PreK4 and K5
SCHOOL READINESS ASSESSMENT

DATE:	
STUDENT'S NAME:	

ASSESSMENT	Not Yet	Sometimes	Most times	Always
PHYSICAL & MOTOR DEVELOPMENT				
Can hold and use a pencil				
Can cut with scissors				
Use a spoon & fork properly				
Can go to bathroom without help				
Can dress self (Jacket, Shoes, Socks, Button)				
Can catch a medium-sized ball				
Able to stand on one foot				
Able to hop on one foot				
Climbs stairs with alternating feet				
Can draw a circle, a square, triangle				
SOCIAL & EMOTIONAL DEVELOPMENT				
Can share with others				
Can take turns with others				
Treats others in a respectful manner				
LANGUAGE DEVELOPMENT				
Speaks in complete sentences				
Speech is understandable to adults				
Uses descriptive words in sentences (big, small, good, bad)				
COGNITIVE DEVELOPMENT				
Initiates own leisure time activities				
Can make simple choices				

ASSESSMENT	Not Yet	Sometimes	Most times	Always
Finish one activity before starting another				
Can work independently				
Can recognize & repeat a simple pattern sequence (ABABAB)				
Draws people with 5 body parts (a head, 2 arms and 2 legs)				
Can retell a simple story				
Understands basic concepts of time (morning, afternoon, night time)				
Can follow one-step directions				
Can follow two-step directions				
Recognizes rhyming words and is able to generate words that rhyme with them				
Identifies the letters A to Z (uppercase)				
Identifies the letters a to z (lowercase)				
Knows the sounds of most of the letters of the alphabet				
Can recite the letters of the alphabet in order				
Tells full name when asked				
Recognizes first name by sight				
Can orally spell first name				
Knows and recognizes 8 basic colors (red, blue, yellow, green, orange, black, brown, purple)				
Knows and recognizes basic shapes (circle, square, triangle, rectangle)				
Distinguishes between left and right				
Can recognize groups of 2, 3, 4, and 5 items				

ASSESSMENT	Not Yet	Sometimes	Most times	Always
Able to identify numbers from 1 to: (circle one)	**Not yet**	5	10	20
Can orally count to: (circle one)	**Not yet**	5	10	20
Can write the numbers in order from 1 to:	**Not yet**	5	10	20
APPROACHES TO LEARNING				
Can sit through an age-appropriate story				
READING INTEREST LEVEL (circle one)	Not interested	A little interested	Interested for a few minutes	Very interested

The above developmental assessment gives us an understanding of where your child is in the five domains of prek4 and kindergarten readiness. It also helps us to know the areas where we both need to work on with your child. Please complete this assessment with your child at home and I will assess the child from my observations within 60 days of being in the classroom.

(The Five Domains of Kindergarten Readiness Explanation on back of this page)

Parent Signature _____

K5 Teacher

THE FIVE DOMAINS OF KINDERGARTEN READINESS

Physical and Motor Development

refers to a child's physical development, physical abilities, and living environment. Areas such as growth rate and physical fitness, fine and gross motor skills, and general health and care-giving environment all need to be considered when addressing readiness for school.

Language Development

refers to the acquisition of linguistic forms and procedures and the social rules and customs for acts of expression and interpretation. Language ability is generally divided into two areas: verbal language and literacy.

Social and Emotional Development

refers to a child's self-esteem and their behavior when interacting with peers and adults. Framed from early-age interactions with parents and caregivers, the ability to form and sustain social relationships with adults and friends is central to a child's preparedness for school.

Cognitive Development

refers to a child's knowledge of their physical world, as well as the objects and their relationships. Encompassed within cognitive development are skills including representational thought (the ability to think about things not currently present), problem-solving, mathematical knowledge, social knowledge, and imagination.

Approaches to Learning

refers to a child's range of attitudes, habits, and learning styles. These are strongly influenced by temperament, gender, and cultural background. Perhaps the least researched domain, understanding a child's learning style and beginning teaching when a child is ready to learn can greatly influence social, emotional and cognitive interactions.