Jumpstart School Success Checklist—Fall 2004

Child's name: __________________________ Date of Birth: (mm/dd/yyyy) ______ / ______ / ______ Sex: ☐ Male ☐ Female

Languages spoken (check all that apply) ☐ English ☐ Spanish ☐ Chinese ☐ Haitian Creole ☐ Other: (please specify) _________________

Classroom: __________________________ Program/Center: __________________________

Teacher completing form: __________________________ Date checklist completed: __________________________

TEACHER/CAREGIVER: Please read over the choices carefully, and indicate the child’s typical level of functioning in the 15 areas listed below by writing the number of your response in the box to the right. Please give ONLY ONE RESPONSE for each of the items.

1. Listening to and understanding speech
   1. Child responds with actions or words to a suggestion, request, or question.
   2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.
   3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.
   4. Child contributes to an ongoing conversation.
   5. Child sustains a dialogue by taking three or more conversational turns.

2. Using vocabulary
   1. Child talks about people or objects close at hand.
   2. Child talks about absent people or objects.
   3. Child uses vocabulary related to a particular subject.
   4. Child uses two or more words to describe something, e.g., “That’s a big, furry dog.”
   5. Child asks about the meaning of a word.

3. Using complex patterns of speech
   1. Child uses words and phrases.
   2. Child uses a sentence of four or more words.
   3. Child uses two or more simple sentences in a row.
   4. Child uses a compound subject or object in a sentence e.g., “I’m going to make a car and a garage for it.”
   5. Child uses a clause that starts with "when," "if," "because," or "since" in a sentence.

4. Showing awareness of sounds in words
   1. During play, child makes the sound of an animal or vehicle, or some other environmental sound.
   2. Child joins in saying or repeating a rhyme or a series of words that start with the same sound.
   3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme.
   4. Child says that two words begin with the same sound.
   5. Child creates a pair or series of words that start with the same sound.

5. Demonstrating knowledge about books
   1. Child shows interest when a book is read aloud.
   2. Child holds a book right-side up, turns the pages, and looks at them.
   3. Child asks another person to read a book to him or her.
   4. Looking at the pictures in a book, child tells the story or makes up a story related to the pictures.
   5. Child points to the words in a book or follows a line of text while telling or reading the story.

6. Using letter names and sounds
   1. Child says or sings some letters.
   2. Child names three or more alphabet letters he or she is holding, looking at, typing, or making.
   3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing.
   4. Child names 10 or more letters over time.
   5. Child says a word and identifies the beginning letter or letter sound.

This tool consists of 15 items taken from the High/Scope Educational Research Foundation’s Child Observation Record (COR), revised 2003. Please turn over & complete page two
7. Reading
1. Child uses the same word to name more than one object.
2. Child says what a picture or symbol represents.
3. Child calls attention to print.
4. Child recognizes a written word.
5. Child reads aloud a simple phrase or sentence.

8. Writing
1. Child writes using pictures, squiggles, or letterlike forms.
2. Child uses clay, wire, or sticks to make a recognizable letter.
3. Child writes two or more recognizable letters.
4. Child writes a string of letters and reads them or asks to have them read.
5. Child writes a phrase or sentence of two or more words.

9. Making choices and plans
1. Child indicates a choice by pointing or some other action.
2. Child expresses a choice in one or two words.
3. Child expresses a choice with a short sentence, e.g. “I’m gonna play with the truck.”
4. Child makes a plan with one or two details, e.g. “I’m going to work in the block area with the fire truck.”
5. Child makes a plan with three or more details e.g. “I’m going to paint my mom a picture of our new truck and I’m gonna use two brushes and the green paint.”

10. Solving problems with materials
1. Child expresses frustration when encountering a problem with materials.
2. Child identifies a problem with materials and asks for help.
3. Child tries one way to solve a problem with materials.
4. Child tries two ways to solve a problem with materials.
5. Child tries three or more ways to solve a problem with materials.

11. Initiating play
1. Child engages in exploratory play, e.g. fills and empties a bucket with sand.
2. Child makes something with materials, e.g. rolls playdough into a long string and then connects the ends.
3. Child engages in pretend play.
4. During play with other children, child adds an idea that changes the play in some way.
5. Child joins with other children in playing a game with rules.

12. Resolving interpersonal conflict
1. In a conflict with another child, child responds with yelling or physical action.
2. Child requests adult help in resolving a conflict with another child.
3. Child identifies the problem in a conflict with another child.
4. With adult help, child offers a solution to a conflict.
5. Child negotiates the resolution of a conflict with another child.

13. Understanding and expressing feelings
2. Child comforts another child e.g. patting, hugging, giving something to an upset child.
3. Child talks about an emotion e.g. “I’m mad – don’t take my truck!”
4. Child represents an emotion through pretend play or art.
5. Child identifies an emotion and gives a reason for it e.g. “Sari is sad today because she misses her Mommy.”

14. Relating to adults
2. Child participates in a conversation initiated by an unfamiliar adult.
3. Child initiates an interaction with an adult.
5. Child involves an adult in an activity and sustains the involvement.

15. Relating to other children
1. Child responds when another child initiates an interaction.
2. Child initiates an interaction with another child (verbally or nonverbally).
3. Child sustains an interaction with another child e.g. conversation of 5 or more exchanges or extended non-verbal interaction.
4. Child invites another child to play.
5. Child shows loyalty to another child e.g. plays repeatedly with the same child, consistently saves a seat for the same child.