

Kindergarten Readiness Indicator Checklist for Early Childhood Educators

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 life.

The Kindergarten Readiness Indicator Checklist for Early Childhood Educators identifies skills, knowledge, and behaviors that will help children be prepared for that special day, going to kindergarten. This checklist is NOT a test. This tool can be used to show the connection between the kindergarten readiness indicators and the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* to help children make the transition to kindergarten.

Kindergarten Readiness Indicator Checklist

Arkansas Child Development and Early Learning Standards

Social and Emotional Development

Relationships with Others

- Separates from caregiver to another trusted adult
- Takes turns and plays cooperatively with other children

Emotional Expression and Understanding

- Expresses basic emotions such as happy, sad, mad, or scared
- Responds sympathetically to others’ distress with words or actions

Self-Awareness and Self-Concept

- 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”

SE1. Relationships with Others

- SE1.1 Forms trusting relationships with nurturing adults
- SE1.2 Interacts with peers

SE2. Emotional Expression and Understanding

- SE2.1 Experiences, expresses, and regulates a range of emotions
- SE2.2 Interprets and responds to the feelings of others

SE3. Self-Awareness and Self-Concept

- SE3.1 Shows awareness of self as unique individual
- SE3.2 Demonstrates competence and confidence

Cognitive Development

Approaches to Learning

- Exhibits curiosity, interest, and a willingness to explore new things
- Completes a task such as working a puzzle

Executive Function

- 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

Logic and Reasoning

- Uses number and letter-like forms or drawings to represent ideas or feelings

CD1. Approaches to Learning

- CD1.1 Shows curiosity and a willingness to try new things
- CD1.2 Shows persistence in approaching tasks

CD2. Executive Function

- CD2.1 Focuses and sustains attention
- CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts
- CD2.3 Regulates impulses and behaviors
- CD2.4 Holds and manipulates information in memory

CD3. Logic and Reasoning

- CD3.1 Uses reasoning and planning ahead to solve problems and reach goals
- CD3.2 Engages in symbolic and abstract thinking

Approved by the Arkansas Early Childhood Commission on 01/17/2017 for the creation and distribution by the University of Arkansas, Early Care and Education Projects

Updated by the University of Arkansas, Early Care and Education Projects on 04/12/2023

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Arkansas Child Development and Early Learning Standards

Physical Development and Health

Gross Motor

- 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

Fine Motor

- 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

Health and Well-Being

- 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"

PH1. Gross Motor

- PH1.1 Demonstrates locomotor skills
- PH1.2 Shows stability and balance
- PH1.3 Demonstrates gross-motor manipulative skills

PH2. Fine Motor

- PH2.1 Demonstrates fine-motor strength, control, and coordination
- PH2.2 Adjusts grasp and coordinates movements to use tools

PH3. Health and Well-Being

- PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
- PH3.2 Shows awareness of safe behavior
- PH3.3 Engages in a variety of developmentally appropriate physical activities
- PH3.4 Takes appropriate actions to meet basic needs

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Arkansas Child Development and Early Learning Standards

Language Development

Receptive Language

- 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

Expressive Language

- Uses four- to six-word sentences
- Tells increasingly detailed stories or ideas
- Communicates clearly enough to be understood by most people

Communication Skills

- Takes turns in conversations with others

English Language Development

- Responds to the English language
- Speaks and expresses themselves in English

LD1. Receptive Language

- LD1.1 Understands and responds to language (in child's home language)

LD2. Expressive Language

- LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)

LD3. Communication Skills

- LD3.1 Communicates using social and conversational rules

LD4. English Language Development

- LD4.1 Demonstrates progress in attending to, understanding, and responding to English
- LD4.2 Demonstrates progress in speaking and expressing self in English

Emergent Literacy

Engagement in Literacy Experiences and Understanding of Stories and Books

- Listens, tells, and engages in stories being read
- Participates in singing songs and saying rhymes
- Retells stories from favorite books and personal experiences

Phonological Awareness

- Decides if two words rhyme, for example, cat and bat

Knowledge and Use of Books, Print, and Letters

- 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

EL1. Engagement in Literacy Experiences and Understanding of Stories and Books

- EL1.1 Shows interest in literacy experiences
- EL1.2 Engages in read-alouds and conversations about books and stories

EL2. Phonological Awareness

- EL2.1 Notices and manipulates the sounds of language

EL3. Knowledge and Use of Books, Print, and Letters

- EL3.1 Responds to features of books and print
- EL3.2 Shows knowledge of the shapes, names, and sounds of letters
- EL3.3 Demonstrates emergent writing skills

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Arkansas Child Development and Early Learning Standards

Mathematical Thinking

Number Concepts and Operations

- 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

MT1. Number Concepts and Operations

- MT1.1 Demonstrates number sense and an understanding of quantity
- MT1.2 Explores combining and separating groups (numerical operations)

Algebraic Thinking

- Sorts objects by color, shape, and size
- Recognizes and repeats patterns such as triangle, square, triangle, square

MT2. Algebraic Thinking

- MT2.1 Uses classification and patterning skills

Measurement and Comparison

- Measures and compares the height of objects
- Arranges objects from shortest to longest, for example, shoe sizes or different lengths of yarn

MT3. Measurement and Comparison

- MT3.1 Participants in exploratory measurement activities and compares objects

Geometry and Spatial Sense

- Recognizes and names familiar shapes such as square, triangle, circle, or rectangle
- Understands and uses words such as inside, outside, up, down, over, or under

MT4. Geometry and Spatial Sense

- MT4.1 Explores and describes shapes and spatial relationships

Science and Technology

Scientific Practices

- Asks questions about the world around them, for example, "What do plants need to grow?"

ST1. Scientific Practices

- ST1.1 Engages in the scientific process to collect, analyze, and communicate information

Knowledge of Science Concepts

- Recognizes that living things change over time, for example, babies grow and become adults, and seedlings grow and become plants

ST2. Knowledge of Science Concepts

- ST2.1 Demonstrates knowledge of core science ideas and concepts

Knowledge of Science Content

- Describes objects and materials by their physical properties and sorts them based on similarities and differences
- Explores the functionality of digital devices

ST3. Knowledge of Science Content

- ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
- ST3.2 Uses tools and engineering practices to explore and solve problems
- ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play

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Arkansas Child Development and Early Learning Standards

Social Studies

Family, Community, and Culture

- Knows first and last name, age, and the names and cultural heritage of family members

History and Geography

- 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

SS1. Family, Community, and Culture

- SS1.1 Demonstrates positive connection to family and community

SS2. History and Geography

- SS2.1 Shows awareness of sequence and change over time
- SS2.2 Demonstrates simple geographic knowledge

Creativity and Aesthetics

Music and Movement

- Expresses themselves by singing and moving to the beat and speed of music

Visual Arts

- Creates art independently by using a variety of art materials with purpose and planning

Drama

- 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

CA1. Music and Movement

- CA1.1 Explores through listening, singing, creating, and moving to music

CA2. Visual Arts

- CA2.1 Explores, manipulates, creates, and responds to a variety of art media

CA3. Drama

- CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play