

# Kindergarten Readiness Fact Sheet




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## Why Kindergarten Readiness?

- Early childhood experiences, birth to kindergarten entry, that ensure health and physical well-being and the development of cognitive, communication and social-emotional skills necessary for school success and have a direct influence on future success.
- School readiness occurs within a broad context that includes the four components of community, educational environment, family the individual child. These four components function as interdependent systems of supports that have multi-directional influences.
- An effective foundation for school readiness involves policy, funding and systems for children that support their ability to thrive and their success in learning environments through their lifespan. **Readiness is assessed after entry to Kindergarten.**

## What is a Developmental Screening Tool?

A developmental screening tool reviews developmental areas of language and literacy, cognitive and problem solving, physical well-being and motor development, and social-emotional development. It is based on families'/teachers' observations of children's skills and abilities and aligns with Kansas standards and tools already used in Kindergarten settings.

A Kindergarten Readiness Screener is like a hinge: 

- Swings back to highlight a child's prior experiences and interventions
- Swings forward to inform most effective practice for a child in elementary years

## How Can Kindergarten Readiness data be useful?

Policymakers will consider targeted ways to increase Kindergarten readiness.

Families, teachers, administrators and leaders can use data-based decision making to plan strategically in the home, classroom, district and community.

## Kindergarten Readiness data is not useful as:

- A gate keeper to keep five-year-old children out of Kindergarten
- An automatic referral for special education
- Progress monitoring

## What is the difference between a screening tool and a test?

Screening Tool	Assessment/Test
Looks at developmental milestones	Looks at skills acquired
Provides a snapshot upon entry-not a pre/post measure	Is more comprehensive
Brief to administer	Administration can be lengthy
Largely observational in nature	Requires individual testing



## Developmentally Appropriate Practice with Kindergartners

According to NAEYC,  
<http://www.naeyc.org/dap/kindergarteners>

*Kindergarten is a time of change, challenge, and opportunity. In many ways, kindergartners are still like preschoolers. Yet with the increasing focus on school readiness, many kindergarten classrooms unfortunately bow to pressures and begin to look more like a primary classroom than a kindergarten.*

*Five- and 6-year-olds make great intellectual leaps. They go through a major shift, allowing them to develop more*

- *personal responsibility,*
- *self-direction, and*
- *logical thinking.*

*This growth affects development across physical, social and emotional, cognitive, and language domains. Kindergarten can shape a child's overall outlook on and engagement in lifelong learning.*

*Teachers must balance kindergartners' varying abilities and needs while making sure that the curriculum fits appropriately between preschool and first grade.*

## Kindergarten Readiness Screening Timeline

<b>Fall 2016</b>	ASQ3/ASQ:SE2 will be piloted in various districts and schools across Kansas with approximately 2000 Kindergarten students.
<b>Winter 2017</b>	Pilot cohort will provide feedback to KSDE to help inform planning of a state-wide roll out.
<b>Spring 2017</b>	State-wide training in a Trainer of Trainers model for every district
<b>Summer/Fall 2017</b>	Trainer of trainers will train every Kindergarten teacher on the facilitation of the screening tool.
<b>Fall 2017</b>	State-wide roll out to 37,000 Kindergarten students, their families and teachers.

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