1. Class Assignment
   ○ K

2. Child's Date of Birth:
   dd / mm / yy
   0
   1
   2
   3
   4
   5
   6
   7
   8
   9

3. Sex:  ○ F  ○ M

4. Gender Identity:
   ○ Boy
   ○ Girl
   ○ In another way
   ○ I don't know

5. Postal Code
   ____________________  ____________________

6. Class Type:  ○ K
   ○ K/1
   ○ Other

7. Date of Completion:
   dd / mm / yy
   0
   1
   2
   3
   4
   5
   6
   7
   8
   9

8. BC Ministry of Education designated Special Needs:
   ○ Yes  ○ No

9a. Child considered ELL:
   ○ Yes  ○ No

9b. Child considered ESD:
   ○ Yes  ○ No

10. French Immersion:
    ○ Yes  ○ No

11. Other Immersion:
    ○ Yes  ○ No

12a. Indigenous?

12b. Does this child self-identify with one or more First Nation(s), Métis Nation Homeland(s) and/or Inuit Nunangat community/communities:

Located in British Columbia?

Located elsewhere in Canada?

12c. Which First Nation, Métis and Inuit language does this child identify with?

13. Child's first language(s)

14. Communicates adequately in his/her first language:
    ○ Yes  ○ No  ○ Don't know

15. Student Status:  ○ in class more than 1 month
   ○ in class less than 1 month
   ○ moved out of class
   ○ moved out of school
   ○ other

16. Student is repeating this grade:
    ○ Yes  ○ No
### Section A - Physical Well-being

1. About how many regular days (see Guide) has this child been absent since the beginning of school in the fall?
   
   Number of days absent: [ ] [ ] [ ]

**Since the start of school in the fall, has this child sometimes (more than once) arrived:**

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. over- or underdressed for school-related activities</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. too tired/sick to do school work</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. late</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. hungry</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Would you say that this child:**

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. is independent in washroom habits most of the time</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7. shows an established hand preference (right vs. left or vice versa)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>8. is well coordinated (i.e., moves without running into or tripping over things)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**How would you rate this child's:**

<table>
<thead>
<tr>
<th></th>
<th>very good/ good</th>
<th>average</th>
<th>poor/ very poor</th>
<th>don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. proficiency at holding a pen, crayons, or a brush</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>10. ability to manipulate objects</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>11. ability to climb stairs</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>12. level of energy throughout the school day</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>13. overall physical development</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
## Section B - Language and Cognitive Skills

### How would you rate this child’s:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to use language effectively in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ability to listen in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ability to tell a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ability to take part in imaginative play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to communicate own needs in a way understandable to adults and peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ability to understand on first try what is being said to him/her</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ability to articulate clearly, without sound substitutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Would you say that this child:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Knows how to handle a book (e.g., turn a page)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Is generally interested in books (pictures and print)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is interested in reading (inquisitive/curious about the meaning of printed material)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Is able to identify at least 10 letters of the alphabet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Is able to attach sounds to letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Is showing awareness of rhyming words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Is able to participate in group reading activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Is able to read simple words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Is able to read complex words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Is able to read simple sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Is experimenting with writing tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Is aware of writing directions in English (left to right, top to bottom)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Is interested in writing voluntarily (and not only under the teacher’s direction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Is able to write his/her own name in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Is able to write simple words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B - Language and Cognitive Skills

Would you say that this child:

23. is able to write simple sentences □ □ □
24. is able to remember things easily □ □ □
25. is interested in mathematics □ □ □
26. is interested in games involving numbers □ □ □
27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size) □ □ □
28. is able to use one-to-one correspondence □ □ □
29. is able to count to 20 □ □ □
30. is able to recognize numbers 1 - 10 □ □ □
31. is able to say which number is bigger of the two □ □ □
32. is able to recognize geometric shapes (e.g., triangle, circle, square) □ □ □
33. understands simple time concepts (e.g., today, summer, bedtime) □ □ □
34. demonstrates special numeracy skills or talents □ □ □
35. demonstrates special literacy skills or talents □ □ □
36. demonstrates special skills or talents in arts □ □ □
37. demonstrates special skills or talents in music □ □ □
38. demonstrates special skills or talents in athletics/dance □ □ □
39. demonstrates special skills or talents in problem solving in a creative way □ □ □
40. demonstrates special skills or talents in other areas □ □ □

If yes, please specify: ____________________________
Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please fill in the circle that best describes this child now or within the past six months.

**Would you say that this child:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Often or very true ▲</th>
<th>Sometimes or somewhat true ▲</th>
<th>Never or not true ▲</th>
<th>Don't know ▲</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. plays and works cooperatively with other children at the level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate for his/her age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. is able to play with various children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. follows rules and instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. respects the property of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. demonstrates self-control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. shows self-confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. demonstrates respect for adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. demonstrates respect for other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. accepts responsibility for actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. listens attentively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. follows directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. completes work on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. works independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. takes care of school materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. works neatly and carefully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. is curious about the world</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. is eager to play with a new toy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. is eager to play a new game</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. is eager to play with/read a new book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section C - Social and Emotional Development

**Would you say that this child:**

<table>
<thead>
<tr>
<th></th>
<th>often or very true</th>
<th>sometimes or somewhat true</th>
<th>never or not true</th>
<th>don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>is able to solve day-to-day problems by him/herself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>is able to follow one-step instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>is able to follow class routines without reminders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>is able to adjust to changes in routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>will try to help someone who has been hurt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>volunteers to help clear up a mess someone else has made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>if there is a quarrel or dispute will try to stop it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>offers to help other children who have difficulty with a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>comforts a child who is crying or upset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>will invite bystanders to join in a game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>helps other children who are feeling sick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>is upset when left by parent/guardian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>gets into physical fights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>bullies or is mean to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>kicks, bites, hits other children or adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>takes things that do not belong to him/her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>laughs at other children's discomfort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>can't sit still, is restless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>is distractible, has trouble sticking to any activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>fidgets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>is defiant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C - Social and Emotional Development

Would you say that this child:

46. has temper tantrums
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

47. is impulsive, acts without thinking
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

48. has difficulty awaiting turn in games or groups
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

49. cannot settle to anything for more than a few moments
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

50. is inattentive
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

51. seems to be unhappy, sad, or depressed
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

52. appears fearful or anxious
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

53. appears worried
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

54. cries a lot
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

55. is nervous, high-strung, or tense
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

56. is incapable of making decisions
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

57. is shy
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

58. sucks a thumb/finger
   - often or very true
   - sometimes or somewhat true
   - never or not true
   - don't know

Section D - Special Concerns

1. Does the student have a difficulty that influences his/her ability to do school work in a regular classroom?
   (Please base your answers on teacher observation AND/OR medical diagnosis/parent(guardian) information)
   - yes
   - no
   - don't know
   (If answered no/don't know go to question 5)

If YES above, please mark all that apply.
Please base your answers on teacher observation AND/OR medical diagnosis/parent(guardian) information)

2a. physical disability
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

b. visual impairment
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

c. hearing impairment
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

d. speech impairment
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

e. learning disability
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

f. emotional concern
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

g. behavioural concern
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

h. home environment/concerns at home
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

i. chronic medical/health concerns
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

j. unaddressed dental needs
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

k. other (if known, print below)
   - YES Observed
   - YES Parent Info/Medical Diagnosis
   - YES Both

3. If the child has received a diagnosis or identification by a doctor or psychological professional please indicate.
   You can indicate up to three diagnoses. If there are more than three, please write in the "other" box. Please do not use children’s names.
   (see the Guide for codes)

   If Other, please specify:
Section D - Special Concerns con't

4. Is the child receiving any school based support(s) (e.g. educational assistant, equipment)?
   □ yes □ no □ don't know

5. a. Is the child currently receiving further assessment?
   □ yes □ no □ don't know

   b. Is the child currently on a wait list to receive further assessment?
   □ yes □ no □ don't know

   c. Do you feel that this child needs further assessment?
   □ yes □ no □ don't know

To the best of your knowledge, please mark all that apply to this child:

1. attended an early intervention program
   Specify if known, please print:
   □ yes □ no □ don't know

2. has been in early learning and child care on a regular basis prior to kindergarten entry
   □ yes □ no □ don't know

   If yes, please specify type of care arrangement (please refer to Guide for examples):

   2a. Centre-based, licensed, non-profit
       □ yes □ no □ don't know

   2b. Centre-based, licensed, for profit
       □ yes □ no □ don't know

   2c. Family child care, licensed
       □ yes □ no □ don't know

   2d. Other home-based, unlicensed, non-relative
       □ yes □ no □ don't know

   2e. Other home-based, relative
       □ yes □ no □ don't know

   2f. Child's home, non-relative
       □ yes □ no □ don't know

   2g. Child's home, relative
       □ yes □ no □ don't know

   2h. Other/don’t know
       □ yes □ no □ don't know

2i. To the best of your knowledge, prior to the child’s entry to kindergarten, was this arrangement
   full-time part-time don't know
   □ yes □ no □ don't know

3. attended other language or religion classes
   Specify if known, please print:
   □ yes □ no □ don't know

4. attended a parent/child resources centre (Strong Start, Family Resource Program)
   □ yes □ no □ don't know