

# Crayola®

## Creativity Program

### Skills Assessment Record

The Skills Assessment Record will enable you to monitor each child's skill development. Enter your observations on a regular basis so you have information for planning future activities. Focus on 3-5 children each week and record at least one notation in each of the four major skill categories. Refer to the Skills Development List on the back of this folder to help you determine specific skills to observe.

#### OBSERVATION CODE:

**ND** = subskill is not developed or used

**NM** = subskill is used on occasion, but not mastered

**M** = subskill is mastered and used as needed

#### SKILLS

Language Skills	Physical Skills	Thinking Skills	Social/Emotional Skills
<b>Subskills</b> <ul style="list-style-type: none"> <li>• Talking</li> <li>• Listening</li> <li>• Questioning</li> <li>• Labeling</li> </ul>	<b>Subskills</b> <ul style="list-style-type: none"> <li>• Large Motor</li> <li>• Small Motor</li> </ul>	<b>Subskills</b> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Observing</li> <li>• Predicting Outcomes</li> <li>• Understanding Concepts</li> </ul>	<b>Subskills</b> <ul style="list-style-type: none"> <li>• Creating</li> <li>• Role Playing</li> <li>• Negotiating</li> <li>• Flexibility</li> <li>• Understanding Feelings</li> </ul>

#### Examples

<b>LANGUAGE SKILLS</b> Subskill: <i>Listening</i> Code: <i>M</i> Observation:                                      Date: <i>12/5</i> <i>Peter is able to follow 2 step directions.</i>	<b>PHYSICAL SKILLS</b> Subskill: <i>Large Motor</i> Code: <i>ND</i> Observation:                                      Date: <i>9/26</i> <i>Peter is not able to hop on one foot</i>
<b>THINKING SKILLS</b> Subskill: <i>Understanding</i> Code: <i>NM</i> Observation: <i>Concepts</i> Date: <i>1/16</i> <i>Peter recognizes &amp; names two seasons: Winter &amp; Spring</i>	<b>SOCIAL/EMOTIONAL SKILLS</b> Subskill: <i>Negotiating</i> Code: <i>M</i> Observation:                                      Date: <i>4/21</i> <i>Peter works well in groups &amp; shares materials</i>

Child's Name \_\_\_\_\_

Address \_\_\_\_\_

Parent or Guardian \_\_\_\_\_ Phone \_\_\_\_\_

Home

Business





# Skills Development List

## LANGUAGE SKILLS

The child is able to:

### Talking

- speak in simple sentences
- initiate conversations
- contribute to small group discussions
- use plurals
- relate recent experiences
- retell stories and repeat songs
- relate ideas in a logical order
- give clear directions
- modulate voice volume

### Listening

- point to objects upon request
- follow two-step directions
- follow three-step directions
- listen attentively to stories and group conversations
- understand prepositions
- understand opposites
- identify rhyming words
- identify words starting with the same sound
- exhibit reading interest

### Questioning

- ask "why" questions
- ask questions appropriate to a situation
- ask questions to obtain information
- explore to find answers to questions

### Labeling

- label objects in the environment
- identify body parts
- label pictures in books
- tell first and last names
- tell address
- name most alphabet letters
- identify numbers 1 to 10

## PHYSICAL SKILLS

The child is able to:

### Large Motor

- go up and down steps using alternating feet
- kick a large ball
- pedal a tricycle
- balance on one foot
- walk backwards
- jump off a bottom step
- make a standing jump
- hop on one foot
- balance on a beam or chalk line
- catch a bounced ball
- march rhythmically to music
- skip

### Small Motor

- undress self
- eat with a spoon and fork
- hold a crayon with thumb and forefinger
- build a tower with blocks
- put pegs in a pegboard
- copy circles and straight lines
- string beads
- place small objects in containers
- copy or trace letters
- put together a five-piece puzzle
- cut with a knife
- match left and right hand with handprints
- use scissors
- print first name
- draw a recognizable picture of a person
- show reading progression (left to right, top to bottom)
- model with clay
- turn pages in a book
- fingerpaint

## THINKING SKILLS

The child is able to:

### Problem Solving

- group objects by size, color, and shape
- classify objects according to use

### Observing

- discriminate between shapes
- discriminate between colors
- match related pictures
- identify categories of objects
- identify missing pictures or objects
- recognize a pattern of colors or shapes
- arrange pictures to tell a story

### Predicting Outcomes

- predict consequences of behavior or outcome
- verify predictions

### Understanding Concepts

- gather information through the five senses
- identify basic shapes
- identify basic colors
- recognize different qualities of objects
- recognize common symbols and signs
- understand number concepts from 1 to 10
- name the seasons of the year
- understand conventional time

## SOCIAL/EMOTIONAL SKILLS

The child is able to:

### Creating

- use imagination
- seek new experiences
- contribute ideas during play
- create new things from available material

### Role Playing

- play roles observed in life experiences
- participate with others in dramatic play
- make up new roles and act them out
- distinguish between fantasy and reality

### Negotiating

- act within established rules
- share materials with other children (on occasion)
- show a concern for fairness
- wait for a turn to use a desired toy
- show awareness and respect for the needs of others
- play cooperatively in small groups (on occasion)

### Flexibility

- separate from parents
- participate in small and large group activities
- accept changes in plans and schedules

### Understanding Feelings

- understand how others feel
- make emotional responses appropriate to a situation
- identify own feelings

## RECORD OF PARENT CONFERENCES

Date \_\_\_\_\_ Discussed \_\_\_\_\_

Date \_\_\_\_\_ Discussed \_\_\_\_\_

Date \_\_\_\_\_ Discussed \_\_\_\_\_

Date \_\_\_\_\_ Discussed \_\_\_\_\_