



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning



## SAMPLE NEEDS ASSESSMENT – Alphabet Knowledge and Early Writing (Preschoolers)

Coachee Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read each statement and use the 1 to 5 scales to show how often you are using each practice now, and how often you would like to use it. Then write the difference between current use and desired use of the practice. The \* applies to languages that are alphabetic. For non-alphabetic languages, find other books meant for young children or ways to acquaint them with those print systems.

Teaching Practices	I am doing this now...					I want to do this...					Differences between current use and desired use
	Not at all	All the time				Not at all	All the time				
1. Talk or sign about the alphabet, pointing out letters in children’s names and other meaningful or powerful words (e.g. STOP).	1	2	3	4	5	1	2	3	4	5	
2. Sing songs and read books about the alphabet <b>in English and home languages (if alphabetic)</b> to expose children to the names and appearances of letters.	1	2	3	4	5	1	2	3	4	5	
3. Make magnetic letters, alphabet puzzles, and other alphabet games available throughout the environment to provide hands-on experiences.	1	2	3	4	5	1	2	3	4	5	
4. Notice and point out print to children <b>in English and their home language.</b>	1	2	3	4	5	1	2	3	4	5	
5. Help children focus on beginning sounds in words <b>noting that different languages have different sounds, letters, and symbols.</b>	1	2	3	4	5	1	2	3	4	5	
6. Encourage children to write for real and important reasons such as lists, rewritten stories, or letters home <b>in English and their home language.</b>	1	2	3	4	5	1	2	3	4	5	
7. Add writing materials in learning areas and use different materials to provide varied experiences with holding and using tools for early writing.	1	2	3	4	5	1	2	3	4	5	