



Informal Assessment Guide *for Classrooms Serving Four-Year-Old Children*

Things to keep in mind:

- The Informal Assessment Guide, Informal Assessment Report, Informal Assessment Rubric, Informal Assessment Recording Form, and Informal Assessment Visuals are a snapshot of some of the standards or basic skills children are taught throughout the year. **It is important to note that all of the Mississippi Early Learning Standards are not assessed in these documents.**
- Children should not be expected to sit through all components of the informal assessment in one session. However, there may be some students who will be able to complete it.
- Teachers can break up the informal assessment based on a child's needs. (For example, a teacher might administer one or two components at one time; or might administer more components if children are engaged and able to focus and attend.)
- Try to keep the informal assessment sessions to 15 minutes or less.
- Many items can be completed through observation. Observe children as they participate in Whole Group, Small Groups, Centers, and other activities during the day. Record your observations that you see the child exhibit.
- These informal assessment documents and forms will be used each time. The assessment should be given at the beginning of the year as a pre-assessment (During the first 3 weeks of school) in order to gauge a child's initial skill level. The informal assessment should be repeated in the fall, winter, spring, and again at the end of the year to track a child's acquisition of skills throughout the year.
- The informal assessment was created with the intent of meeting each child where they are and helping them to advance in each skill. The Progress Monitoring Rubric becomes more advanced, with changes in skills being individually tailored.
- When a child demonstrates mastery of skills, look for more advanced development in the skill as stated in the rubric.
- While administering the assessment, if a child does not demonstrate an understanding of the skill (after 2 attempts), move on to the next skill.

The Informal Assessment Process:

- A. Gather informal assessment materials: Informal Assessment forms, a familiar children's book, number cards 0-30, name cards, uppercase and lowercase letters, 2D shapes, 3D shapes, manipulatives for counting, manipulatives for sorting, manipulatives for making patterns, pencil, scissors, and paper.
- B. Open the Informal Assessment Recording Form.
- C. **Make a copy.**
- D. Open the Informal Assessment Visuals.
- E. Complete the Informal Assessment Recording Form following the directions below:
 1. Show the child a book that you have previously read. **Tell me a character in this story, tell me where this story takes place, tell me some of the main events of the story.**
 2. Hand the child an age-appropriate book that you have in the classroom. **Show me the front of this book, show me the back of this book, show me the name or title of this book.**
 3. **Show me where you would start to read this book, move your finger to show where you would read along.**
 4. **Do you know any of these letters? Tell me the ones that you do know. (Informal Assessment Visual slides 3-56)**
 5. Place a few letters and numbers in front of the child. **Show me a letter. Show me a number.**
 6. Rhyme: If the child easily identifies rhymes then ask them to name another word that rhymes.
 - a. **This is a picture of a *cat*. These are pictures of a *hat, whale, ring*. Which one rhymes with *cat*? (Informal Assessment Visual slide 58)**
 - b. **This is a picture of a *pig*. These pictures are a *chicken, foot, and wig*. Which one rhymes with *pig*? (Informal Assessment Visual slide 59)**
 - c. **This is a picture of a *mop*. These pictures are a *top, bike, can*. Which one rhymes with *mop*? (Informal Assessment Visual slide 60)**

7. **Listen to these words and clap out the syllables in these words: classroom, baby, rug, and cereal. (Informal Assessment Visual slides 61-65)**
 8. **Listen to these words and tell me the beginning sounds of each word: sock, bag, mop. (Informal Assessment Visual slides 66-69)**
 9. **Tell me the sound that this letter makes.** Circle or highlight the letters that the child produces the sound correctly. **(Informal Assessment Visual slides 70-96)**
 10. Have at least 3 children's names laid out and have the child pick out their own name from the selection.
 11. Engages in extended conversations. (observation)
 12. Writes first name.
 13. Explores unknown and multiple meaning words. (observation)
 14. Listen to the child recite numbers. Write down the last number recited.
 15. Place numbers in front of the child and mark the numbers identified correctly. Then ask the child to write numbers.
 16. Have the child count items using one-to-one correspondence (example: touch and count). Write down the highest number counted.
 17. Show the child an AB pattern using manipulatives. Indicate whether they can duplicate and/or extend the pattern. Indicate if the child can correctly make a pattern of their own.
 18. Set out a set of manipulatives and have the child sort them. Have the child tell you how they sorted them (color, shape, etc.).
 19. Show the child the shapes of a square, circle, triangle, rectangle, hexagon. **Look at these shapes. Can you name these shapes?**
 20. Show the child the 3D shapes of a cube, cone, cylinder, and sphere. **Look at these 3D shapes. Can you name these shapes?**
 21. **Can you name the five senses? Can you tell or show me which body part you use? (smell-nose, hear-ear, see- eye, taste-mouth, touch-hands)**
 - 22-35. Document findings from observations in the classroom.
- F. Open the Informal Assessment Report.
 - G. **Make a copy.**
 - H. Open the Informal Assessment Rubric.
 - I. Compare each child's Informal Assessment Recording Form to the Informal Assessment Rubric; then, determine score. Record score on the child's Informal Assessment Report.