



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

### 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.

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**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