

2010-11 Vermont "Ready Kindergartners" Questionnaire

We thank you for taking the time to complete this on-line version of the Ready Kindergartners Survey. In order to adhere to FERPA requirements on protecting child-level data, we only ask that you identify the Agency of Human Services (AHS) District in which your school is located. For that reason, this year the children's readiness data will only be reported at the state and AHS District levels.

The Ready Kindergartners Survey is not intended as a screening or diagnostic tool for individual children, but rather for creating a group-level picture of children's readiness. Data from this readiness survey are used to inform discussions about how families, schools, and communities can support young children to be successful learners. The data may be catalysts for bringing people together to discuss children's readiness for school, as well as schools' readiness for children. Early care and education providers, policy makers, kindergarten teachers, family members, and community leaders are all key players in this discussion.

Please ensure you complete one survey for each child you teach, and rate each child only once. When you click "Done," ratings for that child will be entered automatically into our database, and a new (blank) survey form will come up for you to enter information on the next child. When you have completed rating all children in your class, you can close down the site.

The School Readiness Project is co-sponsored by the Vermont Agency of Human Services and the Department of Education.

1. My school is in the following AHS district:

District

6

2. Child's Gender:

Male

Female

3. Check if student qualifies for:

Special Education

504 Services

264 Plan

ESL/Bilingual

Title I

4. Prior to kindergarten, did this child attend an early childhood program?

Yes*

No

Don't Know

5. *If yes, check type:

- EEE
- Head Start
- Public School Preschool
- Private Preschool
- Home Child Care
- Center-Based Child Care

The major section of the questionnaire asks that you reflect on your observations of this child and rate the child's status at the time this form is completed. Score the items with respect to developmental expectations for kindergartners within the first two months of school. Rate the child's level of readiness for each item, using the following guidelines:

BEGINNING

Frequently requires adult guidance in this domain.
Skills are observed rarely.

PRACTICING

Sometimes requires adult guidance in this domain.
Skills are observed frequently, but may be inconsistent.

PERFORMING INDEPENDENTLY

Rarely requires adult guidance.
Skills are observed frequently and are consistent.
Child initiates appropriate behaviors.

DON'T KNOW

No opportunity to observe behavior

6. SOCIAL-EMOTIONAL DEVELOPMENT

	Beginning	Practicing	Performing independently	Don't know
Plays cooperatively with different children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separates easily from parent/caregiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses problem solving skills in social situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately expresses feelings and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to transitions within the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts positively with adults in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Approaches to Learning

	Beginning	Practicing	Performing independently	Don't know
Can persist in a self-directed activity for at least 15 minutes	€	€	€	€
Appears enthusiastic and interested in classroom activities	€	€	€	€
Uses a variety of learning strategies in the classroom	€	€	€	€
Is able to pay attention during teacher-directed group activities for approximately 15 minutes	€	€	€	€
Knows when and how to use adults as a resource	€	€	€	€
Initiates activities in classroom	€	€	€	€
Shows curiosity (asks questions, probes, tries new things, etc.)	€	€	€	€

8. Communication

	Beginning	Practicing	Performing independently	Don't Know
Follows simple classroom rules and instructions with reminders	jñ	jñ	jñ	jñ
Communicates needs, wants, or thoughts in his/her primary language	jñ	jñ	jñ	jñ
Engages in conversation (e.g. complete sentences, turn-taking, etc.)	jñ	jñ	jñ	jñ
Understands simple directions, requests and information	jñ	jñ	jñ	jñ

9. Cognitive Development - General Knowledge

	Beginning	Practicing	Performing independently	Don't know
Shows awareness of how books are organized and used	€	€	€	€
Can recall and explain a sequence of events (e.g. can tell about a recent activity, can retell a story)	€	€	€	€
Recognizes his/her most commonly used name in print	€	€	€	€
Engages in imaginative play	€	€	€	€
Shows ability to discriminate and identify speech sounds	€	€	€	€
Recognizes 10 or more letters of the alphabet	€	€	€	€
Uses scribbles, symbols or letters to write or represent words or ideas	€	€	€	€
Shows the ability to count 5 or more objects using one-to-one correspondence	€	€	€	€
Can identify several basic geometric shapes (e.g. circle, square, rectangle, triangle)	€	€	€	€

10. PHYSICAL HEALTH & DEVELOPMENT

	Beginning	Practicing	Performing independently	Don't know
Demonstrates age appropriate self-help skills (e.g. dressing, toileting, wiping nose, washing hands)	jñ	jñ	jñ	jñ

11. This child's ability to learn appears to be inhibited by:

	No	Seldom	Sometimes	Often
Illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Admin code (for internal use only)

A

B

C