



Snohomish School District No. 201
1601 Avenue D
Snohomish, WA 98290

Kindergarten Early Entrance End-of-Evaluation Form

According to district policy 3110 and 3110P, students who qualify for early entrance kindergarten may be enrolled in kindergarten for a thirty-calendar-day evaluation period. During this period:

- a. The teacher and principal will observe the child with consultation of the school psychologist and make a final determination for continuation in the program.
- b. The teacher is strongly encouraged to make a weekly report to the parent/guardian of the child's adjustment and progress.
- c. If it is determined that the child's enrollment will be discontinued in the kindergarten program, the principal or designee will meet with the parent/guardian and share the results of the 30-day evaluation period. The end-of-evaluation period form will be shared with the parent/guardian.
- d. If it is determined that the student will continue in the kindergarten program, the parent/guardian will be notified in writing using this form.

Student Name: _____ **Date of Enrollment:** _____

Teacher Name: _____ **School:** _____

After the 30-day evaluation period, _____ will / will not continue with kindergarten for the remainder of the school year.

Comments: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

(If enrollment is discontinued)

Student Observation Considerations

To evaluate the student during the 30-day evaluation period and determine continuation of placement, the following may be considered:

- a. WaKIDS Assessment Requirements**
- b. The Five-Year-Old Growth Patterns (See below)**

The Five-Year-Old: Growth Patterns

Physical

- Focuses visually on objects close at hand
- Needs a lot of physical activity, including free play
- Better control of running, jumping, and other large movements; still awkward with writing, handcrafts, and other small movements
- Paces themselves well, resting before they're exhausted
- Often falls out of chair sideways

Social

- Likes to help; cooperate, follow rules, and —be good; want adult approval
- Needs routines, along with consistent rules and discipline; responds well to clear and simple expectations
- Dependent on authority; but also have trouble seeing things from another's viewpoint
- Needs verbal permission from adults; before doing something, will ask, —Can I ...?
- Animistic (inanimate objects have life, movement)
- Learns best through play and own action
- Does not yet think logically

Language

- Literal, using and interpreting words in their usual or most basic sense: —We're late—we've got to fly! means —We've got to take to the air like birds!
- Expresses themselves in few words; —play and —good are favorites
- Often does not talk about school happenings at home
- Expresses fantasy more through actions and less through words than at four
- Thinks out loud—that is, they talk their thoughts

Cognitive

- Likes to copy and repeat activities
- Often sees only one way to do things
- Bound cognitively by their senses; not ready to understand abstract concepts such as —fairness

Excerpt from YARDSTICKS Children in the Classroom Ages 4-14: A Resource for Parents and Teachers, Wood, Chip. 2007. p 62-68