



Developmental Checklist A – Preschool Teacher/Other Non-Related Adult
(For Children Being Considered for Early Admission to Kindergarten)

This form is to be completed and mailed by the child’s preschool teacher or an adult (other than parent/guardian or family member) familiar with the child’s development. *It is the responsibility of the parent/guardian to follow up with the person asked to complete and mail this form to ensure it reaches the Office of Early Childhood Programs in a timely manner.*

This section to be completed by parents/guardians:

Child’s Name _____ Date _____

Parent(s)/Guardian(s) Name(s) _____

Early Admission Application is for Howard County Public School System’s Kindergarten

Name of Person Completing *Developmental Checklist A* _____
(Last) (First)

Relationship to the Child _____

Name, Address and Phone # of Program (if applicable) _____

Directions: Please complete this form about the child whose name appears in the above box. It will be used in conjunction with other information regarding this child’s application for early admission. Please circle “almost always,” “usually,” “sometimes,” or “never” for each item.

Assessment Items

Circle One

- | | | | | |
|--|---------------|---------|-----------|-------|
| 1. The child separates from familiar adults in a familiar setting with minimal distress. | Almost Always | Usually | Sometimes | Never |
| 2. The child demonstrates effective eye-hand coordination during tasks and activities such as putting together a puzzle, cutting specific shapes with scissors, putting caps on markers or bottles, etc. | Almost Always | Usually | Sometimes | Never |
| 3. Recognizes and identifies their own emotions and the emotions of others. | Almost Always | Usually | Sometimes | Never |
| 4. The child follows oral directions without requiring constant assistance. | Almost Always | Usually | Sometimes | Never |
| 5. The child interacts cooperatively with peers in pretend play, including planning and coordination of roles. | Almost Always | Usually | Sometimes | Never |
| 6. The child demonstrates self-direction in learning by planning and initiating tasks or activities. | Almost Always | Usually | Sometimes | Never |
| 7. The child completes age-appropriate personal care and health tasks (e.g., washing hands, covering mouth to cough or sneeze, etc). | Almost Always | Usually | Sometimes | Never |

8. The child asks for help when needed.	Almost Always	Usually	Sometimes	Never
9. The child demonstrates self-control and focuses on an activity or task with concentration despite distractions and/or temptations.	Almost Always	Usually	Sometimes	Never
10. The child moves with control, balance, and coordination during active play (e.g., bends, runs, hops, skips, twists).	Almost Always	Usually	Sometimes	Never
11. The child demonstrates empathy and concern for others.	Almost Always	Usually	Sometimes	Never
12. The child persists with activities or tasks long enough to complete them or attain a goal, even when frustrated or challenged, with minimal distress.	Almost Always	Usually	Sometimes	Never
13. The child readily learns and follows multi-step routines and procedures.	Almost Always	Usually	Sometimes	Never
14. The child shares materials and equipment with other children, with adult modeling and support.	Almost Always	Usually	Sometimes	Never
15. The child refrains from impulsive behaviors during guided and group activities.	Almost Always	Usually	Sometimes	Never
16. The child demonstrates coordination in using objects during active play (e.g., throwing, kicking, or catching a ball, riding a bicycle or tricycle).	Almost Always	Usually	Sometimes	Never
17. The child demonstrates eagerness and curiosity toward learning by asking questions and seeking new information.	Almost Always	Usually	Sometimes	Never
18. With modeling and support, the child negotiates to resolve social conflicts with peers.	Almost Always	Usually	Sometimes	Never
19. The child demonstrates self-confidence and takes risks when participating in both familiar and new experiences.	Almost Always	Usually	Sometimes	Never
20. The child handles transitions easily.	Almost Always	Usually	Sometimes	Never
21. Does this child exhibit the social and emotional maturity needed for productive functioning in a <u>kindergarten</u> class of 20 or more children?	Yes		No	

Comments/Remarks: Please use the space below to include any additional information that will support your ratings or the items above. Thank you.

Please email to early_admission@hcpss.org or return to Early Childhood Programs, Howard County Public School System, 10910 Clarksville Pike, Ellicott City, MD 21042
Forms must be submitted **March 1 – April 30**.
Forms returned after April 30 will not be accepted.