**Screening through daily routines**

**Assessment of Student Competencies**

Many of the Assessment of Student Competencies can be assessed during daily routines. In some instances it may be easier or more efficient to note the children who are unable to perform the competency rather than those who can.

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| Routines |  ASC  |
| Students place their bag in their named locker | RW1 | Identify their own name and some environmental print in a variety of contexts |
| Group timesChatting with students individually or in groups e.g. ask children news about themselves | SL1 | Answer familiar, simple questions with a verbal response in child’s own language |
| SL4 | Say most speech sounds correctly |
| SL6 | Speak using sentences |
| Transitional activities: e.g. move from a group time to activity or going to recess by:* Showing flash cards of children’s names
* Children repeat a series of random numbers or items e.g.
	+ 4 year olds: 3 items e.g. Say pen, bag, book
	+ 5year olds 4 digits e.g. Say 3, 6, 2, 8
 | RW1SL5 | Identify their own name and some environmental print in a variety of contextsRepeat series of spoken words once aloud in their home language |
| Packing up times :* Sort play materials by size e.g. all long/ short blocks matched to silhouette of block shapes, small/ big balls in the blue/red box
* Sort play materials into categories e.g. place all same size blocks together, scissors together, all triangles in the triangle box
* As children are packing up ask them where materials are kept or instruct children where to place materials using positional language
 | MG2MG5MG1 | Select objects according to size and uses language of sizeSort objects according to one criteria e.g. shape, colour or sizeSay and demonstrate understanding of positional words |
| Observe children doing self-care tasks e.g. putting lunchbox in the fridge, putting their hat on for outside play, washing hands after the toilet, blowing own nose | SC1 | Perform self-care activities |
| Observe if a child uses body language and gestures to communicate e.g. eye contact, facial expressions, body movements and gestures, distance, and space to express responses. Put hand up to indicate stop. | SC2 | Identify and express personal rights  |
| Observe children who can ask for assistance when they need it e.g. cannot open their lunch wrapping, don’t know where to find play materials | SC3 | Verbally ask an adult for help |

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| Songs/ Games | ASC  |
| Simon Says Game: teacher demonstrates* Follow my finger with your eyes
* Put your hand on the opposite knee/ shoulder/ foot
* Touch tip of thumb and finger on same hand. Complete with both hands
* Jump over the river – (lines drawn 45 cm apart)
* Stand on one foot
* Stand up/ sit on a chair/ put hands under your bottom
 | PM1PM4FM5GM1GM2MG1 | Visual motor/ trackingCross the midlineFinger isolationJump forward from a standing position two feet togetherBalance steadily on each footSay and demonstrate understanding of positional words  |
| Directions Game: in a play situation with a few children during inside/ outside activities, instruct children to follow 3 unrelated directions e.g. jump on the trampoline, pick up a ball and say hi to Fred | SL2 | Follow 3 unrelated directions |
| Circle Game: children sit in a circle. Have a collection of objects in the middle. Instruct children to do three unrelated things e.g. walk around the circle, pick up a teddy bear, shake hands with Mary | SL2 | Follow 3 unrelated directions |
| Act out songs such as: *We’re going on a bear hunt* | MG1 | Say and demonstrate understanding of positional words  |
| Act out stories such as: *Rosie’s Walk e.g. under, over* | MG1 | Say and demonstrate understanding of positional words  |
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| Interactions with children | ASC |
| While interacting with children do they ask for help to complete a task? | SC3 | Ask and adult for help when needed |
| Throughout the day, observe if children who are unable to demonstrate appropriate behaviours in the classroom, playground, moving to different settings. | SC4 | Display appropriate behaviours in a variety of settings  |
| Throughout the day, observe the student’s capacity to respond appropriately in conflict situations. | SC8  | Self-regulation |
| Throughout the day, observe children who are unable to complete activities, tasks or actions.  | SC6 | Begin and complete activities and actions related to the task with direction. |
| Throughout the day, observe children who when asked, answer questions or volunteer information in a group situation. Children who are comfortable and confident in their environment. | SC7 | Participate in routine social and classroom interactions |