



PRIMARY ASSESSMENT POLICY (PRE-KII & KINDERGARTEN)

Readiness for Pre-Kindergarten II

Our Pre-Kindergarten course is a readiness course. We recommend this traditional, work-play program for a child of about four years of age. Reading readiness and number readiness are taught. Shapes and colors are introduced, as well as direction words such as in and out, above and below. Activities are planned to help a child develop motor control and eye-hand coordination. An awareness of letters and their sounds is developed.

Since children at this age are not expected to sit in structured activities for an extended period of time, each activity is planned for about fifteen minutes. While there is the opportunity for much oral exchange between the parent and child, writing is not emphasized. Play is very important for children of this age, and it is so cherished because it is voluntary and self-controlled. Activities such as running, jumping, building with blocks, counting, and singing are all important parts of a Pre-Kindergarten course, and are emphasized in our program.

Readiness for Kindergarten

The Kindergarten course is a reading/mathematics readiness course for a child about five years of age, who is ready to begin to work in a structured program of two and a half to three hours, five days a week. It is designed for the child who is interested in learning to read, and it teaches the fundamental skills needed as a foundation for the reading process. The Kindergarten course also encourages a positive learning attitude, which will prepare the child for regular school studies. This course has a mathematics component, which uses Math. The Math class has a textbook, as well as a *Practice and Enrichment Workbook*. The reading program is phonics based and also includes poetry, story telling, and rhymes. At the end of this course, the student will be able to read twenty Early Phonics Storybooks, which are included in the course.

Time is planned for discussion of a variety of topics, such as community workers and families, as well as patriotic holidays, giving the opportunity to introduce the child to history. There are science lessons, planned physical education activities for developing the fine and large motor skills, as well as music activities for singing and learning rhythms. While a child is not required to learn to print in the Kindergarten course, the parent may teach the printing of manuscript letters, and a letter formation guide is included. Repetition of skills, to produce the feeling of being successful, is an important goal of a Kindergarten program. You will find



exercises in the course, including play, which will challenge the child in a developmentally appropriate way to build the foundation for academic learning.

Kindergarten Checklist of Skills

We have prepared a checklist of skills, usually expected by kindergarten age, to help you evaluate your child's readiness for Kindergarten. It will help you to identify your child's strengths or weaknesses so that you can guide his learning. Children grow at different rates, and not all children will show readiness in every one of these areas. If after reading this checklist, you still are unsure of placement, be sure to call to speak with an Education Counselor.

Remember that this is only an assessment tool and should not be sent to Darul Arqam Southwest School for grading.

Academic Skills

- Can you or others understand your child when he speaks?
- Can he repeat a six- to eight-word sentence?
- Does he pay attention to a short story when it is read to him?
- Can he retell simple events from a story he has heard?
- Can he tell you the meaning of simple words like *sweep*, *brush*, *horse*, etc.?
- Shown four objects, is he able to count them?
- Can he tell you what is missing if you draw a figure of a person leaving out a leg or arm, or a face leaving out eyes or the nose?
- Can he name a triangle, square, and a circle when he sees them?
- Has he begun to recognize letters?
- Does he show familiarity with rhyming when hearing words that rhyme?
- Does he understand that spoken words match written words?
- Is he beginning to write some letters of the alphabet or show interest in printing his name?
- Can he identify basic colors: red, green, blue, yellow?
- Does he understand concept words such as *in*, *out*, *up*, *down*?

Motor Skills

- Can he trace or draw a line?
- Is he beginning to cut with blunt scissors?
- Can he dress himself: zip or button up his coat, put on socks and shoes?
- Is he beginning to hold crayons and pencils properly?



- ___ • Is he able to run and jump; walk in a straight line?
- ___ • Does he use eating utensils properly?
- ___ • Can he catch a medium-sized ball?
- ___ • Can he complete a five- to ten-piece puzzle?
- ___ • Can he draw and color a picture beyond a scribble?
- ___ • Can he draw or copy a square?

Social Skills

- ___ • Does he finish one task before starting another?
- ___ • Can he follow simple two-step directions?
- ___ • Does he express feelings and needs with words?
- ___ • Does he ask questions about things around him?
- ___ • Is he beginning to wait his turn to do things?
- ___ • Does he use words instead of being physical when angry?

Awareness of Personal Information

- ___ • Does he know his full name?
- ___ • Does he know how old he is?
- ___ • Does he know his address and telephone number?
- ___ • Does he know his mother and father's first names?

This test is NOT to be sent in to the school for evaluation.