



**PARENT QUESTIONNAIRE
EARLY ENTRANCE KINDERGARTEN OR 1ST GRADE**

DATE	
GRADE LEVEL	
CHILD'S NAME	
PARENT NAME	

If accepted for early entrance, would this child be in the same grade level as a sibling?

Circle One

Yes

No

Name of Sibling

PARENT OPEN-ENDED RESPONSES

Why do you feel your child should be considered for early entrance into Kindergarten or First Grade?

What responsibilities does your child have at home? What do you do when your child does not follow through?

How long does your child maintain interest in a play activity or game at a given time?

How does your child respond when he/she tries, but cannot do something?

What does your child know about numbers, shapes, and patterns?



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PARENT OPEN-ENDED RESPONSES

What types of reading activities does your child engage in at home?

What kinds of experiences have your child had with writing and writing tools?

How does your child handle transitions and new situations?

How does your child interact with other children? Please explain and consider whether or not your child shares, takes turns, and cooperates with peers.

What experiences have your child had that required separating from you? How has your child responded in those situations?



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PARENT CHECKLIST	
PLEASE PLACE AN X NEXT TO <u>ONE</u> RESPONSE THAT BEST APPLIES TO YOUR CHILD.	
What is your child's attitude toward learning?	Not interested and/or frustrated when presented with new challenges.
	Completes assignments/tasks inconsistently.
	Is receptive to and enthusiastic about new learning challenges.
	Actively seeks out and persists in new and rigorous learning challenges.
Emotional Development	Often does not comply or becomes emotional when presented with requests.
	Is compliant but becomes easily frustrated when presented with a challenge.
	Thoughtfully considers feedback and requests and modifies behavior appropriately.
Behavior	There is a history of frequent discipline problems in the classroom or at home?
	Has occasional discipline problems.
	Has no history of discipline problems.
	Behavior is positive and effective.
Relationship with Peers	Has extremely poor interpersonal skills.
	Interpersonal skills are not as well developed as same-age peers.
	Interpersonal skills are appropriate for age.
	Demonstrates good interpersonal skills and prefers to be with older children and/or adults rather than same-age peers.
	Has good interpersonal skills with same-age peers, as well as with older and younger students and with adults.
Motivation	Does not complete assignments/tasks and appears disinterested in schoolwork.
	Completes assignments/tasks that are of interest to him or her.
	Completes virtually all assignments/tasks on time and shows a positive attitude.
	Completes most assignments/tasks more quickly and more comprehensively than same-age peers.



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Academic Self-Concept	Academic self-concept is weak. Child under estimates abilities.
	Academic self-concept is inflated. The child overestimates abilities.
	Academic self-concept is positive and realistic.

PARENT CHECKLIST	
PLEASE PLACE AN X NEXT TO <u>ALL</u> RESPONSES THAT APPLY TO YOUR CHILD.	
Physical Well-Being and Motor Development	Performs self-help tasks independently (dressing, zipping, tying).
	Uses eye/hand coordination to perform fine motor tasks (drawing, writing, cutting).
	Uses balance and control to perform large motor tasks (walking, jumping, skipping).

Personal and Social Development	Eager to learn (is curious, likes to investigate).
	Follows rules and routines (cleans up at playtime).
	Handles change and transitions (dinner time to bedtime).
	Easily interacts with one or more children.

Language and Literacy	Listens for meaning in stories, discussions, and conversations.
	Speaks clearly to share ideas and thoughts.
	Can identify letters.
	Can identify letter sounds.
	Writes name.

Mathematical Thinking	Recognizes numbers 0-20.
	Counts orally to 30.
	Can recognize, duplicate, and extend simple patterns such as red-blue-red-blue.
	Recognizes and describes attributes of shapes (size, color, number of sides).



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Scientific Thinking	Uses a magnifying glass to look at different objects.
	Identifies, describes, and compares the properties of objects.
	Describes the characteristics and basic needs of living things (food, water, shelter).
Social Studies	Recognizes themselves and others as having the same and different characteristics.
	Describes the roles and responsibilities of people (police, firefighters).
	Recognizes the reasons for rules.
The Arts	Likes to paint and draw.
	Likes to sing and dance.
	Can share ideas about a drawing or painting.

Please add any additional information you feel is relevant to this decision.