

Profile of a Kindergarten-Ready Child: Professional Guidelines

aligned with Teaching Strategies GOLD (WaKIDS)

PreK-3 Cross District
Coalition

Early learning professionals have an important role in children's development toward kindergarten readiness. This profile of a kindergarten-ready child, as defined by Teaching Strategies GOLD (the whole-child assessment component of WaKIDS), provides characteristics of a student ready to enter kindergarten. Early learning professionals can use this information about kindergarten readiness to plan activities and learning experiences that support children across six developmental areas, and help move them toward success in kindergarten and beyond. The specific Teaching Strategies GOLD objectives & dimensions to which this profile is connected follows each item (in parentheses). WaKIDS (Washington Kindergarten Inventory of Developing Skills) is designed to help incoming kindergarten students transition successfully to the K-12 system. For more information go to: www.K-12.wa.us/wakids/

Social-Emotional Development: A kindergarten-ready child...

manages classroom rules, routines, and transitions with occasional reminders. (1b)

Example: Child might begin to clean up when the music plays. (1b)

can make good decisions about health habits. (1c)

Example: Child might initiate washing hands before eating. (1c)

is beginning to interact with classmates in different ways, and for differing amounts of time. (2c)

Example: Child easily joins other children at play, and plays cooperatively. (2c)

is developing relationships with other children and with adults. (2d)

Example: Child joins the same 2 children in a game of tag at a playground several days in a row. He/she is developing the ability to play regularly with specific friends. (2d)

Physical Development: A kindergarten-ready child...

continuously gets better at movement skills, such as jumping, galloping, and skipping. (4)

is able to walk forward along a sandbox edge, watching his or her feet, and/or jump off a low step, landing on two feet. (5)

throws ball or other object, traps a thrown ball against his or her body, and/or kicks a ball by stepping or running up to it. (6)

is able to use his/her hands and fingers in a variety of ways, such as stringing beads, holding writing tools properly, and connecting small blocks and puzzles. (7 a & b)

Language Development: A kindergarten-ready child...

continually learns new words and is expanding verbal vocabulary. (9a)

Example: Child may be able to name the horse, chicken, sheep and goat as he/she sees them on a trip to the farm, and is beginning to be more descriptive, such as "the red barn had three sheep inside." (9a)

is able to speak so he/she is understood by a family, friend, or visitor to the classroom, and uses words correctly in most cases. (9b)

Example: Child might say, "I ate paghetti (spaghetti) last night." (9b)

can express him/herself with more complex grammar. (9c)

Example: Child might say: "Daddy came to pick me up, because mommy had to work today." (9c)

is able to speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things and events. (9d)

Example: Child describes something he/she did, such as, "I got new shoes. I went to the shoe store." and is beginning to use more detailed speech, such as, "I went to the shoe store with Grammy. I chose the red shoes." (9d)

stays on topic and maintains conversations with peers and adults using at least 3 exchanges. (10a)

is able to take turns speaking and listening in short conversations, remembering and responding to what is said. (10b)

Cognitive Development: A kindergarten-ready child...

is able to ask for help solving a problem, and use it. (11c)

Example: Child may ask another child to hold the cup while he/she pours. (11c)

is eager to learn and talk about a range of topics, ideas, and tasks. (11d)

shows flexibility by changing plans if a better idea is generated or suggested. (11e)

Example: Child tells another child, "Put the big block down first, or the tower will fall over." (11e)

is able to remember and name at least one or two objects that are taken away. (12a)

Example: Plays a memory game and recalls one or more of the flipped cards to make a match. (12a)

is able to group objects by two or more characteristics (such as shape *and* color, or size *and* shape). (13)



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Literacy Development: A kindergarten-ready child...

decides whether two words rhyme. (15a)

Example: When listening to two words, cat and kitten, child says "no, cat and kitten do not rhyme." (15a)

matches beginning sounds of some words. (15b)

Example: Child might say, "Max and Maya... our names start the same!" or "big, brown, bear start the same, too". (15b)

can notice and hear smaller and smaller parts of words (syllables). (15c)

Example: Child joins in clapping each word while chanting a phrase such as, "I like to play," and is beginning to be able to clap each syllable of one word such as, "kit-ten". (15c)

is able to recognize and name 10-20 uppercase and 10-20 lowercase letters. (16a)

says the correct sounds for 10-20 letters. (16b)

understands print concepts. (17b)

Example: Child can point to the title and author of the book; is able to point to the text on the page when pretending to read. (17b)

interacts during read-alouds and conversations about books. (18a)

Example: When listening to a story read aloud, child can answer questions about story elements, predict what is going to happen next and answer questions. (18a)

can use emergent reading skills. (18b)

Example: Child pretends to read by reciting language in the story, using reading-like intonation. (18b)

can retell parts of familiar stories in order. (18c)

Example: Child identifies the beginning, middle and end of a familiar classroom story with prompting from an adult. (18c)

can write his/her name and identify the letters. (19a)

can "write" a story by drawing pictures and/or using letters. (19b)

Math Development: A kindergarten-ready child...

can count out loud, in order, up to 20. (20a)

can count 10-20 objects, while pointing to each object. (20a)

names which number comes next with numbers between 1 and 10. (20a)

Example: When shown the number 5 on a card, the child says "6 comes next." (20a)

connects numerals 1-10 with a matching set of objects. (20b)

Example: When shown the number 5 on a card, the child counts out 5 buttons and says, "This is 5." (20b)

is beginning to understand and use the words more, less and same. (20b)

can count to find out how many in all. (20b)

Example: If an adult asks the child how many raisins are in the snack pile, the child counts carefully and says "there are 12!" (20b)

can identify numerals 1-10. (20c)

identifies common shapes like circle, square, triangle and rectangle when presented in familiar and unfamiliar orientations. (21b)

uses common objects to measure. (22)

Example: Child uses his/her hand to measure the length of a table. (22)

uses numbers to compare and measure. (22)

Example: Child measures a tower and says "my tower is 10 cubes high." (22)

uses measuring tools in play (ex: cups, spoons, ruler, scale). (22)

understands positioning (e.g. 1st, 2nd, 3rd in line). (22)

Personal Information: A kindergarten-ready child is learning...

his/her first name, last name, and parents' names.

Example: Child is able to say his/her first and last name when asked by the cafeteria cashier.

his/her address and phone number.

to name 10 or more body parts (head, shoulders, chest, elbows, chin, etc.).

his/her age and birthday.