

Kelly Lane Primary School  
60 Kelly Lane  
Granby, CT 06035  
Telephone: 860-844-3041  
Fax: 860-413-9295

I give permission for Preschool/Day Care to fill out the following information on my child \_\_\_\_\_.

(first and last name)

This information will be sent directly to Kelly Lane Primary School. Thank you for your cooperation.

\_\_\_\_\_  
Print parent/guardian name

\_\_\_\_\_  
Parent/guardian signature

**PLEASE GIVE THIS FORM TO YOUR TEACHER OR CENTER DIRECTOR**

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Rate the child in the following areas using the criteria below to indicate his/her skill level in each area.

**1 – Established**

**2 – emerging**

**3 – not yet evident**

**Cognition**

\_\_\_\_ Engages in and completes learning activities with peers

\_\_\_\_ Helps and cooperates in groups

\_\_\_\_ Acts out actions or scenario's involving familiar roles (e.g., teacher, doctor, firefighter)

\_\_\_\_ Continues working through moderately difficult activities, despite some frustration

\_\_\_\_ With adult reminders can resist impulses and can wait longer to respond in more structured settings. (e.g., stop imitating inappropriate peers, waits turn to respond to question or prompt in group setting)

**Social and Emotional Development**

\_\_\_\_ Engages in interactions with less familiar adults

\_\_\_\_ Manages most separations without distress and adjusts to new settings in the presences of trusted adults

\_\_\_\_ Makes transitions and follows basic schedule routines and rules with occasional reminders

\_\_\_\_ Communicates with familiar adults and accepts or requests guidance

\_\_\_\_ Interacts with one or more children (including small groups) beginning to work together to build or complete a project

\_\_\_\_ Interacts with a variety of children in the program

**Physical Development and Health**

\_\_\_\_ Combines several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives

\_\_\_\_ Uses smaller objects with precision (e.g., put small pegs in light board, string beads, use scissors to cut on curved line)

\_\_\_\_ Manage most aspects of dressing, toileting and hand washing independently with minimal caregiver reminders to guide and support

## Language and Literacy

- \_\_\_\_ Understands increasingly complex sentences that include 2-3 concepts (e.g., put the blue paper under the box)
- \_\_\_\_ Uses speech that is mostly intelligible to familiar and unfamiliar adults
- \_\_\_\_ Maintains a topic of conversation over the course of several turns
- \_\_\_\_ Answers simple who, what, where and why questions
- \_\_\_\_ Looks at pages of a book from left to right (or according to conventions of home language)
- \_\_\_\_ Recognizes that print represents spoken words (e.g., first name in print, environmental labels)
- \_\_\_\_ Recognizes some letters especially those in one's own name
- \_\_\_\_ Recognizes rhyming words in songs, chants and poems
- \_\_\_\_ Draws or "writes" to convey an idea, event or story (e.g., makes pretend list or uses their words to dictate a message to communicate with others)

## Creative Arts

- \_\_\_\_ Spontaneously sings songs and/or participates in songs with gestures
- \_\_\_\_ Acts out simple scenarios, taking on a familiar role for brief periods during dramatic play

## Mathematics

- \_\_\_\_ Says or signs the number sequence up to at least 10
- \_\_\_\_ Counts out a set of objects up to four
- \_\_\_\_ Recognizes written numerals up to at least five
- \_\_\_\_ Sorts and classifies objects by one attribute into two or more groups (e.g., color, size, shape)
- \_\_\_\_ Uses positional vocabulary (e.g., up/down, in/out, on/off, under/over) to identify and describe the location of an object

Additional comments:

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Director or teacher signature \_\_\_\_\_ Date \_\_\_\_\_

Preschool/Daycare Facility \_\_\_\_\_