

Child's Name: _____

Parent's Name: _____

Date: _____

Please review the following domains from the *Connecticut Documentation and Observation for Teaching System (CT DOTS)* aligned with the *Connecticut Early Learning and Development Standards* to determine appropriate readiness.

CT DOTS has 8 domains of observation from birth to age five. Family input guiding questions are associated with the 4-5 year age group. For a point of comparison, the 3-4 year age group was also listed under Progressions. This information was taken directly from the CT DOTS. The CT DOTS is not a grade level placement instrument and will not be used to determine grade level. In addition, it is not used to compare children, programs, or assess needs. These domains and characteristics are provided to give parents a perspective on the skills up to the kindergarten year.

The 8 domains are:

- Cognition
- Social and Emotional Development
- Physical Health and Development
- Language and Literacy
- Creative Arts
- Mathematics
- Science
- Social Studies

Please review the following pages to determine if your four-year-old child is developmentally appropriate to enter kindergarten in the 2024-2025 school year.



Domain	Progression		Family Input (4-5 years)	Examples (4-5 years)
	3-4 years	4-5 years		
Cognition – <i>Cognitive Flexibility</i>	Tries a new strategy when first strategy is not successful at solving a problem	Generates multiple potential strategies to solve a problem,	Does your child try to figure things out when something doesn't go the way s/he wanted or do they ask for help right away What does your child do when trying to solve a problem? Is your child able to think of more than one possible way to solve the problem? Does s/he ask for help or try to adjust what they tried the first time?	<ul style="list-style-type: none"> • Talks through several possible solutions to a problem and then chooses one to try • Tries multiple ways to manipulate an object, adjusting efforts that seem promising and abandoning those that meet with no success. • After attempting to use multiple strategies, looks to adult or peer as a resource to generate other possible solutions
Cognition – <i>Initiative/ Curiosity</i>	Shows interest in specific activities or topics, seeking new interests but maintaining interest in some materials or topics over time.	Expresses interest in topics over time and actively explores new topics.	What does your child do when there is a chance to explore new materials or have new experiences? Does your child like to explore how to make things happen or change? Does your child have favorite things or topics s/he is interested in? How long has your child been interested in _____?	<ul style="list-style-type: none"> • Shows continued interest in a topic over several weeks or months, learning new information and engaging in different experiences related to the topic. • Explores a new topic (may be briefly) playing with materials or reading books. • Asks questions about new objects or subjects of interest. • Seeks materials related to interest that are not present in the immediate environment. • Experiments with objects to learn about the effect of actions, the properties of objects, etc.
Cognition – <i>Engagement in Learning</i>	With adult prompting, plans actions/steps needed to complete a selected activity.	Focuses attention to complete activities that involve planning and carrying out multiple steps over time.	Do you talk with your child about things they are interested in? Is s/he able to stay with the same topic for a while? Can your child follow steps to finish simple tasks that involve a few steps (e.g., pickup after dinner, putting dishes in the sink and putting garbage in the garbage can; using watercolors by dipping the brush in water, then in paint and then on paper)?	<ul style="list-style-type: none"> • Keeps in mind relevant topic of discussion or theme of play scenario and contributes in meaningful, relevant ways. • Works with an adult to plan how to build a building out of blocks, then completes steps. • Works with a group to plan and complete a building project that takes place over several days (e.g., building a train during an inquiry process related to train stations).

Cognition – <i>Logic and Reasoning</i>	Identifies similarities and differences between or among items.	Uses similarities, differences, and patterns to solve problems or make decisions.	Has your child ever pointed out a pattern to you? This might be just telling you what came first or after an event (e.g., red block, blue block, red block, blue block). What kind of things does s/he compare (e.g., things that are more, bigger, smaller, etc.)?	<ul style="list-style-type: none"> • Uses familiar patterns to solve problems or order actions (e.g., knows what is next based on a previous activity). • Compares relative attributes of objects, people, events, sounds (e.g., louder, more, less). • Considers relative attributes of items when making decisions (e.g., selects the longest stick to reach something).
Cognition – <i>Symbolic Representation</i>	Represents people, places, and things through play, simple construction, or movement.	Uses more complex or abstract representations of people, places, things, or events through play, drawing, construction, and/or movement.	Describe what your child does when s/he plays pretend. What kinds of things does s/he use when s/he pretends? Does your child draw pictures or build things? Does s/he talk about what s/he has drawn or built? Describe a time that your child recently drew or built something and what they said about the creation?	<ul style="list-style-type: none"> • Acts out familiar scenario from own experience or from a book using props and coordinating roles (e.g., a doctor’s office visit). • Draws a picture and attempts a written label to show a recent significant event. • Does a dance with slow movements transitioning to faster movements to represent someone changing from being sad to happy or sick to healthy.
Social and Emotional Development – <i>Regulation</i>	Adapts to most common everyday circumstances but relies on familiar adults when under stress.	Typical soothes self across situations	How does your child act when s/he has to wait for something that s/he wants? How does s/he act when rules or routines change or when something disappointing happens? Is s/he able to handle these things in different situations (e.g., at home, school, or when running errands)? Does s/he have ways to calm down or does s/he need help from adults? How does your child ask for adult help or support?	<ul style="list-style-type: none"> • Adapts to minor changes in rules and routines and/or tolerates minor frustrations and disappointments. • Communicates with familiar adults and peers about wants and needs. • Offers explanations to negotiate solutions (e.g., I want a turn because I was waiting a long time). • Uses previously learned strategies to independently self sooth or when prompted by a familiar adult.

<p>Social and Emotional Development – <i>Emotional Expression</i></p>	<p>Communicates about emotions of self and others (e.g., minor frustrations, anger, sadness, or excitement) using gestures, facial expressions and or language, acceptable in setting and/or own culture.</p>	<p>Discusses emotions and circumstances with trusted adults (it is expected that children of this age will have an inconsistent ability to identify their own emotions).</p>	<p>Does your child use words to talk about how s/he is feeling? Does s/he talk about how different situations make him/her feel? What kinds of things does s/he share about his/her feelings?</p>	<ul style="list-style-type: none"> • Describes own anger about prior events but uses gestures and facial expressions to communicate anger immediately following the incident. • When reading a book with an adult, identifies characters’ feelings and talks about a time they felt that way. • Recognizes emotions of familiar peers and adults and responds with calming and soothing strategies when appropriate. • Talks about things that make him/her happy, sad, angry, but when experiencing these emotions may talk only about circumstances and not mention emotions.
<p>Social and Emotional Development – <i>Sense of Self</i></p>	<p>Exhibits a sense of self as an individual and part of a group.</p>	<p>Exhibits a beginning understanding of individual and group characteristics and roles.</p>	<p>How does your child act when s/he finishes something that was hard for him/her? Is this how you would expect him/her to act based on your family/cultural expectations? Does your child talk about things about him/herself that are the same and different as other people (e.g., I wear glasses)?</p>	<ul style="list-style-type: none"> • Communicates about individual characteristics of self and/or others, including physical traits and personal preferences. • Relates basic roles within a group (e.g., job, roles in play). • Takes risks with new tasks and/or shows pride in accomplishments and abilities, as appropriate to temperament and culture.
<p>Social and Emotional Development – <i>Relationships with adults</i></p>	<p>Interacts with familiar adults and uses them to help with adjusting to new settings, situations, or people.</p>	<p>Uses adults as a resource, seeking help and approval from adults in trusted roles</p>	<p>Describe how your child interacts with adults s/he sees when you are at the store, library, or doctor’s office. Does your child ask other adults (in a helping role) for assistance? If you ask him/her to help you with a simple chore or if you set limits (e.g., we walk inside, we don’t run). How does s/he respond?</p>	<ul style="list-style-type: none"> • Asks trusted adults questions to gain information or gain help. • Communicates with adults about interests, preferences, etc. • Follows routines set by familiar adult. • Generally engages in reciprocal helpful interactions with adults (e.g., helps with simple tasks, response to most limits)

<p>Social and Emotional Development –</p> <p><i>Relationships with Peers</i></p>	<p>Interacts with other children on common projects or goals.</p>	<p>Engages in more complex and coordinated interactions with peers.</p>	<p>Describe a time when your child was playing with other children who are the same age or older. Did they work together to make/build things? Describe what your child does when s/he is pretending with friends. Does your child talk about certain friends or child relatives that they like to play with? What does your child say about these friends?</p>	<ul style="list-style-type: none"> • Engages with peers in cooperative projects. • Plays with peers involving identified roles and actions (e.g., shopkeeper and customer). • Shows interest in pleasing peers and has preferred playmates. • Communicates with peers about friendships. • Communicates with others about preferred peers.
<p>Physical Development and Health –</p> <p><i>Gross Motor</i></p>	<p>Shows basic coordination in mobility and movement.</p>	<p>Coordinates several gross motor movements.</p>	<p>What does your child like to do when there is a lot of space to move around (a big room or outside)? Describe how s/he runs or moves on a playground or when there is furniture to get around. Does your child throw or kick balls? Does your child climb on playground equipment or get up on furniture? Does s/he bend, twist, or dance? Does your child pedal a tricycle?</p>	<ul style="list-style-type: none"> • Combines more complex motor movements (e.g., stops and changes directions while moving, climbs on playground equipment). • Bends, dances, twists, lifts big objects. • Peddles a wheeled toy and steers smoothly. • Throws with some accuracy, rotating body and shifting weight on feet
<p>Physical Development and Health –</p> <p><i>Fine Motor</i></p>	<p>Uses smaller objects with more precision.</p>	<p>Uses coordinated movements when manipulating objects.</p>	<p>Does your child like to draw or color? What kinds of things does s/he draw? Does your child use scissors at home? If so, what does s/he cut with them? Does your child dress him/herself? Does your child use a spoon or fork (or other cultural eating utensil) at home?</p>	<ul style="list-style-type: none"> • Cuts paper • Opens containers with simple twisting or snapping lids. • Copies simple forms (shapes or letters) using a mature pencil grip (tripod grip with pencil grasped between thumb and first two fingers).
<p>Physical Development and Health –</p> <p><i>Self-Help</i></p>	<p>Generally manages basic health and self-care and routines with some adult assistance.</p>	<p>Generally manages basic health and self-care routines without adult assistance.</p>	<p>Is your child able to take care of basic self-care (e.g., dressing, toileting, hand washing) without a lot of help? Does your child help serve food for his/herself or others? How does your child respond to safety rules? Does s/he understand why you have these rules? Do you talk with your child about healthy eating and hygiene (e.g., washing hands, wiping nose)? If so, does s/he respond?</p>	<ul style="list-style-type: none"> • Severs food • Dresses self • Handles toileting and hand washing with only occasional need for assistance. • Understands basic safety rules.

<p>Physical Development and Health – <i>Physical Health</i></p>	<p>Displays overall health and age level and specific conditions or disabilities.</p>		<p>Describe your child’s overall health. Do you have any concerns about your child’s overall health? Does your child see a doctor or nurse regularly? Is there anything that would help improve your child’s health? Does your child’s health change the kinds of activities s/he participates in? Do you have concerns about any of following: hearing, vision, nutrition, sleep, weight, illness? Do you have any other health concerns for you child?</p>	<ul style="list-style-type: none"> • Is up to date on well-child check and screenings. • Does not have ongoing illness or preventable diseases. • Gets appropriate amounts of sleep. • Gets appropriate amounts and variety of nutritious foods. • Exhibits healthy growth patterns. • Engages in recommended amounts of physical activity.
<p>Language and Literacy – <i>Receptive Language</i></p>	<p>Demonstrates understanding of more complex communication involving 2-3 concepts and/or new vocabulary</p>	<p>Demonstrates understanding of communication that includes 3-4 concepts.</p>	<p>How many different directions can your child follow and understand at a time? Give an example of a direction your child can easily follow. What is an example of a direction that might be hard, but is still something you think s/he might be able to do? What kinds of words does your child use to describe objects or actions?</p>	<ul style="list-style-type: none"> • Follows directions that involve 3-4 ideas/concepts (including nouns, verbs, descriptors). • Locates and acts upon objects based upon 2-3 descriptions including physical attributes, adverbs, and /or positional words (e.g., wave the green scarf quickly). • Asks the meaning of unfamiliar words.
<p>Language and Literacy – <i>Expressive Language</i></p>	<p>Communicates using more complex language</p>	<p>Uses a series of related statements, including multiple concepts, to communicate with familiar adults and peers</p>	<p>What kinds of sentences does your child use? How many words does your child usually put together if s/he is telling you about something? Does your child talk to you about pictures, books, or other favorite items? Does s/he use words to describe objects? What are some new words your child learned recently?</p>	<ul style="list-style-type: none"> • Engages in discussions with multiple exchanges. • Learns and uses specific or technical vocabulary related to a topic of interest. • Follows basic grammar rules (e.g., plurals, past tense, combining nouns and verbs). • Uses a variety of words to describe objects (nouns), people (pronouns), actions (verbs), relationships (prepositions, comparatives and/or superlatives) and attributes (adjectives).

<p>Language and Literacy – <i>Literacy</i></p>	<p>Demonstrates interest and engagement in books</p>	<p>Responds to and understands simple text</p>	<p>When you read a book or tell a story with your child, does s/he follow the story? What kinds of things do you talk about with your child when you are reading a book or telling a story? What kinds of things does your child say about him/herself when you are reading books or telling stories? Does your child talk about the stories or compare the information/story to his/her own life? Does your child understand which way a book is held and the direction you read and turn the pages?</p>	<ul style="list-style-type: none"> • Seeks out books to read. • Follows books with an awareness of text and/or page direction. • Retells familiar stories or key story details. • Relates details or story to one's own experience.
<p>Language and Literacy – <i>Print Concepts</i></p>	<p>Demonstrates an awareness that print (letters, words, symbols) is used to represent words or ideas</p>	<p>Demonstrates an understanding of basic print concepts</p>	<p>How does your child react to signs, symbols, or words that they see a lot? Can your child recognize the letters in his/her name? Does your child recognize any words when reading books or when s/he sees a word on a sign? When your child sees these words are there other clues, they might be using (such as remembering the picture or log, memorizing a book, etc.)? Describe what your child knows about letters, numbers, and words. Does your child name individual letters, talk about what sounds that letters make or recognize any numbers?</p>	<ul style="list-style-type: none"> • Recognizes that words are units of print made up of letters (e.g., may write several letters grouped together to make a word). • Recognizes some words (may include own name, name of peers, etc.). • Identifies some letters and numbers. • Identifies sounds associated with some letters.
<p>Language and Literacy – <i>Phonological Awareness</i></p>	<p>Recognizes similar sounds in words</p>	<p>Shows an interest of the parts of words</p>	<p>Tell me what your child notices about words that sound the same. Does your child notice when words have the same sound at the end (rhyme)? Does your child notice words that have the same beginning sound? Does your child make up their own rhymes or say words that start with the same sound?</p>	<ul style="list-style-type: none"> • Produces rhyming words. • Produces words that have the same initial sound. • Distinguishes syllables in words.

<p>Language and Literacy – <i>Drawing and Writing</i></p>	<p>Draws and writes (scribbles, letters and/or letter-like shapes) and assigns meaning to effort</p>	<p>Associates drawing or writing with communication</p>	<p>What kinds of things does your child draw or write when s/he uses crayons, markers, pens, or pencils? Does your child draw any letters or numbers that you recognize? Does your child write his/her name? What does your child say when you ask about what s/he has drawn? Describe something your child wrote or drew recently.</p>	<ul style="list-style-type: none"> • Makes marks that resemble writing and contain some letters. • Writes numerals to convey information about quantity or age. • Writes for some purpose (e.g., prints name to identify artwork or sign ups, or writes a message using early developmental spelling, using one letter for first sound). • Labels drawings or tells a story about a drawing.
<p>Creative Arts – <i>Appreciation and Engagement in the Arts</i></p>	<p>Purposefully creates artwork and communicates about art</p>	<p>Responds to works of art and uses the arts to represent familiar experiences, people, or objects</p>	<p>Does your child pretend or act out roles at home? What does your child do when s/he hears music? Does s/he act based on the kind of music s/he hears? Does your child create artwork or like to make music? What does your child do when s/he sees artwork created by others?</p>	<ul style="list-style-type: none"> • Displays varying responses to different works of art (dances to different music, responds to paintings with emotions). • Makes music by humming, singing, using musical instruments. • Draws, paints, or make sculptures and explains purpose or labels their artwork. • Takes on a role in pretend play and stays in character over time or returns to character.
<p>Mathematics – <i>Counting and Cardinality</i></p>	<p>Counts 5 objects accurately, using one-to-one correspondence and knows number sequence to 10</p>	<p>Counts 5 to 10 objects in various arrangements and knows number sequence to 20</p>	<p>Is your child able to count 10 objects? Is s/he able to count that many items if they are not in a straight line? What does your child say or do when you ask, “how many?” Does s/he answer with just one number? How many items is s/he able to count before s/he is no longer matching one number name to one object?</p>	<ul style="list-style-type: none"> • Counts 5 or more objects in a scattered arrangements and 10 objects in a regular arrangement (a straight line or two lines of 5). • Says or sings the number sequence up to at least 20. • Uses one-to-one correspondence to count accurately. • Answer the ‘how many’ question wit one number (cardinality)

Mathematics – <i>Number Operations</i>	Demonstrates beginning understanding of number operations	Demonstrates a sense of number operations	Can your child put small groups of items together and then tell how many there are in the whole group (e.g., tell how many apples you will buy if you pick two and s/he picks three?) Can you share a time that your child told you about a change in the number of items in a group?	<ul style="list-style-type: none"> Recognizes and states or signs the number of objects in small groups without counting. Compares sets of up to 10 items, using a matching or counting strategy to compare large sets or reach a solution. Uses addition and subtraction (combining and taking away) strategies to solve simple real-world problems (up to 5). Decomposes quantities 4 to 7 into two parts (e.g., 6 can be 1 and 5)
Mathematics – <i>Measurement</i>	Directly compares two objects by size using words for different measurement attributes (e.g., taller, shorter, heavier, lighter, holds more, holds less, and/or covers more, covers less)	Compare and describes in more precise language two or more objects based upon use of strategies to determine measurable attributes (e.g., direct comparison, use of standard or non-standard measures, or exploration).	What kinds of words does your child use when comparing the size of two objects? Does s/he use words other than ‘big’ or ‘little’ to describe differences (e.g., wide, long, fat, heavier)? Does your child even try to measure the size of something or compare two things to see which is bigger?	<ul style="list-style-type: none"> Compares items by height, weight, volume, capacity, or area. Represents length data with strips of paper to show height of people or distance that was traveled by a toy car going down a ramp. Interprets bar graphs by looking at their height or length, not the number.
Mathematics – <i>Geometry</i>	Demonstrates awareness of attributes of simple shapes	Demonstrates basic understanding of attributes of geometric figures	Is your child able to name simple shapes? Which shapes can your child name? Can your child name any solid or three-dimensional shapes (e.g., sphere, rectangular prism)? Does your child put objects that are the same into a group? If you asked your child to sort a group of objects by color, size, or shape, what would s/he do?	<ul style="list-style-type: none"> Describes basic attributes of geometric figures (e.g., number of sides, corners, flat, edges). Describes position of objects relative to landmarks. Identifies the most basic two and three-dimensional shapes based upon these attributes (e.g., looks like a ball (sphere), looks like a box (rectangular prism), looks like a can (cylinder)

<p>Science – <i>Scientific Practices</i></p>	<p>Seeks answers and discusses evidence related to their own questions and observations</p>	<p>Engages in simple investigations and communicates results</p>	<p>Does your child try to solve simple problems or try to figure out how things work? Does s/he try different things to see what happens? What does s/he do to find out how something works or to learn more about something s/he is interested in?</p>	<ul style="list-style-type: none"> • Creates a design to solve a problem (e.g., creates something to prop up a leaning block tower). • Seeks answers to questions and helps plan ways to investigate. • Gathers information about observed characteristics, events, or interactions. • Communicates about evidence that is discovered.
<p>Social Studies</p>	<p>Demonstrates an understanding of self in relationship to the broader world</p>	<p>Demonstrates an understanding that individuals and groups share similarities and have differences</p>	<p>What kinds of things does your child say about other individuals or groups of people? Does s/he notice differences or things that are the same as other children? Does s/he notice differences in language, clothing, or food? What kinds of roles does your child take on when pretending?</p>	<ul style="list-style-type: none"> • Communicates about characteristics of self and other. • Communicates about language, food customs, and other cultural differences. • Talks about family or group similarities or differences.