

EARLY ENTRANCE TO FIRST GRADE TEACHER'S OBSERVATION CHECKLIST
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Student's Name	Student Number
School	
Teacher(s) name (print)	
Teacher(s) name (signature)	Date

Directions: Please check all of the concepts/skills/characteristics that the student demonstrates during the 4-6 week observation period. Return Attachment 3 and 4 to the TAG Coordinator for the SIT meeting.

SECTION I – DEVELOPMENTAL CHARACTERISTICS
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COGNITION

- _____ Student grasps concepts and masters information quickly.
- _____ Student demonstrates above-average ability to remember and make connections.
- _____ Student quickly recognizes patterns, relationships, similarities and differences.
- _____ Student asks thought-provoking questions.
- _____ Student generates numerous ideas related to a topic.
- _____ Student expresses unusual ideas and/or points of view; student takes risks.
- _____ Student demonstrates strong reasoning and logical thinking abilities.
- _____ Student offers a variety of creative and imaginative solutions to problems.
- _____ Student recognizes, understands and/or uses humor (jokes, riddles, puns).
- _____ Student creates clever, elaborate stories, songs, etc.

TASK COMMITMENT

- _____ Student works independently
- _____ Student works through and stays on task with a minimum of direction.
- _____ Student works effectively in group situations.
- _____ Student maintains attention to various types of stimuli (visual, auditory, etc.)
- _____ Student completes tasks, often beyond expectations.
- _____ Student seeks challenging activities (puzzles, problem solving).
- _____ Student makes transitions easily from one activity to another.

SOCIAL/EMOTIONAL DEVELOPMENT

- _____ Student interacts well with peers (works and plays cooperatively).
- _____ Student interacts positively with adults.
- _____ Student exhibits self-confidence.
- _____ Student demonstrates an appropriate level of emotional maturity – exhibits self-control.
- _____ Student exhibits leadership abilities.
- _____ Student adjusts to new situations.

TOTAL NUMBER OF DEVELOPMENTAL CHARACTERISTICS CHECKS: _____/23

SECTION II – LANGUAGE DEVELOPMENT

READING

Concepts About Print:

_____ Student possesses a high-level of knowledge regarding concepts about print.

Phonemic Awareness:

_____ Student can consistently produce a rhyming word for most phonograms; identifies rhyming and alliteration examples as it arises in text without being prompted by the teacher; begins to change onsets to make new words.

Decoding/Phonics:

_____ Student recognizes almost all of the letters, capital and lower-case; has sound/letter correspondence and can use that information to locate an unknown word in text.

_____ Student is able to write the corresponding beginning and ending letter for words during a dictation informal inventory.

High-frequency Vocabulary:

_____ Student recognizes many words in isolation, can locate those words in text, and begins to use known words to figure out unknown words.

Reading Strategies:

_____ Student reads Early Reader level text fluently, rereading to self-correct errors.

Comprehension:

_____ Student sequentially retells major events from a story.

_____ Student responds to a story, in written form, as a journal entry.

_____ Student answers questions orally and can revisit text to support a response.

_____ Student identifies literary elements (setting, characters, problem, solution).

Positive Attitudes Toward Reading:

_____ Student reads Early Reader text level with fluency and expression, often choosing to read independently or to a classmate.

COMMUNICATION

Oral Language:

_____ Student speaks in complete thoughts.

_____ Student uses oral language to describe, compare, sequence, and predict.

_____ Student participates in class and group discussions.

Writing:

_____ Student writes a complete thought:

- forming letters legibly.
- using some punctuation correctly.
- Spacing appropriately between words.

_____ Student engages in independent writing activities.

TOTAL NUMBER OF LANGUAGE DEVELOPMENT CHECKS: _____/16

SECTION III – MATHEMATICS DEVELOPMENT

MATHEMATICS

Numeration:

Student counts to 100 by tens and ones.
Student counts forward beginning from a given number with the known sequence (instead of having to begin at 1).
Student writes numbers 0-20..
Student represents a number of objects with a written numeral 0-20 (with 0 representing a count of number objects).
Student understands the relationship between numbers and quantities; connects counting to cardinality.
Student counts to answer “how many?” questions about as many as 20 things in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Student identifies whether a number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.
Student compares two numbers between 1 and 10 presented as written numerals.
Student represents addition and subtraction with objects fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Student solves addition and subtraction word problems, and adds and subtracts within 10 by using objects or drawings to represent the problem.
Student decomposes number less than or equal to 10 into pairs in more than one way.
Student fluently adds and subtracts within 5.
Student models adding to a given number (1-9) to find sums up to and equal to 10.
Student composes and decomposes teen numbers into ten ones and some more ones.

Geometry:

Student identifies and describes shapes both 2 dimensional and 3 dimensional (e.g. circles, squares, an triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)
Student identifies circles, squares, and triangles which are congruent and those which are similar.
Student identifies shapes as 2 dimensional or 3 dimensional.
Student composes simple shapes to form larger shapes.
Student names at least two properties of a circle, square, and triangle.

Measurement:

Student compares objects or sets of objects using the criteria of quantity relationships:

- Big/little
- Long/short
- Tall/short
- Large/small
- Same/different
- Many/few
- All/none/some
- More than/less than
- Most/least
- Heavier/lighter

_____ Student identifies relative positions:

- Inside/outside/on
 - Top/bottom
 - Above/below
 - Under/over
 - First/last/next
 - In front of/behind
 - Middle/between
 - Right of/left of
 - High/low
 - Before/after
- _____

Measurement (continued):

Student identifies time relationships:

- Before/after
- Morning/noon/afternoon
- Yesterday/today/tomorrow
- Beginning/end
- Early/late/latest
- Young/old

_____ Student identifies a calendar, and its purpose; the year, the month and date; names the days of the week.

_____ Student identifies temperature relations:

- Hot/cold
- Cool/warm

_____ Student measures length and distance using non-standard units.

Problem Solving:

_____ Student uses problem-solving approaches to investigate and demonstrate understanding of mathematical content.

_____ Student develops and applies strategies to solve a wide variety of problems.

_____ Student verifies and interprets results with respect to the original problem.

_____ Student demonstrates confidence in using mathematics meaningfully through oral and written presentations.

TOTAL NUMBER OF MATHEMATICS DEVELOPMENT CHECKS: _____/31