




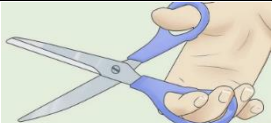




(Sheet 5-6.1) Assessment Support for age 5-6 years

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 5-6.1 "Assessment Support for ages 5-6 years" sheet
2. A tennis ball
3. A thin to medium crayon in a dark colour (to see easily)
4. A shape about the size of a R1 coin drawn on scrap paper for the child to tear around
5. Blunt-nosed left hand and right hand scissors
6. 10 clothes pegs and a clean, recycled tin from any tinned food
7. About 5 short pieces of spaghetti
8. Sheet 5-6.2 "Animal Names and sounds 5-6 yrs" chart
9. Sheet 5-6.3 Template "Picture of a person" for the child to draw themselves on
10. Coloured objects: red, blue, yellow, green, purple, orange, pink, white, black and brown
11. Sheet 5-6.4 "Shapes 5-6yrs" chart
12. Sheet 5-6.5 Circle to face template
13. Sheet 5-6.6 "Copying shapes" form to complete
14. 8 objects that the child will know easily and a thick cloth to cover them so that they are completely hidden

Task	Description
Skip for 3 metres	The children should ideally have bare feet. Skipping, simplified is "right foot step, hop, left foot step, hop, etc". Demonstrate what you ask them to do. Know how far 3m is.
Balance: 1 leg for 10 seconds	The children should ideally have bare feet. Instruct them to stand steadily, hold their arms out on either side of their bodies, lift one of their legs, and then you count to 7: 1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10.
Balance: eyes closed for 3 seconds	The children should ideally have bare feet. Let them balance as above on one leg. Once they are steady ask them to close their eyes. Count 1 and 2 and 3
Throw & catch small ball (tennis 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". <div style="text-align: right;">  </div>
Pencil grip	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Give the child a dark-colour crayon. Ask them to draw a picture of themselves. The picture IS for the assessment (Further down – read the instruction for drawing a picture of a person/ themselves).</p> <p>WATCH HOW THE CHILD HOLDS THE CRAYON.</p> </div> <div style="width: 30%; text-align: center;"> <p>Tripod Grip</p>  <p>1 - Tall Finger (side) 2 - Thumb (pad) 3 - Pointing Finger (tip) All fingers are slightly bent.</p> </div> <div style="width: 30%; text-align: center;"> <p>Don't do this!</p> <p>✗ Pressure on the pointing finger.</p>  <p>All fingers pulled into a fist.</p>  </div> </div>
Tear paper into pieces the size of R1 coin	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Draw any shape <u>about</u> the size of a R1 coin for the child to tear around.</p> </div> </div>
Cut zig-zag lines Sheet 5-6.5	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Use the zig-zag section below the face (Sheet5-6.– cut it off for the child and then they will cut the zig-zag line. The child must hold the scissors correctly</p> </div> </div>

Peg 10 clothes pegs onto edge of tin	 The child must use the dominant hand and only the thumb and index fingers
Pick up spaghetti pieces using thumb and index finger	 Let the child pick up 5 pieces of spaghetti and put them in a bowl (Use the tin from the pegs)
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 (sheep, horse, pig, cow, dog, chicken)	Know the names of ALL the animals pictured on the sheet 5-6.2. You may ask them to point at the dog, etc but they ideally need to GIVE the names of the animals themselves.
Know animal sounds (horse, pig, cow, dog, chicken)	Ask what SOUNDS the animals make (NOT sheep, but all the others. The names and sounds they make are written below each picture)
Pronunciation & Vocabulary	Does the child speak clearly and readily in the mother tongue? Does the child speak clearly and readily in English?
Ability to recite 5-item sequence	1. green, yellow, blue, pink, orange 3. shoe, socks, pants, shirt, hat 2. paper, card, crayon, paint, pencil 4. house, car, ball, flower, fork
Ability to follow instructions	1. Hop to the chair and back 2. Stand in front of the table (DO NOT DEMONSTRATE) 3. Point your right hand high in the air (DO NOT DEMONSTRATE)
Draw a picture of a person	Ask the child to draw a picture of themselves. Remind them to draw all the parts of their body from the top of their heads to their feet. Do not help them or remind them of any body part that is missing. Keep this in the child's portfolio to show the parents how they improve through the year
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 10 colours [red, green, yellow, purple, orange blue, pink, white, black, brown]	Have 10 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.
Counting to 15	Do not count 15 OBJECTS – the child should be able to count as you clap or tap: 1-2-3-4-5-6-7-8-9-10-11-12-13 -14-15 (Don't leave any out – listen carefully!)
Count 15 objects	Put 10 objects from your colour identification activity PLUS another 5 items in a row in front of the child, and ask them to count the objects starting from the left: 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15
Count on from 6...8...4...9	What number comes after 6? Count on 3 numbers after 6: "6 -7 -8 -9" What number comes after 8? Count on 3 numbers after 8: "8-9-10-11" What number comes after 4? Count on 3 numbers after 4: "4 -5-6-7" What number comes after 9? Count on 3 numbers after 4: "9-10-11-12" Do not help the child in any way.
Identification of 7 shapes (square, circle, triangle, rectangle, star, oval,heart)	Use sheet 5-6.4, 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)
Conversion of circle to face	Give the child the circle template sheet 5-6.5 and ask them to turn it into a face – remind them of all the parts of THEIR face, then ask them to draw their face in the circle but do not help them any more than that
Copy complex shapes	Give the child sheet 5-6.6 with the shapes on the left-hand side, ask them to copy the shape in the block on the right hand side.
Set out a row of 8 objects, cover them, how many can you remember?	Choose objects that the child will easily be able to name. Have a dark cloth that will easily cover them all (the child must not be able to make out the shape of the object)
compare 2 pictures, find 5 things that are different	Compare the 2 owl pictures sheet 5-6.7. Do not assist the child, besides telling him/her that they are not exactly the same. Ask her/him to point at five things on the 2 pictures that are different.

