

# Kindergarten Readiness Checklist



The coalition has many resources for caregivers and teachers.  
To learn more, call us at 812-422-4100 or visit us at [www.earlychildhoodswi.org](http://www.earlychildhoodswi.org)

This checklist indicates a child's strengths and areas for improvement in preparing for kindergarten. While there is no perfect formula, one can use these items as goals toward which to aim. This document should be completed while observing the child during everyday routines and activities. All children grow and develop at different rates; this is typical and to be expected. **Note: Please complete this in the late spring or summer before a child enters kindergarten.**

**Name of Program:** \_\_\_\_\_ **How long has the child attended?** \_\_\_\_\_  
 Full-Time  Part-Time

This is a:  Child Care Center  Child Care Ministry  Child Care Home  Head Start  Other \_\_\_\_\_

**Child's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Which school do you think the child will attend?** \_\_\_\_\_

**SOCIAL SKILLS**

	NOT YET	EMERGING	YES
<b>Sits still long enough to listen to a story</b> - Does the child sit still long enough to listen to a story being read by an adult?			
<b>Speaks clearly so an adult can understand him/her</b> - Does an adult other than the primary caregiver understand what the child is trying to express?			
<b>Plays with other children</b> - Does the child interact with other children as opposed to spending most of his/her time alone?			
<b>Waits his/her turn</b> - In social play and adult-directed activities, does the child wait for his/her turn?			
<b>Follows simple directions</b> - Does the child follow one-step directions from a person other than the primary caregiver? Ex: "Please pick up the crayon."			
<b>Resolves conflict with words</b> - Does the child say, "No, I don't like that" or "No, I didn't do that" instead of screaming, kicking, throwing or hitting?			
<b>Separates from parents/caregivers</b> - Does the child separate from you and recover from any anxiety he/she has in a limited period of time?			
<b>Complies with rules, limits and routines</b> - Does the child respond appropriately when rules, limits and routines are established?			
<b>Stays with an activity to completion</b> - Does the child finish a game, build something with blocks, complete a puzzle?			
<b>Communicates in a respectful manner</b> - Does the child use respectful responses as the circumstance requires?			



# ACADEMIC & COGNITIVE SKILLS



	NOT YET	EMERGING	YES																								
<b>Names squares, circles, triangles and rectangles (3 of 4)</b> - When the child is asked to identify shapes, does the child name at least 3 out of 4 of them?																											
<b>Sorts items by color, size and shape</b> - Does the child successfully sort objects by the same color, size or shape?																											
<b>Counts 1 to 10</b> - Does the child count to 10 without assistance?																											
<b>Counts a group of objects to 5</b> - Does the child touch and count 5 objects?																											
<b>Names 8 basic colors</b> - When the child sees the color, does he/she call its name? 8 basic colors: red, yellow, blue, green, purple, orange, white & black																											
<b>Tries to read in every day situations</b> - Does the child attempt to read street signs, store signs, cereal boxes, newspapers, magazines, TV advertisements?																											
<b>Writes first name</b> - Does the child write the letters of his/her name so an adult can recognize it with only the first letter of the name capitalized?																											
<b>Attempts to invent his/her own spelling while writing</b> - Does the child match the sounds they hear to the letters they write? Ex: Child may write "koke" for "cookie."																											
<b>Recognizes his/her name</b> - Does the child recognize his/her name when seen in written form?																											
<b>Knows his/her age</b> - Does the child tell you how old he/she is?																											
<b>Knows his/her address and telephone number</b> - Does the child tell you his/her street name and telephone number?																											
<b>Knows his/her mother's, father's and/or caregiver's name-</b> Does the child give the first and last name of at least one of these?																											
<b>Recognizes letters of the alphabet</b> - When the child sees the upper and lower case letters, can he/she name them?  <p style="text-align: center;">Upper Case:</p> <table style="width: 100%; text-align: center;"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>not yet</td> <td>some</td> <td>most</td> <td>all</td> </tr> <tr> <td></td> <td>(less than half)</td> <td>(more than half)</td> <td></td> </tr> </table> <p style="text-align: center;">Lower Case:</p> <table style="width: 100%; text-align: center;"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>not yet</td> <td>some</td> <td>most</td> <td>all</td> </tr> <tr> <td></td> <td>(less than half)</td> <td>(more than half)</td> <td></td> </tr> </table>	_____	_____	_____	_____	not yet	some	most	all		(less than half)	(more than half)		_____	_____	_____	_____	not yet	some	most	all		(less than half)	(more than half)				
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## PHYSICAL SKILLS



	NOT YET	EMERGING	YES
<b>Cuts with scissors</b> - Does the child cut paper with scissors?			
<b>Holds a crayon or pencil</b> - Does the child hold the crayon or pencil in a writing position rather than clinched fist?			
<b>Zips, ties, buttons or snaps</b> - Does the child tie his/her shoes, zip a jacket, button or snap clothing?			
<b>Runs, jumps and skips</b> - Is the child able to run, jump and skip?			
<b>Walks backwards</b> - Does the child reasonably walk at least 4 steps backwards?			
<b>Walks up and down stairs</b> - Does the child walk rather than sit and slide up and down stairs? Does the child use alternating feet?			
<b>Bounces and catches a ball</b> - Does the child bounce a ball with control and catch a ball consistently?			



## LANGUAGE SKILLS



	NOT YET	EMERGING	YES
<b>Says any nursery rhyme, song or fingerplay by heart</b> - Does the child say a nursery rhyme, song or fingerplay from memory?			
<b>Pretends to "read" books</b> - Does the child pretend to read by looking at the pictures in a book?			
<b>Communicates needs and interests</b> - Does the child tell the parent/caregiver what he/she needs or wants?			
<b>Talks in sentences</b> - Does the child express a complete thought rather than utter one word commands or gestures without words?			
<b>Understands vocabulary related to positions, direction, size and comparison</b> - Does the child understand: same/different, top/bottom, big/little and up/down?			

**Additional Comments:**