

Kindergarten Development Check Photocopy Master - Individual Assessment

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

Note: The Critical Markers are aligned to the *Essential Learnings* and are an early check for appropriate development. They should be used in conjunction with relevant support materials.

Essential and critical marker	Description	Check 1		Check 2	
		Yes	No	Yes	No
Thinking					
TH1	Predicts and understands; what do you think will happen next?; What will happen if?				
TH2	Asks questions, (productive mode) e.g. Who?, What's that for?, When?, Why?, How?				
TH3	Draws a person with a head (including 2 Or 3 facial features), arms and legs.				
TH4	Responds to questions, (receptive mode) e.g. Who?, What's that for?, Where?				
Communicating					
CO1	***Talks fluently without stuttering.				
CO2	***Uses normal voice and pitch.				
CO3	Recognises first name in print.				
CO4	Speaks in a manner that can be easily understood by adults.				
CO5	Recounts a personal experience in logical sequence.				
CO6	Counts to 5 with 1:1 correspondence.				
CO7	Can copy and continue a pattern using two items.				
CO8	Can complete an 8-12 piece jigsaw puzzle.				
Personal Futures					
PF1	Engages in imaginative play.				
PF2	Separates comfortably from parent/carer.				
PF3	Gross Motor: Use the 13 original markers to inform a global judgement.				
PF4	Constructs a model with 4-8 interlocking pieces using for example, Duplo or Lego.				
PF5	Copies a cross within a circle.				
PF6	Is independent in their toilet routine.				
PF7	Sustains attention to complete a variety of tasks.				
Social Responsibility					
SR1	Understands most classroom instructions (at least 3 stage instructions).				
SR2	Increasingly cooperates with other students in extended play situations.				

*** All students should be assessed against these two markers early in the year and at the latest, before Easter. Students who do not achieve a YES against these indicators must be referred immediately, with parental consent, to the Speech Pathologist within the branch or cluster.

Additional Comments/Referrals:	The student has been referred to: Guidance <input type="checkbox"/> Speech <input type="checkbox"/> Other <input type="checkbox"/>
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