



*For a child currently in Pre-Primary

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.

Table with 6 columns: INDEPENDENCE SKILLS, Always, Mainly, Sometimes, Never, Unable to comment, Comments. Rows include: Dresses self, Toilets self, Feeds self without assistance, Looks after own belongings (e.g. shoes, lunchbox, carries own schoolbag), Follows Pre-Primary 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 constructive criticism/feedback						
Responds appropriately to praise						
Has a sense of right and wrong						
Accepts changes in an activity or routine without due stress						
Uses eye contact appropriately in conversation and play situations						
Solves social conflict/problems in an appropriate (friendly) manner						
Developing peer relationships						
Can play with more than a small familiar group of friends						
Is aggressive towards peers						
Understands and follows playground, classroom and game rules						
Copes with changes to playground rules						
Joins in easily and involves themselves in group activities						
Engages in parallel play only						
Engages in familiar imaginative play scenarios						
Starting to plan and engage in a range of imaginative play activities						
Able to share with others						
Shows an attitude of enquiry and actively seeks out solutions to problems						
Able to show concern / empathy for the distress of others						

Further comments:

ATTENTION AND LEARNING STYLE	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Fully attends for short periods (i.e. 5-15 minutes) with motivating activities						
Fully attends for longer periods (i.e. 15-40 minutes) with motivating activities						
Distracted by background noise						
Fully attends with less motivating activities						
Demonstrates inappropriately overactive behaviour						
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						
Observes others carefully to work out what to do						
Asks for teacher assistance when in difficulty						
Generalises new skills across different tasks/environments						

Further comments:

ORAL LANGUAGE SKILLS	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 and actions in the surroundings						
Speaks fluently without stuttering						
Speaks clearly						
Talks about people and events that are happening in the present ("here and						
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						
Participates in small group discussion directed by teacher						
Maintains eye contact in conversation						
Answers simple questions about concrete objects, real events						
Asks a range of appropriate questions						
Joins in social interaction/rituals						
Responds to 1 step instructions appropriately (e.g. Give me the cup)						
Responds to 2 step instructions appropriately (e.g. Put the block in the						
Responds to complex instructions appropriately (e.g. Before you....you						

Further comments:

GROSS / FINE MOTOR SKILLS & SENSORY PROCESSING	Always	Mainly	Sometimes	Never	Unable to comment	Comments
Demonstrates gross motor difficulties						
Demonstrates fine motor difficulties						
Walks down steps 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						
Able to cut out shapes neatly						
Developing control over a writing implement						
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
Recognises own name in print						
Knows own first name						
Knows own full name						
Can identify first sound in their name						
Able to print own name						
Knows own address						
Knows basic colors						
Can recite the alphabet						
Can rote count to 10						
Able to maintain 1:1 correspondence to 10						
Knows basic shapes						
Able to copy common shapes						
Can draw a picture of a house and man						
Knows basic concepts e.g. big, little, in, on, behind, over, under						
Able to copy a sequence						
Can recite the days of the week						
Shows an interest in books and will pretend to "read" to others						
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