



Child's Name: _____

Date: _____

Class/Group: _____

Assessor's Name: _____

Assessment Overview

This assessment is designed to evaluate the social-emotional learning and school readiness of children aged 4-5 years. It consists of four sections, each targeting a specific learning objective.

Duration: 20-30 minutes

Total Marks: Not applicable

Topics Covered:

- Feelings and Emotions
- Separation and Group Activities
- Classroom Rules and Routines
- Performance Task

Instructions to Assessors:

1. Ensure the child is comfortable and familiar with the assessment environment.
2. Use visual aids and examples to support understanding of questions and tasks.
3. Provide opportunities for the child to ask questions and seek clarification.
4. Use a gentle and supportive tone to encourage the child to complete the assessment.

Question 1

Look at the picture and identify how the child is feeling.

A) Happy

B) Sad

C) Angry

D) Scared

Activity 1

Draw a picture of a time when you felt happy and write a short sentence about what made you feel that way.



Activity 2

Label the emotions in the following pictures:

Picture 1:

Picture 2:

Picture 3:

Picture 4:

Section 2: Separation and Group Activities

Question 2

What can you do to make friends in a group activity?

A) Play alone

B) Share toys and take turns

C) Push and shout

D) Run away

Activity 3

Role-play a scenario where you have to separate from your parent and join a group activity.

Question 3

What do you do when you feel scared or miss your parent in school?

Question 4

What is one rule we follow in the classroom to be kind to our friends?

Activity 4

Identify and label the following classroom rules and routines:

Picture 1:	_____
Picture 2:	_____
Picture 3:	_____
Picture 4:	_____

Question 5

What do you do when you need to use the bathroom during class?

A) Get up and go

B) Raise your hand and ask the teacher

C) Wait until recess

D) Hold it until class is over

Activity 5

Complete the simple puzzle on the next page.



Conclusion

This assessment is designed to evaluate the child's social-emotional learning and school readiness. The results will provide valuable insights into the child's ability to identify and express their own feelings and emotions, separate from parents, show interest in group activities, and follow simple classroom rules and routines.

Marking Guide

The marking guide will assess the child's ability to:

- Identify and express their own feelings and emotions
- Demonstrate ability to separate from parents and show interest in group activities
- Follow simple classroom rules and routines

The marking criteria will include:

- Accuracy and completeness of responses
- Ability to follow instructions and complete tasks
- Demonstration of social-emotional skills and behaviors

Implementation Guidelines

Time allocation: 20-30 minutes

Administration tips:

- Ensure the child is comfortable and familiar with the assessment environment
- Use visual aids and examples to support understanding of questions and tasks
- Provide opportunities for the child to ask questions and seek clarification
- Use a gentle and supportive tone to encourage the child to complete the assessment

Differentiation Options

For children with special needs:

- Provide additional support and accommodations as needed (e.g. visual aids, extra time)
- Use assistive technology to facilitate completion of tasks

For English language learners:

- Provide visual aids and examples to support understanding of questions and tasks
- Use simple language and provide opportunities for the child to ask questions and seek clarification

For gifted children:

- Provide additional challenges and extensions to tasks
- Encourage the child to complete tasks independently and provide feedback on their work

Bloom's Taxonomy Alignment

The assessment is aligned with the following levels of Bloom's Taxonomy:

- Knowledge: Identify and label different emotions, classroom rules, and routines
- Comprehension: Understand and explain the importance of following classroom rules and routines
- Application: Apply social-emotional skills and behaviors in different scenarios
- Analysis: Identify and explain the reasons behind different emotions and behaviors
- Synthesis: Create and complete a simple puzzle or game that requires following rules and taking turns
- Evaluation: Evaluate and reflect on their own feelings and emotions, and demonstrate an understanding of how to manage them

Multiple Intelligence Approaches

The assessment incorporates the following multiple intelligence approaches:

- Visual-spatial: Picture identification and labeling, drawing and creating pictures
- Linguistic: Short answer and multiple choice questions, role-playing scenarios
- Logical-mathematical: Completing simple puzzles and games
- Bodily-kinesthetic: Role-playing scenarios, completing performance tasks
- Interpersonal: Interacting with the teacher and peers during the assessment
- Intrapersonal: Reflecting on and evaluating their own feelings and emotions

Clear Success Criteria

The success criteria for this assessment include:

- Ability to identify and express their own feelings and emotions
- Demonstration of ability to separate from parents and show interest in group activities
- Ability to follow simple classroom rules and routines
- Completion of tasks and questions with accuracy and completeness

Evidence Collection Methods

The assessment will collect evidence through:

- Observation of the child's behavior and interactions during the assessment
- Review of the child's responses to questions and tasks
- Evaluation of the child's ability to complete performance tasks and puzzles

The assessment provides opportunities for feedback through:

- Immediate feedback during the assessment on the child's responses and behavior
- A summary report of the child's performance and progress
- Opportunities for the child to reflect on their own learning and set goals for future development

