The Pre-K assessment was designed to serve as a progress report for Pre-K students and to serve as an ongoing tracker for Pre-K skills. Additionally, it was developed with parents in mind. It provides a comprehensive outline of the basic skills that are needed for success in Kindergarten in an easy to use format that is simple for parents to understand. The user guide was designed to answer any questions that directly pertain to the benchmark.

The Pre-K Benchmark will serve as the progress report for the school year 2014-2015. It will be given three times during the school year. It will be given on progress report days during the second, third and fourth report card grading periods. The reporting system will go out in:

November (progress report for the second nine weeks)-The teacher will use a black ink pen to write the letter M in each block associated with a skill the child has mastered. The remaining blocks will remain blank. The teacher will make a copy for the parent and keep the original.

February (progress report for the third nine weeks)-The teacher will use a blue ink pen to write the letter M in any blocks that correlates with a new skill the child has mastered during the third nine weeks. The remaining blocks will be left blank. The teacher will make a copy for the parents. Teacher will retain the original copy that has the black as well as the blue ink denoting which skills the child has mastered up until this point.

April (progress report for the fourth nine weeks)- The teacher will use a red ink pen to write the letter M in any block that correlates with a new skill mastered during the fourth nine weeks. The remaining blocks will be left blank. The teacher will make a copy for the parents. Teacher will retain the original copy that has the black, blue, and red ink denoting which skills the child has mastered up until this point.
Important points to remember:

- There will not be a progress report sent home during the first nine weeks of school due to the staggered entry by Pre-K students and the time it takes to get them acclimated to the classroom.
- Once a student has mastered a skill and it has been marked on the benchmark assessment with the letter M, it is not necessary to reassess. The teacher will not re-test individual skills that have been mastered during initial or future assessment(s).

Letters:

1. Names: The teacher will make a copy of the uppercase and lowercase letters that is provided in the teacher assessment manual under resources. The teacher will say, “What letter is this?” If the student is successful, the teacher will mark the correlating box with the letter M (for mastery). The teacher will ask the student to name each letter of the alphabet. The teacher will randomly select a letter for students to name. This procedure will be repeated for every uppercase and lowercase letter of the alphabet.

2. Points to: The teacher will make a copy of the uppercase and lowercase letters that is provided in the teacher assessment manual under resources. The teacher will say, “Point to the letter ___.“ If the student is successful, the teacher will mark the correlating box with the letter M (for mastery). The teacher will ask the student to point to each uppercase and lowercase letter in a random order.

3. The teacher will show each uppercase letter when asking about letter sounds. The teacher will ask the student to produce the sound associated with the shown letter. The teacher will give credit for short vowel sounds. If the student is successful, the teacher will mark the correlating box with the letter M (mastery). This process will be completed for each letter.
Numbers:

1. Names: The teacher will make a copy of the numbers 0-20 that is provided in the teacher assessment manual within the blackline section. The teacher will say, “What number is this?” If the student is successful, the teacher will mark the correlating box with the letter M (mastery). The teacher will randomly select numbers 0 - 20 for students to name.

2. Points to: The teacher will make a copy of the numbers 0-20 that is provided in the teacher assessment manual within the blackline section for naming numbers. The teacher will say, “Point to the number ____.” If the student is successful, the teacher will mark the correlating box with the letter M (for mastery). The teacher will ask the student to point to each number in a random order.

3. Counts and tells how many: The teacher will make a copy of the corresponding sets from 0-20 that is provided in the teacher assessment manual within the blackline section. The teacher will ask students to count and tell how many objects are in the provided sets. If the student is successful, the teacher will mark the correlating box with the letter M (for mastery).

Shapes

1. Names: The teacher will make a copy of all given shapes that is provided in the teacher assessment manual. The teacher will say, “What shape is this?” If the student is successful, the teacher will mark the correlating box with the letter M (for mastery). The teacher will ask the student to name each shape.

2. Points to: The teacher will make a copy of all given shapes that is provided in the teacher assessment manual. The teacher will say, “Point to a ____?” If the student is successful, the teacher will mark
the correlating box with the letter M (for mastery). The teacher will ask the student to name each shape.

**Colors:**

1. **Names:** The teacher will provide a sample of each color on the benchmark assessment or use the blackline for assessing colors in the assessment manual. The teacher will say, "What color is this?" If the student is successful, the teacher will mark the correlating box with the letter M (for mastery). The teacher will ask the student to name each assessed color.

2. **Points to:** The teacher will make a copy of all given colors that is provided in the teacher assessment manual. The teacher will say, "Point to ___?" If the student is successful, the teacher will mark the correlating box with the letter M (for mastery). The teacher will ask the student to name each color.

3. **Reads:** The teacher will ask the student to read each color word. The teacher can refer to the color words resource in the teacher assessment manual.

**Sorts by colors, shapes, and sizes:**

The teacher will use the blackline from the teacher assessment manual to make manipulatives for sorting.

1. **Color** - Students will sort at least three different colors
2. **Shape** - Students will sort at least three different sizes
3. **Size** - Students will sort small, medium, large shapes.

**Rote counting:**

The teacher will ask the student to count until an error is made. The teacher will write down the last number that the student said correctly. This will be repeated for each benchmark assessment period.
**Personal Data:**

*M* (mastery) is only given if the following requirements for each category are met.

1. Full Name—first and last name are orally stated
2. Age—appropriate age is orally stated
3. Parent(s) Name—first and last name of parent/guardian
4. Birthday—Correct month, day, and year are orally stated
5. Telephone number—seven digit telephone number is orally stated (area code is not required)
6. Address—number and street are orally stated
7. City—current city is orally stated
8. State—state is orally stated

**Body Parts:**

1. Names: The teacher will point to a body part and ask the student to name it. The teacher will point only to assess body parts. If the student is successful, the teacher will mark the correlating box with the letter *M* (mastery).
2. Points to: The teacher will ask the student, “Show me where ______ is located.” If the student is successful, the teacher will mark the correlating box with the letter *M* (mastery).

**Science/Social Studies:**

*M* (mastery) is only given if the following requirements for each category are met.

1. 5 senses
   a. Names—Student will name all five senses (sight, hear, taste, smell and touch) in order to master the naming portion of this skill.
b. Explains-The student will explain each body part associated with each sense.

2. 4 Seasons
   a. Names-The student will name the four seasons.
   b. Explains-The student will explain/name attributes specific to each season. (For example: In the spring new leaves grow on the trees, birds return, build nest and have new babies. Spring comes after winter.)

3. Weather
   a. Names: The student will name rainy, sunny, cloudy, and snowy weather. The teacher can refer to the blackline in the teacher assessment manual.
   b. Explains: The student will describe what happens in each type of weather. (Example: It snows in the winter. We have to wear a coat if it is snowing.)

4. Days of the Week
   The student recites the days of the week without singing a song.

5. Months of the year
   The student recites the months of the year without singing a song.

Physical Development:

M (mastery) is only given if the following requirements for each category are met.

1. Writes first name-writes first name legibly without assistance.
2. Writes last name-writes last name legibly without assistance.
3. Holds and uses scissors appropriately-fingers are placed in proper position, use a guide hand, and cut a line that is not choppy (Refer to the resource section in the teacher assessment manual if needed).
4. Use computer mouse properly-able to manipulate computer mouse to a certain point and right click.
5. Fastens own clothes
6. Ties own shoes
7. Coordinates muscles to walk, run, and climb
8. Demonstrates cross lateral movement (Refer to the resource section in the teacher assessment manual if needed).
9. Throws, catches, and bounces ball
10. Walks on straight line, jumping, hopping, and standing