



# Miamisburg City Schools Gifted Services Referral for Early Entrance to Kindergarten



## Considering Early Entrance

The purpose of early entrance is to provide an opportunity for students who have advanced language, reading, math, and social/emotional readiness to be evaluated for possible placement at an accelerated grade level. Early entrance is an academic acceleration, and if the child successfully transitions, he or she will remain at the accelerated placement throughout his or her academic career. This makes the decision to seek early entrance a significant one which not be taken lightly. Early school experiences shape self-confidence and influence children's social-emotional experiences and academic success for the rest of their lives. This is not a question of whether a child can successfully complete kindergarten work but if the child is academically, cognitively, socially, and emotionally ready to be one of the—and possibly the—youngest student in the grade throughout his or her academic life, not just in elementary school but also middle school, high school, and college/university. A child who has had outstanding preschool preparation may be quite advanced at the age of 4 compared to like-age peers, but will his/her academic success and eagerness to learn continue when compared to peers one year older once the child is 8 or 10 or 15? This is the question parents must thoughtfully consider before recommending their child for early entrance.

## Assessing Your Child's Possible Readiness

Children who benefit from early entrance exhibit many of the characteristics listed below. Children referred for early entrance may not exhibit all of the characteristics; however, they should demonstrate the majority to be considered a strong candidate for early entrance.

Overall characteristics...the child:

- Uses and understands vocabulary beyond that of his/her peers.
- Is curious about many things and always has questions.
- Persists until a problem is solved.
- Has a great sense of humor.
- Has a good memory and can easily remember details of stories and books.
- Is interested in abstract concepts such as time and space.
- Is enthusiastic about school.
- Participates in non-academic events such as sports, dance, gymnastics, etc.

Academic characteristics...the child:

- Easily learns new information or skills.
- Believes he/she can succeed at new tasks.
- Knows letters (upper/lower case) and has a basic awareness of phonemes (the sounds distinct letters make).
- Reads and comprehends picture books or chapter books.
- Can count objects, including adding them together and breaking them apart (subtracting).
- Recognizes the ten digits from 0 to 9.
- Figures out math problems better than other children his/her age.

Developmental characteristics...the child:

- Has average or better fine and gross motor coordination.
- Can focus on one activity longer than his/her peers.
- Can use a computer mouse to click icons or locate games.

Interpersonal characteristics...the child:

- Exhibits positive and effective behavior.
- Handles criticism well and adjusts behavior/performance accordingly.
- Gets along well with like-age peers as well as with children of other ages.
- Has good relationships with adults who are their teachers.

## Preparing for Evaluation

Once parents are informed of the expectations for a child referred for early entrance and make the decision to proceed with assessment, the child should be given every opportunity to perform well. Prepare the child physically by getting him or her to bed early the night before, providing breakfast, and comfortable clothes. Parents should maintain a positive, relaxed attitude throughout the testing process rather than emphasizing pieces of information for the child to memorize in order to “pass.” Trying to study or “cram” in order to help your child prepare for the assessment often produces confusion and anxiety in children rather than confidence.

The best approach is a straight-forward one. Tell your child that he or she will be working with someone who helps the teachers at school and that there may or may not be other children waiting to do the same activities. Bring things for your child to work on quietly if they have to wait a few minutes for their appointment.

Remember, the focus is on gathering information to help adults make decisions about your child’s readiness to enter kindergarten early and have a successful and positive school experience. Many children who participate in assessment are developing normally but may not be accepted for early entrance to kindergarten. Be supportive of your child and help him or her have a good experience, regardless of the outcome.

## Overview of the Early Entrance Process

<b>Eligibility</b>	<ul style="list-style-type: none"><li>▪ Children must live within the Miamisburg City School District boundaries to be assessed.</li><li>▪ Children who turn 5 between August 2 and December 31 may apply for early entrance to kindergarten.</li><li>▪ Per district policy, children turning 5 on or after January 1 must be referred by an educator within the district, a pre-school educator who knows the child, pediatrician, or psychologist.</li></ul>
<b>Application</b>	Parents/Guardians submit a completed application packet to the principal of the school building to which their child is districted by June 1. Application packet includes the application, parent observation chart, and child pre-assessment along with a referral if the child’s birthday is January 1 or after. Late applications may be accepted if proof is provided of transferring from outside the district after the deadline and the application packet is submitted prior to the first day of school.
<b>Assessment</b>	Individual student assessment appointments will be scheduled within 45 days of receipt of the application packet. Parents are responsible for transporting children to/from the multiple required appointments. Results will be communicated to parents within 10 working days of completion of assessment. If the student does not qualify for early entrance, he/she may enroll in kindergarten the following year as originally scheduled.
<b>Conditional Placement</b>	Children who qualify for early entrance will be conditionally placed in kindergarten for a 30-day trial period. If the child transitions successfully, the placement will become permanent at the end of the trial period. If the child does not transition successfully and does not respond to reasonable interventions, he/she will be withdrawn. The child will then transition to kindergarten the following year as originally scheduled.

***The application deadline for early entrance is June 1 of each year.  
No late referrals will be accepted without documented evidence of transferring to the district.***

**Miamisburg City Schools Referral Form for Early Entrance to Kindergarten**

**Directions:** Please print as you complete the next two pages. Then set aside ten minutes for your child to complete the final two pages. Return all four completed pages to the building your child is districted to attend. You will be contacted by Gifted Services to further discuss this referral.

**Student Information:**

Child's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Parents' Names \_\_\_\_\_ Home Phone \_\_\_\_\_

Home Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

Email Address \_\_\_\_\_ Cell Phone \_\_\_\_\_

Name/Age/Grade of School-Aged Siblings \_\_\_\_\_

**Preschool Information:**

Preschool Attended \_\_\_\_\_ Dates Attended \_\_\_\_\_

Preschool Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

Preschool Contact Reference \_\_\_\_\_ Preschool Phone Number \_\_\_\_\_

**Language Information:**

Child's Native Language \_\_\_\_\_ Other Fluent Languages \_\_\_\_\_

**Additional Information:** Please give specific information on why you feel the child should be considered for academic acceleration:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I give permission for my child to be evaluated for possible early entrance to kindergarten.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Relationship to Child

\_\_\_\_\_  
Date

**To be completed by school building designee:**

Date Referral Submitted \_\_\_\_\_ Building \_\_\_\_\_ Received by \_\_\_\_\_

## Parent Observation Chart for Early Entrance to Kindergarten

Child's name \_\_\_\_\_ Date completed \_\_\_\_\_

Completed by \_\_\_\_\_ Relationship to child \_\_\_\_\_

Please place a check in the box which corresponds to the child's observed skill level.

Observed Skill	Frequency				
	Never	Rarely	Sometimes	Often	Always
<b>Language</b>					
Uses words to express thoughts and needs.					
Follows two-step directions.					
Engages in conversations with peers and adults.					
<b>Literacy</b>					
Writes name using appropriate capitalization.					
Comprehends texts when read aloud and answers questions about the text accurately.					
Names upper case letters (can identify letters accurately).					
Names lower case letters (can identify letters accurately).					
Writes upper case letters accurately when prompted.					
Writes lower case letters accurately when prompted.					
Identifies the sounds letters make (ex. knows a p makes the /p/ sound).					
Recognizes rhyming words.					
<b>Mathematics</b>					
Counts objects accurately.					
Writes the digits 0-9 accurately when prompted.					
Adds and subtracts physical objects (ex. can tell you that two crayons plus two crayons are four crayons when given physical access to the crayons).					
Connects numerals with their quantities (ex. can write "3" to describe the number of items counted).					
Adds and subtracts single digits (ex. $5 - 2 = 3$ ).					
Identifies basic shapes (ex. square, rectangle, circle, triangle).					
<b>Cognitive</b>					
Attends to a single task for 15 minutes or more.					
Persists in activities that are difficult until the activity is complete.					
Works to solve problems independently.					
Remembers and connects experiences.					
Shows curiosity and motivation to learn.					
<b>Social/Emotional</b>					
Participates cooperatively and constructively in group situations.					
Uses words to express feelings.					
Expresses an interest in school.					
<b>Physical</b>					
Can easily move from one place to another (demonstrates gross motor coordination).					
Uses drawing and writing tools (demonstrates fine motor coordination).					
Utilizes fork and/or spoon when eating (fine motor coordination).					

**The following two pages contain activities for your child to complete independently.  
Any directions may be read to your child, but no other help should be provided.**

# Child Pre-Assessment for Early Entrance to Kindergarten

**Parent Directions:** You may read all words throughout this pre-assessment to your child, but all answers should be given independently by your child. Your child may use a crayon, colored pencil, regular pencil, or pen to respond on this pre-assessment as long as the responses are clear. Do not help your child hold the writing utensil or write answers. The results of this pre-assessment will allow Gifted Services staff to select the appropriate assessments to complete with your child during the early entrance testing process. A child may respond incorrectly to pre-assessment items and still qualify for early entrance.

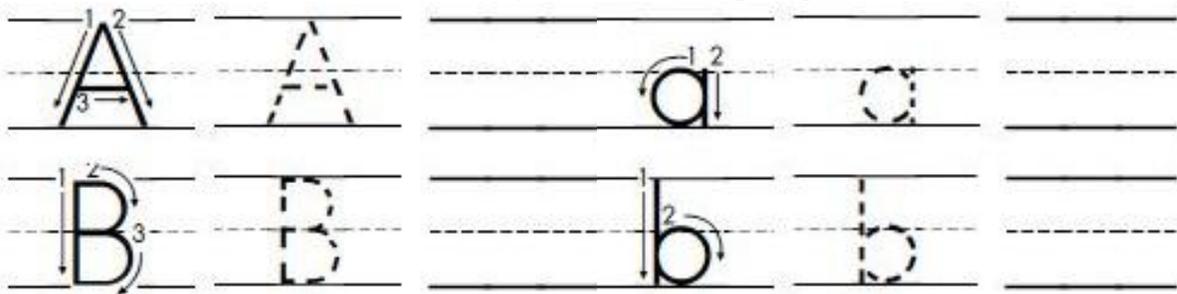
Write your name on the line provided.

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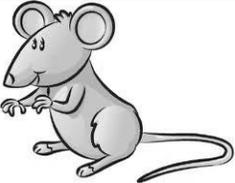
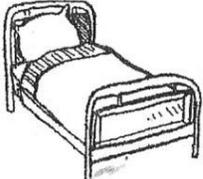
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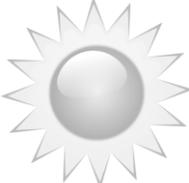
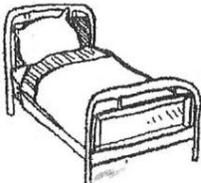
Trace the dotted letter and then write the letter on your own in the space provided.



Look at the first picture in each row. What sound is at the beginning of the word? Circle the picture that begins with the same sound.

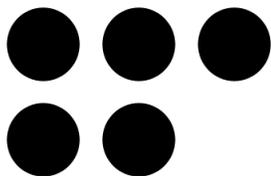
Look at the letter in each row. What sound does that letter make? Circle the picture that ends with the same sound.

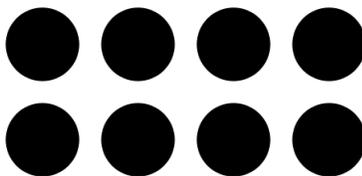
/t/			
/n/			
/r/			
/x/			

Write the missing numbers on the lines provided.

1    \_\_\_    3    \_\_\_    5    6    \_\_\_    8    9

Count each set of dots. Write the number of dots in the square.






Draw a picture of your favorite animal in this box.