

SPRING LAKE PUBLIC SCHOOLS KINDERGARTEN READINESS CHECKLIST

CHILD'S NAME: _____ PRESCHOOL CLASS: _____

PRESCHOOL TEACHER: _____ CONTACT NUMBER: _____

APPROACHES TO LEARNING: The manner in which a child works with others and approaches tasks and learning leads to the development of critical executive skills for both school and life.	
Displays persistence in task	Child is attentive, focused, resilient, and successfully manages frustrations when completing projects/tasks.
Demonstrates initiative in learning	Child participates, asks questions, is self-directed, and demonstrates imagination, curiosity, and "risk-taking" in experiencing new things.
Works cooperatively with others	Child interacts easily with others. Child shares, helps others, and cooperates in small and large groups.
Comprehends and follows directions	Child listens to and follows simple rules in individual, small and large group activities. Child demonstrates an ability to carry out a set of three directions.
Shows self-confidence in contributing to classroom learning	Child is not afraid to voice an opinion, initiate conversation, or contribute to the classroom's overall learning environment.
SOCIAL-EMOTIONAL DEVELOPMENT: How a child forms relationships, regulates and expresses emotions, and develops his or her personal identity are core components to kindergarten readiness.	
Forms healthy relationships with peers and adults	Child makes friends, interacts with others in a positive manner by sharing, helping others, taking turns, etc. Child forms close relationships with adults, especially with parents and family members.
Recognizes and manages emotions	Child controls impulses, expresses a variety of emotions, resolves conflict without harming others, and recognizes and responds to the feelings of others.
Adjusts to transitions	Child adapts to new environments and choices with appropriate behaviors and emotions, separates from parents or caregiver calmly, and transitions between activities without major disruption.
Focuses attention on activity, project, or task	Child is able to self-regulate behaviors and emotions in order to stay focused on task and listen to others. Focusing attention for at least 10 minutes during circle time is expected.
PHYSICAL HEALTH AND DEVELOPMENT: Physical well-being and motor development impact a child's readiness to learn.	
Completes basic self-care tasks independently	Child eats, dresses, washes hands, and uses toilet facilities by self.
Coordinates eye-hand movement to perform tasks	Child easily uses blocks, beads, puzzles, utensils, writing tools, etc.
Demonstrates basic gross motor skills in a wide range of physical activities	Child moves with balance and control. Child uses gross motor skills aid in performing some of the following: Skip, jump, hop, throw, catch, kick, ride a tricycle, etc.
Possesses the strength, dexterity, and control in small muscles to use tools for writing and drawing	Child effectively uses fine motor skills to successfully manipulate objects such as pencils, crayons, and scissors.
Attends to health status	Child has access to medical care, receives well-child exams and treatment of chronic condition(s), and gets adequate rest, nutrition, and exercise to support healthy development.
LANGUAGE DEVELOPMENT: Language development opens a child's world to communication and social interaction and assists learning across all child development domains.	
Able to engage in conversations with peers and adults	Child regularly engages in conversation. Child initiates and responds appropriately in one-on-one and group discussions, speaks clearly, conveys ideas, and tells stories.
Understands and uses an	Child understands what is said to him/her and has developed an age-appropriate vocabulary increasing in complexity.

increasingly varied vocabulary	
Uses language to express feelings and needs	Child expresses oneself with words and expanded sentences. Child is able to manage conflict by using words.
Uses effective listening skills	Child demonstrates an ability and willingness to learn by watching and listening to others.

EARLY LITERACY: Early literacy serves as the foundation for reading and writing in future school years and life.

Recognizes words as a unit of print and understands that letters are grouped to form words	Child understands that letters are combined to create words and can identify a few familiar words in written form, such as their name.
Uses written shapes, symbols, pictures, letters, and words to convey meaning	Child experiments with a variety of writing tools and understands that writing is a way to communicate information, share stories, etc. Child has an emerging knowledge of reading and writing concepts such as “top-down” and “left-to-right.”
Demonstrates beginning phonemic awareness	Child recognizes and produces simple rhyming words and is beginning to identify beginning and ending sounds in words.
Identifies the letters within and writes their first name	Child identifies the letters of their first name as well as beginning letters of a few familiar words.
Displays interest in and enjoys reading	Child independently looks at a book with purpose and uses reading-like behaviors. Child enjoys shared reading experiences. Family member(s) engage in reading experiences with their child on an ongoing basis.
Comprehends and responds to fiction and non-fiction texts	Child demonstrates an understanding of what they hear in stories through subsequent conversation, artistic work, drama, etc. Child retells information from books in sequence.

EARLY MATHEMATICS: Math skills help young children develop both logical and abstract thinking skills as well as to nurture analytical thought.

Shows understanding of number and quantity	Child understands numbers represent order and quantity and can count objects to at least 10, preferably 20. Child knows that numbers are added or subtracted to form new numbers.
Demonstrates basic knowledge of positional concepts and words	Child comprehends positional concepts such as “up/down, before/after, under/over, top/bottom, less/more, small/smaller/smallest, big/bigger/biggest,” etc.
Sorts objects including recognizing patterns	Child is able to identify and sort objects by color, size, or shape. Child recognizes duplicates and begins to identify & extend patterns.
Uses number concepts and operations to solve problems	Child shows ability to classify, compare, measure, and contrast objects in analyzing a problem or task, thus displaying an understanding of beginning math concepts beyond basic counting.