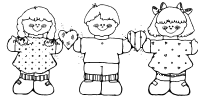


Newport-Mesa Unified School District

Preschool Teacher Questionnaire



INSTRUCTIONS

This Preschool Teacher Questionnaire will be given to the child's kindergarten teacher. Your responses are invaluable in helping the teacher begin to become acquainted with the child and plan the first weeks of instruction. Please obtain parent permission, complete the questionnaire, and mail it to the elementary site the child will attend for kindergarten by June 10th. Your responses should reflect the child's learning and development through the month of May. Thank you for taking the time to help your student experience a smooth transition to kindergarten.

PARENT AUTHORIZATION FOR EXCHANGE OF INFORMATION

I hereby authorize _____ to release educational information regarding my child
(Name of Preschool)
to the kindergarten teaching staff and principal of _____ School in the Newport-Mesa Unified School District. I understand that the purpose of this questionnaire is to help my child's kindergarten teacher plan for my child's successful transition into kindergarten.

Parent Signature _____ Date _____

Preschool Teacher Completing This Form _____ **Date** _____

Phone Number and/or E-mail _____

Child's Name _____ Birthday _____

Preschool Attended _____

Length of Attendance (months or years) _____

Number of Days Per Week and Length of Day _____



PART ONE: Introduction

1. What is/are the child's preferred learning style(s)?

- ☐ Visual
- ☐ Auditory
- ☐ Tactile

2. What are the child's strengths?

3. What does the child find challenging?



PART TWO: Desired Results Developmental Profile Checklist

This part of the questionnaire is based on the Desired Results Developmental Profile, which contains developmental skills that lead to kindergarten standards. Please put a checkmark in the appropriate column for each skill. You can find the complete profile, which is used in N-MUSD preschools, at the following web site: www.cde.ca.gov/cyfsbranch/child_development/downloads/profiles.xls.

Social and Interpersonal Skills	Not Yet	Emerging	Almost Mastered	Fully Mastered
1. Responds to and makes verbal greetings at appropriate times (says “good morning” or “hi” if prompted by a familiar adult).				
2. Cooperates with peers during play.				
3. Negotiates with peers to resolve conflicts (e.g., agrees to sharing and taking turns).				
4. Exhibits impulse control and self-regulation (e.g., uses appropriate words to show anger when a toy is taken by another child, shows some patience to wait his/her turn).				
5. Follows rules when participating in routine activities (e.g., joins group for circle time, tolerates transitions).				

Communication and Language (in the language spoken most at home)	Not Yet	Emerging	Almost Mastered	Fully Mastered
1. Follows two-step requests that are sequential, but not necessarily related (e.g., “Please pick up the ball and then get your coat”).				
2. Engages in conversation (e.g., tells about a past event, asks how something works).				
3. Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., claps out sounds or rhythms of words; creates own rhyming words in song).				
4. Experiments with new vocabulary, uses more complex grammar and parts of speech (e.g., uses plural forms of nouns; uses future or past tense, uses pronouns such as “he,” “she,” “I,” “you”).				

Emerging Mathematical Skills	Not Yet	Emerging	Almost Mastered	Fully Mastered
1. Recites numbers from 1 to 10.				
2. Understands that numbers represent quantity (e.g., can get three apples out of a bag).				
3. Describes how items are the same or different (e.g., “This ball is bigger than that one.”).				
4. Matches and names simple patterns (e.g., “boy-girl-boy-girl,” “red-blue-red-blue”).				

Emerging Literacy Skills	Not Yet	Emerging	Almost Mastered	Fully Mastered
1. Understands that letters make up words (e.g., knows some of the letters in his or her name).				
2. Recognizes print in the environment (e.g., recognizes labels around the classroom).				
3. Makes three or more letter-sound correspondences (e.g., “b” says /b/).				
4. Pretends to read books.				
5. Draws a picture related to a story and talks about his or her drawing.				
6. Uses pretend writing during play activities (e.g., scribbles lines and shapes).				
7. Uses strings of repeated letter-like symbols as pretend writing.				
8. Writes three or more letters or numbers.				

Large and Small Motor Skills	Not Yet	Emerging	Almost Mastered	Fully Mastered
1. Jumps forward with both feet together.				
2. Pedals a tricycle.				
3. Kicks a large ball.				
4. Gets dressed with minimal help (can take off and put on shoes, socks, coat, etc.).				
5. Skips or gallops.				
6. Manipulates two small objects at the same time (e.g., stringing beads).				
7. Uses tools with increasing precision (e.g., crayons, scissors).				
8. Fastens buttons.				

Demonstrates Emerging Independence	Not Yet	Emerging	Almost Mastered	Fully Mastered
1. Can say first and last name when asked.				
2. Uses the bathroom, wipes, and washes hands independently.				
3. Knows how to follow routines in emergency situations (e.g., fire or earthquake drills).				

