

Assessment Check List: Review 1

Name:

	Criteria	Yes	Some	No
Themes	The child can identify feelings.			
	The child can identify classroom objects.			
	The child can identify the time.			
	The child can identify different foods.			
Key Language	The child can say the following words: <i>happy, sad, angry, hungry, sleepy</i> <i>bag, eraser, glue stick, pencil, ruler</i> <i>one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve</i> <i>pizza, noodles, milk, juice, ice cream.</i>			
	The child can ask and answer these questions: <i>Are you (happy)? Yes. I'm (happy).</i> <i>Is this your (ruler)? Yes, it is. / No, it isn't.</i> <i>What time is it? It's (five) o'clock.</i> <i>What do you want? I want (pizza).</i>			
Conversational Language	The child can determine when to use the following language appropriately: <i>Happy birthday! Thank you.</i> <i>Where is the eraser? Here it is.</i> <i>Wake up! OK.</i> <i>I'm hungry. Me too.</i>			
Related Subjects	The child can recognize good manners like caring and sharing.			
	The child can recognize the difference between long and short.			
	The child can recognize the difference between day and night.			
	The child can recognize where different foods come from.			
Phonics	The child can identify and sound out the following short vowels and say the related words: <i>-an, -at, -ad, -ap; -it, -ix, -ig, -in</i>			

Assessment Check List: Review 2

Name:

	Criteria	Yes	Some	No
Themes	The child can identify pet animals.			
	The child can identify different actions.			
	The child can identify articles of clothing.			
	The child can identify the location of objects.			
Key Language	The child can say the following words: <i>cat, dog, hamster, rabbit, turtle</i> <i>dancing, jumping, running, singing, walking</i> <i>T-shirt, jacket, pants, skirt, shoes</i> <i>in, on, under</i>			
	The child can ask and answer these questions: <i>Do you have a pet? Yes. I have a (dog).</i> <i>What are you doing? I'm (singing).</i> <i>What are you wearing? I'm wearing (a skirt).</i> <i>Where is the (book)? It's (on) the (desk).</i>			
Conversational Language	The child can determine when to use the following language appropriately: <i>I like (dogs). Me too.</i> <i>Let's play together. OK!</i> <i>What's your favorite color? It's (blue).</i> <i>Oops, I'm sorry. That's OK.</i>			
Related Subjects	The child can recognize the difference between fast and slow.			
	The child can recognize the different ways to move their bodies.			
	The child can recognize new colors like white, gray, and black.			
	The child can recognize the difference between materials like plastic and wood.			
Phonics	The child can identify and sound out the following short vowels and say the related words: <i>-en, -et; -ot, -ox; -ug, -un, -ud, -ut</i>			