

GREENWICH PUBLIC SCHOOLS

NURSERY/PRESCHOOL PROFILE FOR INCOMING KINDERGARTEN STUDENTS

CHILD'S NAME: _____ BIRTH DATE: _____

CHILD'S ADDRESS: _____

PARENT'S NAMES: _____

TELEPHONE: _____

PRESCHOOL LOCATION: _____

FORM COMPLETED BY: _____ DATE: _____
(NAME & TITLE)

ELEMENTARY SCHOOL THIS CHILD WILL ATTEND IN SEPTEMBER 2024:

- COS COB SCHOOL INTER. SCHOOL AT DUNDEE NORTH MIANUS SCHOOL PARKWAY SCHOOL
 GLENVILLE SCHOOL JULIAN CURTISS SCHOOL NORTH STREET SCHOOL RIVERSIDE SCHOOL
 HAMILTON AVENUE SCHOOL NEW LEBANON SCHOOL OLD GREENWICH SCHOOL

PRIVATE OUTSIDE SUPPORTS PROVIDED DURING PRESCHOOL – DESCRIBE ANY OUTSIDE/PRIVATE SERVICES OR SUPPORTS PROVIDED TO YOUR CHILD DURING PRESCHOOL – CHECK AS MANY AS APPLY:

- SPEECH/LANGUAGE THERAPY PHYSICAL THERAPY IN-HOME BEHAVIOR SUPPORT
 OCCUPATIONAL THERAPY ABA/DIRECT TEACHING CENTER-BASED COUNSELING/THERAPY

2024-2025 GREENWICH PUBLIC SCHOOLS PRESCHOOL PROFILE

CHART OF PERFORMANCE STANDARDS & BENCHMARKS (TARGETED BENCHMARKS FOR APPROXIMATELY 4-5 YEAR OLDS)

★★★ PLEASE NOTE: IF YOU CHILD HAS COMPLETED A DOTS IN THE
2023-2024 SCHOOL YEAR YOU MAY ATTACH THE DOTS RESULTS IN LIEU OF THIS FORM ★★★

THE FOLLOWING CHECKLIST IS DESIGNED TO ASSIST AND GUIDE ELEMENTARY SCHOOL STAFF IN PLANNING FOR THE 2024-2025 KINDERGARTEN CLASS. IT IS NEITHER DESIGNED NOR INTENDED TO BE PREDICTIVE OF THE CHILD'S PERFORMANCE IN ELEMENTARY SCHOOL. THESE ARE NOT REQUIREMENTS FOR KINDERGARTEN, AND IT IS NOT EXPECTED THAT CHILDREN WILL DEMONSTRATE ALL OF THE SKILLS; THE INFORMATION WILL BE USED TO HELP THE KINDERGARTEN TEACHERS PREPARE FOR THIS CHILD AND HIS/HER CLASSMATES THE SKILLS, GENERALLY CONSIDERED AGE APPROPRIATE FOR CHILDREN 4-5 YEARS OLD, ARE TAKEN FROM PROGRESSIONS FROM THE CONNECTICUT DOCUMENTATION AND OBSERVATION FOR TEACHING SYSTEM (CT DOTS) WHICH IS ALIGNED WITH THE CONNECTICUT EARLY LEARNING AND DEVELOPMENT STANDARDS. ALL CHILDREN HAVE AREAS OF STRENGTH AND AREAS THAT CONTINUE TO BE DEVELOPING. IF THE CHILD CONSISTENTLY DEMONSTRATES THE SKILL, SELECT **CONSISTENT** IF THE CHILD OCCASIONALLY DEMONSTRATES THE SKILL, SELECT **EMERGING**.

		CONSISTENT	EMERGING
COGNITIVE FLEXIBILITY	<ul style="list-style-type: none"> • GENERATES MULTIPLE POTENTIAL STRATEGIES TO SOLVE A PROBLEM • COMPLETES A PUZZLE • ATTEMPTS MULTIPLE WAYS TO SOLVE A PROBLEM, ADJUSTS EFFORTS • LOOKS TO AN ADULT FOR OTHER POSSIBLE SOLUTIONS 	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE/ MOTIVATION	<ul style="list-style-type: none"> • EXPRESSES INTEREST IN TOPICS OVER TIME & ACTIVELY EXPLORES NEW TOPICS • EXPLORES NEW TOPICS & ASKS QUESTIONS ABOUT NEW OBJECTS OR SUBJECTS • SEEKS OUT NEW INFORMATION 	<input type="checkbox"/>	<input type="checkbox"/>
ENGAGEMENT IN LEARNING	<ul style="list-style-type: none"> • FOCUSES ATTENTION TO COMPLETE ACTIVITIES THAT INVOLVE PLANNING AND CARRYING OUT MULTIPLE STEPS OVER TIME. • CREATES A PLAN WITH AN ADULT TO BUILD A BLOCK STRUCTURE & COMPLETES THE STEPS • FOLLOWS THE THEME IN DRAMATIC PLAY & SCENARIO AND CONTRIBUTES TO THE SCENE 	<input type="checkbox"/>	<input type="checkbox"/>
LOGIC AND REASONING	<ul style="list-style-type: none"> • USES SIMILARITIES, DIFFERENCES AND PATTERNS TO SOLVE PROBLEMS OR MAKE DECISIONS • USES FAMILIAR PATTERNS TO SOLVE PROBLEMS • COMPARES RELATIVE ATTRIBUTES • CONSIDERS RELATIVE ATTRIBUTES WHEN MAKING DECISIONS 	<input type="checkbox"/>	<input type="checkbox"/>
SYMBOLIC REPRESENTATION	<ul style="list-style-type: none"> • USES MORE COMPLEX OR ABSTRACT REPRESENTATIONS OF PEOPLE, PLACES, THINGS OR EVENTS THROUGH PLAY, DRAWING, CONSTRUCTION AND/OR MOVEMENT • ACTS OUT A FAMILIAR SCENARIO FROM OWN EXPERIENCE • DRAWS PICTURE AND ATTEMPTS WRITTEN LABEL 	<input type="checkbox"/>	<input type="checkbox"/>
REGULATION	<ul style="list-style-type: none"> • TYPICALLY SOOTHES SELF ACROSS SITUATIONS • TOLERATES MINOR FRUSTRATIONS • COMMUNICATES WANTS AND NEEDS WITH FAMILIAR ADULTS • ADAPTS TO CHANGES IN ROUTINES 	<input type="checkbox"/>	<input type="checkbox"/>
EMOTIONAL EXPRESSION	<ul style="list-style-type: none"> • DISCUSSES EMOTIONS & CIRCUMSTANCES WITH TRUSTED ADULTS (IT IS EXPECTED THAT CHILDREN OF THIS AGE WILL HAVE INCONSISTENT ABILITY TO IDENTIFY THEIR OWN EMOTIONS) • DESCRIBE CHARACTERS IN A BOOK EXPERIENCING EMOTIONS & A TIME THEY FELT THAT WAY • BEGIN TO RECOGNIZE EMOTIONS IN FAMILIAR PEERS AND RESPOND WITH CALMING AND SOOTHING STRATEGIES. 	<input type="checkbox"/>	<input type="checkbox"/>

		CONSISTENT	EMERGING
SENSE OF SELF	<ul style="list-style-type: none"> EXHIBITS A BEGINNING UNDERSTANDING OF INDIVIDUAL AND GROUP CHARACTERISTICS AND ROLES COMMUNICATES INDIVIDUAL PERSONAL PREFERENCES AND PHYSICAL TRAITS RELATES BASIC ROLES IN A GROUP SHOWS PRIDE IN ACCOMPLISHMENTS/ TAKES RISKS WITH NEW TASK 	<input type="checkbox"/>	<input type="checkbox"/>
RELATIONSHIPS WITH ADULTS	<ul style="list-style-type: none"> USES ADULTS AS A RESOURCE, SEEKING HELP AND APPROVAL FROM ADULTS IN TRUSTED ROLES ASKS A TRUSTED ADULT FOLLOWS ROUTINE BY TRUSTED ADULT 	<input type="checkbox"/>	<input type="checkbox"/>
RELATIONSHIPS WITH PEERS	<ul style="list-style-type: none"> ENGAGES IN MORE COMPLEX AND COORDINATED INTERACTIONS W/ PEERS PAINTS A PICTURE WITH A PEER PLAY INVOLVES IDENTIFIED ROLE (BAKER AND CUSTOMER) HAS PREFERRED PLAYMATES COMMUNICATES WITH PEERS ABOUT FRIENDSHIP ATTEMPTS TO RESOLVE CONFLICT WITH PEERS 	<input type="checkbox"/>	<input type="checkbox"/>
GROSS MOTOR	<ul style="list-style-type: none"> COORDINATES SEVERAL GROSS MOTOR MOVEMENTS CLIMBS ON PLAYGROUND EQUIPMENT THROWS/RUNS/JUMPS/DANCES WITH SOME COORDINATION 	<input type="checkbox"/>	<input type="checkbox"/>
FINE MOTOR	<ul style="list-style-type: none"> USE COORDINATED MOVEMENTS WHEN MANIPULATING OBJECTS SNIPS PAPER OPENS SIMPLE CONTAINER COPIES SIMPLE SHAPES TRIPOD GRIP 	<input type="checkbox"/>	<input type="checkbox"/>
SELF-HELP	<ul style="list-style-type: none"> GENERALLY, MANAGES BASIC HEALTH AND SELF-CARE ROUTINES WITHOUT ADULT ASSISTANCE DRESSES SELF MAY NEED ASSISTANCE WITH FASTENERS SERVES FOOD BASIC HANDLES TOILETS WITH ONLY OCCASIONAL ACCIDENTS OR NEED FOR ASSISTANCE UNDERSTANDS BASIC SAFETY RULES 	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL HEALTH	<ul style="list-style-type: none"> IN GENERAL, GOOD HEALTH, SLEEP PATTERNS, AND EATING HABITS. 	<input type="checkbox"/>	<input type="checkbox"/>
RECEPTIVE LANGUAGE	<ul style="list-style-type: none"> DEMONSTRATES UNDERSTANDING OF COMMUNICATION THAT INCLUDES 3-4 CONCEPTS FOLLOWS DIRECTIONS WITH 3-4 IDEAS ASKS FOR THE MEANING OF UNKNOWN WORDS LOCATES OBJECTS WITH 2-3 DESCRIPTION 	<input type="checkbox"/>	<input type="checkbox"/>

		CONSISTENT	EMERGING
EXPRESSIVE LANGUAGE	<ul style="list-style-type: none"> • USES A SERIES OF RELATED STATEMENTS, INCLUDING MULTIPLE CONCEPTS, TO COMMUNICATE WITH FAMILIAR ADULTS AND PEERS • DISCUSSIONS W/ MULTIPLE EXCHANGES • LEARNS CONTENT OR TECHNICAL VOCAB • FOLLOWS BASIC GRAMMAR RULES 	<input type="checkbox"/>	<input type="checkbox"/>
LITERACY	<ul style="list-style-type: none"> • RESPONDS TO AND UNDERSTANDS SIMPLE TEXTS • SEEKS OUT BOOKS TO READ • AWARENESS OF TEXTPAGE DIRECTION • RETELLS FAMILIAR STORIES • RELATES DETAILS TO OWN EXPERIENCE 	<input type="checkbox"/>	<input type="checkbox"/>
PRINT CONCEPTS	<ul style="list-style-type: none"> • DEMONSTRATES AN UNDERSTANDING OF BASIC PRINT CONCEPTS • RECOGNIZES THAT WORDS ARE UNITS OF PRINT MADE UP OF LETTERS • RECOGNIZES SOME WORDS (NAME, NAMES OF PEERS) • IDENTIFIES SOME LETTERS & NUMBERS • IDENTIFIES SOME SOUNDS ASSOCIATED WITH LETTERS 	<input type="checkbox"/>	<input type="checkbox"/>
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> • SHOWS AN AWARENESS OF THE PARTS OF WORDS • PRODUCES RHYMING WORDS • PRODUCES WORDS THAT HAVE THE SAME INITIAL SOUND • DISTINGUISHES SYLLABLES IN WORDS 	<input type="checkbox"/>	<input type="checkbox"/>
DRAWING & WRITING	<ul style="list-style-type: none"> • ASSOCIATES DRAWING OR WRITING WITH COMMUNICATION • MAKES MARKS THAT RESEMBLE WRITING MAY CONTAIN SOME LETTERS • MAKES SOME NUMERALS • WRITES FOR SOME PURPOSE • LABELS DRAWINGS 	<input type="checkbox"/>	<input type="checkbox"/>
APPRECIATION & ENGAGEMENT IN THE ARTS	<ul style="list-style-type: none"> • RESPONDS TO WORKS OF ART & USES THE ARTS TO REPRESENT FAMILIAR EXPERIENCES, PEOPLE OR OBJECTS • MAKES MUSIC BY SINGING OR PLAYING AN INSTRUMENT • DRAWS/PAINTS/MAKES SCULPTURE AND LABELS THEIR ARTWORK • COMMUNICATES ABOUT ARTWORK WITH DIFFERENT RESPONSES • TAKES ON A ROLE IN A DRAMA 	<input type="checkbox"/>	<input type="checkbox"/>
COUNTING & CARDINALITY	<ul style="list-style-type: none"> • COUNTS 5 TO 10 OBJECTS IN VARIOUS ARRANGEMENTS AND KNOWS NUMBER SEQUENCE UP TO 20 • ONE TO ONE CORRESPONDENCE • ANSWERS HOW MANY? 	<input type="checkbox"/>	<input type="checkbox"/>
NUMBER OPERATIONS	<ul style="list-style-type: none"> • DEMONSTRATES A SENSE OF NUMBER OPERATIONS • COMPARES ITEMS TO 10 • USES ADDITION & SUBTRACTION W/ REAL WORLD PROBLEMS TO 5 • DECOMPOSES QUANTITIES INTO 2 PARTS 	<input type="checkbox"/>	<input type="checkbox"/>

		CONSISTENT	EMERGING
MEASUREMENT	<ul style="list-style-type: none"> • COMPARES 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) • COMPARES ITEMS BY HEIGHT WEIGHT VOLUME CAPACITY AND AREA • REPRESENT LENGTH W/ STRIPS OF PAPER • INTERPRETS GRAPHS WITH PICTURES NOT NUMBERS 	<input type="checkbox"/>	<input type="checkbox"/>
GEOMETRY	<ul style="list-style-type: none"> • DEMONSTRATES UNDERSTANDING OF ATTRIBUTES OF GEOMETRIC FIGURES • DESCRIBES BASIC ATTRIBUTES: SPHERE LOOKS LIKE A BALL • IDENTIFIES SHAPES 	<input type="checkbox"/>	<input type="checkbox"/>
SCIENTIFIC PRACTICES	<ul style="list-style-type: none"> • ENGAGES IN SIMPLE INVESTIGATIONS AND COMMUNICATION RESULTS • CREATES A PLAN TO SOLVE A PROBLEM • COMMUNICATES ABOUT EVIDENCE THAT IS DISCOVERED • GATHERS OBSERVATIONS 	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL STUDIES	<ul style="list-style-type: none"> • DEMONSTRATES AN UNDERSTANDING THAT INDIVIDUALS AND GROUPS SHARE SIMILARITIES AND HAVE DIFFERENCES • COMMUNICATES ABOUT SELF AND OTHERS • COMMUNICATES ABOUT LANGUAGE FOOD • CUSTOMS CULTURAL DIFFERENCES • TALKS ABOUT FAMILY /COMMUNITY AND GROUP SIMILARITY AND DIFFERENCES. 	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING PREFERENCES – CHILD LEARNS BEST WHEN:

- MATERIAL IS PRESENTED VERBALLY
 CHILD CAN PHYSICALLY MANIPULATE MATERIALS
 WORKING ALONE
 MATERIAL IS PRESENTED VISUALLY
 WORKING W/ 1 OR 2 OTHER CHILDREN
 WORKING IN A GROUP OF 5 OR MORE CHILDREN

ADDITIONAL INFORMATION/COMMENTS:

PARENT/GUARDIAN CONSENT:

I HAVE READ THE COMPLETED PRESCHOOL PROFILE AND GIVE CONSENT FOR MY CHILD'S EARLY CHILDHOOD PROVIDER TO FORWARD THIS PROFILE TO THE GREENWICH PUBLIC SCHOOLS FOR CONFIDENTIAL USE IN MEETING MY CHILD'S EDUCATIONAL NEEDS IN KINDERGARTEN.

PARENT/GUARDIAN NAME

SIGNATURE

DATE