



**YEAR**

**2**

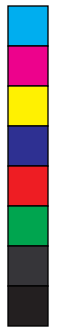
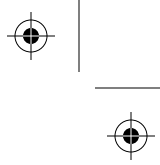
Nursery  
Diagnostic  
Assessment  
**INSTRUCTION  
MANUAL**



**NOT FOR SALE**

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Teacher's Name: \_\_\_\_\_





# Nursery Diagnostic Assessment Instruction Manual

## Year 2



Written by

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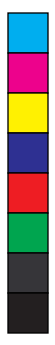
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## A NOTE TO TEACHERS

Diagnostic assessments, at any level, will give you a sense of the starting point at which a child comes to you. It is a measure of their prior knowledge, and misconceptions they may hold, before they begin learning what you have to teach them.

At the nursery level, an entrance diagnostic assessment is a critical way for you to get to know your children individually, as well as the dynamic make up of your class, all before the first day of school! This will guide your programming decisions around how you group your children, the types of activities you choose, as well as the methods you will use to teach different concepts.

In this booklet, you will find scripts for you to follow in order to make the assessment process simple and low stress for both you and the child. Always remember to put the child and their parents at ease by smiling, remaining positive and encouraging, and conducting yourself in a polite and professional manner.

When a child and his/her parent first enter your room, be warm and welcoming by extending a handshake and personal introduction.

***Remind parents that this is NOT a test.***

Ask the parent, how comfortable the child will be alone in the room with you.

If the response is positive, ask the parent to wait just outside the classroom.

If the child is apprehensive, have the parent sit across the room, behind the child. Physical presence is comforting, but eye contact is distracting.

Invite the child to sit beside you on a separate chair and you are ready to begin!

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# AUTOBIOGRAPHICAL AWARENESS

Autobiographical awareness is the child’s sense of themselves as unique individuals. It is awareness about their personal history and identity. For each of the following questions, indicate the child’s response on the score sheet by placing a (√) on the appropriate grid space.

## Question 1

Re-introduce yourself to the child by saying “Hi again, my name is Ms. \_\_\_\_\_ , Mrs. \_\_\_\_\_ or Mr. \_\_\_\_\_.”

*What is your name?*

## Question 2

Make a positive comment about their name e.g. “What a lovely name!” Then proceed to the next question.

*How do you spell \_\_\_\_\_ ?*

## Question 3

*How old are you?*  
If the child says nothing but shows the appropriate number of fingers on one hand, code it as a “single word / phrase response”.

## Question 4

*When is your birthday?*  
If the child does not know the answer and says as much, code as “no response given”.

AUTOBIOGRAPHICAL AWARENESS *continued*

**Question 5**

"I see your hair and clothes, but I'm going to ask you a funny question...  
are you ready for it?"

*Are you a boy or a girl?*

**Question 6**

*Who do you live with?*

If the child indicates they are part of a single parent family, make a note and move on.

**Question 7**

*What is your mommy's name?*

If this parent is absent from the home, then replace with another significant female in the child's life.

**Question 8**

*What is your daddy's name?*

If this parent is absent from the home, then replace with another significant male in the child's life.

**Question 9**

*Where does your family live?*

A correct response is one that is specific to street / river section / dam / village etc.

AUTOBIOGRAPHICAL KNOWLEDGE ASSESSMENT

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Question	Full Sentence Response	Single Word or Phrase Response	Incorrect Response	No Response Given
1 What is your name?				
2 How do you spell your name?				
3 How old are you?				
4 When is your birthday?				
5 Are you a boy or a girl?				
6 Who do you live with?				
7 What is your mommy's name?				
8 What is your daddy's name?				
9 Where does your family live?				

Teacher's Signature: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

## EMERGENT LITERACY

Before a child learns to read and write in a conventional sense, their literacy development has already begun. Children, through interactions with the social world- by singing and talking, having experiences with print, and what they hear- develop knowledge of reading and writing before being able to express themselves using these methods.

Foundation skills like knowing how to hold and turn pages in a story book, reciting the alphabet song, and scribble writing, are all signs indicating that a child is at the emergent stage of their literacy development.

### Alphabet Recitation

- Invite the child to sing or say the alphabet (ABC) song for you.
- If the child breaks the sequence, put a strike through ( / ) the last letter(s) they said correctly, and count to that point.
- Put a number score in the space provided.
- If the child gets all the way to the end, then circle the word "complete" and put a score of 26 in the space provided.

### Colour Identification (*primary & secondary*)

- Say, "What is your favourite colour?"  
Volunteer yours after a response is given, and then say, "Let's see how many colours we can find in my pack of colour cards."
- Arrange colour cards in a deck face down.
- Have the child draw a card from the top and say the colour name.
- Place a (√) next to the target on the score sheet if the correct response is given and an (X) if the incorrect response is given.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Alphabet Recitation

a b c d e f g h i j k l m n  
o p q r s t u v w x y z *Complete*

Total: \_\_\_\_\_

### Colour Identification



Red



Yellow



Blue



Orange



Purple



Green

Total: \_\_\_\_\_

## UPPER CASE LETTER ASSESSMENT

- Say, "We are going to play a game to see how great you are at knowing your letters."
- Have the deck arranged in the predetermined order that corresponds to the score sheet.
- Draw from the top of the deck, show the target letter, and wait for the child to respond.
- If a correct response is given, place a (√) on the corresponding grid space.
- If an incorrect response is given, write what the child says in the grid space.
- Place the card at the bottom of the deck.
- Count the correct responses then put the number in the grid space provided in the TOTAL column.

## LOWER CASE LETTER ASSESSMENT

- Say, "You are so smart; I wonder if you can tell me the letters again, but this time with the small letters!"
- Have the deck arranged in the predetermined order that corresponds to the score sheet.
- Draw from the top of the deck, show the target letter, and wait for the child to respond.
- If a correct response is given, place a (√) on the corresponding grid space.
- If an incorrect response is given, write the response given in the grid space.
- Place the card at the bottom of the deck.
- Total how many correct responses there are and put them as a score in the grid space provided.



## LETTER / SOUND ASSOCIATION

- Say, "I bet you know that every letter makes its own sound! I am going to show you the letter cards again, let's see if you can tell me what each letter says."
- Have the deck arranged in the predetermined order that corresponds to the score sheet.
- Draw from the top of the deck, show the target letter, and wait for the child to respond.
- If a correct response is given, place a (✓) on the corresponding grid space.
- If an incorrect response is given, write the response given in the grid space.
- Place the card at the bottom of the deck.
- Total how many correct responses there are and put them as a score in the grid space provided.

## Upper Case Letter Assessment

NAME	A	F	K	P	W	Z	B	H	O	J	U	C	Y	L	Q	M	D	N	S	X	I	E	G	R	V	T	26



[illegible]TOTAL

Date: \_\_\_\_\_

[illegible]

## EMERGENT NUMERACY

From birth, children have an intuitive sense about mathematical principles. Through interactions with their world, they are able to experiment with concepts of quantity, shape, capacity, size, and value. Emergent numeracy therefore is the stage of numeracy development where children begin to attach conventional mathematical concepts (e.g. counting, identifying numerals, and following patterns) to their instinctive mathematical ideas.

### Quantity Differentiation (*more and less*)

- Say, *"I have 2 piles of things and I want to know which one has more/less (plenty/little bit etc.). Can you help me find the set with more please?"*
- For each of the **four (4)** attempts, arrange the buttons in obvious piles of more and less.
- After each attempt, take all the buttons away and recreate the piles in the pre-determined way.
  1. More right, less left;
  2. More left, less right;
  3. More left, less right;
  4. More right, less left.
- Record the child's score as a number correct vs. a number incorrect.

**For example:** 3 correct 1 incorrect; 4 correct 0 incorrect;

2 correct 2 incorrect; 0 correct 4 incorrect.

## EMERGENT NUMERACY *continued*

### Counting Fluency

- Say, "I'm sure you know how to count! I wonder how far you can count... why don't you show me?"
- Invite the child to count from 1- threshold (stop them at 100 if able to go on).
- Once a number is missed that becomes their threshold.
- Record the highest number achieved at the end of the exercise.

### 2-D Shape Identification

- Say, "What is your favourite shape?" After the child responds, continue with "I have some shapes with me, can you tell me what they are please?"
- Show the child each shape in the order given.
- Place a (✓) next to the target on the score sheet if the correct response is given and an (X) if the incorrect response is given. Place the number correct in the box provided.

### One to One Correspondence (1-15)

- Say, "Let's play count my buttons!"
- Line up 15 small buttons in the box provided.
- Ask the child to count the buttons by touching each one in the row.
- The child must touch a single button as it corresponds to a single number.
- If they double touch and keep counting or skip a button and keep counting; treat as an error.
- Record the last number the child was able to touch and count correctly.

## EMERGENT NUMERACY *continued*

### Number Identification (1-20)

- Say, "Do you know your numbers? Great, because I want us to play another game! I'm going to show you a number and you can tell me its name! Let's give it a try."
- Have the deck arranged in the predetermined order that corresponds to the score sheet.
- Draw from the top of the deck, show the target number, and wait for the child to respond.
- If a correct response is given, place a (✓) on the corresponding grid space.
- If an incorrect response is given, write what the child says in the grid space.
- Place the card at the bottom of the deck.
- Count how many correct responses there are, and put them as a score in the grid space provided in the TOTAL column.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Quantity Differentiation

Correct: \_\_\_\_\_ Incorrect: \_\_\_\_\_

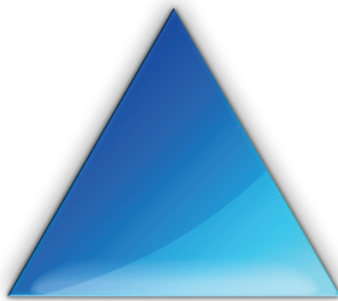
### Counting Fluency

Highest number achieved: \_\_\_\_\_

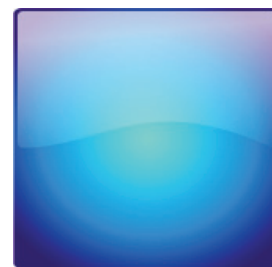
### 2-D Shape Recognition



\_\_\_\_\_



\_\_\_\_\_

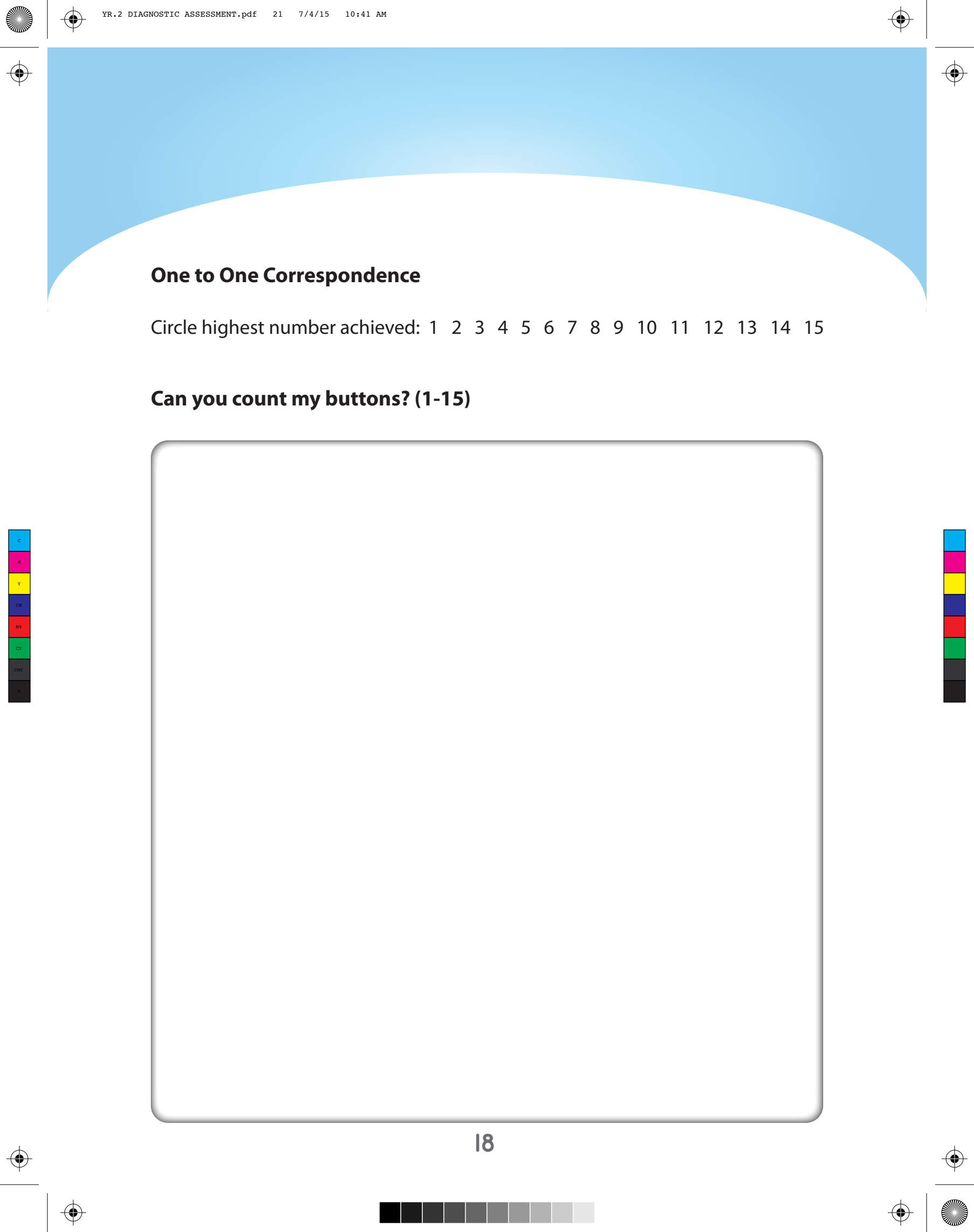


\_\_\_\_\_

*Number correct:*

\_\_\_\_\_





**One to One Correspondence**

Circle highest number achieved: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

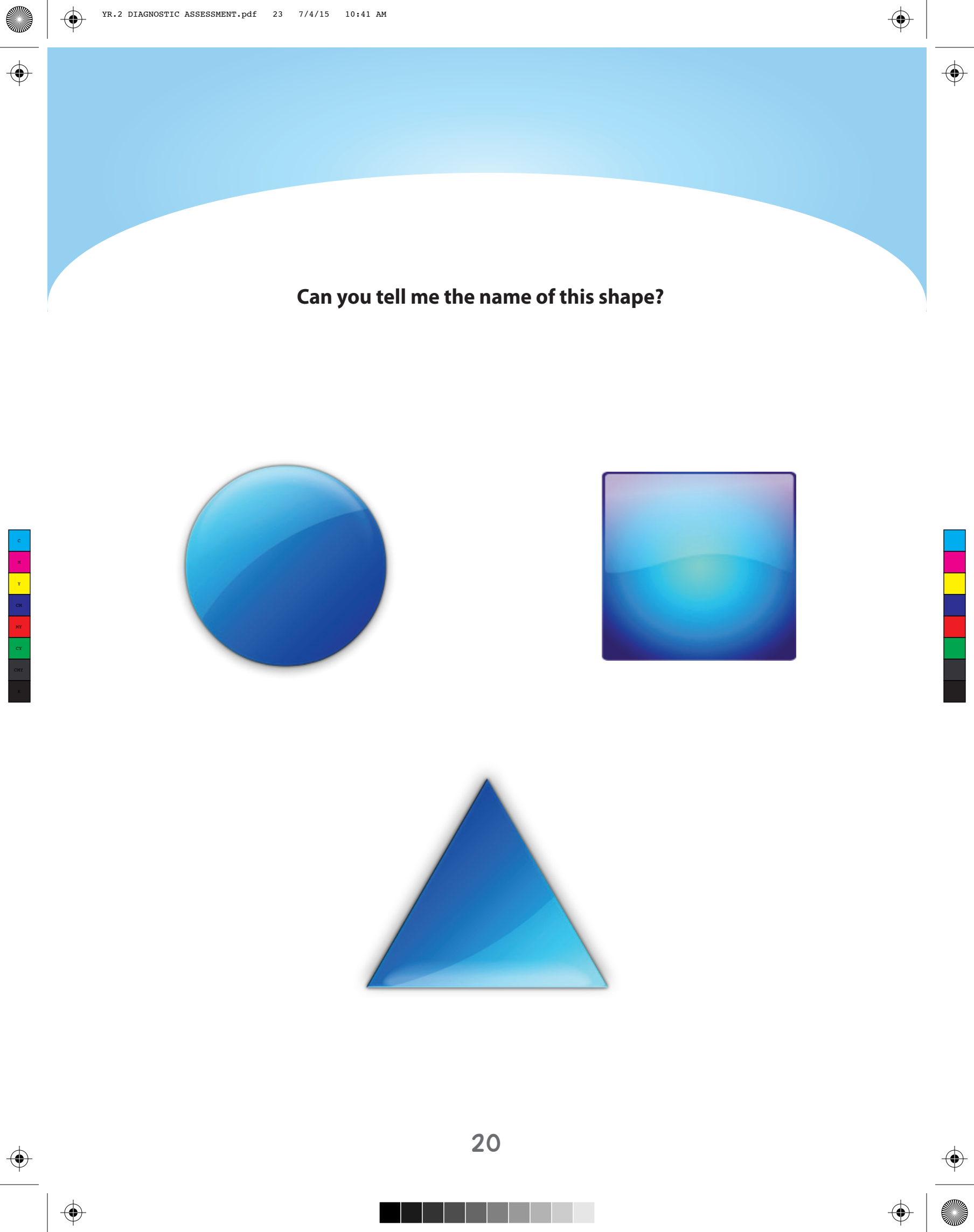
**Can you count my buttons? (1-15)**



Which box has more / less?

1. More right, less left
2. More left, less right
3. More left, less right
4. More right, less left





Can you tell me the name of this shape?





## MOTOR SKILLS

Motor skills are the co-ordinated movements of a combination of muscles in the body to perform certain physical tasks. Fine motor skills speak to tasks requiring small muscles working in concert to achieve a goal e.g. the muscles and bones in the hand and fingers working together to write with a crayon. Gross Motor skills refer to tasks that require larger muscles to work together to perform a task e.g. the muscles and bones in the body's core and the legs working together for a child to jump.

### Gross Motor (throw and catch)

Say, "I love playing with my ball, why don't we play together?"

- Stand approximately 2 feet away from the child, making sure you are both looking at each other.

Explain that you are going to throw the ball to him/her and they should try to catch it.

Have them throw it back to you and keep up the game for 5 attempts.

	1	2	3	4	5
ATTEMPT					

### ● Gross Motor (1&2 legged hop)

- Say, "I bet you are great at hopping and jumping, how about you show me?"
- Ask the child to jump with both legs (repeat to 3 times)

Ask the child to stand on one (1) leg; alternating right and left holding for 3 seconds each time.

Ask the child to hop on one (1) leg (*repeat to 3 times; alternating right then left*).

	L	R
3 SECONDS		

	L	R
HOP 3 TIMES		

## MOTOR SKILLS *continued*

### Fine Motor Skills (*self- portrait; name writing*)

- Say, "I really would love for you to draw me a picture of yourself."
- Provide the child with an array of familiar writing / drawing tools (pen, pencil crayon, markers, crayons, pencil).
- After they are finished, ask them to write their name.
- While the child is writing and colouring, make observation notes on their pencil grip and letter formation ability.  
Remember to write only what you see. No judgement / opinion.
- Please accept ANY form of writing (lines on the page, scribbles, single letters, pictures etc.) for their name. This will become your initial writing sample for the children.
- Place a (√) next to each body part ***YOU SEE*** present in the picture, and then put a total score.
- After the child leaves, evaluate the picture accordingly.

### Wrap Up:

- Be sure to thank the child for playing with you.
- Be sure to thank the parent for being patient.
- Reassure them that *it is not a test*.
- ***Convey to both how excited you are to see them again for the first day of school!***

CAN YOU DRAW A PICTURE OF YOURSELF?

My name is \_\_\_\_\_

Head \_\_\_\_\_ Hair \_\_\_\_\_ Eyes \_\_\_\_\_ Nose \_\_\_\_\_

Mouth \_\_\_\_\_ Body \_\_\_\_\_ Arms \_\_\_\_\_ Legs \_\_\_\_\_

TOTAL

**OBSERVATIONS:**

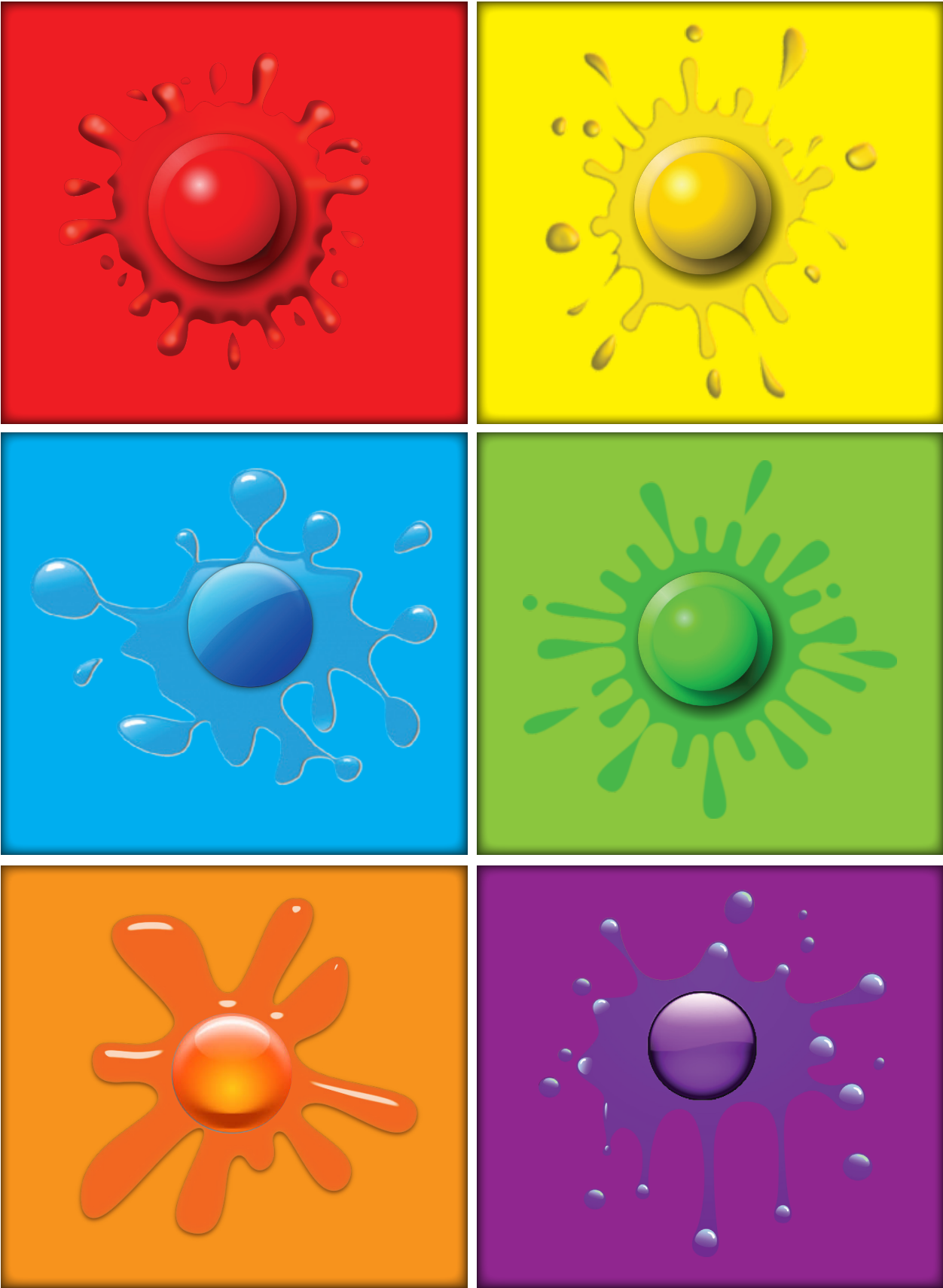
Pencil grip: \_\_\_\_\_

\_\_\_\_\_

Letter Formation Ability: \_\_\_\_\_

\_\_\_\_\_

REPLACEMENT COLOUR CARDS







## REPLACEMENT ALPHABET CARDS

A

F

K

P

W

Z





## REPLACEMENT ALPHABET CARDS

B

H

O

P

J

U





## REPLACEMENT ALPHABET CARDS

C

Y

L

Q

M

D





## REPLACEMENT ALPHABET CARDS

N

S

I

E

G

R



## REPLACEMENT ALPHABET CARDS

V

T





## REPLACEMENT ALPHABET CARDS

a

f

k

p

w

z





## REPLACEMENT ALPHABET CARDS

b

h

o

j

u

c





## REPLACEMENT ALPHABET CARDS

y

l

q

m

d

n







## REPLACEMENT ALPHABET CARDS

s

x

i

e

g

r





## REPLACEMENT ALPHABET CARDS

V

†





## REPLACEMENT NUMERAL CARDS

1

2

3

4

5

6





## REPLACEMENT NUMERAL CARDS

7

8

9

10

11

12





## REPLACEMENT NUMERAL CARDS

13

14

15

16

17

18





## REPLACEMENT NUMERAL CARDS

19

20



[illegible]

[illegible]



## REPLACEMENT - Letter / Sound Assessment

NAME	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	26

[illegible]



# REMINDER REMINDER REMINDER

**The Upper Case Letter Assessment chart on page 11,  
the Lower Case Letter Assessment on page 12,  
the Letter / Sound Assessment on page 13  
and the  
Number Identification Assessment on page 21  
must be completed as instructed  
in order to complete the  
Nursery Diagnostic Assessment.**



