

# Gloucester Public Schools

## Kindergarten Transition Checklist

Dear Preschool Educators,

We value professional feedback from educators who work with our incoming kindergarten students. This information helps support the placement of this student into our kindergarten classes. When filling out this form please keep in mind that the kindergarten curriculum is ambitious and formulated on the Massachusetts Common Core Standards. We believe in giving children the “gift of time” while achieving these curriculum goals. Please take a few moments and fill out this checklist as accurately as possible. Please fill in **both** sides of this survey. Thank you.

**Child’s Name (Please Print):** \_\_\_\_\_ **Child’s Birthday:** \_\_\_\_\_

**Parent Name (Please Print):** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Preschool:** \_\_\_\_\_ **Preschool Address:** \_\_\_\_\_

Does the child have an IEP?  Yes  No  I don’t know

Does the child have a 504 plan?  Yes  No  I don’t know

	NEEDS MORE TIME TO GROW	SOMETIMES	CONSISTENTLY
<b>SOCIAL-EMOTIONAL SKILLS</b>			
Demonstrates self esteem			
Interacts with peers			
Interacts with adults			
Willingly participates in group situations			
Makes choices			
Follows general rules			
Follows routines			
Able to wait turn			
Shares or exchanges materials			
Is willing to ask for help with materials			
Ability to solves conflicts			
Makes transition from one activity to the next with minimal direction			
Accepts changes in routine			
Separates from parents			
<b>ATTENTIONAL-BEHAVIORAL SKILLS</b>			
Maintains attention to tasks			
Performs tasks at ability level independently			
Focuses attention on speaker			
Sits and listens to a story			
Uses materials with care			
Controls own behavior			
Modifies behavior when given verbal or nonverbal directions			
Respects others space			
<b>SELF-HELP &amp; INDEPENDENCE SKILLS</b>			
Locates materials and replaces or puts them in order when finished			
Locates own possessions and returns to appropriate location			

States personal needs			
Takes care of own toileting needs without supervision			
Dresses and undresses without supervision			
<b>FINE MOTOR SKILLS</b>			
Draws simple, recognizable forms/shapes			
Is successful with scissors			
Has established hand dominance			
<b>GROSS MOTOR SKILLS</b>			
Throws and catches a ball			
Overall good balance			
Is comfortable climbing on playground equipment			
<b>COGNITIVE SKILLS-GENERAL</b>			
Follows simple 2 or 3 step directions			
Answers questions			
<b>COGNITIVE SKILLS-EMERGENT LITERACY</b>			
Associates sounds and symbols of some letters			
Ability to recognize/create rhymes			
Recognizes familiar words in print			
Developing concepts of print-pre-reading skills			
<b>COGNITIVE SKILLS-WRITING</b>			
Beginning to write letters/words/numerals			
Writes own name			
<b>COGNITIVE SKILLS-MATHEMATICS</b>			
Recognizes and creates patterns			
1to1 correspondence in counting			
Associates numeral and quantity of the set			
<b>COGNITIVE SKILLS-SCIENTIFIC THINKING</b>			
Observes changes in material and cause-effect relationships			
Sorts and classifies by attributes			

**Teaching strategies used with this child:**

**Preschool:** \_\_\_\_\_ **Preschool Telephone #:** (\_\_\_\_) \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please return this form to:** Ann-Marie Jordan  
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