This Screening Tool is a collaborative effort of Early Childhood Educators in Morrow, Umatilla, and Union Counties
#1 Please draw a picture of yourself.
(see separate sheet)

#2 Write your name here.
(see separate sheet)
#3 When I point to the circle, please tell me what color it is.
#4 When I point to the shape, please tell me what shape it is.
#5 When I point to a letter, please tell me what letter it is.
#6 When I point to a letter, please tell me what letter it is.
#7 Please count as high as you can.
#8 When I point to the number, please tell me what number it is.
#9 Look at these three pictures. What would come first? Next? Next? Next?

#10 Please count out 10 cubes.
Adult places 10 objects in a line. Please touch and count the objects.

#11 I am making a pattern
color 1, color 2, color 1, color 2.
Please make the same pattern I did.
Can you make it longer?

#12 I am hopping (model hopping on one foot in place)
Now it is your turn to hop on one foot.

Now I am going to jump over the line (model jumping over the line)
Your turn to jump over the line.

Model skipping from one line to the next.
Your turn, start here and skip to that line.
This page contains a family history form with various questions. The questions are related to vision, hearing, allergies, medications, and other medical history. The form is designed to gather information about the child's health and family history, possibly for screening or genetic counseling purposes. The form includes options for yes or no responses, and there are fields for additional details such as birth date, place of birth, and other relevant medical information.
### Area of Development

For your child’s age, mark how you feel your child is doing:

<table>
<thead>
<tr>
<th>Social Skills: Gets along with same age peers and adults</th>
<th>Speech/Speech Delay</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m worried</td>
<td>Worried</td>
</tr>
<tr>
<td>Somewhat worried</td>
<td>Worried</td>
</tr>
<tr>
<td>I’m a little worried</td>
<td>Worried</td>
</tr>
<tr>
<td>Doing OK</td>
<td>My child is</td>
</tr>
<tr>
<td>Professional Consultants</td>
<td></td>
</tr>
<tr>
<td>What is your overall view of your child’s social abilities with peers and adults?</td>
<td></td>
</tr>
<tr>
<td>Uses several words</td>
<td>Uses long sentences</td>
</tr>
<tr>
<td>Uses gestures (points, wave, etc.)</td>
<td>Says two to three word sentences</td>
</tr>
</tbody>
</table>

### Professional Consultants

**Social**

- Makes many different sounds
- Says many words, but only one word at a time
- Points to what he/she wants
- Makes a few sounds a day

**Communication**

- When you talk to your child, how much does he/she understand? Mark below:
  - Can people outside the family understand your child’s speech?
  - Can the family understand your child’s speech?
  - Does your child answer when you talk to him/her?
  - Do you have concerns about your child’s communication skills/abilities?

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If you checked “yes” to any of the above questions, please explain/describe here or on a separate page:

- Yes
  - Does your child have difficulty recognizing people or objects from across the room?
- Yes
  - Does your child appear clumsy awkward, run into doors or walls?
- Yes
  - Are there any unusual eye movements (i.e., eye turns in/on, does’nt track objects)
- Yes
  - Is there a family history of vision problems or loss of vision?
- Yes
  - Prescribing doctor?
0 or R: 0-4
1: 5-6
2: 7 or more

Able to randomly recognize many numerals 0-9

8

0 or R: 0-4
1: 5-9
2: 10 or more

Able to count

7

0 or R: 0-8
1: 9-14
2: 15 or more

Identifies lowercase letters

6

0 or R: 0-8
1: 9-14
2: 15 or more

Identifies uppercase letters

5

0 or R: None
1: 1-3
2: 4 or more

Identifies at least 4 basic shapes

4

0 or R: 0-3
1: 4-7
2: 8 or more

Identifies basic colors

3

0: Refusal, no letters of name, scambles
1: Some letters of name, letters reversed, missing letters, letters out of order
2: Letter reversals okay, nickname of all letters of name in correct order

Write first name

2

Draw a picture of themselves (no score)

1

R = Refusal
0: None
1: 1
2: 2 or more
1. Demonstrates jumps, skips, or more
   or R: Didn't do either
   1. Copied pattern
   2. Copied and extended
   1. Copies and extends a simple repeating pattern
4. 0 or R: 0-4
  1: 5-6
  2: 7-10
  10: Count in one-to-one correspondence
0: Any out of order
1: All in correct order; 2 pictures: 3rd, 3rd, 3rd, 3rd, or first, next, last
2: All in correct order; 3 pictures: 3rd, 3rd, 3rd, or first, next, last
9: Able to put pictures in sequential order

KINDERGARTEN READINESS SCREENING - Score Sheet
<table>
<thead>
<tr>
<th>Identifies 0-4 or Refusal</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies 5-9</td>
<td>1</td>
</tr>
<tr>
<td>Identifies 10 or more</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identifies 0-8 or Refusal</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies 9-14</td>
<td>1</td>
</tr>
<tr>
<td>Identifies 15 or more</td>
<td>2</td>
</tr>
</tbody>
</table>

6. Identifies lowercase letters (circle identified letters)

<table>
<thead>
<tr>
<th>Identifies none or Refusal</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies 1-2</td>
<td>1</td>
</tr>
<tr>
<td>Identifies 4 or more</td>
<td>2</td>
</tr>
</tbody>
</table>

5. Identifies uppercase letters (circle identified letters)

4. Identifies square triangle diamond rectangle

3. Identifies basic shapes (circle identified shapes)

2. Letters reversed Red, brown, black

1. White, pink, blue, purple, gray/silver

<table>
<thead>
<tr>
<th>No Letters of name, scratch, refusal</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some letters of name, out of order</td>
<td>1</td>
</tr>
<tr>
<td>(letter reversals and nicknames are ok)</td>
<td></td>
</tr>
<tr>
<td>All letters of name in correct order</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Draws picture of self

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Preschool Attended: ____________________________
Observer Name: ____________________________
Assessment Date: ____________________________
School: ____________________________
DOB: ____________________________

KINDERGARTEN READINESS SCREENING

SSID#: ____________________________
Child's Name: ____________________________

GOES BY: ____________________________
### Observer Comments

- 0-11 Points: Intensive Support Needed
- 12-16 Points: Moderate Support Needed
- 17-21 Points: Ready for Kindergarten

<table>
<thead>
<tr>
<th>Kindergarten Readiness Level:</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates no skills or refusal</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates 1 skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates 2 or more skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did not copy or refusal</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copied pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copied and extended pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counts 0-4 or refusal</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts 5-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counts 7-10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any out of order</th>
<th>0</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>All in correct order</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognizes 0-4 or refusal</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes 5-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes 7 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score:</th>
<th>Skip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Your Child's Readiness Score</th>
<th>Math</th>
<th>Literacy/Language</th>
<th>Motor Skills</th>
</tr>
</thead>
</table>
| 17-21                        | - Identifies at least 8 colors: red, blue, green, yellow, orange, pink, purple, white, brown, black, and gray.  
- Identifies at least 4 shapes: circle, triangle, square, diamond, rectangle, or hexagon.  
- Able to verbally count to 10.  
- Recognizes at least 5 printed numbers 0 to 9.  
- Counts out at least 5 objects.  
- Copies and extend a simple repeating pattern. | - Identifies age and gender.  
- Draws a detailed picture of themselves.  
- Writes first name.  
- Identifies 10 or more uppercase letters.  
- Identifies 10 lowercase letters.  
- Able to put 4 pictures in in order of events. | - Cuts a wavy line with scissors.  
- Uses a glue stick to glue two papers together.  
- Performs 2 of the 3 skills: Hops on 1 foot; jumps over a line; skips. |
| Ready for Kindergarten       |      |                  |             |
| 12-16                        | - Identifies 4 to 7 colors: red, blue, green, yellow, orange, pink, purple, white, brown, black, and gray.  
- Identifies 1 to 3 shapes: circle, triangle, square, diamond, rectangle, or hexagon.  
- Able to verbally count to at least 5.  
- Recognizes at least 1 printed number 0 to 9.  
- Counts out at least 2 objects.  
- Copies a simple repeating pattern. | - Identifies age or gender.  
- Draws a simple picture of themselves.  
- Writes some of the letters of their name.  
- Identifies at least 5 uppercase letters.  
- Identifies at least lowercase letters.  
- Unable to put 4 pictures in in order of events. | - Cuts a straight line.  
- Unable to use a glue stick.  
- Performs 1 of the following 3 skills: Hops on 1 foot; jumps over a line; skips. |
| Moderate Support Needed in Kindergarten |      |                  |             |
| 0-11                         | - Identifies 3 or fewer colors: red, blue, green, yellow, orange, pink, purple, white, brown, black, and gray.  
- Unable to identify any basic shapes: circle, triangle, square, diamond, rectangle, hexagon.  
- Unable to verbally count to 5. Unable to recognize the printed numbers 0 to 9.  
- Unable to count objects.  
- Unable to copy a simple repeating pattern. | - Unable to identify age or gender.  
- Unable to draw a simple picture of themselves.  
- Scribbles or unable to write any of the letters of their name.  
- Identified 4 or fewer uppercase letters.  
- Able to identify 4 or fewer lowercase letters.  
- Unable to put 4 pictures in in order of events. | - Unable to cut a straight line.  
- Unable to use a glue stick.  
- Unable to perform any of the following three skills: Hops on 1 foot; jump over a line, or skip. |
| Intensive Support Needed in Kindergarten |      |                  |             |
Numbers and Math Readiness:
Examples of activities:
• Counting from 1 – 10...in the bottom of an empty egg carton place varied amounts of buttons or bears and ask the child to count how many are in each cup.
• One to one correspondence... have child help set the table by placing a fork, spoon, napkin, cup and plate on every placemat.
• Math cooking...simple recipes involving simple measurements help child to practice counting.

Reading Readiness
Examples of activities:
• Simon Says and the Hokey Pokey
• Storytelling...find pictures in magazines and books and encourage child to tell you what is happening
• Greeting cards...help children to make cards for special occasions.
• Magnetic or wooden alphabet letters...child can use to spell out words that you write on a piece of paper for him/her. Keep the words short, simple and familiar – one to a page. This also helps with one to one correspondence.
• Regular visits to the library and library story-time
• Reading games...ask child to help you find certain letters in the soup, or on the cereal box or on billboards on the highway.
• Make up riddles...ie: “I rhyme with cool. You can swim in me. What am I?”

Listening and Sequencing
Examples of Activities:
• Listening walks...listen for and identify with child both loud and soft sounds heard on the walk. Ask child to try and recall as many as possible when you return home.
• Retelling simple stories in sequence...Read a familiar story to the child and ask her/him what happened first? next? next?...and last?

Motor Skills
Examples of activities:
• Animal imitation...have the child imitate various animals by ie: jumping like a frog, hopping like a rabbit, galloping like a horse...
• Kicking and running...in a large, safe open area...preferably grassy for fewer scrapes and bumps
• Follow the leader...dance like a ballerina, waddle like a duck, walk a straight line like a tightrope walker...
• Cutting...use child safety scissors that really work. Children can cut up colored paper at random and make a collage with it. Give them the coupon section of Sunday’s paper and let them cut out the coupons or pictures. It doesn’t matter what they cut or if the cut straight or not...the idea is just to give them practice in handling the scissors.

Community Resources

La Grande Public Library  Story Time  Wednesday 10-10:30
Think Link  Math Night  June 22  6:30 - 7:30
Early Learning Matters  Literacy  May 9  4:30 - 6:00

SAMPLE