

FOR TEACHER COMPLETION ONLY



The Minnesota Work Sampling System® Kindergarten Entry Developmental Checklist

INSTRUCTIONS

CORRECT: ●
INCORRECT: / X ○

USE A NO. 2 PENCIL ONLY

Choose One

FEMALE MALE

Does this student have an IEP or IIP? yes no

BLDG CODE	MARSS CODE	DATE OF BIRTH	
		Month	Year
			19
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
0	0	0	0

LEGEND

(/) Not Yet—child cannot demonstrate indicator

(○) In Process—child demonstrates indicator intermittently

(●) Proficient—child can reliably demonstrate indicator

The Work Sampling System *Preschool-4 Developmental Guidelines* (4th edition) contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

I Personal and Social Development

A Self concept

Fall

- 1 Shows some self-direction. (p. 1) (/) (○) (●)

B Self control

Fall

- 1 Follows simple classroom rules and routines. (p. 1) (/) (○) (●)
- 2 Manages transitions. (p. 2) (/) (○) (●)

C Approaches to learning

Fall

- 1 Shows eagerness and curiosity as a learner. (p. 2) (/) (○) (●)
- 2 Attends to tasks and seeks help when encountering a problem. (p. 2) (/) (○) (●)
- 3 Approaches tasks with flexibility and inventiveness. (p. 3) (/) (○) (●)

D Interaction with others

Fall

- 1 Interacts easily with one or more children. (p. 3) (/) (○) (●)
- 2 Interacts easily with familiar adults. (p. 3) (/) (○) (●)
- 3 Shows empathy and caring for others. (p. 4) (/) (○) (●)

E Social problem-solving

Fall

- 1 Seeks adult help when needed to resolve conflicts. (p. 4) (/) (○) (●)

II Language and Literacy

A Listening

Fall

- 1 Gains meaning by listening. (p. 5) (/) (○) (●)
- 2 Follows two- or three-step directions. (p. 5) (/) (○) (●)
- 3 Demonstrates phonological awareness. (p. 5) (/) (○) (●)

B Speaking

Fall

- 1 Speaks clearly enough to be understood without contextual clues. (p. 6) (/) (○) (●)
- 2 Uses expanded vocabulary and language for a variety of purposes. (p. 6) (/) (○) (●)

C Reading

Fall

- 1 Shows appreciation for books and reading. (p. 6) (/) (○) (●)
- 2 Shows beginning understanding of concepts about print. (p. 7) (/) (○) (●)
- 3 Begins to develop knowledge about letters. (p. 7) (/) (○) (●)
- 4 Comprehends and responds to stories read aloud. (p. 7) (/) (○) (●)

D Writing

Fall

- 1 Represents ideas and stories through pictures, dictation, and play. (p. 8) (/) (○) (●)
- 2 Uses letter-like shapes, symbols, and letters to convey meaning. (p. 8) (/) (○) (●)

III Mathematical Thinking

A Mathematical processes

Fall

- 1 Begins to use simple strategies to solve mathematical problems. (p. 11) (/) (○) (●)

B Number and operations

Fall

- 1 Shows beginning understanding of number and quantity. (p. 11) (/) (○) (●)

C Geometry and spatial relations

Fall

- 1 Begins to recognize and describe the attributes of shapes. (p. 12) (/) (○) (●)
- 2 Shows understanding of and uses several positional words. (p. 12) (/) (○) (●)

IV The Arts

A Expression and representation

Fall

- 1 Participates in group music experiences. (p. 21) (/) (○) (●)
- 2 Participates in creative movement, dance, and drama. (p. 21) (/) (○) (●)
- 3 Uses a variety of art materials for tactile experience and exploration. (p. 21) (/) (○) (●)

B Understanding and appreciation

Fall

- 1 Responds to artistic creations or events. (p. 22) (/) (○) (●)

V Physical Development and Health

A Gross motor development

Fall

- 1 Coordinates movements to perform simple tasks. (p. 23) (/) (○) (●)

B Fine motor development

Fall

- 1 Uses eye-hand coordination to perform tasks. (p. 24) (/) (○) (●)

C Personal health and safety

Fall

- 1 Performs some self-care tasks independently. (p. 24) (/) (○) (●)

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