

DOCUMENT RESUME

ED 222 585

TM 820 800

TITLE Georgia Kindergarten Assessment of Communication Arts and Number Understanding: Test Administrator's Manual and Test Items. A Criterion-Referenced Approach.

INSTITUTION Georgia State Dept. of Education, Atlanta.

PUB DATE Sep 80

NOTE 203p.; Form 802.

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS *Cognitive Measurement; *Communication Skills; Criterion Referenced Tests; *Kindergarten; *Number Concepts; Primary Education; *Skill Development; State Programs; *Student Evaluation; Testing Programs; Test Items; Test Use

ABSTRACT

The Kindergarten Assessment Project test to provide diagnostic instructional information to the teacher on individual student cognitive skills in Communication Arts and Number Understanding is presented. The criterion-referenced test cuts across the domains of social-affective functioning, perceptual-psychomotor functioning, and cognitive-language functioning. Each test item assesses a specific skill objective. Communication Arts goal areas include listening, speaking, reading and writing, and Number Understanding goals include number/numeration, measurement, geometry and money. The 36 test objectives are described with the matching test items and a materials list. The manual includes instructions to the teacher for test preparation, test administration, and completion of records. The complete set of test items and worksheets are organized in goals sections designed to be administered independently or as a whole. Two item types are administered on an individual or small group basis. Examples of Student Record Sheets and Class Profile Sheets are provided. (CM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

GEORGIA

KINDERGARTEN ASSESSMENT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

of Communication Arts & Number Understanding

ED222585

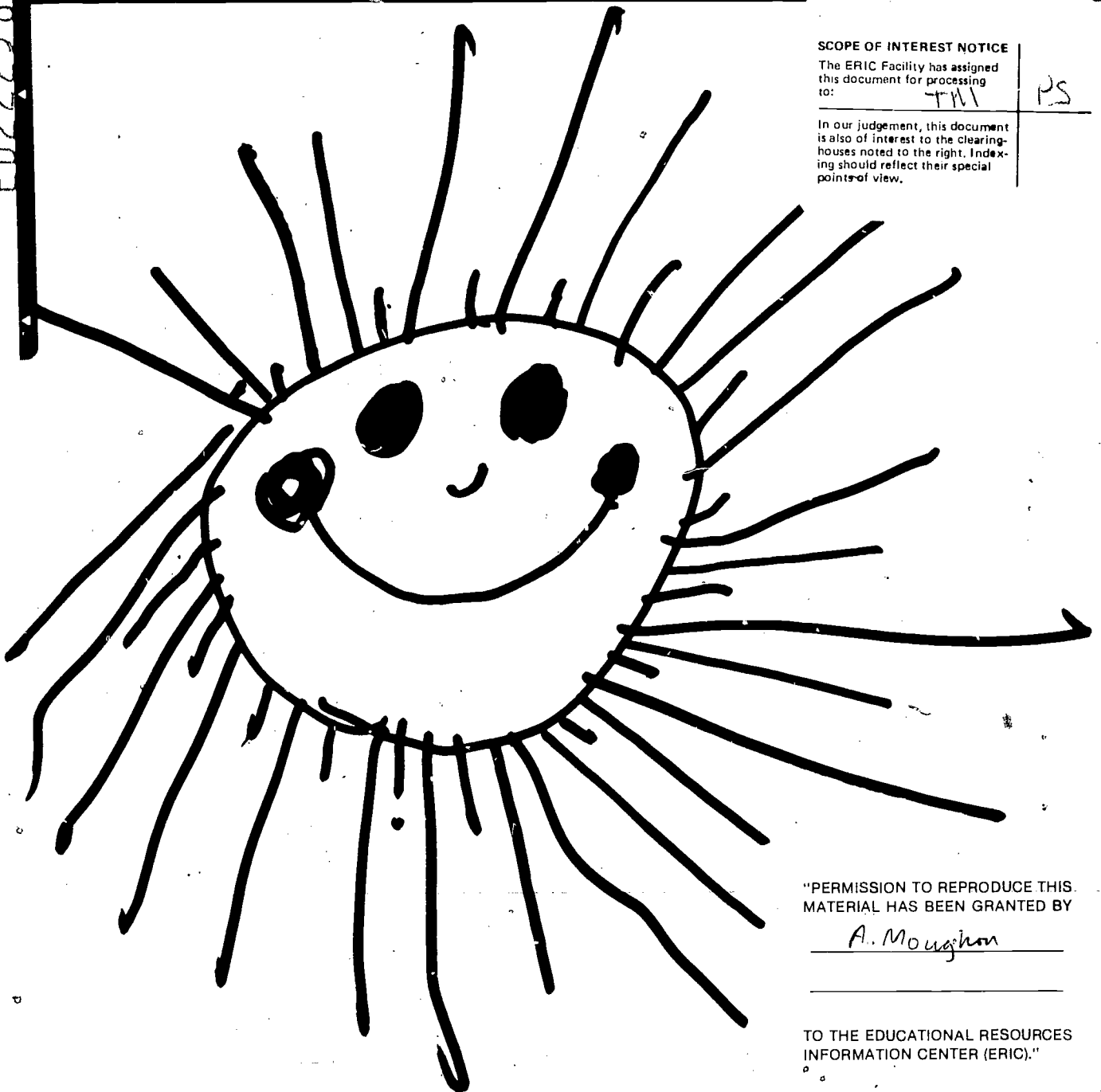
7/11 8:20 808

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

TNI PS

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Moughan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976) or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies or practices.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

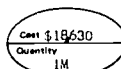
Title VI - Peyton Williams, Jr., Associate Superintendent of State Schools and Special Services

Title IX - Myra Tolbert, Coordinator

Vocational Equity - Loydia Webber, Coordinator

Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title VI, Title IX, Title II or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, 231 State Office Building, Atlanta 30334, to the Regional Office of Civil Rights, Atlanta 30323 or to the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington D.C. 20201.



Georgia
Kindergarten Assessment
of Communication Arts and Number Understanding

TEST ADMINISTRATOR'S MANUAL AND TEST ITEMS

Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

Copyright © September 1980 by the
Georgia Department of Education

TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| INTRODUCTION | M-1 |
| About the Test | M-1 |
| Objectives Covered by the Test | M-2 |
| Description of Test Materials. | M-4 |
| USING THE GEORGIA KINDERGARTEN CRITERION-REFERENCED TEST. | M-6 |
| Purpose | M-6 |
| Flexible Administration. | M-7 |
| Relation to Handbook | M-9 |
| PREPARATION FOR TEST ADMINISTRATION | M-10 |
| Review of Test Materials | M-10 |
| Review Types of Items. | M-10 |
| Assemble Required Materials. | M-11 |
| INSTRUCTIONS FOR ADMINISTERING THE TEST | M-13 |
| Directions to Students | M-13 |
| Motivational Phrases | M-13 |
| Elaborated Language. | M-14 |
| Phrase Substitution. | M-14 |
| Substitution of Materials. | M-15 |
| Verification Items | M-15 |
| DIRECTIONS FOR COMPLETING THE RECORD SHEETS | M-17 |
| The Student Record Sheet | M-17 |
| The Class Profile. | M-19 |
| Sample Student Record Sheet. | M-20 |
| APPENDIX. | M-21 |
| Table A: Test Objectives/Item Match and Materials List. | M-22 |
| Table B: Materials List | M-30 |
| Table C: Materials List (by Test Item). | M-32 |

TABLE OF CONTENTS (Continued)

Page

THE GEORGIA KINDERGARTEN ASSESSMENT
OF COMMUNICATION ARTS AND NUMBER UNDERSTANDING

| | |
|---|----|
| Section 1: Goal Area: Listening | 1 |
| Section 2: Goal Area: Speaking | 15 |
| Section 3: Goal Area: Reading | 28 |
| Section 4: Goal Area: Writing | 59 |
| Section 5: Goal Area: Number and Numeration | 77 |
| Section 6: Goal Areas: Measurement, Geometry, Money | 99 |

INTRODUCTION

ABOUT THE TEST

In 1976 the Georgia Board of Education initiated a project designed to develop a statewide Kindergarten Handbook. The Handbook was developed through a process of advisory committees, public hearings, drafts, reviews, and revisions. The process involved the efforts of Early Childhood supervisors in local school systems, kindergarten teachers, Georgia Department of Education staff, college and university educators, curriculum directors, and other educational workers. The resulting Handbook was reviewed by the State Department of Education and adopted by the Georgia Board of Education on December 14, 1978 for implementation during the school year 1980-1981. In addition to curriculum and instructional information, the Kindergarten Handbook contains assessment recommendations, checklists, objectives, and recommended procedures.

The Kindergarten Assessment Project was initiated concurrently with the adoption of the Handbook. The objectives included for assessment in this criterion-referenced test are those identified by the Handbook under the goal areas of Communication Arts and Number Understanding. The major purpose of the test is to provide diagnostic instructional information to the teacher on the cognitive skills of

individual children. The test is criterion-referenced, in that each item has been written to assess a specific objective, with the aim of determining a child's developmental level of skill on each objective. However, there is no determination of passing or failing. While prescriptive outcomes are stated in terms of instructional tasks, the content of the test items cuts across the domains of social-affective functioning, perceptual-psycho-motor functioning, and cognitive-language functioning.

The test was field-tested in the spring of 1979, in the fall of 1979, and again in the spring of 1980. It has been extensively revised using the information gathered from the analysis of the student responses to the test items and the responses to the questionnaire administered to teachers who took part in the field tests.

OBJECTIVES
COVERED BY
THE TEST

This assessment instrument measures the developmental skills associated with the instructional areas of Communication Arts and Number Understanding. Each of these goals is comprised of four goal areas. Each of goal area is further broken down into objectives. A total of 36 objectives provide the basic structure of the test. Table 1 lists all objectives grouped with their respective goal areas. A more detailed description is provided in Table A (see appendix). Slight differences in wording may appear in the objectives included in this test from those listed in the Kindergarten in Georgia Handbook.

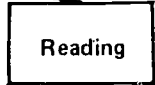
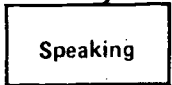
TABLE I

KINDERGARTEN ASSESSMENT OF COMMUNICATION ARTS AND NUMBER UNDERSTANDING

GOALS



GOAL AREAS



OBJECTIVES

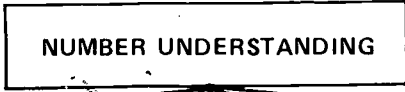
1. participates in oral activities
2. discriminates sounds
3. understands basic vocabulary
4. responds to language
5. follows oral directions
6. makes judgements

1. describes experiences
2. voice control and clarity
3. uses functional vocabulary
4. elaborates to describe
5. elaborates to communicate

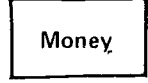
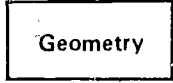
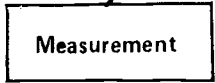
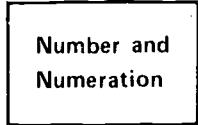
1. interest
2. discriminates auditory symbols
3. discriminates visual symbols
4. analyzes pictures
5. understands terms used in reading
6. identifies alphabet

1. interest
2. fine motor coordination
3. dictates
4. understands left-right pattern
5. writes meaningful words

GOALS



GOAL AREAS



OBJECTIVES

1. classification
2. seriation
3. matching
4. recognition and naming
5. counting
6. sets
7. reading numerals

1. comparing and ordering
2. nonstandard units

1. awareness of body position
2. figures and solids

1. recognition
2. naming

DESCRIPTION OF
TEST MATERIALS

The manual. The Test Administrator's Manual includes instructions for the preparation for administration, administration of the test, and completion of the record sheets. In addition, the manual contains the complete set of items to be administered to each student tested. Each of these components is explained in detail in the manual.

The test. The complete test is organized into six sections. Each section is designed to be independent and may be administered as such over time, or as part of the complete test. Each section assesses a separate goal area except for Section 6, which combines three areas. Table 2 explains the test sections.

TABLE 2

| Section | Goal Area | Test Items |
|---------|-------------------------------------|------------|
| 1 | Listening | 1-10 |
| 2 | Speaking | 11-21 |
| 3 | Reading | 22-41 |
| 4 | Writing | 42-54 |
| 5 | Number and Numeration | 55-73 |
| 6 | Measurement, Geometry, and Money | 74-85 |

The items. The test items are of two types--those administered on an individual (one-to-one) basis with each

student, and those that are to be administered in small groups of three to five students.

The record sheets. There are three Student Record sheets for each child. A Class Profile sheet is also provided. Directions concerning these begin on page M-17.

Worksheets. For many of the items, a worksheet is a required component for item administration. A set of 43 worksheets is included in the manual. Within the text of the items located in this manual are reduced versions (pictures) of the applicable worksheets. This will assist in readily identifying the materials and should ensure smooth test item administration. The worksheets are also numbered (W1 to W43) and labeled with the appropriate test item number.

USING THE GEORGIA KINDERGARTEN CRITERION-REFERENCED TEST

PURPOSE

The Georgia Kindergarten Criterion-Referenced Test:

- is an aid in determining what a child knows in relation to certain aspects of the kindergarten curriculum.
- is an aid in selecting learning alternatives based on the student's progress.
- is an aid in informing others (parents, teachers, specialists) of a child's growth and progress.

The Kindergarten Test (or individual test sections) should be administered after classroom instruction relating to the CRT objectives has occurred. It provides one means of assessing the progress of students toward achievement of the objectives in Communication Arts and Number Understanding which are a part of the Kindergarten Handbook. By providing information about the acquired skills of students, this assessment can be particularly useful in identifying or monitoring the progress of students experiencing some problems in learning or who may be in need of more personalized instruction.

The test may be utilized with all of the students in a class or only with selected students. It can provide specific information about a child's development to present to parents or to specialists or to other teachers. Sharing

such information with parents, as soon as possible, is encouraged as a means of involving them in their child's learning.

FLEXIBLE
ADMINISTRATION

Because the administration of the Kindergarten CRT is flexible, it provides alternatives to the teacher in gathering information on students. Each of these alternatives have associated advantages and disadvantages. All six sections may be administered at once during a relatively short period of time (several weeks) or over a longer period of time during the academic year (three or four months). Additionally, all six sections may be administered, or any combination of the six may be administered. The test may be administered to one student, a group of students, or the entire class. For example, a teacher who wanted to check on the progress of a few selected students might prefer to set aside the time for alternative one in the table below. A teacher who plans to assess an entire class on all the skills might find it more convenient to check off students throughout the school year.

TABLE 3

| <u>Alternatives</u> | <u>ADVANTAGES</u> | <u>DISADVANTAGES</u> |
|--|---|---|
| (1) Total test administration | Requires preparation for testing (materials, class time, etc.) only once | Requires fairly lengthy and sustained periods of time |
| (2) Individual sections administered over time | Assessment can occur following instruction; sections require only short time for administration | Testing preparations must be repeated |

If the sections are administered at one time, preparation for testing will only have to be made once. However, administering the entire test will require a lengthy sustained period of time per student (approximately one hour per student). If the sections are administered over time, the sections appropriate to the skills taught can be assessed. Administering one section at a time will spread out the time needed for administration.

RELATION TO
HANDBOOK

The primary value of using the Kindergarten Criterion-Referenced Test is the direct link it provides between identification of student needs and appropriate instruction to meet these needs. Because the objectives come directly from the Kindergarten Handbook, there is a ready-made resource for the teacher to use in planning appropriate instructional activities relating to Communication Arts and Number Understanding, as well as other content areas. In addition, the Handbook provides other suggested methods of assessment which can aid a teacher in monitoring the progress of students and reassessing those who have particular needs.

PREPARATION FOR TEST ADMINISTRATION

REVIEW OF TEST MATERIALS

All procedures outlined in this manual should be followed to maintain consistency of administration procedures and obtain maximum information from the items administered. The examiner should be familiar with all directions and materials prior to testing to ensure smooth administration.

Read through the entire set of test items to be administered. Please note that directions which are to be given ORALLY to the students (e.g., "POINT TO THE STAR") appear in CAPITALIZED FORM, and are separate from the examiner's instructions.

A complete listing of all materials necessary for the administration of the test can be found in Table B (see appendix). Table C (see appendix) lists the materials needed, grouped by the six sections of the test. The materials needed for the test administration are listed sequentially item by item.

REVIEW TYPES OF ITEMS

Included on the materials list (Table C in the appendix) is an indicator noting the ITEM TYPE (i.e., items individually administered to each student and items administered in a small group). Also, some test items involve observation of student activity over a period of several

days. These items are duly noted on the materials list and should be implemented early in the testing period to allow time for completion. The different types of items are noted in Table C as follows:

I = items to be administered individually (on a one-to-one basis) to each student tested;

G = items to be administered in small groups of three to five students;

LP = items that involve observation of student activity over a period of several days.

ASSEMBLE
REQUIRED
MATERIALS

Prior to administering the test it is important to have the following materials:

1. This manual. Directions to the students are read from this manual; and all preparations needed are described in the manual.
2. Worksheets. A complete master set of worksheets for the items accompanies this manual. Check to make sure the set is complete. Some worksheets are to be

duplicated in order to have one per child (see Table C in the appendix). Retain the original worksheet, after duplicating, for future use.

3. Record sheets. For each student, there are three Student Record sheets. There is also a Class Profile sheet.
4. Materials. Assemble all the materials needed for each item in the section of the test to be administered as listed in Table C. (See page M-15 for substitutions that can be made for some of the materials.) Materials needed are listed sequentially item by item.

INSTRUCTIONS FOR ADMINISTERING THE TEST

DIRECTIONS TO STUDENTS

When testing kindergarten students, teacher/student interaction plays an important role in the end result. However, each teacher must exercise care in following the specified administration procedures. Each test item contains its own specific set of directions, which appears in capitalized form. All of these directions to students must be given orally. When administering items with a series of activities, wait for the child's response before proceeding to the next activity in the series.

In order to standardize the testing situation, all procedures must be followed as outlined in this manual. That is, (1) all test items are to be administered individually to students unless specified otherwise, (2) all directions should be read as stated in the item, and (3) materials specified in the item are to be used. The kinds of motivational phrases, phrase substitutions, and materials substitutions that may be used are outlined below.

MOTIVATIONAL PHRASES

As items are administered, there must be some verbal transitions from one item to the next. For example, when finishing one item one might say, "All right. Let's go on to the next one." It is important that these phrases help keep the child's attention focused on the task, but that

they do not affect the child's subsequent responses by indicating to the child whether or not his/her previous response was correct.

Examples of acceptable phrases: "All right," "Okay," "Are you ready," "Let's do the next exercise," "Yes."

Examples of unacceptable phrases: "That's right," "That's wrong," "Correct," "No," "I don't think so."

ELABORATED
LANGUAGE

A number of items require the assessment of the student's use of elaborated language. For the purpose of this test, elaborated language is defined as a response which consists of more than one or two words, and which includes elements such as adjectives, adverbs, and prepositions. An example might be "I see two children reading a comic book."

PHASE
SUBSTITUTION

The items have with them explicit verbal instructions to be given to the child. In order to ensure the regularity of the testing procedure, follow the text provided as closely as possible. Minor substitutions may be made in wording, as long as they do not change the meaning of an instruction.

Examples of alternate wordings:

- (1) "Point to" could be "Show me," or "I want you to point to/show me."
- (2) "Tell me what is happening in this picture" could be "What is happening in this picture?"

Rhetorical questions such as, "Can you point to?" are to be avoided. Make sure all your questions are real questions, such as, "Why is the girl crying?"

SUBSTITUTION
OF MATERIALS

Whenever possible, use the precise materials listed for each item. In cases where the materials listed are unobtainable, substitute materials may be acceptable. However, keep in mind that materials have been carefully selected to match the intent of a particular item. Substitute materials only if this will not change the intent or difficulty of the item.

For example, an item dealing with the identification of colors lists, under Materials, eight colored crayons. Since the intent of the item is to have the child identify eight colors, eight pieces of colored construction paper may be substituted for the crayons, as long as the colors remain the same. However, colors could not be substituted (e.g., blue-green for orange) without changing the intent of the item.

VERIFICATION
ITEMS

Several items have a NOTE TO THE TEACHER following the item number:

NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary.

to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

The administration of these items may be skipped and judgment used in recording the results on the record sheet. This should be done only when VERY CERTAIN of the child's performance. A decision to re-evaluate individual students may require review of current records.

DIRECTIONS FOR COMPLETING THE RECORD SHEETS.

THE STUDENT RECORD SHEET

There are three Student Record Sheets which can be used for each student to whom the test is administered. The record sheets are organized by objective, in order to facilitate use of the record sheets when making instructional decisions concerning each student. The record sheets are two-ply. In the event a school system wishes to utilize the optional scoring service in order to obtain a summary of student data, the top copy of each record sheet may be separated from the duplicate copy. The top copies would be mailed to the scoring service, while the duplicate sheets would be retained by the teacher for students files. The Student Record sheets provide a clear record of skills acquired by the student within each goal area, and can be useful in making decisions concerning the child's instruction and for providing information to parents.

Each record sheet contains a list of all the item numbers for particular sections. To the right of each item number there are three circles: C = correct response, I = incorrect response, and NA = not applicable. The C circle is to be filled if the student responded correctly; the I circle is to be filled if the student responded incorrectly. The NA circle is to be filled if the assessment of this

objective is not appropriate at the time of testing. When recording student responses, make sure that the entry is in the circle corresponding to the correct item number. Note the date that a particular test item is administered.

If anything unusual occurs during test administration, or if there is any other information to be recorded, note it in the space for comments on the student's record sheet.

Many of the items have more than one subpart. A section entitled Scoring Criteria is included with the directions for those items. The information in this section explains how to determine a correct or incorrect response.

For instance, Item 1 has two subparts (a and b). In order for Item 1 to be correct, the child must respond correctly to both part a and part b. Item 5 has three subparts (a, b, and c). In order for this item to be correct, the child must respond correctly to ANY TWO of the three subparts (a and b, a and c, or b and c). That is, in Item 5, the child is allowed to respond incorrectly to one subpart, while the item is marked "correct."

At the bottom of each Student Record sheet is a space to summarize the student's responses to the test items within the test section. Simply total the filled circles in the "correct," "incorrect," and "not applicable" columns for each administration.

THE CLASS
PROFILE

A fold-out Class Profile sheet is provided, organized by objective. The sheet presents a convenient way of organizing information on all the students in class who are tested and can be helpful to a teacher in setting priorities for future teaching activities.

On the sheet is a section for recording the name of each student tested. To the right of the names are columns for each objective. (The objective is printed at the top of the column.) The maximum number of items for each objective is listed also.

To the right of each student's name, the number of correct responses made by the student to test items for each objective should be recorded.

At the bottom of each Class Profile sheet is a summary section. There are spaces for recording the total number of students tested and the number of students who responded correctly to the maximum number of items which test each objective.

GEORGIA KINDERGARTEN ASSESSMENT
of Communication Arts and Number Understanding

STUDENT RECORD SHEET

C = Correct

I = Incorrect

NA = Not Applicable

| LAST NAME | | | | | | | | | | FIRST NAME | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|------------|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |

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

GOAL AREA: READING

OBJECTIVE 1: Demonstrates interest in reading.
22. (C) (I) NA Date _____ 23. (C) (I) NA Date _____

OBJECTIVE 2: Discriminates auditory similarities and differences.
24. C I NA Date _____ 25. C I NA Date _____

OBJECTIVE 3: Discriminates visual similarities and differences.
26. (C) (I) NA Date _____ 27. (C) (I) NA Date _____

OBJECTIVE 4: Analyzes and interprets pictures using elaborated language.
28. C I NA Date _____ 30. C I NA Date _____
29. C I NA Date _____

OBJECTIVE 5: Demonstrates understanding of terms used in reading instructions.
31. (C) (I) NA Date _____ 35. (C) (I) NA Date _____
32. (C) (I) NA Date _____ 36. (C) (I) NA Date _____
33. (C) (I) NA Date _____ 37. (C) (I) NA Date _____
34. (C) (I) NA Date _____ 38. (C) (I) NA Date _____

OBJECTIVE 6: Identifies individual letters of the alphabet, high-interest words and phrases.
39. C I NA Date _____ 41. C I NA Date _____
40. C I NA Date _____

GOAL AREA: WRITING

OBJECTIVE 1: Demonstrates interest in written materials.
42. (C) (I) NA Date _____ 43. (C) (I) NA Date _____

OBJECTIVE 2: Demonstrates fine motor coordination.
44. C I NA Date _____ 46. C I NA Date _____
45. C I NA Date _____

OBJECTIVE 3: Orally dictates meaningful information.
47. (C) (I) NA Date _____ 48. (C) (I) NA Date _____

OBJECTIVE 4: Demonstrates understanding of left-to-right pattern of writing.
49. C I NA Date _____ 51. C I NA Date _____
50. C I NA Date _____

OBJECTIVE 5: Writes (puts) name and other meaningful words.
52. (C) (I) NA Date _____ 54. (C) (I) NA Date _____
53. (C) (I) NA Date _____

| DISTRICT CODE | SCHOOL CODE | TEACHER CODE | BIRTH DATE | |
|---------------|-------------|--------------|------------|-------|
| | | | Month | Day |
| 0 (0) 0 | 0 (0) 0 (0) | 0 (0) 0 | 0 (0) | 0 (0) |
| 1 (1) 1 | 1 (1) 1 (1) | 1 (1) 1 | 1 (1) | 1 (1) |
| 2 (2) 2 | 2 (2) 2 (2) | 2 (2) 2 | 2 (2) | 2 (2) |
| 3 (3) 3 | 3 (3) 3 (3) | 3 (3) 3 | 3 (3) | 3 (3) |
| 4 (4) 4 | 4 (4) 4 (4) | 4 (4) 4 | 4 (4) | 4 (4) |
| 5 (5) 5 | 5 (5) 5 (5) | 5 (5) 5 | 5 (5) | 5 (5) |
| 6 (6) 6 | 6 (6) 6 (6) | 6 (6) 6 | 6 (6) | 6 (6) |
| 7 (7) 7 | 7 (7) 7 (7) | 7 (7) 7 | 7 (7) | 7 (7) |
| 8 (8) 8 | 8 (8) 8 (8) | 8 (8) 8 | 8 (8) | 8 (8) |
| 9 (9) 9 | 9 (9) 9 (9) | 9 (9) 9 | 9 (9) | 9 (9) |

| | | |
|-----|--|-----|
| SEX | DO NOT WRITE IN THIS SPACE | SE |
| M F | A. (1)(2)(3) B. (1)(2)(3) C. (1)(2)(3) | (Y) |

TOTAL CORRECT _____

COMMENTS

TOTAL CORRECT _____

COMMENTS

21

RETURN THIS COPY



APPENDIX

Test Objectives/Items Match and
Materials Lists

M-21

20

TABLE A

Test Objectives/Item Match

| Objective | Items |
|--------------------------|-------|
| GOAL: COMMUNICATION ARTS | |

Goal Area: Listening

| | |
|---|------|
| <p>1. The child participates in oral activities as an active listener in his environment. This objective deals primarily with the recall of specific oral information through a variety of techniques.</p> | 1 |
| <p>2. The child recognizes and discriminates among common sounds in the child's environment. This objective deals with recognizing and discriminating a variety of environmental sounds within the child's experiences.</p> | 2 |
| <p>3. The child demonstrates understanding of a basic vocabulary related to his/her environment. This objective deals with descriptive vocabulary to include informational words, color words, directional words, measurement words, comparative words, naming words, action words and feeling words.</p> | 3, 4 |
| <p>4. The child listens and responds to orally presented language for the purpose of appreciation.</p> | 5, 6 |
| <p>5. The child listens and responds to orally presented language for the purpose of gathering information and following directions. The child indicates ability to follow specific oral directions. This objective deals with the child successfully responding to questioning for the purpose of gathering information.</p> | 7, 8 |

TABLE A (continued)

| Objective | Items |
|---|--------------|
| <p>6. The child listens and responds to orally presented language for the purpose of making judgments.</p> <p>This objective deals with ways for the child to process oral information in order to arrive at a judgment consistent with the child's background to include questioning on HOW, WHY, WHO, WHICH, WHEN, WHERE.</p> | <p>9, 10</p> |

Goal Area: Speaking

| | |
|---|-------------------|
| <p>1. The child uses oral language to describe experiences.</p> <p>This objective deals with using language in a variety of settings.</p> | <p>11, 12, 13</p> |
| <p>2. The child modulates voice to accommodate the activity setting.</p> <p>This objective deals with the use of appropriate volume and expression in both indoor and outdoor settings.</p> | <p>14</p> |
| <p>2.5 The child uses language understandable to others.</p> <p>This objective deals with the child's enunciation and articulation of language so that he/she is understood by peers and adults. (It is important to recognize that dialectical differences do NOT indicate language deficiencies.)</p> | <p>15</p> |
| <p>3. The child uses functional vocabulary related to experiences.</p> <p>This objective deals with the child's ability to label and USE those labels accurately in his environment.</p> | <p>16, 17</p> |

TABLE A (continued)

| Objective | Items |
|---|--------|
| <p>4. The child uses elaborated language to describe objects, events, feelings and their relationships.</p> <p>This objective deals with the child's ability to use descriptive language (adjectives, adverbs and phrases) for a variety of purposes.</p> | 18, 19 |
| <p>5. The child uses elaborated language to communicate with others for a variety of purposes.</p> <p>This objective deals with the child's ability to use elaborated language in a variety of social contexts.</p> | 20, 21 |

Goal Area: Reading

| | |
|---|--------|
| <p>1. The child demonstrates interest in being read to as a way to extend/enrich personal experience.</p> <p>This objective deals with the child requesting and attending to reading.</p> | 22, 23 |
| <p>2. The child discriminates auditory similarities and differences in commonly used words.</p> <p>This objective deals with the child's ability to distinguish sounds that are the same and different in words.</p> | 24, 25 |
| <p>3. The child discriminates visual similarities and differences in commonly used words.</p> <p>This objective deals with the child's ability to visually match and recognize visual similarities and differences in the context of words.</p> | 26, 27 |

TABLE A (continued)

| Objective | Items |
|---|---------------------------------------|
| <p>4. The child analyzes and interprets pictures of objects, people and events using elaborated language.</p> <p>This objective deals with the child's ability to understand that pictures can represent an event or set of events. The child may recall, sequence, predict, draw conclusions, make judgments or evaluate.</p> | <p>28, 29, 30</p> |
| <p>5. The child demonstrates understanding of terms used in reading instruction (e.g., top of page, left to right progression, same-difference, beginning-ending of words).</p> <p>This objective deals with the child's ability to understand terms such as same, different, beginning-ending of words, letter, word, etc.</p> | <p>31, 32, 33, 34, 35, 36, 37, 38</p> |
| <p>6. The child identifies individual letters of the alphabet, high interest words and phrases that appear frequently in his/her environment.</p> <p>This objective deals with the child's ability to identify letters, words, and phrases that generate from the context of children's experiences.</p> | <p>39, 40, 41</p> |

Goal Area: Writing

| | |
|---|---------------|
| <p>1. The child demonstrates interest in a variety of written materials.</p> <p>The child requests and attends to a variety of written materials.</p> | <p>42, 43</p> |
|---|---------------|

TABLE A (continued)

| Objective | Items |
|--|-------------------|
| <p>2. The child demonstrates fine motor coordination in a variety of situations.</p> <p>This objective deals with the movement of hands and fingers in a variety of ways with or without equipment to achieve a purpose.</p> | <p>44, 45, 46</p> |
| <p>3. The child orally dictates meaningful information to an adult.</p> <p>This objective deals with labeling, ordering, sequencing, planning and dictating original information.</p> | <p>47, 48</p> |
| <p>4. The child demonstrates understanding of the left to right pattern of writing.</p> <p>This objective deals with a variety of activities that demonstrate knowledge of left to right patterning.</p> | <p>49, 50, 51</p> |
| <p>5. The child (writes-puts) name and other meaningful words from his experience.</p> <p>This objective deals with legible writing, manuscript and/or cursive, on UNLINED paper.</p> | <p>52, 53, 54</p> |
| <p>GOAL: NUMBER UNDERSTANDING</p> | |

Goal Area: Number and Numeration

| | |
|---|-----------|
| <p>1. Classification: The child will be able to group objects according to similarities.</p> <p>This objective deals with grouping, sorting, and selecting.</p> | <p>55</p> |
|---|-----------|

TABLE A (continued)

| Objective | Items |
|--|-----------------------------------|
| <p>2. Seriation: The child will be able to arrange objects or events in some kind of order based on differences among them.</p> <p>This objective deals with order (e.g., tallest to shortest, lightest to heaviest, smallest to largest, youngest to oldest). It should be noted that numerosness is not being tested here.</p> | <p>56, 57, 58</p> |
| <p>3. Matching one-to-one: The child will be able to establish a one-to-one correspondence between elements of one set and elements of another set.</p> <p>This is not at the pictorial level but actually involves the manipulation of objects.</p> | <p>59</p> |
| <p>4. Recognition and naming of number groups: The child will be able to recognize a set of one element, a set of two elements, a set of three elements, up through a set containing five elements.</p> <p>This involves the recognition of the number of elements in a set without counting. NOT to include writing of numerals nor recognition of numerals. Sets should not contain more than five elements.</p> | <p>60, 61</p> |
| <p>5. Counting: The child will be able to recognize and name sets in order as they increase by one up to nine.</p> <p>This objective deals with order, arrangement, sequence sets whose elements increase by one. This should include both manipulation of objects as well as pictorial representation.</p> | <p>62, 63, 64, 65, 66, 67</p> |

TABLE A (continued)

| Objective | Items |
|---|-----------------------|
| <p>6. Combining and separating sets: The child combines and separates sets with different properties.</p> <p>This objective deals with prediction related to putting together, removing, joining, taking away.</p> | <p>68, 69, 70, 71</p> |
| <p>7. Reading Numerals: The child selects the numeral that names the number of elements in a set (up through nine).</p> <p>This objective deals with matching and selecting. Note that this includes both matching numeral with collection of objects as well as matching collection of objects with numeral.</p> | <p>72, 73</p> |

Goal Area: Measurement

| | |
|--|-------------------|
| <p>1. Comparing and ordering: The child makes statements about the relationship between two objects. (indicators--larger, taller)</p> <p>This objective deals with comparison of objects with respect to measurement concepts such as length, size, weight (e.g., more than, less than).</p> | <p>74, 75, 76</p> |
| <p>2. Using nonstandard units of measure: The child uses nonstandard units (e.g., hand, persons, feet; paper clip, string) to measure.</p> <p>This objective deals with counting such as "step off and count."</p> | <p>77</p> |

TABLE A (continued)

| Objective | Items |
|--|-------|
| Goal Area: Geometry | |
| <p>1. Awareness of body in space: The child moves in space, receives and gives directions for getting from one point to another point in space, and judgment about how to get from one point in space to another.</p> <p>This objective deals with exploring, moving, doing, telling.</p> <p>78, 79, 80</p> <p>2. Geometric figures and solids: The child identifies and sorts (and makes) geometric figures and solids.</p> <p>This objective deals with exploring, manipulating, naming, classifying, finding. Not pictorial representation.</p> <p>81, 82, 83</p> | |
| Goal Area: Money | |
| <p>1. Recognition: The child recognizes coins and bills as representing a value for exchange.</p> <p>This objective deals with selecting, classifying, exchanging money for product. Note that this again is not pictorial representation of money.</p> <p>84</p> <p>2. Naming: The child names common coins and bills. (Specify coins 1¢, 5¢, 10¢, 25¢, \$1.00, \$5.00.)</p> <p>This objective deals with naming. NOT pictorial representation.</p> <p>85</p> | |

TABLE B
Materials List

| Materials Needed | Maximum Number | Test Section |
|--|--|--------------|
| Bells | 2 | 1 |
| Pencils | 4 | 1, 4 |
| Spoons | 4 | 1 |
| Keys | 2 sets | 1 |
| Scissors | 2 pairs | 1, 4 |
| Screen (classroom divider, cardboard boxes) | 1 | 1 |
| Crayons | 8 (red, yellow, green, blue, orange, purple, brown, black) | 1, 4, 5 |
| Toy or doll | 1 | 2 |
| Table or desk | 1 | 2 |
| Name tags | 4 | 3, 4 |
| Red stop sign | 1 | 3 |
| Set of one-inch cubes | 1 | 4 |
| Alphabet cards | 2 sets | 4 |
| 6" x 9" piece of unlined paper | 1 | 4 |
| Geometric shapes | 3 triangles (red, blue, green) | 5 |
| | 3 circles (red, blue, green) | 5 |

TABLE B (continued)

| Materials Needed | Maximum Number | Test Section |
|---|--|-----------------|
| Geometric shapes | Assorted group ball, cube, cylinder, rectangular solid) | 6 |
| Paper bags | 3 | 5 |
| Piece of paper | 1 | 5 |
| Small blocks | 4 | 5, 6 |
| Books | 4 | 5, 6 |
| Empty milk cartons | 5 | 5 |
| Straws | 5 | 5 |
| Checkers, pennies, or blocks | 4 | 5 |
| Buttons, pegs, or beads | 9 | 5 |
| Board (approximately 4 feet long) | 1 | 6 |
| Chalk | 1 | 6 |
| Assorted objects | For example: cans, drum, boxes, cubes, dice, globe, orange | 6 |
| Collection of money | 1¢, 5¢, 10¢, 25¢, \$1, \$5 | 6 |
| Piece of paper the size of a dollar bill | 1 | 6 |
| Buttons | 2 | 6 |
| Worksheets on cardstock (provided) | 43 | Throughout Test |

TABLE C

Materials List (by Test Item)

| Sequential Item Number | Item Type * | Provided Materials | Classroom Materials |
|--------------------------|-------------|--------------------|---------------------|
| GOAL: COMMUNICATION ARTS | | | |

Section 1: Goal Area: Listening

| | | | |
|------|------|--|--|
| 1 | G | -- | -- |
| 2 | I | -- | 2 bells 4 pencils 4 spoons 2 sets of keys 2 pairs of scissors Screen (classroom divider, cardboard boxes) |
| 3 | I | Worksheet W2 (cardstock) child running child throwing child climbing child eating child riding child jumping | |
| 4 | I | -- | Crayons: red yellow green blue orange purple brown black |
| 5, 6 | G-LP | -- | -- |

- * G = to be administered in a small group
- I = to be administered individually to students
- LP = require observation over a period of several days

TABLE C (continued)

| Sequential Item Number | Item Type | Provided Materials | Classroom Materials |
|------------------------|-----------|--------------------|---------------------|
| 7 | I | -- | -- |
| 8 | I | -- | -- |
| 9 | I | -- | -- |
| 10 | I | -- | -- |

Section 2: Goal Area: Speaking

| | | | |
|------------|------|--|-------------------------------------|
| 11, 12, 13 | G-LP | -- | -- |
| 14, 15 | G | -- | -- |
| 16 | I | -- | Toy or doll Box Table or desk |
| 17 | I | -- | -- |
| 18 | I | Worksheets (cardstock) W3, boys fighting W4, girl with broken wagon W5, girl with bicycle | -- |
| 19 | I | Worksheets (cardstock) W6, picture of schoolroom W7, picture of kitchen | -- |

TABLE 3 (continued)

| Sequential Item Number | Item Type | Provided Materials | Classroom Materials |
|------------------------|-----------|--------------------|---------------------|
| 20, 21 | G-LP | -- | -- |

Section 3: Goal Area: Reading

| | | | |
|---------|------|---|----|
| 22, 23, | G-LP | -- | -- |
| 24 | I | Worksheets (cardstock) W1 oaktag W8 cup, flower, bee, cat | -- |
| 25 | I | Worksheets (cardstock) W1 oaktag W9 cat, banana, hat, chair | -- |
| 26 | I | Worksheet (cardstock) W1 oaktag, W10 pots, pots, stop | -- |
| 27 | I | Worksheet (cardstock) W1 oaktag W11 bug, bug, bud, bag | -- |
| 28 | I | Worksheet W12 (cardstock) | -- |
| 29 | I | Worksheet W13 (cardstock) | -- |
| 30 | I | Worksheet W14 (cardstock) | -- |
| 31-38 | I | Worksheet (cardstock) W1 oaktag W15 flowers | -- |

TABLE C (continued)

| Sequential Item Number | Item Type | Provided Materials | Classroom Materials |
|------------------------|-----------|--|--|
| 39 | I | Worksheets (cardstock) W16 alphabet letters W17 | Optional: 26 Wooden alphabet blocks or alphabet cards (capital letters) |
| 40 | I | Worksheets (cardstock) W18 alphabet letters W19 | Optional: 26 Wooden alphabet blocks or alphabet cards (lower case) |
| 41 | I | Worksheets (cardstock) W20 milk, stop W21 name, exit W22 look, walk W23 picture of bathroom doors | 4 name tags Red stop sign |

Section 4: Goal Area: Writing

| | | | |
|--------|------|---|-----------------------|
| 42, 43 | G-LP | -- | -- |
| 44 | I | Worksheet W24 (numerous copies--2/child) | Scissors |
| 45 | I | -- | Set of one-inch cubes |
| 46, 50 | I | Worksheet W25 | Crayon |
| 47 | I | Worksheet W26 (cardstock) | -- |
| 48 | I | Worksheet W27 (cardstock) | -- |
| 49 | I | Worksheet W28 (cardstock) | -- |
| 51 | I | -- | 2 sets alphabet cards |

TABLE C (continued)

| Sequential Item Number | Item Type | Provided Materials | Classroom Materials |
|----------------------------|-----------|--------------------------------------|---|
| 52 | I | -- | Pencil 3 x 9 name card 6 x 9 piece of paper |
| 53 | I | Worksheet W29 tree moon dog | Crayon |
| 54 | I | Worksheets W30 stop W31 sign | Crayon |
| GOAL: NUMBER UNDERSTANDING | | | |

Section 5: Goal Area: Number and Numeration

| | | | |
|--------|---|--|---|
| 55 | I | -- | Geometric shapes (triangles, circles) in red, blue, green |
| 56 | I | Worksheets W32 and W33 (cardstock) squares | -- |
| 57 | I | Worksheet W34 (cardstock) cylinders | -- |
| 58 | I | -- | 3 paper bags Paper Blocks Books |
| 59 | I | -- | 5 empty milk cartons 5 straws |
| 60, 61 | I | Worksheet W35 (cardstock) three circles | 4 checkers 4 blocks (or similar items) 4 pennies |
| 62 | I | -- | 9 buttons, pegs, or beads |

TABLE C (continued)

| Sequential Item Number | Item Type | Provided Materials | Classroom Materials |
|------------------------|-----------|--|------------------------------------|
| 63, 64 | I | Worksheet W36 (cardstock) (strips) 1-5 | -- |
| 65, 66 | I | Worksheet W37 (cardstock) (strips) 6-9 | -- |
| 67 | I | -- | 9 objects--buttons, pegs, OR beads |
| 68, 70 | I | Worksheet W38 (cardstock) two circles | 5 crayons |
| 69, 71 | I | Worksheet W39 (cardstock) one circle | 5 crayons |
| 72 | I | Worksheet W40 (cardstock) (strips) 1-9 | 9 buttons, pegs, or beads |
| 73 | I | Worksheet W41 (cardstock) frogs cups fish | -- |

Section 6: Goal Areas: Measurement, Geometry, Money

| | | | |
|------------|---|---|--|
| 74, 75, 76 | I | -- | 4 pencils 4 books (different sizes) 4 blocks |
| 77 | I | -- | A board Tape or chalk |
| 78, 79, 80 | G | -- | -- |
| 81 | I | Worksheet W42 (cardstock) geometric shapes | |
| 82 | I | -- | Geometric shapes, assorted objects |

TABLE C (continued)

| Sequential Item Number | Item Type | Provided Materials | Classroom Materials |
|------------------------|-----------|--|---|
| 83 | I | Worksheet W43 (cardstock) geometric shapes | |
| 84 | I | -- | Placemat or tray Collection of money: 1¢, 5¢, 10¢, 25¢, \$1, \$5 Paper (size of \$1) 2 buttons |
| 85 | I | -- | Penny Nickel Dime Quarter One-dollar bill |

SECTION 1

GOAL AREA: LISTENING*

Items 1-10

* Slight changes may appear in the objectives listed for this goal area from those listed in the Kindergarten in Georgia handbook.

GOAL AREA: Listening

OBJECTIVE 1: The child participates in oral activities as an active listener in his/her environment.

ITEM 1

Mode of Assessment: Group

Directions:

Gather a group of five children. Ask the first child:

WHAT ANIMAL DO YOU LIKE BEST?

Then ask:

WHY DO YOU LIKE _____ (name of animal) BEST?

After the first child has had an opportunity to speak, ask the other children what he/she said. For example:

WHAT ANIMAL DOES BEN LIKE BEST?
WHY DOES HE LIKE ELEPHANTS?

Then continue the same sequence with the second child (i.e., ask the child what animal he or she likes best and why, and then ask the other children in the group what that child said).

Give each child in the group a chance to do both of the following:

- answer your questions about his or her own favorite animal.
- tell what another child in the group said.

Checklist:

1. a. Child responds correctly to direct questions.
b. Child can remember what one or more than one other child said.

Scoring Criteria:

The child must respond correctly to parts a and b for Item 1 to be correct.

GOAL AREA: Listening

OBJECTIVE 2: The child recognizes and discriminates among common sounds in the child's environment.

ITEM 2

Mode of Assessment: Individual

Materials:

Two identical sets of objects, EACH SET containing the following objects: one bell, two pencils, two spoons, a set of keys, a pair of scissors

Screen (classroom divider, cardboard boxes)

Directions:

Place one set of objects on a table in front of the screen where the child can see them, and place the identical set out of view behind the screen. (Be sure to group pairs, such as the pair of pencils and the pair of spoons, together.) Go behind the screen and use one object to make a noise. Say to the child:

NOW YOU MAKE THIS NOISE.

If the child does not respond, say:

TRY TO FIND THE THING THAT MAKES THE NOISE THAT I AM MAKING.
(Repeat noise.)

Make the noises in the following order:

- a. ring the bell
- b. strike the pencils together
- c. strike the spoons together
- d. jingle the keys
- e. open and close scissors

Checklist:

2. The child identifies:

- a. the bell ringing.
- b. the pencils being struck together.
- c. the spoons being struck together.
- d. the keys jingling.
- e. the scissors being opened and closed.

Scoring Criteria:

The child must respond correctly to any four of the five subparts for Item 2 to be correct.

GOAL AREA: Listening

OBJECTIVE 3: The child demonstrates understanding of a basic vocabulary related to his or her environment. (Items 3 and 4)

ITEM 3

Mode of Assessment: Individual

Materials:

Worksheet W2

Directions:

Place the worksheet on a table in front of the child. Give the child the following directions:

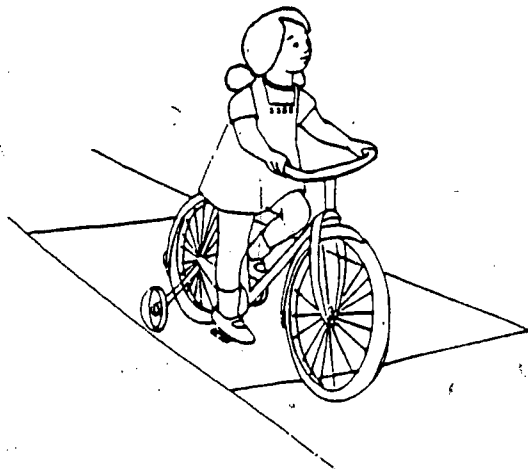
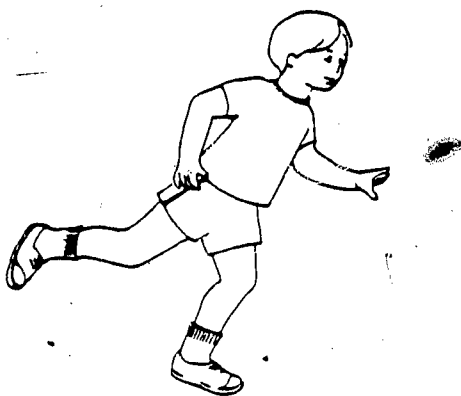
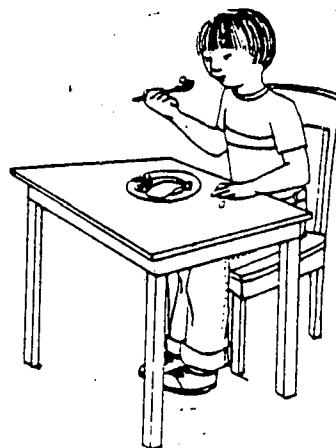
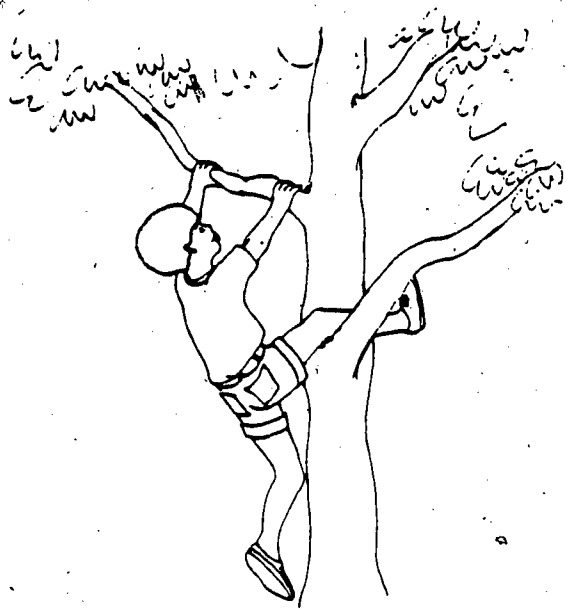
LOOK AT THE PICTURE.
POINT TO THE CHILD WHO IS RUNNING.
POINT TO THE CHILD WHO IS THROWING.
POINT TO THE CHILD WHO IS CLIMBING.
POINT TO THE CHILD WHO IS EATING.
POINT TO THE CHILD WHO IS RIDING.
POINT TO THE CHILD WHO IS JUMPING.

Checklist:

3. The child correctly identifies the picture of the child who is:
 - a. running.
 - b. throwing.
 - c. climbing.
 - d. eating.
 - e. riding.
 - f. jumping.

Scoring Criteria:

The child must respond correctly to each of the six subparts for Item 3 to be correct.



GOAL AREA: Listening

OBJECTIVE 3: The child demonstrates understanding of a basic vocabulary related to his or her environment. (Items 3 and 4)

ITEM 4

NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

Mode of Assessment: Individual

Materials:

Colored crayons (red, yellow, green, blue, orange, purple, brown, and black)

Directions:

Arrange the crayons in random order in front of the child. Say:

POINT TO THE RED ONE.
POINT TO THE BLUE ONE.
POINT TO THE GREEN ONE.
POINT TO THE ORANGE ONE.
POINT TO THE BLACK ONE.
POINT TO THE PURPLE ONE.
POINT TO THE YELLOW ONE.
POINT TO THE BROWN ONE.

Checklist:

4. The child correctly identifies the color:

- a. red.
- b. blue.
- c. green.
- d. orange.
- e. black.
- f. purple.
- g. yellow.
- h. brown.

Scoring Criteria:

The child must respond correctly to any seven of the eight/subparts for Item 4 to be correct.

GOAL AREA: Listening

OBJECTIVE 4: The child listens and responds to orally presented language for the purpose of appreciation. (Items 5 and 6)

ITEMS 5-6

Mode of Assessment: Group

Directions:

Observe children over a period of several weeks to determine their appreciation of orally presented language (e.g., stories, poems, fingerplays, nursery rhymes).

Checklist:

5. a. The child responds nonverbally during the presentations (e.g., with laughter, mimicking actions, looking surprised or frightened.)
b. The child comments on orally presented language (e.g., "That's funny," "I liked that story.").
- c. The child participates either by "reading" along or by repeating phrases that recur throughout the stories, rhymes, etc.
6. a. The child uses orally presented language as the basis for play activities (e.g., reciting rhymes, incorporating story characters and/or events in imaginative play, drawing pictures of storybook characters).

Scoring Criteria:

The child must respond correctly to any two of the three subparts for Item 5 to be correct.

GOAL AREA: Listening

OBJECTIVE 5: The child listens and responds to orally presented language for the purpose of appreciation. (Items 7 and 8)

ITEM 7

Mode of Assessment: Individual

Directions:

Give the child the following pairs of directions. Pause after each pair of directions to allow the child to complete the necessary actions.

- a. STAND UP AND CLAP YOUR HANDS
- b. POINT TO ME AND THEN CLOSE YOUR EYES.

Note: If the child continues an activity beyond the point at which he/she should stop, say: "You may stop now."

Checklist:

7. The child:
 - a. follows the first pair of directions correctly.
 - b. follows the second pair of directions correctly.

Scoring Criteria:

The child must respond correctly to both parts a and b for Item 7 to be correct.

GOAL AREA: Listening

OBJECTIVE 5: The child listens and responds to orally presented language for the purpose of appreciation. (Items 7 and 8)

ITEM 8

Mode of Assessment: Individual

Directions:

Ask the child to stand in a section of the room where he/she is free to move around. Say:

LISTEN TO THE THINGS I WANT YOU TO DO, THEN DO THEM.

a. SIT DOWN, PUT YOUR HANDS IN YOUR LAP, AND CLOSE YOUR EYES.

Pause while child performs the actions. Then say:

b. STAND UP, CLAP YOUR HANDS, AND TURN AROUND.

Pause. Then say:

c. CLAP YOUR HANDS, TOUCH YOUR NOSE, AND JUMP UP AND DOWN.

Note: If the child seems confused by a set of instructions, you may repeat the instructions ONCE.

Checklist:

8. The child:

- a. follows the first set of directions correctly.
- b. follows the second set of directions correctly.
- c. follows the third set of directions correctly.

Scoring Criteria:

The child must respond correctly to any two of the three subparts for Item 8 to be correct.

GOAL AREA: Listening

OBJECTIVE 6: The child listens and responds to orally presented language for the purpose of making judgments. (Items 9, 10, and 11)

ITEM 9

Mode of Assessment: Individual

Directions:

Say to the child:

WE'RE GOING TO PLAY A GUESSING GAME. LISTEN TO WHAT I SAY AND THEN TELL ME WHAT I AM.

- a. WHAT DO YOU LOOK AT TO FIND OUT WHAT TIME IT IS? (clock, watch)
- b. WHEN IT IS DARK, WHAT CAN YOU TURN ON TO HELP YOU SEE BETTER? (light, lamp)
- c. WHAT IS SOMETHING THAT HAS FOUR LEGS THAT YOU CAN SIT ON? (chair, sofa)
- d. WHAT CAN YOU LOOK AT IF YOU WANT TO SEE YOURSELF? (mirror)
- e. WHAT IS SOMETHING THAT YOU CAN SEE IN THE SKY WHEN IT'S DARK OUTSIDE? (moon, stars)

Note: Wait for the child's response between questions. Any logical response is acceptable. If a child cannot answer a riddle, or answers incorrectly, supply the correct answer before continuing with the next riddle. If the child is still confused, explain how the answer fits the riddle.

Checklist:

9. The child correctly answers:
 - a. the first riddle.
 - b. the second riddle.
 - c. the third riddle.
 - d. the fourth riddle.
 - e. the fifth riddle.

Scoring Criteria:

The child must respond correctly to any four of the five subparts for Item 9 to be correct.

GOAL AREA: Listening

OBJECTIVE 6: The child listens and responds to orally presented language for the purpose of making judgments. (Items 9, 10, and 11)
ITEM 10

Mode of Assessment: Individual

Directions:

Say:

I AM GOING TO TELL YOU A SHORT STORY. LISTEN CAREFULLY SO WE CAN TALK ABOUT IT WHEN I FINISH.

CAROL MADE A BEAUTIFUL PICTURE IN SCHOOL. AFTER SCHOOL SHE HAD TO WALK HOME. BECAUSE IT WAS A RAINY DAY, SHE PUT THE PICTURE IN A PAPER BAG. WHEN SHE GOT HOME THE BAG WAS VERY WET. SHE TOOK THE PICTURE OUT AND ALMOST CRIED WHEN SHE LOOKED AT IT. HER MOTHER SAID SHE WAS SURE IT HAD BEEN A PRETTY PICTURE.

Ask:

- a. WHY DID THE PICTURE GET WET?
- b. HOW DID SHE FEEL ABOUT HER PICTURE WHEN SHE GOT HOME?
- c. WHY DID CAROL FEEL THAT WAY?
- d. WHAT DO YOU THINK CAROL DID WITH THE PICTURE AFTER SHE TOOK IT OUT OF THE BAG AT HOME?
- e. IF YOU WANTED TO TAKE THE PICTURE HOME, HOW WOULD YOU KEEP IT FROM GETTING WET?

Checklist:

10. The child appropriately answers:
 - a. the first question.
 - b. the second question.
 - c. the third question.
 - d. the fourth question.
 - e. the fifth question.

Note: Any logical response to a question should be considered appropriate.

Examples of appropriate answers:

- a. It was raining; the bag wasn't waterproof; the rain (water) went through the bag; Carol didn't put it under her coat, etc.
- b. She felt sad, mad, unhappy, upset. (If child says, "She cried," say, "Yes, how did she feel?")
- c. The picture got wet, got messy, ran, etc.
- d. She threw it away, dried it off, made another one, etc.
- e. I would put it in a bag, put it under my coat, carry an umbrella, etc.

Scoring Criteria:

The child must respond correctly to any four of the five subparts for Item 10 to be correct.

SECTION 2

GOAL AREA: SPEAKING*

Items 11-21

* Slight changes may appear in the objectives listed for this goal area from those listed in the Kindergarten in Georgia handbook.

GOAL AREA: Speaking

OBJECTIVE 1: The child uses oral language to describe experiences.
(Items 11, 12, and 13)

ITEMS 11-13

Mode of Assessment: Group

Directions:

Observe the children over several days during group times and independent-choice times to see if they use language.

Checklist:

Child speaks freely and uses language:

11. a. one-to-one with adults.
12. a. in small groups (two to five).
13. a. in large groups (more than five but less than the whole class).

GOAL AREA: Speaking

OBJECTIVE 2: The child modulates voice to accommodate the activity setting. (Item 14)*

OBJECTIVE 2.5: The child uses language understandable to others. (Item 15)*

ITEMS 14-15

Mode of Assessment: Group

Directions:

Gather a group of five children. Ask the first child:

WHAT IS YOUR FAVORITE THING TO EAT:

After the first child has had an opportunity to speak, ask the other children what he/she said. For example:

WHAT FOOD DOES BARBARA LIKE BEST?

Then continue the same sequence with the second child (i.e., ask the child what food he or she likes best, and then ask the other children what that child said).

Checklist:

14. a. Child speaks loudly enough to be heard by the teacher.
15. a. One or more children can repeat what child said.

* Objective 2 from the Kindergarten in Georgia handbook has been divided into two objectives for the purposes of this assessment.

GOAL AREA: Speaking

OBJECTIVE 3: The child uses functional vocabulary related to experiences.
(Items 16 and 17)

ITEM 16

Mode of Assessment: Individual

Materials:

Toy or doll
Box
Table or desk

Directions:

Take the doll and put it in the box. Say:

THE DOLL IS IN THE BOX.

Then put the doll on the table and ask the child:

TELL ME WHERE THE DOLL IS NOW?

Then put the doll in the following places: on top of your head, behind your back, and under the table. Each time, ask the child:

TELL ME WHERE THE DOLL IS NOW?

Checklist:

16. The child states that the doll is:

- a. on the table.
- b. on (top of) your head.
- c. behind your back.
- d. under the table.

Note: Any logical response is acceptable.

Scoring Criteria:

The child must respond correctly to all four subparts for Item 16 to be correct.

GOAL AREA: Speaking

OBJECTIVE 3: The child uses functional vocabulary related to experiences.
(Items 16 and 17)

ITEM 17

Mode of Assessment: Individual

Directions:

Ask the child the following questions:

- a. TELL ME WHAT YOU DID BEFORE YOU CAME TO SCHOOL?
- b. TELL ME HOW YOU GOT TO SCHOOL TODAY?
- c. TELL ME WHAT YOU DO AT SCHOOL?
- d. TELL ME WHAT YOU DO AFTER SCHOOL?

If the child fails to answer the first question, or answers with one or two words, prompt the child.

Checklist:

17. The child uses specific functional terms such as verbs (ate, played, walk, rode) and/or nouns (mother, breakfast, car, toys, TV) in a meaningful way to answer:
 - a. the first question.
 - b. the second question.
 - c. the third question.
 - d. the fourth question.

Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 17 to be correct.

GOAL AREA: Speaking

OBJECTIVE 4: The child uses elaborated language to describe objects, events, feelings, and their relationship. (Items 18 and 19)

ITEM 18

Mode of Assessment: Individual

Materials:

Worksheets W3, W4 and W5

Directions:

Place the three pictures in front of the child. Point to each picture in turn. Ask:

HOW DO YOU THINK HE/SHE FEELS?

If the child does not answer, ask something obviously inappropriate, such as:

DOES HE LOOK SLEEPY? for a surprised face.

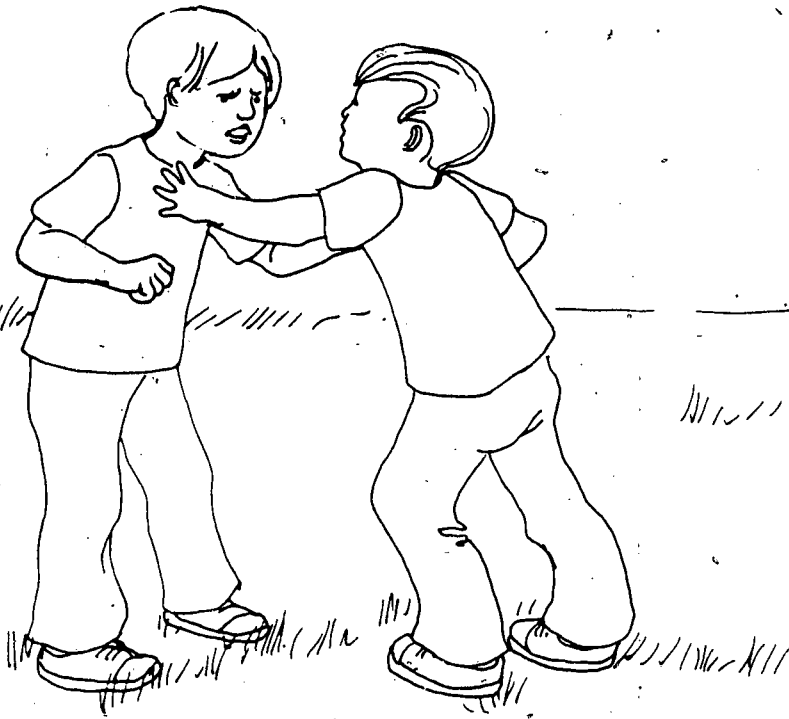
After child says how the person feels, ask:

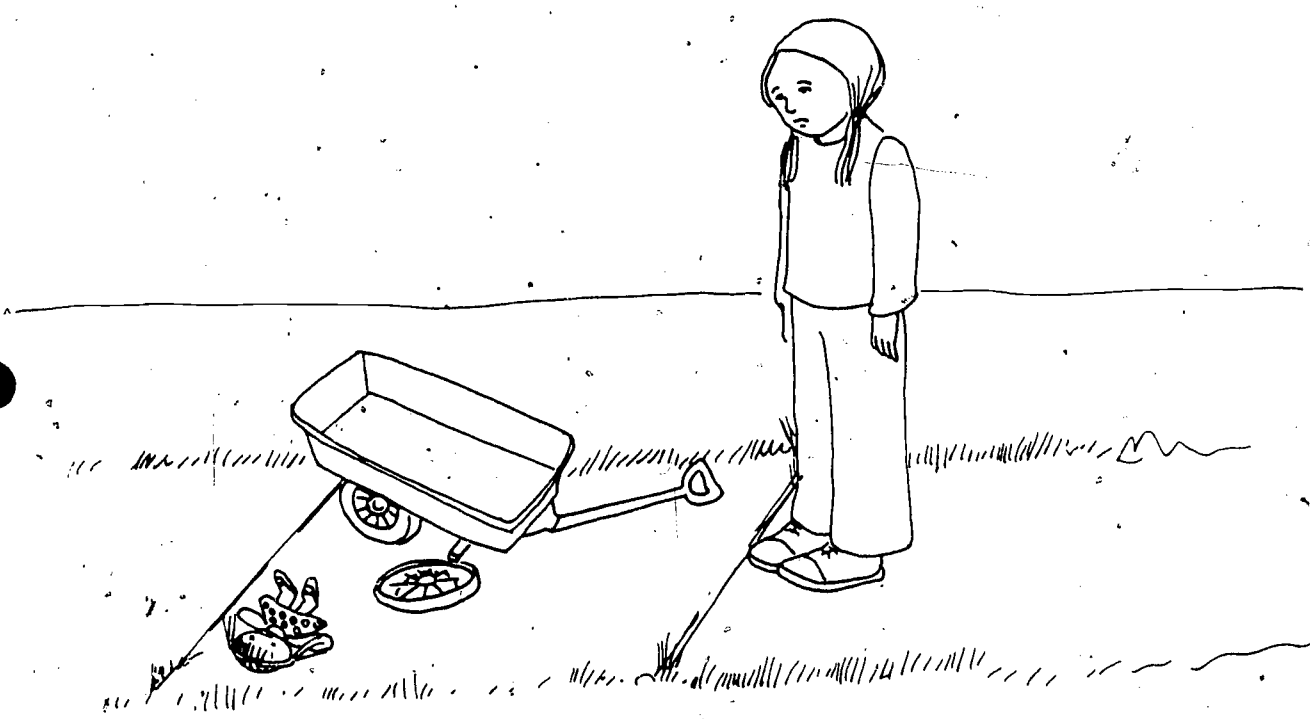
WHY DO YOU THINK HE/SHE FEELS THAT WAY?

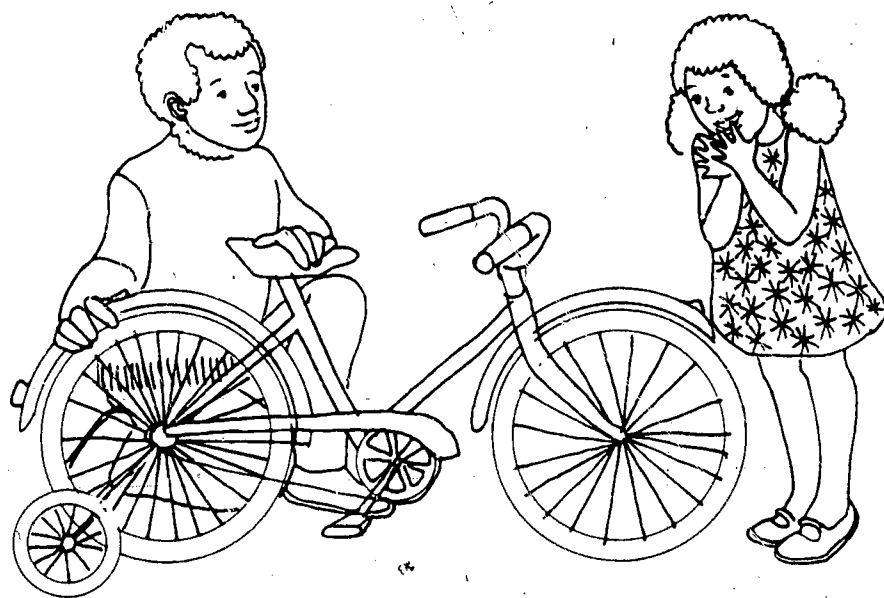
(Pause for answer.) Continue with the same questions for the next two faces.

Checklist:

18. a. The child can use descriptive language to describe why the pictured children feel a certain way.







GOAL AREA: Speaking

OBJECTIVE 4: The child uses elaborated language to describe objects, events, feelings, and their relationship. (Items 18 and 19)

ITEM 19

Mode of Assessment: Individual

Materials:

Worksheets W6 and W7

Directions:

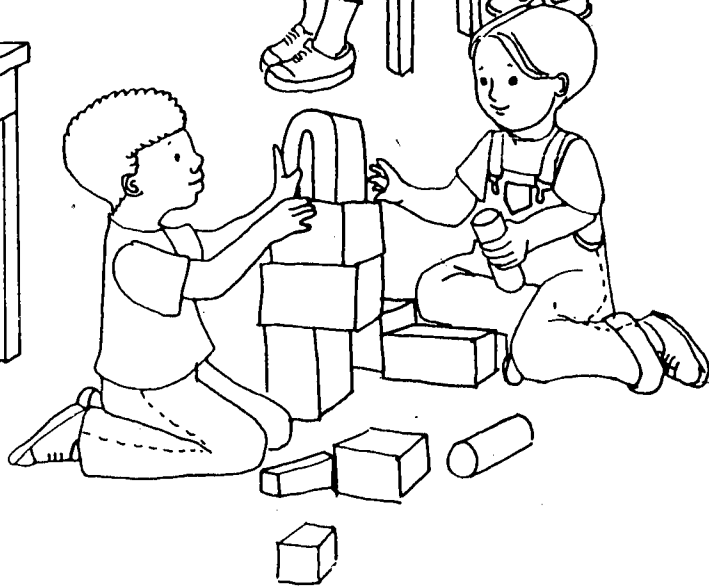
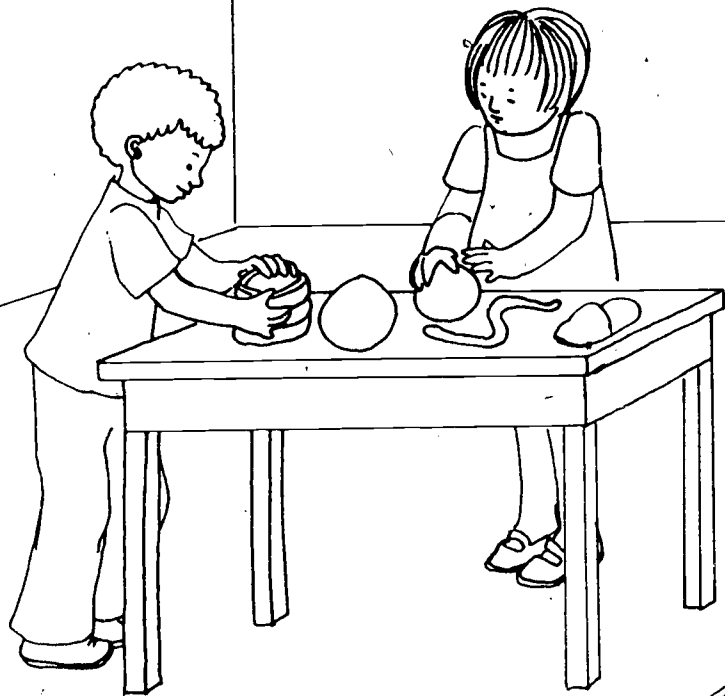
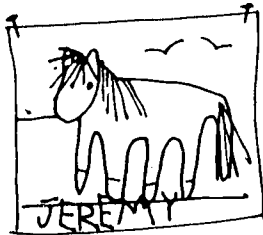
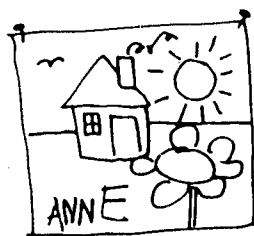
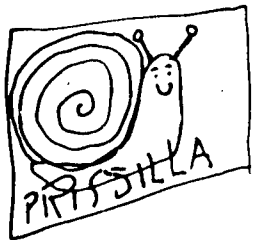
Show the child the two pictures, one at a time. Say to the child:

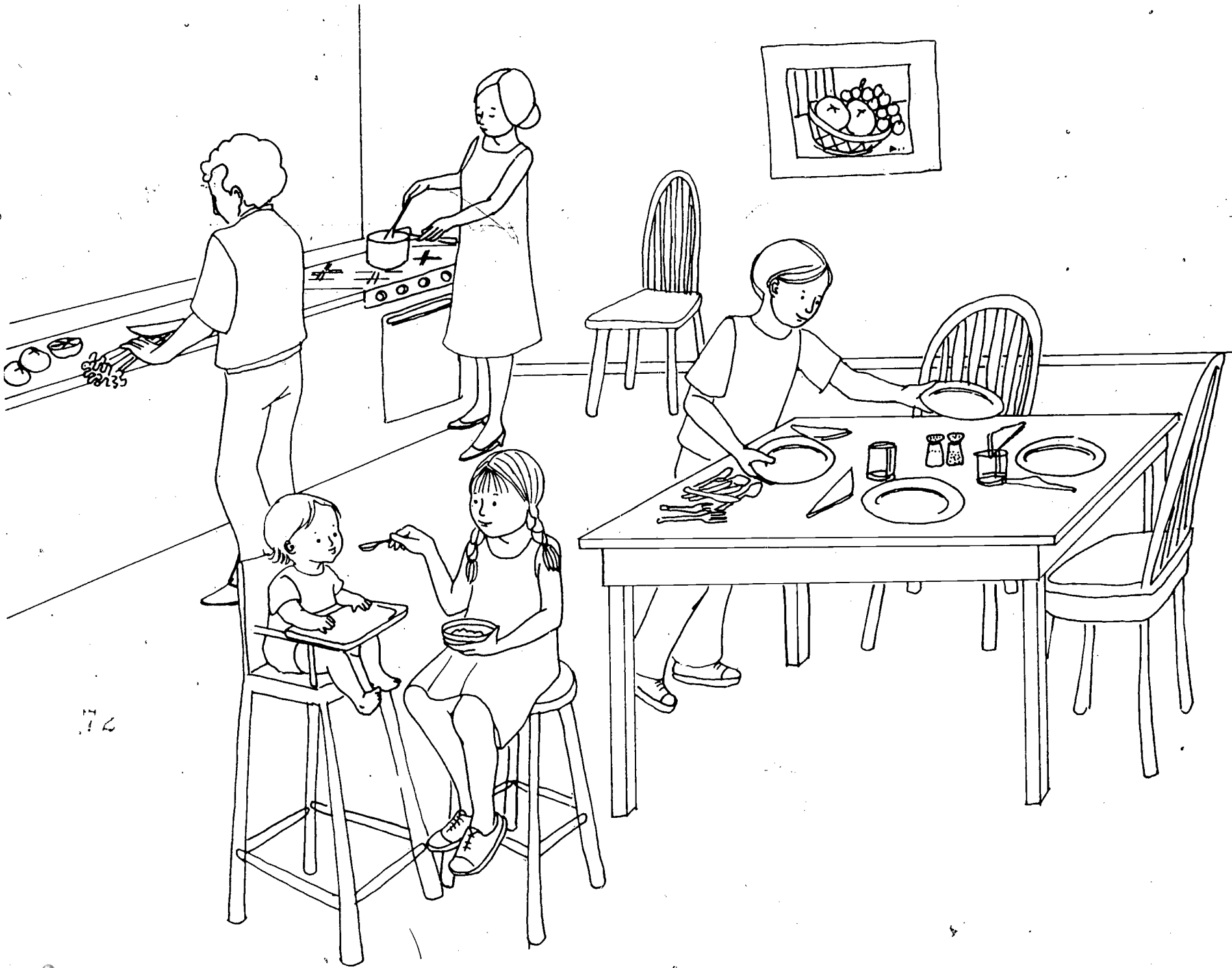
TELL ME ABOUT THE DIFFERENT THINGS YOU SEE IN THIS PICTURE.

If the child's description is extremely brief or incomplete, ask him/her specific questions such as, "What is the child doing?" "What is this?" (pointing to an object).

Checklist:

19. a. The child uses elaborated language (i.e., adjectives, adverbs, phrases) to describe the objects, events, emotions, etc. depicted.





20
0207
02135

72

-26-

73

GOAL AREA: Speaking

OBJECTIVE 5: The child uses elaborated language to communicate with others for a variety of purposes. (Items 20 and 21)

ITEMS 20-21

Mode of Assessment: Group

Directions:

Observe the child during periods when conversation is appropriate (e.g., during self-selection times, during recess, before and after school). Use the checklist as a guide to observe the child's ability to use elaborated language (i.e., adjectives, adverbs, and phrases) in communicating with others.

Checklist:

The child spontaneously uses elaborated language (adjectives, adverbs, phrases) in the following situations:

20. a. one-to-one with adults.
21. a. in small groups (two to five persons).

SECTION 3

GOAL AREA: READING*

Items 22-41

* Slight changes may appear in the objectives listed for this goal area from those listed in the Kindergarten in Georgia handbook.

GOAL AREA: Reading

OBJECTIVE 1: The child demonstrates interest in being read to as a way to extend/enrich personal experience. (Items 22 and 23)

ITEMS 22-23

Mode of Assessment: Group

Directions:

Over a period of a month, observe the children during story time and quiet choice times to determine their interest in listening to stories and exploring books and written material.

Checklist:

- 22. a. The child attends when stories are read (eye contact, lack of disruptive behavior, not easily distracted).
- 23. a. The child at least occasionally exhibits interest in being read to (i.e., requests reading over other activities, asks for stories to be repeated, picks up books).

Note: For the purposes of this assessment, the term "occasionally" may be defined as once a week.

GOAL AREA: Reading

OBJECTIVE 2: The child discriminates auditory similarities and differences in commonly used word. (Items 24 and 25)

ITEM 24.

Mode of Assessment: Individual

Materials:

Worksheets W1 and W8

Directions:

Give the child the worksheet. Use the oaktag to cover up all except the first row. Say to the child:

I WANT YOU TO POINT TO THE PICTURE WHEN I NAME IT: CUP, FLOWER, BEE, CAT.

Correct any mistake the child may make. Then say:

WHICH PICTURE STARTS WITH THE SAME SOUND AS "CUP"?

When the child has answered, move on to the next set. Repeat the instructions with the next three sets of pictures (table, girl, tent, book; bat, chair, dog, boy; and pig, pie, ball, truck).

Note: The child may respond verbally or by pointing.

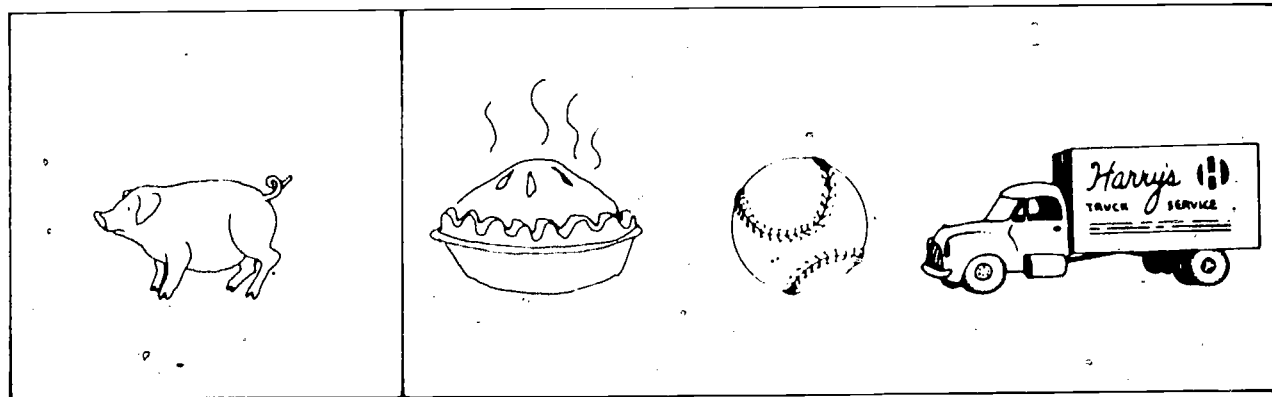
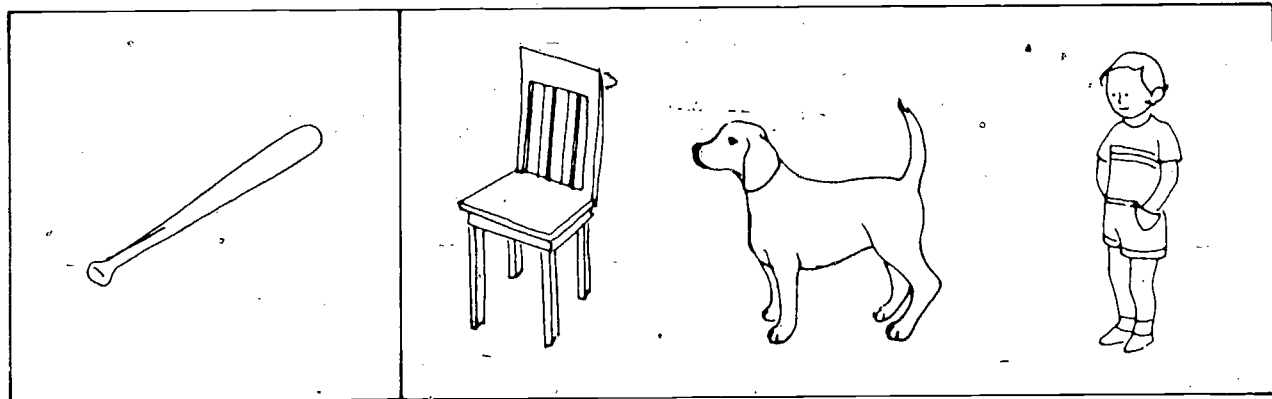
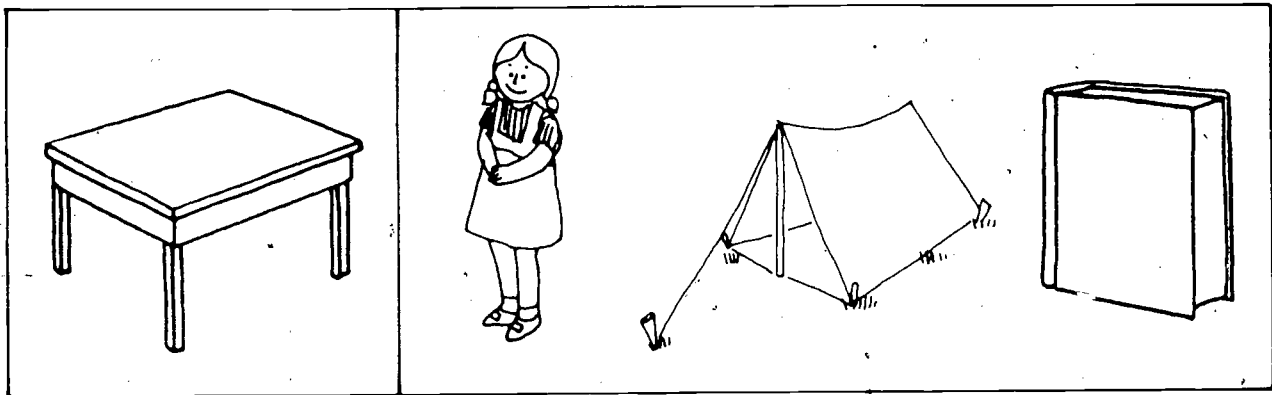
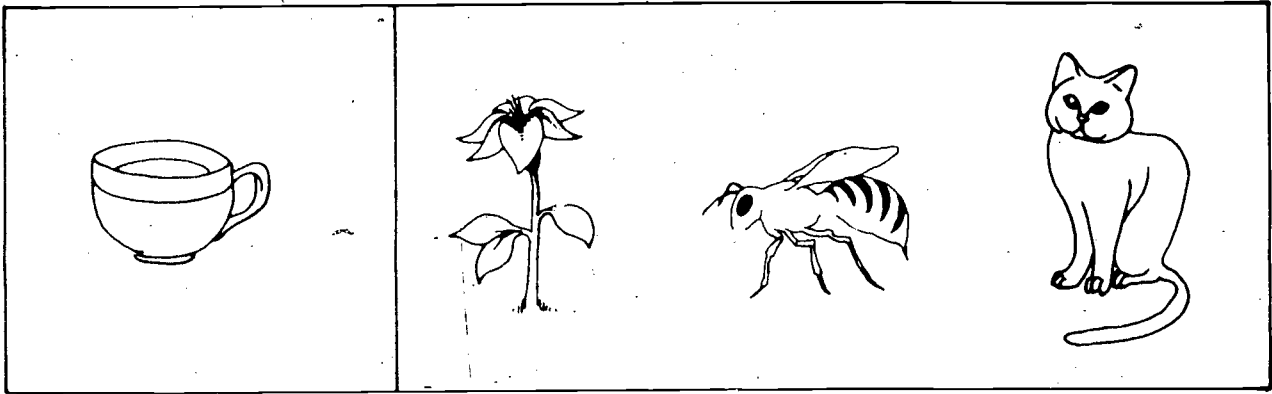
Checklist:

24. The child points to the:

- a. cat.
- b. tent.
- c. boy.
- d. pie.

Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 24 to be correct.



GOAL AREA: Reading

OBJECTIVE 2: The child discriminates auditory similarities and differences in commonly used word. (Items 24 and 25).

ITEM 25

Mode of Assessment: Individual

Materials:

Worksheets W1 and W9

Directions:

Cover up all but the first row with the piece of oaktag. Say to the child:

I WANT YOU TO POINT TO THE PICTURE WHEN I NAME IT:
CAT, BANANA, HAT, CHAIR.

Correct any mistake the child may make. Then say:

WHICH PICTURE ENDS WITH THE SAME SOUND AS "CAT"?

When the child has answered, move on to the next set. Repeat the same instructions for: nose, rabbit, flag, hose; eye, pie, fish, sock; house, cup, pig, mouse.

Note: The child may respond either verbally or by pointing.

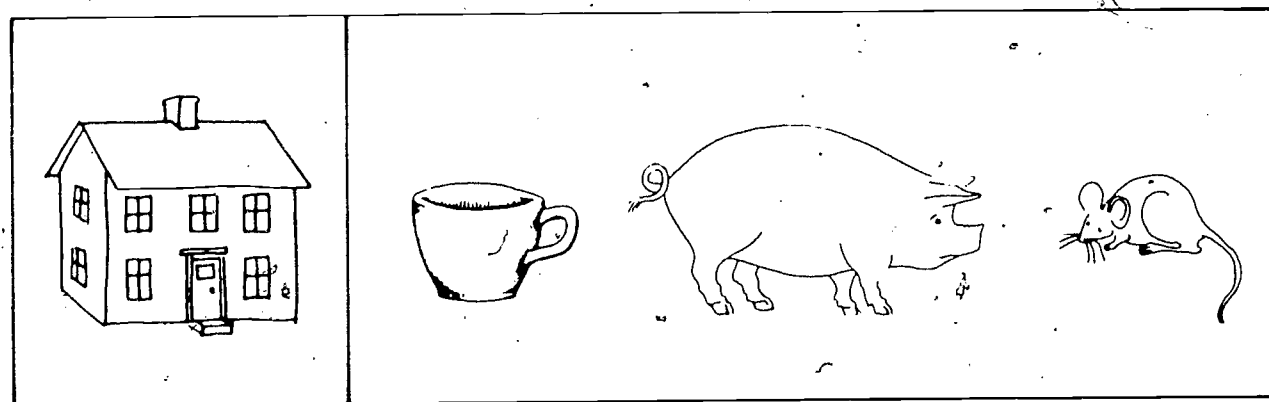
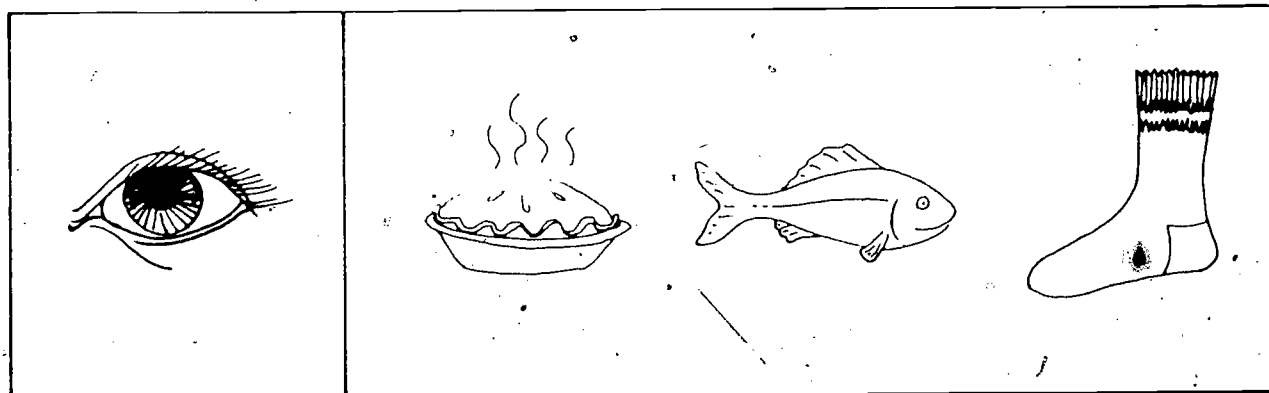
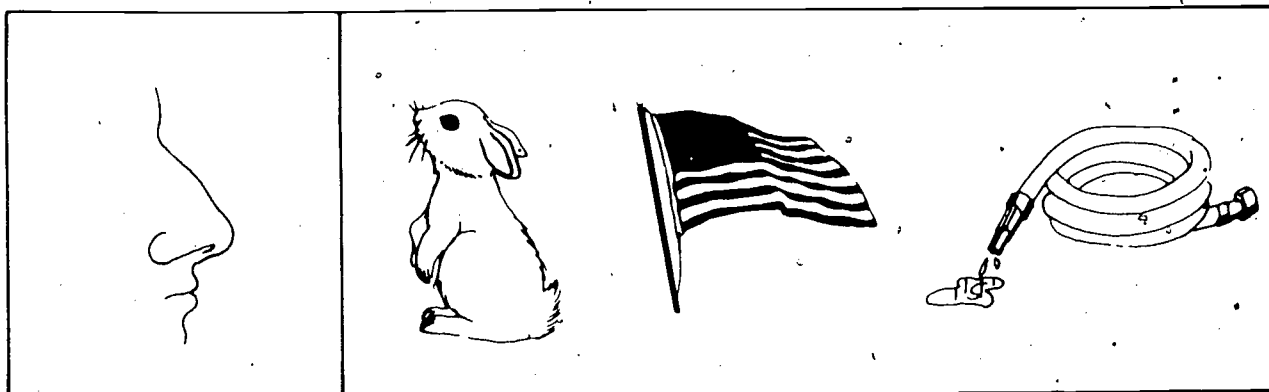
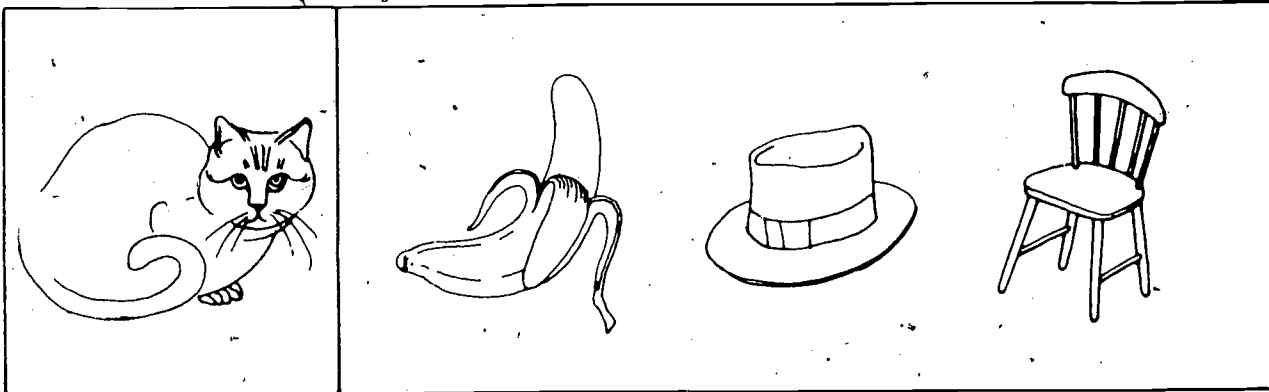
Checklist:

25. In response to the four matching questions the child indicates (either verbally or by pointing):

- a. hat.
- b. hose.
- c. pie.
- d. mouse.

Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 25 to be correct.



GOAL AREA: Reading

OBJECTIVE 3: The child discriminates visual similarities and differences in commonly used words. (Items 26 and 27)

ITEM 26

Mode of Assessment: Individual

Materials:

Worksheets W1 and W10

Directions:

Give the child the worksheet. Use the oaktag to cover everything but the first example. Point to the word "pots" above the box. Then say to the child:

LOOK AT THIS WORD. NOW LOOK AT THE WORDS IN THE BOX. POINT TO THE ONE THAT IS JUST LIKE THIS ONE.

Continue with the next set, moving the oaktag down the page so as to uncover the sets one by one.

Checklist:

26. In response to the four questions the child points to:

- a. pots.
- b. pig.
- c. far.
- d. where.

Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 26 to be correct.

pots

pots stop

pig

big pig

far

far fear

where

what where

GOAL AREA: Reading

OBJECTIVE 3: The child discriminates visual similarities and differences in commonly used words. (Items 26 and 27)

ITEM 27

Mode of Assessment: Individual

Materials:

Worksheets W1 and W11
Piece of oaktag

Directions:

Give the child the worksheet. Cover all except the first row of words with the oaktag. Say to the child:

LOOK AT THIS ROW, AND POINT TO THE FIRST WORD.

Guide the child so that he/she points to the first word without covering it. Then say:

NOW LOOK AT THE OTHER WORDS IN THE ROW. POINT TO THE WORD THAT LOOKS JUST LIKE THE FIRST WORD.

Move the oaktag down the page to uncover the next set of words. Repeat the directions.

Checklist:

27. In response to the four matching questions, the child points to:

- a. bug.
- b. cat.
- c. ban.
- d. nap.

Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 27 to be correct.

| | |
|------------|--------------------|
| bug | bug bud bag |
|------------|--------------------|

| | |
|------------|--------------------|
| cat | cot car cat |
|------------|--------------------|

| | |
|------------|--------------------|
| ban | ran ban tan |
|------------|--------------------|

| | |
|------------|--------------------|
| nap | pan nap map |
|------------|--------------------|

GOAL AREA: Reading

OBJECTIVE 4: The child analyzes and interprets pictures of objects, people and events using elaborated language. (Items 28, 29, and 30)

ITEM 28

Mode of Assessment: Individual

Materials:

Worksheet W12

Directions:

Cut the three pictures out of the worksheet. Hold the three cards in sequential order. Put the first card face up in front of the child. Say:

TELL ME WHAT IS HAPPENING IN THIS PICTURE.

Pause for answer. Continue with second picture (lay it to the right of the first card). Ask:

WHAT IS HAPPENING IN THIS PICTURE?

Pause. And so on with all three cards.

Note: If the child is hesitant, describe the first card yourself, then encourage the child to continue independently.

Checklist:

28. a. The child uses elaborated language (adjectives, adverbs, phrases) to describe the event depicted in each card. The interpretation in each card must follow logically from the child's preceding description.

Examples of descriptions:

PICTURE 1: Acceptable: They're putting on their smocks;
they're covering up their clothes. They're
getting dressed.

Unacceptable: They're at school (too vague);
they're getting ready for storytime.



GOAL AREA: Reading

OBJECTIVE 4: The child analyzes and interprets pictures of objects, people and events using elaborated language. (Items 28, 29, and 30)

ITEM 29

Mode of Assessment: Individual _____

Materials:

Worksheet W13

Directions:

Show the picture to the child and ask the following questions:

- a. WHAT HAPPENED TO THE GLASS?
- b. HOW DO YOU THINK THE BOY MIGHT HAVE BROKEN IT?
- c. HOW DO YOU THINK THE BOY FEELS?
- d. WHAT DO YOU THINK WILL HAPPEN NEXT?

Checklist:

29. The child provides an appropriate answer for:
 - a. the first question.
 - b. the second question.
 - c. the third question.
 - d. the fourth question.

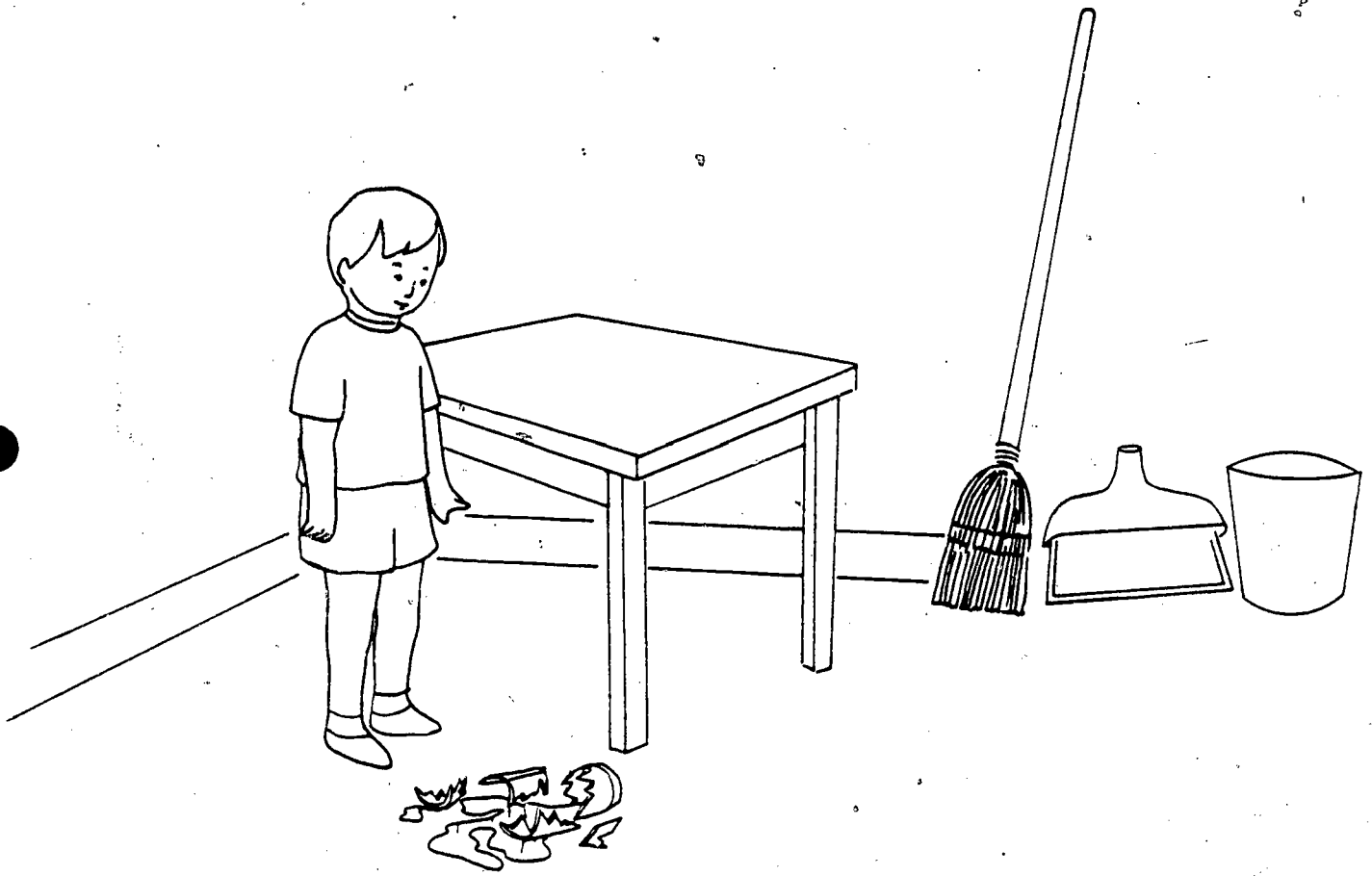
Note: Answers must demonstrate an understanding of cause and effect, sequencing, logical outcomes, etc.

Examples of appropriate answers:

- a. It got broken; the boy dropped it; the boy knocked it off the table.
- b. He wasn't careful; he dropped it; he bumped it.
- c. Sad, angry, bad, scared.
- d. He'll clean it up; he'll call his mother/father; he'll fix it; he'll hide it; he'll get in trouble.

Scoring Criteria:

The child must respond correctly to all four subparts for Item 29 to be correct.



GOAL AREA: Reading

OBJECTIVE 4: The child analyzes and interprets pictures of objects, people and events using elaborated language. (Items 28, 29, and 30)

ITEM 30

Mode of Assessment: Individual

Materials:

Worksheet W14

Directions:

Cut the three pictures out of the worksheet. Put the three pictures in incorrect order in front of the child. Ask the questions indicated and have the child rearrange the pictures in logical order. Say:

HERE ARE THREE PICTURES ABOUT A GAS STATION. LET'S SEE IF YOU CAN PUT THE PICTURES IN ORDER WITHOUT MY HELP. DECIDE WHICH PICTURE COMES FIRST.

Let child proceed independently if he/she is able. Otherwise, provide cues, such as:

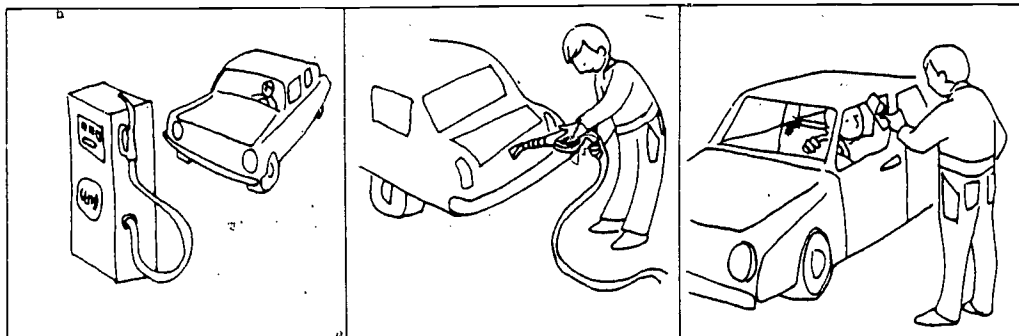
WHERE DO YOU PUT THE FIRST PICTURE?

When the pictures have been arranged, ask the child to tell the story.

Checklist:

30. a. The child provides an appropriate interpretation of each picture (either in response to a question, or without prompting)..

Note: The man may pay the attendant either before or after getting the gas. In any case, if the child can justify the sequence it is acceptable.



GOAL AREA: Reading

OBJECTIVE 5: The child demonstrates understanding of terms used in reading instruction. (Items 31-38)

ITEMS 31-38

Mode of Assessment: Individual

Materials:

Worksheet W1 and W15

Directions:

Give the child the sheet and say the following:

31. POINT TO THE BOX AT THE TOP OF THE PAGE.
32. POINT TO THE BOX AT THE BOTTOM OF THE PAGE.
33. POINT TO A LETTER.

Cover up all but the top box and say:

34. POINT TO THE FLOWER THAT IS DIFFERENT FROM THE OTHERS.
35. POINT TO THE FLOWER THAT IS ON THE RIGHT.

Cover up all but the second box and say:

36. POINT TO THE LETTER THAT IS ON THE LEFT.

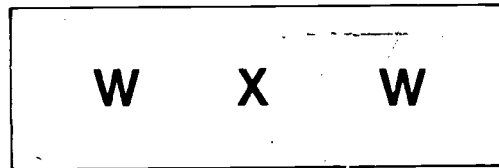
Cover up all but the third box and say:

37. POINT TO THE BEGINNING OF THIS WORD.
38. POINT TO THE END OF THIS WORD.

Checklist:

The child points as directed to:

31. a. the top of page.
32. a. the bottom of page.
33. a. one letter.
34. a. the flower that is different.
35. a. the flower on the right.
36. a. the letter on the left.
37. a. the beginning of the word.
38. a. the end of the word.



GOAL AREA: Reading

OBJECTIVE 6: The child identifies individual letters, high-interest words and phrases that appear frequently in his/her environment. (Items 39, 40, and 41).

ITEM 39

Mode of Assessment: Individual

Materials:

Worksheets W16 and W17

Optional: Wooden alphabet letters or 26 cards with the letters of the alphabet on them (all capitals)

Directions:

Put the 26 letters right side up (in random order) in front of the child. Ask him/her to pick up and hand you the letters one by one, and to name the letters he/she knows. If the child misses more than seven letters, there is no reason to continue.

Checklist:

39. The child correctly identifies:

A
B
C
D
E
F

G
H
I
J
K

L
M
N
O
P

Q
R
S
T
U

V
W
X
Y
Z

Scoring Criteria:

The child must correctly identify 20 of the 26 capital letters for Item 39 to be correct.

| | | |
|---|---|---|
| A | B | C |
| D | E | F |
| G | H | I |
| J | K | L |
| M | N | O |

| | | |
|---|---|---|
| P | Q | R |
| S | T | U |
| V | W | X |
| Y | Z | |
| | | |

GOAL AREA: Reading

OBJECTIVE 6: The child identifies individual letters, high-interest words and phrases that appear frequently in his/her environment.
(Items 39, 40, and 41)

ITEM 40

Mode of Assessment: Individual

Materials:

Worksheets W18 and W19

Optional: Wooden alphabet letters or 26 cards with the lower-case alphabet letters printed on them.

Directions:

Put the 26 letters right side up (in random order) in front of the child. Ask him/her to pick up and hand you the letters one by one, and to name the letters he/she knows. If the child misses more than seven letters, there is no reason to continue.

Checklist:

40. The child correctly identifies:

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

Scoring Criteria:

The child must correctly identify 20 of the 26 lower-case letters for Item 40 to be correct.

| | | |
|---|---|---|
| a | b | c |
| d | e | f |
| g | h | i |
| j | k | l |
| m | n | o |

| | | |
|---|---|---|
| p | q | r |
| s | t | u |
| v | w | x |
| y | z | |
| | | |

GOAL AREA: Reading

OBJECTIVE 6: The child identifies individual letters, high-interest words and phrases that appear frequently in his/her environment.
(Items 39, 40, and 41)

ITEM 41

Mode of Assessment: Individual

Materials:

Four name tags including one with the name of the child being tested
A large (at least 9 x 9-inch) eight-sided sign made out of red paper
without the word "STOP" on it
Worksheets W20, W21, W22, and W23

Directions:

NAME TAGS. Place four name tags including one with the child's first name in front of him/her. Say:

a. SHOW ME YOUR NAME.

Pause. Then say:

b. SHOW ME THE FIRST LETTER IN YOUR NAME.

STOP SIGN. Place the red sign and the three words "STOP," "WALK," "MILK" in front of the child. Say:

c. THIS IS A STOP SIGN, BUT IT NEEDS THE WORD PUT ON IT.
WHICH WORD DO YOU THINK GOES ON THE SIGN?

BATHROOMS.

d. IN OUR SCHOOL THERE ARE DIFFERENT BATHROOMS FOR THE (OLDER) BOYS AND GIRLS. HERE'S A PICTURE OF THE TWO DOORS INTO THE BATHROOMS. WHICH BATHROOM WOULD YOU GO INTO?

EXIT. Show the child the three words: "LOOK," "EXIT," "NAME." Say:

DO YOU KNOW WHAT AN EXIT IS?

Wait for response.

- e. IN LOTS OF BUILDINGS THERE ARE EXIT SIGNS TO SHOW YOU THE WAY OUT. WHICH OF THESE WORDS SAYS "EXIT"?

Checklist:

41. The child indicates:

- a. his/her name.
- b. the first letter in his/her name.
- c. the word "stop."
- d. the correct bathroom.
- e. the word "exit."

Scoring Criteria:

The child must respond correctly to any four of the five subparts for Item 41 to be correct.

MILK

STOP

NAME

EXIT

LOOK

WALK

GIRLS

BOYS

SECTION 4

GOAL AREA: WRITING*

Items 42-54

* Slight changes may appear in the objectives listed for this goal area from those listed in the Kindergarten in Georgia handbook.

GOAL AREA: Writing

OBJECTIVE 1: The child demonstrates interest in a variety of written materials. (Items 42 and 43)

ITEMS 42-43

Mode of Assessment: Group

Directions:

(Note: The reliability of this exercise depends on a variety of written material in the classroom.)

Select one indicator on the checklist to observe for several days, then change focus by selecting another indicator. Plan several days of writing language experience stories, e.g.:

Put meaningful signs in a conspicuous place, e.g., "The water table is open today."

Suggest written material for dramatic play settings and then observe to see if child requests the same materials on subsequent days.

Checklist:

- 42. The child:
 - a. notices titles on bulletin boards, signs in classroom, etc.
 - b. attends when language experience stories are recorded.

- 43. a. asks what written material says (e.g., signs, name cards).
b. asks to have words written (e.g., signs for block building, dramatic play, etc.).

Scoring Criteria:

The child must respond correctly to both parts a and b for Item 42 and Item 43 to be correct.

GOAL AREA: Writing

OBJECTIVE 2: The child demonstrates fine motor coordination in a variety of situations. (Items 44, 45, and 46)

ITEM 44

NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

Mode of Assessment: Individual

Materials:

Good cutting scissors, child-sized (left- or right-handed depending on child)

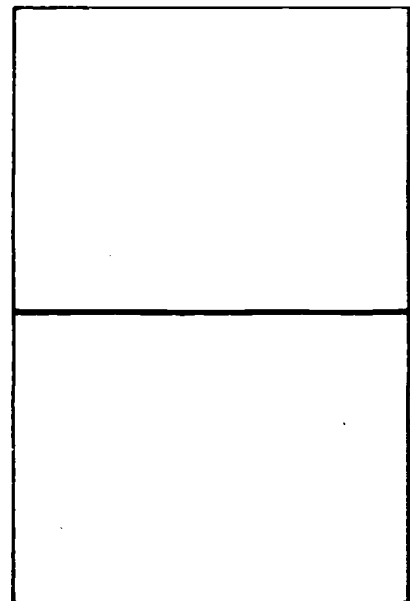
Worksheet W24 to duplicate (two per child)

Directions:

Take one piece of paper and show the child how to cut on the black line. Give the child the other piece of paper and the scissors. Ask the child to cut on the black line.

Checklist:

44. a. The child is able to cut (not tear) the paper in half without going more than one-quarter inch off the black line in either direction.



GOAL AREA: Writing

OBJECTIVE 2: The child demonstrates fine motor coordination in a variety of situations. (Items 44, 45, and 46)

ITEM 45

NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

Mode of Assessment: Individual

Materials:

A set of one-inch cubes

Directions:

Give the child 10-15 blocks. Keep five blocks. Say to the child:

WATCH ME BUILD A TOWER.

Stack the five blocks. Remove your tower and then say:

SEE HOW HIGH A TOWER YOU CAN BUILD.

If the child stops before using five blocks, say, "Can you build it any higher?" The child can continue if the blocks fall over.

Checklist:

45. a. The child makes a tower at least five blocks high.

GOAL AREA: Writing

OBJECTIVE 2: The child demonstrates fine motor coordination in a variety of situations. (Items 44, 45, and 46)

OBJECTIVE 4: The child demonstrates understanding of left-to-right pattern of writing. (Items 49, 50, and 51)

ITEMS 46 and 50

Mode of Assessment: Individual

Materials:

Crayon
Worksheet W25

Directions:

Give the child the crayon and the worksheet. Say:

LOOK AT THE LINES AT THE TOP OF THE PAPER. I WANT YOU TO TAKE YOUR FINGER AND TRACE BETWEEN THE LINES FROM LEFT TO RIGHT. TRY NOT TO TOUCH THE LINES WITH YOUR FINGER.

Pause while the child traces in between the lines. Then say:

NOW PICK UP THE CRAYON AND DRAW ANOTHER LINE IN BETWEEN THE LINES. TRY NOT TO MAKE THE CRAYON GO OUTSIDE THE BLACK LINES. MAKE THE CRAYON GO FROM LEFT TO RIGHT.

Pause while the child draws. Then say:

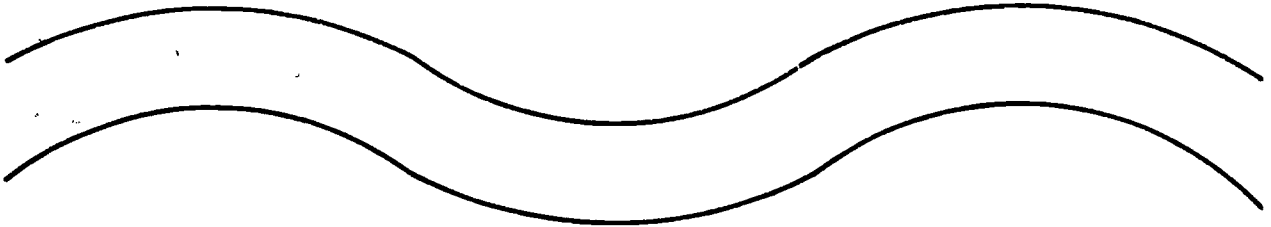
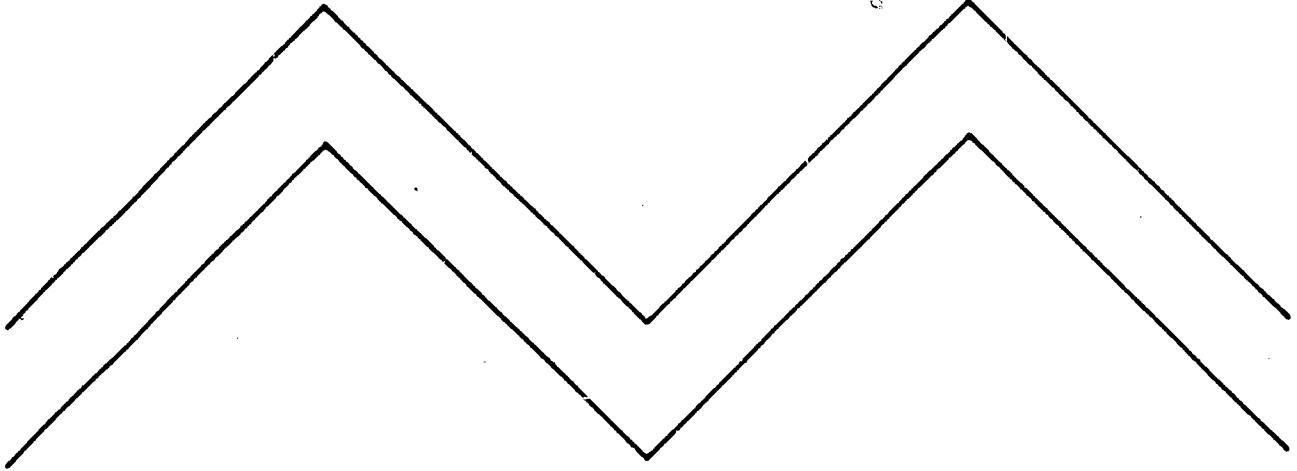
NOW LOOK AT THE LINES AT THE BOTTOM OF THE PAGE. DRAW A LINE FROM LEFT TO RIGHT IN BETWEEN THOSE LINES. DON'T LET THE CRAYON GO OUTSIDE THE LINES.

Note: If on any or all of the three attempts the child is confused by the directions to move from left to right, show him/her the left side and observe his/her fine motor coordination (objective I.4.2).

Checklist:

- 46. a. The child can keep his/her finger or crayon between the lines on all three tries. (On each attempt, he/she may go off the line one time.) The child may move from the left or from the right.

- 50. a. The child moves his/her finger and the crayon from left to right all three times without being shown where to begin.



GOAL AREA: Writing

OBJECTIVE 3: The child orally dictates meaningful information to an adult.
(Items 47 and 48)

ITEM 47

Mode of Assessment: Individual

Materials:

Worksheet W26

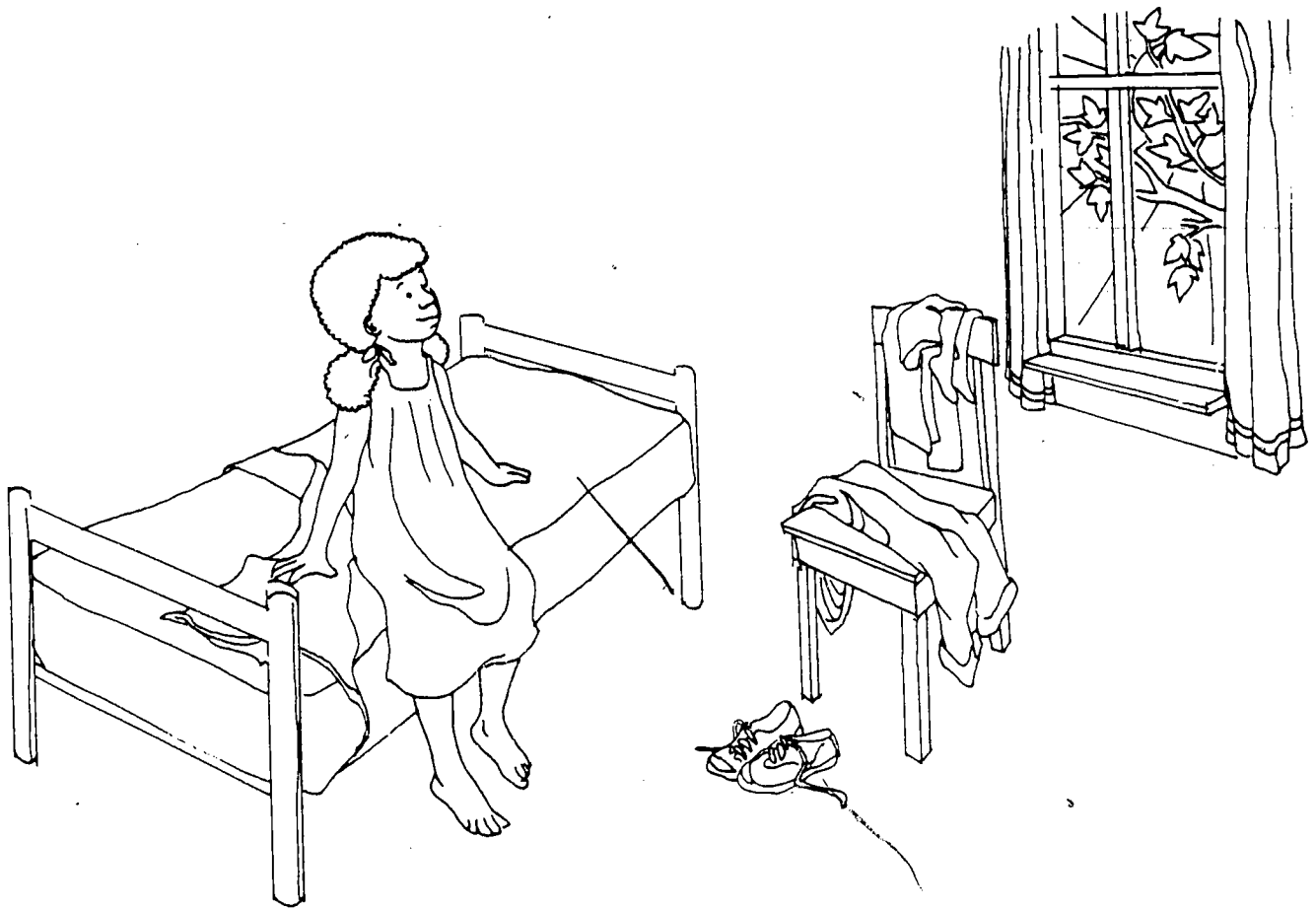
Directions:

Show the child the picture and say:

NOW I WANT YOU TO TELL ME A SHORT STORY ABOUT THIS PICTURE.
TELL ME SLOWLY SO THAT I CAN WRITE IT DOWN.

Checklist:

47. a. The child tells a connected story related to the picture, at a rate that permits you to copy it down (and if the child can pause if necessary without losing the thread of the story).



GOAL AREA: Writing

OBJECTIVE 3: The child orally dictates meaningful information to an adult.
(Items 47 and 48)

ITEM 48

Mode of Assessment: Individual

Materials:

Worksheet W27

Directions:

Show the child the picture. Say:

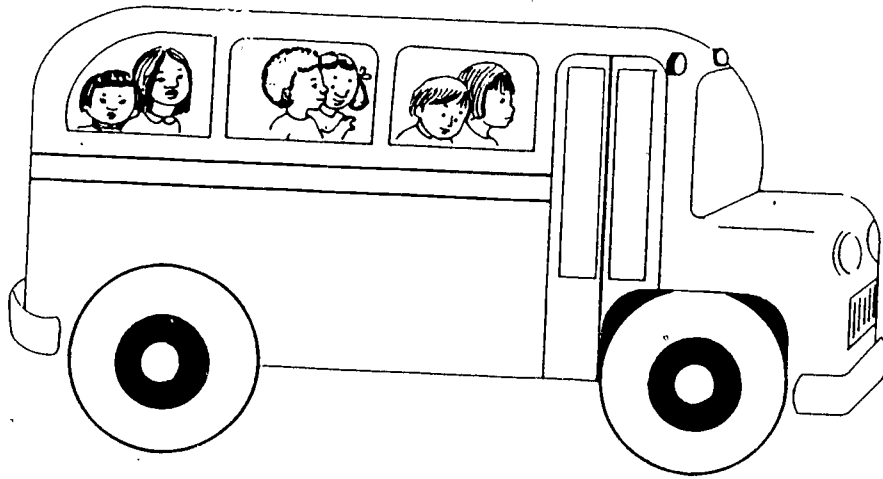
CAN YOU TELL ME A STORY ABOUT THE CHILDREN IN THE PICTURE?
I WANT TO KNOW WHERE THEY HAVE BEEN AND WHERE THEY ARE GOING.

Record the child's dictation.

If the child stops after one or two sentences, prompt him/her to tell you more.

Checklist:

48. a. The child tells a coherent story based on the picture and made up of at least three connected sentences. The story must provide some explanation of where children have been and where they are going. (However, the events need not be logical: a fantasy such as "The bus is going to fly to the moon" is acceptable. Nor do the events have to be told in chronological order. For example, the child could say, "The children are on the bus. They will be back home soon. Before they got on the bus, they were at school.") Simple sentences are acceptable.



GOAL AREA: Writing

OBJECTIVE 4: The child demonstrates understanding of left-to-right pattern of writing. (Items 49, 50, and 51)

ITEM 49

Mode of Assessment: Individual

Materials:

Worksheet W28

Directions:

Cut the three pictures out of the worksheet. Put the three pictures in incorrect order in front of the child. Ask the questions indicated and have the child rearrange the pictures in logical order. Say:

HERE ARE SOME PICTURES THAT TELL WHAT HAPPENED WHEN THIS
BOY, JOE, GOT HURT. CAN YOU SHOW ME THE PICTURE WHERE
THE ACCIDENT HAPPENED?
WHY DO YOU SUPPOSE HE FELL DOWN?
WE'LL PUT THIS PICTURE OVER HERE.

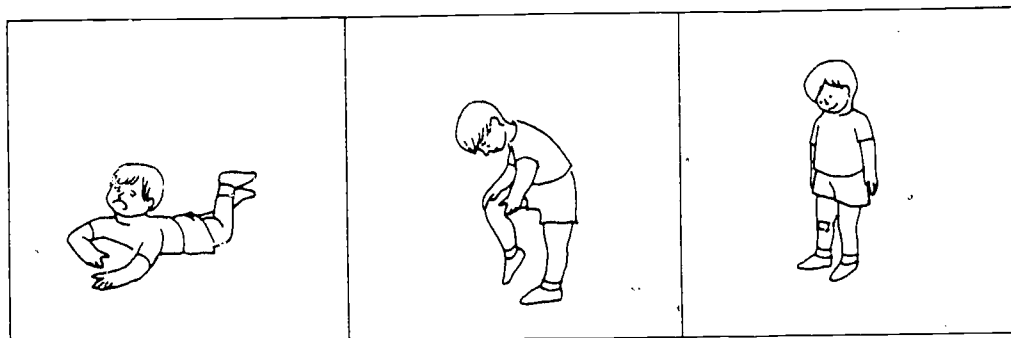
Place on child's left to show it happened first.

WHICH PICTURE SHOWS WHAT HAPPENED NEXT?
WHAT PART OF HIS BODY WAS HURT?
PUT THE PICTURE NEXT TO THE FIRST ONE.
AND HOW DOES THE STORY END?
HOW DOES JOE FEEL NOW?
PUT THE LAST PICTURE IN THE ROW.
NOW LET'S TELL THE STORY FROM BEGINNING TO END STARTING HERE.

Point to picture on the left.

Checklist:

49. a. The child organizes the pictures (logically or not) from left to right AND looks at the pictures from left to right as he/she tells the story.



GOAL AREA: Writing

OBJECTIVE 4: The child demonstrates understanding of left-to-right pattern of writing. (Items 49, 50, and 51)

ITEM 51

Mode of Assessment: Individual

Materials:

Two sets of cards (or blocks) with the letters of the child's name

Directions:

Have the child sit beside you at a table. Say:

I'M GOING TO SPELL YOUR NAME. WATCH HOW I PLACE THE LETTERS AS I SPELL YOUR NAME.

Put the cards in order so that they spell the child's name. Then put the other set of cards in front of the child in scrambled order. Say:

NOW PLACE THE CARDS TO SPELL YOUR NAME AS I DID.

Checklist:

51. a. The child moves from left to right in a reasonably horizontal pattern, and spells his/her name correctly.

GOAL AREA: Writing.

OBJECTIVE 5: The child (writes/puts) name and other meaningful words from his/her experience. (Items 52, 53, and 54)

ITEM 52


NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

Mode of Assessment: Individual

Materials:

Pencil

3 x 9-inch card with the child's name written in manuscript, e.g.:



Joanne

6 x 9-inch piece of unlined paper

Directions:

Show the child the card. Ask the child:

WHAT DOES THIS SAY?

If the child is unable to read the card, tell him/her what it says.

Give the child the pencil and blank paper and ask him/her to copy his/her name.

Checklist:

52. a. The child writes his/her name legibly, regardless of capitals and lower case letters.

GOAL AREA: Writing

OBJECTIVE 5: The child (writes/puts) name and other meaningful words from his/her experience. (Items 52, 53, and 54)

ITEM 53

Mode of Assessment: Individual

Materials:

Worksheet W29
Crayon

Directions:

Give the child the worksheet. Go through the pictures on the top half of the worksheet as follows. Point to the picture of the tree, then point to the word "tree" and say:

THIS IS THE WORD "TREE."

Continue with the dog and the moon, repeating the name of each. Then move to the lower half of the worksheet. Point to the moon and say:

WRITE THE WORD THAT SAYS "MOON."

If the child seems confused, say:

LOOK AT THE TOP OF THE PAPER AND FIND THE WORD "MOON."

If the child is still confused, point to the word "moon" on the top of the sheet. However, do not provide similar assistance in the next two examples.

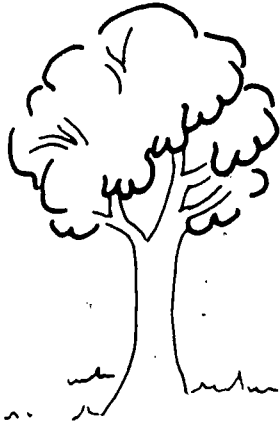
Checklist:

53. The child copies correctly and in the proper space:

- a. moon.
- b. tree.
- c. dog.

Scoring Criteria:

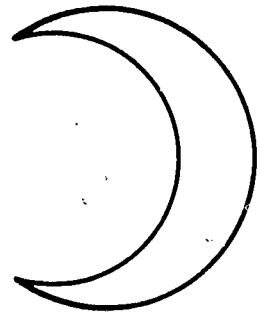
The child must respond correctly to any two of the three subparts for Item 53 to be correct.



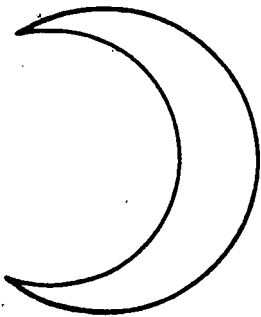
tree

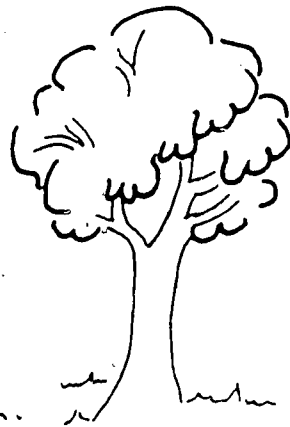


dog



moon







GOAL AREA: Writing

OBJECTIVE 5: The child (writes/puts) name and other meaningful words from his/her experience. (Items 52, 53, and 54)

ITEM 54

Mode of Assessment: Individual

Materials:

Crayon
Worksheets W30 and W31

Directions:

Put the card with the word "STOP" on it face down on the table. Then show the child the picture of the stop sign. Say:

THIS IS A STOP SIGN. WHEN YOU SEE THIS SIGN, YOU MUST STOP.

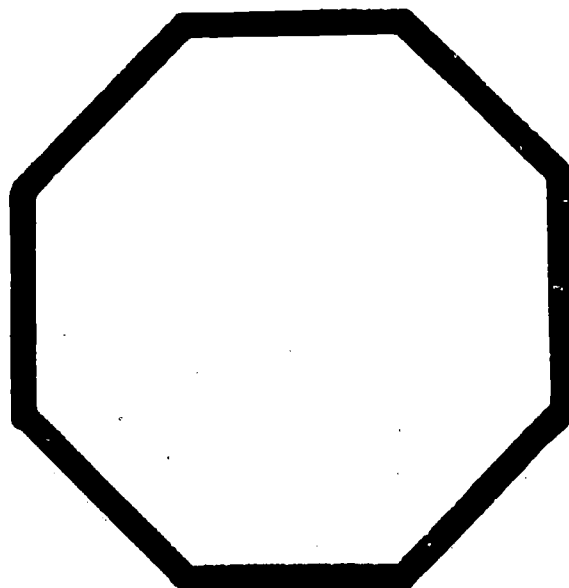
Turn over the card with the word "STOP" on it. Say:

THIS IS THE WORD "STOP." TRY TO WRITE "STOP" IN THE SIGN THAT MEANS YOU MUST STOP.

Checklist:

54. a. The child correctly copies the word "STOP."

STOP



SECTION 5

GOAL AREA: NUMBER AND NUMERATION*

Items 55-73

* Slight changes may appear in the objectives listed for this goal area from those listed in the Kindergarten in Georgia handbook. Objective 8 in the handbook was deleted for the purposes of this assessment.

GOAL AREA: Number and Numeration

OBJECTIVE 1: Classification: The child will be able to group objects according to similarities.

ITEM 55

Mode of Assessment: Individual

Materials:

Pieces of paper with shapes and colors as indicated below:

red ○ △

blue ○ △

green ○ △

Directions:

Put the shapes on the table in random order. Say to the child:

LOOK AT THESE. PUT THE THINGS THAT GO TOGETHER IN GROUPS.

After the child has sorted the shapes, say:

TELL ME WHY THESE THINGS GO TOGETHER, pointing to each set in turn.

Then say:

TRY PUTTING THE THINGS TOGETHER IN ANOTHER WAY.

If the child makes a second set of groups which is different from the first set, say:

TELL ME WHY THESE THINGS GO TOGETHER.

Checklist:

55. The child makes:
- a. one grouping
 - b. two groupings

Scoring Criteria:

The child must respond correctly to both parts a and b for Item 55 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 2: Seriation: The child will be able to arrange objects or events in some kind of order based on differences among them. (Items 56, 57, and 58)

ITEM 56

Mode of Assessment: Individual

Materials:

Worksheets W32 and W33

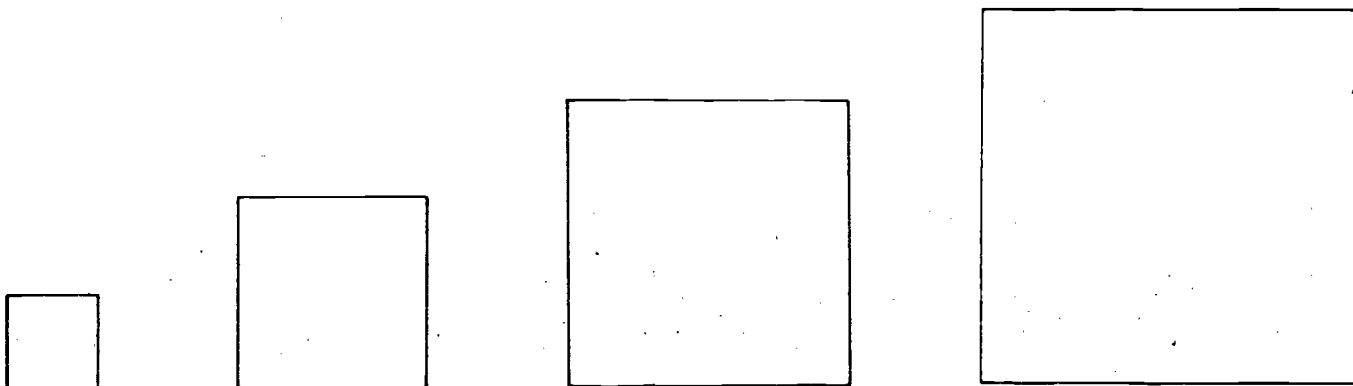
Directions:

Cut the four squares out of the worksheet and spread them on the table in random order. Say:

PUT THESE IN ORDER FROM LITTLE TO BIG.

Checklist:

56. a. The child arranges the squares in order from smallest to largest. In this case right to left organization does not matter as long as the child shows a sequential order. It is also permissible for the child to stack the pieces of paper in order of size.



GOAL AREA: Number and Numeration

OBJECTIVE 2: Seriation: The child will be able to arrange objects or events in some kind of order based on differences among them. (Items 56, 57, and 58)

ITEM 57

Mode of Assessment: Individual

Materials:

Worksheet W34

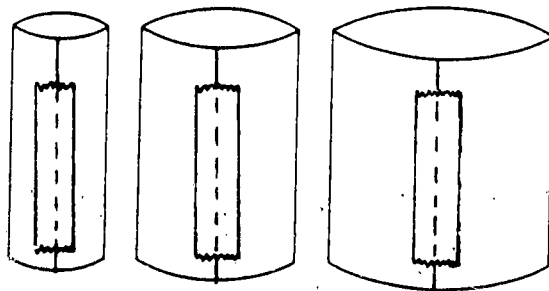
Directions:

Cut out the three strips of paper on the worksheet. Make them into three cylinders by taping the ends together. Put them on a table in front of the child, in mixed-up order. Say to the child:

PUT THESE IN ORDER.

Checklist:

57. a. The child arranges the cylinders from smallest to largest. (Nesting is an acceptable manner of arrangement.)



GOAL AREA: Number and Numeration

OBJECTIVE 2: Seriation: The child will be able to arrange objects or events in some kind of order based on differences among them. (Items 56, 57, and 58)

ITEM 58

Mode of Assessment: Individual

Materials:

Three large paper bags of the exact same size and type, stapled shut at the top. One bag has in it a piece of paper; another bag a few small blocks; the third bag three or four books.

Directions:

Present the weighted paper bags to a child in a random order, and say:

LIFT EACH BAG AND THEN PUT THEM IN ORDER.

On this task, the child may have more than one try.

Checklist:

58. a. The child correctly orders the bags from heaviest to lightest or lightest to heaviest.

GOAL AREA: Number and Numeration

OBJECTIVE 3: Matching one-to-one: The child will be able to establish one-to-one correspondence between elements of one set and elements of another.

ITEM 59

Mode of Assessment: Individual

Materials:

Set of five empty milk cartons

Set of five straws

Directions:

Put the milk cartons and straws on a table. Say to the child:

PUT ONE STRAW IN EACH CARTON.

Checklist:

59. a. The child places one straw in each milk carton.

GOAL AREA: Number and Numeration

OBJECTIVE 4: Recognition and naming of number groups: The child will be able to recognize a set of one element, a set of two elements, a set of three elements, up through a set containing five elements. (Items 60 and 61)

ITEMS 60-61

Mode of Assessment: Individual

Materials:

Worksheet W35

Three objects (e.g., one checker, one block, and one penny)
Three sets of four objects (e.g., four checkers, four blocks,
and four pennies)

Directions:

60. Put one object in each circle. Say to the child:

HOW MANY THINGS ARE IN EACH CIRCLE?

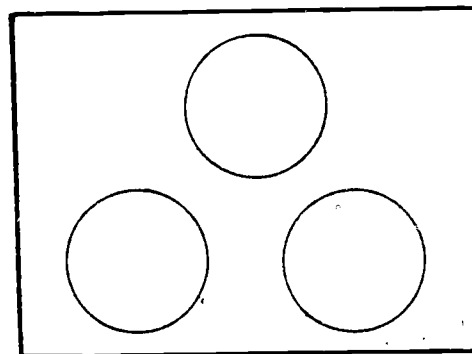
61. Put four like objects in each circle. Say to the child:

HOW MANY THINGS ARE IN EACH CIRCLE?

Checklist:

60. a. The child says "one."

61. a. The child says "four."



GOAL AREA: Number and Numeration

OBJECTIVE 5: Counting: The child will be able to recognize and name sets in order as they increase by one up to nine. (Items 62-67)

ITEM 62

Mode of Assessment: Individual

Materials:

A set of nine objects (e.g., nine buttons, pegs, or beads)

Directions:

Place one object on the table. Say to the child:

HOW MANY?

Add one object and say:

NOW HOW MANY?

Repeat up until nine, or until the child can no longer respond correctly.

Note: It is acceptable for the child to point and/or count.

Checklist:

62. The child correctly names the number of objects in a set of:

- | | |
|-----------|-----------|
| a. one. | f. six. |
| b. two. | g. seven. |
| c. three. | h. eight. |
| d. four. | i. nine. |
| e. five. | |

Scoring Criteria:

The child must respond correctly to all nine parts for Item 62 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 5: Counting: The child will be able to recognize and name sets in order as they increase by one up to nine. (Items 62-67)

ITEMS 63-64

Mode of Assessment: Individual

Materials:

Worksheet W36

Directions:

Cut the worksheet into five separate strips (cut along the lines provided). Place the strips on a table in front of the child in random order. Say to the child:

SHOW ME A PIECE WITH ONE DOT.

Pause.

SHOW ME A PIECE WITH TWO DOTS.

Pause.

SHOW ME A PIECE WITH THREE DOTS, etc. up to five.

Then say:

NOW PUT THE PIECES OF PAPER IN ORDER FROM ONE TO FIVE.

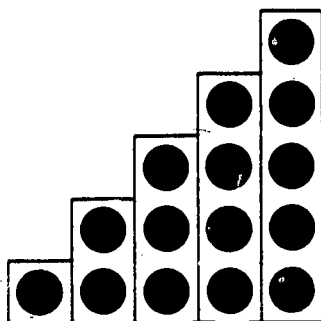
Check-list:

The child:

63.
 - a. indicates the piece of paper with one dot.
 - b. indicates the piece of paper with two dots.
 - c. indicates the piece of paper with three dots.
 - d. indicates the piece of paper with four dots.
 - e. indicates the piece of paper with five dots.
64.
 - a. puts the strips in order from left to right or from top to bottom.

Scoring Criteria:

The child must respond correctly to all five parts for Item 63 to be correct.



GOAL AREA: Number and Numeration

OBJECTIVE 5: Counting: The child will be able to recognize and name sets in order as they increase by one up to nine. (Items 62-67)

ITEMS 65-66

Mode of Assessment: Individual

Materials:

Worksheet W37

Directions:

Cut out the individual pieces of paper. Spread them on a table in front of the child in random order. Say to the child:

SHOW ME THE PIECE WITH SIX DOTS.

Pause.

SHOW ME THE PIECE WITH SEVEN DOTS.

Pause, etc. up to nine.

Then say to the child:

PUT THE PIECES OF PAPER IN ORDER FROM SIX TO NINE.

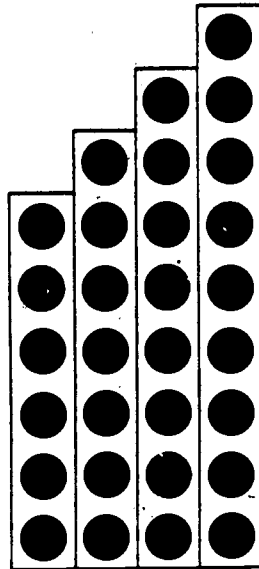
Checklist:

The child:

65. a. indicates the piece of paper with six dots.
b. indicates the piece of paper with seven dots.
c. indicates the piece of paper with eight dots.
d. indicates the piece of paper with nine dots.
66. a. puts the strips of paper in order from left to right or from top to bottom.

Scoring Criteria:

The child must respond correctly to all four parts for Item 65 to be correct.



GOAL AREA: Number and Numeration

OBJECTIVE 5: Counting: The child will be able to recognize and name sets in order as they increase by one up to nine. (Items 62-67)
ITEM 67

Mode of Assessment: Individual

Materials:

A set of nine objects (e.g., buttons, pegs, or beads)

Directions:

Put the objects on a table in front of the child. Say to the child:

SHOW ME THREE.

Pause.

NOW PUT THEM BACK.

Continue to direct the child to show you different numbers of the items, putting them back after making each set. Direct the child to make sets in the following order: 7, 2, 8, 6, 1, 5, 9, 4.

Checklist:

67. The child can make as directed a set of:

- | | |
|-----------|----------|
| a. three. | f. one. |
| b. seven. | g. five. |
| c. two. | h. nine. |
| d. eight. | i. four. |
| e. six. | |

Scoring Criteria:

The child must respond correctly to all nine subparts for Item 67 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 6: Combining and separating sets: The child combines and separates sets with different properties. (Items 68-71)

ITEM 68

Mode of Assessment: Individual

Materials:

Worksheet W38
Five crayons

Directions:

Put the sheet in front of the child. Put one crayon in one circle, and one crayon in the other circle. Say:

WATCH ME PUT THIS CRAYON IN THE CIRCLE WITH THIS CRAYON.

Put both crayons in one circle.

HOW MANY ARE THERE ALTOGETHER?

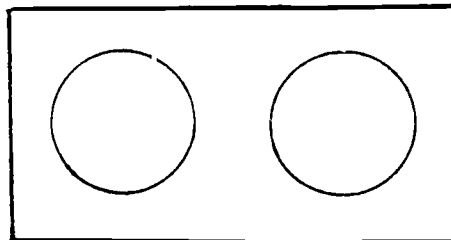
Repeat the exercise with the following combinations: $1 + 2$, $1 + 3$, $1 + 4$, $2 + 2$, $2 + 3$. Stop when the child is unable to answer.

Note: Allow the child to count if necessary.

Checklist:

68. The child answers:

- a. two.
- b. three.
- c. four.
- d. five.
- e. four.
- f. five.



Scoring Criteria:

The child must respond correctly to any five of the six subparts for Item 68 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 6: Combining and separating sets: The child combines and separates sets with different properties. (Items 68-71)

ITEM 69

Mode of Assessment: Individual

Materials:

Worksheet W39
Five crayons

Directions:

Put three crayons in the circle. Say:

HERE ARE THREE CRAYONS. WATCH! I AM GOING TO TAKE ONE AWAY.

Pick up one of the crayons.

HOW MANY ARE LEFT?

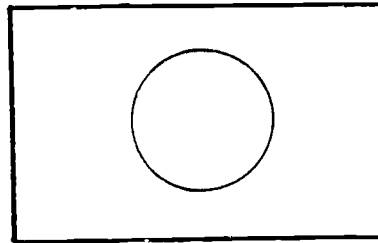
Repeat the exercise with the following: 3 - 2, 4 - 2, 4 - 1, 5 - 2.
Stop when the child is unable to answer.

Note: Allow the child to count if necessary.

Checklist:

69. The child answers:

- a. two.
- b. one.
- c. two.
- d. three.
- e. three.



Scoring Criteria:

The child must respond correctly to any four of the five subparts for Item 69 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 6: Combining and separating sets: The child combines and separates sets with different properties. (Items 68-71)

ITEM 70

Mode of Assessment: Individual

Materials:

Worksheet W38
Five crayons

Directions:

Put the sheet in front of the child. Put one crayon in one circle and one crayon in the other circle. Say:

IF I PUT THIS CRAYON WITH THIS CRAYON, HOW MANY WILL I HAVE
ALTOGETHER?

Do not actually put the crayons together; the child must anticipate the combination.

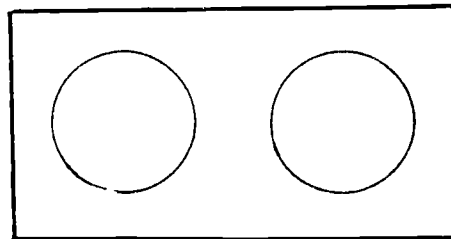
Repeat the exercise with the following combinations: $1 + 2$, $1 + 3$, $3 + 2$, $1 + 4$, $2 + 2$, $2 + 3$. Stop when the child is unable to answer.

Note: Allow the child to count if necessary.

Checklist:

70. The child answers:

- a. two.
- b. three.
- c. four.
- d. five.
- e. five.
- f. four.
- g. five.



Scoring Criteria:

The child must respond correctly to any six of the seven subparts for Item 70 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 6: Combining and separating sets: The child combines and separates sets with different properties. (Items 68-71)

ITEM 71

Mode of Assessment: Individual

Materials:

Worksheet W39
Five crayons

Directions:

Put the paper on the table in front of the child. Place three crayons in the circle, and say:

HERE ARE THREE CRAYONS. IF I TAKE ONE AWAY, HOW MANY WILL BE LEFT?

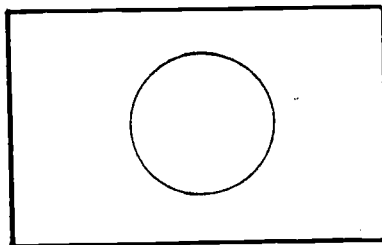
Do not actually remove the crayon; the child must anticipate the separation.

Repeat the exercise with the following: 3 - 2, 4 - 1, 4 - 2.
Stop when the child is unable to answer.

Checklist:

71. The child answers:

- a. two.
- b. one.
- c. three.
- d. two.



Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 71 to be correct.

GOAL AREA: Number and Numeration

OBJECTIVE 7: Reading numerals: The child selects the numeral that names the number of elements in a set (up through nine).
(Items 72 and 73)

ITEM 72

Mode of Assessment: Individual

Materials:

Worksheet W40

A set of nine cards, each with a numeral from 1-9

Directions:

Then put the nine numeral cards face up on the table, in random order. Point to the strips one at a time and say to the child:

POINT TO THE CARD THAT SHOWS HOW MANY DOTS ARE ON THE PAPER.

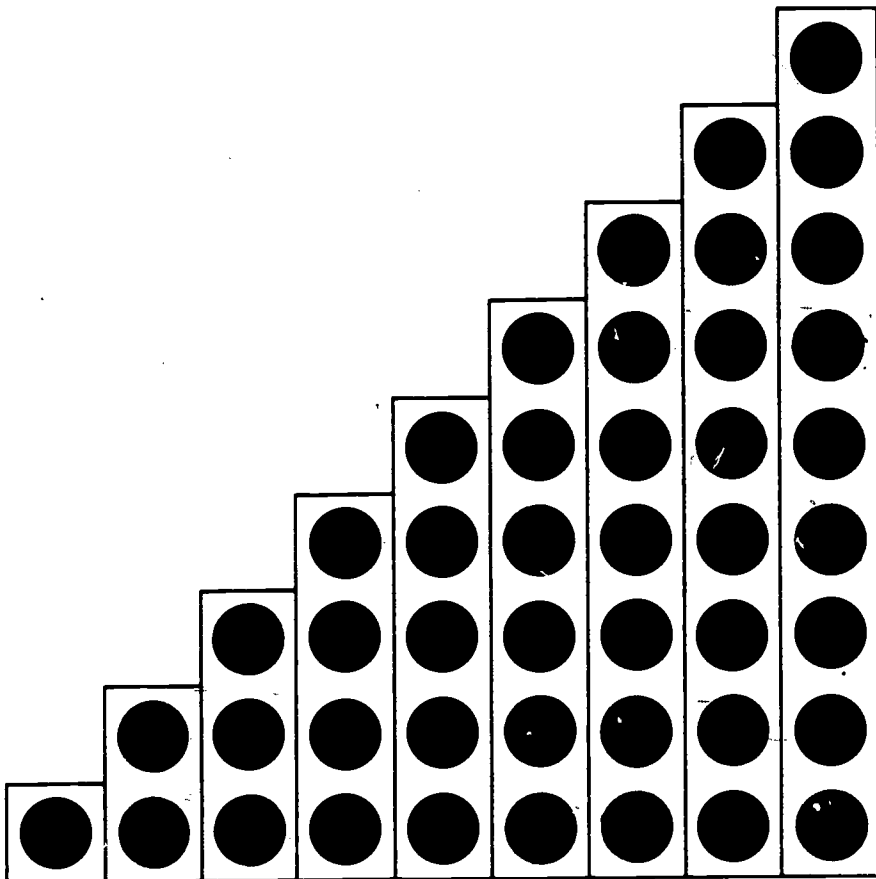
Checklist:

72. The child correctly identifies the number of dots by pointing to the numeral:

- | | |
|-----------|-----------|
| a. one. | f. six. |
| b. two. | g. seven. |
| c. three. | h. eight. |
| d. four. | i. nine. |
| e. five. | |

Scoring Criteria:

The child must respond correctly to any eight of the nine subparts for Item 72 to be correct.



GOAL AREA: Number and Numeration

OBJECTIVE 7: Reading numerals: The child selects the numeral that names the number of elements in a set (up through nine). (Items 72 and 73)

ITEM 73

Mode of Assessment: Individual

Materials:

Worksheet W41

Directions:

Read aloud:

COUNT THE FROGS. POINT TO THE NUMERAL THAT TELLS HOW MANY FROGS THERE ARE.

Pause while the child points. Then continue with the next two examples.

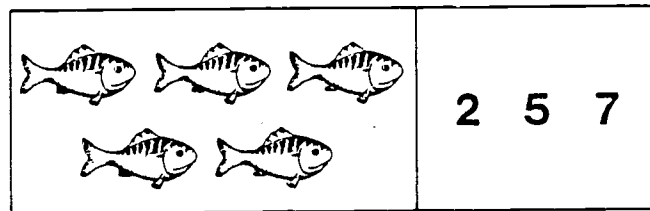
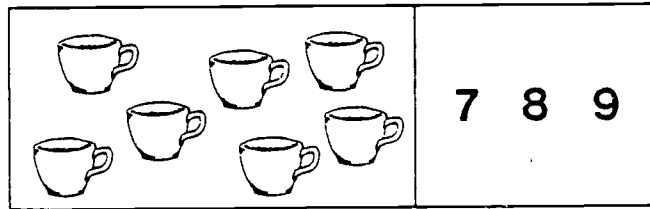
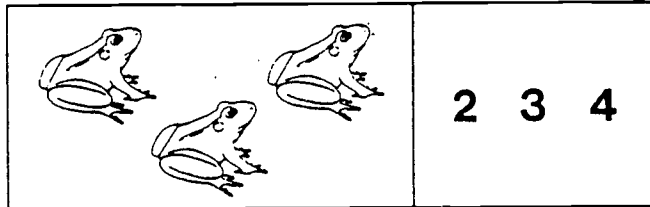
Checklist:

73. The child points to the:

- a. three.
- b. seven.
- c. five.

Scoring Criteria:

The child must respond correctly to any two of the three subparts for Item 73 to be correct.



SECTION 6

GOAL AREAS: MEASUREMENT, GEOMETRY, MONEY*

Items 74-85

* Slight changes may appear in the objectives listed for these goal areas from those listed in the Kindergarten in Georgia handbook. Objective 3 from the goal areas of both Measurement and Money have been deleted for the purposes of this assessment.

GOAL AREA: Measurement

OBJECTIVE 1: Comparing and ordering: The child makes statements about the relationship between two objects. (Items 74, 75, and 76)

ITEMS 74-76

Mode of Assessment: Individual

Materials:

Four examples of each of the following types of objects, varying in size:

pencils
books
blocks

Directions:

Put all of the objects on a table, grouped according to type but not by size. Give the child a pencil and say:

POINT TO A PENCIL THAT IS LONGER THAN THE ONE YOU HAVE.

Pause. Then say:

POINT TO A PENCIL THAT IS SHORTER THAN THE ONE YOU HAVE.

Then take away the pencil and give the child a book. Say to the child:

FIND A BOOK THAT IS HEAVIER THAN THE ONE YOU HAVE.

Pause.

FIND A BOOK THAT IS LIGHTER THAN THE ONE YOU HAVE.

Take away the book, and give the child a block. Say:

POINT TO A BLOCK THAT IS SMALLER THAN THE ONE YOU HAVE.

Pause.

POINT TO A BLOCK THAT IS BIGGER THAN THE ONE YOU HAVE.

Checklist:

The child can indicate something which is:

- 74. a. longer.
b. shorter.
- 75. a. heavier.
b. lighter.
- 76. a. smaller.
b. bigger.

Scoring Criteria:

The child must respond correctly to any one of the two subparts for Item 74, Item 75, and Item 76 to be correct.

GOAL AREA: Measurement

OBJECTIVE 2: Using nonstandard units of measure: The child uses non-standard units to measure.

ITEM 77

Mode of Assessment: Individual

Materials:

A board, some tape, or chalk

Directions:

Have something approximately four feet long that a child can measure using his/her feet (e.g., a board laid on the floor, or a line marked on the floor with tape or chalk). Demonstrate to the child how to measure something by walking heel to toe in a straight line. Then tell the child:

USE YOUR FEET TO MEASURE THE LINE (or board) ON THE FLOOR.

Checklist:

77. a. The child counts how many feet long the line (or board) is.

GOAL AREA: Geometry

OBJECTIVE 1: Awareness of body in space: The child moves in space, receives and gives directions for getting from one point to another point in space, and makes judgments about how to get from one point in space to another. (Items 78, 79, and 80)

ITEMS 78-80

Mode of Assessment: Group

Directions:

Gather a small group of children. Say:

WE ARE GOING TO PRACTICE DIFFERENT WAYS OF MOVING FROM PLACE TO PLACE. FOR EXAMPLE, I COULD WALK AROUND THE DESK TO THE CHALKBOARD, AND THEN WALK STRAIGHT BACK TO WHERE I STARTED.

(Note: Provide an example that fits the actual room.) Then choose one child to go first. Ask the child to move from a specific point to a specific point (e.g., from the door to the art center) according to specific directions you supply, and then to come back a different way, and tell you how he/she went, and how he/she came back. Continue with each child in turn. (Note: Tell each child to go to a different location in the room.)

Checklist:

The child:

- 78. a. is able to go to a specific point as directed.
- 79. a. is able to return by a different route or in a different manner.
- 80. a. is able to describe his/her actions.

GOAL AREA: Geometry

OBJECTIVE 2: Geometric figures and solids: The child identifies and sorts (and makes) geometric figures and solids. (Items 81, 82, and 83)

ITEM 81

NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

Mode of Assessment: Individual

Materials:

The following shapes cut out (Worksheet W42):

triangle
circle
square
rectangle
oval
diamond

Directions:

Spread the shapes out on a table. Say to the child:

POINT TO THE TRIANGLE.
POINT TO THE CIRCLE.
POINT TO THE SQUARE.
POINT TO THE RECTANGLE.

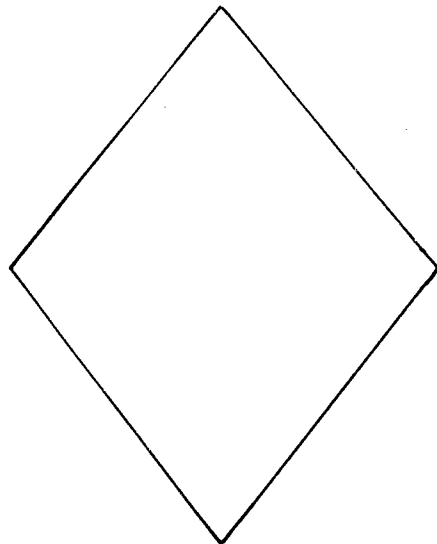
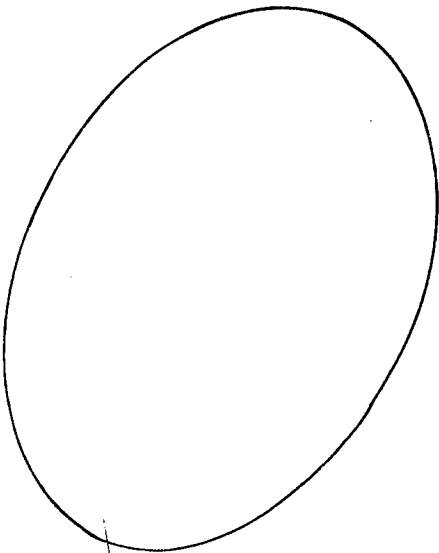
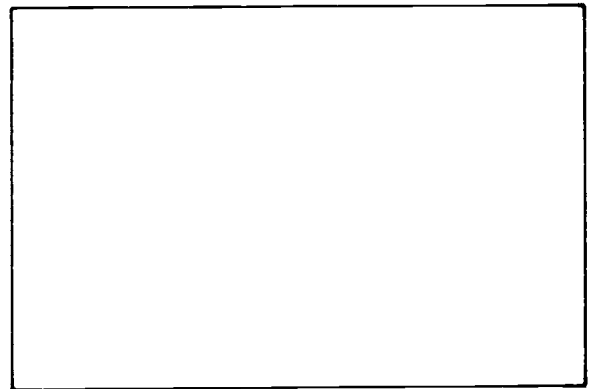
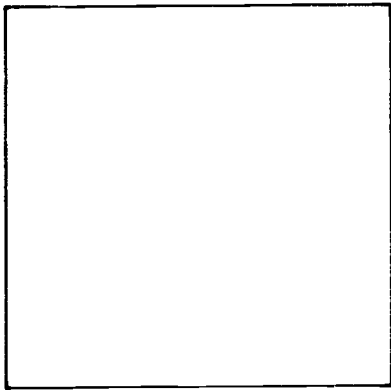
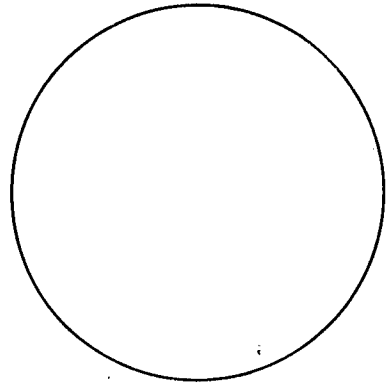
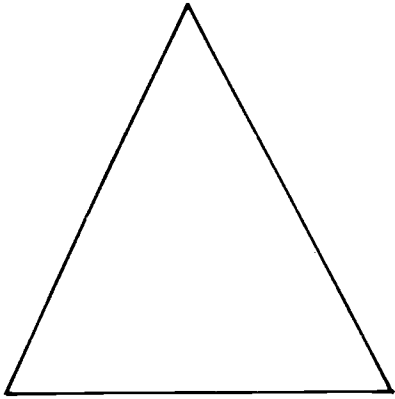
Checklist:

81. The child points as directed to the:

- a. triangle.
- b. circle.
- c. square.
- d. rectangle.

Scoring Criteria:

The child must respond correctly to all four subparts for Item 81 to be correct.



GOAL AREA: Geometry

OBJECTIVE 2: Geometric figures and solids: The child identifies and sorts (and makes) geometric figures and solids. (Items 81, 82, and 83)

ITEM 82

Mode of Assessment: Individual

Materials:

Shapes: ball, cube, cylinder, rectangular solid
Assorted objects: cans, drum, boxes, cubes, dice, salt box, globe, orange, oatmeal box, etc.

Directions:

Place the assorted objects on a table. Hand the child the ball and say:

GO TO THE TABLE AND FIND SOMETHING THAT HAS THE SAME SHAPE AS THIS AND BRING IT TO ME.

If the child makes a mistake on his/her first attempt to match a given shape, point out the mistake and give him/her a second chance.

Continue with all four shapes.

Checklist:

82. The child can (on either the first or second attempt) locate a real object which matches the:
- a. ball.
 - b. cube.
 - c. cylinder.
 - d. rectangular solid.

Scoring Criteria:

The child must respond correctly to any three of the four subparts for Item 82 to be correct.

GOAL AREA: Geometry

OBJECTIVE 2: Geometric figures and solids: The child identifies and sorts (and makes) geometric figures and solids. (Items 81, 82, and 83)

ITEM 83

NOTE TO TEACHER: If you have previously observed the activity described below (or a similar activity designed to evaluate the student's mastery of the same knowledge or skill), and you have either recorded or can reliably recall the results, it is not necessary to repeat the activity. However, if you are at all uncertain about a particular child's performance, it is best to administer the exercise.

Mode of Assessment: Individual

Materials:

A set of shapes cut out (Worksheet W43): circles, triangles, and squares

Directions:

Put the shapes down on a table one at a time. Each time you put down a shape, ask the child:

WHAT SHAPE IS THIS?

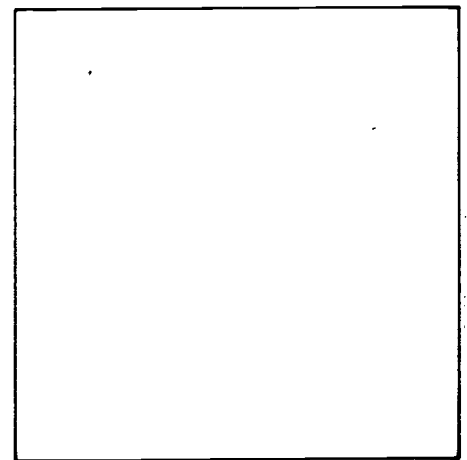
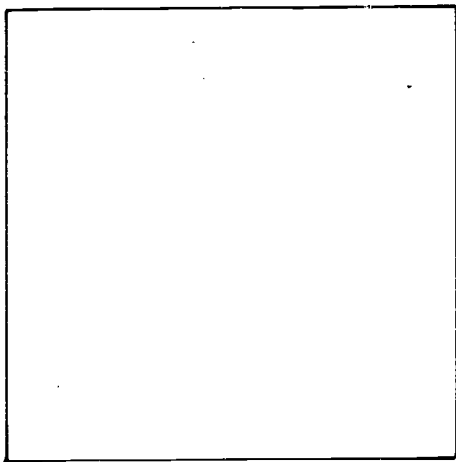
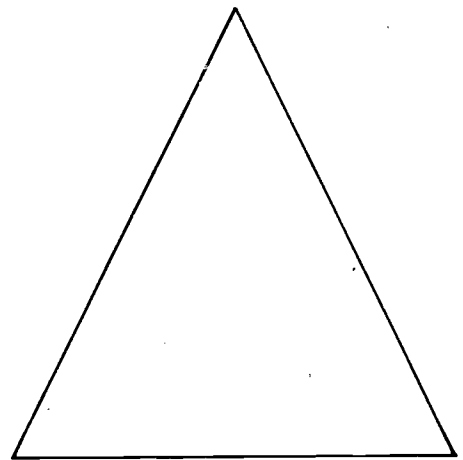
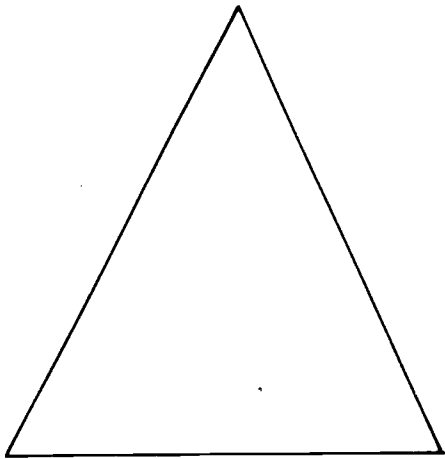
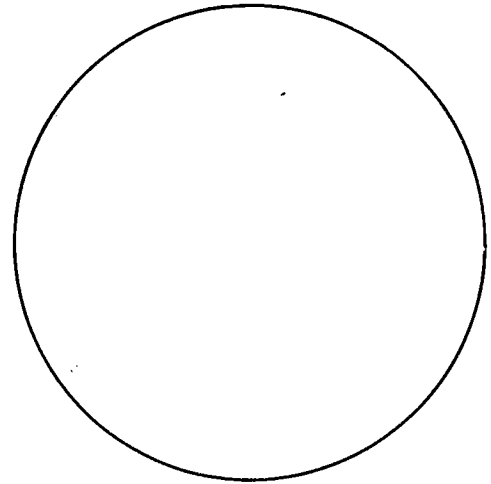
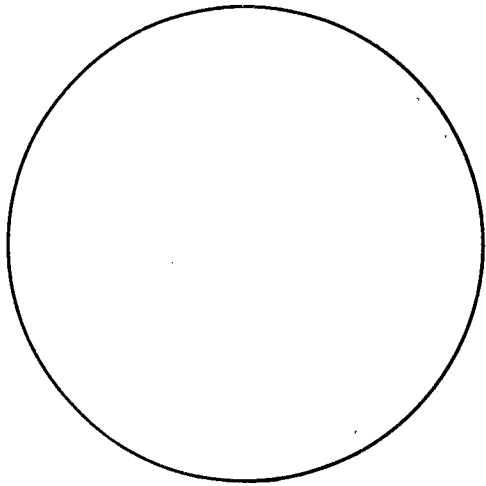
Checklist:

83. The child correctly names:

- a. a circle.
- b. a triangle.
- c. a square.

Scoring Criteria:

The child must respond correctly to all three subparts for Item 83 to be correct.



GOAL AREA: Money

OBJECTIVE 1: Recognition: The child recognizes coins and bills as representing a value for exchange.

ITEM 84

Mode of Assessment: Individual

Materials:

Worksheet W1 or
Placemat or piece of paper
Collection of coins (1¢, 5¢, 10¢, 25¢,), dollar bill, five-dollar bill
Piece of plain paper the size of dollar bill
Two buttons

Directions:

Put the money, buttons, etc. in front of the child. Put the empty placemat beside the set of objects. Say to the child:

LOOK AT ALL OF THESE THINGS. FIND ALL THE THINGS THAT YOU COULD USE TO BUY PRESENTS (or food, or any relevant item). PUT THEM ON THE PLACEMAT.

Checklist:

84. a. The child identifies all of the money as money.

GOAL AREA: Money

OBJECTIVE 2: Naming: The child names common coins and bills.

ITEM 85

Mode of Assessment: Individual

Materials:

A collection of real money--penny, nickel, dime, quarter, one-dollar bill

Directions:

Pick up each coin, one at a time, and ask the child to name the coin. Pick up the one-dollar bill and ask the child to name it.

Checklist:

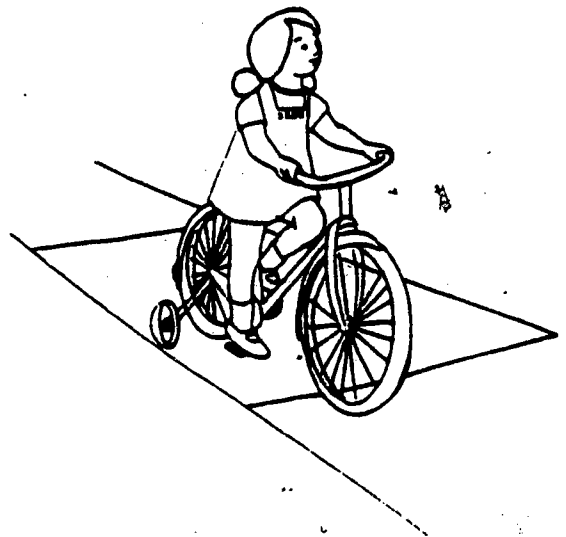
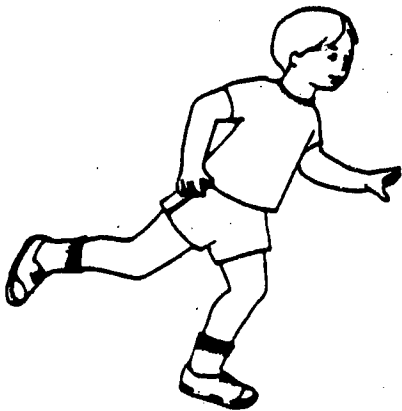
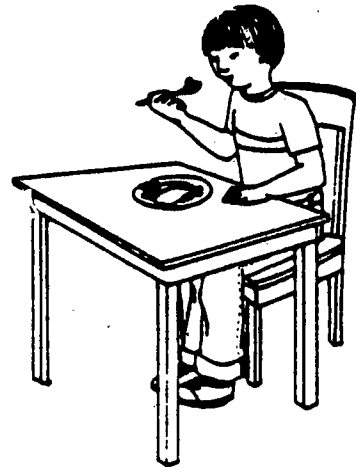
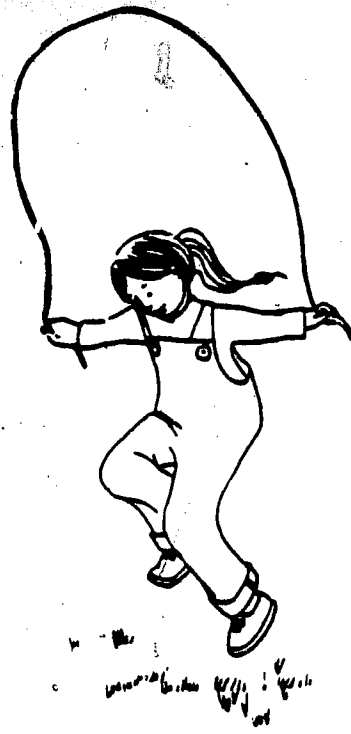
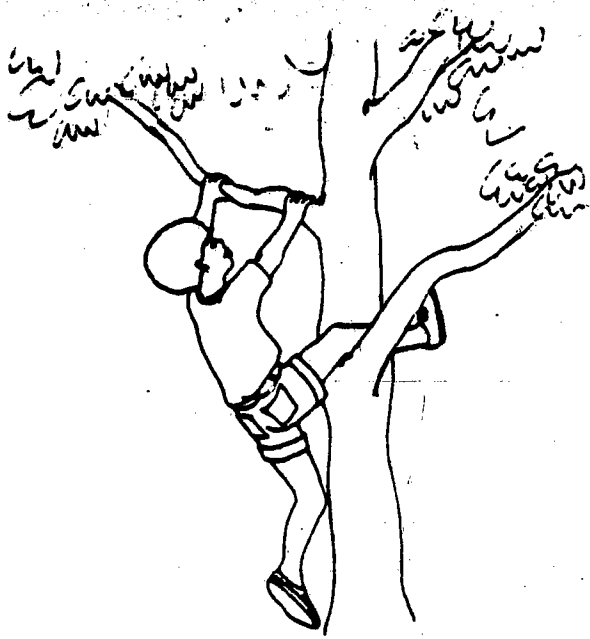
85. The child correctly names:

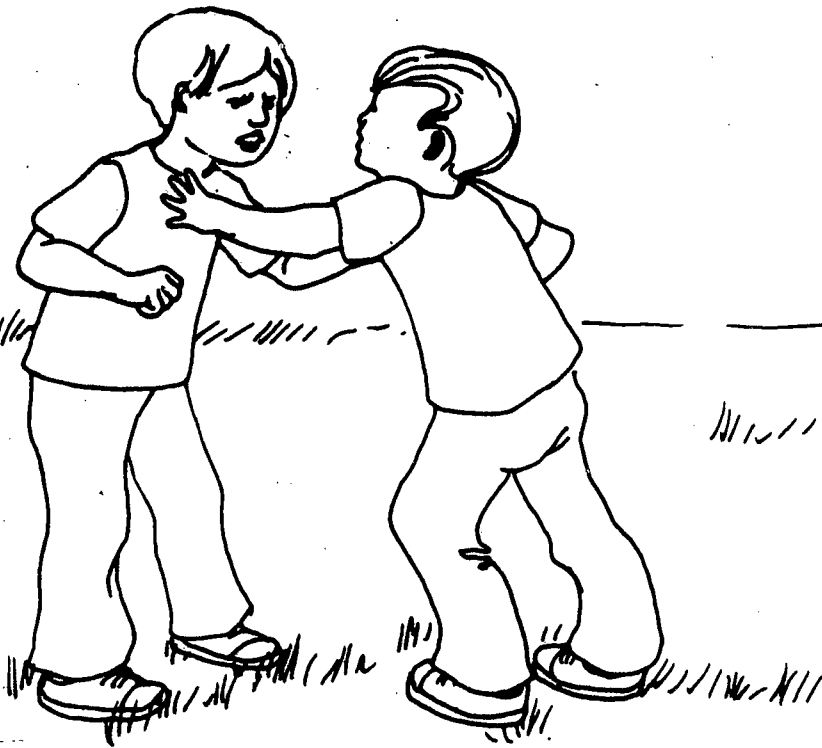
- a. the penny.
- b. the nickel.
- c. the dime.
- d. the quarter.
- e. the one-dollar bill.

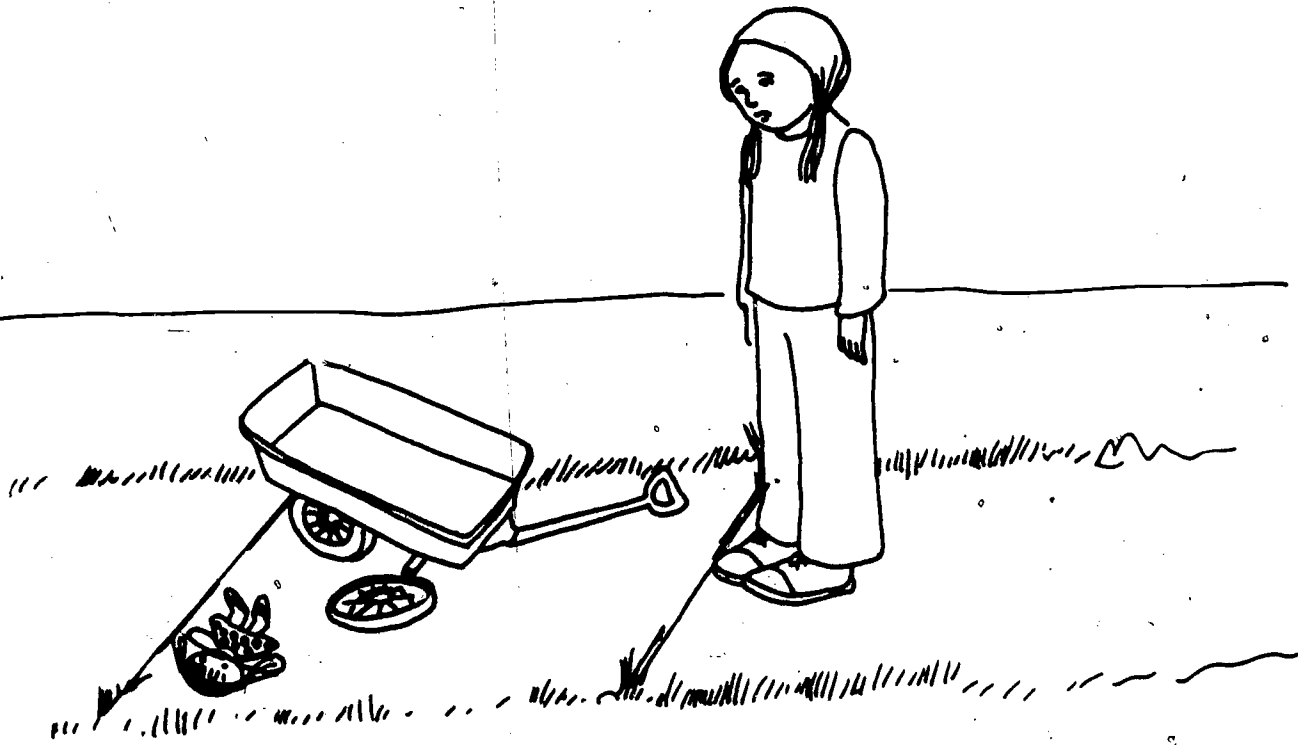
Note: The child may say "nickel" or "five cent(s)." Slang such as "one buck" is also acceptable.

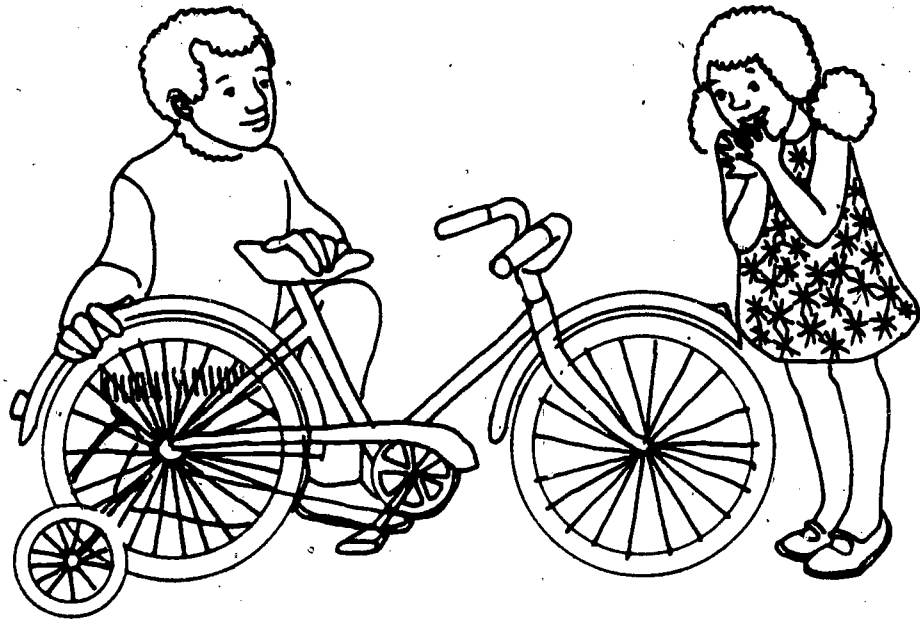
Scoring Criteria:

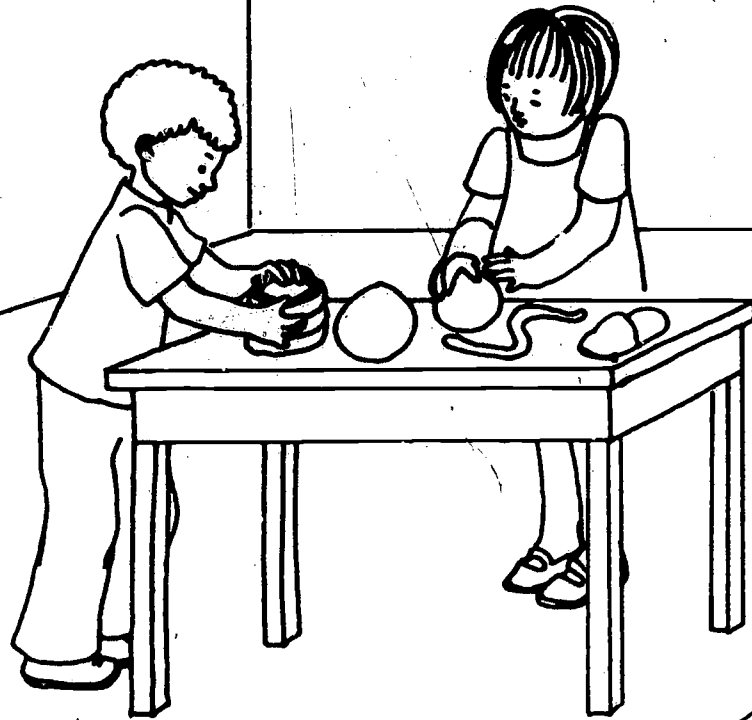
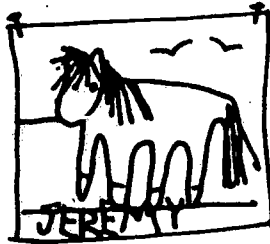
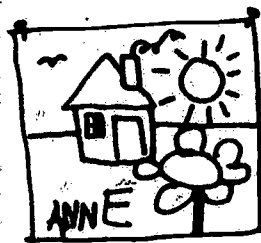
The child must respond correctly to any four of the five subparts for Item 85 to be correct.

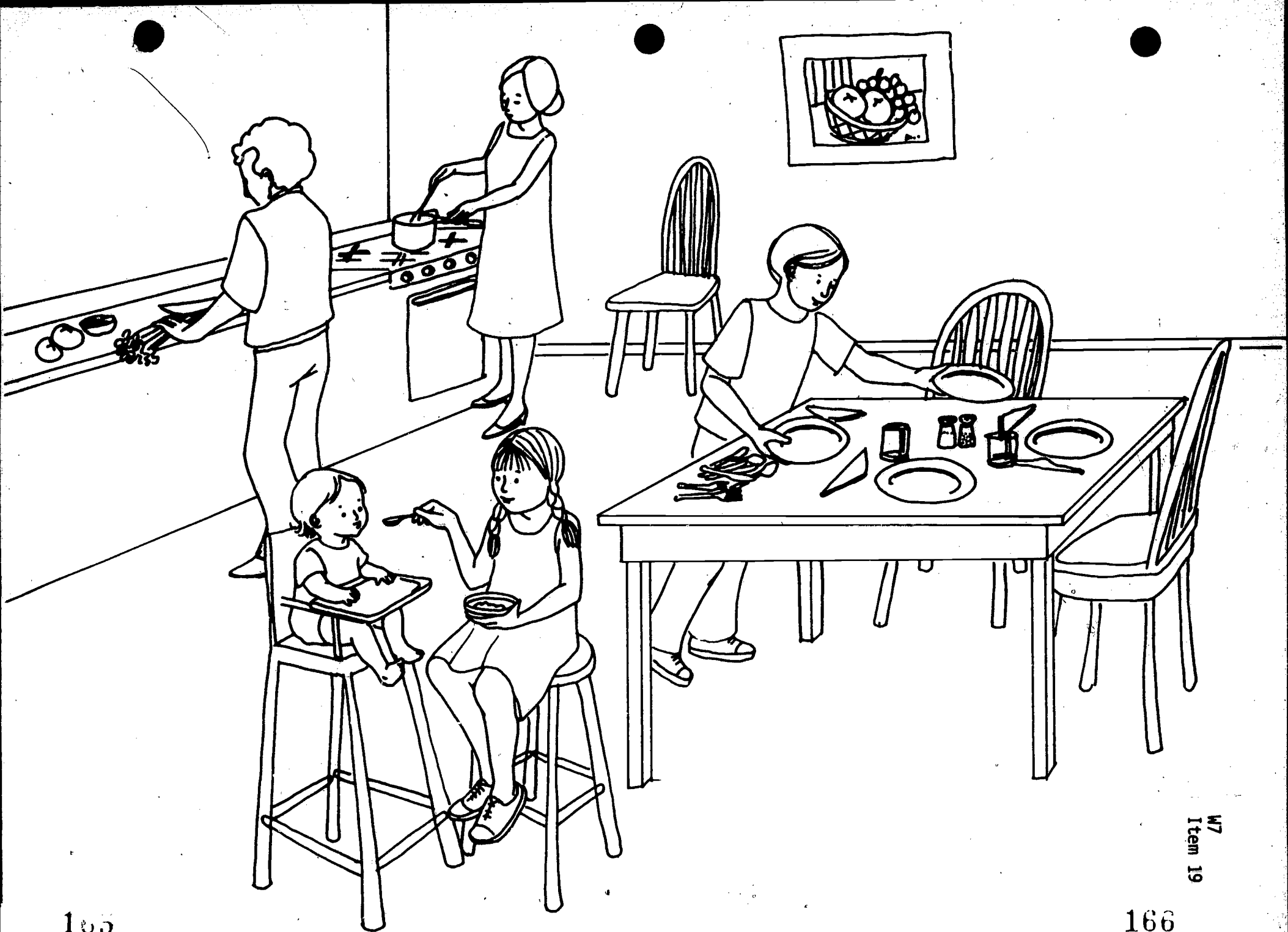




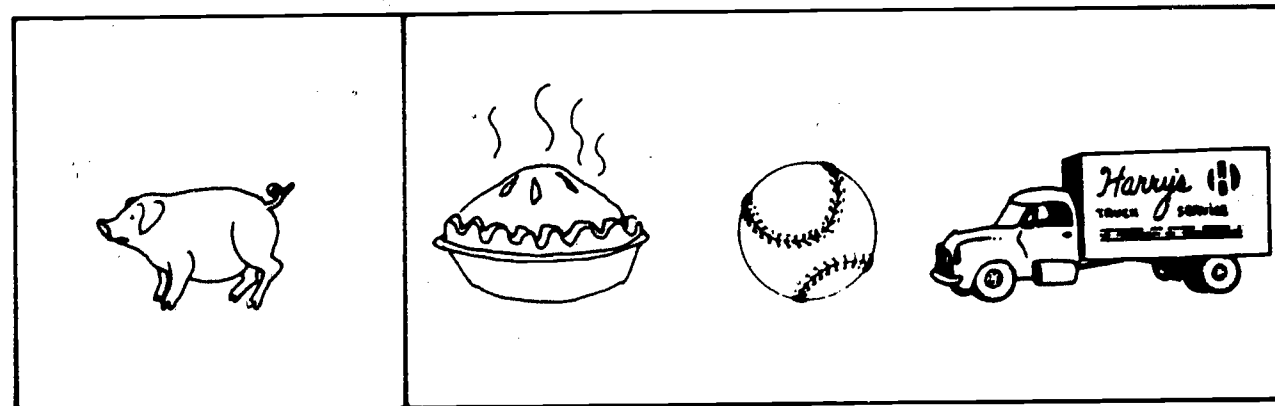
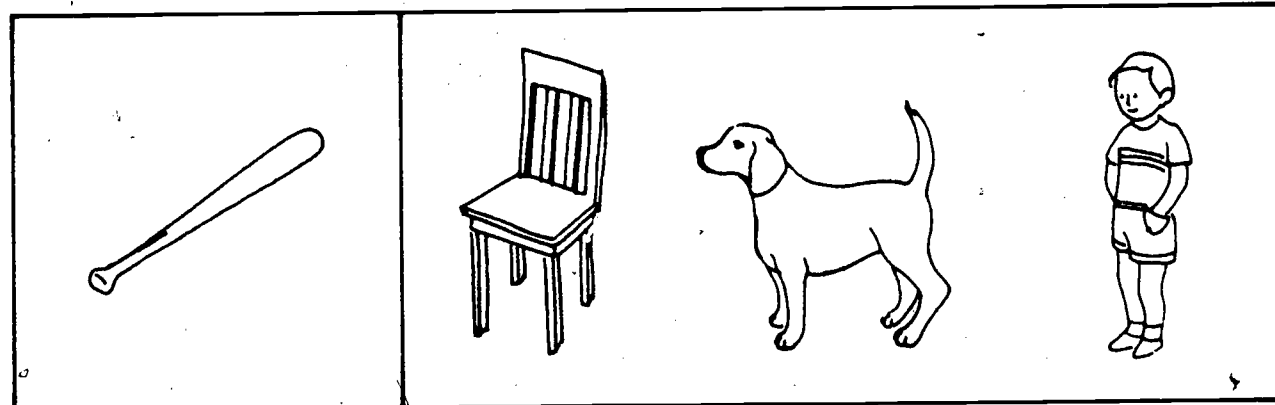
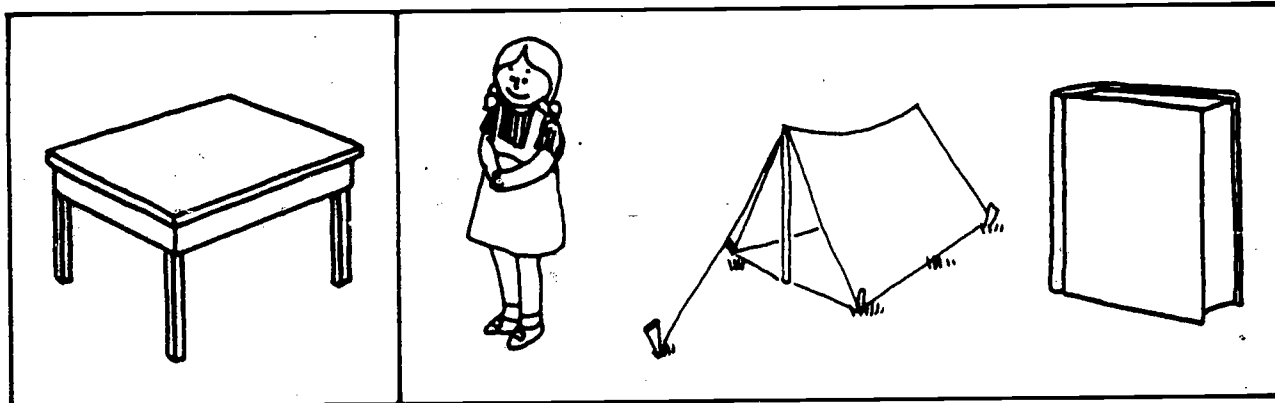
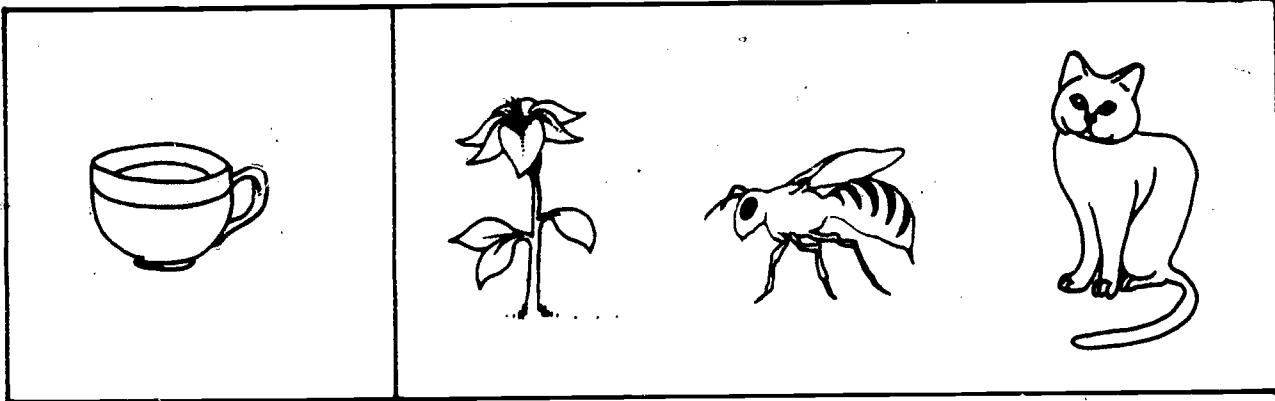


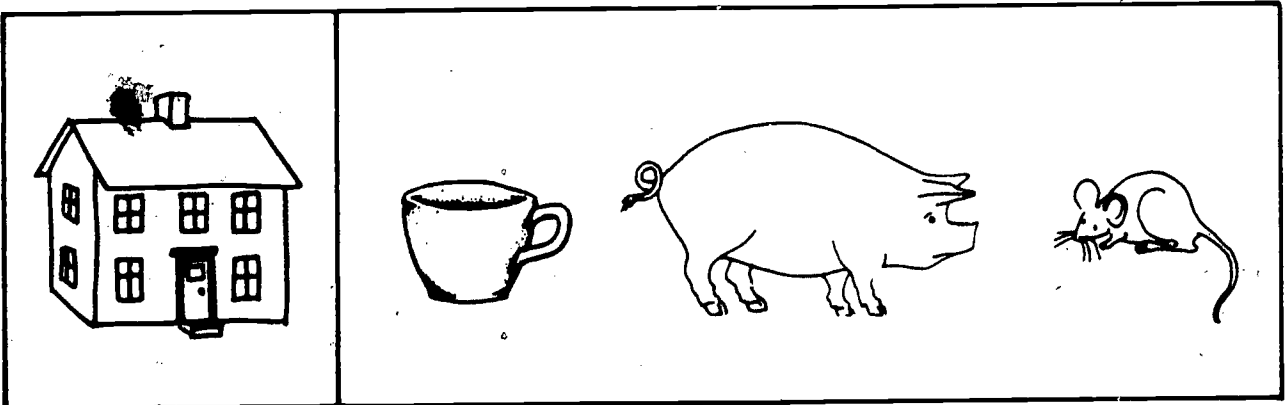
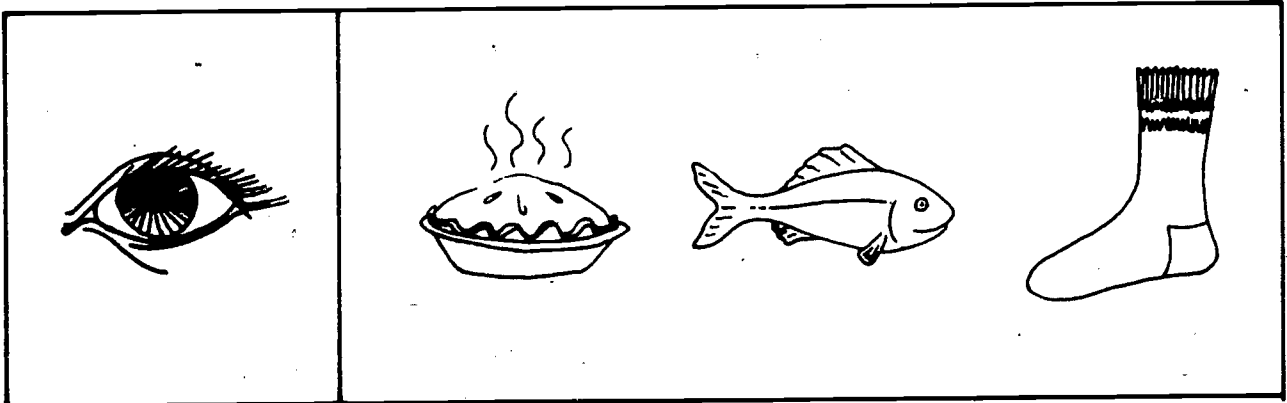
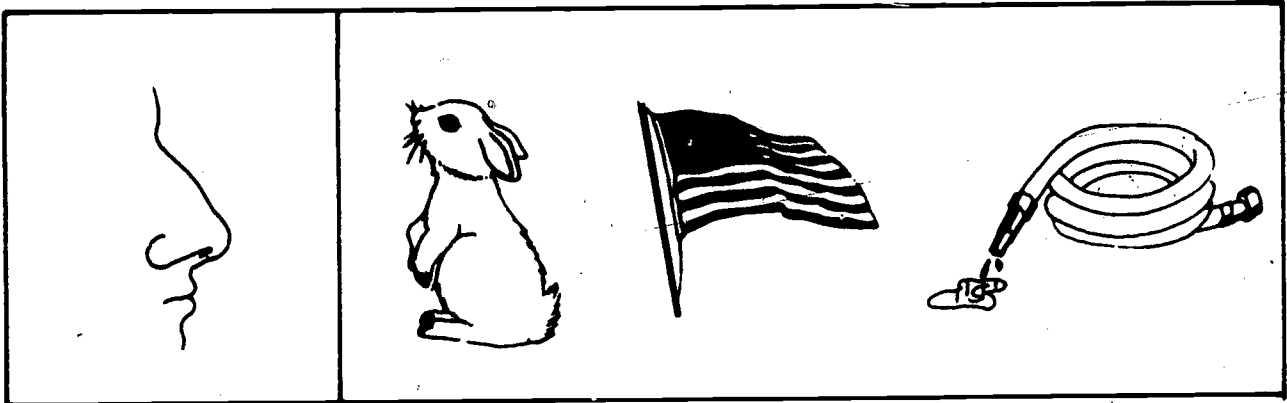
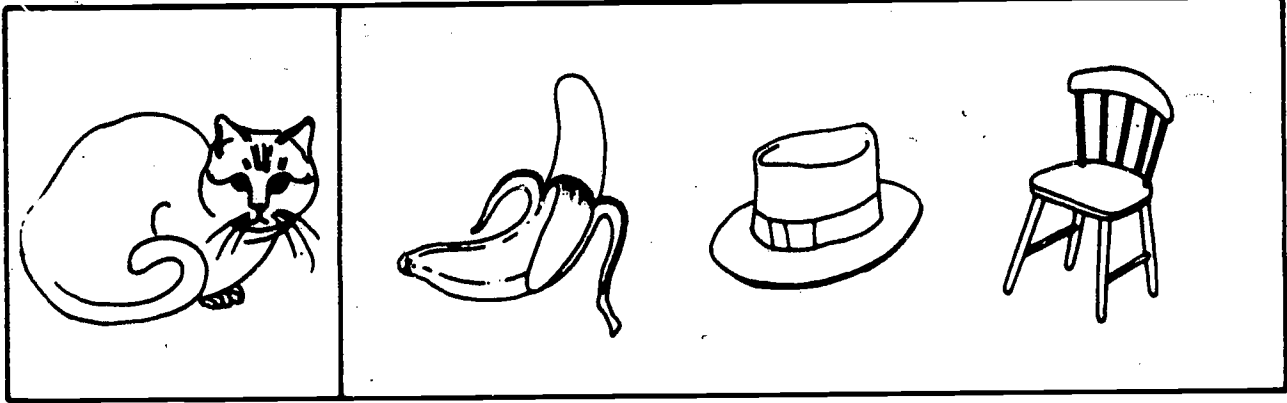






W7
Item 19





pots

pots stop

pig

big pig

far

far fear

where

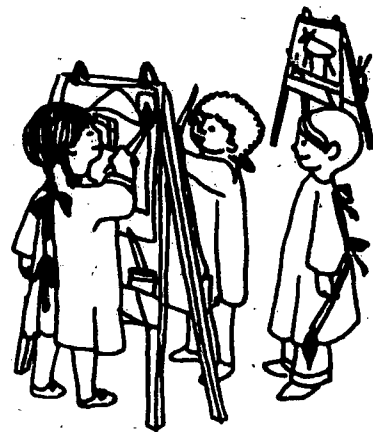
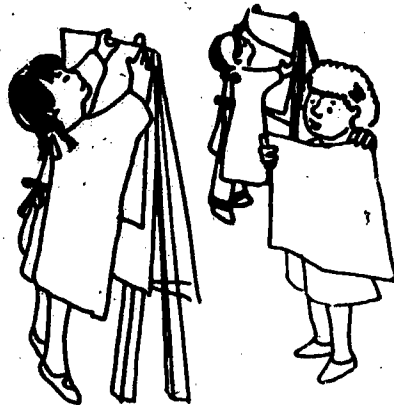
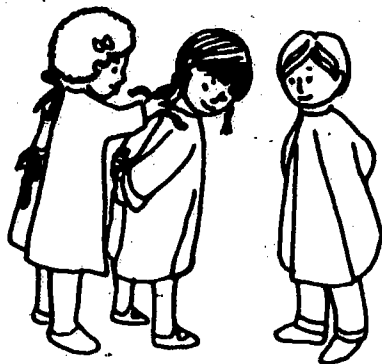
what where

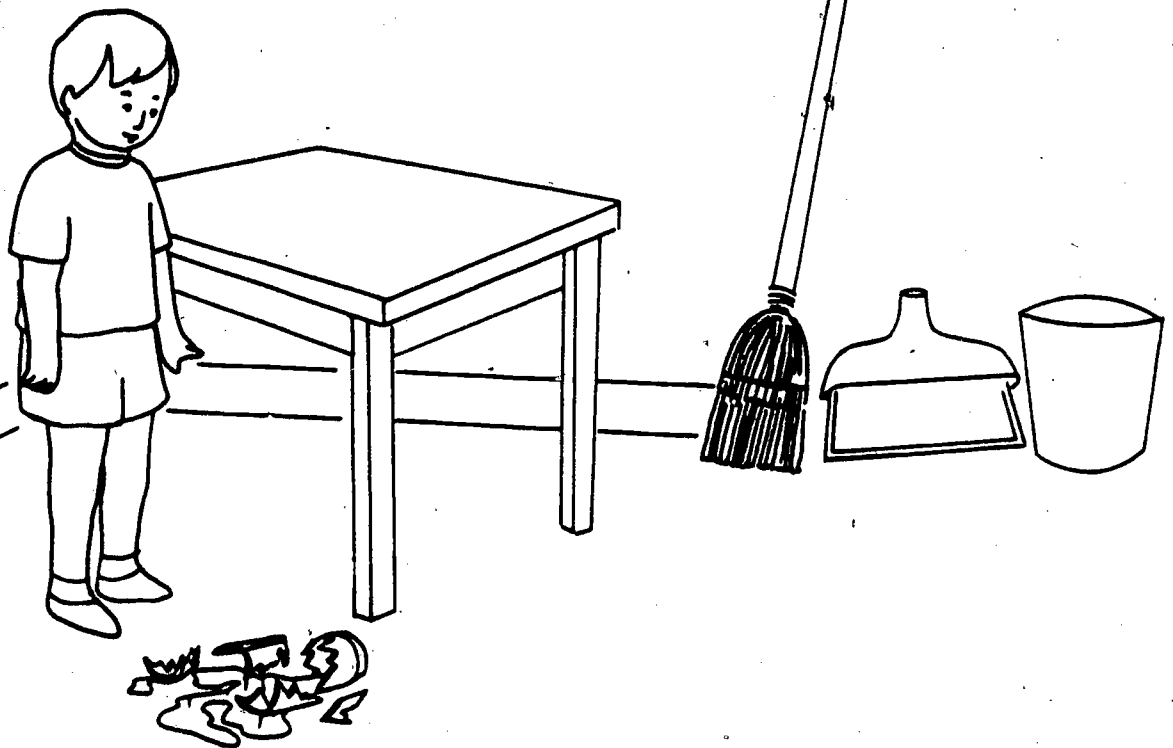
| | |
|------------|--------------------|
| bug | bug bud bag |
|------------|--------------------|

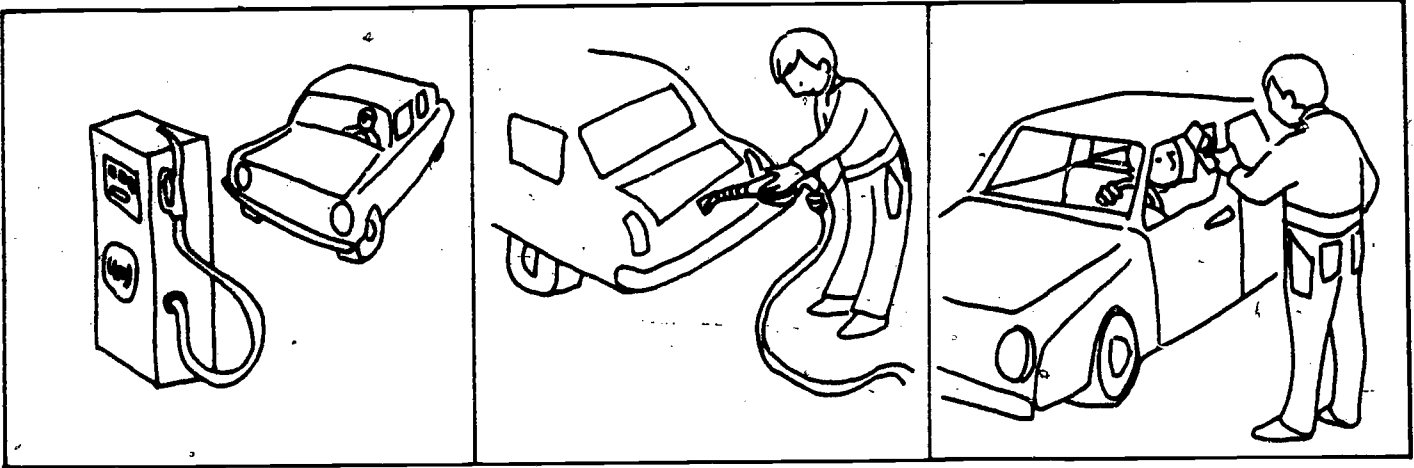
| | |
|------------|--------------------|
| cat | cot car cat |
|------------|--------------------|

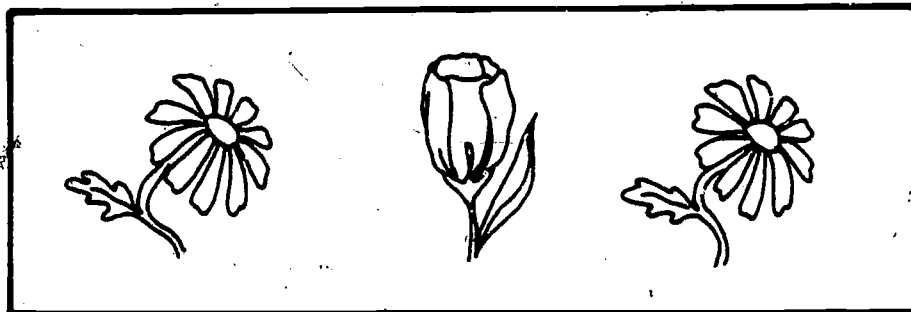
| | |
|------------|--------------------|
| ban | ran ban tan |
|------------|--------------------|

| | |
|------------|--------------------|
| nap | pan nap map |
|------------|--------------------|









W X W

basket

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

MILK

STOP

NAME

EXIT

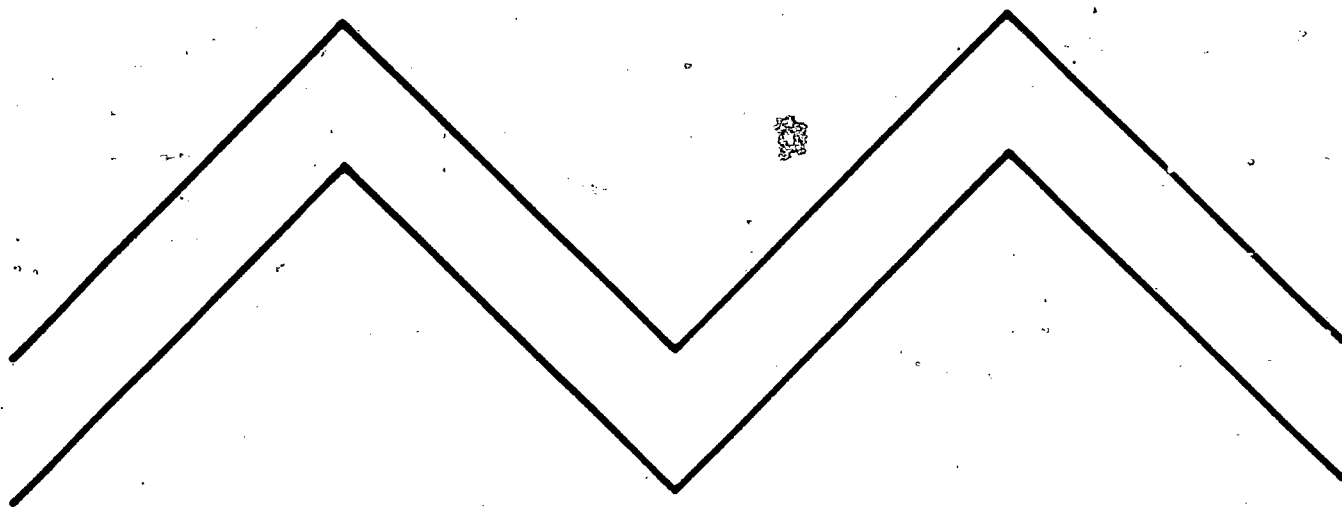
LOOK

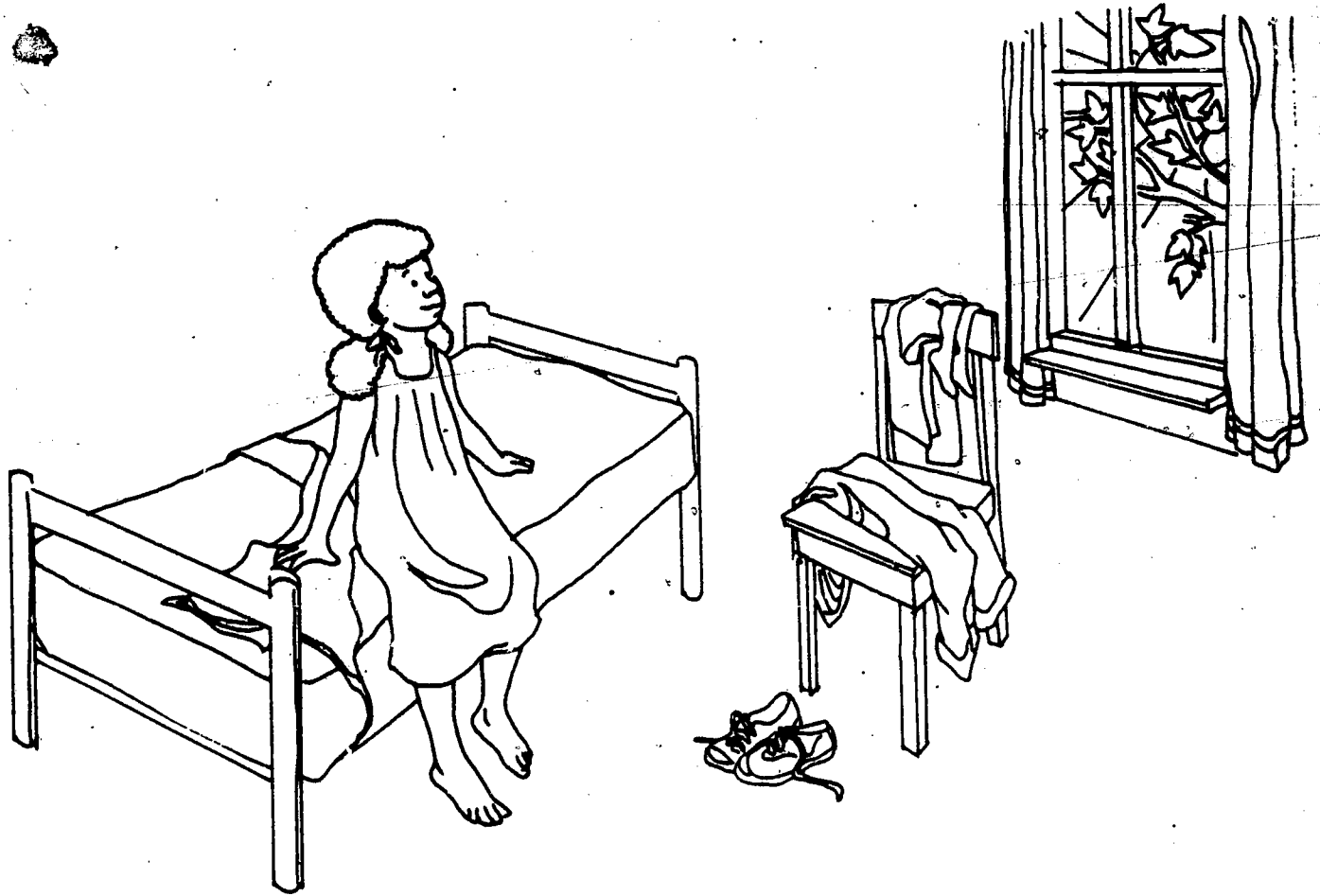
WALK

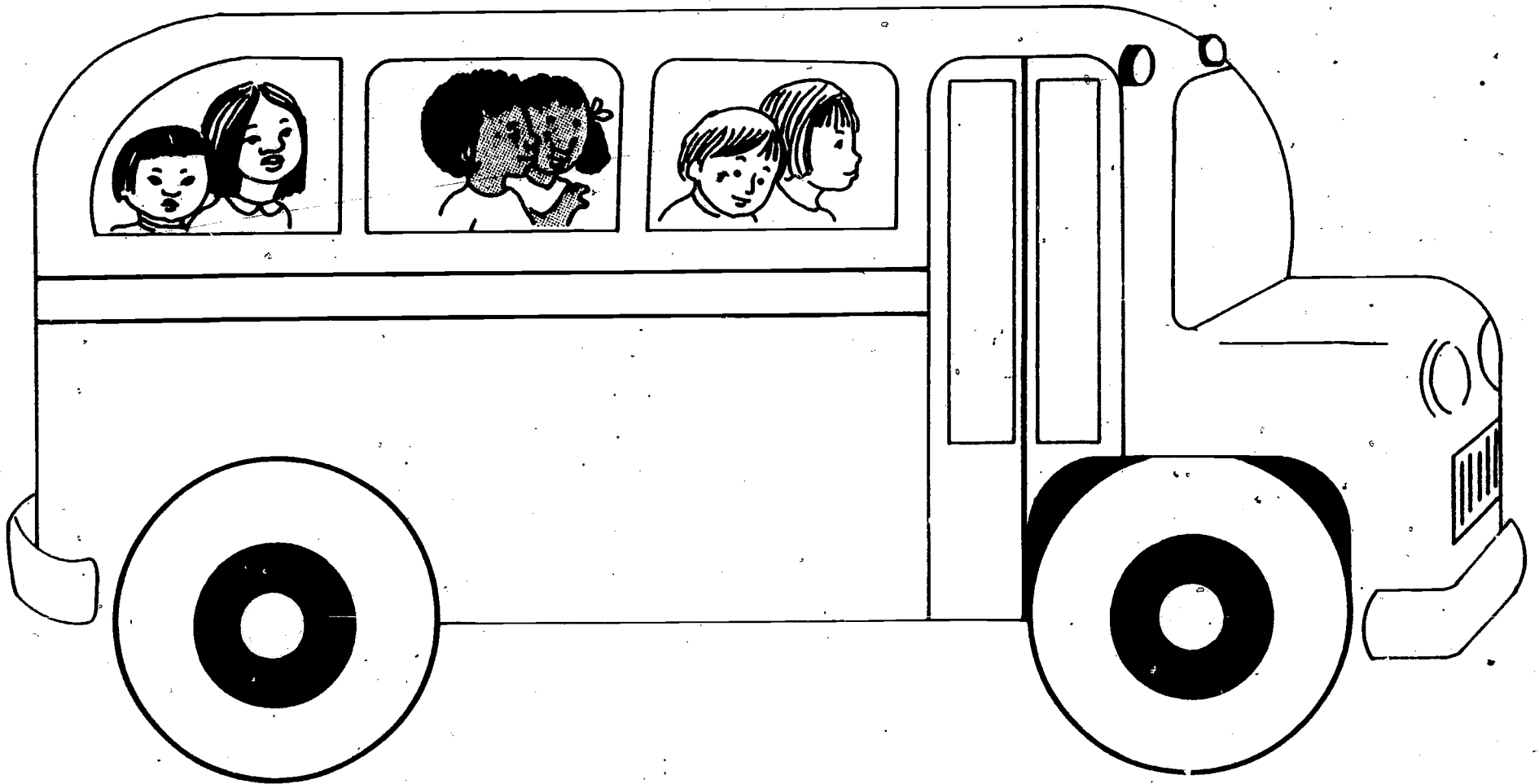
GIRLS

BOYS

W24
Item 44

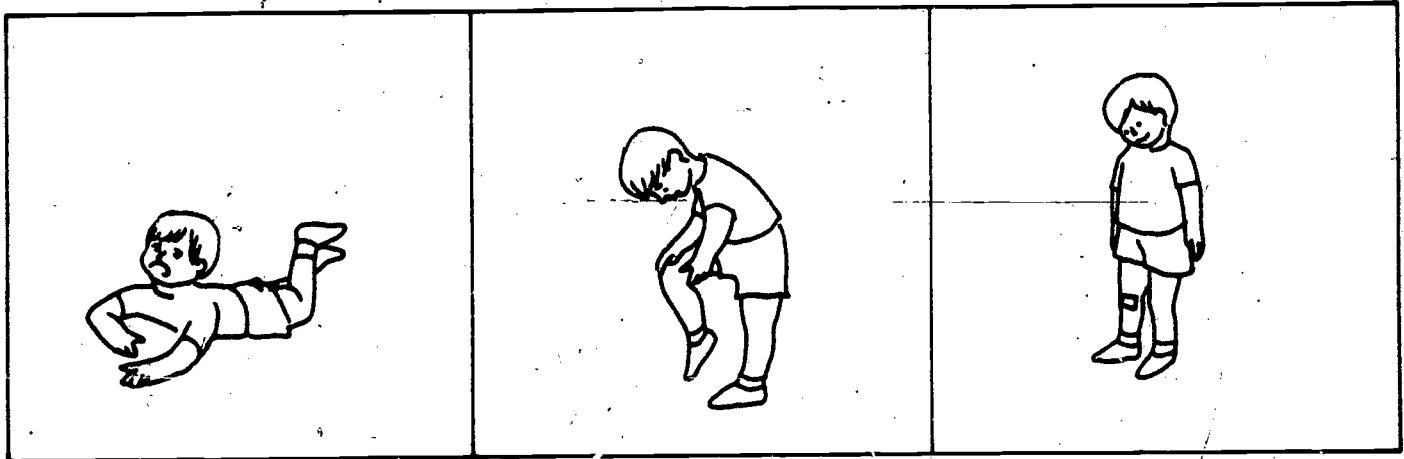






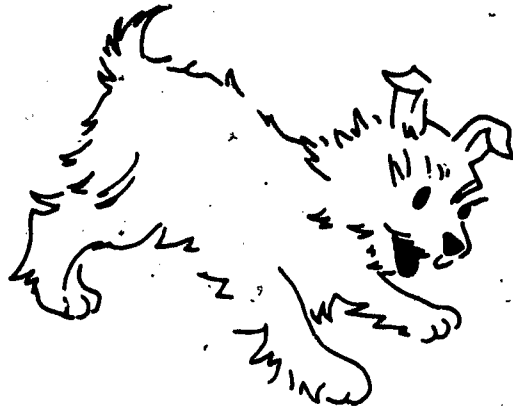
W27
Item 48

187

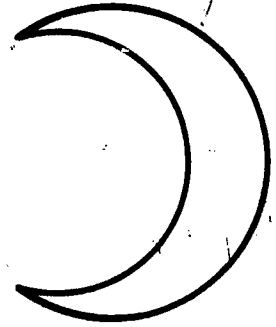




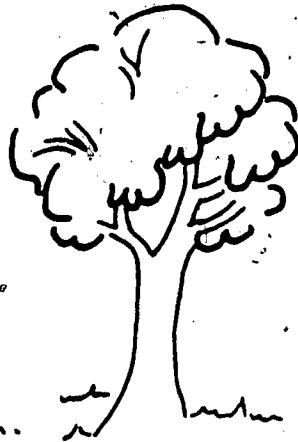
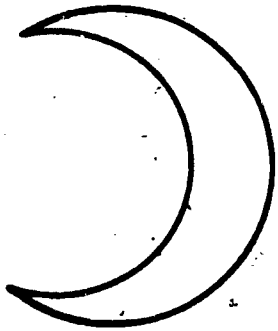
tree



dog

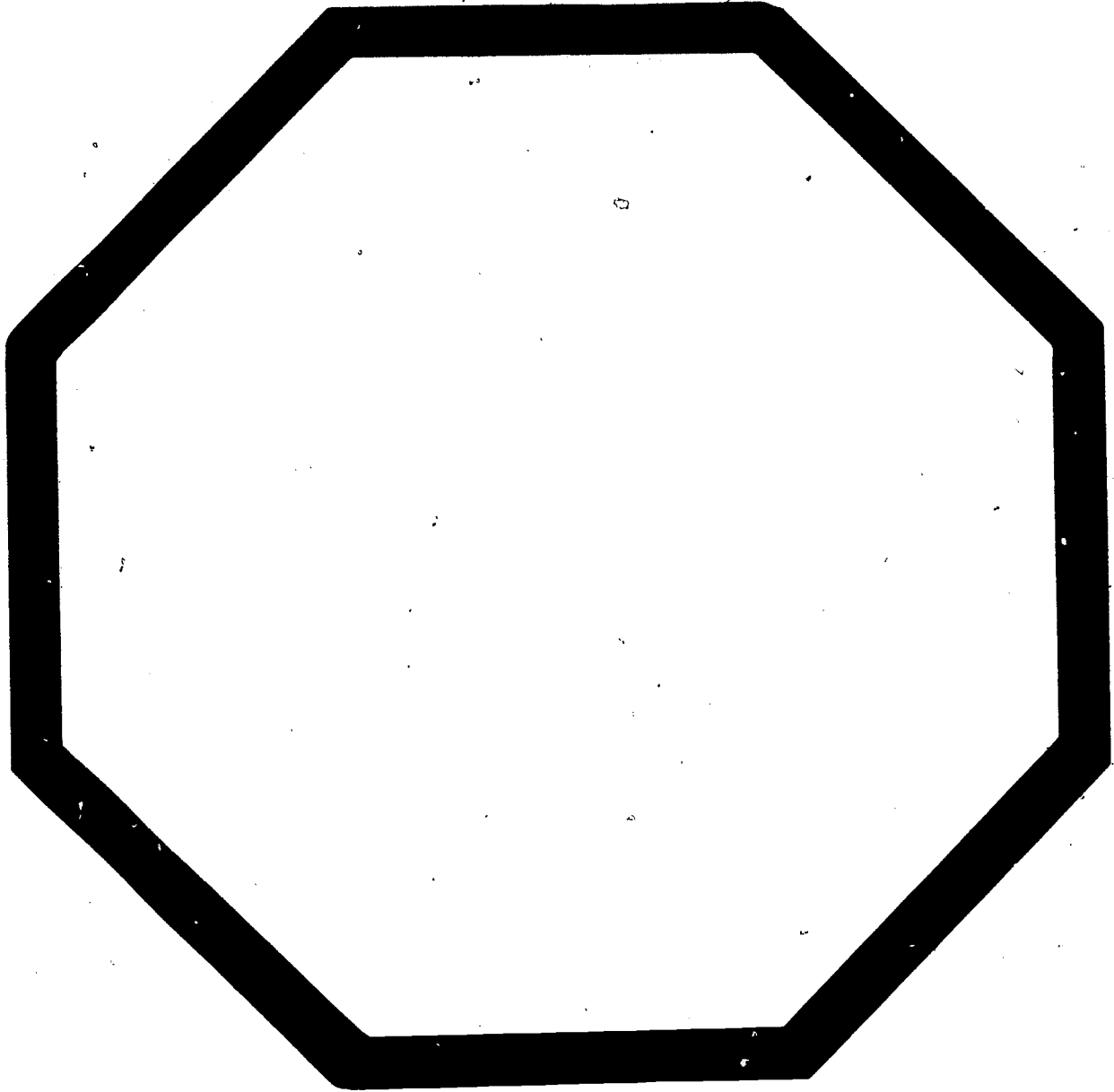


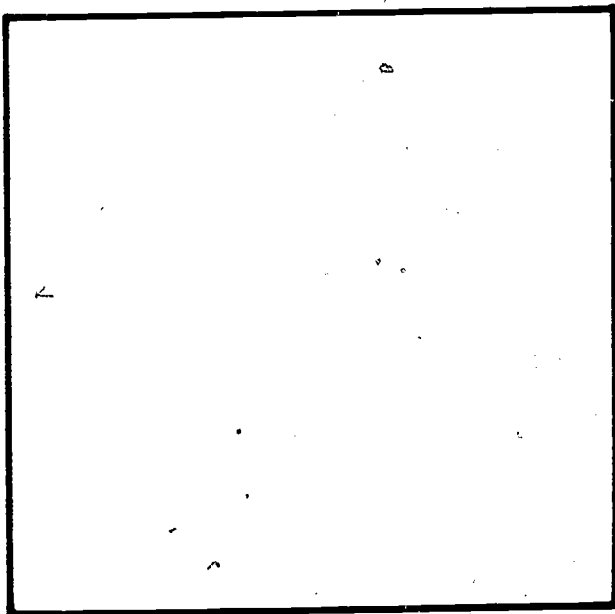
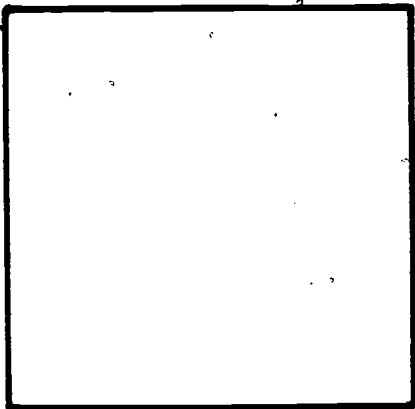
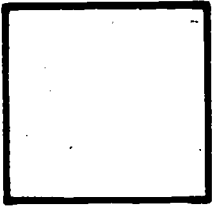
moon

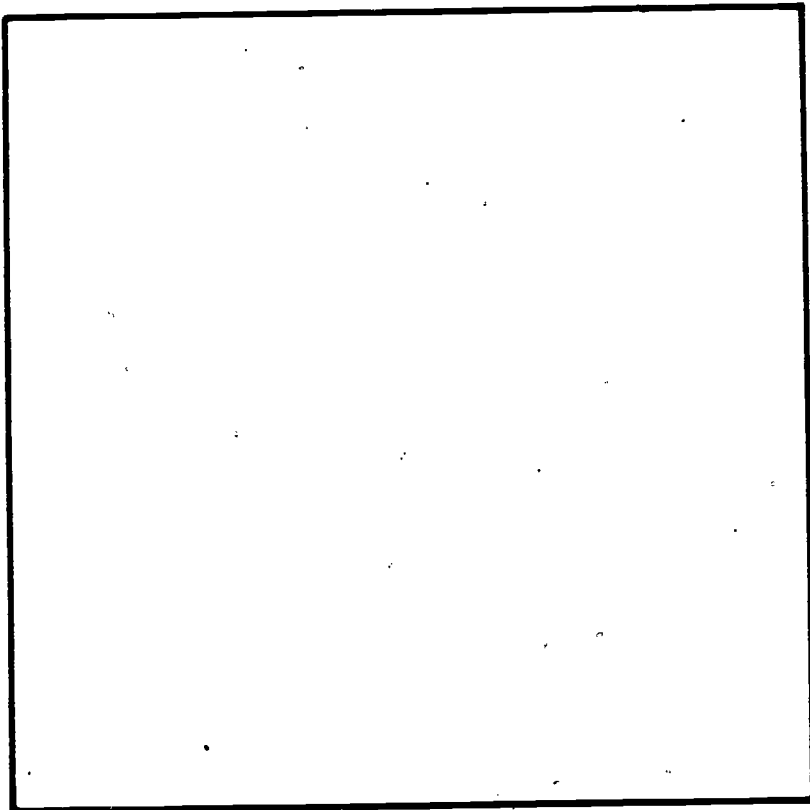


STOP

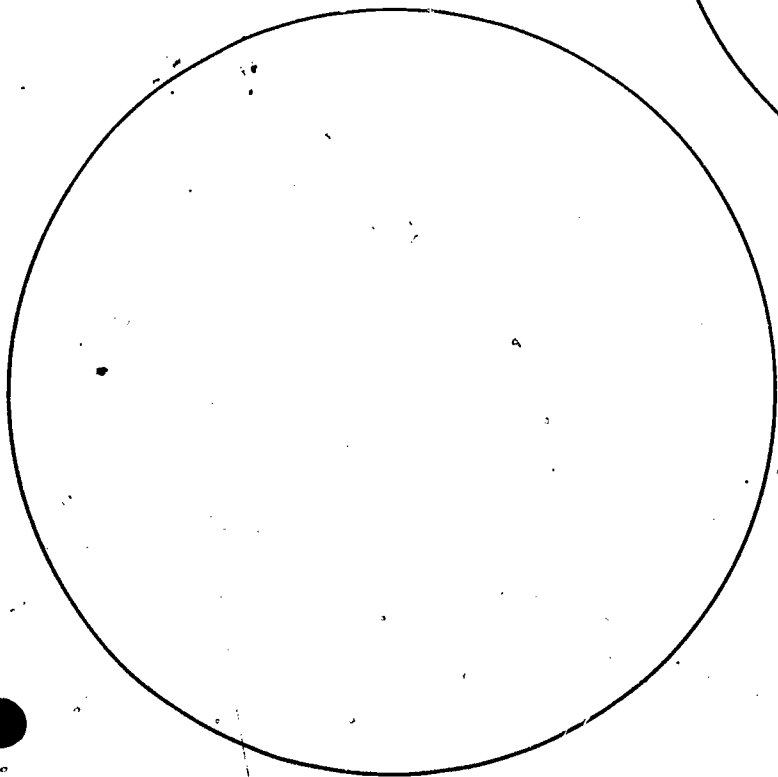
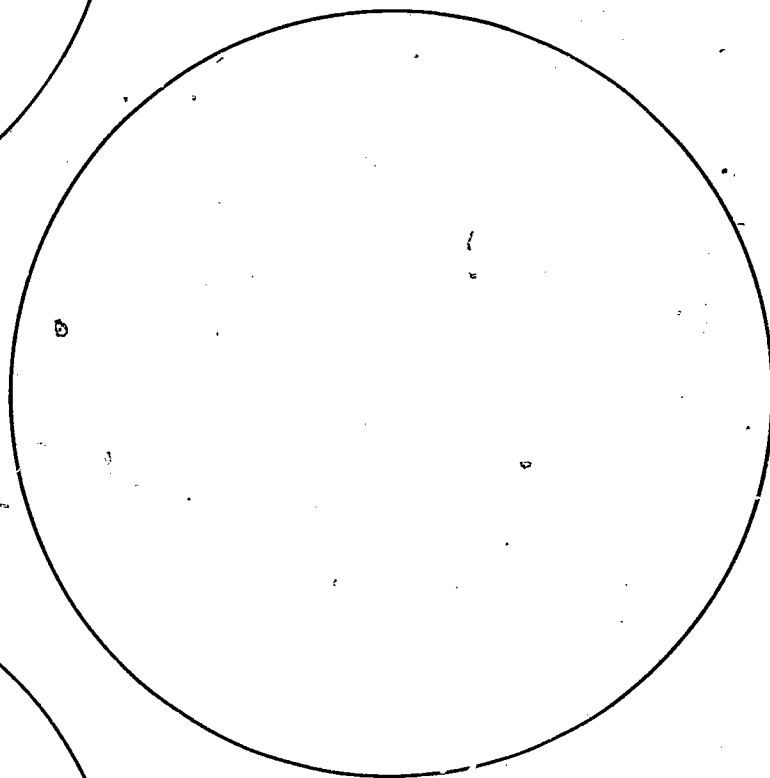
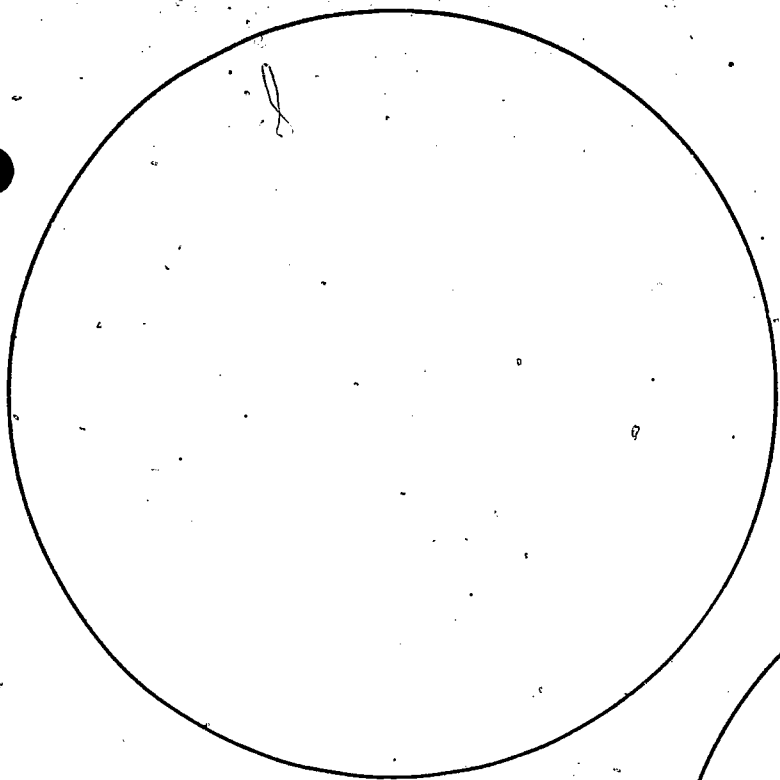
190

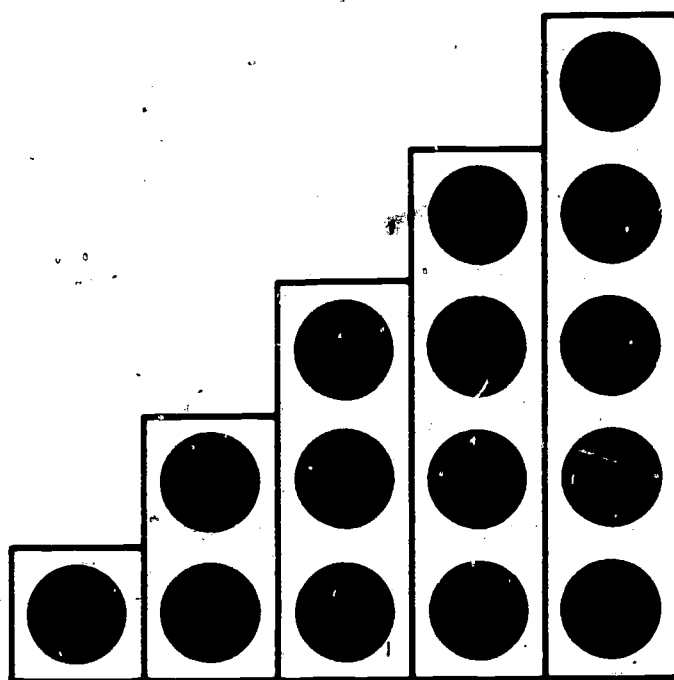


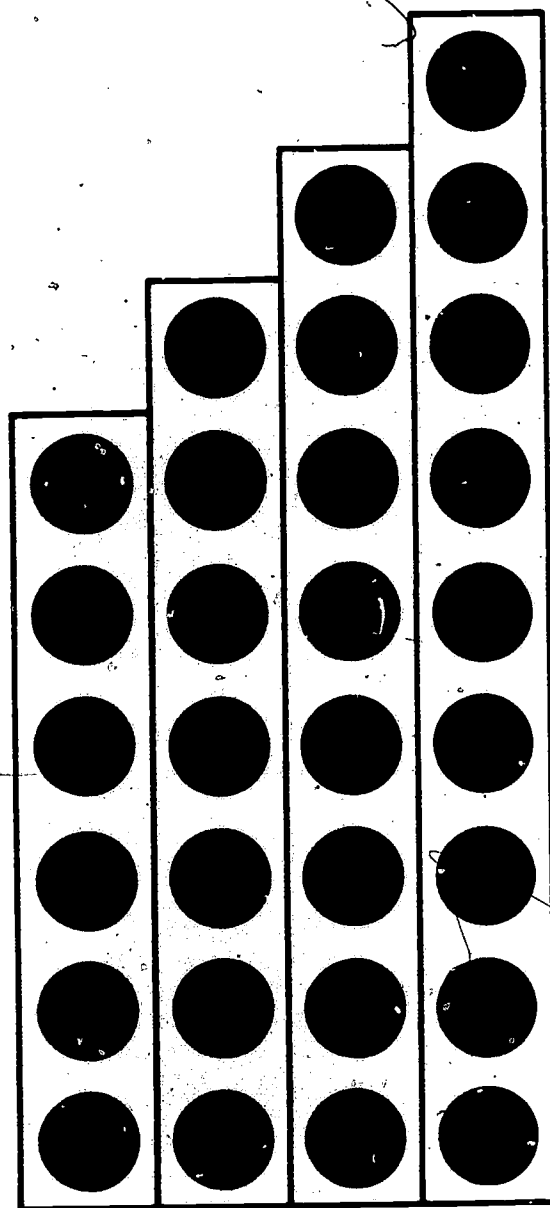


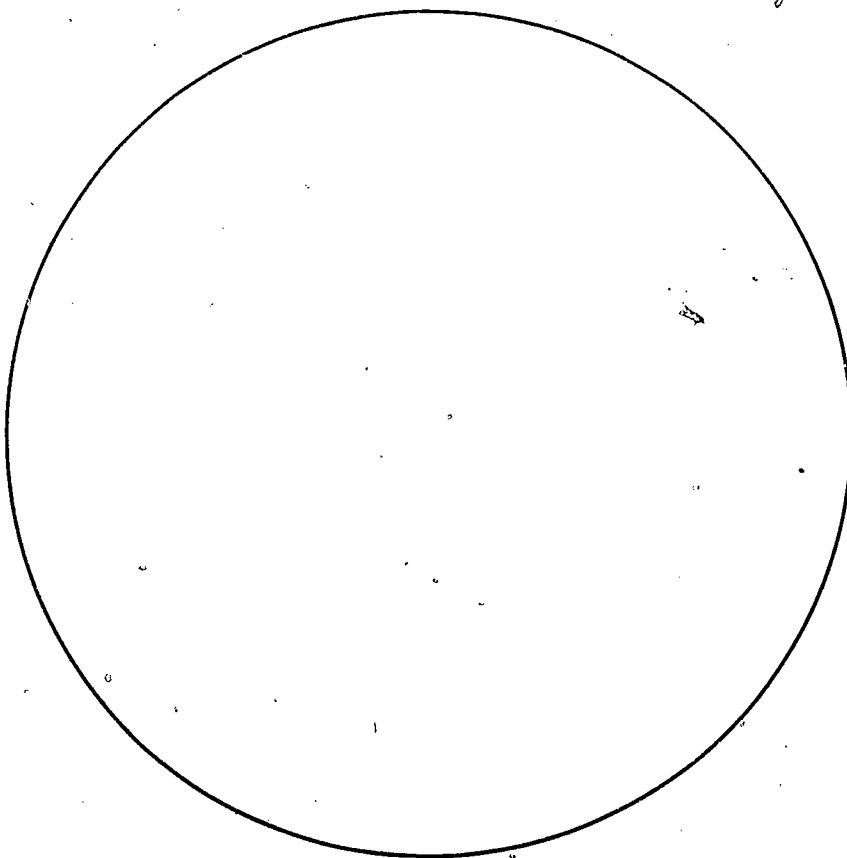
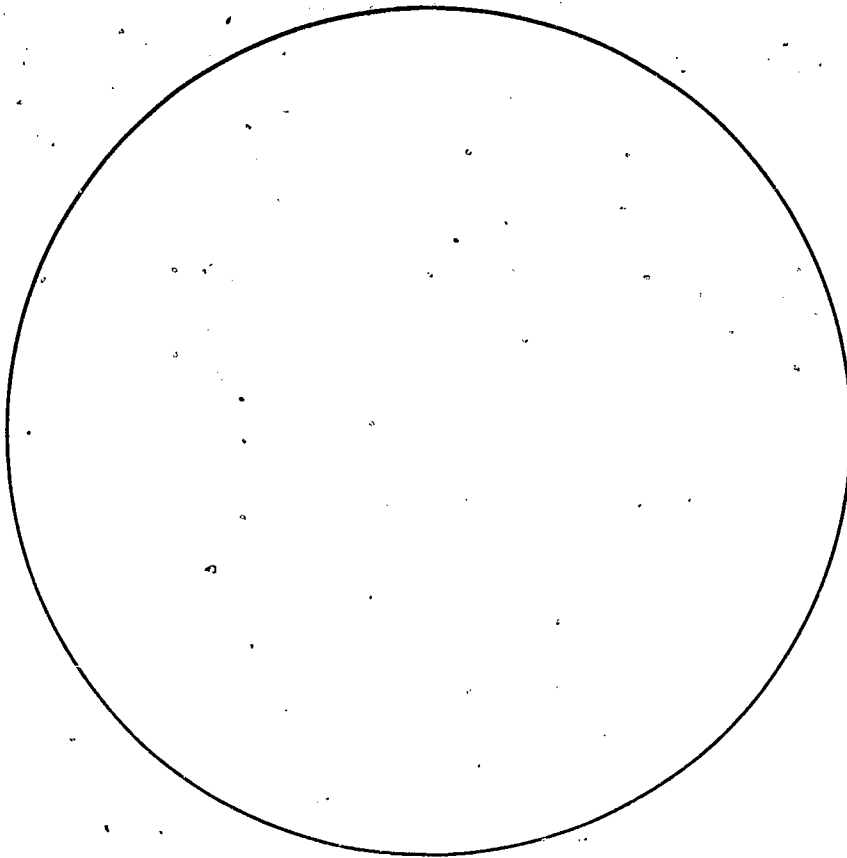


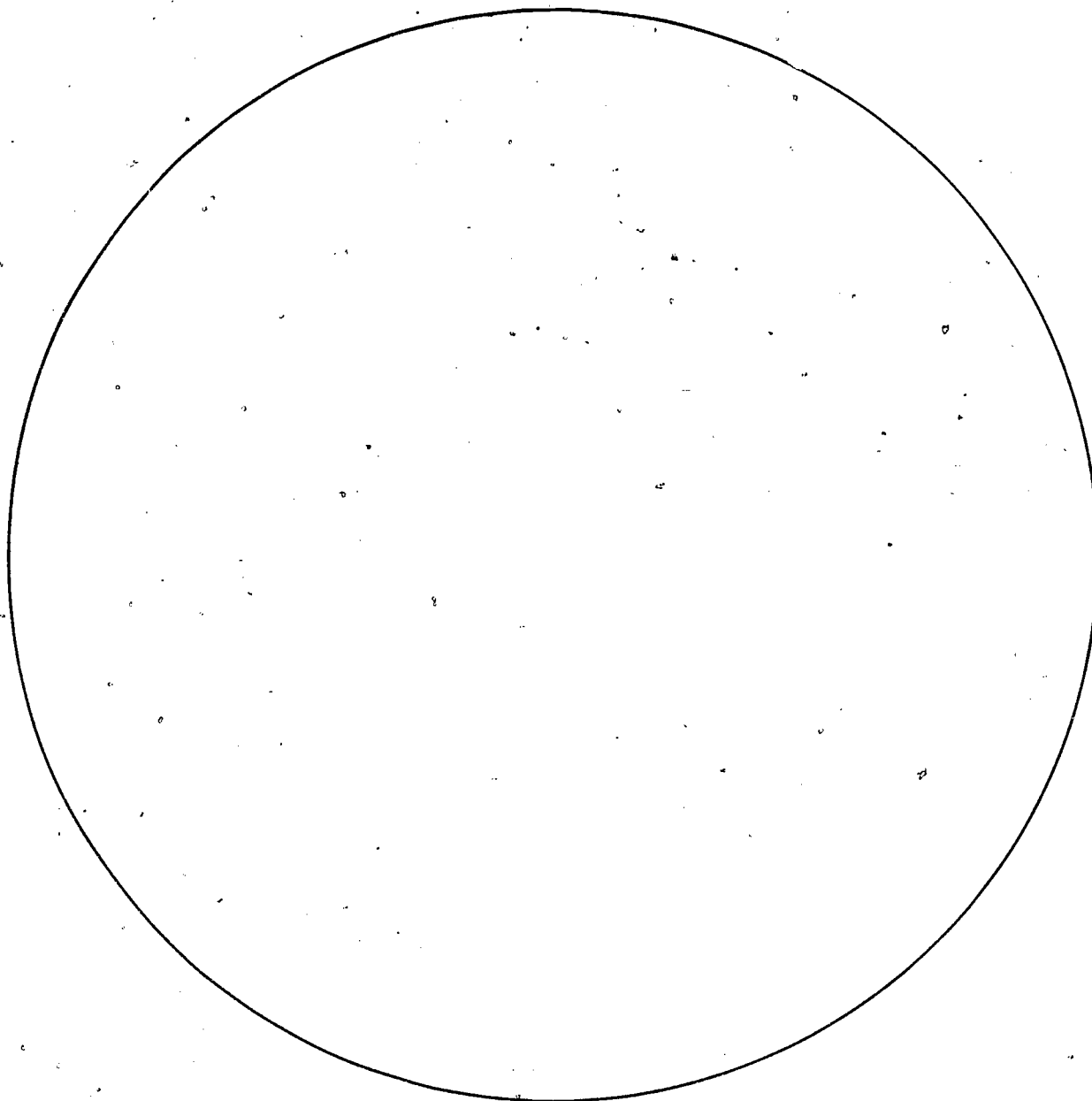
W34
Item 57

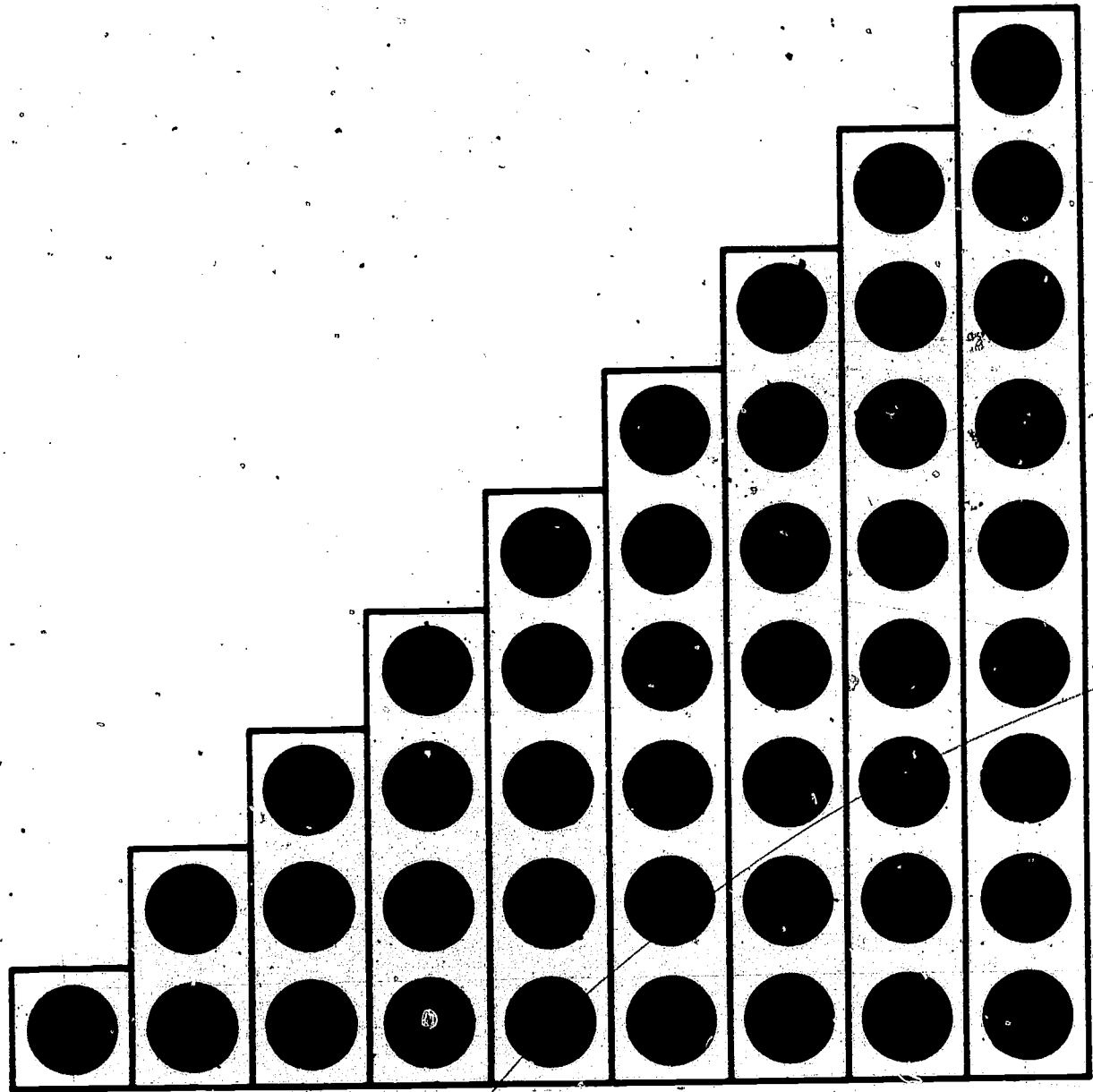





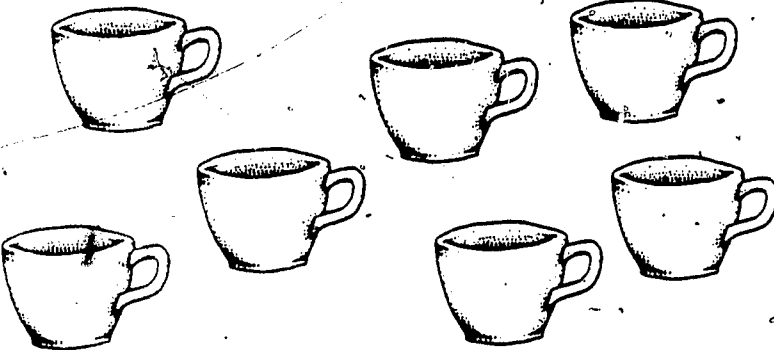


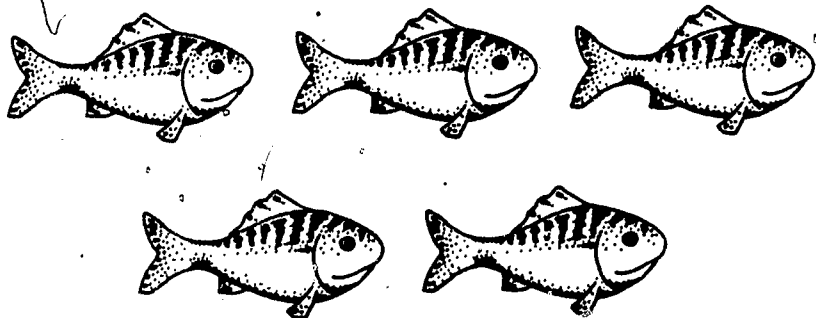






| | |
|--|--------------|
|  Three line drawings of frogs are arranged in a triangular pattern: one at the top left, one at the top right, and one centered below them. | <p>2 3 4</p> |
|--|--------------|

| | |
|---|--------------|
|  Seven line drawings of cups are arranged in two rows: three in the top row and four in the bottom row. | <p>7 8 9</p> |
|---|--------------|

| | |
|--|--------------|
|  Five line drawings of striped fish are arranged in two rows: three in the top row and two in the bottom row. | <p>2 5 7</p> |
|--|--------------|

