



GRADE ONE INDIVIDUAL ASSESSMENT

Name of Child: _____

Date of Birth: _____ **Gender:** _____

Class: _____

Name of Current School: _____

Teacher's Name: _____

Name of Previous School: _____

Name of Assessor: _____

GENERAL KNOWLEDGE	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
1. Personal Information Name: - First Name - Last Name - Age Birthday: - Date/Day - Month - Year Name of Caregiver: - First Name of Caregiver - Last Name of Caregiver	8				
2. Naming Colours - Red - Orange - Yellow -Pink - Green - Blue - Purple	4				
3. Differences - Circle - Two (2) - Man in the red - Black Square	4				
4. Similarities - tells the time - use for music - animals - drinking	4				
5. Understanding Concepts Appropriate to Age - Quatitative - Positional - Other Concepts	9				

Notes: _____

NUMBER CONCEPTS	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
6. Counts to 15 - Counts to _____ before 1st error	4				
7. Reasoning with Numbers: Addition - Six (6) - Five (5) - Seven (7)	3				
8. Reasoning with Numbers: Subtraction - Three (3) - Four (4) - Two (2)	3				
9. Names Numerals 1-9 4, 9, 8, 2, 7, 5	6				
10. Draws a set for Numerals up to 9 5, 6, 9, 2, 8, 4, 3	7				
11. Selects Sets to Match Numerals 4,6,2,5,8	5				

ORAL LANGUAGE	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
12. Communicates Experiences Clearly	3				
13. Follows 3 step Directions	6				

Notes: _____

DRAWING SETS TO MATCH NUMERALS 1- 9: Assessment Item #10

<i>Practice Item</i> 7	5	6	9
2	8	4	3

SELECTS SETS TO MATCH NUMERALS 1- 9: Assessment Item #11

Practice Item



READING	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
14. 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	20				
15. Identifies Initial Letter Sounds - Pencil - Mop - Face - Rat	4				
16. Makes Letter Sounds S T C M G	5				

Notes: _____

WRITING AND DRAWING	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
17. Writes first and last names	3				
18. Draws self	3				
19. Copies a simple sentence	3				
20. Writes the letters of the alphabet (upper or lower case)	26				

Notes: _____

Work Habits and Classroom Behaviour	Never	Seldom	Frequently	Always	
21. Observes classroom routines					
22. Works independently for some activities					
23. Listens when others speak					
24. Attends to learning activities					
25. Makes friends with other children					
26. Controls emotions					

READING	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
14. 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	20				
15. Identifies Initial Letter Sounds - Pencil - Mop - Face - Rat	4				
16. Makes Letter Sounds S T C M G	5				

Notes: _____

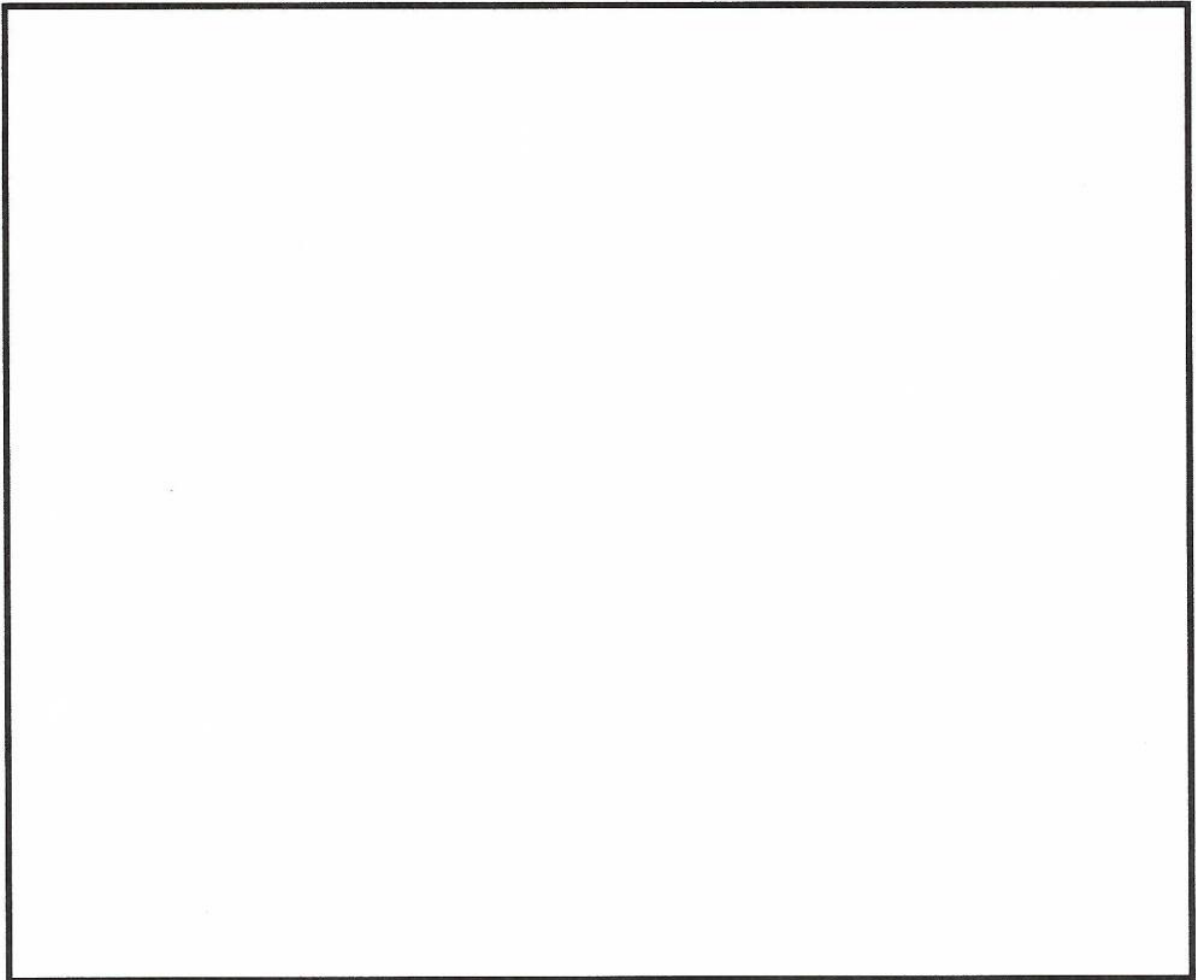
WRITING AND DRAWING	TOTAL SCORE	STUDENT'S SCORE	MASTERY	NEAR MASTERY	NON MASTERY
17. Writes first and last names	3				
18. Draws self	3				
19. Copies a simple sentence	3				
20. Writes the letters of the alphabet (upper or lower case)	26				

Notes: _____

ASSESSMENT ITEM: 17, 18, and 19

My Name is _____

Draw self in box:



This is me.

Phillip & Christine
GORE FAMILY
 — F O U N D A T I O N —

Developmental Milestone Checklist (Ages 5 and 6)

Name: _____ Date of Birth: _____

Report Period: _____ School: _____

Principal's Name: _____ Date observed: _____

Scoring Guide	Academic Achievement
4	Exceeds the Standard
3	Meets the Standard
2	Progressing toward the Standard
1	Does Not Meet the Standard
NI	Does not demonstrate the understanding and the application of concepts and skills: Needs Improvement

Movement/ physical Milestone	Scores
Stands on one foot for 10 seconds or longer	
Hops: may be able to skip	
Uses a fork and spoon and sometimes a table knife	
Can use the toilet on his/ her own	
Swings and Climbs	
Next Steps for Improvement:	

Language/ Communication Milestone	Scores
Speaks very clearly	
Tells a simple story using full sentences	
Uses future tense; for example, "Grandma will be here."	
Says first and last name	
Knows address	
Next Steps for Improvement:	

Cognitive Milestone	Scores
Counts 10 or more things	
Understands time	
Can print some letter or numbers	
Copies a triangle and other geometric shapes	
Draws a person with at least 6 body parts	
Knows about things used every day, like money and food	
Next Steps for Improvement:	

Social and Emotional Milestone	Scores
Wants to please friends	
Likes to sing, dance, and act	
Is aware of gender	
Can tell what's real and what's make-believe	
Shows more independence	
Is sometimes demanding and sometimes very cooperative	
Next Steps for Improvement:	

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Developmental Milestone Checklist (Age 4)

Name: _____ Date of Birth: _____

Report Period: _____ School: _____

Principal's Name: _____ Date observed: _____

Scoring Guide	Academic Achievement
4	Exceeds the Standard
3	Meets the Standard
2	Progressing toward the Standard
1	Does Not Meet the Standard
NI	Does not demonstrate the understanding and the application of concepts and skills: Needs Improvement

Movement/ physical Milestone	Scores
Hops and stands on one foot up to 2 seconds	
Catches a bounced ball most of the time	
Pours, cuts with supervision, and mashes own food	
Next Steps for Improvement:	

Language/ Communication Milestone	Scores
Knows basic rules of grammar, such as correctly using “he” and “she”	
Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”	
Tells Stories	
Can say first and last name	
Next Steps for Improvement:	

Cognitive Milestone	Scores
Names 4 colour and some numbers	
Starts to understand time	
Remembers parts of a story	
Understands the idea of “same” and “different”	
Draws a person with 2 to 4 body parts	
Starts to copy some capital letters	
Tells you what he/ she thinks is going to happen next in a book	
Next Steps for Improvement:	

Social and Emotional Milestone	Scores
Enjoys doing new things	
Would rather play with other children than by himself/ herself	
Cooperates with other children	
Talks about what she likes and what she is interested in	
Next Steps for Improvement:	

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Developmental Milestone Checklist (Age 3)

Name: _____ Date of Birth: _____

Report Period: _____ School: _____

Principal's Name: _____ Date observed: _____

Scoring Guide	Academic Achievement
4	Exceeds the Standard
3	Meets the Standard
2	Progressing toward the Standard
1	Does Not Meet the Standard
NI	Does not demonstrate the understanding and the application of concepts and skills: Needs Improvement

Movement/ physical Milestone	Scores
Walks up and down a stairs, one foot on each step	
<ul style="list-style-type: none"> • Hops • Runs easily 	
<ul style="list-style-type: none"> • Swing • Climbs 	
Next Steps for Improvement:	

Language/ Communication Milestone	Scores
Says first name, age, and gender	
Names a friend	
Understand words like, "in," "on," and "under"	
Talks well enough for strangers to understand most of the time	
Can name most familiar things	
Carries on a conversation using 2 to 3 sentences	
Follow instructions with 2 or 3 steps	
Next Steps for Improvement:	

Cognitive Milestone	Scores
Can count 10 or more objects	
Correctly names at least 4 colours	
Does puzzles with 3 or 4 pieces	
Copies a circle with pencil or crayon	
Turns book pages one at a time	
Builds tower of 6 or more blocks	
Screws and unscrews jar lids or turns door handle	
Next Steps for Improvement:	

Social and Emotional Milestone	Scores
Shows affection for friends without prompting	
Takes turns in games	
Separates easily from mom and dad	
Understands the idea of “mine” and “his” or “hers”	
Shows concern for crying friend	
Dresses and undresses self	
Next Steps for Improvement:	