

## Kindergarten Readiness Indicator Checklist for Families

There is much that families and other caregivers can do to support school readiness. School readiness occurs when families, schools, early environments, and communities support and serve ALL children, so they have access to opportunities that promote success in both school and life. Children's skills and development are dependent upon the relationships and interactions they have with the people in their lives before going to kindergarten.

The Kindergarten Readiness Indicator Checklist helps families and caregivers identify a range of skills, knowledge, and behaviors children master as they move through the pre-kindergarten year. Admission to kindergarten is not dependent on mastery of any or all of these indicators. The Arkansas Department of Education and the Arkansas Department of Human Services encourages families and caregivers to use this checklist to help children enter kindergarten with confidence. If you have concerns about your child's development, contact your primary care physician or the county health department in your community.

Social and Emotional Development	
	Separates from caregiver to another trusted adult
	Takes turns and plays cooperatively with other children
	Expresses basic emotions such as happy, sad, mad, or scared
	Responds sympathetically to others' distress with words or actions
	Recognizes similarities or differences in interests, ideas, feelings, and abilities between themselves and others, for example, "I can run faster than my friend" or "My dad and I both like to tell stories"

Cognitive Development	
	Exhibits curiosity, interest, and a willingness to explore new things
	Completes a task such as working a puzzle
	Adapts to new situations
	Focuses and pays attention during an activity such as during story time
	Engages in memory games such as, "What's Missing?" or simple memory activities
	Uses number and letter-like forms or drawings to represent ideas or feelings

Physical Development and Health	
	Gallops, slides, hops, leaps, and skips
	Steers a tricycle or other ride-on toys
	Balances on a beam or stands on one leg
	Catches a ball with both hands
	Tosses or throws a ball
	Kicks a moving ball while running
	Pours without spilling
	Builds structures with construction or interlocking blocks
	Uses a 3-point finger grip on a pencil, crayon, or paint brush
	Makes a variety of lines and shapes such as ○ — □ + △
	Uses scissors correctly to cut simple shapes and pictures
	Buttons, zips, laces, or buckles and begins to manipulate more complex fasteners such as attempting to tie shoes and thread belt loops
	Names a variety of foods or begins to classify food items as either fruits or vegetables and healthy or unhealthy
	Demonstrates awareness of safe behavior and follows basic safety rules and routines
	Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing, and toileting
	Expresses health needs such as, "I'm hungry," "My head hurts," or "I'm tired"

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## Language Development

- Understands an increasing number and variety of words for objects, actions, and ways 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 conversations with others
- Responds to the English language
- Speaks and expresses themselves in English

## Emergent Development

- Listens, tells, and engages in stories 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 a book right-side-up, turns pages front-to-back, follows print left-to-right, and top-to-bottom
- Recognizes and names letters, especially those in their name or on road signs, storefronts, and restaurant signs
- Produces the correct sounds for some of the letters of the alphabet
- Writes some letters correctly, especially those in their name

## Mathematical Thinking

- Says numbers in order up to 20
- Compares whether the objects in one group are more than, less than, or the same as objects in another group
- 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 the 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 a square, triangle, circle, or rectangle
- Understands and uses words such as inside, outside, up, down, over, or under

## Science and 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 seedlings grow and become plants
- Describes objects and materials by their physical properties and sorts them based on similarities and differences
- Explores the functionality of digital devices

## Social Studies

- Knows first and last name, age, and the names and cultural heritage of family members
- Understands and talks about today, yesterday, tomorrow, after lunch, day, and night
- Shows awareness of familiar buildings and places in the community such as home, school, grocery store, and park

## Creativity and Aesthetics

- Expresses themselves by singing and moving to the beat and speed of music
- Creates art independently by using a variety of art materials with purpose and planning
- Uses pretend play to process experiences, feelings and roles represented in fantasy or real-life scenarios, such as reenacting a visit to the doctor, pretending to rock a baby, or be a cashier