Kindergarten Early Entrance End-of-Evaluation Form

According to district policy 3111 and 3111P, 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