

Guidance for Completing PreK-K Transition Report

Thank you for taking the time to complete transition report for the children in your program! You are part of a growing movement to develop closer connections between PreK and K teachers and better support children's transition from preschool to kindergarten. If you have any questions about completing this form please contact Karma Hugo, Director of Early Learning at Northwest Educational Service District 189, 360-299-4045 or khugo@nwesd.org.

Front Page – Parent Child Info and Permission

1. Complete all information. Forms without *anticipated school and/or district* or *parent/guardian signature* cannot be shared with schools and/or K teachers.
2. Although the form asks for names and ages of *younger* siblings, K teachers would be interested in knowing about all siblings, including older brothers and sisters.
3. The *Information from Child's Family* section is meant to be completed by the child's parent(s) or guardian(s). This section is optional but allows families to include anything that they would like to share with their child's K teacher prior to the start of school. Please note that family information must be treated with the highest regard for confidentiality.
4. After completing the entire form, obtain parent/guardian permission to share the form with the anticipated school. This section is required.

Inside Pages – Student Work Sample

1. Direct the student to draw a story on the right side, under the section *Student Writing Sample*. Be sure to provide writing tools that the child has used before, so he or she will be familiar with them.
2. The story should be an example of what the child can do on his/her own. Don't prompt the child about his/her drawing. For example, "Where is your mommy in the picture?" or "What about your hair?" If the child asks for input you could say, "I want to see what you can do all by yourself."
3. When the student has completed the drawing say, "Tell me about your story (or picture)."
4. Write the student's response on the left side, in the box labeled *Student's Oral Language*.
5. Read the student's response back and ask, "Is there anything else you want to add to your picture?"
6. If the student responds "Yes", allow him or her to include more details and add the student's additional words to what you previously wrote.
7. When the student is finished, complete the second box on the left, *Monitoring Notes and Next Steps*:
 - a) Score the student work and oral language using the DMA Early Literacy Continuum (on the back of this page),
 - b) Include any additional information that you feel is important about how the student went about his/her work, such as pencil grip, handedness, fine motor control, etc., and
 - c) Provide information about the child's next steps.

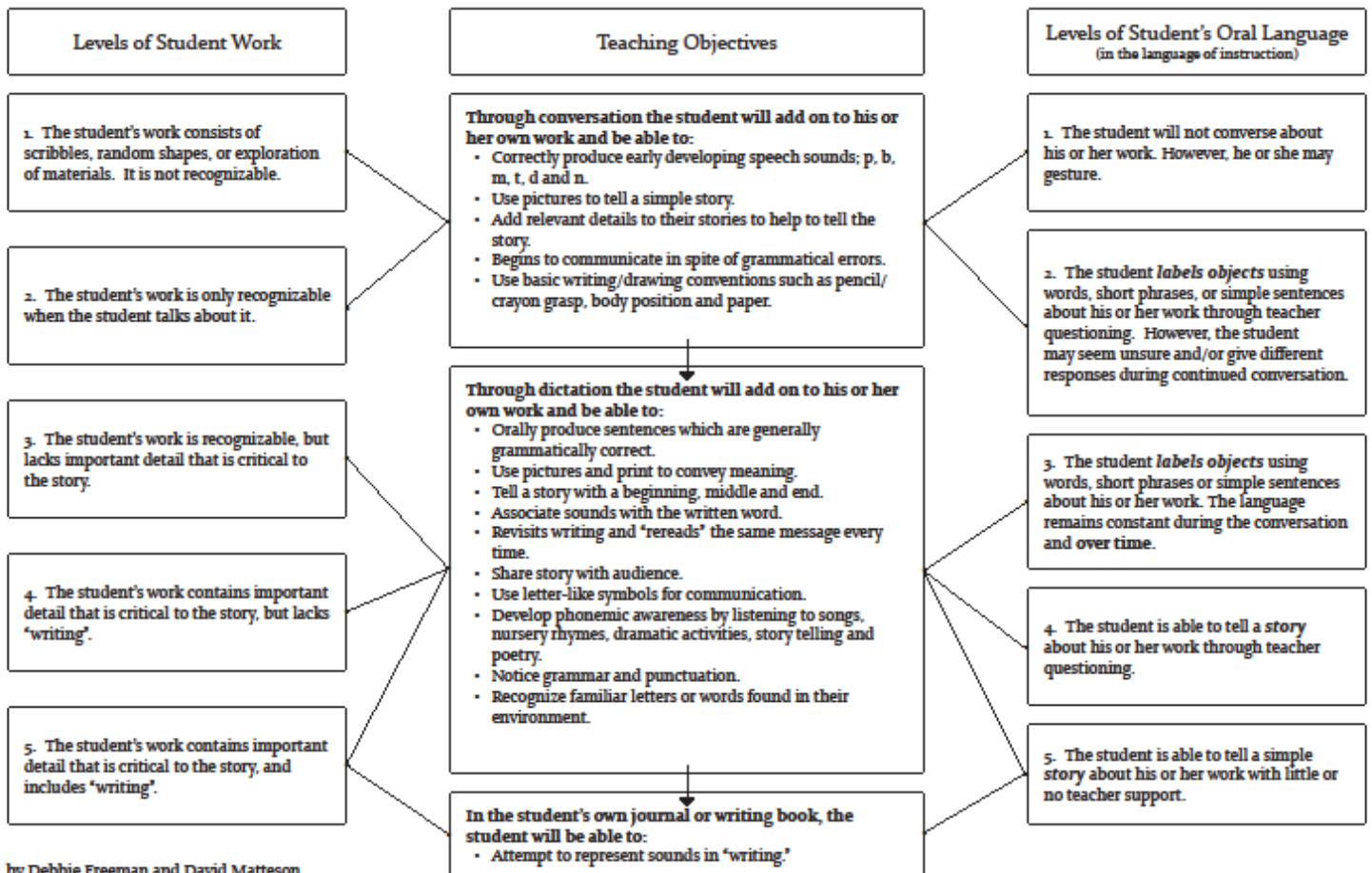
Back Page – Additional Information

1. Indicate the types of assessment(s) that you use.
2. Check the most appropriate box, *Most of the Time*, *Sometimes*, *Rarely* or *Never*, for each developmental objective listed. Consider including additional information for each domain.
3. If, at any time, you are concerned about the development of a child in your program, please don't hesitate to share your observations with the child's parent(s)/guardian(s). You are also encouraged to contact the child's anticipated school, with parent approval, for information about developmental screening and early intervention.

The Early Literacy Continuum for Writing

Foundations of Early Literacy

David Matteson



by Debbie Freeman and David Matteson

©2010 David Matteson and Associates Inc.

<http://www.dmatteon.com>