

Kindergarten Readiness Assessment Administration Guide

The Kindergarten Readiness Assessment data should be collected for each entering kindergarten student within the first three weeks of the student's first day of kindergarten. This guide provides a description of each assessed indicator, recommended method for data collection, how to report the data on the recording table (see attached), and some extension ideas for ways in which to use the obtained data in future instruction.

APPROACHES TO LEARNING

1. Engagement and Attention

INDICATOR: Stays with assigned task and remains focused for at least 5 minutes, even when frustrated or challenged.

EXPECTATION: The child is on task for at least 5 minutes.

DATA COLLECTION METHOD: Teacher/Staff observation. Anecdotal notes.

This assessment data can be taken during any independent task that teacher/staff assigns.

HOW TO REPORT DATA: Data will be reported on the summary sheet as a yes or no

DATA EXTENSION: This information may be useful as the teachers form their instructional small groups. This information might also let the teacher know what activities or times of day produce the most struggles. The teacher can note or identify triggers for students who are not successful with this skill.

2. Persistence

INDICATOR: Waits for, listens to, and responds to entire adult directions.

EXPECTATION: The students will wait and listen to the entire direction before acting or responding.

DATA COLLECTION METHOD: Teacher/Staff observation and anecdotal notes. (Does the child wait and listen to the entire direction given by the adult and follows that direction accurately?)

HOW TO REPORT DATA: Data will be reported on the summary sheet as a yes or no.

DATA EXTENSION: This data will show that some children are auditory learners and some are not and the use of visuals might help with those children struggling with this skill. The data might show that some students are able to listen to and follow directions during small group vs large group.

3. Problem Solving

INDICATOR: Anticipates consequences of own behavior

EXPECTATION: Students can respond to questions regarding specific behaviors in school.

Examples: Behavior: running in the hallway, walking in the hallway, following directions

Examples questions to ask students at any time that feels natural: "Why do we not run in the hallway?" "Why do we walk in the hallways?"

"Why is it important to walk in the hallway?" or "What happens when we remember to walk in the hallway?" "Why is it important to follow directions?" "What happens when we don't follow directions?"

DATA COLLECTION METHOD: Anecdotal notes and Teacher/Staff observations (in both academic and social activities)

HOW TO REPORT DATA: Yes or no on summary sheet

DATA EXTENSION: This data might provide information about rules that need to be practiced or reinforced. This data might be helpful information to share with the specials teachers, to inform them of students that need additional prompts or reminders of rules and expectations.

PHYSICAL HEALTH AND DEVELOPMENT

1. Fine motor skills

INDICATOR: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, three finger pencil grasp, snaps and buttons to dress self).

EXPECTATION: The student will be able to demonstrate the ability to use fine motor skills. In order to meet the expectation they must be able to complete 2 of the 5 skills listed.

DATA COLLECTION METHOD: Teacher observation/anecdotal notes. Teacher chooses method.

HOW TO REPORT DATA: If the child can complete 2 of the 5 skills then “yes” would be entered on the data summary sheet.

DATA EXTENSION: Teacher may also want to note the dominant hand and how child holds writing utensils.

2. Large motor skills

INDICATOR: Demonstrates loco-motor skills with control, coordination and balance (e.g., hops, jumps, runs with control and direction, and climbs)

EXPECTATION: The student will be able to demonstrate large motor skills such as hopping, jumping, running. To meet expectations they must complete 2 large motor skills.

DATA COLLECTION METHOD: Teacher observation/anecdotal notes/checklist

Data may be collected through a variety of methods; for example recess observations, hopping to or from the carpet during a transition, observation during gym.

HOW TO REPORT DATA: Enter “yes” on the data summary sheet if the child can demonstrate two of the large motor skills.

3. Personal Hygiene

INDICATOR: Follows basic health practices and completes personal care tasks (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing,)

EXPECTATION: Students will follow basic health practices and personal care task. Students should know to get a tissue when they have a runny nose, cover their mouths when they cough, etc.

DATA COLLECTION METHOD: Teacher observation

HOW TO REPORT DATA: Enter “yes” on the data summary sheet if the child can demonstrate these tasks.

SOCIAL-EMOTIONAL DEVELOPMENT

1. Character development- develop core ethical and performance principle

INDICATOR: Interacts appropriately with adults in the school setting when communicating wants and needs, and answering questions

EXPECTATION: The student should be able to hold a brief conversation with adults that includes expressing student wants and needs, and asking and answering questions. When necessary the student should seek out adult support for help.

DATA COLLECTION METHOD: Teacher observation.

Is the child able to communicate wants and needs? Can they ask for help, and to use the restroom?

Can the child use language to answer conversational questions? For example: "What are you working on?" "What are you going to do next?"

HOW TO REPORT DATA: Enter "yes" on the data summary sheet if the child can demonstrate this task.

2. Character development- creating a caring community

INDICATOR: Demonstrates an understanding of what it means to be a friend and responds accordingly to the needs of others

EXPECTATION: The student will have positive interactions with peers and recognize when others need help.

DATA COLLECTION METHOD: Teacher observation and anecdotal notes

Notes may include situations when the student listens to others, takes turns, participates in reciprocal conversations, shows empathy, and is helpful.

HOW TO REPORT DATA: Enter "yes" on the data summary sheet if the child can demonstrate this task.

3. Self -Awareness

INDICATOR: States personal information to include (legal) first name, last name, age, and caregiver/parent's name

EXPECTATION: The student can identify 3 of the 4 personal information items on the checklist

DATA COLLECTION METHOD: Teacher/Staff observation, anecdotal and/or checklists

HOW TO REPORT DATA: A yes or no on the summary sheet

DATA EXTENSION: If this expectation is not met, this will be a topic of conversation at conferences. Teachers can also modify instruction to include calling a student by their first and last name.

4. Organize personal time and managing personal responsibilities effectively

INDICATOR: Can manage transitions positively with minimal adult support

EXPECTATION: The child will demonstrate flexibility and is able to successfully transition from one activity to another.

DATA COLLECTION METHOD: Teacher/ Staff observation with anecdotal notes. (Can the child demonstrates flexibility and is able to transition from one activity to another within the designated time frame? Can the child transition from recess to classroom instructional time? Can the child transition from the classroom to a specials class?)

HOW TO REPORT DATA: A yes or no on the summary sheet

DATA EXTENSION: The teacher might need to use the data to provide those struggling students with visuals or advance notice to upcoming activities or changes in routine. Teacher might need to use data to make changes to classroom routines or transitions to make those transitions more fluid and consistent.

COMMUNICATION AND LITERACY

1. Literature- Key Ideas and Details

INDICATOR: With prompting and support, answers a question about key details in a variety of text.

EXPECTATION: The student will be able to answer a question about the text read.

DATA COLLECTION METHOD: After completing a read aloud, ask a few students to tell you one thing that happened in that book. You may use several read-alouds across the three weeks to complete this task.

HOW TO REPORT DATA: If their answer is appropriate to the text, mark a yes.

If they are unable to answer or their answer is not appropriate to the text, mark no.

DATA EXTENSION:

2. Literature- Craft and Structure

INDICATOR: Demonstrates familiarity with books (holds book right side up, turns single pages, differentiates between pictures and words).

EXPECTATION: The student will be able to handle books appropriately.

DATA COLLECTION METHOD: Teacher observation and conversation with student.

HOW TO REPORT DATA: During your MIR time, observe how students interact with a book. You will be looking for:

1. Does the student hold the book right side up?
2. Does the student turn one page at a time?
3. Does the student differentiate between pictures and words?

Start the conversation by asking the student what they are reading about. Ask the student the following questions:

1. Can you show me how you would open this book to start reading?
2. Look at this page with me. Where are the words? Where are the pictures?
3. Now we are done with this page. What do you do next?

If you can say yes to all three, this student is kindergarten ready.

DATA EXTENSION:

3. Print Concepts

INDICATOR: Recognizes and names some upper: and lowercase letters in addition to those in first name.

EXPECTATION: The student will be able to expressively name any 20 upper or lower case letters.

DATA COLLECTION METHOD: You may complete this task any way you choose. Some options may be using the F&P checklist, observations, or playing letter games.

HOW TO REPORT DATA: If the student is able to expressively name any 20 upper or lower case letters, mark a yes. If they are unable to expressively name any 20 upper or lower case letters, mark no.

DATA EXTENSION:

4. Phonological Awareness

INDICATOR: States the initial sound (phoneme) in words (e.g., cat starts with /c/).

EXPECTATION: The student will be able to correctly isolate beginning sounds of words.

DATA COLLECTION METHOD: Turn to page 260 in your F&P Assessment Forms manual (spiral bound). Follow the directions.

HOW TO REPORT DATA: If student correctly identifies four out of five sounds, data sheet is to be marked with a YES. If student is not able to correctly identify four out of five, mark NO.

DATA EXTENSION:

5. Phonological Awareness

INDICATOR: Recognizes rhyming words.

EXPECTATION: Student will be able to hear rhyming sounds.

DATA COLLECTION METHOD: Turn to page 265 - 267 in F&P Assessment Forms manual (spiral bound). Follow the directions but make sure you go through and say each picture name before you start.

HOW TO REPORT DATA: If a student is able to correctly match four pairs, mark YES. If student is not able to correctly match four pairs, mark NO.

DATA EXTENSION:

6. Word recognition and emergent writing

INDICATORS: Identifies own name in print. Writes first name independently.

EXPECTATION: Student will be able to locate their first name in print and independently write first name.

DATA COLLECTION METHOD: This is a two part assessment. You will first observe if they can identify their own name. Complete this in a way that feels natural to you. Some options include watching them find their name on lunch cards, finding their name tags, or finding their name in a pocket chart.

The second part addresses writing their name. You can watch for this anytime throughout your first three weeks in school.

HOW TO REPORT DATA: If the student can identify first name, indicate YES on the summary sheet. If the student can write their first name with recognizable letters, in correct order, and forms a word like structure, indicate YES on the summary sheet.

DATA EXTENSION: For more information, record whether students are attempting to write their name in varying ways. Look for scribbles, letter strings, or letter like forms. Use this data to help instruct students in the first few weeks on how to write their name.

7. Writing- Text type and purposes

INDICATOR: Uses a combination of drawing or emergent writing to express thoughts and ideas and is able to tell another person about what they have drawn.

EXPECTATION: When presented with the opportunity to write the student will put something on paper and be able to tell you about it.

DATA COLLECTION METHOD: This assessment will measure several different aspects of an early writer. You may use a writing experience that is already in your lesson plans or use a prompt like "What is your favorite thing about kindergarten so far?". As students are working, you will need to be observing several things:

1. Can they put ideas (pictures and/or words) down on paper?
2. Can they talk about their ideas?
3. Do they attempt to use letters? If so, are they demonstrating an awareness of appropriate letters and sounds for their desired message?

HOW TO REPORT DATA: If you can answer yes for the first two questions, the student may be considered kindergarten ready. Enter YES on the data summary sheet. Use the information for the third question to help inform your writing instruction. These observations can happen anytime.

DATA EXTENSION:

8. Speaking and Listening- Comprehension and Collaboration

INDICATOR: Can hold a conversation

EXPECTATION: Student will be able to stay on topic throughout multiple exchanges and use questions to extend conversation.

DATA COLLECTION METHOD: These observations can happen anytime throughout your day. You may observe a conversation between two students or engage in a conversation with the student. You will be looking for three specific skills:

1. Is the student able to stay on topic throughout the exchanges?
2. Is the student able to use or respond to at least one wh- question (who, what, where, why, when) to continue the conversation?
3. Does the student listen and respond three or more times?

HOW TO REPORT DATA: If you can answer yes to two of the three guiding question listed in the

Data Collection Method: Indicate Yes on the summary sheet.

DATA EXTENSION:

MATHEMATICAL KNOWLEDGE

1. Counting and Cardinality

INDICATOR: Counts verbally in sequence to at least 20.

EXPECTATION: Student will count in sequence as high as they can go.

DATA COLLECTION METHOD: Ask a student to count as far as they can. You may complete this during math workshop, transition times, or any other time throughout your day during the three weeks. The student is considered kindergarten ready if they are able to count in sequence to 20.

HOW TO REPORT DATA: If a student is able to count correctly to 20, indicate Yes on the summary sheet.

DATA EXTENSION: Use this as an opportunity to take anecdotal notes on counting behaviors (highest number reached, skipped numbers, counting in first language) to help further your math planning and instruction.

2. Number recognition

INDICATOR: Recognizing numerals

EXPECTATION: Student will recognize and name written non-sequential numerals between 0 and 9.

DATA COLLECTION METHOD: You may complete this in a way that feels natural in your classroom. Some options include the provided number list, observation during math workshop, or number games.

HOW TO REPORT DATA: If a student can identify any five numbers, indicate Yes on the summary sheet.

DATA EXTENSION:

3. Counting and Cardinality- Count to tell number of objects

INDICATOR: Uses one-to-one correspondence when counting objects, say the number names in the standard order pairing with each object

EXPECTATION: Student will display one-to-one correspondence up ten when counting objects.

DATA COLLECTION METHOD: During the early days of math workshop, have students explore the different manipulatives in the classroom. As they are exploring, meet with individual

students. Ask the student to grab a handful of the manipulative they are working with. Ask the student to show you how they would count their tools.

HOW TO REPORT DATA: If student gives one correct number for each object, indicate Yes on the summary sheet.

DATA EXTENSION: Use this as an opportunity to take additional anecdotal notes about counting behaviors (assigning more than one number to one object, counting out of order, etc.)

4. Sorts Attributes

INDICATOR: Sorts objects by one attribute and provides rationale

EXPECTATION: Student will sort math manipulatives by one attribute (color, shape, or size) and provide a rationale.

DATA COLLECTION METHOD: During the early days of math workshop, have students explore the different manipulatives in the classroom. As they are exploring, meet with individual students. Ask the student to grab a handful of the manipulative they are working with. Ask the student “Can you show me which ones are the same?” After they have sorted the objects, ask them to tell you why they put those together.

HOW TO REPORT DATA If the student can sort the objects by one attribute and provide an appropriate rationale, indicate Yes on the summary sheet.

DATA EXTENSION: