



GRADE UPK

Grade UPK Literacy Screening Measures

Teacher Made Assessment- tests shapes, colors, number recognition 0-10, capital letters, lowercase letters, letter/sound recognition given five times a year (September, October, January, April and June)

Writing Samples- shows progress of students fine motor skills and ability to draw a person throughout the school year given three times a year (September, January and June)

State Screening Tool (BRIGANCE)- tests cognitive skills, social and emotional skills, language development, fine motor skills and gross motor skills given twice a year (August and May)

ELA assessments—differentiate between letters and numbers, verbally give a word that rhymes with a given word, listen to the beginning sound of a word and tell what that sound is, recognize their name out of a group of names, recognize the letters in their name out of order (January and June)

Math assessments—rote counting (in order) to 20, count objects and find the number that shows how many they counted, count out a certain number from a bigger group of objects, adding objects to groups and telling how many now, taking objects away from groups and telling how many now, counting objects in groups and telling how many in the group, distinguishing between which group has more/fewer, position words such as: first/last, over/under, inside/outside, patterning, sorting (January and June)

Fine Motor, Gross Motor and Practical Skills Assessment - copying shapes, writing name, tracing lines, cutting, walking up/down stairs, balancing, hopping, first/last name, age, birthday, address, phone number (January and June)

Batavia City
School District
Office of
Curriculum
Instruction



GRADE LEVEL EXPECTATIONS

Grade Level Expectations: New York State learning standards outline what a student should know and be able to do by the end of the grade level. There are also additional skills that a well-rounded student should possess. Listed below are examples of Batavia City Schools' academic expectations for prekindergarten students. These should be viewed holistically; a student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skills development.

READING With prompting and support, ask and answer questions about details in a text. Retell familiar stories (e.g., fairy tales, favorite books). Describe the role of an author and illustrator. Produce the most common sounds for some consonants (e.g., /k/ for c). Understand organization and basic features of print (e.g., read left to right, top to bottom, page by page). Recognize and name some upper/lowercase letters of the alphabet, especially those in their own name. Tell the difference between letters and numbers. Play with language rhymes (e.g., ray, say, play) and alliteration (e.g., words that start with the same sound – pig, pie).

WRITING & LANGUAGE With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book/topic; share some information about the topic, join in classroom research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Recall information from experiences or gather information from teacher-provided sources to answer a question. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class. Print some upper and lowercase letters (e.g., letters in their name).

SPEAKING & LISTENING With guidance and support, talk about UPK topics and texts with peers and adults. Ask and answer questions about a text read aloud. Describe familiar people, places, things and events and begin to express thoughts, feelings and ideas.

MATH Count to 20. Identify and describe shapes (e.g., squares, circles, triangles, rectangles). Analyze, compare, and sort objects. Understand the relationship between numbers and quantities to 10. Write the number that represents a given number of objects. Copy and extend simple patterns. Identify measurable attributes of objects such as length and width. Sort objects into categories and identify more, less, greater than, fewer, and/or equal to.

GRADE UPK

Tips for Parents:

- a. Read to your child every day; choose books that are age appropriate with rich vocabulary.
- b. Talk with your child. Ask questions and listen attentively to his/her answers. Model your own love of reading.
- c. Spend time every day reading in front of your child, while they pretend “reads” along with you.
- d. Encourage your child to speak in complete sentences. Say a word and ask your child to name its opposite (hot/cold, up/down, yes/no).
- e. Play rhyming games; read or say nursery rhymes together.
- f. Help your child to take care of her/himself: practice buttoning, zipping, putting on/taking off clothing, toileting, hand washing, blowing nose and using forks and spoons appropriately.
- g. Count anything and everything: steps, cookies, houses, cars, etc.
- h. Practice writing and naming letters. Practice sorting objects into categories (e.g., shape, color, size).
- i. Look for shapes and colors around your environment (e.g. That table is a blue rectangle!).
- j. Playing outside to work on gross motor skills such as running, climbing, hopping, balancing and jumping.
- k. Expose your child to safety scissors and the appropriate way to use scissors.

SOCIAL AND EMOTIONAL Recognize themselves as a unique individual having their own abilities, characteristics, feelings and interests. Show self-confidence by trying new tasks without prompting or reinforcement. Appropriately express feelings, needs, opinions, desires. Actively engage in group activities with purpose and understanding. Interact with other children and adults. Share materials and toys with other children. Understand and follow routines and rules; take turns. **ART:** Experiment with a variety of mediums and ways to use art materials. Show interest in drawings, sculptures, models, painting and art work of others. Show an interest in what can be created with tools, texture, color, technique. **MUSIC:** Sing, make up silly and rhyming verses, imitate patterns, and use music to tell stories. Create sounds using traditional instruments. Observe/attend a variety of musical performances, vocal & instrumental.

SCIENCE Use senses to gather, explore, and interpret information. Organize observations of objects and events by identifying and classifying. Ask “why,” “how,” and “what if” questions; seek information through experimentation and investigation. Use a variety of tools and materials to test predictions through active experimentation (e.g., the child uses magnifying glass, magnets, etc.). Identify cause and effect relationships. Observe and describe characteristics of earth and space. Observe and discuss changes in weather and seasons using common weather related vocabulary. Identify things as living and nonliving.

ART Experiment with a variety of mediums and ways to use art materials. Show interest in drawings, sculptures, models, painting and art work of others. Show an interest in what can be created with tools, texture, color, technique.

MUSIC Sing, make up silly and rhyming verses, imitate patterns and use music to tell stories. Create sounds using traditional instruments. Observe/attend a variety of musical performances, vocal and instrumental.

SOCIAL STUDIES Identify family members, family characteristics and functions. Describe some of the holidays, dances, foods, costumes and special events related to their own culture. Name the street, neighborhood, city or town where they live. Demonstrate interest in current events. Demonstrate an understanding of roles, rights and responsibilities. Demonstrate interest and awareness about a variety of careers, work environments and community helpers.

