



*For a child currently in Pre-Primary

CHILD'S NAME: DATE OF BIRTH:

SCHOOL: PRINCIPAL:

SCHOOL ADDRESS:

CLASS TEACHER:

TEACHER CONTACT NUMBER:

TEACHER CONTACT DAYS:

ATTENDANCE: Regular Inconsistent Poor

Relevant comments regarding attendance:

SIGNATURE: DATE:

Please rate the child to the expectations of a typically developing child of the same age. Tick the box of the rating that best indicates the child's current level of achievement in each of the areas indicated. Please answer all questions to the best of your knowledge and complete the comments sections.

Table with 6 columns: INDEPENDENCE SKILLS, Always, Mainly, Sometimes, Never, Unable to comment, Comments. Rows include: Dresses self, Toilets self, Feeds self without assistance, Looks after own belongings (e.g. shoes, lunchbox, carries own schoolbag), Follows Kindergarten routines without teacher prompting, Attempts to solve problems, Completes set activities with minimal teacher assistance, Asks for help when needed, States when they do not understand.

Further comments:

| SOCIAL / EMOTIONAL DEVELOPMENT | Always | Mainly | Sometimes | Never | Unable to comment | Comments |
|---|--------|--------|-----------|-------|-------------------|----------|
| Is confident and self-assured | | | | | | |
| Appears overly anxious or worried | | | | | | |
| Accepts constructive criticism/feedback | | | | | | |
| Responds appropriately to praise | | | | | | |
| Has a sense of right and wrong | | | | | | |
| Accepts changes in an activity or routine without due stress | | | | | | |
| Uses eye contact appropriately in conversation and play situations | | | | | | |
| Solves social conflict/problems in an appropriate (friendly) manner | | | | | | |
| Developing peer relationships | | | | | | |
| Can play with more than a small familiar group of friends | | | | | | |
| Is aggressive towards peers | | | | | | |
| Understands and follows playground, classroom and game rules | | | | | | |
| Copes with changes to playground rules | | | | | | |
| Joins in easily and involves themselves in group activities | | | | | | |
| Engages in parallel play only | | | | | | |
| Engages in familiar imaginative play scenarios | | | | | | |
| Starting to plan and engage in a range of imaginative play activities | | | | | | |
| Able to share with others | | | | | | |
| Shows an attitude of enquiry and actively seeks out solutions to problems | | | | | | |
| Able to show concern / empathy for the distress of others | | | | | | |

Further comments:

| ATTENTION AND LEARNING STYLE | Always | Mainly | Sometimes | Never | Unable to comment | Comments |
|--|--------|--------|-----------|-------|-------------------|----------|
| Fully attends for short periods (i.e. 5-15 minutes) with motivating activities | | | | | | |
| Fully attends for longer periods (i.e. 15-40 minutes) with motivating activities | | | | | | |
| Distracted by background noise | | | | | | |
| Fully attends with less motivating activities | | | | | | |
| Demonstrates inappropriately overactive behaviour | | | | | | |
| Appears inappropriately passive or 'dreamy' | | | | | | |
| Is an active learner | | | | | | |
| Is a passive learner | | | | | | |
| Perseveres with difficult tasks | | | | | | |
| Calls out, comments, fidgets, or touches other class members inappropriately | | | | | | |
| Observes others carefully to work out what to do | | | | | | |
| Asks for teacher assistance when in difficulty | | | | | | |
| Generalises new skills across different tasks/environments | | | | | | |

Further comments:

| ORAL LANGUAGE SKILLS | Always | Mainly | Sometimes | Never | Unable to comment | Comments |
|--|--------|--------|-----------|-------|-------------------|----------|
| Uses language to communicate needs | | | | | | |
| Uses gesture to communicate needs in the absence of language | | | | | | |
| Speaks in grammatically correct sentences | | | | | | |
| Names a variety of objects and actions in the surroundings | | | | | | |
| Speaks fluently without stuttering | | | | | | |
| Speaks clearly | | | | | | |
| Talks about people and events that are happening in the present ("here and | | | | | | |
| Talks about people and events that are not present ("past and future") | | | | | | |
| Participates in conversation with peers | | | | | | |
| Participates in conversation with adults | | | | | | |
| Attempts to initiate conversation about a topic | | | | | | |
| Fixates on favourite topic in conversation | | | | | | |
| Participates in small group discussion directed by teacher | | | | | | |
| Maintains eye contact in conversation | | | | | | |
| Answers simple questions about concrete objects, real events | | | | | | |
| Asks a range of appropriate questions | | | | | | |
| Joins in social interaction/rituals | | | | | | |
| Responds to 1 step instructions appropriately (e.g. Give me the cup) | | | | | | |
| Responds to 2 step instructions appropriately (e.g. Put the block in the | | | | | | |
| Responds to complex instructions appropriately (e.g. Before you....you | | | | | | |

Further comments:

| GROSS / FINE MOTOR SKILLS & SENSORY PROCESSING | Always | Mainly | Sometimes | Never | Unable to comment | Comments |
|---|--------|--------|-----------|-------|-------------------|----------|
| Demonstrates gross motor difficulties | | | | | | |
| Demonstrates fine motor difficulties | | | | | | |
| Walks down steps alternating feet | | | | | | |
| Jumps in place with two feet together | | | | | | |
| Hops on one foot | | | | | | |
| Kicks a large ball | | | | | | |
| Pedals a small tricycle or wheeled toy | | | | | | |
| Throws a ball over hand | | | | | | |
| Catches a ball | | | | | | |
| Displays a hand dominance | | | | | | |
| Able to cut out shapes neatly | | | | | | |
| Developing control over a writing implement | | | | | | |
| Fixates on specific objects. | | | | | | |
| Hypersensitive (over reacts) to sensory stimuli (visual, auditory, tactile, olfactory, taste & texture) | | | | | | |
| Hyposensitive (under reacts) to sensory stimuli (visual, auditory, tactile, olfactory, taste & texture) | | | | | | |

Further comments:

| READINESS & CONCEPTUAL SKILLS | Always | Mainly | Sometimes | Never | Unable to comment | Comments |
|--|---------------|---------------|------------------|--------------|--------------------------|-----------------|
| Recognises own name in print | | | | | | |
| Knows own first name | | | | | | |
| Knows own full name | | | | | | |
| Can identify first sound in their name | | | | | | |
| Able to print own name | | | | | | |
| Knows own address | | | | | | |
| Knows basic colors | | | | | | |
| Can recite the alphabet | | | | | | |
| Can rote count to 10 | | | | | | |
| Able to maintain 1:1 correspondence to 10 | | | | | | |
| Knows basic shapes | | | | | | |
| Able to copy common shapes | | | | | | |
| Can draw a picture of a house and man | | | | | | |
| Knows basic concepts e.g. big, little, in, on, behind, over, under | | | | | | |
| Able to copy a sequence | | | | | | |
| Can recite the days of the week | | | | | | |
| Shows an interest in books and will pretend to "read" to others | | | | | | |
| Recites nursery rhymes, sings songs | | | | | | |

Further comments:

Please make additional comments to the above points or where relevant:

What can affect the child's anxiety/worry levels if they do present as anxious/worried?

The child's reaction to changes in routine.

Observed gross or fine motor difficulties.

Physiotherapy or Occupational therapy involvement?

If the child has difficulty with solving conflict, what strategies do they try to use?

If the child is not developing peer relationships, what could this be due to (e.g. plays aggressively, uses little language, hard to understand etc)?

Other Comments

Thank you for your valuable information