



Year 2

Literacy Assessment Booklet

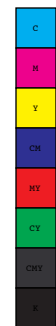
a b c d e f g
h i j k l m n o

Name of school: _____

Name of child: _____

Name of teacher: _____

Date: From September _____ to July _____





Literacy Assessment Booklet

Nursery Year 2

Produced by the
Ministry of Education
21 Brickdam • Georgetown • Guyana.
Website: www.education.gov.gy

Nursery Assessment - Literacy Year Two

**Compiled and arranged according to the Literacy Benchmarks and Standards
for Nursery Education**

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Nursery Assessment - Literacy Year Two

Teachers

The Assessment Booklet and checklist are designed and modified to assess the child's level of attainment of the pre-requisite Literacy and Numeracy skills at the Nursery level.

The booklet must be used during the fourth week of every month with every child.

A checklist is inserted at the back of this booklet where the teacher will record the child's progress.

If the child completes the task successfully and completely, then the child will be checked as **ATTAINED**.

If the child completes the task partially or completely but with some errors, the child will be checked as **IN PROGRESS** on the checklist.

The child who completes the task partially but with many errors or fails to complete the task, will be checked as **NOT ATTAINED**.

Teachers are asked to recheck the child's progress on that task, until he/she is able to complete it successfully.

This should not be done on one day, but over a period of time after a number of strategies have been tried in teaching the concept.

This booklet must be completed over a one-year period.

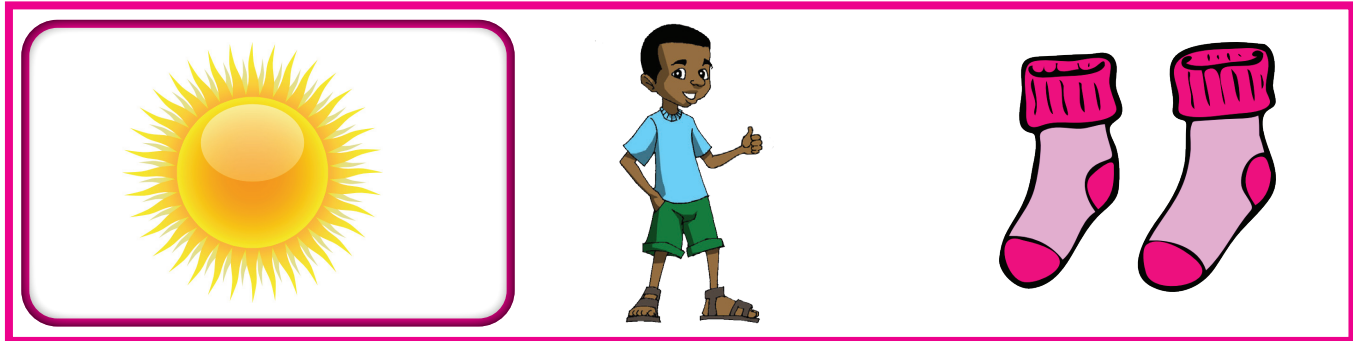
Ingrid Trotman - ACEO, Nursery

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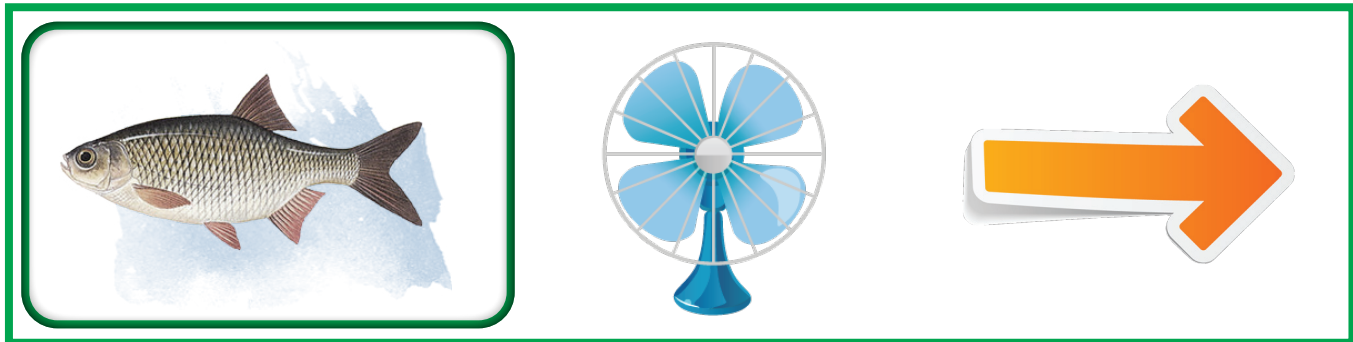
Literacy Standards - Listening/ Speaking:
Listens to and follows three-step oral directions.

Instructions for Administration:

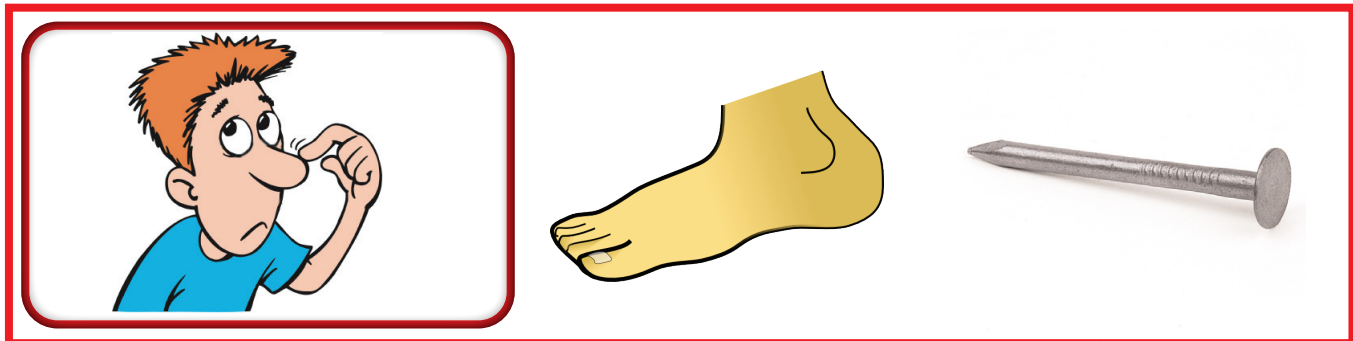
Have child look at the pictures in each row. Say the name of the first picture. Listen to the beginning sound. Circle the picture that starts with the same sound.



A row of three images: a bright yellow sun with rays, a cartoon boy in a blue shirt and green shorts giving a thumbs up, and a pair of pink socks with purple heels and toes.



A row of three images: a silver fish, a blue electric fan, and a large orange arrow pointing to the right.



A row of three images: a cartoon boy with orange hair pinching his nose, a yellow foot, and a silver nail.



A row of three images: a hand saw with a red handle, a blue butterfly, and a pair of black-handled scissors.

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Literacy Standards - Listening/ Speaking:

Listens to stories and answers questions.

Instructions for Administration:

Have children listen to the story, then answer the following questions.

1. What kind of bird is Milley?
2. What is the name of Milley's friend?
3. What do the macaws like to eat?
4. what do the friends like to do together?
5. Where do you think Milley and Mickey live?

Milley the Macaw



Milley is a macaw.
Her feathers have many colours.



Milley has a friend.
His name is Mickey.



Milley and Mickey
like to eat mangoes.



Milley and Mickey like to fly,
way up high.

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Literacy Standards - Listening/ Speaking:

Tells his/her sex. Knows his/her Christian (first) name and Surname (last).

Instructions for Administration:

Have child draw himself / herself and complete the sentences below.



I am a _____ .

My name is _____ .

I am _____ years old.

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Literacy Standards - Listening/ Speaking:
Knows parents' name and address. Knows his/her address.

Instructions for Administration:
Have child answer the questions below.

1 Question: What is your mother's name?

Gives mother's correct name. Yes No

2 Question: What is your father's name?

Gives father's correct name. Yes No

3 Question: Where do you live?

Gives correct location. Yes No

4 Question: What is your telephone number?

Gives correct telephone number. Yes No

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Literacy Standards - Listening/ Speaking:
Speaks in 4 – 6 word sentences. Speaks in Simple Standard English.

Instructions for Administration:
Have child talk about the picture using simple sentences,
and answer question based on the story in simple sentences.

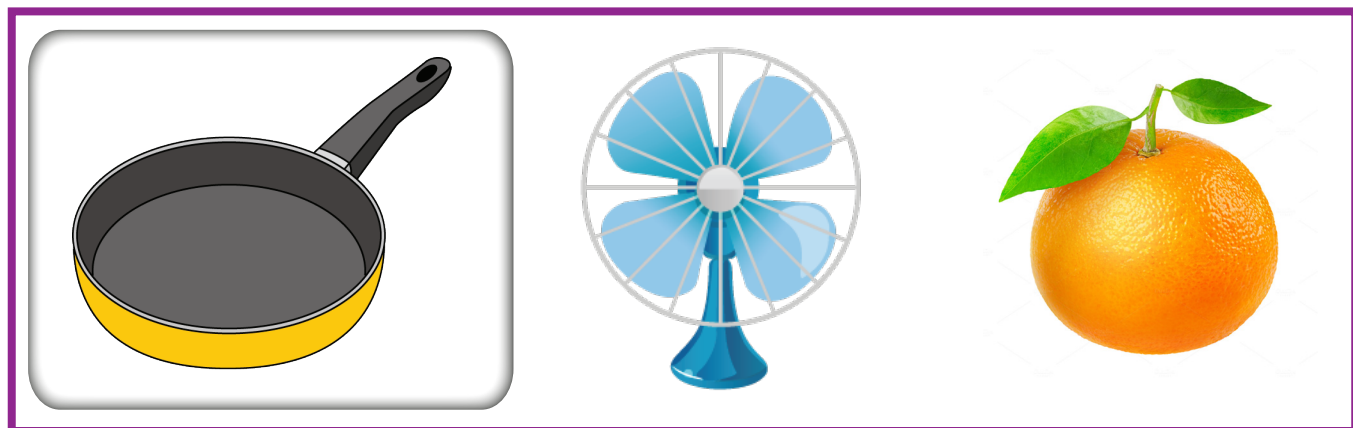
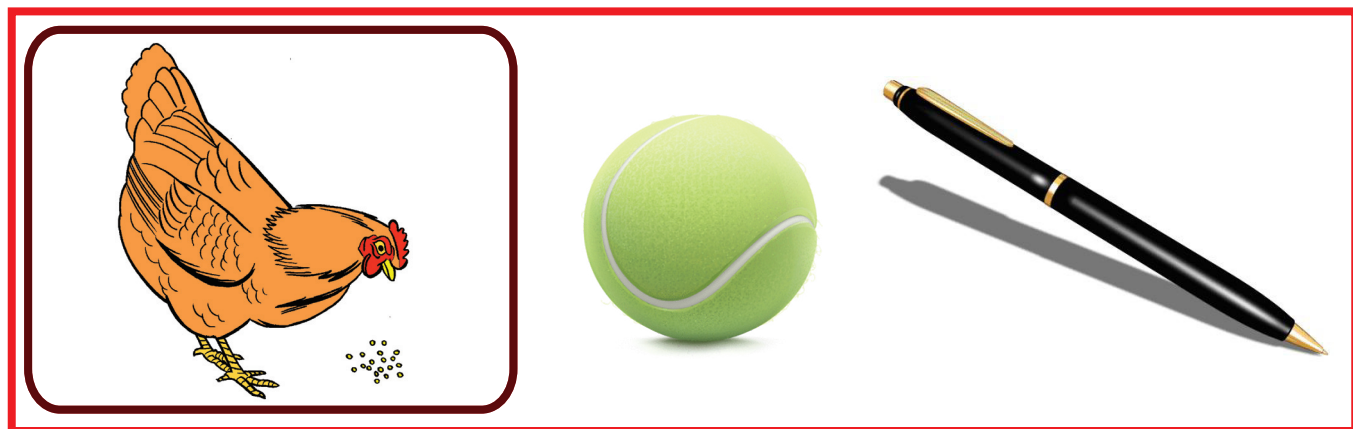


Question: What if the dog runs away with the ball?

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Concept about Print and Phonemic Awareness:
Produces words that rhyme with another word.

Instructions for Administration:
Have child look at the pictures in each row;
say the name of the first picture; listen to the **ending** sound;
and circle the picture that ends with the same sound.

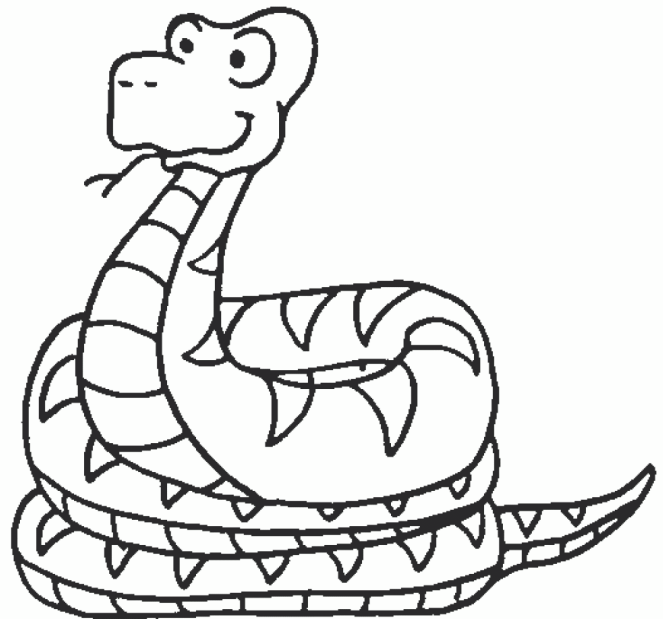
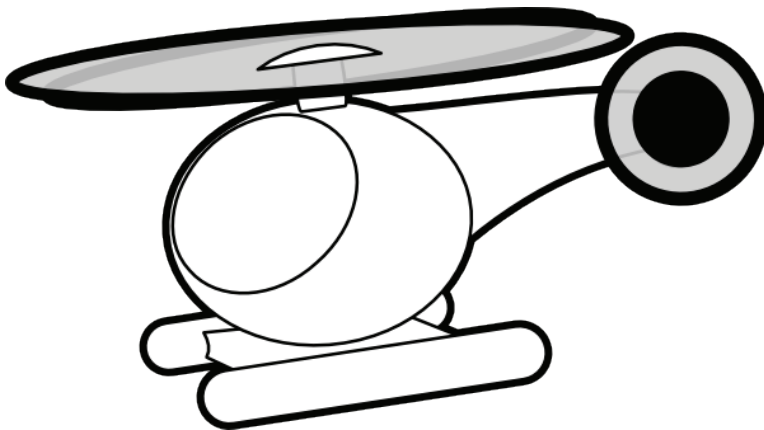
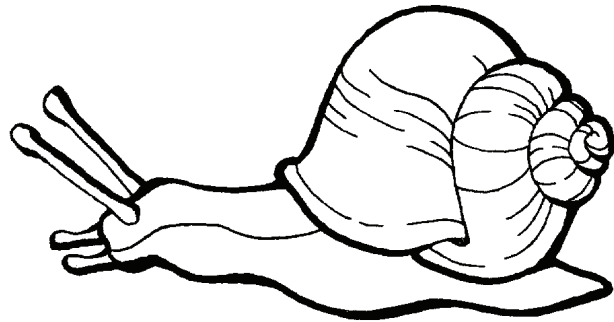
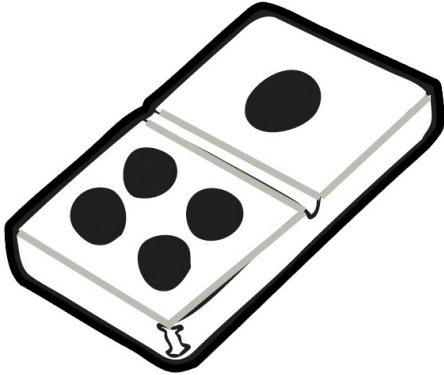
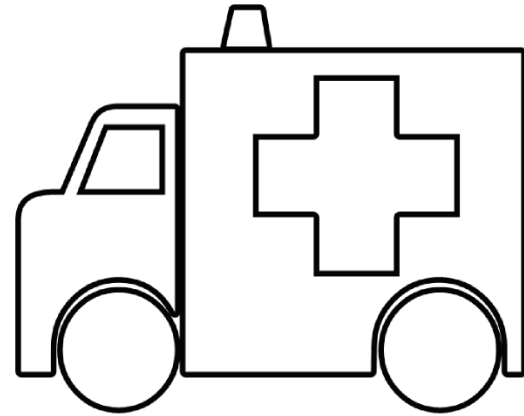
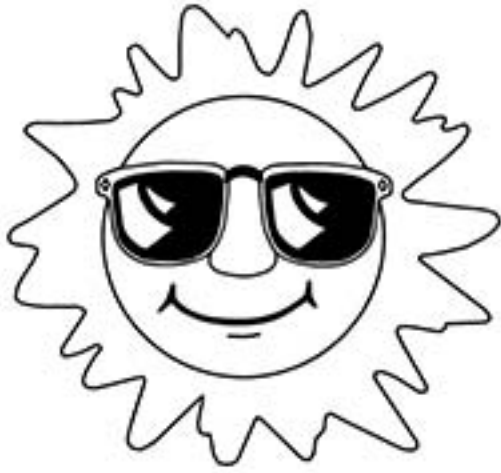


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Concept about Print and Phonemic Awareness:
Produces words that rhyme the same **beginning** sound.

Instructions for Administration:

Have child name each picture twice. Colour the pictures that begin with / S /.



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Concept about Print and Phonemic Awareness:
Identifies **end and middle** sound in some words.

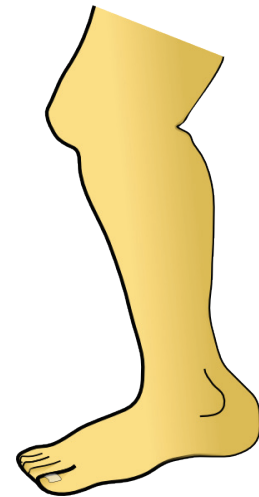
Instructions for Administration:
Have child match the letter to the **ending** sounds to make new words.
Write the new word below the picture.



d _ _



j _ _



L _ _

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Concept about Print and Phonemic Awareness:
Follows print from left to right.

Instructions for Administration:
Have child read the words in the box. Read each sentence.
Fill in the blank with a word from the box to complete the sentence.

book chair hat bike dog

Your _____ is furry.



He has a new _____ .



The _____ has two wheels.



The _____ is soft.



The _____ is funny.



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Concept about Print and Phonemic Awareness:
Recites Nursery Rhymes, finger plays, sings alphabet and other songs.

Instructions for Administration:
Have child recite a rhyme, finger play and / songs.

1 Child can recite a familiar Nursery Rhyme

Attained Mastery

Attaining Mastery

Below Mastery

2 Child can recite a familiar finger play

Attained Mastery

Approaching Mastery

Below Mastery

3 Child can sing a familiar song

Attained Mastery

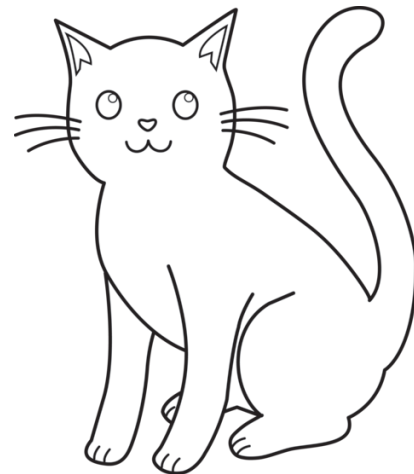
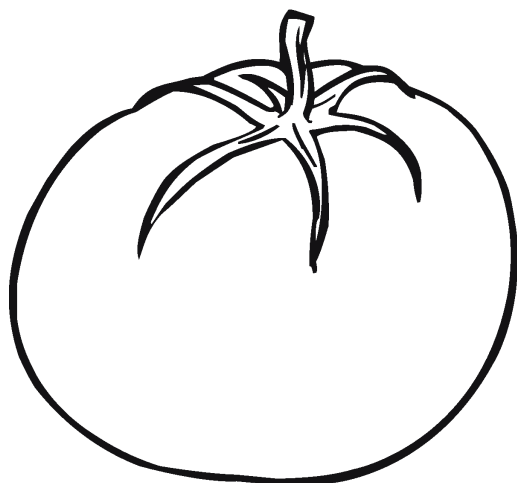
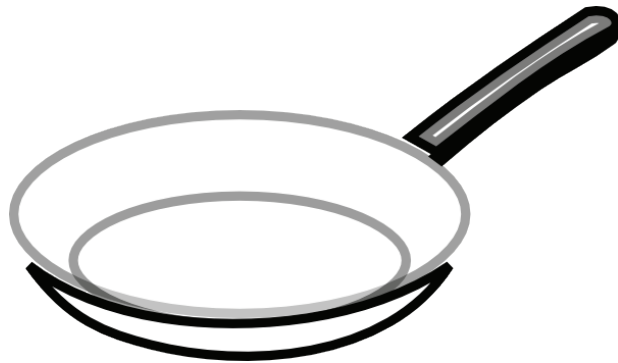
Approaching Mastery

Below Mastery

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Concept about Print and Phonemic Awareness:
Segments sounds in a word.

Instructions for Administration:
Have child say and clap the syllables in the words,
and colour the pictures that are three- syllable words.



Nursery Assessment - Literacy Year Two

Word Analysis, Fluency and Vocabulary Development:
Identifies 15 – 20 letters of the alphabet.

Instructions for Administration:
Have child say the names of the letters I point to.

a	J	q	h	s	n
P	T	b	v	i	w
X	k	y	d	c	O
e	z	F	L	M	r
u	G				

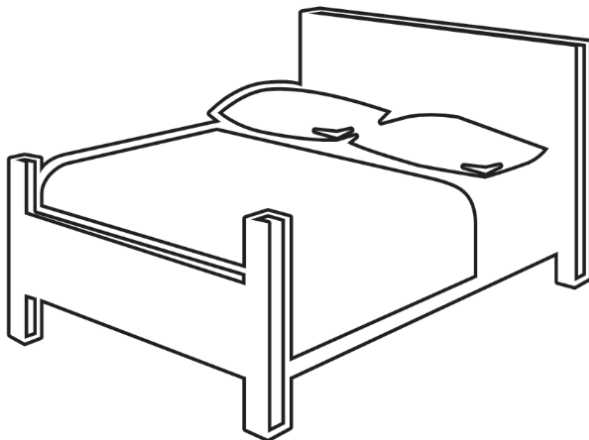
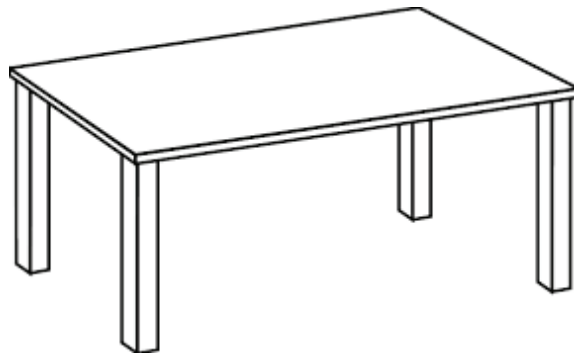
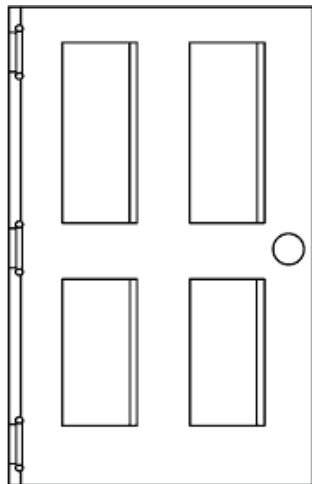
Nursery Assessment - Literacy Year Two

Word Analysis, Fluency and Vocabulary Development:
Produces 15 – 20 letter sounds from the alphabet

Instructions for Administration:

Have child say the sound of each letter, then find the picture of one thing that starts with each letter.
Colour each picture to match the colour of the letter.
Choose a different colour for each sound.

a t d b



Nursery Assessment - Literacy Year Two

Word Analysis, Fluency and Vocabulary Development:
Produces 15 – 20 letter sounds from the alphabet

Instructions for Administration:

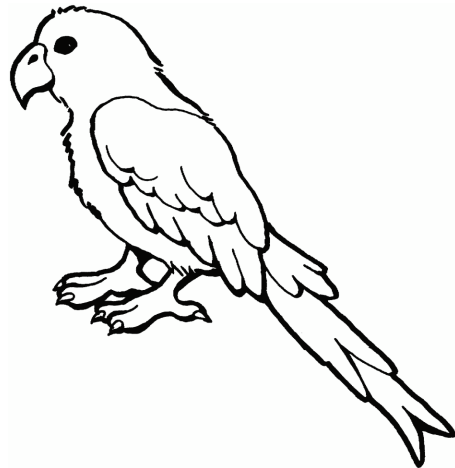
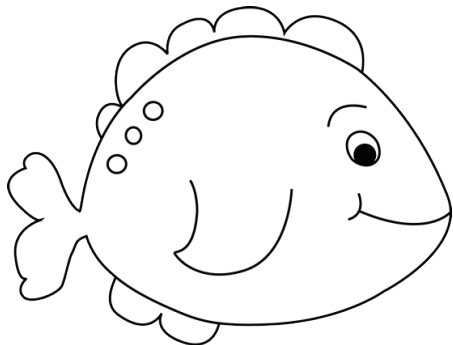
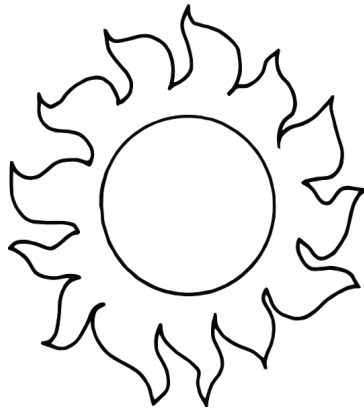
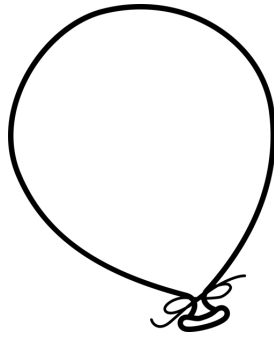
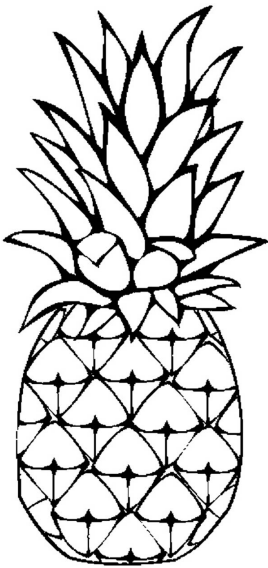
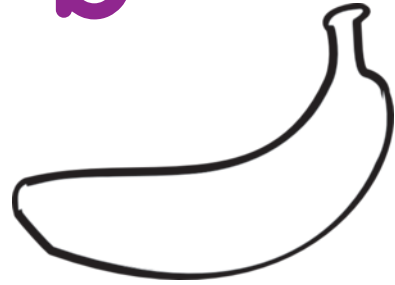
Have child say the sound of each letter, then find the picture of one thing that starts with each letter.
Colour each picture to match the colour of the letter.
Choose a different colour for each sound.

s

p

f

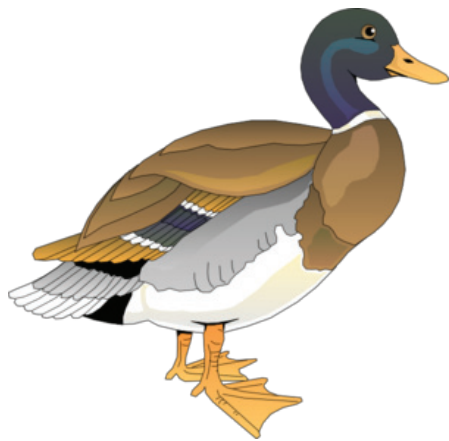
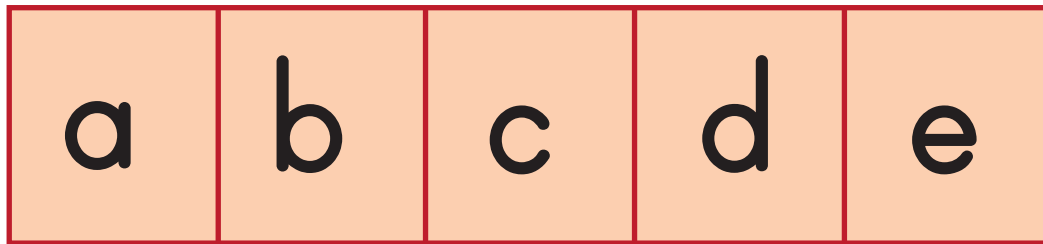
b



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Word Analysis, Fluency and Vocabulary Development:
Matches individual letters to names.

Instructions for Administration:
Have child fill in each blank with the correct letter from the box.



___ uck



___ ell



___ ngel



___ gg



___ at

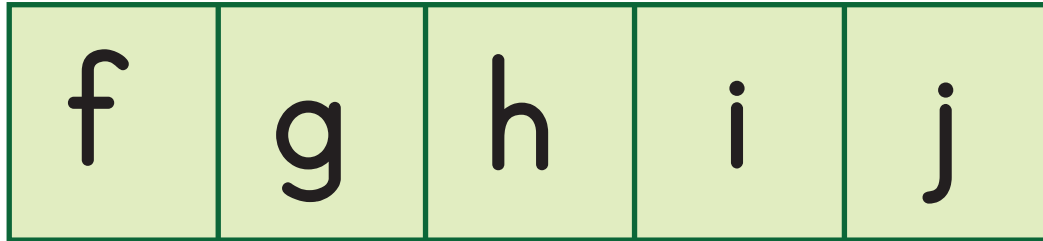


___ ed

Nursery Assessment - Literacy Year Two

Word Analysis, Fluency and Vocabulary Development:
Matches individual letters to names.

Instructions for Administration:
Have child fill in each blank with the correct letter from the box.



__ rapes



__ nk



__ eep



__ at



__ ron



__ ouse

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Concepts about Print:
Names 2 – 3 parts of a book.

Instructions for Administration:
Have child Look at the book. Name at least 2 parts of the book.

1 _____


2 _____

3 _____

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Reading Comprehension:
Talks about his/her drawing

Instructions for Administration:
Have child draw a picture of what they did over the weekend.
Talk about the picture in simple sentences.
Scribe child's response below.





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Reading Comprehension:
Talks about his/her drawing / painting

Instructions for Administration:
Have child draw / paint a picture of the school.
Talk about the drawing / painting in simple sentences.
Scribe child's response below.





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Reading Comprehension:
Identifies sequence of events from an oral story

Instructions for Administration:
Have children listen to the story. Retell the story in sequence.
Scribe child's response below.

1 What happened at first?

2 What happened next?

3 What happened at the end?

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Reading Comprehension:

Retells a familiar story (*Three Little Pigs*).

Concepts about Print:

Handles the book and turns the pages correctly.

Instructions for Administration:

Have child retell the story (*The Three Little Pigs*).

1 Can the child retell parts of the story?

Yes

No

2 Can the child retell the entire story?

Yes

No

3 Can the child turn the pages correctly?

Yes

No

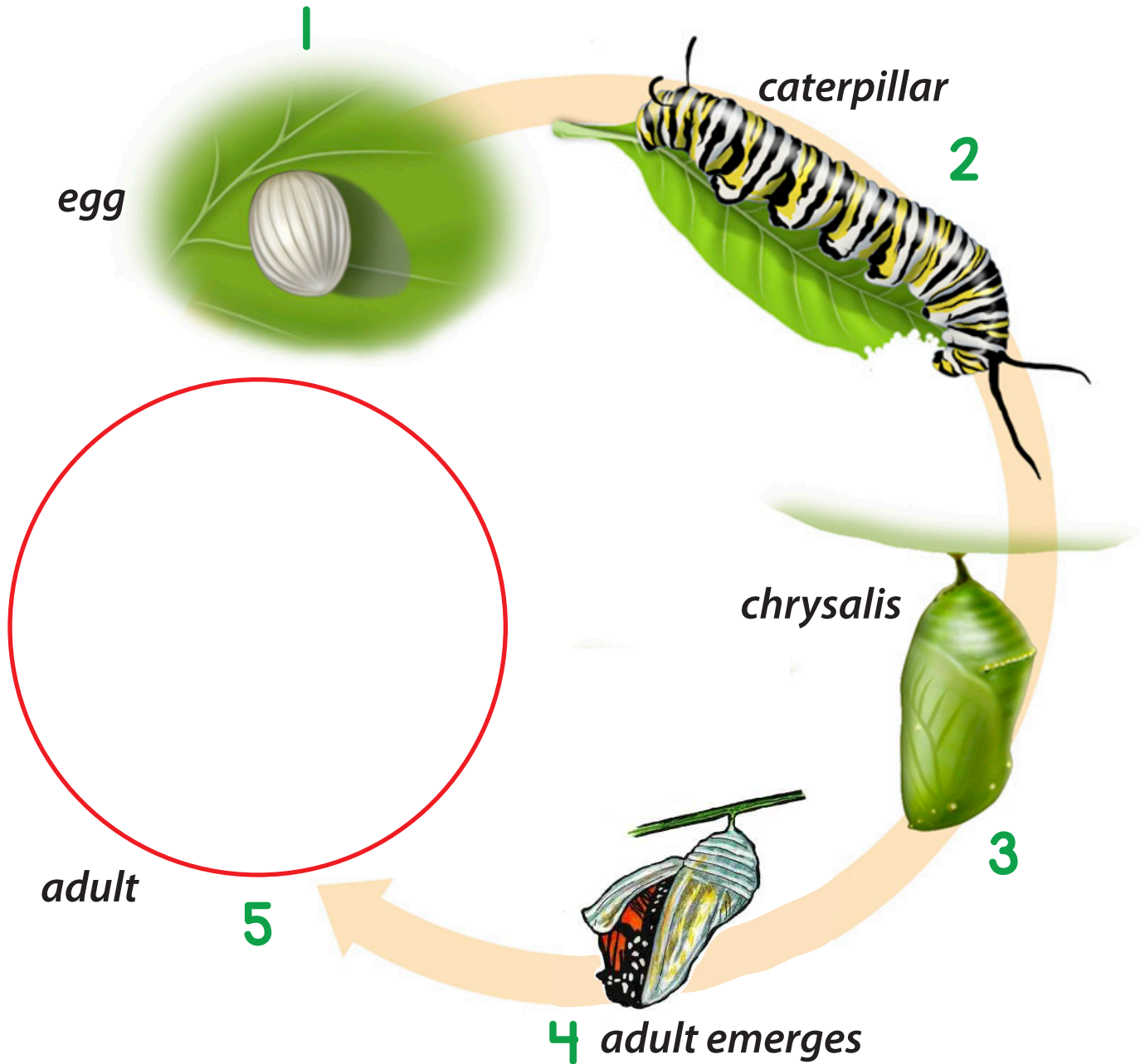
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Reading Comprehension:

Predicts what will happen next and justifies prediction.

Instructions for Administration:

Have child draw what happens next in the red circle.



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Reading Comprehension:
Read the picture – word card or word books.

Instructions for Administration:
Have child read the picture word card.



This is a
goat

Nursery Assessment - Literacy Year Two

Reading Comprehension:
Read picture – word card or word books.

Instructions for Administration:
Have child read picture word card.



This is a
bird

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Reading Comprehension:
Recognises the names of other students.

Instructions for Administration:
(Teacher places the name-cards of 5 children on the table excluding the child's name.)
Have child say the names of his/her peers on the cards.

1 Can recognize the names of two other children in the class.

Yes No

2 Can recognize the names of three other children in the class.

Yes No

3 Can recognize the names of four other children in the class.

Yes No

4 Can recognize the names of five other children in the class.

Yes No

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Reading Comprehension:
Reads some sight words.

Instructions for Administration:
Have child look at the words and read them.

see

look

like

at

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Writing Conventions:

Writes his/her own name. Holds a pencil correctly.

Instructions for Administration:

Have child write your name on the lines below.

The child can hold the pencil correctly.

Yes

No

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Writing Conventions:

Writes 10 – 15 upper and lower case letters.

Instructions for Administration:

Have child listen to the letter.

Say the name of 10-15 letters. Write each letter on the lines provided.

Yes

No

In Progress



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Writing Conventions:
Copies the sentence.

Instructions for Administration:
Have child copy the sentence on the lines provided.



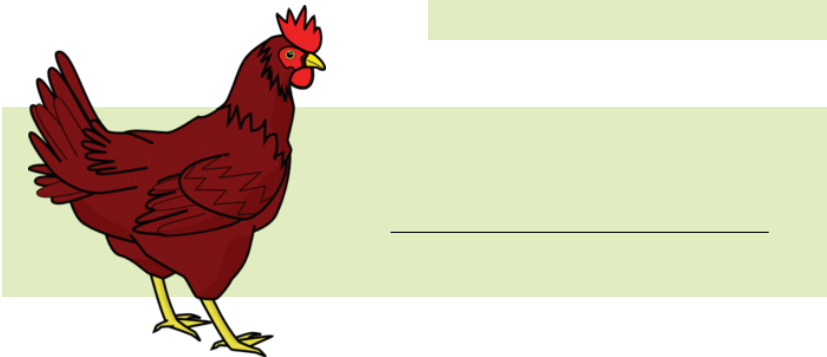
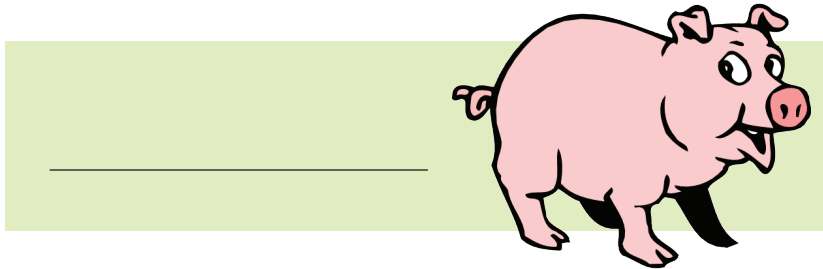
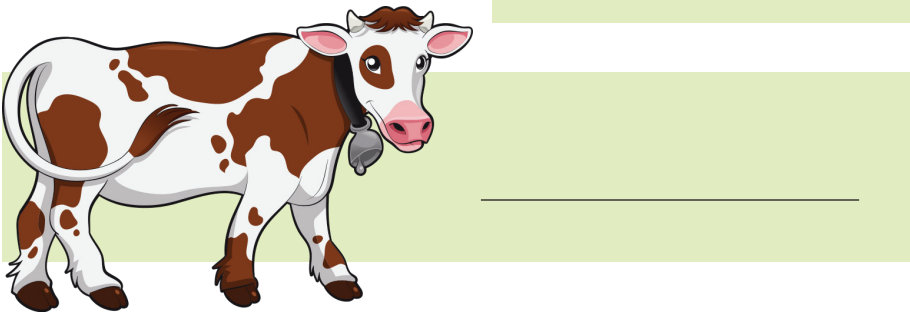
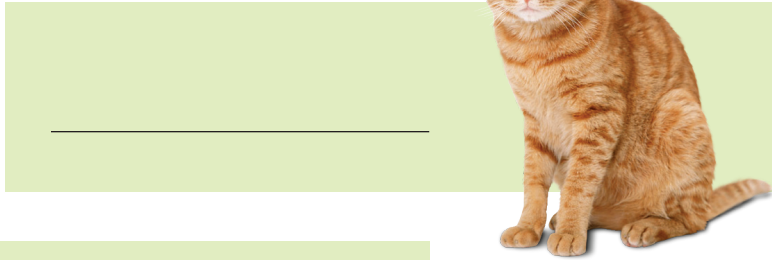
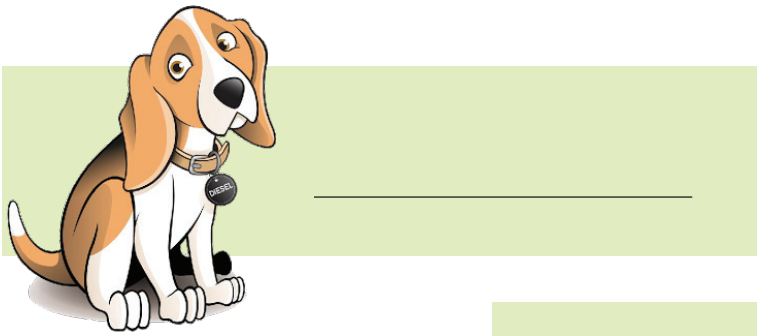
This is a cat.

Nursery Assessment - Literacy Year Two

Writing Conventions:
Writes simple words.

Instructions for Administration:
Have child copy the correct words on the signs.

hen cat pig dog bull

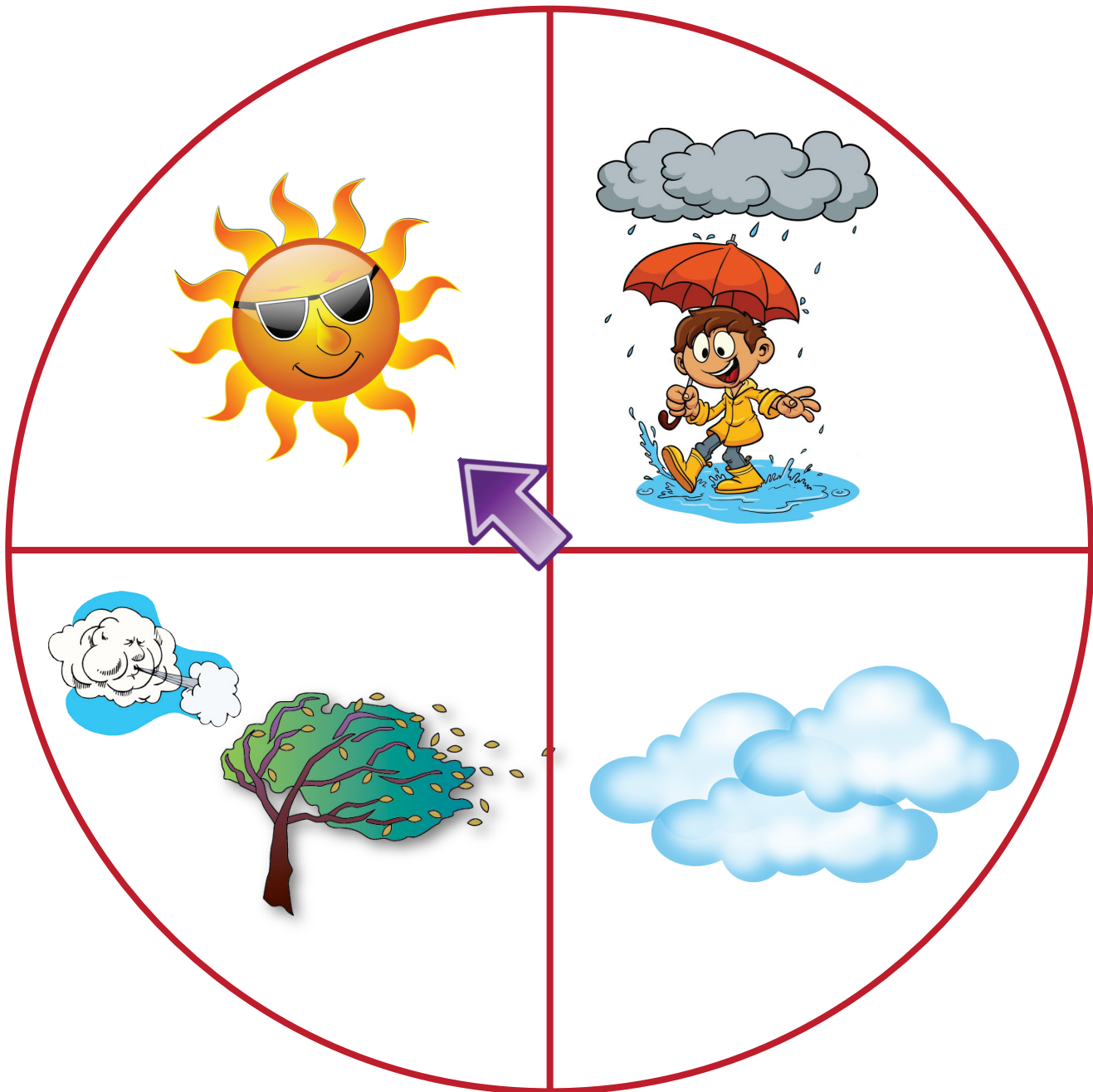


Nursery Assessment - Literacy Year Two

Research and Study: Reads Weather Chart

Instructions for Administration:

1. Look at the Weather Chart.
2. Answer the question: What kind of weather is it today?
(Expected answer: "Today is a sunny day.")
3. Fix the Weather Chart to show the type of weather condition.



Nursery Assessment - Literacy Year Two

OBSERVATIONAL CHECKLIST *Revised May, 2014*

Literacy Development: *Ages 4 Years 9 Months - 5 Years 9 Months*

Standard 1: Listening / Speaking	ATTAINED	IN PROGRESS	NOT ATTAINED
Listens to and follows 3-step oral directions <i>(pages: 6,9,13,14)</i>			
Listens to short stories <i>(Page: 2)</i>			
Listens and identifies environmental sounds			
Tells age and sex			
Knows first and last name <i>(Page: 3)</i>			
Tells parents' names and address <i>(Page: 4)</i>			
Knows telephone number			
Speaks in 4-6 word sentences <i>(Page: 5)</i>			
Speaks using standard English			
Answers questions: Why? and What if? questions			

Standard II: Concepts about print and Phonemics Awareness	ATTAINED	IN PROGRESS	NOT ATTAINED
Produces words that rhyme with a given word <i>(Page: 6)</i>			
Produces words with same beginning sound <i>(Page: 7)</i>			
Identifies end sounds in some words <i>(Page: 8)</i>			
Follows print from left to right <i>(Page: 9)</i>			
Recites nursery rhymes, finger plays <i>(Page: 10)</i>			
Sings alphabet and other songs			
Able to segment sounds in a word <i>(Page: 11)</i>			

Nursery Assessment - Literacy Year Two

OBSERVATIONAL CHECKLIST *Revised May, 2015*

Literacy Development: *Ages 4 Years 9 Months - 5 Years 9 Months*

Standard III: Word Analysis, Fluency and Vocabulary Development	ATTAINED	IN PROGRESS	NOT ATTAINED
Identifies 15-20 letters of the alphabet <i>(Page: 12)</i>			
Produce 15-20 letter sounds from the alphabet <i>(Page: 13, 14)</i>			
Matches individual letters to names <i>(Page: 15, 16)</i>			
Matches individual letters to words			

Standard IV: Reading Comprehension	ATTAINED	IN PROGRESS	NOT ATTAINED
Talks about his drawings / paintings <i>(Page: 18, 19)</i>			
Identifies sequence of events from an oral story <i>(Page: 20)</i>			
Retells a familiar story <i>(Page: 12)</i>			
Handles books and turns pages correctly			
Predicts what will happen next and justifies prediction (22)			
Relates story to real life experiences			
Reads picture - word cards /word books <i>(Page: 23, 24)</i>			
Recognizes some names of other students <i>(Page: 25)</i>			
Reads some sight words <i>(Page: 26)</i>			
Enjoys books			

Nursery Assessment - Literacy Year Two

OBSERVATIONAL CHECKLIST *Revised May, 2015*

Literacy Development: *Ages 4 Years 9 Months - 5 Years 9 Months*

Standard V : Research and Study	ATTAINED	IN PROGRESS	NOT ATTAINED
Reads labels in classroom			
Reads Daily Chart			
Reads Weather Chart <i>(Page: 31)</i>			

Standard VI: Writing Conventions	ATTAINED	IN PROGRESS	NOT ATTAINED
Writes his/her own name <i>(Page: 27)</i>			
Holds a pencil correctly <i>(Page: 27)</i>			
Writes 10-15 upper and lower case letters <i>(Page: 28)</i>			
Copies sentences <i>(Page: 29)</i>			
Writes simple words <i>(Page: 30)</i>			
Uses invented spelling			

NOTES



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