

Appendix 1. Kindergarten Observation Form

# Kindergarten Observation Form 2013

ALAMEDA COUNTY

Class #		Child #			
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30954



1. Today's date: Month \_\_\_\_ Day \_\_\_\_
2. Teacher's initials: First \_\_\_\_ Middle \_\_\_\_ Last \_\_\_\_
3. Child's initials: First \_\_\_\_ Middle \_\_\_\_ Last \_\_\_\_  
*(e.g., Lisa Marie Colvig Amir: First: L Middle: M Last: C A, Mónica Patricia Morales Lopez: First: M Middle: P Last: M L)*
4. Child's sex:  Male  Female
- 5a. Child's date of birth: Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_
- 5b. Is this child a Transitional Kindergarten student?  Yes  No
6. First name of child's mother (if applicable): \_\_\_\_\_
7. Child's start date of instruction: Month \_\_\_\_ Day \_\_\_\_
8. In the year prior to kindergarten, did the child participate in any of the following:
  - 8a. Short-term summer pre-K program (e.g., Summer Bridge, Kinder Camp, etc.)  Yes  No  Information not available
  - 8b. Transitional Kindergarten  Yes  No  Information not available
  - 8c. Preschool or licensed child care  Yes  No  Information not available  
*If yes, what type of program was it?*
    - 9a. Head Start?  Yes  No  Information not available
    - 9b. Other licensed child care center?  Yes  No  Information not available
    - 9c. Licensed family child care home?  Yes  No  Information not available
10. Since the start of school, how frequently did the following occur?
 

	Rarely or almost never	On some days	On most days	Just about every day
10a. Child indicated he/she was hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. Child appeared tired in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. Child was sick or ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10d. Child was absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10e. Child was tardy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Did this child enter kindergarten with a designated Special Needs Status or an IEP?  Yes  No  Information not available
- 11a. If no, do you believe s/he has a special need?  Yes  No

12. What is this child's primary race/ethnicity?
  - Hispanic/Latino  Asian  Filipino  Alaskan Native or American Indian
  - Pacific Islander  African American  Multi-racial
  - Caucasian/White (including Arab/Middle Eastern)  Other \_\_\_\_\_  Don't Know
13. In what language is this child most comfortable communicating (i.e., the child's preferred language)?
  - English  Spanish  Filipino or Tagalog  Chinese/Mandarin/Cantonese
  - Farsi or Dari  Vietnamese  Punjabi or Hindi  Other: \_\_\_\_\_
14. For a child of his/her age, how would you describe the child's progress in his/her preferred language?
  - Delayed  On track  Advanced  Can not determine
15. Is this child an English Learner?  Yes  No  Information not available

IF THE CHILD'S PREFERRED LANGUAGE IS ENGLISH, PLEASE TURN THE SHEET OVER TO CONTINUE. IF THE CHILD'S PREFERRED LANGUAGE IS NOT ENGLISH, PLEASE ANSWER Q16a-Q16d.

- 16a. How would you rate this child's skills in understanding English? (*receptive language skills*)
  - Beginning  Early Intermediate  Intermediate  Early Advanced  Advanced
- 16b. How would you rate this child's skills in speaking English? (*expressive language skills*)
  - Beginning  Early Intermediate  Intermediate  Early Advanced  Advanced
- 16c. Do you have any difficulty communicating with the child due to language differences?  Yes  No
- 16d. Will this child be assessed in his or her preferred language?  Yes  No

*Note: If you feel you cannot provide an accurate assessment on the language dependent items flagged with a triangle (▲) items 23, 28, 29, 31, 32, 36, 37, 38, 39, 40) or any other items listed on the back, please indicate "don't know/not observed" for such items.*

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 5a) 

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 7) 

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Please rate this child's competency in terms of the following skills, knowledge and behaviors.

Please refer to the Scoring Guide for instructions on how to rate each of the 24 readiness skills.

For each skill, assign one of four levels of competency:

- Not Yet: Child does not demonstrate skill, knowledge, or behavior yet; cannot perform without assistance
- Beginning: Child is just beginning to demonstrate skill, knowledge, behavior; needs significant or frequent assistance
- In Progress: Child demonstrates skill, knowledge, behavior occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance
- Proficient: Child demonstrates skill, knowledge, behavior consistently and competently; performs independently

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**Self-Care & Motor Skills**

	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	Don't know/ Not observed
17. Uses small manipulatives (use of scissors; use of pencil)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Has general coordination on playground (kicks or catches balls; runs smoothly; hops on one foot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Performs basic self-help / self-care tasks (toileting; eating on own)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Self-Regulation**

20. Comforts self, using adult guidance when appropriate (ex: initiates strategies to soothe themselves)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Stays focused / pays attention during activities (stays focused in large group; completes tasks in small group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Controls impulses and self-regulates (ex: follows class rules, is not disruptive of others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 23. Follows one- to two-step directions (ex: "Please hang-up your jacket, and go sit on the rug")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Negotiates with peers to resolve social conflicts, using adult guidance when appropriate (ex: engages in problem-solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Works and plays cooperatively with peers (ex: takes turns and shares, helps others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Participates successfully in circle time (listens; focuses; sits still; engages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Handles frustration well (ex: does not act out; asks for help; does not withdraw / become unresponsive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Social Expression**

▶ 28. Relates appropriately to adults other than parent/primary caregiver (converses with adults; seeks help from adults)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 29. Appropriately expresses needs and wants verbally in primary language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Expresses empathy or caring for others (ex: consoles or comforts a friend who is crying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 31. Has expressive abilities (tells about a story or experience in response to a prompt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 32. Expresses curiosity and eagerness for learning (ex: tries new activities, asks questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Engages in symbolic / imaginative play with self or peers (ex: plays house, fire station)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kindergarten Academics**

34. Engages with books (knows how to hold a book; knows where a book starts; pretends to read; knows a book conveys information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Writes own first name (spells and writes all letters correctly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 36. Recognizes rhyming words (shoelace + blue + dog + zoo + car) and (cat/hat + bat + box + mat + red)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 37. Counts 10 objects correctly (ex: "Please give Maria 10 crayons" or "Please put 10 blocks in the basket")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 38. Recognizes letters of the alphabet (note: out of sequence, may be CAPS, lowercase or combination)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 39. Recognizes basic colors (Basic B: red, orange, yellow, green, blue, purple, brown, and black)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 40. Recognizes primary shapes (circle; triangle; square)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

▶ = language dependent item

Appendix 2. Parent Information Form

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ALAMEDA COUNTY

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## Parent Information Form 2013

The following survey asks you questions about your son or daughter who just started kindergarten. To thank you for your time, your child's teacher will give your child a new book to keep. When you are finished, please return this form to your child's teacher in the envelope provided. This survey is confidential - please do not write your child's name on it. This information will be used to understand how preschools and elementary schools can better support new students. Thank you very much!

Shade Circles Like This--> ●

Not Like This--> ⊗

Class # \_\_\_\_\_ Child \_\_\_\_\_

1. What is your relationship to this child?     Mother     Father     Grandparent     Foster Parent     Other: \_\_\_\_\_
  
2. What is your child's birth date?                      2a. What are his or her initials? First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_  
(For example: Monica Patricia Morales Lopez: First initial =M, middle initial =P and last initials= ML)  
 Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_
  
3. Is this child a boy or a girl?                       Boy     Girl
  
4. Thinking about the last year, who usually provided child care for your child in a typical work week? *Please shade all that apply.*

<input type="checkbox"/> You or your spouse/partner?	=> If yes, How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> A relative or neighbor?	=> If yes, How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> A babysitter or nanny?	=> If yes, How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> Licensed child care in someone's home?	=> If yes, How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> Licensed child care in a center or preschool?	=> If yes, How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+

b. What was the name of the center or preschool? *(Please be as specific as possible.)* \_\_\_\_\_
  
5. In the past year, what language(s) were spoken in the places where your child received child care?
 

<input type="checkbox"/> English	<input type="checkbox"/> Spanish	<input type="checkbox"/> Chinese/Cantonese/Mandarin	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Farsi or Dari	<input type="checkbox"/> Other
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**Now we have a few questions about your child's preparation for kindergarten.**

6. We would like to know whether you received the following kinds of information prior to your child going to kindergarten, and who provided the information.
 

	Preschool/Child Care Provider	Elementary School	Another Source
6a. General information about how to develop the skills children need for kindergarten <input type="radio"/> No <input type="radio"/> Yes <i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b. Specific information about how ready your child was for kindergarten <input type="radio"/> No <input type="radio"/> Yes <i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c. General information about child development and parenting (e.g. what to expect as your child grows and develops) <input type="radio"/> No <input type="radio"/> Yes <i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6d. Information about how and when to register your child for school <input type="radio"/> No <input type="radio"/> Yes <i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
  
7. Which of these things did you do before the first day of school? *Please shade all that apply.*

<input type="checkbox"/> Attended a parent meeting or orientation	<input type="checkbox"/> Read books or articles about your child's transition to school
<input type="checkbox"/> Visited the school with your child	<input type="checkbox"/> Asked child's child care provider/preschool questions about kindergarten
<input type="checkbox"/> Met your child's kindergarten teacher	<input type="checkbox"/> Asked child's child care provider/preschool whether child was ready for kindergarten
<input type="checkbox"/> Worked with your child on school skills	<input type="checkbox"/> Other
<input type="checkbox"/> Had child attend summer pre-kindergarten program	<input type="checkbox"/> None of the above
<input type="checkbox"/> Read books or watched videos about kindergarten with your child	

For Office use only:	2. <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	2a. <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	Class <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	Child <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>
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Four empty boxes for office use.

8. How strongly do you agree or disagree with the following statements?<sup>1</sup>

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Table with 6 columns: Disagree very strongly, Disagree just a little, Agree just a little, Agree, Disagree, Agree very strongly. Rows 8a-8f.

9. How would you rate your child's readiness for kindergarten in terms of...

Not yet ready, Beginning to be ready, Mostly ready, Very ready

Table with 4 columns: Not yet ready, Beginning to be ready, Mostly ready, Very ready. Rows 9a-9d.

Now we have a few questions about your family's activities.

10. In a typical week, how often do you or any other family member do the following things with your child? Your child may do these things in school or elsewhere, but please tell us how often these activities happen in your family.

- 10a. Read for more than five minutes
10b. Tell stories or sing songs together
10c. Involve your child in household chores like cooking, cleaning, setting the table, or caring for pets
10d. Play games or do puzzles with your child
10e. Do arts or crafts with your child
10f. Play a sport or exercise together

11. How many days per week do you do the following:

- 11a. Eat family meals together
11b. Follow a routine when putting your child to bed at night

12. What time does your child usually go to bed on a week night? Please select only one response.

- Before 8pm, 8pm, 8:30pm, 9pm, 9:30pm, 10pm, 10:30pm, 11pm, After 11pm

13. How many days during a typical school week does your child eat breakfast?

- 0 days, 1 day, 2 days, 3 days, 4 days, 5 days

14. About how many total hours a day does your child watch television, watch videos, or play video or computer games?

About \_\_\_ hours and \_\_\_ minutes per day

15. Do you have access to the internet for your personal (not work-related) use? No Yes

For Office use only: 10. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] 11. [ ] [ ] [ ] [ ] 14. [ ] [ ] [ ] [ ]

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**16. What kinds of parenting programs, services, or supports have you received?**  
*Please shade all that apply.*

- Regular medical check-ups while pregnant
- WIC (Women, Infants, and Children)
- Home visits from a nurse, community worker, or other provider
- Information from your child's child care provider
- Information or programs at your church/religious organization
- Parent support group
- Parent education classes
- Help from extended family
- Help from friends and/or neighbors
- None of the above

**17. In the past year, what types of local family resources have you used?** *Please shade all that apply.*

- Arts/music programs
- Libraries
- Recreational activities, camps, and sports
- None of the above
- Local museum(s)
- Local parks
- Other: \_\_\_\_\_

**18. Please tell us the extent to which the following statements are true for you by making one mark for each item below.**

- |   | <i>Definitely true<br/>for me</i> | <i>Somewhat<br/>true for me</i> | <i>Not very<br/>true for me</i> | <i>Not at all<br/>true for me</i> |
|---|-----------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| 18a. There is someone I can count on to watch my child when I need to run an errand.      | <input type="radio"/>             | <input type="radio"/>           | <input type="radio"/>           | <input type="radio"/>             |
| 18b. There is someone I can count on to watch my child when I need a break.               | <input type="radio"/>             | <input type="radio"/>           | <input type="radio"/>           | <input type="radio"/>             |
| 18c. I can easily find someone to talk to when I need advice about how to raise my child. | <input type="radio"/>             | <input type="radio"/>           | <input type="radio"/>           | <input type="radio"/>             |

**19. Thinking about the past month, how much of the time you have felt...<sup>2</sup>**

- |  | <i>None of the<br/>time</i> | <i>Some of the<br/>time</i> | <i>Most of the<br/>time</i> | <i>All of the<br/>time</i> |
|--|-----------------------------|-----------------------------|-----------------------------|----------------------------|
| 19a. That your child was much harder to care for than most children      | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>      |
| 19b. That your child does things that really bother you a lot            | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>      |
| 19c. You were giving up too much of your life to meet your child's needs | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>      |

**20. How much have the following things been a concern for you in the last year?**

- |   | <i>Not a concern</i>  | <i>Somewhat of a concern</i> | <i>A big concern</i>  |
|---|-----------------------|------------------------------|-----------------------|
| 20a. Money and paying the bills           | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |
| 20b. Health or health care issues         | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |
| 20c. Work-related problems                | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |
| 20d. Problems with your spouse or partner | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |

**Below are a few health-related questions about your child.**

21. When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)?  
 No    Yes    Don't know
22. Does your child have a regular doctor, pediatric provider or clinic?    No    Yes
23. Does your child have a regular dentist?    No    Yes
24. In the past year, has your child had a dental exam?    No    Yes
25. What type of health insurance does your child have?    No insurance    Medi-Cal    Healthy Families    Private insurance
26. In the past year, has your child received any of the following screenings? *Please shade all that apply.*  
 Hearing    Vision    Developmental (assessment of speech/communication, motor skills, problem solving and/or social behavioral skills)



For Office use only: 27c.    30.    31.    35.

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27. Does your child have any special needs that might affect his or her participation in kindergarten, such as problems with vision, hearing, chronic illness, behavior or ADHD?  
 No  Yes ==> If yes, please complete items 27a - 27d below.

27a. If yes, what special need does your child have? \_\_\_\_\_  
 \_\_\_\_\_

27b. How did you learn that your child had this special need?  
 Diagnosis / assessment by a professional (e.g., a doctor)  
 Your own diagnosis / assessment

27c. How old was your child when this need was first identified? \_\_\_\_\_ years and \_\_\_\_\_ months

27d. Has your child received professional help for this special need (e.g., help from a pediatrician, school professional, therapist, regional center services)?  
 No  Yes ==> If yes, what type of help did you seek? \_\_\_\_\_

**Finally, we would like to know basic demographic information about your family and the child who is in kindergarten.**

28. Do you consider yourself to be a single parent?  No  Yes
29. Have you or any other primary parent / guardian lost your job during the past year?  No  Yes
30. Please write in the number of family members that live in your house who are in each age group.  
 30a. Number of children ages 0-5 \_\_\_\_\_ 30b. Number of children ages 6-17 \_\_\_\_\_ 30c. Number of adults (ages 18+) \_\_\_\_\_
31. How many home addresses have you had since your kindergarten child was born? \_\_\_\_\_Addresses
32. What is the language you use MOST often with your child at home?  
 English  Filipino (Pilipino or Tagalog)  Hindi, Punjabi, or other South Asian language  
 Spanish  Korean  Farsi, Dari, Arabic, or other Middle Eastern language  
 Vietnamese  Cantonese, Mandarin, or other Chinese language  Other \_\_\_\_\_  
 Portuguese  Chinese language
33. How well do YOU speak English?  
 Very well; English is my primary language  Not very well; I know some words in English, but often not enough to communicate what I want to say  
 Very well; but English is not my first language  
 Somewhat well; I usually – but not always – can communicate what I want to say in English  Not at all; I know very few or no English words
34. What is the highest education level the child's mother has completed?  
 Less than 6th grade  High school  Bachelor's degree (BA or BS)  
 6th grade  Some college  Advanced degree  
 7th or 8th grade  Associate's degree (AA or AS)  Don't know/Not applicable
35. What is the child's mother's date of birth? Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_  Don't know/Not applicable

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**36. What is your child's primary ethnicity?**

- Mexican
- African
- Cuban/ Puerto Rican
- Filipino
- Central American
- Pacific Islander (Please mark:  Samoan  Tongan  Fijian  Other )
- Other Hispanic or Latino
- East Asian (Please mark:  Japanese  Chinese  Korean  Taiwanese  Other )
- Caucasian/White
- Other Southeast Asian (Please mark:  Thai  Vietnamese  Other )
- Middle Eastern
- South Asian (Please mark:  Indian  Pakistani  Bangladeshi  Other )
- Native American
- Multi-ethnic
- African American
- Other: \_\_\_\_\_

**37. What is your approximate family income per year?**

- \$0 - \$14,999
- \$15,000 - \$34,999
- \$35,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 or more

Thank you! Please return survey to your child's teacher in the envelope provided. DO NOT FOLD

# **PRESCHOOL EXPERIENCE FORM**

Please complete and return this **REQUIRED** form to your child's kindergarten teacher by the end of this week. Thank you!

**Last year, what type(s) of child care did you use for your child?**

- I did not use outside child care; my child was at home
- I used informal child care (ex: friend, relative)
- I used a licensed family child care provider

**WRITE** the name of your provider here:

- I used a center-based daycare/preschool  
**WRITE** the name of your **daycare/preschool AND**  
the name of your child's teacher/caregiver here:





# Kindergarten Observation Form Scoring Guide — 2013

**Page 1 of KOF: Receptive/Expressive Language Skills (Questions 16a and 16b)**

*The English language skill performance levels and descriptors below correspond to those used by the California Department of Education for categorizing the performance of English Learners on the California English Language Development Test (CELDT).*

Language Skills	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>16a. How would you rate this child's skills in understanding English (receptive language skills)?</b>	Child has little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempts to follow simple oral directions with limited success	Child typically understands some basic social language, with limited comprehension of basic vocabulary; she/he understands and attempts to follow a few simple oral directions	Child typically demonstrates comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; she/he understands and attempts to follow simple oral directions	Child typically demonstrates comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; she/he understands and follows most simple oral directions	Child typically demonstrates comprehension of most academic language with complex syntax and vocabulary; she/he understands and follows all simple oral directions
<b>16b. How would you rate this child's skills in speaking English (expressive language skills)?</b>	Child may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempts to tell part of a story, using simple words and phrases	Child typically uses a limited range of vocabulary and syntax appropriate to setting and purpose but makes frequent errors that impede communication; she/he tells a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent	Child typically uses a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; she/he tells a coherent story, based on a picture sequence, that may not clearly express the major events, using phrased and incomplete sentences	Child typically uses fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; she/he tells a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors	Child typically uses extensive vocabulary and complex syntax appropriate to setting and purpose; she/he tells a coherent and detailed story based on a picture sequence, using complete and complex sentences

Page 2 of KOF – Proficiency Definitions of 24 Readiness Indicators

Readiness Indicator	Definition of Indicator	Not Yet Child does not yet demonstrate; cannot yet perform without adult assistance	Beginning Child is just beginning to demonstrate; needs significant or frequent adult assistance	In Progress Child demonstrates occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance)	Proficient Child demonstrates consistently and competently; performs independently
17. <b>Uses small manipulatives</b>	This readiness indicator is measured by two behaviors: <ul style="list-style-type: none"> <li>➤ Use of scissors</li> <li>➤ Use of pencil (pincer or tripod grip)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child can pick up scissors but holds with both hands to cut</li> <li>➤ Child holds pencil with a "fist grip" in the middle or top of pencil; may create basic lines and dots</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child holds scissors mainly with one hand, and is able to make little 'snips', but can't yet cut in straight line or manipulate paper</li> <li>➤ Child grips lower down on pencil; can make a somewhat controlled line or 'squiggle'</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child can cut a straight line but doesn't yet manipulate paper in order to cut around lines/ corners</li> <li>➤ Child has modified pincer grip and uses moderate pressure and control to make firm lines and beginning shapes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child manipulates paper to support cutting around lines, corners, etc to make shapes</li> <li>➤ Child uses pincer grip with firm pressure to make intentional lines and shapes; has enough control over tool to complete a circle</li> </ul>
18. <b>Has general coordination on playground</b>	This indicator is measured by three behaviors: <ul style="list-style-type: none"> <li>➤ Running</li> <li>➤ Hopping</li> <li>➤ Playing with balls</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child does not attempt to run, but instead shuffles; falls or trips frequently.</li> <li>➤ Child can jump but not hop on one foot</li> <li>➤ Child can't yet kick or catch a ball with two hands</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child runs but with an uncoordinated, awkward gait; arms are not coordinated with legs; falls or trips frequently</li> <li>➤ Child can hop on one foot a couple of times but then has to put foot down to catch self</li> <li>➤ Child can kick a ball, but with little control (more of a 'strike'), and can't yet catch a ball</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child's running motion is more fluid; legs move well but arms are not in sync with legs; falls or trips occasionally</li> <li>➤ Child hops in place on either foot, but does not yet have the control needed to move forward</li> <li>➤ Child can kick a ball with intention and attempts to catch a ball with two hands</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child runs fluidly, arms and legs are in sync, rarely trips or falls</li> <li>➤ Child hops on either foot while moving a few feet forward</li> <li>➤ Child kicks a ball with intention and catches a ball with two hands</li> </ul>
19. <b>Performs basic self-help / self-care tasks</b>	This indicator is measured by two behaviors: <ul style="list-style-type: none"> <li>➤ Toileting</li> <li>➤ Eating on own</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child does not go to toilet on own; and once in toilet, cannot 'go' on their own; frequently has accidents</li> <li>➤ Child does not feed themselves; cannot eat independent of adult assistance (adult opens items, lays them out and directs child)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child does get to the toilet on own, but once there, is messy (pants get wet or stuck around ankles); adult has to escort and assist</li> <li>➤ Child makes attempt eat on own, but needs adult assistance and frequent reminders and prompting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child gets to toilet and goes inside on own, but needs adult to be outside the stall prompting ("Did you finish? Did you remember to flush?")</li> <li>➤ Child mostly feeds self, needs only little assistance (e.g. to open containers) and an occasional reminder</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child goes to toilet on own and finishes and exits without incident; adult assistance is not needed</li> <li>➤ Child eats on own: opens containers and eats what is provided without adult reminders or guidance</li> </ul>
20. <b>Comforts self, using adult guidance when appropriate</b>	Child initiates his/ her self-soothing techniques, and adult is a resource to facilitate that self-comfort, but adult is not initiating or directing this process. <b>Examples</b> of this indicator include: <ul style="list-style-type: none"> <li>➤ Going to a quiet area when upset</li> <li>➤ Seeking a comforting toy</li> <li>➤ Holding him/herself</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child has no self-soothing strategy for calming self; has frequent and/ or intense meltdowns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child requires an adult to talk through potential self-soothing strategies and to guide use of one strategy ("Well, what might help you feel better.... would you like to sit to read your train book, or maybe go sit with your favorite stuffed animal? OK, let's go have some quiet time with your stuffed animal")</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child initiates own self-soothing strategy but needs occasional adult prompting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child initiates and uses self soothing strategy independently</li> </ul>

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21. <b>Stays focused / pays attention during activities</b>	<p>This indicator is measured by the ability to:</p> <ul style="list-style-type: none"> <li>➔ Focus during large group (LG) instruction (for the duration of one circle time activity)</li> <li>➔ Focus during small group (SG/I) or individual instruction (for the duration of an activity such as drawing a simple picture or matching different shapes)</li> </ul>	<ul style="list-style-type: none"> <li>➔ LG: Child cannot sit still or sustain focus during large group instruction</li> <li>➔ SG/I: Child can't begin or carry out activity without adult at their side. If left alone, will cease activity and/ or move away to other activity</li> </ul>	<ul style="list-style-type: none"> <li>➔ LG: Child requires constant prompts, reminders, or special seats in front of class</li> <li>➔ SG/I: Child starts task but needs frequent reminders or assistance; may not complete the task</li> </ul>	<ul style="list-style-type: none"> <li>➔ LG: Child stays focused and pays attention with a few prompts</li> <li>➔ SG/I: Child completes the task but requires a few prompts</li> </ul>	<ul style="list-style-type: none"> <li>➔ LG: Child stays focused, pays attention in large circle</li> <li>➔ SG/I: Child begins and completes the task without prompts or reminders</li> </ul>
22. <b>Controls impulses and self-regulates</b>	<p>The ability to control impulses at the level needed to be successful within the rules and structure of the classroom. <b>Best example</b> of this indicator includes:</p> <ul style="list-style-type: none"> <li>➔ Follows rules of each class activity and segment (is not disruptive of others or class; waits turn for a toy, snack, etc without grabbing)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child does not follow class rules/ expectations; interrupts when others are talking; shouts out during circle time without raising hand; grabs objects from others or when its not time to do so, doesn't take turns</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child begins to follow classroom expectations throughout each segment and begins to behave appropriately within each (when it is time to jump and shout, when it is time to line up, when it is time to work as a team, etc), but needs frequent and <u>specific</u> reminders or redirecting to follow along</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child follows rules, requiring only occasional simple cues; needs occasional help to transition from one segment to the next</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child consistently follows rules of each class activity and segment and shows appropriate classroom behavior (control self, is not disruptive of others or class; waits turn for a toy, snack, etc without grabbing, refrains from running around the classroom when it is not appropriate); smoothly transitions from one activity to the next</li> </ul>
▶ 23. <b>Follows one- to two-step directions</b>	<p><b>Example</b> of this indicator includes:</p> <ul style="list-style-type: none"> <li>➔ "Please hang-up your jacket, and go sit on the rug."</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child does not follow the first of the two-step direction</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child start step 1 and needs adult prompting to complete; does not start step 2</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child follows step 1 and step 2, needs occasional adult prompts or support</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child follows step 1 and step 2 consistently and independently</li> </ul>
24. <b>Negotiates with peers to resolve social conflicts, using adult guidance when appropriate</b>	<p><b>Example</b> of this indicator includes:</p> <ul style="list-style-type: none"> <li>➔ Engaging in problem-solving with peers (sharing toys or taking turns, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child consistently requires adult intervention to solve problems <b>Example:</b> To teacher: "She won't share!"</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child is sometimes able to communicate to negotiate conflict but frequently needs adult assistance <b>Example:</b> To peer: "I want to play with it too." To teacher: "She won't share!"</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child attempts to initiate resolutions to conflict (e.g., suggests solutions for compromise) but occasionally requires adult intervention <b>Example:</b> "I want to play with it too. You have to share"</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child is independently able to employ a strategy for resolution and rarely requires adult assistance. <b>Example:</b> "I want to play with it too. Can we take turns? When is it my turn?"</li> </ul>

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25. <b>Works and plays cooperatively with peers</b>	<p>Child independently initiates and/or actively participates in cooperative play. <b>Examples</b> of this indicator include:</p> <ul style="list-style-type: none"> <li>➔ S/he responds appropriately when asked by another child to play or work cooperatively to complete some game or project</li> <li>➔ S/he relates to group play with a common goal or purpose (e.g., building with blocks, assembling train tracks)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child rarely initiates or is uncertain how to initiate coordinated group play; may be present in the group, but does not engage in common purpose of the interaction (i.e., prefers "parallel play" instead)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child begins to make attempts at initiating or participating in cooperative activity but frequently needs adult support</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child actively participates in and occasionally initiates cooperative play; helps others to achieve common play idea/purpose (e.g., assigns roles to other children); rarely needs adult support</li> </ul>	<ul style="list-style-type: none"> <li>➔ Child independently initiates and/or actively participates in cooperative play, invites others to join, helps others understand common goal of play, and demonstrates ability to negotiate roles</li> </ul>
26. <b>Participates successfully in circle time</b>	<p>This indicator is measured by the child:</p> <ul style="list-style-type: none"> <li>➔ Listening</li> <li>➔ Focusing</li> <li>➔ Sitting still</li> <li>➔ Engaging in circle time activities</li> </ul>	<ul style="list-style-type: none"> <li>➔ May only watch; is rarely able to engage/ participate in circle time; rarely able to follow classroom expectations around circle time (e.g. gets up and walks around, cannot sit still; frequently interrupts/ is disruptive); consistently requires adult support</li> </ul>	<ul style="list-style-type: none"> <li>➔ Observing, mimicking other children, but are not engaged themselves in circle time activities; focus wanders; occasionally interrupts; sometimes requires adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>➔ Frequently, but not consistently engaged in circle time activities; able to follow classroom expectations around circle time; rarely requires adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>➔ Consistently follows circle time expectations without adult assistance; is consistently focused and engaged in circle time activities</li> </ul>
27. <b>Handles frustration well</b>	<p><b>Examples</b> of this indicator include:</p> <ul style="list-style-type: none"> <li>➔ Child independently asks for help</li> <li>➔ Expresses frustration verbally without withdrawing or becoming unresponsive</li> <li>➔ Does not respond with violence or disruptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>➔ Frequently displays immediate emotional reaction following a frustrating situation (e.g., shuts down and withdraws, cries, hits, bites); consistently requires adult assistance for soothing; "acts out"</li> </ul>	<ul style="list-style-type: none"> <li>➔ Begins to use words rather than behavior to communicate frustration; begins to seek adult re-direction to handle frustration; frequently requires adult intervention</li> </ul>	<ul style="list-style-type: none"> <li>➔ Is frequently able to identify and verbally communicate emotional upset; able to seek adult assistance and responds to adult re-direction; beginning to generate own appropriate coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>➔ Consistently able to identify and verbally communicate emotional upset; able to stabilize own emotional response (employs their own coping strategy), only occasionally requiring adult assistance</li> </ul>

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▶ 28. <b>Relates appropriately to adults other than parent/primary caregiver</b>	<p>This indicator is measured by the child:</p> <ul style="list-style-type: none"> <li>▶ Conversing with adults other than parent/primary caregiver</li> <li>▶ Appropriately seeking help, support, comfort from adults other than parent/primary caregiver</li> </ul> <p>Examples of other adults include a teacher, playground monitor, other school staff, etc.</p>	<ul style="list-style-type: none"> <li>▶ Unable to initiate and/or avoids and/or fears interactions with adult/teacher; adult initiates all interaction; adult/teacher interaction is limited to addressing the child's own needs/wants</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begins to seek help from adult/teacher (verbal or non-verbal) when needed and may require adult initiation; begins to show interest in interacting with adult/teacher beyond the service of immediate needs/wants</li> </ul>	<ul style="list-style-type: none"> <li>▶ Frequently able to initiate receiving help from adult/teacher when needed; frequently initiates interaction with adult/teacher, shows interest in relating to adult/teacher</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consistently communicates need for help (verbally or non-verbally); initiates interactions to seek support (e.g., comfort when distressed, support for problem solving, etc.); consistently initiates interaction with adult/teacher; demonstrates interest in mutual relationship with adult/teacher</li> </ul>
▶ 29. <b>Appropriately expresses needs and wants verbally in primary language</b>	<p>Child's ability to engage in verbal expression in a socially appropriate manner. <b>Example:</b></p> <ul style="list-style-type: none"> <li>▶ Child needs to use toilet and raises her/his hand to communicate the need and asks to be excused in advance of the need becoming urgent.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does not express needs/wants at appropriate times (interrupts class to express need/want); is demanding; expression of needs/wants is non verbal; Child may be fearful or unwilling to communicate needs/wants <b>Example:</b> Child needs to use the toilet, but avoids expressing this need verbally to teacher</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begins to express needs/wants verbally, but sometimes disrupts class to express needs/wants; frequently requires adult/teacher intervention to draw out child's needs/wants <b>Example:</b> Child needs to use toilet and bounces up and down in her/his seat, but does not ask to be excused; waits for teacher to acknowledge the need and to provide direction</li> </ul>	<ul style="list-style-type: none"> <li>▶ Usually able to verbally communicate needs/wants; rarely disrupts class to express needs/wants; rarely requires adult/teacher intervention to verbally communicate needs/wants <b>Example:</b> Child needs to use toilet urgently and bounces up and down in her/his seat while pleading to be excused</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consistently expresses needs/wants verbally and at appropriate times without disruption to class; does not demand; shows evidence of impulse control <b>Example:</b> Child needs to use toilet and raises her/his hand to communicate the need and asks to be excused in advance of the need becoming urgent</li> </ul>
30. <b>Expresses empathy or caring for others</b>	<p><b>Examples</b> of this indicator include:</p> <ul style="list-style-type: none"> <li>▶ Child consoles or comforts a peer who is crying</li> <li>▶ Cares for /nurtures a doll or stuffed animal during pretend play</li> </ul>	<ul style="list-style-type: none"> <li>▶ Child may be aware of another's distress but concern is for own experience; Does not know how to respond with concern; Requires adult intervention <b>Example:</b> in response to another child's distress: "That crying is loud! Make it stop!"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Shows concern for another's distress and may make attempt to help; Seeks assistance from adult <b>Example:</b> offering a toy in response to a child's crying from a scraped knee</li> </ul>	<ul style="list-style-type: none"> <li>▶ Shows concern for another's distress and makes an effort to respond directly to the situation; appropriately seeks adult assistance <b>Example:</b> getting a band-aid in response to a child's crying from a scraped knee</li> </ul>	<ul style="list-style-type: none"> <li>▶ Offers competent assistance in response to another's distress and demonstrates learned and practiced social responses of empathy and caring <b>Example:</b> offering a band-aid for the scraped knee and giving a hug, telling the distressed child, "It'll be okay"</li> </ul>

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▶ 31. <b>Has expressive abilities</b>	<p>Child's ability to tell about a story or experience in response to a prompt, and elaborate if further prompted. This indicator measures the <i>quality</i> of expression or narrative, and should <i>not</i> be seen as an indicator of introversion or extroversion. Prompts may include:</p> <ul style="list-style-type: none"> <li>▶ "What is your favorite game to play here at school?"</li> <li>▶ "What did you do yesterday?"</li> <li>▶ "What did you like the best about that story?"</li> <li>▶ "What is your favorite thing to do at the park?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Offers no details or minimal details in telling a story in response to a prompt</li> </ul> <p><b>Example:</b> <i>Teacher:</i> "What did you do yesterday?" <i>Child:</i> "I played."</p>	<ul style="list-style-type: none"> <li>▶ Offers few details in telling a story; responds to prompts for elaboration</li> </ul> <p><b>Example:</b> <i>Teacher:</i> "What did you do yesterday?" <i>Child:</i> "I played in the park". <i>Teacher:</i> "What did you play with in the park?" <i>Child:</i> "I played on the swings and chased my friend."</p>	<ul style="list-style-type: none"> <li>▶ Offers detailed story-telling; responds to prompts to elaborate with greater detail</li> </ul> <p><b>Example:</b> <i>Teacher:</i> "What did you do yesterday?" <i>Child:</i> "I played in the park near my house". <i>Teacher:</i> "What did you play with in the park?" <i>Child:</i> "I played on the swings and chased my friend and had birthday cake". <i>Teacher:</i> "Did you have fun?" <i>Child:</i> "It was fun. Jo opened presents."</p>	<ul style="list-style-type: none"> <li>▶ Offers detailed, descriptive response, usually does not require prompt to elaborate; response includes sequential ordering of the story, and may include inference</li> </ul> <p><b>Example:</b> <i>Teacher:</i> "What did you do yesterday?" <i>Child:</i> "I played in the park near my house for Jo's birthday party. We played on the swings, played tag, and ate cake. She opened presents. She liked mine. It was fun."</p>
▶ 32. <b>Expresses curiosity and eagerness for learning</b>	<p><b>Examples</b> of this indicator include:</p> <ul style="list-style-type: none"> <li>▶ Child pursues knowledge or understanding of new materials or activities; extending learning techniques</li> <li>▶ Child tries new activities (engages in positive "risk-taking")</li> <li>▶ Child asks questions that deepen understanding (How? Why? What?)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does not try new things without adult direction; does not engage in activities that involve exploration/ inquiry/ discovery</li> </ul>	<ul style="list-style-type: none"> <li>▶ Takes tentative steps toward learning something new or building on previously learned concepts; shows interest (may actively observe or listen) but does not actively engage in new activities without occasional adult direction</li> </ul>	<ul style="list-style-type: none"> <li>▶ Shows interest in new activities; occasionally engages in new activity or exploration without adult direction</li> </ul>	<ul style="list-style-type: none"> <li>▶ Independently seeks and engages in new activities; consistently engages in activities that are exploratory or inquiry- / discovery-based; challenges self with new goals that build on existing knowledge</li> </ul>
33. <b>Engages in symbolic / imaginative play with self or peers</b>	<p><b>Example</b> of this indicator includes:</p> <ul style="list-style-type: none"> <li>▶ Socio-dramatic play, such as "house" or "fire station"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does not engage in symbolic play with peers or by her/himself</li> </ul>	<ul style="list-style-type: none"> <li>▶ May engage in symbolic play alone or in parallel with peers (i.e., others may be engaged in symbolic play around the child, but the child is not engaged with others in symbolic play); beginning to involve imaginative play</li> </ul> <p><b>Example:</b> Child picks up a phone and pretends to have a phone conversation.</p>	<ul style="list-style-type: none"> <li>▶ Complex script for symbolic/ imaginative play, alone or with peers; if it is with others, it involves peer <u>interaction</u>; objects used as symbols</li> </ul> <p><b>Example:</b> A block is used to symbolize a phone.</p>	<ul style="list-style-type: none"> <li>▶ Engages in cooperative imaginative/ symbolic play for an extended period of time alone or with peers, with explicit roles and complex scripts; if it is with others, it involves a group of peers and requires negotiation of roles and common purpose/goal of the symbolic play</li> </ul> <p><b>Example:</b> Playing "house" and assigning roles, developing a story line, and using props.</p>



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<b>34. Engages with books</b>	Child's knowledge of how to use books. This indicator is measured by the child: <ul style="list-style-type: none"> <li>➤ Knowing how to hold a book</li> <li>➤ Knowing where a book starts</li> <li>➤ Pretending to read, using pictures as cues</li> <li>➤ Knowing a book conveys information / tells a story</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does not know how to hold a book right side up</li> <li>➤ Does not know where story begins</li> <li>➤ Does not pretend to read</li> <li>➤ Does not know that turning book pages advances the story.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inconsistent in ability to hold a book facing up and right side up</li> <li>➤ May open books, but without starting at beginning or turning pages systematically</li> <li>➤ May identify objects in pictures, but without telling a story</li> <li>➤ Little understanding of how engaging with the book relates to story being told</li> </ul>	<ul style="list-style-type: none"> <li>➤ Usually holds a book face-up, right-side up</li> <li>➤ Opens up books at/near beginning and may flip through pages quickly and/or several pages at a time</li> <li>➤ May not read/tell a story all the way to completion</li> <li>➤ Some awareness that a book conveys information/tells a story</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently holds a book face-up, right-side up</li> <li>➤ Opens up books at beginning and turns pages one by one, reading or pretend-reading story along with it</li> <li>➤ Reads/tells a story with a book all the way to completion</li> <li>➤ Knows that a book conveys information/ tells a story</li> </ul>
<b>35. Writes own first name</b>	Child's ability to write all letters of his/her name correctly and facing the right direction.	➤ Unable to produce anything legible/ resembling letters	➤ Attempts to write own name, but is not very legible; May mix letters and symbols; Letters may be scattered around page	➤ All letters are present and legible; Correct sequence of letters, but some may be facing the wrong direction	➤ All letters are present, legible, and facing in the correct direction

Readiness Indicator	Definition of Indicator	Not Yet Child does not yet demonstrate; cannot yet perform without adult assistance	Beginning Child is just beginning to demonstrate; needs significant or frequent adult assistance	In Progress Child demonstrates occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance)	Proficient Child demonstrates consistently and competently; performs independently
▶ 36. Recognizes rhyming words	<p>Recognition (not production) of rhyming words. Each child is read a script that includes examples from a <u>rhyming sequence</u> (shoe, glue, blue, dog, zoo, car). The first example in the sequence is a “give-away” to bring the child into the context of what is being assessed, but the remaining examples in the sequence are given to assess recognition.</p> <p><u>Each child should be read two sequences, for a total of eight correct responses (1a,b,c,d and 2a,b,c,d)</u></p> <p>➔ “Rhymes are words that sound the same. For instance,  <b>(1) Shoe rhymes with Glue.</b>  a. Does <b>Blue</b> rhyme with <b>Glue</b>? (Child should say or nod ‘yes’).  b. Does <b>Dog</b> rhyme with <b>Glue</b>? (Child should say ‘no’ or shake head ‘no.’)  c. Does <b>Zoo</b> rhyme with <b>Glue</b>? (Child should say or nod ‘yes’).  d. Does <b>Car</b> rhyme with <b>Glue</b>?” (Child should say ‘no’ or shake head ‘no.’)</p> <p>➔ <b>(2) “Cat rhymes with Hat.</b>  a. Does <b>Bat</b> rhyme with <b>Hat</b>? (Yes)  b. Does <b>Box</b> rhyme with <b>Hat</b>? (No)  c. Does <b>Mat</b> rhyme with <b>Hat</b>? (Yes)  d. Does <b>Red</b> rhyme with <b>Hat</b>?”(No)</p>	<p>➔ Child is read the first rhyming sequence (<i>shoe/glue + blue + dog + zoo + car</i>) and a second rhyming sequence (<i>cat/hat + bat + box + mat + red</i>), and cannot correctly recognize any rhyming words or can recognize 1 to 2 in either sequence.</p> <p><b>Example:</b> 0, 1, or 2 out of 8 correct:  shoe/glue + blue+ dog + zoo + car  cat/hat + bat + box + mat + red</p> <p><b>OR</b></p> <p>shoe/glue + blue+ dog + zoo + car  cat/hat + bat + box + mat + red</p> <p><b>OR</b></p> <p>shoe/glue + blue+ dog + zoo + car  cat/hat + bat + box + mat + red</p>	<p>➔ Child is read the first rhyming sequence and may identify one or two of the examples (blue, dog). Child is then given a second rhyming sequence, and may identify one of the two rhyme examples (bat, box). In sum, the child identifies 3 to 4 rhyme examples across the two sequences.</p> <p><b>Example:</b> 3 or 4 out of 8 correct:  shoe/glue + blue+ dog +zoo + car  cat/hat + bat + box + mat + red</p> <p><b>OR</b></p> <p>shoe/glue + blue+ dog +zoo + car  cat/hat + bat + box + mat + red</p>	<p>➔ Child is read both rhyming sequences and correctly identifies 5 to 6 rhyme examples from the eight given across the two rhyme sequences.</p> <p><b>Example:</b> 5 or 6 out of 8 correct:  shoe/glue + blue+ dog +zoo + car  cat/hat + bat + box + mat + red</p> <p><b>OR</b></p> <p>shoe/glue + blue+ dog +zoo + car  cat/hat + bat + box + mat + red</p>	<p>➔ Child is read both rhyming sequences and correctly identifies 7 to 8 rhyme examples.</p> <p><b>Example:</b> 7 or 8 out of 8 correct:  shoe/glue + blue+ dog +zoo + car  cat/hat + bat + box + mat + red</p> <p><b>OR</b></p> <p>shoe/glue + blue+ dog +zoo + car  cat/hat + bat + box + mat + red</p>
▶ 37. Counts 10 objects correctly	<p>Examples of prompts include:</p> <p>➔ “Please give Maria 10 crayons”</p> <p>➔ “Please put 10 blocks in the basket”</p>	<p>➔ Cannot count any objects</p>	<p>➔ Can count 1-5 objects</p>	<p>➔ Can count 6-9 objects</p>	<p>➔ Can count all 10 objects</p>

<b>Readiness Indicator</b>	<b>Definition of Indicator</b>	<b>Not Yet</b> Child does not yet demonstrate; cannot yet perform without adult assistance	<b>Beginning</b> Child is just beginning to demonstrate; needs significant or frequent adult assistance	<b>In Progress</b> Child demonstrates occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance)	<b>Proficient</b> Child demonstrates consistently and competently; performs independently
▶ <b>38. Recognizes letters of the alphabet</b>	Recognition (not production) of letters (CAPs, lowercase or combination). Note: Present the letters out of sequence.	▶ Cannot recognize any letters	▶ Can recognize 1-12 letters	▶ Can recognize 13-25 letters	▶ Can recognize all 26 letters
▶ <b>39. Recognizes basic colors</b>	Recognition (not production) of the "Basic 8": red, orange, yellow, green, blue, purple, brown, and black	▶ Cannot recognize any colors	▶ Can recognize 1-4 colors	▶ Can recognize 5-7 colors	▶ Can recognize all 8 colors
▶ <b>40. Recognizes primary shapes</b>	Recognition (not production) of three shapes: Circle, triangle, square	▶ Cannot recognize any primary shapes	▶ Can recognize 1 shape	▶ Can recognize 2 shapes	▶ Can recognize all 3 shapes

Appendix 5. **Parent Consent Forms**

**Dear Parent,**

We have selected your child's class to be in a study of children as they enter kindergarten. The study will take place in several schools in Alameda County. The study results will help Alameda County learn more about how ready children are for school, and what kind of activities and supports may help children to be more ready for kindergarten.

Your child's teacher will complete a short, 2-page **observation form** for your child and all children in the class. On the observation form, the teacher notes how your child participates in activities such as circle time, classroom discussions and various learning activities.

In order to understand the backgrounds of the children in the study, the teacher will give you a **parent survey** to complete. Please fill in this survey immediately and return it to your child's teacher. To thank you for your time, your child will get a children's book to keep.

Your child's information in the study is very confidential. For instance:

- The observation form that the teacher completes for your child will NOT be used as part of your child's grade in the class.
- The observation form will NOT become part of your child's student record. It will be given back to the researchers.
- The researchers will NOT know the name of your child or any other personal information to identify your family, because there will be no names on any forms. (We will only collect your child's birthdate so that we can match your parent survey to the teacher's observation form on your child.)
- The researchers will never release your child's information to anyone.
- The information for the hundreds of children in the study will be looked at and summarized together in any reports.

If you agree to have your child be in this study, please sign this form below and return it to your child's teacher. **If you agree to let your child's teacher fill out a form for your child, but do not want to fill out the parent survey, we would still like you to sign this form to show that you agree to let your child be observed by the teacher.**

**YES**, I give my permission to have my child participate in the study and be observed by his/her teacher.

**NO**, I do NOT give my permission to have my child participate in the study and be observed by his/her teacher.

**Sign Below:**

---

Signature

---

Date

**Thank you for your help!**

For more information about the study, please contact Applied Survey Research:  
Casey Coneway, 408-247-8319

親愛的家長：

我們會正在進行學童就讀幼稚園的研究，您子女的班級獲選為研究對象。我們將在阿拉米達縣多個學校進行這項研究。其結果將有助於阿拉米達縣了解更多孩童準備就讀的程度，以及何種活動和支持可能有助於幫助孩童更進一步準備就讀幼稚園。

您子女的導師會為他們做好一份簡短的2頁**觀察表**，全班的孩子都有一份。在這觀察表上，導師會記錄您的孩子在團體活動、課堂討論和各種學習課程的參與表現。

為了解孩童的學習背景，導師會請您完成一份家長調查表。請立即填寫此表並交回給子女的導師。為感謝您花時間填寫表格，您的子女會獲得一本兒童圖書。

您子女的資料是絕對保密。譬如：

- 班導師為您子女完成的觀察表不會做為在班級成績的一部份。
- 此觀察表不會變成您孩子學生記錄的一部份我們會直接將該表交回給研究人員。
- 研究人員將無法得知您孩子的名字，也不能用其他個人資料來辨識您的家庭，因為任何表單上都不會有名字。(我們會只收集您孩子的生日，以便比對您的家長調查表與教師對您子女的觀察表。)
- 最後，研究人員將不會透露您子女的資料給任何人。
- 研究中將集中檢視上百名學童的資料，並在任何報告中提出總結式的資料。

如果您同意讓您的子女參加此項研究，請在這表格下方簽名，並交回給子女的導師。**如果您同意班導師為您的子女填表，但不願填寫家長調查，我們依然需要您簽名，以表示您同意導師觀察您的子女。**

是的，我允許讓子女參與研究，並讓他/她的老師觀察。

不，我不允許讓子女參與研究，或讓他/她的老師觀察。

請在下方簽名：

---

簽名

---

日期

**感謝您的協助！**

想了解更多有關此研究的資訊請連絡Applied Survey Research：  
Casey Coneway 電話為408-247-8319

**Estimados Padres de Familia,**

El salón de clase de su hijo/a ha sido seleccionado para participar en un estudio con respecto a la preparación de los niños a kindergarten. El estudio se estará llevando a cabo en una serie de escuelas seleccionadas al azar en todo el condado de Alameda. Los resultados de este estudio serán utilizados para el desarrollo de nuevos programas que ayuden a los niños y sus familias a prepararse para el ingreso a la escuela al grado de kindergarten.

El estudio consiste en que la profesora o el profesor de kindergarten diligencie tanto para su hijo/a como para el resto de estudiantes del salón un **formulario de observación**. En el formulario de observación, la profesora o el profesor anotará que tan bien los niños pueden realizar ciertas cosas tales como: participar en actividades de grupo, hacer preguntas en clase y diferentes actividades de aprendizaje.

Con el fin de entender otras características, tanto de su hijo como de los demás niños, la profesora o el profesor le entregará a Ud. un **cuestionario para padres**. Por favor complete este cuestionario lo más pronto posible y devuélvalo a la profesora o profesor de su hijo. Como agradecimiento por habernos regalado un poco de su tiempo, su niño recibirá un libro infantil de regalo.

La información de su hijo/a será confidencial. Por ejemplo:

- El formulario de información que será llenado por la profesora o profesor para su hijo/a, NO será usado como parte de su nota.
- EL formulario de información NO será parte del registro de notas de su hijo/a ni de los estudiantes. Será entregado directamente a los investigadores.
- Los investigadores NO sabrán el nombre de su hijo/a y tampoco ninguna información personal que pueda identificar a su familia; recuerde que no habrán nombres en ninguna de las formas (solamente necesitaremos la fecha de nacimiento de su hijo/a para poder identificar el cuestionario de padres y adjuntarlo con el formulario de observación de la profesora o del profesor de su hijo/a).
- Finalmente, la información de su hijo/a provista a los investigadores, no será divulgada a nadie.
- La información de los cientos de niños que participaran en el estudio será analizada y resumida en un reporte.

Si está de acuerdo en que su hijo/a participe en este estudio, por favor sírvase a firmar este formulario y devuélvaselo a la profesora o profesor de su hijo/a. **Si accede a que la profesora o profesor de su hijo/a llene el formulario pero no desea llenar el formulario de los padres, de igual manera nos gustaría que firmara este formulario para confirmar su consentimiento para que la profesora o profesor de su hijo/a la/o observe.**

**SI**, autorizo a mi hijo/a que participe en el estudio de observación provisto por su profesora/o.

**NO** autorizo a mi hijo/a que participe en el estudio de observación provisto por su profesora/o.

**Firme a continuación:**

-----  
Firma

-----  
Fecha

**¡GRACIAS POR SU AYUDA Y COLABORACION!**

Para más información sobre este estudio, por favor sírvase contactar a  
Applied Survey Research: Casey Coneway, 408-247-8319



## **Mahal naming Magulang,**

Pinili namin ang klase ng inyong anak para sa pag-aaral sa mga bata sa kanilang pagpasok sa kindergarten. Isasagawa ang pag-aaral sa ilang mga paaralan sa Alameda County. Ang mga resulta sa pag-aaral ay makatutulong sa Alameda County na malaman ang maraming bagay tungkol sa kung gaano kahanda ang mga bata sa paaralan, at anong uri ng mga gawain at mga suporta ang maaaring makatulong sa mga bata na mas maging handa para sa kindergarten.

Ang guro ng inyong anak ay kukumpletuhin ang isang maikli, 2-pahinang **form ng obserbasyon** para sa inyong anak at sa lahat ng mga bata sa klase. Sa form ng obserbasyon, ilalagay ng guro paano sumasali ang inyong anak sa mga gawain tulad ng circle time, mga pag-uusap sa klase at iba't-ibang mga gawain sa pag-aaral.

Para maunawaan ang pinanggalingan ng mga batang pinag-aaralan, bibigyan kayo ng guro ng **survey para sa magulang** para sagutan. Mangyaring sagutan kaagad ang survey na ito at ibalik ito sa guro ng inyong anak. Bilang pasasalamat sa inyong oras, ang inyong anak ay makakakuha ng librong pambata.

Ang impormasyon ng inyong anak na pinag-aaralan ay lubos na kompidensyal. Gaya ng:

- Ang form ng obserbasyon na kinumpleto ng guro para sa inyong anak ay **HINDI** gagamitin bilang bahagi ng grado ng inyong anak sa klase.
- Ang form ng obserbasyon ay **HINDI** magiging bahagi ng talaan sa pag-aaral ng inyong anak. Ibabalik ito sa mga tagapagsaliksik.
- Ang mga tagapagsaliksik ay **HINDI** malalaman ang pangalan ng inyong anak o anumang personal na impormasyon upang matukoy ang inyong pamilya, sapagkat walang mga pangalan sa anumang mga porma. (Kokolektahin lamang namin ang araw ng kapanganakan ng inyong anak upang maitugma namin ang inyong survey para sa magulang sa form ng obserbasyon ng guro sa inyong anak.)
- Sa huli, ang mga tagapagsaliksik ay hind kailanman ilalabas ang impormasyon ng inyong anak kaninuman.
- Ang impormasyon para sa daan-daang mga batang pinag-aaralan ay titingnan at ibubuod ng sama-sama sa anumang mga ulat.

Kung sumang-ayon kayo na mapasama ang inyong anak sa pag-aaral na ito, mangyaring lagdaan ang form na ito sa ibaba at ibalik sa guro ng inyong anak. **Kung sumang-ayon kayo na payagan ang guro ng inyong anak na sagutan ang form para sa inyong anak, ngunit hindi nais na sagutan ang survey para sa magulang, nais pa rin namin na lagdaan ninyo ang form na ito upang ipakita na sumang-ayon kayo na ma-obserbahan ng guro ang inyong anak.**

**OO**, binibigay ko ang aking permiso na isali ang aking anak sa pinag-aaralan at inoobserbahan ng kanyang guro.

**HINDI**, HINDI ko binibigay ang aking permiso na isali ang aking anak sa pinag-aaralan at inoobserbahan ng kanyang guro.

**Lumagda sa Ibaba:**

---

Lagda

---

Petsa

## **Salamat sa inyong pagtulong!**

Para sa karagdagang impormasyon tungkol sa pag-aaral, mangyaring makipag-ugnayan sa Applied Survey Research: Casey Coneway, 408-247-8319

## Kính gôùi Quyù Vò Phui Huynh:

Chuùng toâi ñã choin loup hoïc cuûa con quyù vò ñeã thöïc hieän nghieän cöu veà treù em böðuc vao maâu giaùo. Cuoác nghieän cöu seõ ñöôïc thöïc hieän ôu moät soá tröðøng taïi Quaän Haït Alameda. Keát quaû cuoác nghieän cöu seõ giuùp Quaän Haït Alameda tìm hieäu theâm veà möùc ñoà saün saøng ñeã ñi hoïc cuûa treù nhö theá naøo, vaø nhöõng hoaït ñoäng vaø söï hoã tröï naøo coù theá giuùp caùc em saün saøng hôn ñeã ñi hoïc maâu giaùo.

Giaùo vieân cuûa con quyù vò seõ hoøen thaønh moät **maâu quan saùt** ngaén goàm 2 trang veà con quyù vò vaø cuõng nhö caùc em khaùc trong loup. Treân maâu quan saùt naøy, giaùo vieân seõ ghi laïi caùch em tham gia nhöõng hoaït ñoäng nhö taäp trung sinh hoaït theo voøng troøn, thaùo luaän trong loup vaø nhieàu hoaït ñoäng hoïc taäp khaùc nhö theá naøo.

Ñeã hieäu theâm veà lai lòch baün thaân caùc em trong cuoác nghieän cöu naøy, giaùo vieân seõ göüi cho quyù vò moät **baün khaùo saùt phui huynh** ñeã hoøen taát. Xin vui loøng ñieän ngay vao baün khaùo saùt naøy vaø göüi laïi cho giaùo vieân cuûa con quyù vò. Ñeã caùm ôn quyù vò ñã daønh thôøi gian ñieän baün khaùo saùt naøy, caùc em seõ ñöôïc moät cuoán saùch möù.

Thoäng tin veà con quyù vò trong cuoác nghieän cöu naøy seõ ñöôïc baùo maät. Chaúng haïn nhö:

- Maâu quan saùt maø giaùo vieân hoøen taát seõ **KHOÂNG** ñöôïc söù duïng laøm ñieäm ñeã chaám caùc em trong loup hoïc.
- Maâu quan saùt seõ **KHOÂNG** trôù thaønh moät phaàn hoà sö hoïc sinh cuûa con quyù vò. Noù chæ ñöôïc göüi laïi cho nhaø nghieän cöu.
- Caùc nhaø nghieän cöu seõ **KHOÂNG** bieát ñöôïc teân cuûa caùc em hoøc baát kyø thoäng tin caùc thaân naøo khaùc ñeã nhaän daïng gia ñình cuûa quyù vò, böüi vì seõ khoâng coù teân treân baát kyø maâu ñôn naøo. (Chuùng toâi seõ chæ thu thaäp ngaøy sinh cuûa caùc em ñeã coù theá saép xeáp töøng òùng baün khaùo saùt phui huynh vöù maâu quan saùt cuûa giaùo vieân.)
- Cuoái cuøng, caùc nhaø nghieän cöu seõ khoâng bao giôø cung caáp thoäng tin veà con quyù vò cho baát kyø ngöôøi naøo khaùc.
- Thoäng tin cho caùc haøng traêm treù em trong cuoác nghieän cöu seõ ñöôïc tham khaùo vaø ñuïc keát chung laïi trong caùc baün töðøng trình.

Neáu quyù vò ñoäng yù cho pheùp con mình tham gia cuoác nghieän cöu naøy, vui loøng kyù teân phía beân döøi vaø göüi laïi cho giaùo vieân cuûa con quyù vò. **Neáu quyù vò ñoäng yù ñeã giaùo vieân ñieän baün khaùo saùt cho con quyù vò, nhöõng khoâng muoán ñieän vao baün khaùo saùt phui huynh, chuùng toâi vaãn caàn quyù vò kyù teân beân döøi ñeã chöùng toú raèng quyù vò ñoäng yù ñeã giaùo vieân thöïc hieän vieäc quan saùt.**

**VAÂNG**, toâi cho pheùp con toâi tham gia cuoác nghieän cöu vaø ñöôïc quan saùt böüi giaùo vieân cuûa em.

**KHOÂNG**, toâi **KHOÂNG** cho pheùp con toâi tham gia cuoác nghieän cöu vaø ñöôïc quan saùt böüi giaùo vieân cuûa em.

**Kyù Teân Beân Döøi:**

---

Chöõ kyù

---

Ngaøy

**Caùm ôn söï giuùp ñöô cuûa quyù vò!**

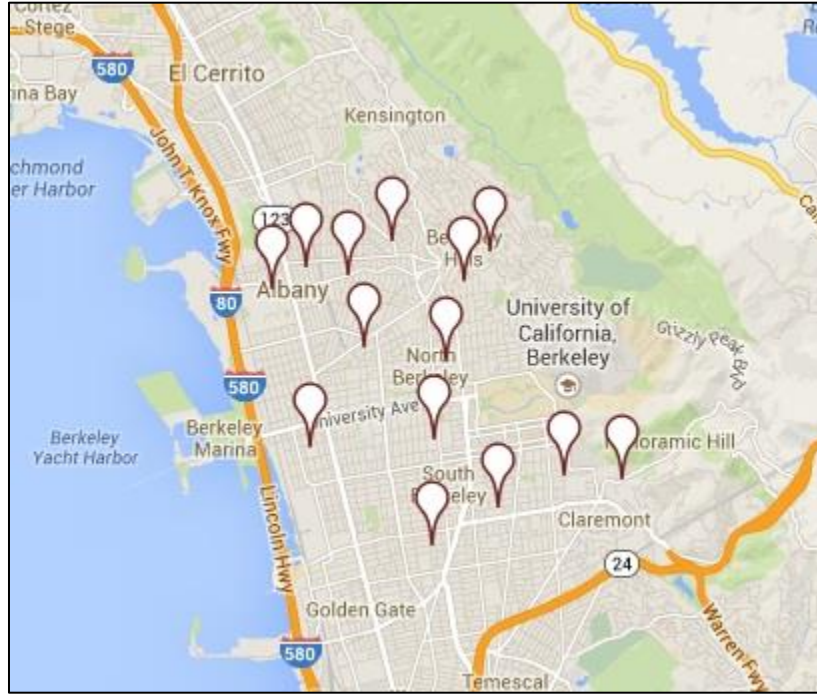
Ñeã bieát theâm thoäng tin veà cuoác nghieän cöu, vui loøng lieän heã Boä Phaän Applied Survey

Research:

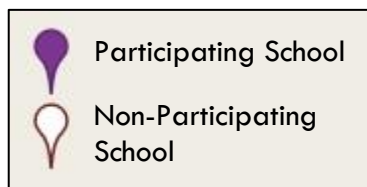
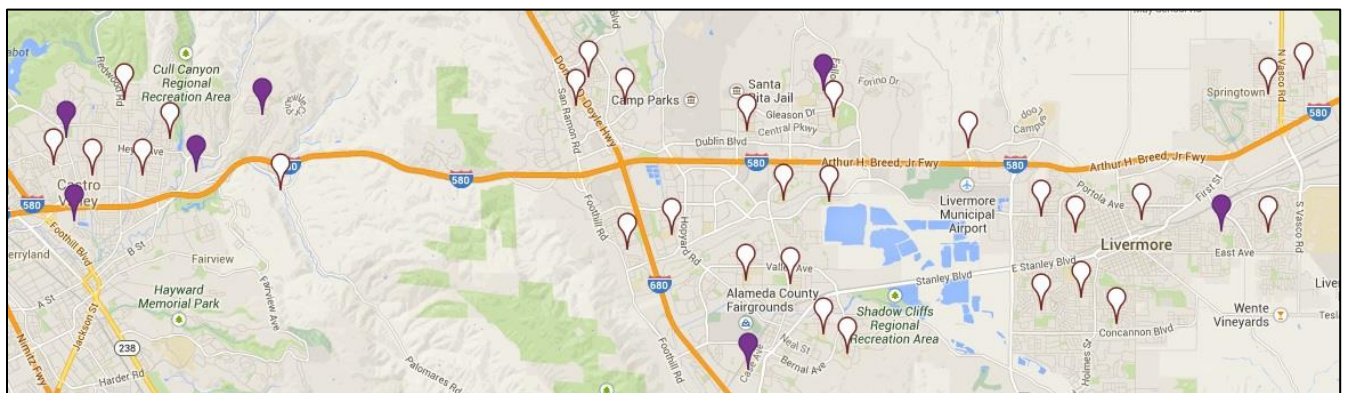
Casey Conway, 408-247-8319

Appendix 6. **Maps of Alameda County Schools**

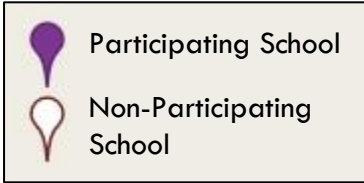
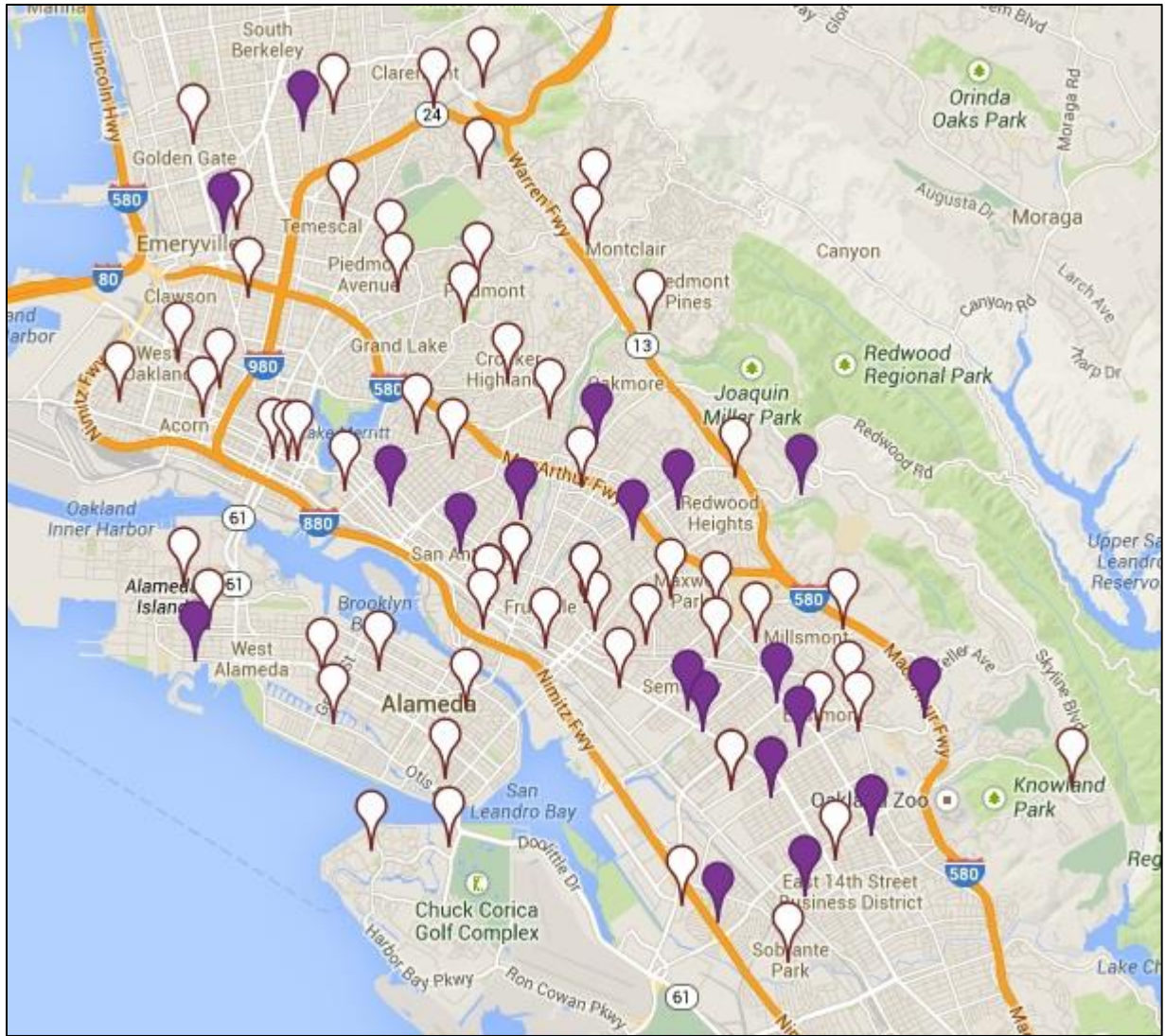
**North County (including Albany and Berkeley)**



**East County (including Castro Valley and Livermore)**

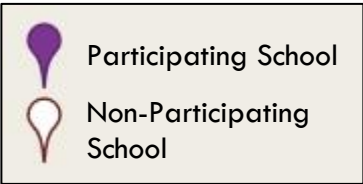
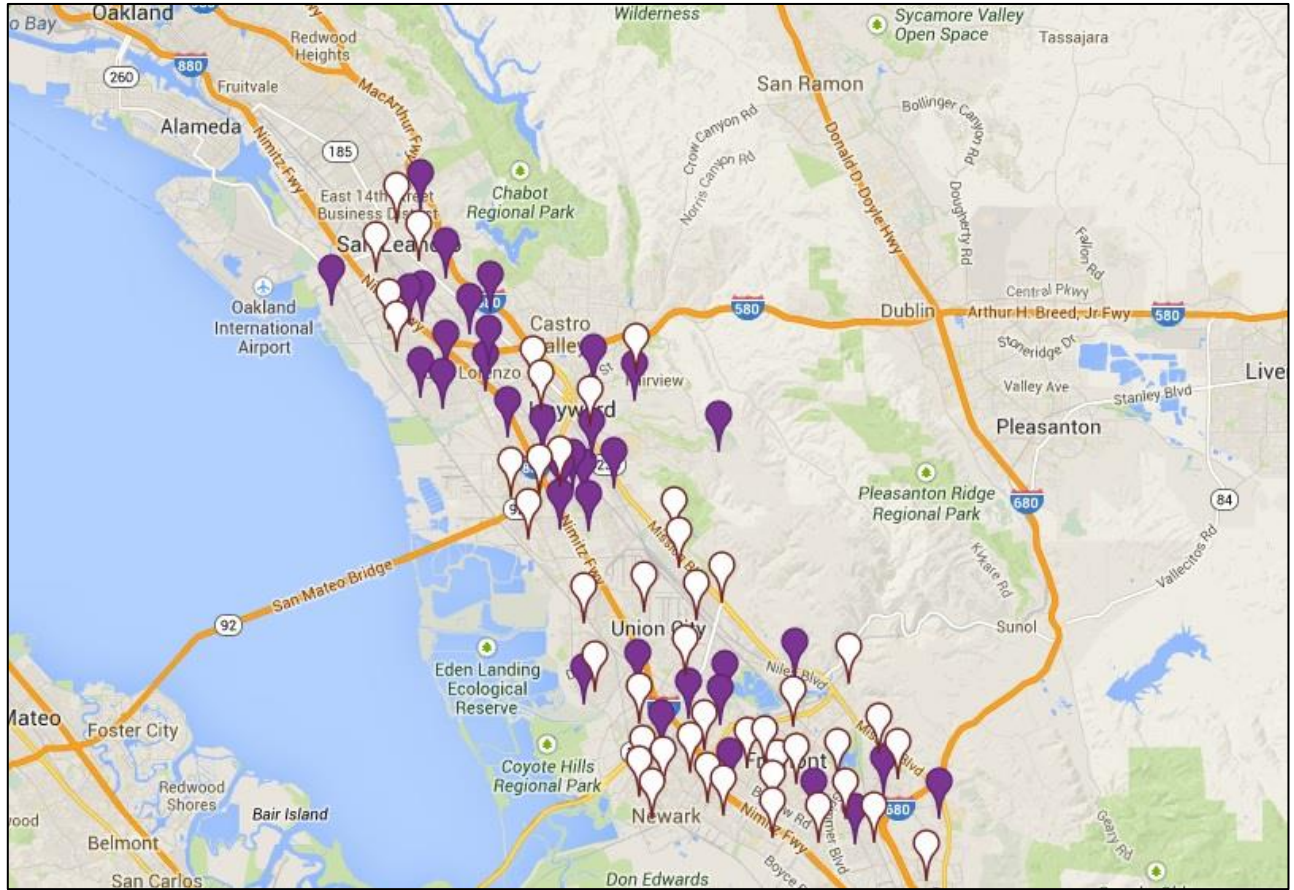


**Central County (including Oakland and Alameda)**





**South County (including San Leandro, San Lorenzo, Hayward, and Fremont)**



## Appendix 7. **Definition of Preschool**

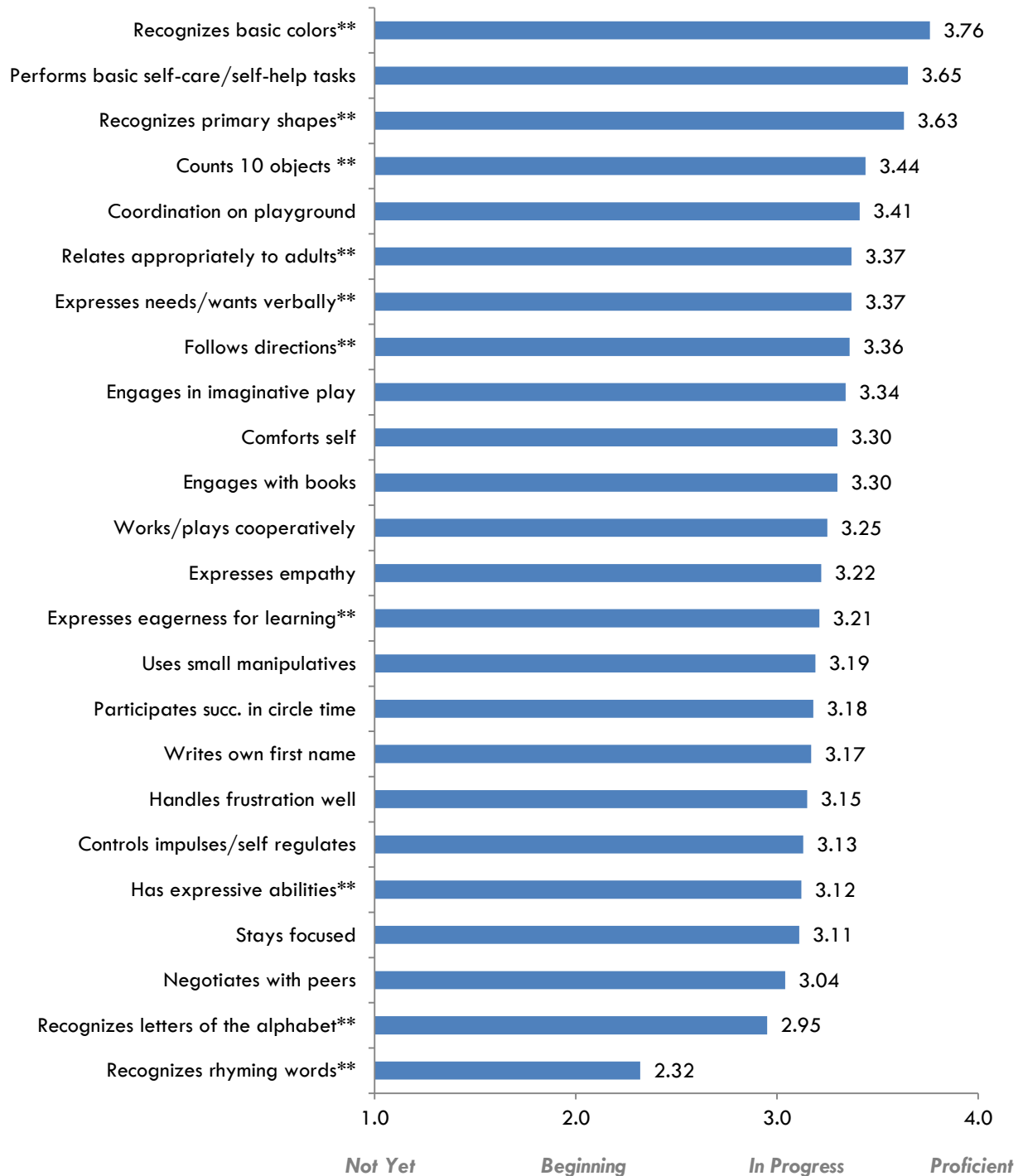
For purposes of this report, the term “preschool” is defined according to either parent or teacher reports. A child was considered to have preschool experience if (1) both the kindergarten teacher and the parent indicated that the child had participated in a licensed preschool/ child care center (NOT including a Summer Pre-K program); (2) the kindergarten teacher reported participation in a licensed preschool/child care center, but data from the parents were missing; or (3) the parent reported participation in a licensed preschool/child care center, but data from the kindergarten teacher were missing. When there was a discrepancy between the parent’s report and teacher’s report, the parent’s report was used for analysis and reporting purposes under the assumption that the parent had more complete knowledge of the child’s experiences prior to kindergarten entry than the teacher. It is important to note that a measure of the quality of the preschool was not included in this study. In addition, we recognize that there are high-quality Family Child Care Homes (FCCH) that provide preschool-like experiences and that use quality curricula. However, because we could not validate which children were exposed to preschool-like settings within their Family Child Care Homes, children with FCCH experience were not included in the preschool category. (Recall too that only a small percentage of the sample attended a FCCH during the year prior to kindergarten entry.)



Appendix 8. **Crosswalking Readiness Items from NEGP to Basic Building Blocks**

Skill Items	NEGP Dimensions	Basic Building Blocks
Uses small manipulatives	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Has general coordination on the playground	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Performs self-help/self-care tasks	Phys Well-Being/Motor Dev	Self-Care & Motor Skills
Relates appropriately to adults other than parent/primary caregiver	Social & Emotional Dev	Social Expression
Appropriately expresses needs and wants verbally in primary language	Social & Emotional Dev	Social Expression
Works and plays cooperatively with peers	Social & Emotional Del	Self-Regulation
Controls impulses and self-regulates	Social & Emotional Dev	Self-Regulation
Expresses curiosity and eagerness for learning	Approaches to Learning	Social Expression
Stays focused/pays attention during activities	Approaches to Learning	Self-Regulation
Follows one- to two-step directions	Approaches to Learning	Self-Regulation
Participates successfully in circle time	Approaches to Learning	Self-Regulation
Has expressive abilities	Communication & Lang	Social Expression
Recognizes the letters of the alphabet	Communication & Lang	Kindergarten Academics
Writes own name	Communication & Lang	Kindergarten Academics
Recognizes rhyming words	Communication & Lang	Kindergarten Academics
Engages with books	Communication & Lang	Kindergarten Academics
Engages in symbolic/imaginative play	Cognition & Gen'l Knowledge	Social Expression
Counts 10 objects correctly	Cognition & Gen'l Knowledge	Kindergarten Academics
Recognizes basic colors	Cognition & Gen'l Knowledge	Kindergarten Academics
Recognizes primary shapes	Cognition & Gen'l Knowledge	Kindergarten Academics
Comforts self using adult guidance when appropriate	N/A	Self-Regulation
Negotiates with peers to resolve social conflicts using adult guidance when appropriate	N/A	Self-Regulation
Expresses empathy or caring for others	N/A	Social Expression
Handles frustration well	N/A	Self-Regulation

Appendix 9. **Students' Average Readiness Levels**



Source: Kindergarten Observation Form (2013). Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=beginning, 3=in progress, 4=proficient. Scores are based on 1504-1684 students. \*\* Language-dependent item: Scores were omitted for students for whom language barriers were a concern.

**Appendix 10. NEGP Scores by Readiness Portrait**

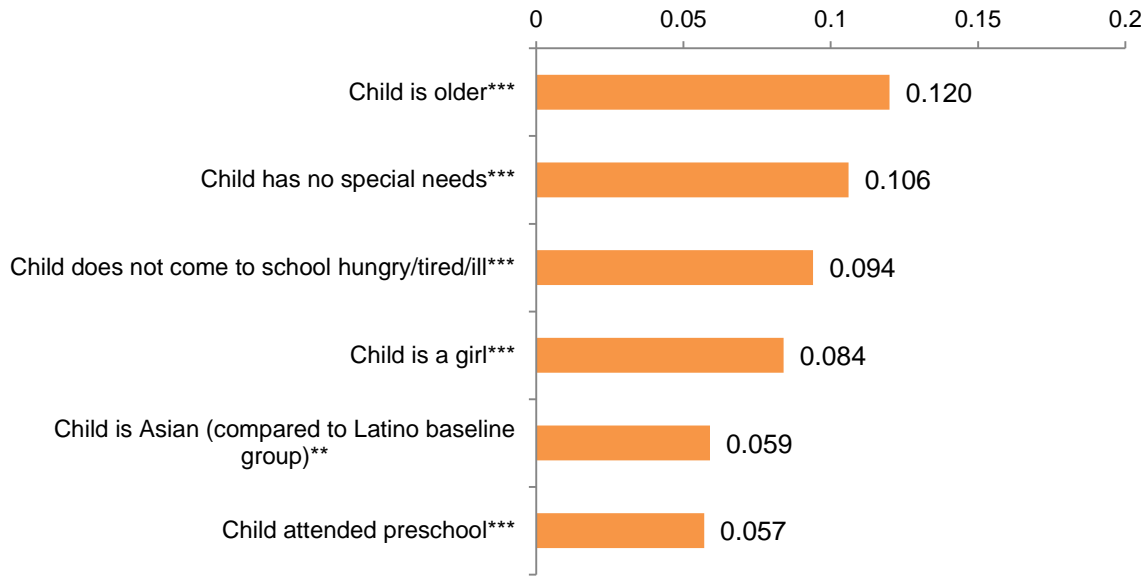
	<b>Physical</b>	<b>Social/ emotional</b>	<b>Learning approaches</b>	<b>Comm./ language</b>	<b>Cognition/ knowledge</b>
Strong in All Domains	3.85	3.85	3.81	3.47	3.86
Academically Strong	3.20	2.84	2.82	3.01	3.64
Socially/ Emotionally Strong	3.35	3.42	3.19	2.30	3.05
Needs in All Domains	2.43	1.96	1.88	1.90	2.75

Source: Kindergarten Observation Form (2013).

Note: Sample size=1,638-1,688. Scale points are as follows: 1=not yet, 2= beginning, 3=in progress, 4=proficient. On all five NEGP domains, means for each readiness portrait significantly differed from all other portraits at  $p < .001$ , according to one-way analyses of variance and follow-up post hoc tests.

## Appendix 11. Significant Predictors of Readiness Skill Domain Scores

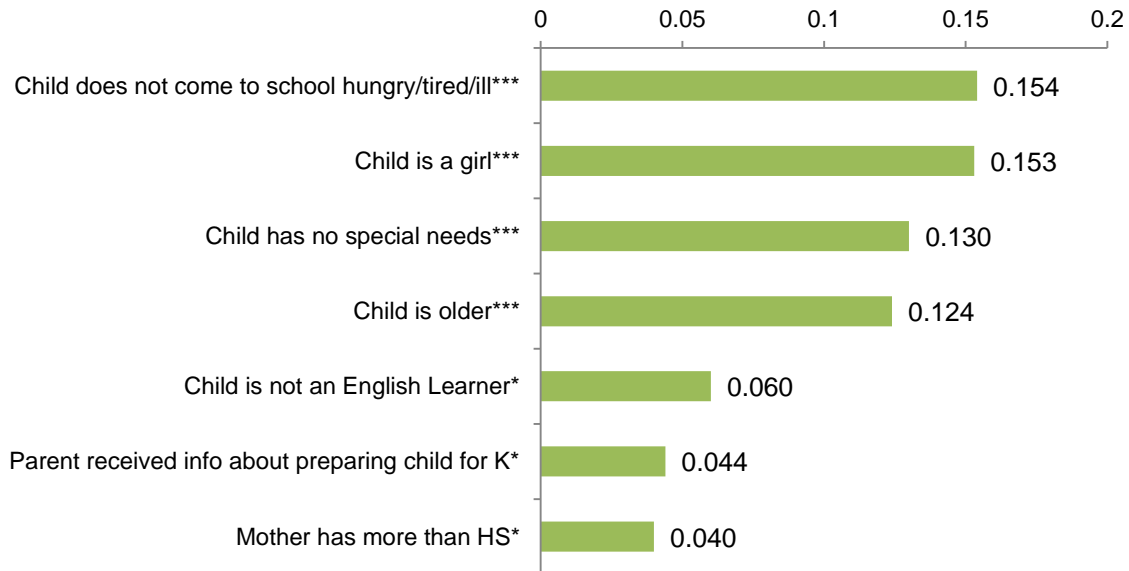
### Key Factors That Predict Self-Care & Motor Skills



Source: Kindergarten Observation Form (2013), Parent Information Form (2013)

Note: \*\*\*Significant at  $p < .001$ ; \*\*Significant at  $p < .01$ ; \*Significant at  $p < .05$ . For a full listing of all variables entered into the model, see text. The overall regression model was significant ( $p < .001$ ), explaining 18% of the variance in kindergarten readiness ( $R^2 = .18$ ).

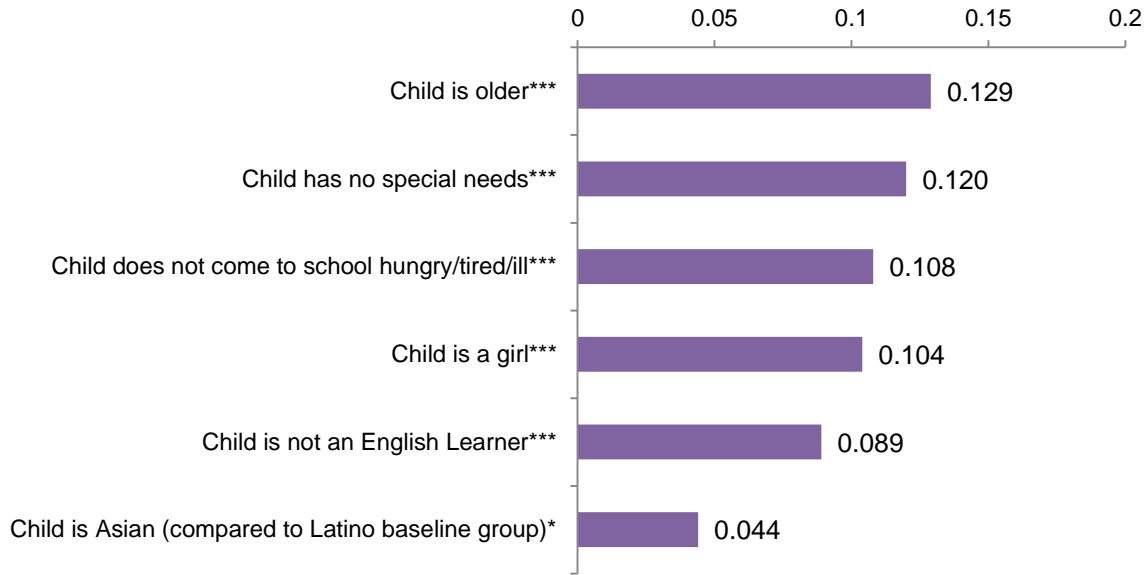
### Key Factors That Predict Self-Regulation



Source: Kindergarten Observation Form (2013), Parent Information Form (2013)

Note: \*\*\*Significant at  $p < .001$ ; \*\*Significant at  $p < .01$ ; \*Significant at  $p < .05$ . For a full listing of all variables entered into the model, see text. The overall regression model was significant ( $p < .001$ ), explaining 21% of the variance in kindergarten readiness ( $R^2 = .21$ ).

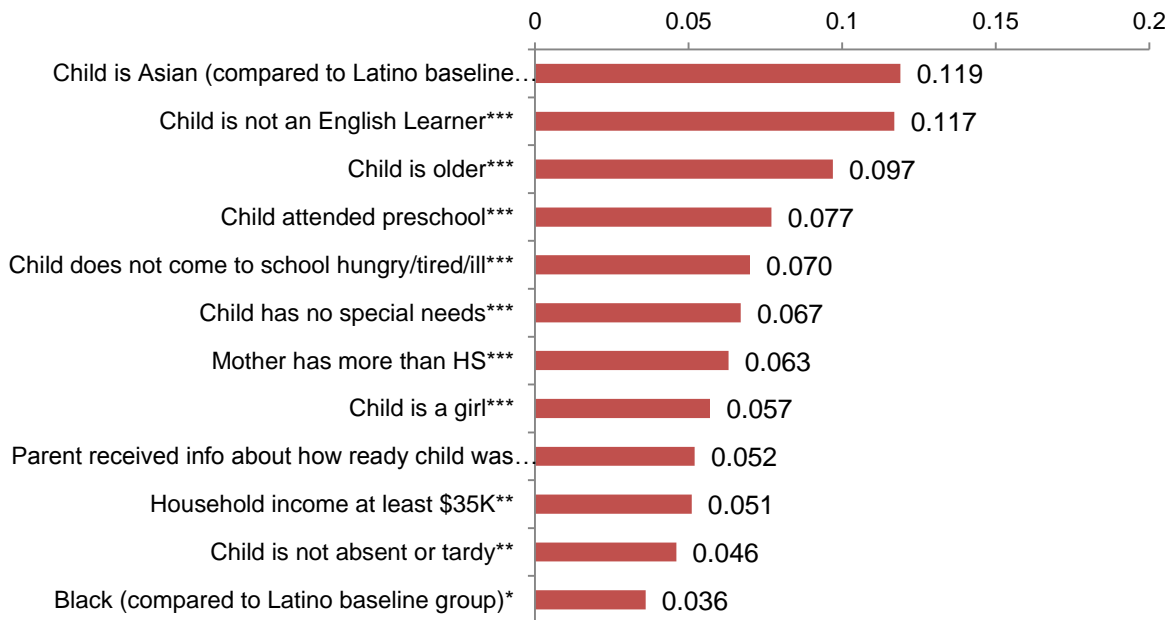
### Key Factors That Predict Social Expression



Source: Kindergarten Observation Form (2013), Parent Information Form (2013)

Note: \*\*\*Significant at  $p < .001$ ; \*\*Significant at  $p < .01$ ; \*Significant at  $p < .05$ . For a full listing of all variables entered into the model, see text. The overall regression model was significant ( $p < .001$ ), explaining 15% of the variance in kindergarten readiness ( $R^2 = .15$ ).

### Key Factors That Predict Kindergarten Academics



Source: Kindergarten Observation Form (2013), Parent Information Form (2013)

Note: \*\*\*Significant at  $p < .001$ ; \*\*Significant at  $p < .01$ ; \*Significant at  $p < .05$ . The overall regression model was significant ( $p < .001$ ), explaining 36% of the variance in kindergarten readiness ( $R^2 = .36$ ).