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| Student Name: |  |
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| The **bolded** skills are the most important to have in preparation to start Kindergarten. We encourage you to work with your child on these skills first. Please put a mark in the box next to each of your child’s accomplishments. | | | |
| Reading | | | |
| **#** | **Skills** | **Completed?** | **Date** |
| 1 | **Knows all the letter names.** |  |  |
| 2 | **Knows 10 or more letter sounds/syllables.** |  |  |
| 3 | Knows cheers, chants, or songs. |  |  |
| 4 | Recognizes the letters in their name. |  |  |
| 5 | Can tell a story in sequence: beginning, middle, and end. |  |  |
| 6 | Can follow words left to right, top to bottom, page to page. |  |  |
| 7 | Can retell a story or event. |  |  |

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| Phonetics | | | |
| **#** | **Skills** | **Completed?** | **Date** |
| 8 | **Can identify the first sound in a word.** |  |  |
| 9 | Can break words into syllables. |  |  |

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| Writing | | | |
| **#** | **Skills** | **Completed** | **Date** |
| 10 | **Can write their name, using a capital letter for the first letter.** |  |  |
| 11 | Writes using correct pencil grip. |  |  |

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| Motor Skills | | | |
| **#** | **Skills** | **Completed?** | **Date** |
| 12 | **Is able to snap, button, and/or zip pants and/or shirt.** |  |  |
| 13 | Can draw a picture of themselves that includes: head, eyes, nose, and mouth. |  |  |
| 14 | Demonstrates correct scissor grip. |  |  |
| 15 | Can cut on a line. \_\_\_✄\_\_\_ |  |  |
| 16 | Can hop. |  |  |
| 17 | Can march. |  |  |
| 18 | Can run. |  |  |
| 19 | Can skip. |  |  |
| 20 | Can jump. |  |  |
| 21 | Can stack 5 or more objects. |  |  |

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| Social Skills | | | |
| **#** | **Skills** | **Completed?** | **Date?** |
| 22 | **Knows their full given name.** |  |  |
| 23 | **Can follow 1 or 2 step directions (for example: Please pick up your shoes and put them in the closet).** |  |  |
| 24 | **Listens attentively for 10 minutes (for example: when you are reading to them).** |  |  |
| 25 | **Takes turns and shares toys.** |  |  |
| 26 | **Verbally states their feelings (for example: “I feel . . .”).** |  |  |
| 27 | **Can go to the bathroom by themselves.** |  |  |
| 28 | Offers simple, age-appropriate reasons and ideas for tasks and problem solving (for example: What to do if there are 2 paint stations and 3 people who want to paint?). |  |  |
| 29 | Asks and answers questions. |  |  |
| 30 | Acknowledges or responds nonverbally to common words or phrases such as “hello, goodbye, snack time, or backroom”, when accompanied by adult gestures. |  |  |
| 31 | Greets others (“Hello, my name is \_\_\_\_; high-five; handshake). |  |  |
| 32 | Knows how to line up. |  |  |
| 33 | Verbalizes needs (for example: “I need water.” “I am hungry.”) |  |  |
| 34 | Comfortable asking adults for help. |  |  |
| 35 | Walks quietly in a straight line. |  |  |
| 36 | Understands rules and can follow them. |  |  |

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| Math | | | |
| **#** | **Skills** | **Completed?** | **Date** |
| 37 | **Can identify the numbers 0-10.** |  |  |
| 38 | **Can count out loud to 20.** |  |  |
| 39 | Knows geometric shapes (for example): ○ (circle); △ (triangle); □ (square); 🗌 (rectangle). |  |  |
| 40 | Recognizes and says 9 colors (yellow, red, blue, green, orange, purple, black, white, and brown). |  |  |
| 41 | Can sort items by color, shape, or size (for example: sort small marbles from the large marbles). |  |  |
| 42 | Can point to and count 10 items out loud. |  |  |