



## Kindergarten Readiness Checklist

Kindergarten is an exciting time for both parents and children. Young children learn best through active play and everyday life experiences. They start to learn from the moment they are born and need the love and support of their caregivers-the most important people in their lives. You are your child's first and most important teacher!

Many parents are unsure as to the best time to start kindergarten for their children. Kindergarten has changed in many ways since they were children. More is expected of children academically today, but children also need to be socially and emotionally prepared. Readiness is a combination of age, individual growth, and experience. This checklist is designed to help you examine your child's physical, social, emotional, and cognitive development. Mastery of each item on the checklist is not expected. Most four or five year olds will not score 100%. Instead, this checklist can indicate areas of strength and areas of weakness to consider in deciding if your child is ready to be screened for kindergarten.

Please use the following scale to evaluate what your child can do:

A. Not yet      B. Some of the time      C. More than half of the time      D. Almost Always

### Faith Development

- |   |   |   |   |   |
|---|---|---|---|---|
| A | B | C | D | 1. Participate in simple prayers with the family        |
| A | B | C | D | 2. Bow head quietly while others are praying            |
| A | B | C | D | 3. Attend and sit quietly in Mass or church with family |
| A | B | C | D | 4. Show curiosity about God and His world               |
| A | B | C | D | 5. Show love and respect for self and others            |

### Social and Emotional Development:

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 6. Separate from parents without anxiety or tears                |
| A | B | C | D | 7. Try new things  |
| A | B | C | D | 8. Show self-confidence  |
| A | B | C | D | 9. Complete tasks the first time asked                           |
| A | B | C | D | 10. Finish one activity before starting another                  |
| A | B | C | D | 11. Continue activities without constant attention or help       |
| A | B | C | D | 12. Stay focused on a task for 10 or more minutes                |
| A | B | C | D | 13. Listen when others are speaking                              |
| A | B | C | D | 14. Play cooperatively with other children, take turns and share |

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 15. Respect rights, property, and feelings of others             |
| A | B | C | D | 16. Show empathy and concern for others                          |
| A | B | C | D | 17. Ask questions and seek out adult help when necessary         |
| A | B | C | D | 18. Demonstrate self-control                                     |
| A | B | C | D | 19. Recognize and respond appropriately to authority             |
| A | B | C | D | 20. Follow and respect rules, guidance, limitations and routines |
| A | B | C | D | 21. Dress self   |
| A | B | C | D | 22. Use restroom independently                                   |
| A | B | C | D | 23. Clean up after self  |
| A | B | C | D | 24. Care for and keep up with own belongings                     |

**Tips to help your child prepare for kindergarten:**

Children must be socially ready for school. Parents can help by giving children the opportunity to be part of a group of children either on a playground or in a preschool program. Allowing your child to spend time in a preschool program will help him/her learn to separate from you. It will also help you prepare yourself for leaving your child in a kindergarten program. Children need to know how to take turns, make compromises, approach familiar children, obey those in authority, and generally be nice to others.

Encouraging your child to develop independence is also important. Allow your child to do things on his/her own even if it takes longer than doing it yourself. Allow your child to select clothing and to dress him/herself. You can lay out several pieces of clothing and let him/her choose what he/she wants. (Remember it is better to limit the choices of clothing before your child starts to dress rather than have a fuss after your child has finished dressing.) In the bathroom, provide a step stool and a place for items such as soap and washcloths in reach. Make sure your child knows how to use the bathroom properly; how to zip, button, and pull his/her clothes up and down; how to use toilet paper; how to flush the toilet; and how to wash and dry his/her hands.

Give your child small responsibilities around the house (making bed, picking up toys, empty trash, taking care of pets). Let your child know you respect him/her for being responsible.

Remember that discipline is teaching your child how to behave rather than punishing him/her for misbehavior. Have high, yet realistic, expectations for your child. Understand your child's limits. Let your child know exactly what is expected. Treat your child and others with respect. Be positive through the use of praise and reinforcement. Accept your child's efforts without criticism. Help your child find words to describe feelings. Show your child how to be a friend. Describe ways your child can solve disagreements with others.

**Physical Development**

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 25. Display increasing control of pencil or crayon             |
| A | B | C | D | 26. Cut with scissors on straight and curved lines and circles |

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 27. Paste objects keeping glue on the paper              |
| A | B | C | D | 28. Button and zip                                       |
| A | B | C | D | 29. Use a fork properly                                  |
| A | B | C | D | 30. Catch a medium sized ball using hands more than arms |
| A | B | C | D | 31. Bounce, throw, and kick a ball                       |
| A | B | C | D | 32. Walk on a straight line forward and backward         |
| A | B | C | D | 33. Skip   |
| A | B | C | D | 34. Hop on one foot                                      |
| A | B | C | D | 35. Pedal a riding toy                                   |
| A | B | C | D | 36. Alternate feet walking down stairs                   |
| A | B | C | D | 37. Try to tie shoes                                     |

**Tips to help your child prepare for kindergarten:**

Children need physical skills to be successful in school. Provide daily opportunities to develop strength and coordination of large and small muscles such as going to the park; playing ball games and tag; practicing lacing, pouring, and stirring. Provide experience with scissors, such as cutting pictures from magazines. Provide opportunities with swings, tricycles, and jump ropes.

**Cognitive Development:**

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 38. Tell full name and parents' names when asked   |
| A | B | C | D | 39. State age and birthday (month and day)   |
| A | B | C | D | 40. State address and a family phone number  |
| A | B | C | D | 41. Identify parts of the body (head, chin, shoulders, knees, ankles, arms, elbows, legs, etc) |
| A | B | C | D | 42. Participate in art and music activities  |
| A | B | C | D | 43. Take initiative in learning  |
| A | B | C | D | 44. Ask and answer questions   |
| A | B | C | D | 45. Put together puzzles of 20 pieces or more  |

**Tips to help your child prepare for kindergarten:**

Children at this age best learn through play. A variety of experiences is vital for your child to develop cognitively. Provide age appropriate toys which require problem solving. This includes puzzles and interlocking blocks. Provide opportunities and materials for writing and creative expression: crayons, sand, water, paint, paper, markers, scissors, hole punch, yarn, beans, and popsicle sticks. Let your child dress up or engage in other imaginative play (house, post office, etc). Teach your child basic information such as his/her full name, address, telephone number; as well as your full name and where you work. Set the tone that learning is good, fun, and important. Share with your child fun things that you remember from your school days.

**Language Development**

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 46. Speak in complete sentences of six words or more           |
| A | B | C | D | 47. Speak clearly enough to be understood by unfamiliar adults |
| A | B | C | D | 48. Listen with interest to a short story (10 minutes or more) |
| A | B | C | D | 49. Identify picture likenesses and differences                |
| A | B | C | D | 50. Communicate needs and express feelings appropriately       |
| A | B | C | D | 51. Follow simple verbal directions of up to three steps       |
| A | B | C | D | 52. Use descriptive language (eg: the big purple book)         |
| A | B | C | D | 53. Tell a story in sequence                                   |
| A | B | C | D | 54. Pretend and create songs and stories                       |

**Tips to help your child prepare for kindergarten:**

The development of language (listening, speaking, reading, writing) is crucial to your child's success in school and throughout the rest of his/her life. It is tied to everything children learn or do in school. Parents can support the development of language by talking with and listening carefully to children as they share their ideas and experiences. Provide opportunities for your child to speak up and express ideas. Listen to your child's stories, tell your child stories, ask questions that have more than one answer, and share your ideas using descriptive language. Encourage others to listen to your child. Play rhyming games. Children learn language when they hear it and use it.

**Reading Development:**

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 55. Recognize a book is read from front to back                                      |
| A | B | C | D | 56. Follow print as it is being read aloud   |
| A | B | C | D | 57. Make predictions and relevant comments about a story being read to him/her       |
| A | B | C | D | 58. Point to print and to pictures on page , tell that print represents spoken words |

- |   |   |   |   |  |
|---|---|---|---|--|
| A | B | C | D | 59. Recognize print in everyday situations and recognize some everyday (sight) words |
| A | B | C | D | 60. Recognize name (first and last)  |
| A | B | C | D | 61. Recite alphabet clearly  |
| A | B | C | D | 62. Distinguish between letters and numbers  |
| A | B | C | D | 63. Recognize and name the letters of the alphabet (capital and lowercase)           |
| A | B | C | D | 64. Name majority of letter sounds in isolation                                      |
| A | B | C | D | 65. Begin to put two and three sounds together to name a word                        |
| A | B | C | D | 66. Begin to name the sound at the beginning of a word                               |

Interest Level — Choose the category which best describes your child's interest level.

- 67. Shows little interest in books and/or reading
- 68. Is Interested in books for a few minutes at a time, but not of his/her own initiative
- 69. Shows a considerable amount of interest in books, but has a short attention span
- 70. Desires to be read to frequently for short periods of time
- 71. Desires to be read to frequently for 15 minutes or more

**Tips to help your child prepare for kindergarten:**

Reading a book is an enjoyable experience. It should be part of the daily family routine. It is the most important way parents can help children learn to read and instill a love of reading. Continue to read to your child. Choose from a wide variety of literature such as picture books, poetry books, nonfiction books, nonsense books, and nursery rhymes that will expose him/her to different sentence patterns and different vocabulary. Let your child pretend to read a book back to you. He/She can tell it in his/her own words as he/she holds the book and turns the page. Visit your local library or bookmobile regularly. Give books as gifts. Point out print in the world around you.

**Writing Development:**

- |   |   |   |   |   |
|---|---|---|---|---|
| A | B | C | D | 72. Like to send and receive notes for you or others              |
| A | B | C | D | 73. Hold writing instruments correctly (with thumb and 2 fingers) |
| A | B | C | D | 74. Trace or draw a line with control                             |

A B C D 75. Copy or draw circle, cross, square, x, triangle, rectangle

A B C D 76. Write using drawings and letters

A B C D 77. Draw and color simple shapes and pictures

A B C D 78. Write first and last name

A B C D 79. Draw self with head, body, arms, legs, hands, feet, fingers, facial features

**Tips to help your child prepare for kindergarten:**

To become proficient writers, children need encouragement and support as they begin the writing process. They will play at writing like they play at reading. Children go through various stages of writing development. These stages include scribbling, drawing pictures, and pretend writing. They will play at writing like they play at reading. Children need to be able to experiment with a variety of writing materials, such as pencils, pens, crayons, markers, colored pencils, paper, and coloring books. Magnetic letters are also helpful. Label things in the room to develop an awareness of writing in the environment around us. Children do not have to have perfect letter formation at this stage in their development. Accept your child's early writing attempts. Ask them to read what they have written. Have a place to display your child's writing efforts (bulletin board, refrigerator, etc). Let your child see you writing (letters, notes, lists, etc).

**Math Development:**

A B C D 80. Identify basic colors: red green blue orange yellow  
purple pink black brown gray

A B C D 81. Name shapes: square, circle, triangle, rectangle, oval,  
diamond, star, heart.

A B C D 82. Begin to recognize solid shapes

A B C D 83. Sort items according to size, shape, or color; then sort again  
by different attribute

A B C D 84. Count by rote to at least 50. Working to count to 100.

A B C D 85. Count up to 10 objects

A B C D 86. Identify numbers 0 — 10

A B C D 87. Demonstrate understanding of positional words (in, out, on,  
off, between)

A B C D 88. Make comparisons using words such as longer, shorter,  
larger, heavier

A B C D 89. Order 3 or more objects in size from smallest to largest

A      B      C      D

90. Show understanding of passing of time, name days of the week

**Tips to help your child prepare for kindergarten:**

The development of number concepts (classifying, ordering, counting, time and space relationships) is directly related to children's ability to perform mathematical tasks throughout their school years and the rest of their lives. It is important to help young children feel confident in dealing with number tasks. Play games in which your child counts out loud such as hide and seek. Play board games that require your child to count the dots on a die. Use household items such as cans, boxes, and balls to explore shapes. Provide opportunities to compare objects. Let your child set the table...how many forks, glasses, chairs do we need?

**Listening Development:**

Administer this portion of the checklist orally. Work the samples first in each section.

Using Oral Context — complete the sentence with a word which makes sense.

Child's sample:            I can tie my \_\_\_\_\_. Answer (shoes)

91. At breakfast I like to eat \_\_\_\_\_.

92. At the zoo we saw \_\_\_\_\_.

93. We like to play \_\_\_\_\_ outside.

Initial Sounds — Circle the word which *does not* begin like the others.

Child's sample:            top            book            tape            tiger

94. moon            mice    baby    matches

95. rag            cow    red    rock

96. say            seal            some            dog

97. paper            party            man            pen

Rhyming Words — circle the word which does not rhyme with the others.

Child's sample:            bad            sad            fad            cow            mad

98.    hark            lark            mark            sick            bark

99.    Roy            boy            jazz            toy            joy

100.    pill            drill            sign            hill            sill

101.    plan            mine            fan            ran            pan







**Evaluation**

**Final Score**

> 210

175 — 210

174 or below

**Evaluation**

Begin now! Capitalize on your child's superior motivation and readiness.

Congratulations — Your child is ready to be tested for Holy Rosary!

Your child would benefit from an extra year of growth and learning before entering our program.

We look forward to seeing you and having a successful kindergarten experience!

The Holy Rosary Academy Kindergarten Teachers