



Kindergarten Transition Screening Tool



Introduction

The Hi5! Kindergarten Transition Screening Tool is designed to support children, families, and receiving schools through the transition to kindergarten by providing a standards-aligned, developmentally appropriate, user-friendly screener that can be used by outgoing early childhood programs, receiving school districts, and/or families at home (for students who have not attended child care and/or pre-k) to provide information regarding a child's social-emotional and academic readiness for kindergarten. Screening results can also be utilized to evaluate student needs and school community trends over time, helping districts to improve their systems and processes to most effectively meet the needs of children and their families. Age/Stage expected benchmarks, based upon PA early learning standards for pre-k and kindergarten, have been included within these instructions in order to further guide evaluators, as have Pennsylvania Kindergarten Entry Inventory (PA KEI) Indicators from the Office of Child Development and Early Learning (OCDEL).

When using the tool, care should be taken to consider how an individual child's identity, culture, and lived experience intersect with the evaluative process. In alignment with developmentally appropriate practice for early childhood, evaluators should encourage playful, joyful, and observation-based evaluation whenever possible. This may include:

- Joining a child at a place that seems most comfortable (carpet, cozy corner, etc.) to perform the evaluation
- Playing short games and/or engaging in a silly manner (silly voices, facial expressions, etc.) to de-escalate any stress the child may be feeling
- Performing the evaluation in multiple short sections rather than one long seated session
- Permitting the child to stand and/or move around during evaluation in alignment with developmentally appropriate expectations
- Using positive framing around evaluation, such as reminding the child we are “discovering what we can learn next” rather than “checking to see what you know and don't know”

- Inquiring with the child's family and/or outgoing school to learn more in order to paint the fullest picture of each child's needs and potential
- Managing staff and environmental stressors with regard to performing evaluations. Creating a stress-free environment to welcome new kindergarten students includes creating a positive, affirming environment for staff, families, and children.

When completed, it is recommended that a copy of this completed packet be shared with:

- The child's receiving k-12 school system
- The child's family
- The child's receiving kindergarten teacher(s) and elementary administrators
- Any other relevant supports (caregivers, school counselors, interventionists, etc.)

Providing comprehensive information on students as they enter kindergarten allows receiving school districts and families to align with regard to student goals and needs. This information is also helpful across a student's k-12 career as a strong portfolio of information, shared across stakeholders, helps to paint the fullest picture of each child's unique abilities and whole self.

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To request a digital version of this data tracking sheet, please email Hi5@tryingtogether.org.

Math and Literacy Instructions

Reviewing these instructions prior to screening and/or keeping them next to the scorecard during screening is recommended.

A few notes on Inclusive Screening:

- Multi-Language Learners may be able to count higher and/or have more numeric fluency in their first/native language. If the child's primary language is not English, evaluators should note this language acquisition benchmark explicitly to ensure knowledge is accurately measured and student individuality is reflected.
- Evaluators should take care to recognize the variety of learning environments children encounter prior to kindergarten when considering if a child does or does not have a skill. The "in progress" benchmark has been included in order to affirm that learning is not the same for every student, nor is knowledge acquisition exclusively linear.
- Developmentally appropriate practice in early childhood evaluation includes giving children the opportunity to share their knowledge in the manner they feel most comfortable (moving around, standing, through play, or taking short breaks if needed are a few examples).
- Whenever possible, evaluators should have access to the Hi5! Kindergarten Transition Checklist information in order to best understand each unique student's pre-kindergarten experiences.

PART A: MATH

1. Counting to 20

(Stop the child at 20)

Standards 2.1 PK.A.1/K2.1 K.A.1
KEI Indicator 17

SAY: First, let's do some counting! Can you count out loud starting with number 1? Stop when you get to number 20!

Note:

- If child is not able to count on their own, please note this on the form and indicate the level of support provided/needed.
- If the child is multilingual and chooses to count in their primary language, evaluators should do their best to note this in order to get a true measure of the intersection of students' content knowledge and English language acquisition.

Age/Stage-Expected Benchmark: Pre-k standards indicate expected ability to "rote count" to 20, with other counting (such as 1:1 correspondence with objects) up to 10.

2. Count and Clap to 10

(Stop the child at 10)

Standards 2.1 PK.A.1/2.1 K.A.1, 2.1 K.A.2
PA KEI Indicators 17 and 18

SAY: This time, let's count together while we clap.
We will stop at 10.

(Count and clap 1 to 10)

We are going to do something different now.
I am going to clap and count starting with 4,
and stop at 10.

(Clap and count 4, 5, 6, 7, 8, 9, 10)

**Now it is your turn. Please clap and count to 10,
starting with 7. (scored section)**

(Stop the child at 10)

Age/Stage-Expected Benchmark: Ability to count in sequence beginning at a non-one starting point is a kindergarten-expected skill. As such, entering pre-k students are expected to have varying levels of ability with regard to this skill. Counting to 10, beginning at 1, is a pre-k-expected skill.

3. One-to-One Correspondence Counting

Standards: 2.1 PK.A.2/2.1 K.A.2
PA KEI Indicator 17

Place 10 teddy bear (or other uniform item) counters
in front of the child.

SAY: Please count and move each teddy bear for me.

Age/Stage-Expected Benchmark: One-to-one correspondence up to 10 and understanding that one object represents one number is a pre-k-expected skill, with this expected to grow up to 20 in the kindergarten year.

4. Naming and Ordering Numerals 0 to 10 (Visual/Written)

Standards: 2.1 PK.A.1/ 2.1 K.A.1
PA KEI Indicator 18

Show the child the numbers on the page cards. Point to each number in order (1-10) so that you know the child is naming them in the correct order (i.e., truly recognizing the number and understanding the sequence 1-10).

SAY: We are going to look at some numbers. I want you to tell me any numbers that you know. I will point to a number and I want you to say the number.

Age/Stage-Expected Benchmark: Recognition of written numbers 1-10 is an age-expected pre-k skill.

5. Differentiating Numbers and Letters

Standards: 2.1 PK.A.1, 2.4 PK.A.4/ 2.4 K.A.4
PA KEI Indicators 5 and 18

Do: Scatter the number/letter cards face up in front of the child.

Say: These cards have numbers and letters. Please put the letter cards in one pile and the number cards in a different pile.

Once the child has placed the cards into two piles,

Say: Please tell me which pile has letters and which pile has numbers.

Age/Stage-Expected Benchmark: Being able to differentiate between numbers and letters is an age-expected pre-k skill. Classifying objects is also an age-expected pre-k skill, transferable to classifying letters vs. numbers, if the child is able to differentiate.

6. Adding, Subtracting, Understanding Quantity

Standards: 2.2 PK.MP, 2.2 PK.A.1, 2.1 PK.MP/ 2.2 K.A.1
PA KEI Indicators 19 and 22

DO: Put a set of identical items or manipulatives in front of the child.

Model using blocks, as you say: If you have 3 blocks and I give you 2 more blocks, how many blocks do you now have?

Model using blocks, as you say: If you have 5 blocks and I give you 4 more blocks, how many blocks do you now have?

Model using blocks, as you say: If you have 3 blocks and I take away 1 block, how many blocks would you have left?

Model using blocks, as you say: If you have 5 blocks and I take away 2 blocks, how many blocks would you have left?

SAY: How about if we use only our fingers? If you have 3 fingers up and add 2 more, how many fingers are up?

SAY: Now let's figure out more and less.

DO: Put blocks into piles, one with more than the other.

SAY: Which pile has more blocks? Which pile has less?

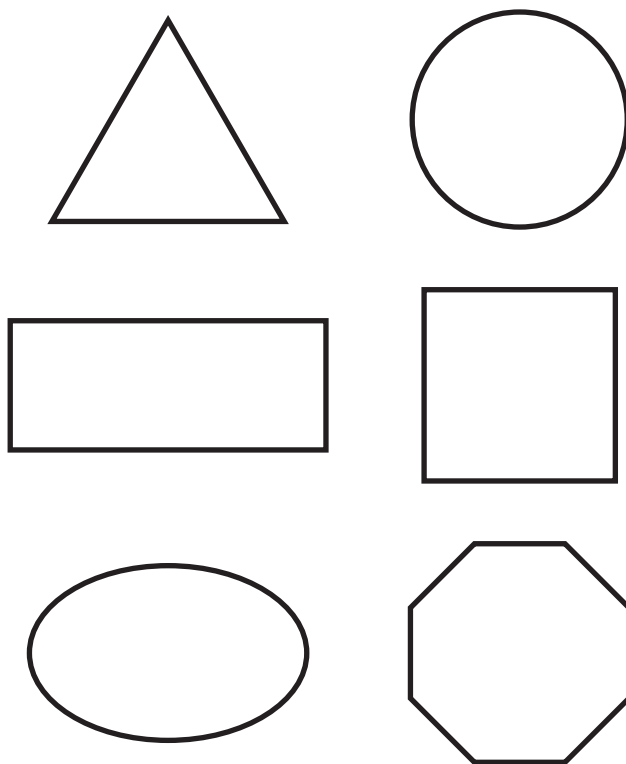
Arrange the piles differently 1-2 more times and repeat the question, adding and taking away to ensure the concept of more and less, and adding and subtracting, is identified.

Age/Stage-Expected Benchmark: Understanding that 1 object (or finger) represents 1 is a pre-k age-expected standard, as is "more" and "less." Increased understanding of addition and subtraction is a skill expected to be gained across the kindergarten year.

7. Shapes and Geometric/Spatial Concepts

Standards: 2.3 PK.A1, 2.3 PK.A.2/2.3 K.A.1, 2.3 K.A.2
PA KEI Indicator 20

Say: Now we are going to look at some shapes. Let's see what shape names you know! Tell me each name as I point. What is this shape called? (etc.)



Say: Now let's look at the rectangle and the square (point to both). What can you tell me about how they are the same and how they are different?

Age/Stage-Expected Benchmark: It is an age-expected standard for both pre-k and kindergarten for students to identify and describe shapes. As such, "in process" is to be expected, to varying degrees. In describing shape differences, age-expected answers might include: They are both pointy on the corners, they have four sides, they are like squares...with the "correct" answer including a description of the rectangle having two LONGER sides.

END OF MATH SECTION

Proceed to the next page for Literacy Instructions

PART B: LITERACY

1. Student Name

Standards: 1.1 PK.D/1.4 K.F, 1.4 K.R
PA KEI Indicators 6 and 11

Do: Give the student a piece of paper and a pencil.
Have the student write their name.

Say: Please write your name.

If the child only writes their first name,
then say: Can you write your last name, too?

If yes, have the child write their last name.

Inclusive screening note:

Students may have more than one first and last name, and diverse naming conventions should be considered and embraced when evaluating students' ability to write their own name. Inclusion of one of each OR multiple of each (first, last) name is considered age-appropriate for pre-k students.

Age-Expected Examples*:

- If a student's name is Maria Fernando Lopez-Garcia, writing Maria Fernando or Maria Lopez or a combination of the aforementioned should be considered as a "yes" or "in progress."
- If a student's name is Amanda Mae Winn-Hegerty, a combination of one or both first and last names, with or without a hyphen, should be considered as a "yes" or "in progress."
- If a student's name is Muhammad Saeed Abd al-Aziz, a first and last name or a combination of names should be considered as a "yes" or "in progress."

* These examples emphasize inclusive evaluation practices and are not inclusive of all global naming conventions. If needed, evaluators should connect with the student's parents/guardians to ensure evaluators understand correct familial naming practices in order to properly evaluate the student.

Age/Stage-Expected Benchmark: Pre-k standards indicate an understanding of SOME of the letters of one's name. As such, a partial writing of the child's name is to be considered "In Progress." Full writing of first/last name is not expressly named as a kindergarten standard, but has been identified by the Hi5! network as a core kindergarten skill. Additionally, the writing of one's name—including capitalization of letters—is tied to pre-k and kindergarten writing standards as noted above.

2. Initial Phoneme Recognition

Standards: 1.1.PK.C, 1.1.PK.D/ 1.1.K.C.
PA KEI Indicators 7 and 8

Do: Begin by practicing with a few examples.

Say: We are going to say the first sound in words.
Listen carefully. "Ball. B-All, Ball"

(Pause) /b/ is the first sound in ball.

Now, tell me the first sound you hear. Soup. What is the first sound in soup?

(Pause for the child to answer)

If the child answers correctly, say: Good, /s/ is the first sound in soup.

If the child answers incorrectly, say: Listen, soup, /s-oup/, soup. /s/ is the first sound in the word soup. Let's try it again. What is the first sound in soup?

(Pause for the child to answer. Whether the child is right or wrong, move on to the test words.)

After the example, say: Let's try some more. I'll say a word and you tell me the first sound in the word.

(Do not break the phonemes apart in this section; say only the full word as written.)

MAT SUN POT CAN DOLL

Phonemic Instruction Note:

When demonstrating sounds, evaluators should be careful to demonstrate ONLY the pure initial consonant sound, not adding any additional sounds, such as extended sounds or diphthongs. Example: Instead of demonstrating "BUUUUH" for the initial B in Ball, demonstrate the semi-silent plosive lip movement ONLY, to highlight the singular letter sound, not a vowel combined sound. Students who DO say the sound with a combined sound (such as BUUUUH) should still be counted as knowing the sound correctly.

Age/Stage-Expected Benchmark: Pre-k standards mention recognition of "some" beginning phonemes. As such, one or more initial sounds correctly identified is considered age-expected for kindergarten entry and should be noted as "in progress."

3. Knowing the Alphabet (Phonemic Awareness)

Standards: 1.1. PK.B./1.1.K.B.
PA KEI Indicator 5

Do: Have the child face you. Ask the child to say the alphabet for you.

Say: Say the alphabet.

Age/Stage-Expected Benchmark: Recognition of all of the sounds and letters of the alphabet is considered a kindergarten-level skill. As such, for students entering kindergarten, recognition of some of the letters is considered age-expected and should be marked as “in progress.”

4. Written Letter Recognition

Standards: 1.1. PK.B./ 1.1.K.B.
PA KEI Indicator 5

Do: Lay out the letter pages facing the child.

As you have the child name each letter, point to each letter so that you know the child is naming them in the order you request.

Say: I will point to a letter and you tell me its name.

If the child does not know any of the letters on the first page, turn to the next page and ask: Do you know any of the letters on this page? Please point to the letters that you know and say their names.

If helpful you may cover the other letters and show just one letter at a time as you point.

Age/Stage-Expected Benchmark: According to PA pre-k standards, recognition of SOME of the upper and lowercase letters of the alphabet is age-expected for pre-k, while recognition of ALL of the upper and lowercase letters is a kindergarten standard. As such, even a few letters can be considered “In Progress” for students entering kindergarten, and full alphabet knowledge should not be uniformly expected at the start of kindergarten.

5. Story Sequencing and Recall: Understanding “Beginning,” “Middle,” and “End”

Standards: 1.2 PK.A, 1.2 PK.B, 1.2 PK.G/1.2 K.E, 1.2 K.G
PA KEI Indicators 9, 10, and 21

Say: I am going to tell a story to you. Listen carefully so you can tell me about the story when I am done.

Do: Place the picture cards in front of the child in the correct order as you tell them the story.

Say: Maya had a very busy day at school. When she got home she ate dinner. After dinner, mommy read a story to her. Maya was so tired. She went to bed as soon as the story was finished.

Then Ask:

- What happened first in this story?
- What happened next in this story?
- What happened last in this story?

Age/Stage-Expected Benchmark: According to PA pre-k standards, it is age-expected for pre-k students to be able to retell a story in order utilizing pictures. If needed, additional ordering words such as “What happened after that?” may be supportive for students demonstrating conceptual understanding but lacking vocabulary understanding of “first, next, last.” Retelling a story in order is also a part of kindergarten standards.

6. Decodable Book

Standards: 1.2 PK.F, 1.3 PK.G/1.3 K.A
PA KEI Indicators 9 and 10

Do: Give the book titled “I Can!” to the child.

Say: Can you read this book to me?

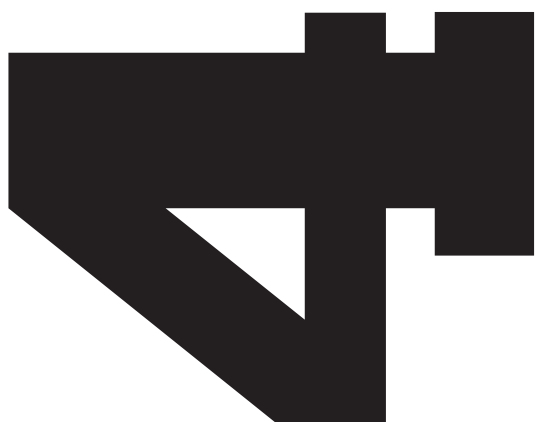
Age/Stage-Expected Benchmark: Both pre-k and kindergarten standards around retelling a story and reading stories include the language “with prompting and support.” As such, partial reading of the story is considered in progress, with only students being unable to read or describe the story being considered a “No” for scoring.

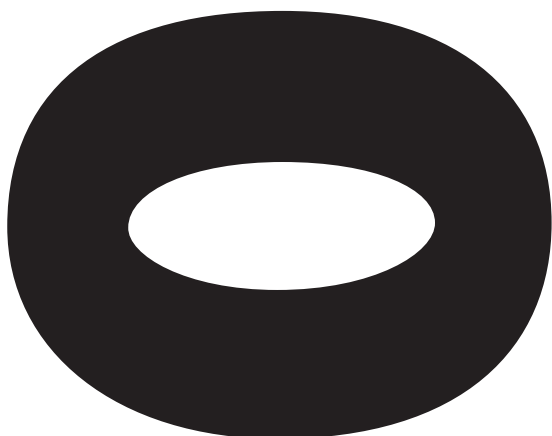
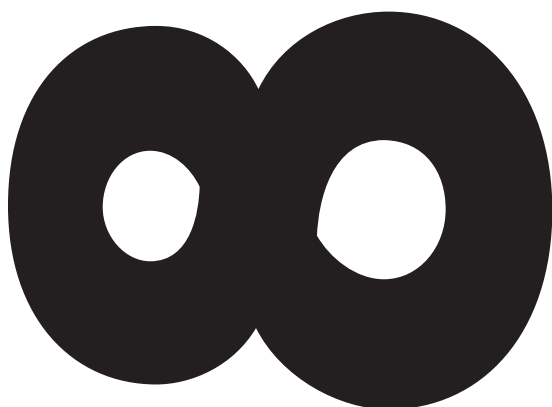
Math Question 4

Page 1 of 2

Number Cards

Print onto cardstock,
cut on lines, and use with
math question 4.





Math Question 4

Page 2 of 2

Number Cards

Print onto cardstock,
cut on lines, and use with
math question 4.

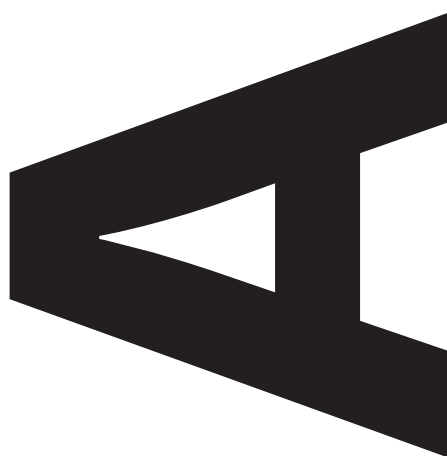
Math Question 5

Page 1 of 2

Number/Letter Cards

Print onto cardstock,
cut on lines, and use with
math question 5.





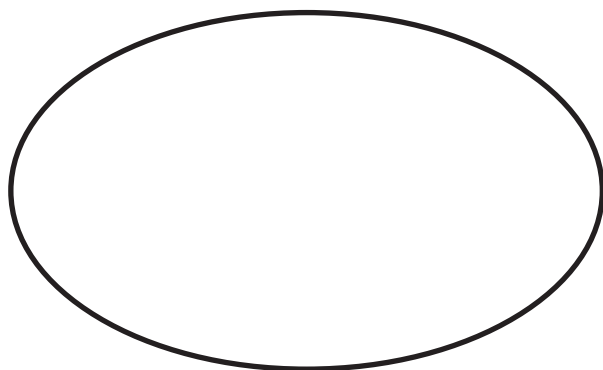
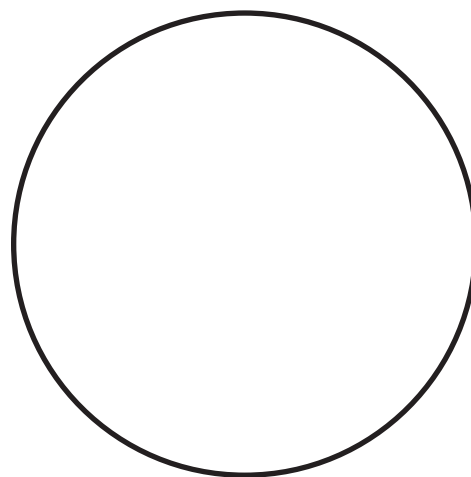
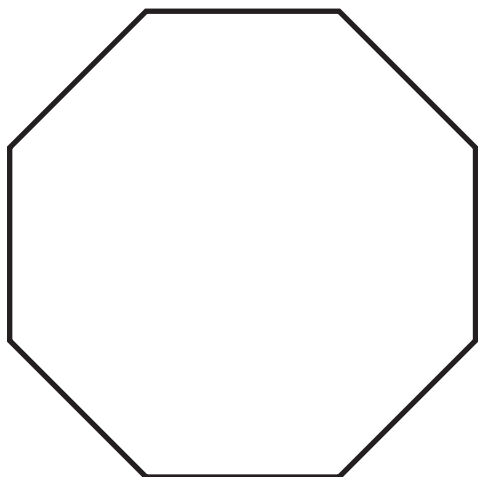
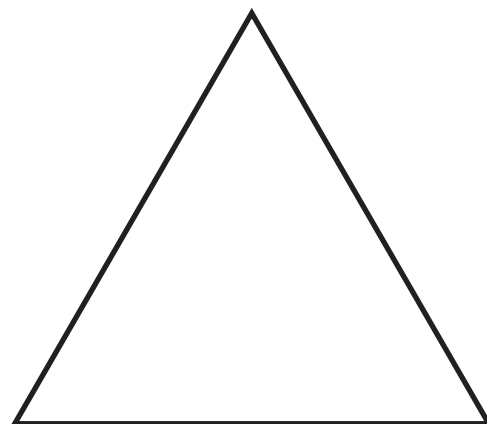
Math Question 5

Page 2 of 2

Number Cards

Print onto cardstock,
cut on lines, and use with
math question 5.

Shapes Print onto cardstock, cut on lines, and use with math question 7.



Reading Question 4

Page 1 of 2

S x t M a

d N P c l

J V Z F

Reading Question 4

Page 2 of 2

L G R H

O b Kc el

w Q Y u

Print onto cardstock, cut apart, and use with reading question 5. (Two sets per sheet)



PRE-DECODABLE BOOK |

I Can

by Morgan Pierce illustrated by Diane Greenseid



 **Harcourt**
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I Can



by Morgan Pierce illustrated by Diane Greenseid



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I run.



I jump.

3

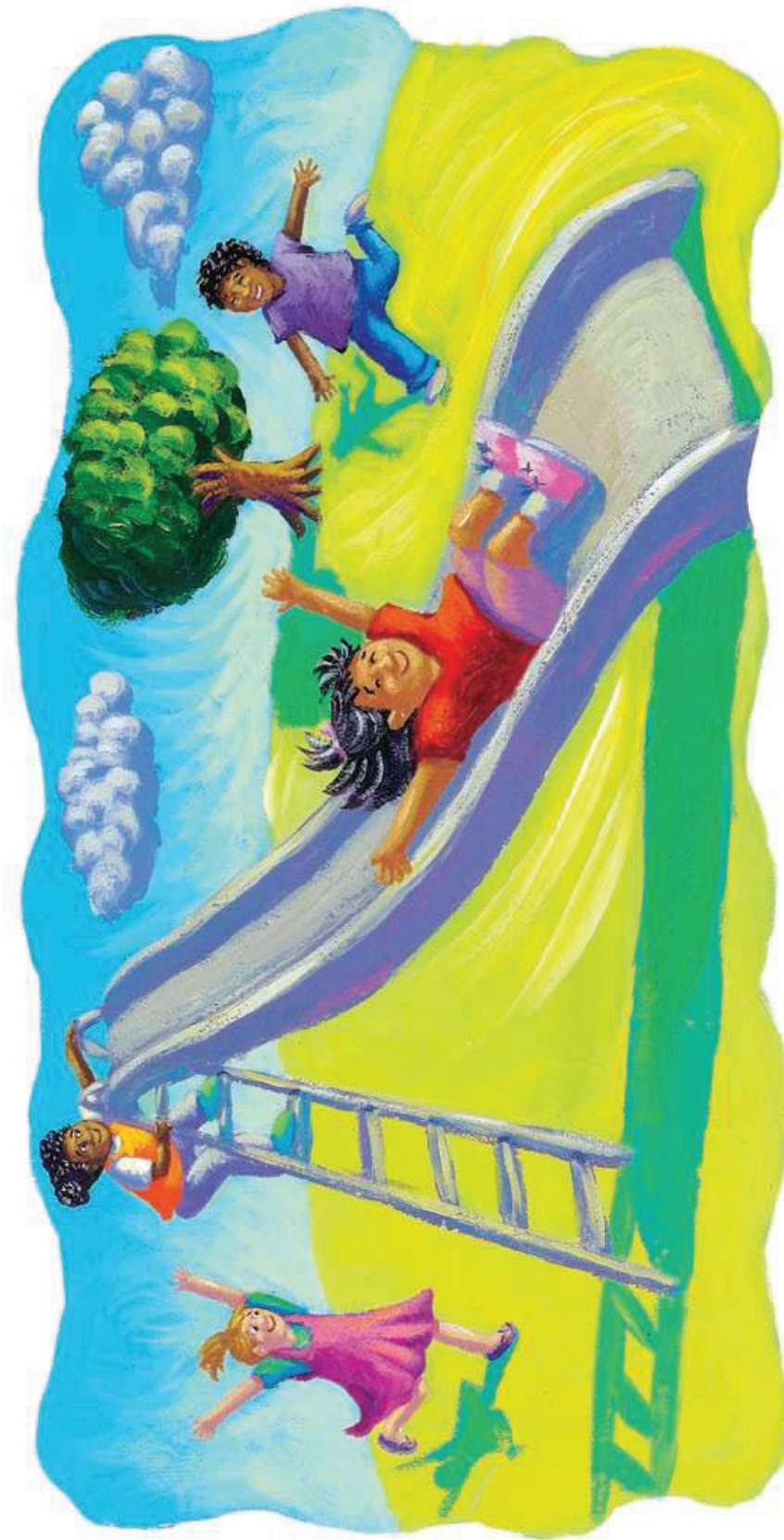


I hop.

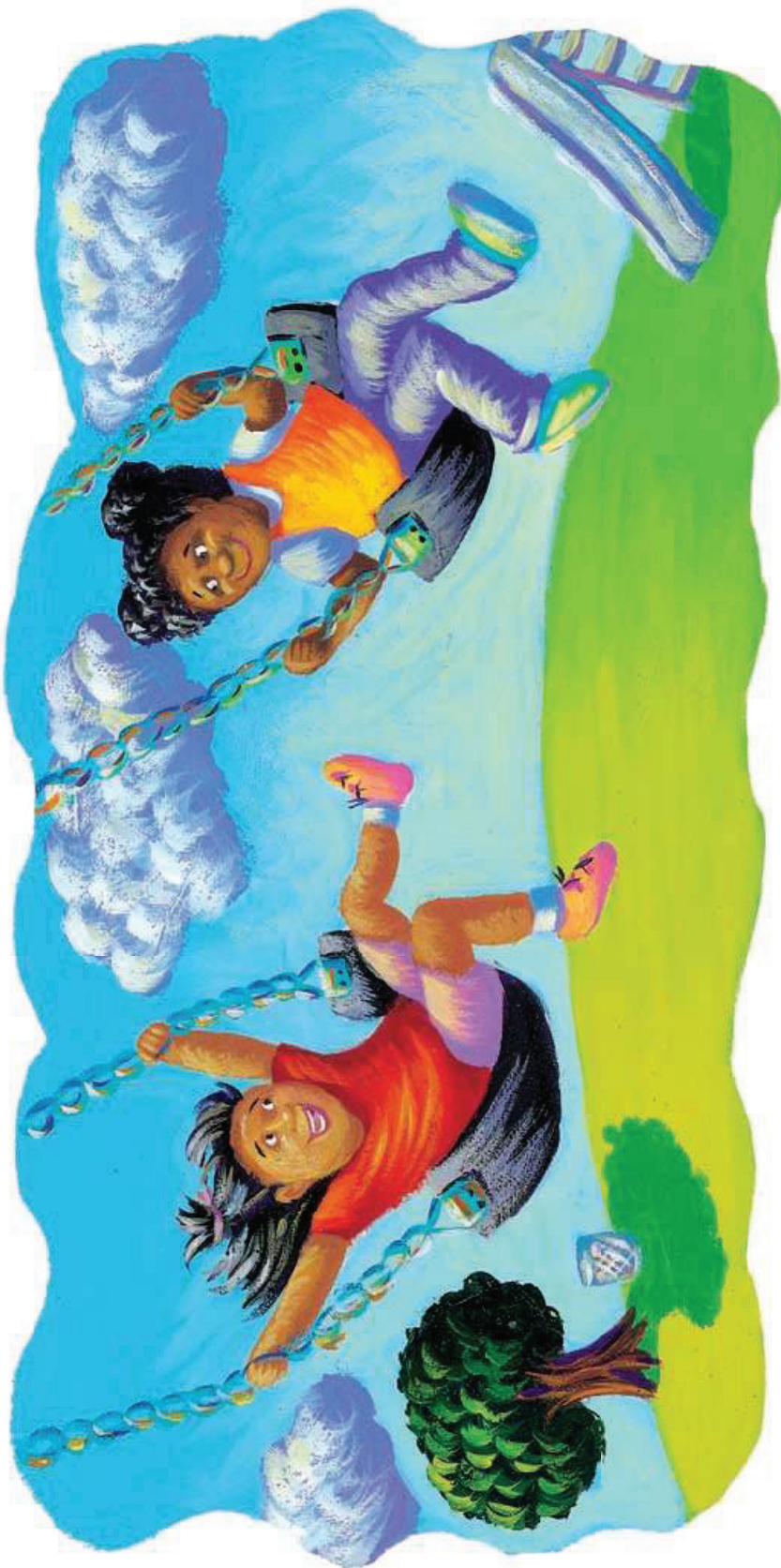
4



I climb.



I slide.



I swing.



I sleep.



School-Home Connection Have your child read the book to you. Then ask your child what he or she likes to do at the playground.

.....

I Can

Word Count: 16

High-Frequency Words

I



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Scorecard

Child's Name _____

(please circle any that apply):

Child is bilingual/multilingual: Y / N / Unknown

Child has received or is receiving intervention support in one or more areas: Y / N / Unknown

NUMERIC SCORE KEY: **Y=3** **In Progress=2** **N=1**

*Each time a Y/In Progress/N appears, there is potential for up to 3 points
Additional scoring information is included below.*

PART A: MATH

1. Child was able to count from 1 to 20: (circle one) Y / In Progress / N

- If the child did not count all the way to 20, please note the highest number to which the child counted
- Place an X on any missed numbers:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Score (out of 3 possible)

2. Child was able to count starting with 7: (circle one) Y / In Progress / N

- (Place X on missed numbers)

7 8 9 10

Score (out of 3 possible)

3. Child was able to count 10 objects: (circle one) Y / In Progress / N

- (Place X on missed numbers)

1 2 3 4 5 6 7 8 9 10

Score (out of 3 possible)

4. Child was able to name and order numbers 1-10: (circle one) Y / In Progress / N

- (Place X on missed numbers)

2 9 4 7 10 3 5 8 6 1

Score (out of 3 possible)

5. Child was able to sort numbers from letters: (circle one)

Y / In Progress / N

- (Place X on incorrect sorting of numbers and letters)

2 3 4 5 6 A B T M X

Score (out of 3 possible)

6. Child was able to complete problem solving activity: (circle one)

Y / In Progress / N

Adding $3 + 2 =$ _____

$5 + 4 =$ _____

Subtraction $3 - 1 =$ _____

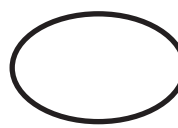
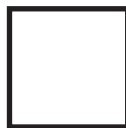
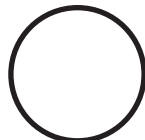
$5 - 2 =$ _____

- The Child Understands and could identify “More” (Y/N/IP)
- The Child Understands and could identify “Less” (Y/N/IP)

Score (out of 9 possible)

7. Child was able to identify shapes and basic spatial concepts

- (Place X on the shapes child could not identify)



- The child was able to describe the difference between the square and rectangle.

(circle one) Y / In Progress / N

Score (out of 3 possible)

Question 7 Rubric:

Yes: 4 or more shapes, able to describe differences

In Progress: 1-4 shapes, some recognition of differences and/or similarities

No: Unable to name shapes, naming shapes incorrectly, unable to describe

Total Math Score

END OF MATH SECTION

Proceed to the next page for Literacy Screening

PART B: LITERACY

1. Writing their name

Child was able to correctly spell and write their first name (circle one) Y / In Progress / N

Child was able to correctly spell and write their last name (circle one) Y / In Progress / N

Child writes from left to right (circle one) Y / In Progress / N

Child used proper capitalization (circle one) Y / In Progress / N

Child used their: (Circle One) left hand / right hand / no hand preference (No Score)

Score (Add each score together for a total out of 12)

2. Child was able to identify the first sound in the following words:

(Place X on missed word)

Mat Sun Pot Can Doll

(circle one) Y / In Progress / N

Score (out of 3 possible)

Question 2 Rubric:

4-5 correct=Y / 1-3 correct=in progress / 0 correct=N

3. Child was able to recite the Alphabet: (circle one) Y / In Progress / N

(Place X on missed letters)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

☐ Child said the alphabet.

☐ Child sang the alphabet.

☐ Child clearly separated the letters: l m n o p

Score (out of 3 possible)

Question 3 Rubric:

Y=The child knew at least 18 letters ($\frac{2}{3}$ of the alphabet) and could SAY the alphabet correctly, separating l m n o p

In Progress=The child new 5-17 letters and may have sung the alphabet, partially or not separating l m n o p

N=The child could not say or sing the alphabet.

4. Recognizing Written Letters (circle one) Y / In Progress / N

(Place X on missed letters)

S X T M A J V Z F O B K E D N P C I L G R H W Q Y U

Score (out of 3 possible)

Question 4 Rubric:

Y=The child knew at least 18 letters ($\frac{2}{3}$ of the alphabet)

In Progress=The child knew 4-17 letters

N=The child knew <3 letters

5. Child was able to recall and retell a story in sequential order

Circle one (Y/N/In Progress I.P.) for each part of the story.

Beginning (Y/N/IP) Middle (Y/N/IP) End (Y/N/IP)

Score (out of 9 possible, 3 per item)

6. Child was able to read a decodable book “I Can!”: (circle one) Y / In Progress / N

The child: (informational only-no score)

- ☐ Read a majority of the words within the book
- ☐ Utilized both text and pictures to tell the story of the book
- ☐ Retold the story by utilizing only pictures
- ☐ Was unable to retell the story

Score (out of 3 possible)

Question 6 Rubric:

Y=The child read a majority of the words within the book

In Progress=The child utilized both text and pictures OR only pictures to retell the story

N=The child was unable to retell the story

Total Literacy Score

Total Score (Math and Reading Score combined)

Transition To Kindergarten Checklist

Instructions

This checklist is designed to be used as part of the Hi5! Kindergarten Transition Screening Packet OR as a standalone informational sheet provided to receiving kindergarten programs.

The checklist may be distributed to and completed by one (or more) of the following:

- Parents/Caregivers
- Preschool/Pre-K Teachers
- Preschool/Pre-K Administrators
- Child Care Providers (including centers, home based care, church programs, et al.)
- Receiving Kindergarten Teachers
- Receiving Kindergarten Administrators
- Other evaluators as deemed necessary

Stakeholders may also wish to use the tool, or portions of the tool, as an exemplar or guiding template in tandem with their existing processes. The Hi5! network welcomes the use of this tool in the manner best suited to each unique school community.

Utilizing this form for each child entering kindergarten can provide a streamlined informational process that not only considers students' academic experiences but also their social-emotional experiences during birth-age five. Because learning is multi-faceted and ongoing from birth, it is the intention of the Hi5! Network to provide an inclusive screening tool which affirms all early learning experiences and provides a holistic view of each child's unique capacity.

For questions, information, or support utilizing the tool, please contact:

Hi5@tryingtogether.org

Transition To Kindergarten Checklist

Child's Name: (Last, First) _____

Completed by: _____ Date: _____

Title/Relationship to Child: _____

The child ☐ (DID) ☐ (DID NOT) attend an early learning program

Preschool Site: _____

Preschool Phone Number/Email: _____

Receiving School District Name: _____

If this form is being completed by a relative or other non-school based caregiver, please provide contact information below.

Email: _____ Phone: _____

SOCIAL-EMOTIONAL {PA KE/ Indicators 1-4 & 25-29} {check one}

When considered through an age-expected developmental lens, the child:

	FREQUENTLY	SOMETIMES	RARELY	UNKNOWN
Separates easily from parent/caregiver	☐	☐	☐	☐
Makes eye contact when communicating	☐	☐	☐	☐
Sits in their seat/circle	☐	☐	☐	☐
Responds to the teacher	☐	☐	☐	☐
Stays on task for a developmentally appropriate length of time	☐	☐	☐	☐
Forms positive relationships with peers and trusted adults	☐	☐	☐	☐
Has age-appropriate self-help skills	☐	☐	☐	☐
Asks for help when needed	☐	☐	☐	☐

Please utilize this space for any additional notes with regard to the child's social-emotional life:

FAMILIAL	YES	NO	Please see notes below
The child's family is responsive and involved in the child's education	☐	☐	☐
The child's primary language is English	☐	☐	☐
The child is a dual language learner	☐	☐	☐

Please list any additional languages spoken by the child and/or in the home:

Please utilize this space for any additional notes with regard to the child's family/home:

STUDENT SUPPORT	YES	NO	Recommended for further evaluation (please see notes below)	UNKNOWN
The child wears glasses	☐	☐	☐	☐
The child is hearing impaired	☐	☐	☐	☐
The child utilizes assistive or adaptive technology	☐	☐	☐	☐
The child receives speech and language services	☐	☐	☐	☐
The child receives occupational therapy services	☐	☐	☐	☐
The child receives medical support services or nursing services	☐	☐	☐	☐
The child has received early intervention support in another area, not listed above	☐	☐	☐	☐
{HEAD START ONLY}:The child has a Head Start positive behavior support plan	☐	☐	☐	☐

Please utilize this space for any additional notes with regard to student supports currently received or recommended for further evaluation:

Please share about this student's strengths and the ways in which this student finds joy in learning: {PA KEI Indicator 24)

Please share any strategies that have been utilized to support this student in the past (academic, social-emotional, behavioral, and/or physical):

ATTENDANCE (check one)

0-10

10-20

20+

UNKNOWN

Preschool classroom days missed

☐☐☐☐

N/A, the child did not attend center-based care

☐☐☐☐

Additional notes regarding the child's birth-age 5 learning experience(s):



Receiving Kindergarten District	
Receiving Kindergarten School	
School Year	

Kindergarten Transition Screening Tool

