Check List for Kindergarten
Use as a guide only – this is not a test

**Letter Identification**

Provide the child with a piece of paper, a pencil and a manipulative that corresponds with each letter of the alphabet (upper and lower case). Ask the child to identify: 1) upper- or lower-case; 2) the letter name; and 3) to draw both the upper and lower case. To aid in your assessment, use red, blue, and black pens to designate where the child had areas of trouble.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
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<td>m</td>
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<td>N</td>
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<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
</tr>
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<td>t</td>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
<td>z</td>
</tr>
</tbody>
</table>

_____ Child can say/sing ABC with no mistakes  ____ Child can say/sing ABC with little mistakes
____ Child can identify the sound each letter makes  ____ Child can repeat sound with prompting

**Number Identification**

Using the same method as above, ask the child to identify: 1) the number and 2) to draw the corresponding number.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

**Knowledge and Information**

Have your child write his or her name on the line. ________________________________________________

_____ Child knows full name.  ____ Child knows sibling(s)’ name.  ____ Child knows dad’s name.
_____ Child knows mom’s name.  ____ Child knows town/city.  ____ Child knows state.

**Understanding Space and Following Verbal Directions**

Using a toy, a piece of paper, a pencil and a block (or you can substitute with other small items), ask the child to complete the following in relationship to the items set before him/her.

<table>
<thead>
<tr>
<th>On</th>
<th>Off</th>
<th>Before</th>
<th>After</th>
<th>Top</th>
<th>Bottom</th>
<th>Beside</th>
<th>Next to</th>
<th>Behind</th>
<th>In back</th>
<th>Around</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over</td>
<td>Under</td>
<td>First</td>
<td>Middle</td>
<td>Last</td>
<td>Through</td>
<td>Left</td>
<td>Right</td>
<td>Between</td>
<td>In Front</td>
<td>Beneath</td>
</tr>
</tbody>
</table>
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Colors & Shapes

Have the child identify the color and the shape as seen below

Classification & Organization

Instruct the child to point to (or count) the shapes that are:

_____ Red  _____Blue  _____ Yellow  _____ Green  _____ Round  _____ Small

Identification

_____ an object that is heavy  _____ an object that is light  _____ an object that is short  _____ an object that is tall

Patterns: What comes next in the following series?

Star  Circle  Star  Circle  Star  Circle  _________

Square  Heart  Square  Heart  Square  Heart  _________

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