbox"/> Describes and locate places on the school campus</li> <li><input type="checkbox"/> Identifies tools that aid in determining location (maps, globes, etc.)</li> <li><input type="checkbox"/> Builds representations of real buildings or things</li> <li><input type="checkbox"/> Plans and names constructions in advance of buildings (using blocks)</li> </ul>

<input type="checkbox"/> Identifies the physical (such as: landforms, bodies of water, natural resources, and weather) and human (such as: earning a living, shelter, clothing, food, and activities) characteristics of a location
<p>Understands basic human needs</p> <input type="checkbox"/> Understands basic human needs (food, clothing, and shelter) <input type="checkbox"/> Explains the difference between needs and wants <input type="checkbox"/> Identifies jobs in the home, school, and community <input type="checkbox"/> Explains why people have jobs
<p>Identifies purpose of having rules</p> <input type="checkbox"/> Identifies purposes of having rules <input type="checkbox"/> Identifies rules that provide order, security, and safety in the home and school <input type="checkbox"/> Identifies authority figures in the home, school, and community <input type="checkbox"/> Explains how authority figures make and enforce the rules
<p>Understands important symbols, customs, and responsibilities (citizenship)</p> <input type="checkbox"/> Identifies the flags of the United States and Texas <input type="checkbox"/> Recites the Pledge of Allegiance and the Pledge to the Texas Flag <input type="checkbox"/> Uses voting as a method for group decision making
<p>Understands and respects the similarities and differences in people, customs, and traditions</p> <input type="checkbox"/> Understands the similarities and differences among people (such as: kinship, laws, religion, music, clothing, and food) <input type="checkbox"/> Describes and explain the importance of family customs and traditions <input type="checkbox"/> Compares family customs and traditions
<p><b>Health Education</b></p>
<p>Understands and recognizes healthy behaviors</p> <input type="checkbox"/> Identifies and practice personal health habits that help individuals stay healthy (such as: a proper amount of sleep and clean hands) <input type="checkbox"/> Identifies types of foods that help the body grow (such as: healthy breakfast foods and snacks) <input type="checkbox"/> Identifies types of exercise and active play that are good for the body <input type="checkbox"/> Identifies the purpose of protective equipment (such as: a seat belt and a bicycle helmet) <input type="checkbox"/> Identifies safe and unsafe places to play (such as: a back yard and a street) <input type="checkbox"/> Practices safety rules during physical activity (such as: water safety and bike safety) <input type="checkbox"/> Demonstrates procedures for responding to emergencies including dialing 911 <input type="checkbox"/> Demonstrates how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems
<p>Knowledgeable about information and factors that influence health</p> <input type="checkbox"/> Understands basic structures and functions of the human body (such as: naming the 5 senses, name major body parts and their functions, and name/demonstrate good posture principles- standing straight with shoulders back) <input type="checkbox"/> Tells how germs cause illness in people and how to control the spread of germs (i.e. wash hands) <input type="checkbox"/> Discusses basic parts of the body's defense system against germs (such as: the skin) <input type="checkbox"/> Names symptoms of common illnesses and diseases <input type="checkbox"/> Names people who can provide helpful health information (such as: parents, doctors, teachers, and nurses)
<p><b>Digital Technology</b></p>
<p>Able to use problem-solving in a technology based situation</p> <input type="checkbox"/> Able to turn on and operate devices (such as: CD and DVD player, tape recorder, computer, etc.) <input type="checkbox"/> Able to guide the mouse to move objects in order to sort, categorize, etc. <input type="checkbox"/> Understands basic HATCH software <input type="checkbox"/> Demonstrates ability to operate computer independently
<p>Is familiar with technology in our society</p> <input type="checkbox"/> Identifies examples of technology used in the home and school <input type="checkbox"/> Describes how technology helps accomplish specific tasks and meet people's needs <input type="checkbox"/> Explains why technology is important and we use it in our community
<p><b>Spiritual</b></p>
<p>Participates in weekly Chapel</p> <input type="checkbox"/> Able to sit, watch, and observe appropriately using good eye contact <input type="checkbox"/> Raises hand during "What's in the Bag?"

- Walks up to receive birthday sticker
- Sings songs with corresponding hand motions

Expresses and forms own thoughts about God and Jesus

- Recites prayers
- Dramatizes Bible stories
- Retells Bible stories in own words
- Creates own prayers

Shows care for God's beautiful world

- Helps water plants in and outside the classroom
- Participates in recycling in the classroom
- Observes details in nature
- Understands and respects the Earth and it's environment

Participates in community service projects

- Donates items for sharing Chapels
- Able to articulate what donation or "giving" means
- Partakes in a classroom community service project