

# 4 Year Old Kindergarten School Readiness

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# School Readiness?

What is readiness?

Domains: literacy, mathematics, socio-emotional development, physical development, and general knowledge

Assessments different states use- PALS, IGDI's, and GOLD

# State K Readiness Content Areas

State	Domains				
	Literacy	Numeracy	Socio-emotional	Physical	Gen knowledge
AR	x	x	x		x
FL	x				
HI	x	x	x	x	x
IN	x	x	x	x	
KY	x		x	x	x
MI	x	x			
NC	x		x	x	x
OH	x	x	x	x	
OR	x	x	x		
WA	x	x	x	x	
WI	x				

# Wisconsin

PALS

Since 2012 when first required to be tested

# Phonological Awareness Literacy Screening (PALS)

Literacy fundamentals and phonological awareness

Adjusted in 2003 to raise its validity

Tested across Head Start and publicly funded schools

# Individual Growth Development Indicators



Observation based

Oral Reading Fluency focus

# GOLD

Tested validity through W aK I D S

Allows teachers to be predictive of next steps

# Objective 10 Uses appropriate conversational and other communication skills

## a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Engages in simple back-and-forth exchanges with others</b></p> <ul style="list-style-type: none"> <li>• Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds</li> <li>• Shakes head for no; waves bye-bye</li> <li>• Joins in games such as pat-a-cake and peekaboo</li> </ul>		<p><b>Initiates and attends to brief conversations</b></p> <ul style="list-style-type: none"> <li>• Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof."</li> <li>• Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home."</li> <li>• Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."</li> </ul>		<p><b>Engages in conversations of at least three exchanges</b></p> <ul style="list-style-type: none"> <li>• Stays on topic during conversations</li> <li>• Maintains the conversation by repeating what the other person says or by asking questions</li> </ul>		<p><b>Engages in complex, lengthy conversations (five or more exchanges)</b></p> <ul style="list-style-type: none"> <li>• Offers interesting comments with communication device</li> <li>• Extends conversation by moving gradually from one topic to a related topic</li> </ul>	

## b. Uses social rules of language

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b></p> <ul style="list-style-type: none"> <li>• Hears siren and goes to adult pointing, "Fire truck."</li> <li>• Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?"</li> </ul>		<p><b>Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b></p> <ul style="list-style-type: none"> <li>• Pays attention to speaker during conversation</li> <li>• Pauses after asking a question to wait for a response</li> <li>• Says "please" and "thank you" with occasional prompting</li> </ul>		<p><b>Uses acceptable language and social rules while communicating with others; may need reminders</b></p> <ul style="list-style-type: none"> <li>• Takes turns in conversations but may interrupt or direct talk back to self</li> <li>• Regulates volume of voice when reminded</li> </ul>		<p><b>Uses acceptable language and social rules during communication with others</b></p> <ul style="list-style-type: none"> <li>• Uses a softer voice when talking with peers in the library and a louder voice on the playground</li> <li>• Says, "Hello," back to the museum curator on a trip</li> </ul>	



# Conclusion

All about child's needs in the end

