

PRE-KIDS



Pre-Kindergarten Inventory of Demonstrated Skills

The Pre-Kindergarten Inventory of Demonstrated Skills (**Pre-KIDS**) is designed to be used before the school year begins so that teachers and staff can obtain information about incoming kindergarten students. This information is intended to give teachers insight about what skills a student may or may not have before entering their classrooms. This information can aid teachers in planning instruction that will meet the needs of each student.

Pre-KIDS is designed to be given in a short amount of time to provide a simple snapshot of a student. **Pre-KIDS** is a first step in a relationship between the student and school. As a student enters Kindergarten, daily interactions will allow the teacher to learn even more about the student in order to tailor instruction appropriately.

Pre-KIDS addresses skills based on the *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5* and *Indiana's Academic Standards – Kindergarten*. The inventory covers skills in:

- ❖ Oral language
- ❖ Letter knowledge
- ❖ Phonemic awareness
- ❖ Fine motor
- ❖ Visual and auditory memory
- ❖ Number sense and other math concepts

Pre-KIDS is not intended to serve as a tool to admit students to kindergarten.

“The entrance date is August 1... If a child is five years of age on or before August 1 and the parent requests it, the school corporation must allow the child to enter kindergarten.”

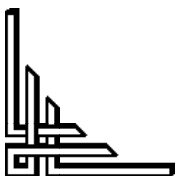
Indiana Code — Enrollment in Kindergarten (IC 20-33-2-7).

Pre-KIDS is not intended to show mastery of standards or influence report card grades.

*Day-to-day observations of students in conjunction with direct assessments should be used to determine mastery of standards. Many students, depending on the time of year **Pre-KIDS** is administered, have months before they will begin attending kindergarten and may experience significant growth in many skill areas.*

Pre-KIDS is not intended to identify students for special education services.

*The results of **Pre-KIDS** may identify students who exhibit extreme difficulty with certain tasks or who display performance far beyond what is expected for their age. These students may need further monitoring or more thorough assessment.*



Pre-KIDS

Student's Name _____ Date of Screening _____ Teacher _____

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| 1 | Counting Have student rote count to 10. Circle the numbers recited. <i>Note: It is not necessary for students to count past ten. If a student continues counting you may want to record how far s/he can count, but the scoring is based on counting to 10.</i> | 5 points for correctly counting to 10, 2.5 points for skipping some numbers, 0 points for knowing 1 or 2 numbers or not attempting to count. |
| | Say: Count as high as you can. | |
| | 1 2 3 4 5 6 7 8 9 10 | |
| | <i>Comments</i> | |
| /5 | | |

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| 2 | Number Identification Have student identify numbers 1 – 10. (See Student Form.) Circle all correctly identified numbers. | 1 point for each correct answer. |
| | Say: Tell me what this number is. | |
| | 3 2 5 4 1 9 8 10 7 6 | |
| | <i>Comments</i> | |
| /10 | | |

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| 3 | 1:1 Correspondence Have student count 5 pictures, check for 1:1 correspondence. Tell students to touch each picture while counting. (See Student Form.) Circle the number of correctly counted pictures. | 5 points for correctly counting all 5 frogs with one-to-one correspondence, 2.5 points for counting some correctly with one-to-one correspondence, 0 points for not counting any with one-to-one correspondence. |
| | Say: How many frogs do you see? Count them for me. | |
| | 1 2 3 4 5 | |
| | <i>Comments</i> | |
| /5 | | |

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| 4 | Color Identification Have student name colors. (See Student Form.) Circle all correctly identified colors. <i>Note: Before beginning the assessment, color the circles on the Student Form so that students can identify.</i> | 1 point for each correct answer. |
| | Say: What color is this? | |
| | red yellow blue green purple orange black brown | |
| | <i>Comments</i> | |
| /8 | | |

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| 5 | Shape Identification Have student name shapes. (See Student Form.) Circle all correctly identified shapes. | 1 point for each correct answer. |
| | Say: What shape is this? | |
| | ○ □ △ □ | |
| | <i>Comments</i> | |
| | | /4 |

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| 6 | Shape/Letter Discrimination Have student discriminate between X/V, P/R, □/□. Expose one row at a time. (See Student Form.) Circle all correctly identified letters/shapes. | 1 point for each correct answer. |
| | Say: Show me the letter/shape that is not the same as the others. | |
| | V R □ | |
| | <i>Comments</i> | |
| | | /3 |


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| 7 | Alphabet Recitation Have student recite the alphabet. Circle all correctly recited letters. <i>Note: Singing the alphabet is okay. If a student sings or says "lmnop" or other letters in word-like clumps, ask him or her to say the individual letters.</i> | 5 points for reciting all letters, 2.5 points for reciting most letters but skipping some, 0 points for knowing 5 or fewer letters or for not attempting to say letters. |
| | Say: Say the alphabet (or ABC's). | |
| | 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 | |
| | <i>Comments</i> | |
| | | /5 |

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| 8 | Letter Identification Have student identify thirteen letters. Expose one row at a time. (See Student Form.) Circle all correctly identified letters. <i>Note: You may continue after 13 are identified for your own records, but the scoring is based on a possible 13 points.</i> | 1 point for each correct answer. |
| | Say: Do you recognize any of these letters? Can you tell me the letter name? | |
| | Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz | |
| | <i>Comments</i> | |
| | | /13 |


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| 9 | <p>Phonemic Awareness: Sound Discrimination Have student discriminate between sounds in words. <i>Note: If a student misses the first question make sure they understand the task before proceeding.</i></p> | <u>Correct</u> |
| | <p>Say: Listen to the two words I say. Tell me if they are the same or different.</p> <p>Say: <i>cat/cat</i> Were the words I said the same or different? Say: <i>five/fire</i> Were the words I said the same or different? Say: <i>boat/vote</i> Were the words I said the same or different? Say: <i>bed/bed</i> Were the words I said the same or different? Say: <i>tree/three</i> Were the words I said the same or different?</p> | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no |
| | <p><i>Comments</i></p> | <p>1 point for each correct answer. /5</p> |


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| 10 | <p>Picture Comprehension, Beginning Sounds, Letter-Sound Identification, Directional Vocabulary, and Rhymes Pictures: ball, hat, sun Letter cards: B, h, S Student will match a letter card to a picture for beginning sounds. Place the picture in a specific space for comprehension and rhyme. (See Student Form.) <i>Note: Before beginning the assessment, cut the letters and pictures apart. If student incorrectly names the picture, give him/her the correct name before continuing. Slash marks / / denote that the <u>sound</u> of the letter is to be said, <u>not</u> the letter.</i></p> <p>(A) = Picture Comprehension (B) = Beginning Sounds (C) = Letter-Sound Identification (D) = Directional Vocabulary (E) = Rhymes</p> | <u>Correct</u> |
| | <p>(A) Say: What is this a picture of? (ball) (B) Say: What sound do you hear at the beginning of <i>ball</i>? (/b/) (C) Say: Show me the letter that makes the /b/ sound. (D) Say: Put the letter <i>B</i> <u>beside</u> the ball. (E) Say: <i>Ball</i> and <i>wall</i> rhyme. Tell me another word that rhymes with <i>ball</i> and <i>wall</i>.</p> | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no |
| | <p>(A) Say: What is this a picture of? (hat) (B) Say: What sound do you hear at the beginning of <i>hat</i>? (/h/) (C) Say: Show me the letter that makes the /h/ sound. (D) Say: Put the letter <i>h</i> <u>between</u> the hat and ball. (E) Say: <i>Hat</i> and <i>bat</i> rhyme. Tell me another word that rhymes with <i>hat</i> and <i>bat</i>?</p> | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no |
| | <p>(A) Say: What is this a picture of? (stop/stop sign) (B) Say: What sound do you hear at the beginning of <i>stop</i>? (/s/) (C) Say: Show me the letter that makes the /s/ sound. (D) Say: Put the letter <i>S</i> <u>on top of</u> the stop sign. (E) Say: <i>Stop</i> and <i>top</i> rhyme. Tell me another word that rhymes with <i>stop</i> and <i>top</i>?</p> | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no |
| <p><i>Comments</i></p> | <p>1 point for each correct answer. /15</p> | |

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| 11 | Name Printing Have student print his/her first name on the line provided. (See Student Form.) <i>Note: Print Student Form for each student. Do not deduct points for backward letters or mirror writing. Mixed capitals and lower-case letters are correct. Observe pencil grip of student and left to right progression for the Additional Comments and Observations section.</i> | 5 points for writing first name correctly, 2.5 points for writing some correct letters, 0 points for writing no correct letters. |
| | Say: Write your first name on this line. | |
| | <i>Comments</i> | |
| | | /5 |

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| 12 | Fine Motor Skills Have student copy the line/shapes. (See Student Form.) Circle all correctly copied shapes. | 1 point for each correct answer. |
| | Say: Draw a shape that looks like this. | |
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| | <i>Comments</i> | |
| | | /4 |

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| 13 | Oral Language Have student describe picture. (See Student Form.) | 5 points for using descriptive language, clear and understandable speech, 2.5 points for using non-descriptive language, difficult to understand speech, 0 points for not attempting to describe. |
| | Say: Tell me about this picture. What do you think is happening? | |
| | <i>Comments</i> | |
| | | /5 |

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|-----------|--------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 14 | Patterns Have student complete the pattern. (See Student Form.) Circle each correctly completed pattern. | 1 point for each correct answer. |
| | Say: What comes next in this pattern? | |
| |  | |
| | <i>Comments</i> | |
| | | /3 |

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|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 15 | Recalling Pictures Have student recall pictures. (See Student Form.) Circle each correctly recalled item. <i>Note: Allow the student to look at the pictures for five to ten seconds.</i> | 1 point for each picture recalled. |
| | Say: I am going to show you three pictures that you need to remember. I will hide the pictures and you will tell me the ones you remember. (Cover up the pictures.) Can you tell me what pictures you saw? | |
| |  | |
| Comments | | /3 |

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|----------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 16 | Repeating Sentences Have student repeat sentences. | <u>Correct</u> |
| | Say: I am going to say a sentence. You are going to say the same sentence back to me. | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no |
| | Say: The boy can run fast. Say: My friend will call me today. | 1 point for each correct answer. |
| Comments | | /2 |

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|----|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 17 | Oral Directions Has the student listened to, remembered, and followed directions during the assessment? | 5 points for following directions, 2.5 points for partially following directions, 0 points for not following directions. |
| | Comments | /5 |

Additional Comments and Observations:

Willing to be separated from caregiver for assessment?

Holds pencil correctly?

Willing to attempt tasks?

Pays attention to tasks?

Needs speech evaluation?

Other:

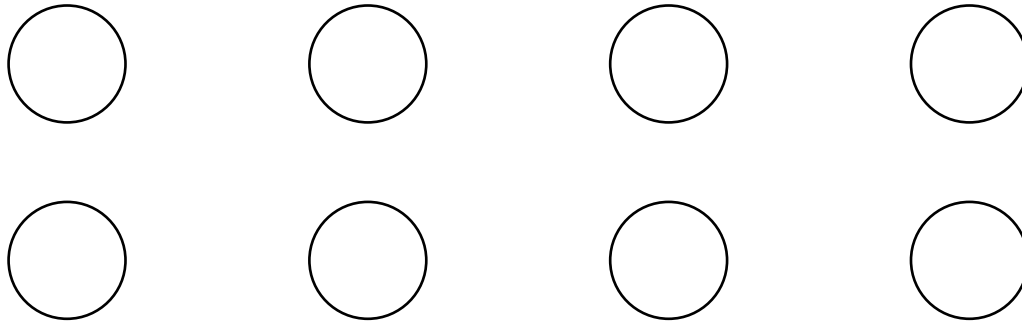
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| Total: |
| /100 |

3 2 5 4 1 9 8 10 7 6

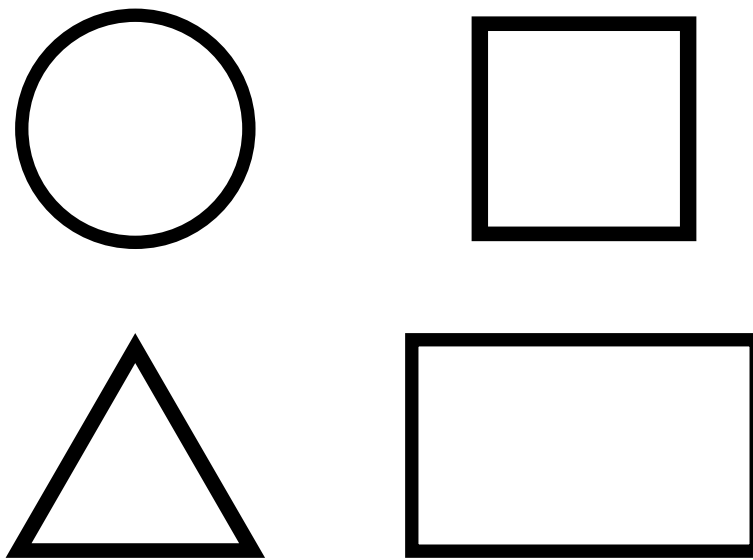
2 – Number Identification



3 – 1:1 Correspondence



4 – Color Identification



5 – Shape Identification

X

X

X

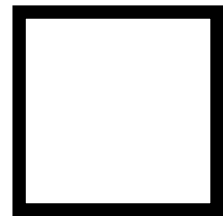
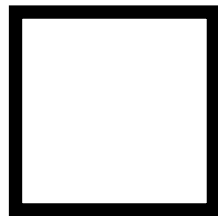
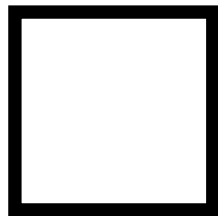
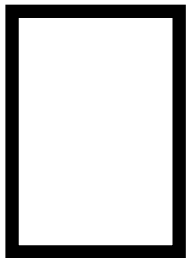
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6 – Shape/Letter Discrimination

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

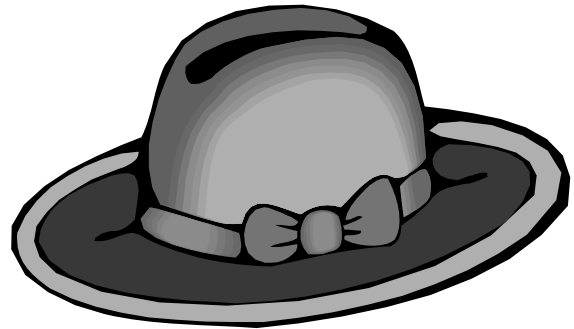
Uu Vv Ww Xx

Yy Zz

B



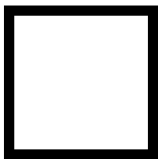
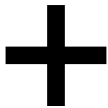
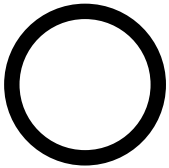
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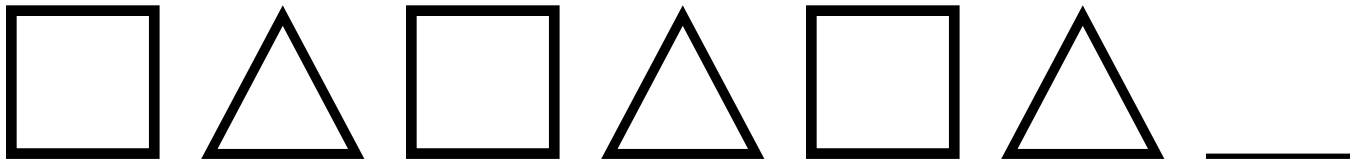
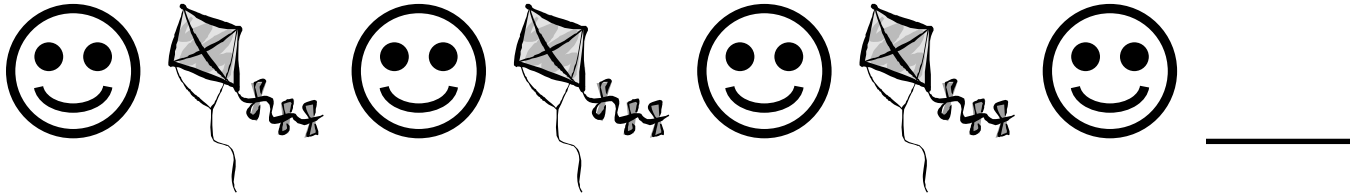


11 – Name Printing

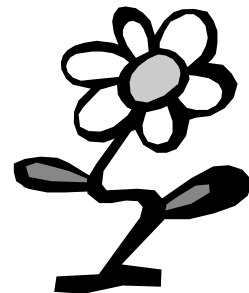
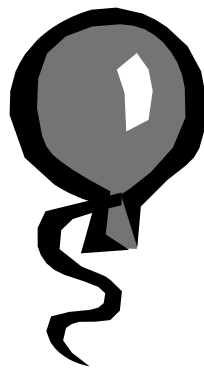
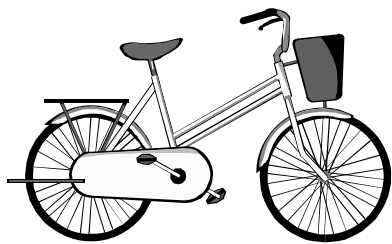


12 – Fine Motor Skills





14 – Patterns



15 – Recalling Pictures