

Kindergarten Readiness Indicator Checklist for Parents

Arkansas’s Definition of School Readiness: School ready children have the social and academic knowledge, skills and behaviors for school success and lifelong learning. School readiness occurs when families, schools and communities support and serve ALL children, so they are successful in school and in life.

This list of indicators identifies skills, knowledge and behaviors that will help your child be prepared for that special day, going to kindergarten. The checklist is NOT a test. It is a tool that you can use to help your child make the transition to kindergarten.

The Kindergarten Readiness Indicator Checklist
Social & Emotional Development
<ul style="list-style-type: none"> <input type="checkbox"/> Separates from caregiver to another trusted adult <input type="checkbox"/> Shares, takes turns and plays cooperatively with other children <input type="checkbox"/> Expresses basic emotions such as happy, sad, mad, or scared <input type="checkbox"/> Responds sympathetically to others’ distress with words and actions <input type="checkbox"/> Recognizes similarities and differences in self and others (for example, boy or girl, hair and skin color)
Cognitive Development
<ul style="list-style-type: none"> <input type="checkbox"/> Is curious, interested and willing to try new things <input type="checkbox"/> Completes a task such as working a puzzle <input type="checkbox"/> Adapts to new situations <input type="checkbox"/> Focuses and pays attention during an activity such as, during story time <input type="checkbox"/> Engages in memory games such as, “What’s Missing” and simple memory matching card games <input type="checkbox"/> Uses number and letter like forms and/or drawings to represent ideas or feelings
Physical Development & Health
<ul style="list-style-type: none"> <input type="checkbox"/> Gallops, slides, hops, leaps and skips <input type="checkbox"/> Steers a tricycle, balances on beam or sand-box edge <input type="checkbox"/> Catches ball with both hands <input type="checkbox"/> Tosses or throws balls <input type="checkbox"/> Kicks moving ball while running <input type="checkbox"/> Pours liquids without spilling and builds with Legos® or blocks <input type="checkbox"/> Uses a 3-point finger grip on pencil, crayon or paint brush <input type="checkbox"/> Makes a variety of lines and shapes such as ○, __, +, □ and △ <input type="checkbox"/> Uses scissors correctly to cut simple shapes and pictures <input type="checkbox"/> Buttons, zips, laces and buckles <input type="checkbox"/> Names a variety of foods and begins to classify food items as either fruits or vegetables <input type="checkbox"/> Is aware of safe behavior and follows basic safety rules and routines <input type="checkbox"/> Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing and toileting <input type="checkbox"/> Can express own health needs such as, “I’m hungry”, “My head hurts”, “I’m tired.

Language Development

- Understands an increasing number and variety of words for objects, for actions, and to describe things
- Comprehends who, what, why and where questions
- Performs up to three-step directions
- Uses four to six word sentences
- Tells increasingly detailed stories or ideas
- Communicates clearly enough to be understood by most people
- Takes turns in conversation with others
- Responds to the English language
- Speaks and expresses self in English

Emergent Literacy

- Listens, tells and engages in story being read
- Participates in singing songs and saying rhymes
- Retells stories from favorite books and personal experiences
- Decides if two words rhyme for example, cat and bat
- Holds books right-side up, turns pages one at a time from front-to-back
- Recognizes print they see in their everyday life (for example, stop-signs and logos for Wal-Mart and McDonald's)
- Recognizes and names some letters of the alphabet, especially in their own name
- Produces the correct sounds for some of the letters of the alphabet
- Writes some letters correctly, especially those in own name

Mathematical Thinking

- Counts in sequence up to 20
- Understands and uses terms such as first, second and last
- Counts objects using one number for each object
- Recognizes four objects in a group without counting
- Recognizes numerals 1-10
- Sorts objects by color, shape and size
- Recognizes and repeats patterns such as triangle, square, triangle, square
- Measures and compares height of objects
- Arranges objects from shortest to longest, (for example, shoe sizes or different lengths of yarn)
- Recognizes and names familiar shapes such as square, triangle, circle, and rectangle
- Understands and uses words such as inside, outside, up, down, over and under

Science & Technology

- Asks questions about the world around them (for example, “What do plants need to grow?”)
- Recognizes that living things change over time (for example, babies grow and become adults and seeds grow and become plants.)
- Recognizes and names these five colors: red, blue, yellow, green and black
- Uses simple technology devices such as touch screen, e-book reader or digital camera

Social Studies

- Knows own first and last name, age, and knows names of family members
- Understands and talks about today, yesterday, tomorrow, after lunch, day and night
- Is aware of familiar buildings and special places in the community such as, home, school, grocery store, and park

Creativity & Aesthetics

- Enjoys singing and moving to the beat and speed of music
- Explores drawing with crayons and markers
- Enjoys pretend play (for example, rocking a baby doll, driving a truck or pretending to talk on a toy telephone)