

KINDERGARTEN READINESS SNAPSHOT SCORING SUMMARY

SCORING ASSUMPTIONS:

- California Department of Education Preschool Learning Foundations 60 months = School Ready
 - Based on Evidence
 - Developmentally Appropriate
- If a child is assessed “Ready” and typically develops throughout the school year they will meet Kindergarten Common Core standards by year-end
- The questions in this assessment were selected by a workgroup of local experts including kindergarten and preschool teachers, elementary administrators, and evaluators. They are based upon questions from other validated or commonly used assessments (i.e., Desired Results Developmental Profile, READY! for Kindergarten). The questions on the Kindergarten Readiness Snapshot were selected to provide pertinent information for assessment purposes in approximately 15 minutes.
- Scoring reports provide clear and useful information for parents, teachers, schools, districts, and the community.
 - A stoplight is used as a symbol of the continuum of school readiness
 - Green Light = Ready Score = Number of Green Lights



ASSESSMENT SCORING:

Literacy Section Scoring:

- 15 Green Lights Possible
 - GREEN: 80% or Above 12 - 15 Green Lights
 - YELLOW: 60 - 79% 9 - 11 Green Lights
 - RED: 59% or Below 0 - 8 Green Lights

Numeracy Section Scoring:

- 16 Green Lights Possible
 - GREEN: 80% or Above 13 - 16 Green Lights
 - YELLOW: 60 - 79% 10 - 12 Green Lights
 - RED: 59% or Below 0 - 9 Green Lights

Social/Emotional & Physical Scoring:

- 9 Green Lights Possible
 - GREEN: 80% or Above 7 - 9 Green Lights
 - YELLOW: 60 - 79% 5 - 6 Green Lights
 - RED: 59% or Below 0 - 4 Green Lights

Overall Assessment Scoring:

- 40 Green Lights Possible
 - GREEN: 80% or Above 32 - 40 Green Lights
 - YELLOW: 60 - 79% 24 - 31 Green Lights
 - RED: 59% or Below 0 - 23 Green Lights

ASSESSMENT WEIGHTED SCORING:

Kindergarten Readiness Snapshot uses weighted scoring. The weighting is based upon the frequency that each type of question appears in other validated or commonly used readiness assessments.

One score is used for each Preschool Learning Foundation covered in the assessment regardless of the number of questions asked.

- Example 1: $1a+1b+1c = 1$ Combination Score Level 1 question (see table below) 1 Combination Score = 1 Green Light possible
- Example 2: $11a+11b+11c = 1$ Combination Score Level 2 question (see table below) 1 Combination Score = 2 Green Lights possible
- Example 3: $15a+15b = 1$ Combination Score Level 3 question (see table below) 1 Combination Score = 3 Green Lights possible

	# OF QUESTIONS	# OF GREEN LIGHTS POSSIBLE	LEVEL 3	LEVEL 2	LEVEL 1
			Weighted: x3 3 Green Lights	Weighted: x2 2 Green Lights	Weighted: x1 1 Green Lights
LITERACY	9	15	2, 4, 5, 6:(6a+6b)	3	1: (1a+1b+1c)
NUMERACY	11	16	7, 8, 13	9, 11:(11a+11b+11c), 12	10: (10a+10b+10c)
SOC/EMO & PHYSICAL	6	9	15: (15a+15b)	16, 17	14, 18
ASSESSMENT TOTAL	26	40	10 questions 24 green lights possible	8 questions 12 green lights possible	8 questions 4 green lights possible

LITERACY SECTION

Item #	OID #	KRS Question	KRS Answers	Weighting Level & Scoring	Reference: Preschool Learning Foundation (60 Months)	Reference: Common Core Standards (End of Kindergarten)
1a	1a	Where does the story happen?	Student identifies a correct setting	RED NO YELLOW X GREEN YES	<p><i>Volume 1: Language and Literacy Reading</i></p> <p>4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions, retelling, reenacting, or creating artwork.</p>	<p><i>Reading Standards for Literature: Key Ideas and Details</i></p> <p>1. With prompting and support, ask and answer questions about key details in text. 3. With prompting and support, identify characters, settings, and major events in a story.</p>
1b	1b	Who is in the story?	Student identifies a correct character	RED NO YELLOW X GREEN YES		
1c	1c	What happens in the story?	Student identifies something that happened in the story	RED NO YELLOW X GREEN YES		
1	<p>COMBINATION SCORE Number of Green Lights</p>			<p>Level 1</p> <p>RED 0 YELLOW 1 GREEN 2 - 3</p>		
2	2a	Have student write their name	Correct Yes or No	<p>Level 3</p> <p>RED NO YELLOW X GREEN YES</p>	<p><i>Volume 1: Language and Literacy Writing</i></p> <p>1.3 Write first name neatly and correctly.</p>	<p><i>Language Standards: Conventions of Standard English:</i></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters.</p>
3	2b	Have student write any other words that they know	Correct Yes or No	<p>Level 2</p> <p>RED NO YELLOW X GREEN YES</p>	<p><i>Volume 1: Language and Literacy Writing</i></p> <p>1.2 Write letters or letter-like shapes to represent words or ideas.</p>	<p><i>Language Standards: Conventions of Standard English:</i></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
4	3a	Name each letter	Correct Yes or No	<p>Level 3</p> <p>RED 0-12 YELLOW 13-26 GREEN 27+</p>	<p><i>Volume 1: Language and Literacy Reading</i></p> <p>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p>	<p><i>Reading Standards: Foundational Skills: Print Concepts</i></p> <p>1d. Recognize and name all upper- and lowercase letters of the alphabet.</p>

5	4a	Letter Sounds	Correct Yes or No	Level 3 RED 0 YELLOW 1-4 GREEN 5+	<i>Volume 1: Language and Literacy Reading</i> 3.3 Begin to recognize that letters have sounds.	<i>Reading Standards: Foundational Skills: Phonics and Word Recognition</i> 3 Demonstrate and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
6a	5a	Do these words rhyme?	Lip/Sip...Yes Boy/Duck...No Can/Van...Yes	RED 0 YELLOW 1 GREEN 2-3		
6b	5b	Tell me a word that rhymes with the following...	Mop Mat Bug	RED 0 YELLOW 1 GREEN 2-3	<i>Volume 1: Language and Literacy Reading</i> 2.2 Orally blend the onsets, rhymes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	<i>Reading Standards: Foundational Skills: Phonological Awareness</i> 2a. Recognize and produce rhyming words.
6	COMBINATION SCORE Number of Green Lights			Level 3 RED 0 YELLOW 1-3 GREEN 4-6		

NUMERACY SECTION

New #	Old #	KRS Question	KRS Answers	Weighting Level & Scoring	Reference: Preschool Learning Foundation (60 Months)	Reference: Common Core Standards (End of Kindergarten)
7	6a	How high can you count	Highest Number	Level 3 RED 0 - 9 YELLOW 10 - 19 GREEN 20+	<i>Volume 1: Mathematics</i> 1.1 Recite numbers in order to twenty with increasing accuracy.	<i>Counting and Cardinality</i> Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. A. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
8	7a	Touch and count each object	Count 10 objects	Level 3 RED NO YELLOW X GREEN YES	<i>Volume 1: Mathematics</i> 1.4 Count up to 10 objects, using one-to-one correspondence with increasing accuracy.	
9	8a	Subitize How many objects	3,1,4	Level 2 RED 0 YELLOW 1 GREEN 2 - 3	<i>Volume 1: Mathematics</i> 1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	
10a	9a	Addition $5 + 3$	8	RED NO YELLOW X GREEN YES	<i>Volume 1: Mathematics</i> 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting	<i>Operations and Algebraic Thinking</i> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
10b	10a	Subtraction $10 - 6$	4	RED NO YELLOW X GREEN YES		
10c	n/a	Addition $3 + 7$	10	RED NO YELLOW X GREEN YES		
10	COMBINATION SCORE Number of Green Lights			Level 1 RED 0 YELLOW 1 GREEN 2 - 3		

11a	11a	Which group has more? 6/4	6	RED NO YELLOW X GREEN YES	<p><i>Volume 1: Mathematics</i></p> <p>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer," (or "less").</p>	<p><i>Counting and Cardinality</i></p> <p>Compare numbers. 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>
11b	12a	Which group has less? 7/3	3	RED NO YELLOW X GREEN YES		
11c	13a	Which groups have equal/same number? 3/3/4	3	RED NO YELLOW X GREEN YES		
11	<p>COMBINATION SCORE Number of Green Lights</p>			<p>Level 2 RED 0 YELLOW 1 GREEN 2 - 3</p>		
12	14a	Write your numbers from 1 to 10	Correctly written numbers	<p>Level 2 RED 0 YELLOW 1-4 GREEN 5+</p>	<p><i>Volume 1: Mathematics</i></p> <p>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</p>	<p><i>Counting and Cardinality</i></p> <p>Know number names and the count sequence. 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
13	15a	Name each number	Correct Yes or No	<p>Level 3 RED 0 YELLOW 1-5 GREEN 6+</p>	<p><i>Volume 1: Mathematics</i></p> <p>1.2 Recognize and know the name of some written numerals.</p>	

SOCIAL/EMOTIONAL & PHYSICAL SECTION

New #	Old #	KRS Question	KRS Answers	Weighting Level & Scoring	Reference: Preschool Learning Foundation (60 Months)	Reference: Common Core Standards (End of Kindergarten)
14	16a	How often does this student engage in cooperative play activities with peers?	Not Yet: 25% Sometimes: 26 - 49% Often: 50 - 75% Consistently: 75%+	Level 1 RED Not Yet YELLOW Sometimes GREEN Often/Consistently	<i>Volume 1: Social-Emotional Development Social Interaction</i> 2.1 More actively and intentionally cooperate with each other, 2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation, 3.1 Participate positively and cooperatively as group members.	N/A
15 a	16b	How often does this student exhibit impulse control and self-regulation?	Not Yet: 25% Sometimes: 26 - 49% Often: 50 - 75% Consistently: 75%+	RED Not Yet YELLOW Sometimes GREEN Often/Consistently	<i>Volume 1: Social-Emotional Development Self</i> 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	N/A
15b	16c	How often does this student maintain attention to tasks?	Not Yet: 25% Sometimes: 26 - 49% Often: 50 - 75% Consistently: 75%+	RED Not Yet YELLOW Sometimes GREEN Often/Consistently		<i>Speaking and Listening</i> Comprehension and Collaboration. 2.a. Understand and follow one and two step oral directions
15	COMBINATION SCORE Number of Green Lights		Level 3 RED 0 YELLOW 1 GREEN 2	N/A		
16	16d	Is this student's speech understandable?	Not Yet: 25% Sometimes: 26-49% Often: 50 -75% Consistently: 75%+	Level 2 RED No YELLOW Sometimes GREEN Yes	<i>Volume 1: Language and Literacy Listening and Speaking</i> 1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children	<i>Speaking and Listening.</i> Presentation of Knowledge and Ideas. 6. Speak audibly and express thoughts, feelings, and ideas clearly.
17	16e	Demonstrates fine motor skills in at least two different activities	Not Yet: 25% Sometimes: 26 -49% Often: 50 -75% Consistently: 75%+	Level 2 RED No YELLOW Sometimes GREEN Yes	<i>Volume 2: Fundamental Movement Skills</i> 3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	N/A
18	16f	Demonstrates gross motor skills in at least two different activities	Not Yet: 25% Sometimes: 26 -49% Often: 50 -75% Consistently: 75%+	Level 1 RED No YELLOW Sometimes GREEN Yes	<i>Volume 2: Fundamental Movement Skills</i> 3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	N/A

