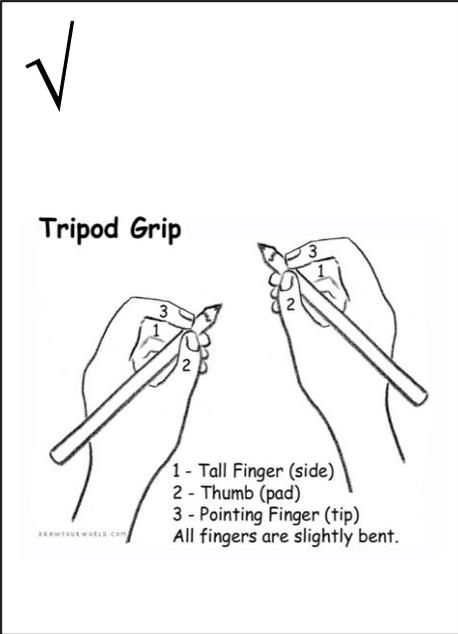
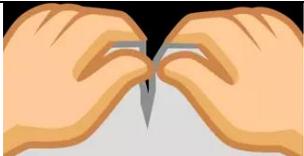


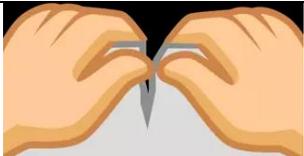
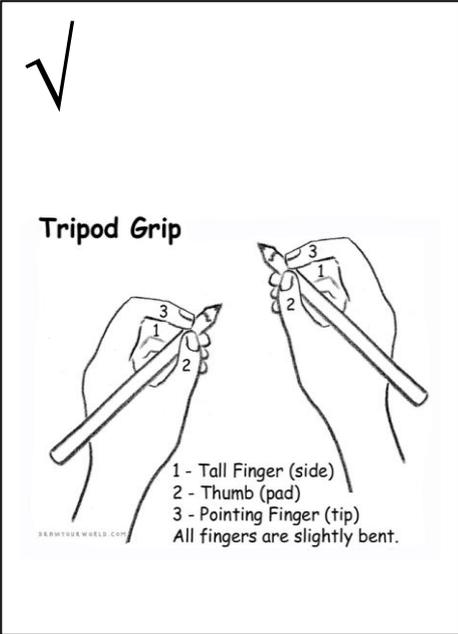
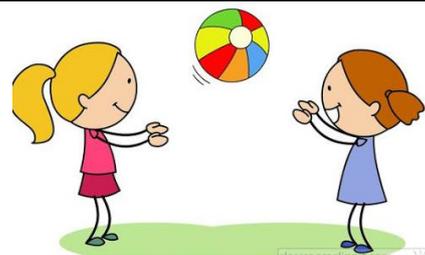
## (Sheet 3-4.1) Assessment Support for age 3-4 years

Have a special, colourful, organised box for each assessment group. Keep it apart as something that the children will look forward to "playing with" each term. It should ideally not be used for other activities.

Keep it "ready for use" at all times. Include the following:

1. Sheet 3-4.1 "Assessment Support for ages 3-4 years" sheet
2. A soccer ball size ball
3. A "chunky" size crayon
4. A6 paper for tearing (A6 = 1/4 foolscap page)
5. Blunt nosed right hand and left-hand scissors
6. 4 clothes pegs and a clean, recycled tin from any tinned food
7. 5 uncooked speckled (or similar) beans
8. Sheet 3-4.2 "Animal Names 3-4 yrs" chart
9. Coloured objects: red, blue, yellow, green, purple
10. Sheet 3-4.3 "Shapes 3-4 yrs" chart
11. 4 concrete objects (e.g. doll, ball, car, spoon)
12. Sheet 3-4.4 "spot the difference" picture

Task	Description
Jump on two feet	The children should ideally have bare feet. Keep feet touching each other and jump over a line or rope landing with feet together. Feet must ideally touch all the time.
Stand on tip-toes	The children should ideally have bare feet. Feet should be not more than 5 cm apart. Feet should not move from the "spot".
Kick a big ball (Soccer ball size ball)	This task is for checking eye-foot coordination – NOT how hard they can kick. To prevent them from kicking too hard, ask them to kick the ball at an object not too far away. (MAKE A NOTE OF THE FOOT THEY KICK WITH. left/right foot dominant)
Throw & catch a big ball (Soccer ball size ball)	Show them to stand with elbows bent, relaxed, hands stretched out and spaced apart a little more than the size of the ball. Tell them you will throw on "3". Count to 3 and throw to the child 3 times. They must not use their bodies to catch the ball but only their hands. They must throw the ball upwards and not "underhand".
Handle crayons with correct grip	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Give the child a dark-colour thick crayon. Ask them to draw a picture of themselves. This is NOT for the assessment, but keep it with the child's result as a "portfolio" to help with the report-writing and parent interview. <b>WATCH HOW THE CHILD HOLDS THE CRAYON.</b></p> </div> <div style="width: 45%; text-align: center;">  <p><b>✓</b></p> <p><b>Tripod Grip</b></p> <p>1 - Tall Finger (side) 2 - Thumb (pad) 3 - Pointing Finger (tip) All fingers are slightly bent.</p> </div> <div style="width: 45%; text-align: center;">  <p><b>✗</b></p> <p><b>Don't do this!</b></p> <p>Pressure on the pointing finger.</p> <p>All fingers pulled into a fist.</p> </div> </div>
Tear A6 paper into 2 pieces	 <p>Encourage the child to hold the paper with her/his thumbs next to each other, then tear the paper bringing one hand forward and the other backwards while twisting wrists accordingly</p>



Peg 4 clothes pegs around edge of tin	 <p>Child uses only one hand – the dominant hand</p>
Pick up a bean using thumb and index finger	
Gives name & surname	Ask the child to tell you their name. If they cannot respond to “surname” ask them for their mom's name: Mrs? And dad's name: Mr ?, so you are “first name” “who”?
Know animal names	Know the names of all the animals pictured on the sheet 3-4.2. You may ask them to point at the dog, etc but they ideally need to GIVE the names of the animals themselves.
Pronunciation & Vocabulary	Does the child speak clearly and readily in the mother tongue? Does the child speak clearly and readily in English?
Able to point to body parts [Nose, eyes, tummy, legs, toes, arms, head, ears, mouth, teeth]	Ask child to point to their nose, eye, etc. If the child does not point to body parts independently, the assessor can point to her own or to the child's nose, eye, etc – and ask “What do we call this?” Ideally the child should be able to Give the names of the body parts themselves.
Ability to follow simple instructions	<ol style="list-style-type: none"> <li>1. Please give me the pencil (there must be a pencil readily available)</li> <li>2. Sit down (<b>DO NOT DEMONSTRATE</b>)</li> <li>3. Open your mouth wide (<b>DO NOT DEMONSTRATE</b>)</li> </ol>
Ability to share & care for others	The assessor should know from the child's general behaviour in class whether the child does this – if the child scores low, think of ways to help them improve their score the next time (This is a good thing to discuss with parents at parent interviews – the child should share but should be assertive as well, when appropriate)
Confidence during tasks	As you go through the assessment, does the child begin and complete the tasks readily? Or do they hesitate and look to you for guidance or encouragement?
Identification of 5 colours [red, blue, yellow, green, purple]	Have 5 items (crayons/lego blocks or similar items that the child is familiar with) in the required colours. Ask the child to tell you what colours the items are. You may ask the child to give you the yellow one (for example), but ideally the child should be able to provide the name of the colours themselves.
Count to 10	Do not count 10 OBJECTS – the child should be able to count as you clap or tap: 1-2-3-4-5-6-7-8-9-10
Count 3 objects	Put 3 objects from your colour identification activity in a row in front of the child, and ask them to count the objects starting from the left: 1-2-3
Identification of 3 shapes (square, triangle, circle)	Use the shape card, sheet 3-4.3. Point to the shapes and ask the child to tell you what they are – this is IDENTIFYING the shapes. (If you ask the child to point to the circle there is a difference – in identifying they are remembering the name)
Remember 4 concrete objects (e.g.doll, ball, car, spoon)	You may use any 4 objects that are familiar to the child. Place them in a row in front of the child, allow them to look at them, then cover them up with a board or thick cloth and ask them to name the objects. They do not need to remember them in the correct sequence. The child may have only one opportunity to do the task.
compare 2 pictures, find 3 things that are different	Compare the 2 monkeys, sheet 3-4.4. Do not assist the child, besides telling him/her that they are not exactly the same. Ask her/him to point at three things on the 2 pictures that are different.
Ability to interact with peers:	The child's teacher will know what the child should score here. This is a point to discuss with parents at the parent interview because they should help with this. If the child scores low, the teacher should be able to think of ways to help them overcome this and improve their score
Ability to interact with adults:	The child's teacher will know what the child should score here. If the child reacts differently during the assessment ask yourself why? Do they usually depend on others to interact for them? Do they enjoy the one-on-one interaction that the assessment provides? Consider mentioning anything notable on the report or to the parents during an interview.