

PreK-K Transition Report for

Student Name: _____

Date of Birth: _____ Male Female Ethnicity/Race: _____

The child understands English The child speaks English

Parent(s)/Guardian(s): _____

Home language: _____

The parent(s) understands English:

None Some Most All

Someone in the household can read English:

Yes No Who: _____

Early learning program uses an interpreter with this family: Yes No

Child has a current Individual Education Plan (IEP): Yes No Don't Know

Early Learning Program: _____

Head Start Co-op preschool Child care In-home childcare
 ECEAP Special Ed preschool Community preschool Other

Teacher: _____ **Contact info (phone/email):** _____

Anticipated School District: _____

Anticipated School: _____

Just Thought You'd Like to Know! (From the family) This section is for optional *parent or guardian* input and should be written or dictated by a parent or guardian.

Parent/Guardian Release of Information (Required)

I, _____ (printed name of parent/guardian)
grant permission to my child's early learning program to share the contents of this transition document and other assessment data with the anticipated school district(s) names above for the purposes of kindergarten transition planning.

Signature _____ Date _____

Phone/email _____

Mail by May 15th (first batch) or JUNE 30th (second batch) to the school district identified on this form. Completed forms may also be mailed directly to Northwest Educational Service District 189, Early Learning Department, 1601 R Avenue, Anacortes, WA 98221. **Questions:** (360) 299-4045 or go to our website: <https://www.nwescd.org/prek-ktransitionreport/>.

Developmental Objectives

The goal of the PreK-K Transition Report is to provide schools with a snapshot of incoming kindergarteners. It represents a subset of key skills but does not include everything that a child might know and be able to do. It is also possible that a child will have grown or even regressed between the end of preschool and the beginning of kindergarten. Unless noted in the “Just Thought You’d Like to Know” sections, at the time of reporting this child meets age-appropriate expectations for the following:

- Uses scissors
- Focuses on a group activity for 15 minutes
- Uses glue
- Participates in physical activities
- Identifies colors
- Likes and respects books
- Visually recognizes own name
- Enjoys school

Language & Literacy

R-Rarely S-Sometimes C-Consistently

Language and Literacy Skills	R	S	C
Writes first name			
Recognizes and can name 10 letters or more, including those in own name			
Engages in conversations of at least three exchanges			
Is understood by most people			
Expresses and understands thoughts, ideas and needs			
Pretends to read using pictures and some language from the text			
Retells stories			
Can tell if two words rhyme			
Shows awareness of syllables in words			

Student Story and Writing Sample Instructions

Direct the child to write his or her name at the top of Page 3 and then to “draw a story” under the section *Student Writing Sample*. The space below the line is for any “words” the child might chose to add about his or her story. Provide writing tools that the child has used before so he or she will be familiar with them. The story should be an example of what the child can do independently. Don’t prompt the child about his/her drawing. For example don’t say, “Where is your mommy in the picture?” or “What about your hair?” If the child asks for input, you could say “I want to see what you can do all by yourself.” When the student has completed the drawing say “Tell me about your story (or picture).”

Student Story: Take dictation of the child’s oral story here.

My name:

Student Writing Sample

Additional Developmental Skills

R-Rarely

S-Sometimes

C-Consistently

Social & Emotional	R	S	C
Participates in activities			
Follows directions / routines with two or more steps			
Takes care of own needs			
Uses appropriate ways to solve problems			
Respects classmates, teachers and materials			
Initiates positive play interactions			
Has a special friendship with one or more children, even if for just a short while			
Cognitive/ General Knowledge	R	S	C
Makes connections to life or prior learning			
Shows curiosity and motivation			
Solves problems without trying every possibility (i.e. looks at assortment of pegs and can choose the right one)			
Shows flexibility / inventiveness in thinking			
Persists with individual tasks			
Groups objects by one attribute (color, size, shape), then regroups them using a different attribute and indicates the reason.			
Physical	R	S	C
Moves purposefully from place to place with control			
Sustains balance during simple movement experiences			
Demonstrates fine motor control (stringing beads, connecting blocks, holding a pencil correctly)			

Mathematics	R	S	C
Orally counts to _____			
Counts groups of objects accurately, in a variety of ways (ie: line, circle, array, scattered)			
Identifies a few numerals 1-10 and connects each to counted objects			
Instantly recognizes and names the number of items in a set: <input type="checkbox"/> Set of 3 <input type="checkbox"/> Set of 5			
Combines and separates up to five objects and describes the parts			
Recognizes familiar two-dimensional shapes (i.e. circle, square, triangle, rectangle) regardless of orientation			
Combines simple shapes to create larger shapes			
Names some three-dimensional shapes (i.e. sphere, cone, cube)			
Knows concept of "more", "less" and "same"			
Identifies positions of objects in space by using words like "beside", "inside", "next to", "above" or "below"			

Just Thought You'd Like to Know! (From the PreK Teacher) This section is for the child's PreK Teacher to highlight some unique characteristics and accomplishments of the child.