

Individual Kindergarten Development Check

Warrawong Public School



Name : _____	Date of Birth: _____
Assessor's Name: _____	
Date Check 1 _____	Date check 2 _____

Personal and Social Behaviour	Check 1			Check 2		
The child:	Yes	Dev	Not yet	Yes	Dev	Not yet
• separates comfortably from parent/carer						
• is independent in their toilet routine						
• completes everyday tasks independently, e.g.unpacks and packs bag						
• engages in imaginative play						
• uses words rather than physical aggression to solve problems						
• takes turns and shares with others						
• demonstrates cooperation with adult directions						
• is confident and responds to peers and adults						

Additional Comments/Special Needs: _____

Manipulative and Fine Motor	Check 1			Check 2		
	Yes	Dev	Not Yet	Yes	Dev	Not Yet
The child:						
• constructs models with 4 - 8 pieces using, for example, Duplo, Lego						
• cuts along straight lines with scissors						
• cuts along curved lines with scissors (the paper being steadied with one hand whilst child cuts with the other)						
• holds pencil in preferred hand, near point, between thumb and first two fingers when drawing and writing (tripod grip)						
• uses medium pressure on pencil demonstrating good muscle tone						
• copies a circle and a cross with accuracy (watch for difficulties crossing the centre line of the cross (eg. changing hands) to complete lateral line)						

Additional Comments/Special Needs: _____

Gross Motor	Check 1			Check 2		
	Yes	Dev	Not Yet	Yes	Dev	Not Yet
The child:						
• walks upstairs one foot to a step (alternate feet)						
• walks down stairs one foot to a step (alternate feet)						
• walks a narrow line: on the ground one foot in front of the other (toe to heel)						
• balances on the right foot 3-5 seconds						
• balances on the left foot 3-5 seconds						
• hops forward on preferred foot for 3-5 metres						
• throws a beanbag underarm in a stipulated direction (at least one metre) using one hand						
• uses two hands to catch a beanbag that has been thrown from at least a metre						
• moves around equipment purposefully and quickly without bumping or tripping						

Additional Comments/Special Needs: _____

Listening, Speaking and Understanding	Check 1			Check 2		
	Yes	Dev	Not Yet	Yes	Dev	Not Yet
The child:						
• talks fluently without stuttering						
• uses normal voice and pitch (is not husky or croaky)						
• uses grammatically correct sentences when speaking including correct use of pronouns, third person and regular past tenses/plurals						
• articulates most sounds correctly (excluding s, r, th)						
• responds to questions eg. Who? What's that for? When? Why? How? (Receptive Language)						
• asks questions eg. Who? What's that for? When? Why? How? (Expressive Language)						
• understands most classroom instructions (at least 3 stage instructions eg. Put your pencil on the paper, pull your chair in, fold your arms)						
• speaks in a manner which can be easily understood by adults						
• listens to stories read or told and demonstrates understanding when questioned						
• shows beginning awareness of social language conventions (e.g. greeting others, letting others speak, manners - please, thank you etc)						

Additional Comments/Special Needs: _____

Cognitive Development	Check 1			Check 2		
	Yes	Dev	Not Yet	Yes	Dev	Not Yet
The child:						
• gives name and age						
• recognises name in print						
• attempts to write first name using some correct letters						
• can write their first name using correct letter formation with a capital letter at the start and lower case letters for the remainder						
• recognises and names 4 colours (R,B,G,Y)						
• counts to 5 with 1:1 correspondence (Counters)						
• sequences 3 pictures using a familiar context						
• can copy and continue a pattern using 2 items						
• repeats orally a sequence of 3 numbers between 1-10						
• sustains attention to complete a task						
• draws a person with head (including 2 or 3 facial features) and arms and legs						

Additional Comments/Special Needs: _____

The child has been referred to:

Speech Therapy

Occupational Therapy

Guidance

Other _____