Pre-Kindergarten Check-Up

The Pre-K Learner Survey is a resource that will introduce you to ten big ideas and goals for 4-Year Olds / Pre-Kindergarten children. This resource is a synthesis of the National Pre-K and many states' standards, but it has been reworded in child-friendly language.

During a Learner Check-Up, you or your Co-Teacher will ask your learner about 20 questions to get a "snapshot" of your child with regard to these ten big ideas. The Screening Tool is NOT a formal assessment or a way to identify disabilities. Rather, an opportunity to combine a Co-Teacher's and a parent's or caregiver's insights to provide more clarity about a learner's areas of strength, passions, and struggles.

Following a Pre-K Check-Up, you and your Co-Teacher can explore how you can connect everyday learning moments to developmentally appropriate activities, behaviors, schoolwork, and personal goals.

Big Ideas fall into two categories:
- Goals for Being by Myself/Being with Others
- Goals for Learning about the World Around Me

The Ten Big Ideas Are:
- I can do activities by myself and with others.
- I can show curiosity and explore creativity.
- I can manage my feelings and emotions.
- I can make good choices about how I use my time.
- I can take care of my body.
- I can use my words, writing, and drawing to communicate.
- I can use math to describe and interact with the world.
- I can use social studies to understand and contribute to my community.[1]
- I can explore the Physical, Life, Earth/Space, and Engineering Sciences to describe and improve the world around me.
- I can express myself through drama, music, and visual arts

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[1] Social Studies includes the study of literature, economics, geography, history, religion, and philosophy.

Co-Teach

Pre-K Learning Check-Up Reflection Sheet

Child's Name:

Date: _____

Goals for Being by Myself/Being with Others	
Big Ideas and Sample Look-Fors	Co-Teacher and Parent/Caregiver Observation

1. Does activities by themself and with others
    ● Picks activities to work on alone
    ● Plays and talks nicely with other children
    ● Tries multiple ways to solve problems
	❑ Yes
	❑ No
	❑ Sometimes
	❑ Not Observed

2. Shows curiosity
    ● Asks questions using who, what, how, why, when, where, what if
    ● Names different things they want to know more about
    ● Is willing to try new things
	❑ Yes
	❑ No
	❑ Sometimes
	❑ Not Observed

3. Manages personal feelings and emotions
    ● Shares feelings in appropriate ways
    ● Correctly names different types of emotions (e.g., happy, excited, sad)
    ● Describes how they are special and unique
	❑ Yes
	❑ No
	❑ Sometimes
	❑ Not Observed

4. Makes thoughtful choices about how they use their time
    ● Follows routines and expectations
    ● Is flexible
    ● Uses strategies to cope with change
	❑ Yes
	❑ No
	❑ Sometimes
	❑ Not Observed

5. Takes care of their body (practical, safety, fine motor, gross motor)
    ● Dresses themself
    ● Does big movements and exercises (e.g., kicking balls, running, and pedaling)
    ● Does little movements (e.g., uses crayons and pencils, utensils, and scissors.)
    ● Explains how to get help in emergency situations
	❑ Yes
	❑ No
	❑ Sometimes
	❑ Not Observed

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Goals for Learning about the World Around Me	
6. Uses words, writing, and drawing to communicate • Shares thoughts through gestures, scribbles, home language, sign language, speaking, and combining these means of communication • Says the letters in their name/ Recognizes name • Discusses a range of texts • Prints uppercase/lowercase letters* (at least the letters in their name) • Recognizes many letter/letter-sounds	❑ Yes ❑ No ❑ Sometimes ❑ Not Observed
7. Uses math to describe and interact with the world • Counts to 20 (most kindergarten curriculum has learners counting to 100) • Represents a number of objects (0-10), with a written numeral 0-10 • Adds objects/numbers together and take objects/numbers away • Sorts objects and shapes into categories and copies and continues simple and repeating patterns	❑ Yes ❑ No ❑ Sometimes ❑ Not Observed
8. Uses Social Sciences and the Humanities to understand and contribute to the community • Describes their characteristics • Describes and appreciates their and others' culture and family traditions • Names community workers and their roles and responsibilities • Identifies features of where they live and familiar places (e.g., street name)	❑ Yes ❑ No ❑ Sometimes ❑ Not Observed
9. Explores the Physical, Life, Earth/Space, and Engineering Sciences to describe and improve the world • Observes, describes, and sorts solids and liquids based on their physical properties • Observes plants, animals, and people and describes what living things need to survive • Asks questions, makes observations, and collects and records data about local weather; discusses how weather impacts what people wear and do	❑ Yes ❑ No ❑ Sometimes ❑ Not Observed
10. I can express myself through drama, music, and visual arts. • Uses a variety of art making tools (paintbrushes, markers, pencils, etc.) • Creates a story based on art and/or explains art created about a familiar person, place, or object • Explores and experiences a variety of music • Shares preferences across different types of music and art • Makes/uses props, puppets, toys, and costume pieces for dramatic play	❑ Yes ❑ No ❑ Sometimes ❑ Not Observed

Co-Teach