



**For a child currently in Kindergarten*

CHILD'S NAME: _____ DATE OF BIRTH: _____

SCHOOL: _____ PRINCIPAL: _____

SCHOOL ADDRESS: _____

CLASS TEACHER: _____

TEACHER CONTACT NUMBER: _____

TEACHER CONTACT DAYS: _____

ATTENDANCE: Regular Inconsistent Poor

Relevant comments regarding attendance: _____

SIGNATURE: _____ DATE: _____

Please rate the child to the expectations of a typically developing child of the same age. Tick the box of the rating that best indicates the child's current level of achievement in each of the areas indicated. Please answer all questions to the best of your knowledge and complete the comments sections.

INDEPENDENCE SKILLS	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Dresses self						
Toilets self						
Feeds self without assistance						
Looks after own belongings (e.g. shoes, lunchbox, carries own schoolbag)						
Follows Kindergarten routines without teacher prompting						
Attempts to solve problems						
Completes set activities with minimal teacher assistance						
Asks for help when needed						
States when they do not understand						

Further comments:

SOCIAL / EMOTIONAL DEVELOPMENT	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Is confident and self assured						
Appears overly anxious or worried						
Accepts adult direction						
Responds appropriately to praise						
Has a sense of right and wrong						
Accepts changes in an activity or routine without undue stress						
Uses eye contact appropriately						
Can turn take in conversation and social situations						
Starting to develop peer relationships						
Is accepted by the other children						
Is aggressive towards peers						
Understands and follows playground, classroom and simple game rules						
Able to joins in simple games and group activities appropriately						
Mainly plays alongside peers						
Engages in a range of familiar imaginative play activities						
Starting to plan and engage in less familiar play scenarios						
Shows an attitude of enquiry						
Able to show concern for the distress of others/displays empathy for others						
Engages in simple conflict resolution						
Maintains a role in Play						
Verbalizes and communicates with others in Play						
Persists in play for an extended length of time						

Further comments:

ATTENTION AND LEARNING STYLE	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Fully attends for short periods 2-5 min						
Fully attends 5-10 minutes with motivating activities						
Fully attends for longer periods (i.e. 10-30 minutes) with motivating activities						
Distracted by background noise						
Fully attends with less motivating activities						
Demonstrates inappropriately hyperactive behavior						
Appears inappropriately passive or 'dreamy'						
Is an active learner						
Is a passive learner						
Perseveres with difficult tasks						
Calls out, comments, fidgets, or touches other class members inappropriately						
Asks for <u>teacher assistance when in difficulty</u>						
Observes others carefully to work out what to do / <u>copies</u> others actions						
Generalises new skills across different tasks/environments						

Further comments:

ORAL LANGUAGE	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Uses language to communicate needs						
Uses gesture to communicate needs in the absence of language						
Speaks in grammatically correct sentences						
Names a variety of objects in the surroundings						
Usually speaks fluently without stuttering						
Displays difficulty finding the right word						
Speaks clearly						
Long pauses between question and answer						
Talks about people and events that are happening in the present ("here and now")						
Talks about people and events that are not present ("past and future")						
Participates in conversation with peers						
Participates in conversation with adults						
Attempts to initiate conversation about a topic						
Fixates on favourite topic in conversation						
Maintains eye contact in conversation						
Answers simple questions about concrete objects, real events appropriately						
Asks appropriate questions						
Beginning to ask a range of questions						
Joins in social interaction/rituals						
Responds to 1 step instructions appropriately						
Responds to 2 step instructions appropriately						
Responds to complex instructions appropriately						

Further comments:

GROSS / FINE MOTOR SKILLS & SENSORY PROCESSING	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Has established laterality						
Demonstrates gross motor difficulties						
Demonstrates fine motor difficulties						
Walks up & down steps/ ladder alternating feet						
Jumps in place with two feet together						
Hops on one foot						
Kicks a large ball						
Pedals a small tricycle or wheeled toy						
Throws a ball over hand						
Catches a ball						
Displays a hand dominance						
Builds a tower of seven or more blocks						
Holds pencil/ drawing implement with appropriate grip						
Crosses the midline of own body comfortably						
Fixates on specific objects.						
Hypersensitive (over reacts) to sensory stimuli (visual, auditory, tactile, olfactory, taste & texture)						
Hyposensitive (under reacts) to sensory stimuli (visual, auditory, tactile, olfactory, taste & texture)						

Further comments:

READINESS & CONCEPTUAL SKILLS	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Knows own first name						
Knows own full name						
Recognises own first name in print						
Names and matches at least 4 colours						
Can rote count to 10						
Counts objects out loud						
Knows basic shapes						
Able to copy common shapes						
Can draw a picture of a house and man						
Knows basic position concepts e.g. in on, under						
Knows basic size concepts e.g. big, little						
Able to copy a visual sequence ie. patterns						
Shows an interest in books						
Able to do simple form board puzzles						
Sorts objects logically on the basis of size, shape or colour						
Recites nursery rhymes, sings songs						

Further comments:

Please make additional comments to the above points or where relevant.

What can affect the child's anxiety/worry levels if they do present as anxious/worried?

The child's reaction to changes in routine.

Observed gross or fine motor difficulties.

Physiotherapy or Occupational therapy involvement?

If the child has difficulty with solving conflict, what strategies do they try to use?

If the child is not developing peer relationships, what could this be due to (e.g. plays aggressively, uses little language, hard to understand etc)?

Other Comments

Thank you for your valuable information