



Independent School District 152



1313 30th Ave. S., Moorhead, MN 56560



Phone: 218-284-3300



www.isd152.org



Fax: 218-284-3333

Early Admission Application

Administrative Procedure: 513.1

Date Adopted: 12/16/1996

Dates Reviewed: 4/10/2017

Section: 500 STUDENTS

Date Revised: 04/10/2017

Please Print:

Child's Name: _____ M or F Birthdate: _____
First Last (Circle One) (Month/Day/Year)

Name of Parent/Guardian: _____

Phone Numbers: _____
Home Work Cell

Email Address: _____

City: _____ Zip Code: _____

Elementary School Attendance Area: _____

Has your child had experience with groups of children away from his or her parents/guardians, such as in daycare or early childhood classes? Please list: _____

Why do you feel your child would benefit from early entrance? _____

If necessary, I consent to an assessment of my child to determine his or her readiness to enter kindergarten or grade 1 early.

Signature of Parent/Guardian

After careful consideration, the Moorhead Area Public Schools has adopted the following criteria for early admission:

1. **COGNITIVE ABILITY** assessed to be within the very superior range (IQ 130+) as measured by a standardized individually administered test.
2. **ACADEMIC READINESS/ACHIEVEMENT** assessed to be within the very superior range (standard scores 130 or above).
3. **SUPERIOR COORDINATION** as determined by scores on a standardized assessment of motor proficiency.
4. **SUPERIOR SOCIAL MATURITY** on the basis of information gathered from parent/guardian reports, daycare observations, and other developmental checklists as appropriate.
5. **SUPERIOR LANGUAGE DEVELOPMENT** as determined by scores on a standardized assessment of language development.
6. **COMPLETION OF HEALTH FORMS**, physical and required immunizations.

DEVELOPMENTAL CHECKLIST

Early admission to kindergarten is only considered for children who are thought to be exceptional (total development being superior to most children of the same age).

The following checklist can be used to help parents/guardians determine whether they should apply for the Early Admission program. It helps parents/guardians determine a child's strengths by comparing his/her behavior with the list of descriptors.

Please remember that this is only a guide to help you sort out your feelings as to your child's potential. If you apply for early admission, the school will still be the determiner of whether the child will start early.

GENERAL INTELLECTUAL ABILITY

- _____ Asks many specific questions and seriously attends to the answers.
- _____ Has a good memory.
- _____ Frequently prefers playing with older children.
- _____ Has a mature sense of humor. Is likely to understand puns or play on words before other children.
- _____ Is exceptionally curious. May either use a "scattershot" approach of exploring many areas of

interest simultaneously or focus on one at a time.

_____ Has a high energy level; is restless in mind and body.

_____ Is interested in cause-effect relationships. Likes to explore possible explanations. May insist that his/her explanation makes more sense than the "real" one.

_____ Has a long attention span for activities of own choosing.

_____ Knows many things about which other children the same age are unaware. _____ Applies concepts of reading and math in contexts other than those in which they were introduced. _____ Is sensitive to emotional issues at an early age. Asks many questions about pain, death, anger, love, violence, etc.

_____ Is eager to try new activities and/or to perform familiar activities in new ways.

SPECIFIC ACADEMIC ACHIEVEMENT

Linguistic Aptitude

_____ Uses advanced vocabulary.

_____ Employs advanced sentence structure (i.e., uses conjunctions like "however" and "although").

_____ Makes up elaborate stories or fantasies.

_____ Memorizes many poems or stories. Recites poems or rhymes using rhythm and cadence.

_____ Prefers storybooks with many words and fewer pictures.

_____ Has taught (or is teaching) self to read by asking parents or other nearby adults, "What is this letter?" or "What does this word say?" May also learn early by watching television or hearing the same books read aloud repeatedly.

_____ Has an early interest in printing letters, names, and words.

Math/Logic Aptitude

_____ Is very interested in maps, charts, globes, calendars, and clocks. Asks many questions about abstract terms, such as time and space. (Example: "When is today really tomorrow or yesterday?")

_____ Enjoys assembling new or difficult puzzles.

_____ Likes to count, weigh, measure, or categorize objects.

_____ Recognizes one- and two-digit numbers. Is able to count objects and choose the correct numeral to represent the number. (Example: Counts 11 blocks and points to the numeral 11.)

_____ Understands concepts of money. (Example: Knows that 10 pennies equal to a dime.)

Scientific Aptitude

_____ Constantly wants to know how and why things work.

_____ Collects things.

_____ Likes to classify and categorize objects and ideas.

_____ Has an advanced understanding of cause-and-effect relationships.

_____ Chooses "how-to" books or nature books over stories and fairy tales.

_____ Likes to take things apart -- toys, clocks, flashlights, appliances. May or may not be able to put them back together.

CREATIVE OR PRODUCTIVE THINKING

_____ May have an "imaginary friend" and be able to describe him/her in great detail.

- _____ Is constantly asking questions.
- _____ Responds to questions with a list of possible answers.
- _____ See solutions that rarely occur to other children or to adults.
- _____ Effectively uses materials in ways other than those from which they were intended.
(Example: Invents a new game around Lotte cards.)
- _____ Has a spontaneous sense of humor.
- _____ Makes up elaborate excuses for behavior, finds "loopholes." (Example: "I am sorry I bit Ralph. But I did not mean to bite his skin. I only meant to chew his clothes.")

LEADERSHIP ABILITY

- _____ Interacts easily with both children and adults.
- _____ Is often sought out by other children for play.
- _____ Is able to enter an already-playing group of children and be easily accepted.
- _____ Offers play suggestions to other children toward his/her own goals, positive or negative.
- _____ Understands cause-effect as it relates to behavior and consequences.
- _____ Recognizes when his/her behavior yields certain predictable results.
- _____ Has a sense of justice and fair play for both self and others.

ABILITY IN THE VISUAL and/or PERFORMING ARTS

Visual Arts Aptitude

- _____ Spends free time drawing, painting, or sculpting.
- _____ Remembers in detail items, places, or pictures seen.
- _____ Has advanced eye/hand coordination.
- _____ Enhances artwork with fine detail.
- _____ Shows attention to texture, color, and balance.
- _____ Responds emotionally to photos, paintings, or sculptures.
- _____ Shares own feelings and moods through drawings, paintings, or sculptures.

Musical Aptitude

- _____ Frequently requests music-related activities.
- _____ Responds emotionally to music. (Example: "That song makes me sad.")
- _____ Can identify a familiar song from the tune only.
- _____ Sings in time or close to in tune.
- _____ Dances, moves, or claps in time with musical patterns and rhythms.

PSYCHOMOTOR APTITUDE

- _____ Enjoys movements such as running, jumping, climbing, and/or tumbling as an end in itself.
- _____ Uses gestures, body movement, and/or facial expressions to show or mimic feelings.
- _____ Has an accurate and relaxed sense of balance when hopping on one foot, walking a narrow line, hanging from a bar, etc.

_____ Uses simple athletic equipment with comparative ease. Can accurately throw and catch a softball, jump rope, dribble a basketball, skate, etc.

_____ Is able to adopt motor skills appropriately in game situations.

I have read and understand the information on the reverse side of this form.

Date: _____

Parent/Guardian Signature: _____

Required Enclosures: Copy your child's birth certificate, immunization, and physical records.