

Joplin Schools

Kindergarten Readiness Indicators

Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.

Physical Readiness:

- ❑ **Fine Motor** - Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
Examples:
 - Makes a necklace by stringing a variety of small beads with narrow holes.
 - Uses a computer mouse to draw details of a picture on a computer screen.
 - Rotates pencil within the hand to use the eraser when scribbling with a pencil.
 - Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.
- ❑ **Gross Motor** - Child shows increasing proficiency in fundamental locomotor skills and gross motor manipulative skills
Examples:
 - Hops with one foot, holding arms out for balance and sometimes putting a foot down in between hops.
 - Changes directions and stops quickly and easily while running.
 - Bounces a ball several times while walking.
 - Uses hands to catch a beanbag tossed to either side of the body.
 - Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.

Social Readiness:

Social Emotional Development : Identity of self, relationships, and social interactions

- ❑ Organizes or participates in planning cooperative play activities with several peers, particularly with friends.
(examples)
 - Plans how to build a boat with several peers, choosing materials and negotiating tasks.
 - Plays superheroes with peers, planning different characters and scenarios
 - Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags
- ❑ Child shows increasing awareness of self as distinct from and also related to others
(examples)
 - Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self.
 - Communicates to a peer that they both like peanut butter and jelly sandwiches.
 - Communicates, "I love to swim, but my sister doesn't."

Approaches to Learning : Attention maintenance and self regulation

- ❑ Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
(examples)
 - Makes a pile of pretend pancakes with play dough on own and then offers them to peers.
 - Builds multiple towers with interlocking blocks.

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- Looks through several books on own in library corner during the morning.
- Listens to audiobooks while looking at enlarged pictures related to the story on a screen, on own, during the morning.
- ☐ Uses socially appropriate strategies (eg., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors (examples)
 - Communicates, "I want a turn. Can I use the scooter after you go around two times?" After watching another child ride for a while.
 - Communicates, "Don't push!" To another child trying to fit at the water table, and then says, "Here's a place," and move over.
 - Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.
 - Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

Follows Instructions

Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> ☐ Listens actively and attentively by following classroom listening rules (verbal quiet signals) ☐ Confirms comprehension in the message by saying, "Okay" and retelling 	<ul style="list-style-type: none"> ☐ Follows teachers one-step directions for participation right away . ☐ Follows directions in group settings (safe behaviors, following rules, taking turns) 	<ul style="list-style-type: none"> ☐ Checks back for feedback by asking appropriate questions ☐ Beginning to monitor behavior against defined criteria and adjust as needed. (PDSA) 	<ul style="list-style-type: none"> ☐ Seeks out solutions to unknown from self and others before going to teacher

Greets Others

Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> ☐ Look at person when appropriate ☐ Use a pleasant voice to Say "Hi" or "Hello" 	<ul style="list-style-type: none"> ☐ Interacts with others (Would you like to join us? or Answers personal questions) 	<ul style="list-style-type: none"> ☐ Continuously monitor behavior against defined criteria and adjust as needed. (PDSA) 	<ul style="list-style-type: none"> ☐ Knows personal information and can use it inside of a conversation.

Intellectual Readiness: English Language Arts

- ☐ Writes several words or a few simple phrases, or clearly recognizable approximations (examples)
 - Writes, "bog" ["dog"], copying the word from a book, to label a drawing of a dog.
 - Writes "STOP" on a stop sign in a drawing.
 - Writes "I love you" on a drawing made for a family member.
- ☐ Uses letters in correct formation to write own name (examples)
 - Uses uppercase letters and lower-case letters appropriately when writing name

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- ❑ Identifies most upper and lower case letters and shows understanding that a letter corresponds to a sound in a word.
Examples:
 - Identifies letters in name.
 - Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book
 - Communicates, “Ball starts with B,” after hearing the word “ball.”
 - Looks at the word “mat” in large print and says “m” (letter sound).
- ❑ Blends smaller units of language with or without the support of pictures or objects and segments smaller units of language with or without the support of pictures or objects
Examples:
 - Communicates, “cup” at the snack table, after an adult says, “I have a c-up. What do I have?”
 - Communicates, “Ice,” after an adult asks what word is left when the m- is removed from the word “mice,” while playing a word game.
 - Communicates, “d” (letter sound) while looking at a picture of a dog, after an adult says, “What is the first sound you hear when you say ‘dog’?” While looking at pictures of dogs together.

Intellectual Readiness: Mathematics

- ❑ Child shows developing understanding of number and quantity
(examples)
 - Counts six chairs, then counts seven children and communicates, “We need one more chair.”
 - Counts accurately to 20 while marching.
 - Counts on fingers to determine how many napkins to get so that each child at a table of six has one.