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. <u>Please note</u> that family information must be treated with the highest regard for <u>confidentiality</u>.
- 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

Levels of Student Work

- 1. The student's work consists of scribbles, random shapes, or exploration of materials. It is not recognizable.
- 2. The student's work is only recognizable when the student talks about it.
- The student's work is recognizable, but lacks important detail that is critical to the story
- 4. The student's work contains important detail that is critical to the story, but lacks 'writing'.
- 5. The student's work contains important detail that is critical to the story, and includes 'writing'.

by Debbie Freeman and David Matteson

Teaching Objectives

Through conversation the student will add on to his or her own work and be able to:

- Correctly produce early developing speech sounds; p, b, m.t.dandn.
- Use pictures to tell a simple story.
 Add relevant details to their stories to help to tell the
- Begins to communicate in spite of grammatical errors.
- Use basic writing/drawing conventions such as pencil/ crayon grasp, body position and paper.

Through dictation the student will add on to his or her own work and be able to:

- Orally produce sentences which are generally grammatically correct.
- Use pictures and print to convey meaning.
 Tell a story with a beginning, middle and end.
- Associate sounds with the written word.
- Revisits writing and 'rereads' the same message every time
- Share story with audience.
- Use letter-like symbols for communication.
- Develop phonemic awareness by listening to songs, nursery rhymes, dramatic activities, story telling and poetry.
- Notice grammar and punctuation.
- · Recognize familiar letters or words found in their environment.

In the student's own journal or writing book, the student will be able to:

· Attempt to represent sounds in "writing."

Levels of Student's Oral Language (in the language of instruction)

- 1. The student will not converse about his or her work. However, he or she may gesture.
- 2. The student labels objects using words, short phrases, or simple sentences about his or her work through teacher questioning. However, the student may seem unsure and/or give different responses during continued conversation.
- 3. The student labels objects using words, short phrases or simple sentences about his or her work. The language remains constant during the conversation and over time.
- 4. The student is able to tell a story about his or her work through teacher questioning.
- 5. The student is able to tell a simple story about his or her work with little or no teacher support.

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