Student's Name _____
Student Number _____
School _____
Teacher(s) _____

EARLY ENTRANCE TO FIRST GRADE OBSERVATION CHECKLIST

Directions: Please check all of the concepts/skills/characteristics that the student demonstrates.

SECTION I – DEVELOPMENTAL CHARACTERISTICS

COGNITION

_____ Student grasps concepts and masters information quickly.
_____ Student demonstrates above-average ability to remember and make connections.
_____ Student quickly recognizes patterns, relationships, similarities and differences.
_____ Student asks thought-provoking questions.
_____ Student generates numerous ideas related to a topic.
_____ Student expresses unusual ideas and/or points of view; student takes risks.
_____ Student demonstrates strong reasoning and logical thinking abilities.
_____ Student offers a variety of creative and imaginative solutions to problems.
_____ Student recognizes, understands and/or uses humor (jokes, riddles, puns).
_____ Student creates clever, elaborate stories, songs, etc.

TASK COMMITMENT

_____
_____ Student works independently
_____ Student works through and stays on task with a minimum of direction.
_____ Student works effectively in group situations.
_____ Student maintains attention to various types of stimuli (visual, auditory, etc.)
_____ Student completes tasks, often beyond expectations.
_____ Student seeks challenging activities (puzzles, problem solving).
_____ Student makes transitions easily from one activity to another.

SOCIAL/EMOTIONAL DEVELOPMENT

_____
_____ Student interacts well with peers (works and plays cooperatively).
_____ Student interacts positively with adults.
_____ Student exhibits self-confidence.
_____ Student demonstrates an appropriate level of emotional maturity – exhibits self-control.
_____ Student exhibits leadership abilities.
_____ Student adjusts to new situations.

TOTAL NUMBER OF DEVELOPMENTAL CHARACTERISTICS CHECKS: _____/23

SECTION II – LANGUAGE DEVELOPMENT

READING

Concepts About Print:

_____ Student possesses a high-level of knowledge regarding concepts about print.

Phonemic Awareness:

_____ Student can consistently produce a rhyming word for most phonograms; identifies rhyming and alliteration examples as it arises in text without being prompted by the teacher; begins to change onsets to make new words.

Decoding/Phonics:

_____ Student recognizes almost all of the letters, capital and lower-case; has sound/letter correspondence and can use that information to locate an unknown word in text.

_____ Student is able to write the corresponding beginning and ending letter for words during a dictation informal inventory.

High-frequency Vocabulary:

_____ Student recognizes many words in isolation, can locate those words in text, and begins to use known words to figure out unknown words.

_____ Student can write many words during a writing spree.

Reading Strategies:

_____ Student reads Early Reader level text fluently, rereading to self-correct errors. (Analysis of running records indicates strategy use when student attempts to read an unfamiliar word in text.)

Comprehension:

_____ Student sequentially retells major events from a story.

_____ Student responds to a story, in written form, as a journal entry.

_____ Student answers questions orally and can revisit text to support a response.

_____ Student identifies literary elements (setting, characters, problem, solution).

Positive Attitudes Toward Reading:

_____ Student reads Early Reader text level with fluency and expression, often choosing to read independently or to a classmate.

COMMUNICATION

Oral Language:

_____ Student speaks in complete thoughts.

_____ Student uses oral language to describe, compare, sequence, and predict.

_____ Student participates in class and group discussions.

Writing:

Student writes a complete thought:

- forming letters legibly.
- using some punctuation correctly.
- Spacing appropriately between words.

_____ Student engages in independent writing activities.

TOTAL NUMBER OF LANGUAGE DEVELOPMENT CHECKS:_____/17

SECTION III – MATHEMATICS DEVELOPMENT

MATHEMATICS

Numeration:

_____ Student identifies ordinal positions in a sequence up to and including the tenth position
_____ Student matches sets with 30 or fewer objects in one-to-one correspondence.
_____ Student recognizes, copies, extends/completes and explains ABAB patterns.
_____ Student classifies and sorts objects by physical attributes, function, or use.
_____ Student labels sets with fewer than 31 members with the appropriate numerals (orally, written or matching).
_____ Student uses analogies to form complementary sets (examples: straws to milk cartons) and similar sets (example: large balls to small balls).
_____ Student models adding on 1 or 2 to a given number to find sums up to and equal to 18.
_____ Student models subtracting 1 or 2 from numbers up to and equal to 18 to find the difference.

Geometry:

_____ Student identifies circles, squares, and triangles which are congruent and those which are similar.
_____ Student names at least two properties of a circle, square, and triangle.
_____ Student describes a straight line.

Rationals:

_____ Student identifies halves of a region or set using concrete objects/paper folding.

Measurement:

Student compares objects or sets of objects using the criteria of quantity relationships:

- Big/little
- Long/short
- Tall/short
- Large/small
- Same/different
- Many/few
- All/none/some
- More than/less than
- Most/least
- Heavier/lighter

_____ Student identifies relative positions:

- Inside/outside/on
- Top/bottom
- Above/below
- Under/over
- First/last/next
- In front of/behind
- Middle/between
- Right of/left of
- High/low
- Before/after

_____

Measurement (continued):

Student identifies time relationships:

- Before/after
- Morning/noon/afternoon
- Yesterday/today/tomorrow
- Beginning/end
- Early/late/latest
- Young/old

_____ Student tells time to the hour using both an analog clock and a digital clock.

_____ Student identifies a calendar, and its purpose; the year, the month and date; names the days of the week.

Student identifies temperature relations:

- Hot/cold
- Cool/warm

_____ Student identifies a thermometer and its purpose.

_____ Student measures length and distance using non-standard units.

_____ Student identifies a penny, nickel, and dime and their respective values.

_____ Student counts pennies up to and including 30 cents.

Problem Solving:

_____ Student uses problem-solving approaches to investigate and demonstrate understanding of mathematical content.

_____ Student develops and applies strategies to solve a wide variety of problems.

_____ Student verifies and interprets results with respect to the original problem.

_____ Student demonstrates confidence in using mathematics meaningfully through oral and written presentations.

TOTAL NUMBER OF MATHEMATICS DEVELOPMENT CHECKS: _____/26