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