

Photocopy Masters

for the original 56 markers

Photocopy master

Kindergarten Development Check – Individual

Name:	Date of Birth:
School:	Teacher's Name:
Date Check 1:	Date Check 2 (if necessary):

Note: The Kindergarten Development Check is an early check for appropriate development and must be used in conjunction with the support materials. However teachers should be aware that in a kindergarten program one of their major responsibilities is the development of the capabilities, i.e. Rational, Linguistic, Creative, Personal and Kinaesthetic, as described in *Our Children: The Future*.

Gross Motor	Check 1			Check 2	
The child:	Yes	Dev	Not Yet	Yes	Not Yet
• walks upstairs one foot to a step (alternate feet) GM 1					
• walks down stairs one foot to a step (alternate feet) GM2					
• climbs ladders and frames, hands and feet moving alternately to show bilateral movement GM3					
• jumps from a step, box or similar (40 cm high) and lands on two feet, with bent knees GM4					
• walks a narrow line: on the ground one foot in front of the other (toe to heel) GM5					
• balances on right foot for 3-5 seconds GM6					
• balances on left foot for 3-5 seconds GM7					
• hops forward on preferred foot for 3-5 metres GM8					
• throws a beanbag underarm in a stipulated direction, (at least a metre) using one hand GM9					
• uses two hands to catch a beanbag that has been thrown from at least a metre GM10					
• kicks a stationary ball in a stipulated direction (eg small soccer ball) GM11					
• moves around equipment purposefully and quickly without bumping or tripping GM12					
• can support their own body weight, hanging by their arms for at least 5 secs GM13					

Additional Comments/Special Needs:

Manipulative and Fine Motor		Check 1			Check 2	
		Yes	Dev	Not Yet	Yes	Not Yet
The child:						
• constructs models with 4-8 pieces using, for example, Duplo, Lego	FM1					
• cuts along straight lines with scissors	FM2					
• cuts along curved lines with scissors (the paper being steadied with one hand, whilst child cuts with the other)	FM3					
• holds pencil in preferred hand, near point, between thumb and first two fingers when drawing and writing (tripod grip)	FM4					
• uses medium pressure on pencil demonstrating good muscle tone	FM5					
• 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.)	FM6					

Additional Comments/Special Needs:

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Personal and Social Behaviour		Check 1			Check 2	
		Yes	Dev	Not Yet	Yes	Not Yet
The child:						
• is independent in their toilet routine	PS1					
• completes everyday tasks independently, e.g. unpacks and packs bag	PS2					
• engages in imaginative play	PS3					
• uses words rather than physical aggression to solve problems	PS4					
• takes turns and shares with others	PS5					
• shows concern for others	PS6					
• increasingly cooperates with other children in extended play situations	PS7					
• is confident and responds in known situations	PS8					
• engages in personally challenging tasks for increasing periods of time	PS9					
• separates comfortably from parent/carer	PS10					
• demonstrates cooperation with adult directions	PS11					

Additional Comments/Special Needs:

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Listening, speaking, understanding		Check 1			Check 2	
		Yes	Dev	Not Yet	Yes	Not Yet
The child:						
• **talks fluently without stuttering	LSU1					
• **uses normal voice and pitch (i.e. is not husky or croaky)	LSU2					
• uses grammatically conventional spoken language, including correct use of pronouns, third person and regular past tenses/plurals (errors may persist with irregular forms, e.g. caught, mouses)	LSU3					
• uses speech which is phonetically correct (excluding s, r, th)	LSU4					
• responds to questions, e.g. Who? What's that for? Where? (Receptive Language)	LSU5					
• asks questions, e.g. Who? What's that for? When? Why? How? (Expressive Language)	LSU6					
• understands most classroom instructions (at least 3 stage instruction)	LSU7					
• can use language to state needs and feelings	LSU8					
• speaks in a manner which can be easily understood by adults	LSU9					
• understands positional words, e.g. behind, beside, next to, in front of, over	LSU10					
• uses positional words	LSU11					
• listens to stories read or told and demonstrates understanding when questioned	LSU12					
• recounts a personal experience in a logical sequence	LSU13					
• shows beginning awareness of social language conventions (e.g. greetings, please, letting others speak)	LSU14					

<p>Additional Comments/Special Needs:</p> <p>.....</p> <p>.....</p>
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** refer immediately to speech pathologist if the observation is "Not Yet"

Cognitive development		Check 1			Check 2	
		Yes	Dev	Not Yet	Yes	Not Yet
The child:						
• recognises and names four (4) colours	C1					
• gives name and age (first name and surname)	C2					
• counts to 5 with 1:1 correspondence	C3					
• recognises name in print	C4					
• sequences three (3) pictures, using a familiar context	C5					
• can copy and continue a pattern using two (2) items	C6					
• can complete an 8-12 piece jigsaw	C7					
• builds three (3) steps with cubes after demonstration	C8					
• repeats orally a sequence of three (3) numbers between 1 and 10	C9					
• sustains attention to complete a variety of tasks	C10					
• draws a person with head (including 2 or 3 facial features) and arms and legs	C11					
• predicts and understands: What do you think will happen next? What will happen if? (For example, everyday events, responding to texts.)	C12					

Additional Comments/Special Needs:

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The child has been referred to:

Guidance

Speech

Other

