



LUKE WAITES CENTER FOR DYSLEXIA AND LEARNING DISORDERS
KINDERGARTEN ACADEMIC CHECKLIST – TEACHER FORM

(Teacher should only complete this form if your child has not yet entered 1st grade.)

Child's Name: _____

Date: _____

Teacher's Name: _____

Years You Have Taught: _____

School Name: _____

School District: _____

How long have you taught this child? _____

Does this child attend a Full Day or Half Day Program? _____

Number of days per week? _____

What methods / curricula have you used to teach this child to address specific pre-academic skills as noted below for reading and math? _____

Table with 3 columns: Skill, (empty), and Rate Child's Ability (1-4). Rows include skills like 'Follows a sequence of oral directions', 'Uses a variety of words to label and describe', etc.

Any additional comments about child's language development:

PHONOLOGICAL AWARENESS		
Skill	Child's Instructional Exposure / Practice with this skill (number of months)	Rate Child's Ability 1 – Able 2 – Able but Inconsistent 3 – Emerging 4 – Unable
Produces rhyme		
Identifies syllables in spoken words		
Isolates the initial sound in a one-syllable word		
Blends spoken sounds to form a one-syllable word		
Segments sounds in words with two to three phonemes		

PRINT AWARENESS		
Skill	Child's Instructional Exposure / Practice with this skill (number of months)	Rate Child's Ability 1 – Able 2 – Able but Inconsistent 3 – Emerging 4 – Unable
Identifies upper- and lower- letters		
Recognizes that sentences consist of words separated by spaces		

BEGINNING READING		
Skill	Child's Instructional Exposure / Practice with this skill (number of months)	Rate Child's Ability 1 – Able 2 – Able but Inconsistent 3 – Emerging 4 – Unable
Identifies the common sounds that letters represent		
Uses knowledge of letter-sound relationships to decode regular words (VC, CVC, CCVC, CVCC)		
Recognizes that new words are created when letters are changed, added, or deleted		
Identifies at least 25 high-frequency words		
Identifies elements of a story, including setting, character, and key events		

Any additional comments about child's reading skills:

HANDWRITING / SPELLING		
Skill	Child's Instructional Exposure / Practice with this skill (number of months)	Rate Child's Ability 1 – Able 2 – Able but Inconsistent 3 – Emerging 4 – Unable
Writes own name		
Forms upper- and lower- case letters legibly		
Matches sounds to letters to spell CVC words		

MATH		
Skill	Child's Instructional Exposure / Practice with this skill (number of months)	Rate Child's Ability 1 – Able 2 – Able but Inconsistent 3 – Emerging 4 – Unable
Uses logical reasoning		
Uses language such as <i>before</i> or <i>after</i> to describe sequence		
Names positions using <i>first, second, third...</i>		
Uses language to describe positions: <i>over, under, above, below...</i>		
Sequences up to three events		
Describes, compares, and sorts objects by attributes		
Reads a calendar using days, weeks, and months		
Compares by length, capacity, and weight		
Uses number symbols through 20		
Adds and subtracts using concrete objects		
Identifies, extends, and creates patterns		
Counts by ones to 100		
Uses information from a graph of real objects or pictures		

Any additional comments about child's math skills:

Other thoughts or comments you would like to share:
