

Early Entrance to Kindergarten Preschool Teacher Checklist



Introduction

Families requesting early entrance to kindergarten are asked to have their child's preschool teacher provide information on this checklist about the child's skills, abilities, and behavior as it relates to readiness for kindergarten.

This checklist, along with the application, parent checklist and questionnaire, and academic readiness assessment conducted with the child, is considered by the team when determining eligibility for early entrance to kindergarten.

Child Information

| | |
|--|--|
| Child's name | |
| Date of birth | |
| Today's date | |
| Name of person completing checklist | |
| Your relationship to the child | |
| How long have you known the child? | |
| Name of preschool | |

Instructions

This checklist will help in determining the child's readiness for kindergarten. Please read each statement and indicate the child's abilities by checking the appropriate column.

| Behavior | Frequently | Sometimes | Never |
|--|-------------------|------------------|--------------|
| Observes rules and follows directions without requiring repeated reminders | | | |
| Attempts new or challenging tasks | | | |
| Concentrates when working on a task; is not easily distracted by surrounding activities | | | |
| Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property | | | |



We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Preschool Teacher Checklist

| Behavior | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Fairly independent of adults. Does not require a high level of adult attention to problem solve social situations or to make positive choices. | | | |
| Has multiple friendships with peers | | | |
| Has a positive, successful approach in meeting new children | | | |
| Appropriately self-assertive; able to communicate needs and wants with language | | | |
| Takes turns with others | | | |
| Uses words to appropriately express frustration and anger | | | |
| Communicates effectively with adults and children (i.e., uses the same words to refer to concepts and ideas as others, adjusts communication to increase understanding) | | | |
| Can be separated from parents without being upset | | | |

| Physical Well-Being and Motor Development | Frequently | Sometimes | Never |
|--|------------|-----------|-------|
| Performs self-help tasks independently (dressing, undressing, zipping, and tying) | | | |
| Uses hand-eye coordination to perform fine motor tasks (drawing, writing, and cutting with scissors) | | | |
| Uses balance and control to perform large motor tasks (walking, jumping, and skipping) | | | |
| Toileting: Consistently communicates the need to use the bathroom and is able to use restroom without adult assistance | | | |

| Personal and Social Development | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Shows eagerness to learn (is curious, likes to investigate) | | | |
| Follows rules and routines (cleans up at play time) | | | |



Preschool Teacher Checklist

| Personal and Social Development | Frequently | Sometimes | Never |
|--|------------|-----------|-------|
| Handles change and transition (dinner time to bedtime) | | | |
| Interacts easily with one or more children | | | |

| Language and Literacy | Frequently | Sometimes | Never |
|--|------------|-----------|-------|
| Listens for meaning in stories, discussions, and conversations | | | |
| Speaks clearly to share ideas and thoughts | | | |
| Recognizes/names all upper/lower case letters | | | |
| Reads simple words | | | |
| Uses letters and words to write | | | |
| Writes first name correctly | | | |

| Mathematical Thinking | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Recognizes numbers 0-20 | | | |
| Orally counts forward to 20 | | | |
| Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle) | | | |
| Can recognize and describe attributes of shapes (color, size, shape) | | | |

| Scientific Thinking | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Identifies, describes, and compares properties of objects | | | |
| Describes characteristics and basic needs of living things (food, water, shelter) | | | |

| Social Studies | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Recognizes self and others as having same and different characteristics | | | |



Preschool Teacher Checklist

| Social Studies | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Describes roles and responsibilities of people (firefighters put out fires) | | | |
| Recognizes the reasons for rules | | | |

| The Arts | Frequently | Sometimes | Never |
|---|------------|-----------|-------|
| Likes to paint and draw | | | |
| Likes to sing and dance | | | |
| Can share ideas about a drawing or painting | | | |

Credit: Bronson, M.B., Goodson, B.D., Layzer, J.I. & Love, J.M. (1980). Child behavior rating scale. Cambridge, MA: Abt Associates
 Adapted from South Umpqua School District Early Entrance to Kindergarten and First Grade

Please provide any additional information about the child that may be helpful to the school team in the decision-making process.

