

## Frederick County Public Schools Transitional & Planning Form for Kindergarten

Child's Name \_\_\_\_\_  
Parent Guardian Name \_\_\_\_\_

Date of Birth: \_\_\_\_\_

| Child Care Information   |   |   |  |
|--|---|---|--|
| Type of Program<br><br><input type="checkbox"/> Half Day <input type="checkbox"/> Full Day | <input type="checkbox"/> Child Care Center<br><input type="checkbox"/> Family Child Care<br><input type="checkbox"/> Home/Informal Care<br><input type="checkbox"/> Non-Public Nursery<br><input type="checkbox"/> Head Start<br><input type="checkbox"/> Private Pre-K | Years Attended<br><br>Class/Group Size<br><br>Number of days per week child attended: |  |
| Accredited Program<br><input type="checkbox"/> Yes <input type="checkbox"/> No             |   |   |  |

| Social Emotional Readiness  | See Key Below |   |   |     |  | Comments<br>Include any obvious strengths and/or unique needs. |
|---|---------------|---|---|-----|--|--|
|   | D             | A | E | N/A |  |  |
| 1. Persists in an activity (even when difficult) from start to finish.  |               |   |   |     |  |  |
| 2. Identifies interpersonal conflicts and begins to manage emotions in a safe way.  |               |   |   |     |  |  |
| 3. Child is able to take care of personal needs independently. (e.g., clothing, bathroom, etc)  |               |   |   |     |  |  |
| 4. Child interacts appropriately with children and adults.  |               |   |   |     |  |  |
| 5. Child eagerly attends school/daycare.  |               |   |   |     |  |  |
| Language and Literacy Readiness   | D             | A | E | N/A |  | Comments<br>Include any obvious strengths and/or unique needs. |
| 1. Child identifies words that rhyme (i.e. bat/hat; book/look).   |               |   |   |     |  | Upper case total _____<br>Lower case total _____               |
| 2. Child can name upper and lower case letters out of order.  |               |   |   |     |  |  |
| 3. Child identifies beginning sounds in words.  |               |   |   |     |  |  |
| 4. Child writes name in print.  |               |   |   |     |  |  |
| 5. Child has knowledge of concepts about print (print contains message, pictures support meaning, where to start/stop reading, etc.). |               |   |   |     |  |  |
| 6. Child has age appropriate vocabulary.(ex. first, next, last)   |               |   |   |     |  |  |
| 7. Child can retell a story after being read to.  |               |   |   |     |  |  |
| 8. Child can answer questions about a story after being read to.  |               |   |   |     |  |  |
| 9. Child uses writing to communicate (i.e. scribble writing, labeling of pictures, writing letters etc.).                             |               |   |   |     |  |  |
| 10. Child speaks so that others can hear and understand.  |               |   |   |     |  |  |
| 11. Child demonstrates appropriate fine motor skills (holding a pencil, using scissors, manipulating small objects, etc.).            |               |   |   |     |  |  |
| Mathematical Readiness  | D             | A | E | N/A |  | Comments<br>Include any obvious strengths and/or unique needs. |
| 1. Child counts by rote (aloud) to 10.  |               |   |   |     |  |  |
| 2. Child counts objects with 1 to 1 correspondence to 10.   |               |   |   |     |  |  |
| 3. Child can recognize numbers out of order to 10.  |               |   |   |     |  |  |
| 4. Child can match, sort, and describe 2D shapes.   |               |   |   |     |  |  |
| 5. Child can explain how he/she solves a problem (i.e. using words, pictures, objects, etc.).   |               |   |   |     |  |  |
| 6. Child can construct sets of objects up to 10 and match to the correct numeral.   |               |   |   |     |  |  |

| Additional Information                     |     |    |                         |
|--|-----|----|-------------------------|
|  | Yes | No | Comments                |
| Child may need special services in school. |     |    | If yes, please explain. |
| Child has an IEP.                          |     |    |                         |

| D  | A   | E   | N/A          |
|--|---|---|--------------|
| <b>Demonstrating Readiness:</b> A child demonstrates the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards. | <b>Approaching Readiness:</b> A child exhibits some of the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards | <b>Emerging Readiness:</b> A child displays minimal foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards. | Not Assessed |

\_\_\_\_\_

\_\_\_\_\_

***The above information can be forwarded to your child's kindergarten teacher.***

I give permission for the child care provider to give feedback.

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Preschool/Child Care provider: \_\_\_\_\_

Date: \_\_\_\_\_

Attach latest Progress Report if applicable.  
**(report card, WSS ratings, Head Start FWS report etc.)**