

North Carolina Preschool to Kindergarten Transition

Child Development Information

Child:	Date of Birth:						
Preschool Teacher:	Date Ratings Determined:						
Preschool Program:	Kindergarten Program:						
Attendance: absent greater than 10 % absent less than 10 %	<table border="0"> <tr> <td>Special Education Referral?</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Was the child eligible?</td> <td>Yes</td> <td>No</td> </tr> </table>	Special Education Referral?	Yes	No	Was the child eligible?	Yes	No
Special Education Referral?	Yes	No					
Was the child eligible?	Yes	No					

See Instructions on page 5

Emotional and Social Development							
Skill & Behavior	KEA Skill	Completely	Somewhat	Nearly	Not Yet	Not Observed	Please provide additional information, including successful instructional strategies used to support this child.
Awareness of self through emotional expression and verbalization Uses language to explain, justify, and argue own actions and beliefs							
Positive social interactions Carries on long conversations with friends related to a wide range of topics; plans complex activities with friends							
Behavioral regulation Demonstrates a strong sense of right and wrong for self and others							
Demonstrates knowledge of relationships & roles Participates well in groups; raises hand to talk, takes turns, listens to others							

Skill & Behavior	KEA Skill	Completely	Somewhat	Nearly	Not Yet	Not Observed	Please provide additional information, including successful instructional strategies used to support this child.
Thinking and Reasoning Describes reasons for feelings and beliefs	EL- C,D,E						
Asks Questions Asks questions about how another person feels	EL- C,D,E						
Health and Physical Development							
Skill & Behavior	KEA Skill	Completely	Somewhat	Nearly	Not Yet	Not Observed	Please provide additional information, including successful instructional strategies used to support this child.
Reach/grasp/release Grasp: Draws with dexterity, using a dynamic tripod grasp, with the little and ring finger tucked into the palm, the thumb and index finger grasping the pencil, and the middle finger supporting underneath the pencil (movement comes from fingers rather than arm and hands)	GM-D						
Reach/grasp/release Hand preference established	HD-B						

Language Development and Communication (including emergent reading and writing)							
Skill & Behavior	KEA Skill	Completely	Somewhat	Nearly	Not Yet	Not Observed	Please provide additional information, including successful instructional strategies used to support this child.
Participates in conversations with peers & adults <u>Communicates in group activities by taking turns most of the time</u>							
Book knowledge and print awareness <u>Differentiates, identifies, and reproduces letters in the alphabet (at least in approximations)</u>	LN-E						
Book knowledge and print awareness <u>Attempts to incorporate print conventions such as spacing, alignment, and punctuation (though inaccurately)</u>							
Alphabet knowledge and alphabetic principle <u>Identifies 5-10 alphabet letters, especially those in own name</u>	LN-E						

Cognitive Development (including mathematical and scientific thinking)							
Skill & Behavior	KEA Skill	Completely	Somewhat	Nearly	Not Yet	Not Observed	Please provide additional information, including successful instructional strategies used to support this child.
Counting Counts accurately to 10	OC-C						
Counting Recognizes errors in counting	OC-C						
Recognizing number and subitizing Keeps track of number counted even when not in a structured arrangement	OC-C						
Classifying Classifies toys, tools, number, letters, people, objects by function							
Approaches to Learning							
Skill & Behavior	KEA Skills	Completely	Somewhat	Nearly	Not Yet	Not Observed	Please provide additional information, including successful instructional strategies used to support this child.
Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	ESA-C						
Consistently remain engaged in self-directed activities.	ESA-D						

Instructions:

Please use the NC Early Learning and Development Progressions <https://earlylearningprogressions.fpg.unc.edu/age/18> to assist in rating the following developmental skills, which are appropriate for a child between the ages of 48 to 60 months of age. Descriptions for listed behaviors may be found by pressing CTRL and click. A description of the ratings can be found at the end of this document. To view Kindergarten Entry Assessment (KEA) construct progressions, [click here](#).

Definitions for Ratings:

Descriptor	Explanation
Completely means:	Child is able to perform skill independently across settings and situations and with multiple people.
Somewhat means:	Child is able to perform skill with some support in some settings and some situations.
Nearly means:	Child needs a lot of support to perform skills across settings and situations.
Not yet means:	Child is not able to perform skill even with support.

For children with disabilities, any skill that falls into the “Not Yet” category, please indicate what level you believe the child is functioning on the developmental progression.

KEA Skill Key	Skill
EL-C	Emotional Literacy-Skill C: Expresses emotions through language, posture, or gestures suitable to the context.
EL-D	Emotional Literacy-Skill D: With support from an adult, labels emotions in self and others.
EL-E	Emotional Literacy-Skill E: Independently labels emotions in self and others
GM-D	Grip & Manipulation-Skill D: Uses hands with minimal elbow movement and primary control from wrist and fingers.
HD-B	Hand Dominance-Skill B: Uses established dominant hand.
LN-E	Letter Naming-Skill E: Accurately selects and names some-to all of the letters in own name.
OC-C	Object Counting-Skill C: Says or indicates counting words in the correct sequence while keeping track of objects counted (counts with one-to-one correspondence and one-to-one tagging).
ESA-C	Engaged in Self-selected Activities-Skill C: Sustains engagement in a self-selected activity, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.
ESA-D	Engaged in Self-selected Activities-Skill D: Sustains engagement in self-selected activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.