



INFORMATION SHEET FOR APPLICANTS TO THE KINDERGARTEN AND GRADE 1

CONFIDENTIAL

To the teacher or school director:

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the child and is reviewed with the understanding that children are constantly changing and developing. We place particular value on your observations of classroom behavior and your descriptive comments in each area if there is significant information which we should know. Please do not skip any questions. If your school does not evaluate students in a particular area, you may answer "not taught." Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with parents, guardians, or caregivers.

Child's Name _____ Sex M F

Name usually called _____ Date of birth / /

Present School _____

School Address _____ Phone _____

Entrance Date _____

Name(s) of Parent(s)/Guardian(s) _____

Address _____ Phone _____

Address _____ Phone _____

Teacher and class _____

Date of this report / / Submitted by _____

How long have you known this child? _____

What is the child's primary language? _____

Did child enter school speaking English? _____

Is the child bi/tri lingual? In which languages? _____

Language(s) spoken at home and by whom:

Language _____ Person's relationship to child _____

Language _____ Person's relationship to child _____

Language _____ Person's relationship to child _____

List six adjectives that describe the child:

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

I. SOCIAL-EMOTIONAL DEVELOPMENT

1. Demonstrates self confidence

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|--|---|--|--|
| <input type="checkbox"/> Reluctant to participate in new or familiar activities. Expresses doubt about own ability to succeed in a new task or refuses to participate in activities. | <input type="checkbox"/> Must be invited to try new activities and experiences. May express doubt about ability to succeed at new tasks (“I can’t do that.”) Readily participates in familiar situations. | <input type="checkbox"/> Participates readily in most classroom activities. Occasionally waits and watches before joining an unfamiliar activity. Eagerly explores toys and materials. Describes own abilities positively (e.g., “I can do that” or “Watch me”). | <input type="checkbox"/> Approaches new tasks and situations enthusiastically. Anticipates being successful in an activity (e.g., “I bet I can do that”). Readily shares experiences and ideas. Has a positive self-image. |
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2. Demonstrates leadership

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| <input type="checkbox"/> Watches and follows other children, selecting the same activities they do and/or imitating their actions. | <input type="checkbox"/> Rarely takes a leadership role. May be able to tell you what a leader is, but not demonstrate the skill. | <input type="checkbox"/> Sometimes assigns roles to other children in imaginative play or distributes props. | <input type="checkbox"/> Frequently organizes other children in games and activities. Assigns roles in imaginative play. |
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3. Transitions easily and adapts to changes in schedule and routines

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| <input type="checkbox"/> Requires physical and verbal guidance from an adult to make transitions or shows little awareness of the classroom schedule and routines, therefore, changes have very little affect on the child. | <input type="checkbox"/> Requires one-on-one verbal support from an adult during transitions. Sometimes can adapt to planned changes in routine. Unexpected changes are difficult at this level. | <input type="checkbox"/> Transitions easily with occasional reminders from an adult. Adapts easily to planned changes in routine most of the time. Sometimes adapting to unplanned changes can be challenging. | <input type="checkbox"/> Consistently transitions easily. Smoothly adapts to changes in routine. Remembers planned changes. Can function with unplanned changes. |
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4. Works and plays cooperatively

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| <input type="checkbox"/> Has difficulty interacting cooperatively with other children even with adult guidance. | <input type="checkbox"/> Occasionally can take turns and share materials with other children, but frequently requires adult facilitation to do so. | <input type="checkbox"/> Interacts easily with other children, most of the time taking turns, sharing materials, and conversing about activities, with some adult facilitation. | <input type="checkbox"/> Interacts with other children, consistently taking turns, sharing materials, and conversing about activities with very occasional adult facilitation. |
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I. SOCIAL-EMOTIONAL DEVELOPMENT CONT'D.

5. Regulates emotions and behaviors

Shows very little control of emotions and behaviors. Is very impulsive. May tantrum, cry or scream when frustrated for any reason. Shows little awareness of classroom rules and expectations. Requires high levels of adult support and supervision to regulate emotions and behaviors.

Shows beginning control over some emotions and behaviors. Can be impulsive. Frequently requires teacher guidance to follow classroom rules and transitions or wait for a turn. Has little independent control over immediate emotional reactions to situations and events.

Can control emotions and behaviors with supportive reminders from the teacher. With support, can follow basic directions, manage transitions, wait for short periods of time, and exert some control over emotions (e.g., looking away after seeing something upsetting).

Can control emotions and behaviors with occasional assistance from the teacher. Mostly independently, follows routines and rules, manages transitions, plays cooperatively, focuses attention to complete tasks, and frequently remembers to use words to convey emotions.

6. Exhibits a sense of humor

Lacks a sense of humor. Rarely giggles or is silly.

May giggle uncontrollably when others are laughing. Laughing is still in response to bodily stimulation or unusual juxtapositions (e.g., putting your hat on your feet). Can be very silly. Slapstick and physical humor with an element of surprise are enjoyed at this level.

Tells jokes, but often doesn't seem to understand what makes them funny. Laughs in response to pictures that include illogical elements (e.g., a car with square wheels). Can be silly while making up new words or sounds. Slapstick and bathroom humor are enjoyed at this level.

Tells a joke and seems to understand why it is funny. Repeats the same jokes frequently. Basic word play, exaggeration and slapstick are enjoyed at this level.

7. Initiates imaginative play

Rarely initiates or engages in imaginative play.

Engages in others' imaginative play scenarios.

Initiates imaginative play for him or herself or with others. Uses a variety of props. May use different voices for different characters.

Regularly initiates rich, complex, imaginative play scenarios. May actively invite others to join in. Creatively uses props to support play.

8. Forms friendships with peers

Interacts with children equally; does not have a special friend. Or, may not interact with other children so does not have the occasion to make friends.

May indicate a desire to be friends with a certain child, but does not have the social strategies to make it happen.

Develops a few friendships, but plays with many children. Play is more cooperative and complex when playing with friends.

Interacts easily with a number of children, but has clear preferences for his/her friends. Friendships are more exclusive and last longer than at younger ages.

I. SOCIAL-EMOTIONAL DEVELOPMENT CONT'D.

9. Shows empathy and caring for others

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| <input type="checkbox"/> Shows interest in visible or obvious emotions of other children, but may not understand them or be able to label those emotions. Is beginning to label a few common emotions. | <input type="checkbox"/> Can name common emotions, especially as they apply to him/herself. Shows interest in others' feelings and may carefully watch a child who is upset carefully and try to find out why he/she is upset. | <input type="checkbox"/> Understands basic emotions he/she experiences and begins to recognize those of others. Approaches children who are upset, and attempts to comfort them, but does not yet know how to help. | <input type="checkbox"/> Has some understanding of own emotions, as well as some emotions of others. May want to comfort a child who is upset or sad, but may not know how to do this. May try to help a child new to the classroom or a younger child. |
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10. Interacts easily with peers

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| <input type="checkbox"/> Infrequently interacts with peers. | <input type="checkbox"/> Occasionally interacts with peers. | <input type="checkbox"/> Most of the time interacts easily with many children, but sometimes has strong preferences for certain playmates. Play is more cooperative and complex when playing with more familiar peers than with less familiar peers. | <input type="checkbox"/> Independently works out conflicts with other children by talking. Knows a few strategies to solve interpersonal conflicts (e.g. taking turns, setting a timer). |
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11. Forms positive relationships with adults

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| <input type="checkbox"/> Ignores adults in the classroom unless approached by an adult for a specific purpose OR will not leave the adult's side. | <input type="checkbox"/> Selects one or two familiar adults in school with whom he/she interacts. Is wary of or shy with the other adults in the room. | <input type="checkbox"/> Interacts easily with most familiar adults. Usually greets familiar adults, converses with them, follows their directions, and responds to questions or comments. Views adults as sources of support, comfort, and security. | <input type="checkbox"/> Interacts easily with familiar adults. Will show affection, engage in conversation, share events outside school, and show curiosity about the adult's life or interests. Calls important adults by name. More independently seeks support of adults when needed. Expresses interest in new adults in the classroom. |
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I. SOCIAL-EMOTIONAL DEVELOPMENT CONT'D.

Comment on the child's social emotional development and temperament (e.g., peer relationships, self esteem, ability to deal with frustration, ability to solve conflicts verbally).

II. THE CHILD AS A LEARNER

12. Shows curiosity as a learner

Shows little interest in toys, educational materials, and other things in the environment. May use toys as others do or need to be shown how to use toys.

Shows interest in toys and will explore them by watching others, manipulating materials, and asking questions.

Shows interest and excitement about everything. Asks many "why" questions, but may not process the responses. Uses different strategies to explore items of interest.

Shows interest and excitement about learning. Notices new materials in the classroom and larger environment. Asks meaningful questions about what she/he notices. Uses many different approaches to explore.

13. Demonstrates creativity and inventiveness

Repeatedly uses materials in the same way. Imitates how others use materials. Uses a limited repertoire of behaviors to explore.

Manipulates objects and materials and learns about their properties and characteristics. Explores using senses. Experiments with moving his/her body in different ways.

Actively explores and experiments with toys and materials. Can develop alternative ways of using materials. Creates imaginary play scenarios. Can generate multiple responses to diverse questions and can solve simple problems in creative ways (e.g., using a cookie sheet to make a ramp for cars).

Often comes up with new and effective ways to use materials or solve problems. Creates imaginary worlds that may be mostly internal or may represent these worlds with art or building materials. Finds new ways to solve problems. Can generate multiple solutions to solving a problem.

II. THE CHILD AS A LEARNER CONT'D.

14. Delves deeply into areas of interest

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| <input type="checkbox"/> Switches activities and interests frequently and after short periods of attention. | <input type="checkbox"/> Has preferences for activities, but moves from one activity to another regularly. Rarely makes a plan. | <input type="checkbox"/> Has clear interests and will spend more time in related activities than in activities of less interest. Will ask questions, bring in information, look at books related to interests. May make or state a plan related to this interest. | <input type="checkbox"/> Has clear interests and "owns" them. Can easily tell others what he/she knows about his/her interests. Spends days to weeks pursuing these interests. Makes plans for how to extend interests. |
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15. Shows self-direction

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| <input type="checkbox"/> Rarely decides what to do on his/her own. May be influenced by peers. | <input type="checkbox"/> Makes simple choices and continues with them even in a distracting environment. | <input type="checkbox"/> Makes choices, follows through with them, and sometimes generates his/her own ideas and plans for work and play. Wants to do everything on his/her own. | <input type="checkbox"/> Takes responsibility for her/himself. Can make choices among activities, begin projects and continue them with little input from the teacher, and is willing to take some risks. |
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16. Works/plays independently

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| <input type="checkbox"/> Engages in solitary play, paying little attention to other children. Seeks interaction with adults to elaborate play. Easily distracted when given a task to do independently. | <input type="checkbox"/> Has brief moments of working and playing independently. Play is mostly solitary or parallel. Can perform brief tasks with minimal teacher facilitation. | <input type="checkbox"/> Works and plays independently when he/she chooses to do so. Interacts with teachers or peers to talk about what he/she is doing. | <input type="checkbox"/> Can gather materials and follow directions for a project with little guidance from the teacher. Will seek materials to enhance imaginative play. Asks teachers for very specific assistance. |
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17. Persists with challenges

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| <input type="checkbox"/> When challenged by a task, does not persist with the task. Will change the task or find another activity. | <input type="checkbox"/> When challenged by a task, will cry, imitate adult expressions of frustration, or wander away from the task. | <input type="checkbox"/> When challenged by a task and feeling frustrated, will persist for a short time. May seek help from adults. | <input type="checkbox"/> When challenged by a task, will make many attempts to solve the problem before seeking help. May return to a project for several days. |
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II. THE CHILD AS A LEARNER CONT'D.

18. Tries multiple solutions to solve problems

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| <input type="checkbox"/> When first solution does not work, stops trying. | <input type="checkbox"/> Occasionally will make more than one attempt to solve a problem. | <input type="checkbox"/> Often tries a second strategy to solve a problem. | <input type="checkbox"/> Tries several strategies to solve a problem. |
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19. Sustains attention to self-initiated activities.

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| <input type="checkbox"/> Quickly moves from one self-initiated activity to another. | <input type="checkbox"/> Spends short periods of time on self-initiated activities. | <input type="checkbox"/> Spends 10-20 minutes on self-initiated activities. May be distracted by something in the environment, but can return to the task. | <input type="checkbox"/> Spends 20-30 minutes or more on self-initiated activities. |
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20. Sustains attention to teacher-initiated, small group activities.

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| <input type="checkbox"/> Quickly becomes distracted during teacher-initiated, small group activities. | <input type="checkbox"/> Attends to teacher-initiated, small group activities for 5-10 minutes or more. Has difficulty returning to the task after an interruption or distraction. | <input type="checkbox"/> Attends to teacher-initiated, small group activities for 10-20 minutes or more. Can usually return to the task after an interruption or distraction. | <input type="checkbox"/> Attends to teacher-initiated, small group activities for 20 minutes or more. Easily resumes task after an interruption or distraction. |
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21. Sustains attention to teacher-initiated, large group activities.

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|---|---|---|---|
| <input type="checkbox"/> Quickly becomes distracted during teacher-initiated, large group activities. | <input type="checkbox"/> Attends to teacher-initiated, large group activities for 10 minutes or more. | <input type="checkbox"/> Attends to teacher-initiated, large group activities for 15 minutes. | <input type="checkbox"/> Attends to teacher-initiated, large group activities for 20 minutes or more. |
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Comment on the child's approach to learning.

III. COGNITIVE DEVELOPMENT

22. Observes and describes items

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| <input type="checkbox"/> Notes few characteristics of objects. May name items but cannot describe them. Does not appear to notice differences between objects. | <input type="checkbox"/> Uses simple language to name and describe attributes of objects (e.g., "Ball is red"). | <input type="checkbox"/> Compares objects according to size, shape, texture, length, height, and weight. Uses simple descriptive terms indicating comparison (e.g., longer, shorter, heavier). | <input type="checkbox"/> Can describe and directly compare measurable attributes of objects. Uses descriptive vocabulary to describe objects by color, size, length, capacity, texture, and/or weight. |
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23. Compares and organizes items according to perceptible attributes

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| <input type="checkbox"/> Finds an item that matches another. | <input type="checkbox"/> Sorts objects that are the same from a group of objects based on perceptible characteristics. | <input type="checkbox"/> Notes some differences among objects. Can group or order objects based on a single perceptible attribute into two or three groups (sorts by colors: red, blue, yellow). | <input type="checkbox"/> Notes slight differences among objects. Organizes items according to two or more attributes at a time (e.g., "these are all the small red blocks and these are the big blue blocks"). |
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24. Classifies objects, pictures, and information by function or concept

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| <input type="checkbox"/> Does not yet sort objects by functions or conceptual categories. | <input type="checkbox"/> Sorts objects or pictures into two or three groups based on their function (things you eat, things you wear). | <input type="checkbox"/> Can assign familiar objects and pictures to their conceptual categories (e.g., dogs are animals; strawberries are fruit). Can sequence two to three objects, noticing and distinguishing slight differences. | <input type="checkbox"/> Classifies objects, picture and information in expected and unexpected ways. Can order a group of objects by size, length, and weight. |
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25. Explains reasons for classifications

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| <input type="checkbox"/> Does not explain reasons for sorting. | <input type="checkbox"/> Explanation for sorting is very simple. | <input type="checkbox"/> Can provide a simple rule explaining how he/she classified objects or pictures. | <input type="checkbox"/> Can provide detailed explanations for why he/she classified objects, pictures, or concepts as he/she did. |
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26. Makes connections among items, concepts, and ideas.

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|--|---|--|--|
| <input type="checkbox"/> Rarely makes connections. | <input type="checkbox"/> Makes connections primarily based on perceptible characteristics of objects. | <input type="checkbox"/> Makes connections with concepts and ideas (e.g., boats, cars, and planes all help people travel from one place to another). | <input type="checkbox"/> Readily makes connections with concepts and ideas. Frequently sees unusual connections (e.g., umbrellas and newspapers both keep rain off). |
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III. COGNITIVE DEVELOPMENT CONT'D.

27. Estimates

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|---|--|---|---|
| <input type="checkbox"/> Does not estimate. | <input type="checkbox"/> Estimates are not based on understanding of quantity or measurement (e.g., "There were a billion ants in the kitchen"). | <input type="checkbox"/> Can estimate with small quantities of objects. | <input type="checkbox"/> Provides a reasonably accurate estimate of quantity based on observation and experience. |
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28. Draws inferences and makes predictions

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|---|--|---|---|
| <input type="checkbox"/> Observes and describes the surrounding environment. Does not predict or draw inferences. | <input type="checkbox"/> Observes and points out things that are the same and different in the environment. May associate objects or events that are close together in time or space. Explanations may be strongly held but based on limited evidence. Can make very simple predictions based on many repetitions of the same data (e.g., "I see dark clouds - it's going to rain.") | <input type="checkbox"/> Begins to form explanations and conclusions about the world. Inferences are frequently inaccurate. Can sometimes revise understanding based on additional evidence. Can predict what a book will be about by looking at its cover. | <input type="checkbox"/> Generates ideas, conclusions, and explanations based on data, that is, things and events seen and experienced. Inferences may not be accurate, but demonstrate an attempt to understand the world. Makes predictions based on data (e.g., predicts what will happen next in a book, and justifies the prediction). |
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Give an example of how the child verbalizes meaningful connections.

IV. LITERACY AND MATH

29. Recognizes and produces rhyming words

Plays with the sounds of language, but does not yet recognize rhyming words.

Can fill in rhyming words at the end of a predictable story or familiar nursery rhyme.

Recognizes and produces rhyming words. Hears a word and produces a rhyming word.

Easily recognizes and produces rhyming words.

Not Taught

30. Recognizes upper case letters

Does not recognize any upper case letters.

Recognizes a few upper case letters including those in first name.

Identifies most of the upper case letters.

Recognizes all upper case letters.

Not Taught

31. Recognizes lower case letters

Does not recognize any lower case letters.

Recognizes a few lower case letters including those in first name.

Identifies some of the lower case letters.

Recognizes all lower case letters.

Not Taught

32. Connects sounds to letters

Does not connect any sounds to letters.

May connect sounds to the initial letters in his/her name or very high frequency words in the environment.

Connects most letters with their sounds. Can discriminate syllables and some beginning sounds of words.

Connects all letters with sounds including letters that have multiple sounds.

Not Taught

33. Demonstrates one-to-one correspondence

Cannot demonstrate one-to-one correspondence.

Counts one to five objects with one-to-one correspondence.

Counts 5 to 10 objects with one-to-one correspondence.

Counts to at least 20 with one-to-one correspondence. Recognizes and corrects errors.

Not Taught

34. Recognizes numerals.

Does not recognize any numerals.

Recognizes a few numerals.

Recognizes numerals through 10.

Recognizes numerals at least through 20, but may go much higher.

Not Taught

IV. LITERACY AND MATH CONT'D.

**35. Extends
simple patterns** Does not recognize patterns. Recognizes and copies simple patterns. Recognizes and extends ab and abc patterns. Can identify movement patterns and patterns in the environment. Recognizes and extends shape and number patterns, with more than two repeating elements. Begins to notice patterns in the base ten system. Not Taught**36. Compares
quantity (more/
less/same)** Cannot compare quantity. Has a basic understanding of more and less. Can match and name small sets of objects. Can identify sets as more, less, and the same. Recognizes that a set of four objects is the same regardless of the order or position of the objects. Compares two sets of up to ten objects and determines "more," "less," or "equal." Can also compare quantities represented by numerals. Not Taught**Comment on the child's literacy and math performance.**

V. RECEPTIVE LANGUAGE

Check here if the child is an English language learner.

37. Comprehends text read aloud

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|--|---|--|--|
| <input type="checkbox"/> Labels some objects or characters in a story or informational text. | <input type="checkbox"/> Begins to retell what characters say or do in a story. | <input type="checkbox"/> Retells the main events from a story. Offers explanations about why a character acted as he or she did. Can make predictions about what might happen next based on what has already happened. | <input type="checkbox"/> Understands the main idea and key details from a story or informational text, as well as the order of events, plot, characters, the relationships among characters, and setting. Can describe, summarize, compare or contrast based on a text read aloud. |
|--|---|--|--|

38. Follows directions

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|---|--|---|---|
| <input type="checkbox"/> Requires adult help to follow 1-2 step directions involving familiar routines. | <input type="checkbox"/> Follows 1-2 step directions involving unrelated events. | <input type="checkbox"/> Follows 2-3 step directions that are part of a familiar routine. | <input type="checkbox"/> Follows multi-step (3+) directions that are new or unfamiliar. |
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39. Remembers events and information

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| <input type="checkbox"/> Remembers some key features of daily routines. | <input type="checkbox"/> Recounts familiar and unfamiliar events that happened earlier in the day. | <input type="checkbox"/> Recounts familiar and unfamiliar events that happened recently. Shares recently learned information about interests. | <input type="checkbox"/> Recounts sequences of related events that happened in the past or information acquired outside of school. |
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VI. EXPRESSIVE AND PRAGMATIC LANGUAGE

40. Speech is easy to understand

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| <input type="checkbox"/> Speech is difficult for most people to understand due to issues with articulation or fluency. | <input type="checkbox"/> Speech can be understood easily by family members, especially siblings. Familiar adults can understand with some effort. | <input type="checkbox"/> Although developmental articulation errors may be present, speech can be understood by family members, peers, familiar adults, and strangers. | <input type="checkbox"/> Speech can be easily understood by family members, peers, familiar adults, and strangers. |
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VI. EXPRESSIVE AND PRAGMATIC LANGUAGE CONT'D.

41. Expresses self fluently, retrieving words with ease

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| <input type="checkbox"/> Has difficulty expressing him/herself verbally without contextual cues or gestures. Has great difficulty finding words to express intended meaning. | <input type="checkbox"/> Speaks in short (three to five word) sentences to convey needs, wants, likes, dislikes, and thoughts. May use gestures to convey some meanings. Has some difficulty finding words to express ideas, but generally can make him/herself understood. | <input type="checkbox"/> Conveys ideas clearly. Usually finds words to express ideas. Will ask and answer questions to seek help, get information, or clarify. Begins to communicate about objects and events that are not physically present, are somewhat abstract, or are from the past. | <input type="checkbox"/> Conveys ideas effectively using longer and more complex sentences. Finds words to express ideas with ease in most situations. Will ask questions to gain information. Communicates about objects and events that are not physically present, are abstract, or are from the past. Can describe imaginary events, explain, and predict. |
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42. Engages in reciprocal conversations

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| <input type="checkbox"/> Engages in very brief reciprocal conversations. | <input type="checkbox"/> Sometimes takes turns in conversations. May need to be prompted by conversational partner. Has short conversations. | <input type="checkbox"/> Takes turns in conversations, but may sometimes, especially when excited, take multiple turns or interrupt the conversational partner. | <input type="checkbox"/> Easily and smoothly takes turns in conversations with peers and adults. Has extended conversations. Responds on topic across several turns in a conversation. |
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43. Uses appropriate syntax

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| <input type="checkbox"/> Makes many syntactical errors. | <input type="checkbox"/> Begins to use rules of standard English, but sometimes overgeneralizes grammatical rules (e.g., "They goed"). | <input type="checkbox"/> Uses many rules of standard English such as how to form regular plural nouns (e.g., "one dog, two dogs), possessives, pronouns, and irregular verbs. | <input type="checkbox"/> Uses most rules of standard English including using regular plurals, tenses, and the most commonly occurring prepositions. |
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44. Tells stories in order

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| <input type="checkbox"/> Does not tell stories in order. | <input type="checkbox"/> May "tell a story" by recounting the part that he/she found most interesting. | <input type="checkbox"/> Understands that stories have beginnings and endings, and emphasizes these in retellings. | <input type="checkbox"/> Understands beginning, middle, and end of stories. Tells stories in proper sequence, including information that is essential for the listener's understanding. |
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VI. EXPRESSIVE AND PRAGMATIC LANGUAGE CONT'D.

45. Uses an expanding vocabulary Uses a limited vocabulary. Vocabulary is expanding. Vocabulary is expanding rapidly. Can generate words that are similar in meaning (e.g., big, large, huge). May use a specialized or technical vocabulary related to a particular interest (e.g., names of dinosaurs). Shows interest in unfamiliar words and asks what they mean. Vocabulary continues to expand rapidly. Uses newly learned words immediately and appropriately. May use a specialized or technical vocabulary related to a particular interest. Tries to determine the meaning of unfamiliar words by using inflections, affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less), and context clues. Can distinguish shades of meaning (e.g., build, construct, create, design).**46. Participates appropriately in a group discussion** Participates if directly spoken to or facilitated by an adult. Takes turns during discussion with adult support. Easily strays off topic. Takes turns during discussions, and may have difficulty staying on topic. May take very long turns about topics he/she is interested in and has knowledge about. Initiates topics to discuss, takes turns, makes comments related to the topic under discussion. Asks and answers questions related to the topic.**Comment on the child's understanding and use of language to express needs, feelings, and knowledge.**

VII. PHYSICAL DEVELOPMENT

47. Handedness Right Left Dominance not yet established**48. Demonstrates fine motor strength and control** Beginning to be able to use a variety of manipulatives. Pushes Pop-it beads together and takes them apart. Uses Legos, Bristle Blocks and other manipulatives. Fastens snaps and large buttons on clothing. Removes and replaces marker tops. Twists the top off a glue stick. Fastens snaps, buttons, and zippers on clothing. Uses a stapler and/or paper punch. Stretches rubber bands over a geoboard. Opens and closes jars. Tears tape easily. Manages all fasteners on clothing.**49. Demonstrates eye-hand coordination** Completes 1-3 piece puzzles. Places large pegs in a pegboard. Puts together and takes apart large manipulatives. Completes simple 5-8 piece puzzles. Strings large beads or other items. Puts small pegs in a pegboard. Completes puzzles with 10+ pieces. Strings small beads, places rubber bands on geoboards, and puts pegs in a pegboard following a design. Completes puzzles with 20+ pieces. Uses lacing cards successfully, and builds with small manipulatives.**50. Uses tools for cutting, drawing, and writing** Snips paper with beginner scissors. Uses crayons and markers to scribble. Movement may involve the entire arm. Makes random cuts with scissors. Uses crayons, markers, and paintbrushes purposefully to make lines or fill in an area. Uses scissors to cut on lines or around a large picture. Uses pencils, markers and paintbrushes purposefully to draw. Uses scissors to cut shapes and simple pictures, mostly staying on the line. Uses pencils, markers, paintbrushes effectively to begin to draw a variety of more complex items.**51. Uses a mature pencil grip** Holds pencil in fist and uses entire arm to draw. Switches back and forth between an immature and mature pencil grip. Most of the time uses a mature pencil grip. Uses a mature pencil grip.**52. Moves in a balanced and coordinated way** Begins to jump with two feet. Climbs stairs one step at a time. Catches a large ball with arms. Throws ball by pushing with both arms. Traps large ball if thrown to him/her. Jumps with two feet. Hops a few times on each foot. Climbs stairs, alternating while going up. Walks on a line on the floor. Moves in the direction of a moving ball to catch it. Throws ball in intended direction. Walks across a balance beam without falling. Hops several times on each foot. Climbs stairs, usually alternating feet. Gallops and begins to skip. Throws and catches a medium-sized ball. Hops many times on each foot. Climbs stairs alternating feet. Skips smoothly. Throws with reciprocal motion and catches a small- to medium-sized ball.

VII. PHYSICAL DEVELOPMENT CONT'D.

53. Demonstrates gross motor control

Moves to get to an intended location in the classroom, but may bump into things. Falls if moving too quickly.

Moves to get to an intended location in the classroom, but occasionally bumps into things. With increased speed, control and coordination lessen.

Runs quickly, making quick stops, full turns, speeding up and slowing down. In most situations, moves around the classroom smoothly.

Moves easily around the classroom and building. Can stop and start moving quickly. Moves rapidly and with agility around obstacles.

54. Shows awareness of own body in space

Moves slowly or stiffly. Frequently bumps into furniture or other children. Uses too little or too much force on things. Has difficulty judging distance or space (e.g., tries to fit into a space that is clearly too small). May have difficulty learning basic body parts.

Shows general awareness of where his/her body is in space. Occasionally bumps into furniture, toys on the floor, or people in the classroom. Begins to follow directions involving location. Identifies basic body parts.

Generally understands where his body is in space. Can follow instructions regarding direction and distance (e.g. "move to the door," "put your body closer to the ceiling," "move so that you are under the table"). Names most body parts.

Understands where his/her body is in space. Can judge distances and space (e.g., does not try to fit into a space that is clearly too small). Can follow instructions that include locations, distance, and direction. Can name body parts.

Comment on the child's physical development and stamina with regard to full participation in current school's program.

VIII. RESPONSE TO INSTRUCTIONAL APPROACHES AND ENVIRONMENTS

	Rarely	Sometimes	Usually	Consistently	N/A
1. Requires teacher support to begin tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Begins tasks quickly after they are explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can learn in a quiet environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can learn in a lively environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can learn in teacher-directed activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can learn in self-directed activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can work with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can learn independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can learn in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can learn in large groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Responds positively to re-direction and constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe an area that you are working on with this child.

Share what was not captured in this report.

IX. THE FAMILY

	Rarely	Sometimes	Usually	Consistently
1. Engages in an appropriate level of communication with school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participates in student-related activities (e.g., conferences/workshops/orientation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participates in school-wide activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cooperates with the classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cooperates with administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Follows through on guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Meets financial obligations in a timely way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IX. THE FAMILY CONT'D.

Comments

To your knowledge, is the family's perception of the child compatible with the school's understanding of the child?

Are there any concerns about the child's attendance or promptness in arrival or departure?

Is there anything significant about the child's home life that will help us understand this child (new baby, move, divorce/separation)?

Signature _____ Date _____

Title _____