



Primary Readiness Assessment

The following are items we look at as guidelines to determine when a Toddler is possibly ready to move to the Primary class. While this might not be a complete list, or there may be things on this list we don't 'require' for each Toddler, they are determined to be skills that will help with successful transitions into the Primary community.

Is the child at least 30 months of age when set to start full time in the Primary classroom? Yes No

Independence and Self-Care

Does the child choose an activity independently of an adult or another child? Yes No

Does the child put items away when done? Yes No

Does the child concentrate on an activity for up to 15 minutes? Yes No

Does the child engage in independent play (not with an adult or peer)? Yes No

Can the child dress themselves, including pulling pants up and down? Yes No

Can the child change their shoes and put on their own jacket? Yes No

Does the child feed themselves independently? Yes No

Does the child clean up their spills/messes with moderate success? Yes No

Is the child aware of their surroundings? (Are they aware of other people and things in a room? Do they walk with awareness of items on the floor or shelves or people in their path?) Yes No

Can the child use the toilet independently and wipe effectively? Please describe their toileting needs or independence. Do they need frequent reminders to use the toilet?

Is the child able to wash their hands effectively independently? Yes No

Does the child know and follow basic hygiene practices (e.g., brushing teeth)? Yes No

Does the child put items in their mouth? Frequency? _____ Yes _____ No

Does the child line up during classroom transitions? _____ Yes _____ No

Cognitive and Language Skills:

Does the child use language to solve problems or express ideas? (vs. whining/crying/silence/hitting/biting/throwing) _____ Yes _____ No

Can the child recognize and name common objects/shapes/colors? _____ Yes _____ No

Does the child understand and follow multi-step directions? _____ Yes _____ No

Does the child follow simple safety instructions, such as 'stop' or 'come here'? _____ Yes _____ No

Does the child demonstrate problem-solving abilities? _____ Yes _____ No

Can the child initiate and maintain a conversation with others? _____ Yes _____ No

Does the child speak clearly? _____ Yes _____ No

Social and Emotional Skills:

How does the child adapt to new situations or people?

Can the child handle transitions between different activities or environments smoothly with focus and without upset? _____ Yes _____ No

Can the child separate from the family with relative ease? If they cry or are upset, are they able to move on after a few minutes? _____ Yes _____ No

How does the child handle frustration or disappointment?

Does the child have strategies for calming down when upset? What are they? Yes No

Does the child express their feelings or needs appropriately? (e.g., do they say what they need or do they scream, bite, hit, push, or take?) Yes No

Does the child ask for help when desired? Yes No

Does the child speak with friends? Yes No

Does the child exhibit self-control? (e.g., not taking another child's toy, waiting for something, observing a lesson, or an adult giving attention to another child?) Yes No

Does the child seem to understand or feel bad if they make a mistake or hurt someone else?

Yes No

Does the child offer to help others and show empathy? Yes No

Motor Skills:

Does the child have basic gross motor skills? (e.g., running, jumping, climbing) Yes No

Does the child have fine motor skills needed for tasks such as drawing or using utensils?

Yes No

Can the child unroll/roll their work rug to put away? Yes No

Can the child carry a tray carefully? Yes No

Does the child use walking feet in the classroom? Yes No

Responsibility and Organization:

Will the child put away an item if guided? _____ Yes _____ No

Will the child put an item away on their own? _____ Yes _____ No

Does the child display a general understanding of where things belong or items that belong to certain people?

Does the child walk around a work rug? _____ Yes _____ No

Can the child set their lunch table? _____ Yes _____ No

Can the child open their lunchbox and containers and prepare their plate for lunch?
_____ Yes _____ No

