SCORING SUMMARY
As of June 2020

SCORING ASSUMPTIONS:
• California Department of Education Preschool Learning Foundations 60 months = School Ready
  o Based on Evidence
  o 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.
  o A stoplight is used as a symbol of the continuum of school readiness
  o Green Light = Ready Score = Number of Green Lights

ASSESSMENT SCORING:

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

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

Social/Emotional & Physical Scoring:
• 9 Green Lights Possible
  o GREEN: 80% or Above 7 - 9 Green Lights
  o YELLOW: 60 - 79% 5 - 6 Green Lights
  o RED: 59% or Below 0 - 4 Green Lights

Overall Assessment Scoring:
• 40 Green Lights Possible
  o GREEN: 80% or Above 32 - 40 Green Lights
  o YELLOW: 60 - 79% 24 - 31 Green Lights
  o 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

<table>
<thead>
<tr>
<th></th>
<th># OF QUESTIONS</th>
<th># OF GREEN LIGHTS POSSIBLE</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td>9</td>
<td>15</td>
<td>2, 4, 5, 6:(6a+6b)</td>
<td>3</td>
<td>1: (1a+1b+1c)</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td>11</td>
<td>16</td>
<td>7, 8, 13</td>
<td>9, 11:(11a+11b+11c), 12</td>
<td>10: (10a+10b+10c)</td>
</tr>
<tr>
<td><strong>SOC/EMO &amp; PHYSICAL</strong></td>
<td>6</td>
<td>9</td>
<td>15: (15a+15b)</td>
<td>16, 17</td>
<td>14, 18</td>
</tr>
<tr>
<td><strong>ASSESSMENT TOTAL</strong></td>
<td>26</td>
<td>40</td>
<td>10 questions</td>
<td>8 questions</td>
<td>8 questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24 green lights possible</td>
<td>12 green lights possible</td>
<td>4 green lights possible</td>
</tr>
<tr>
<td>New #</td>
<td>KRS Question</td>
<td>KRS Answers</td>
<td>Weighting Level &amp; Scoring</td>
<td>Reference: Preschool Learning Foundation (60 Months)</td>
<td>Reference: Common Core Standards (End of Kindergarten)</td>
</tr>
<tr>
<td>-------</td>
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<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>1a</td>
<td>Who is in the story?</td>
<td>Student identifies a correct character</td>
<td>RED NO, YELLOW X, GREEN YES</td>
<td><strong>Volume 1: Language and Literacy Reading</strong>&lt;br&gt;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.</td>
<td><strong>Reading Standards for Literature: Key Ideas and Details</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>1b</td>
<td>What happens in the story?</td>
<td>Student identifies something that happened in the story</td>
<td>RED NO, YELLOW X, GREEN YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Where does the story happen?</td>
<td>Student identifies a correct setting</td>
<td>RED NO, YELLOW X, GREEN YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>COMBINATION SCORE &lt;br&gt;Number of Green Lights</td>
<td>Level 1 0&lt;br&gt;Level 2 1&lt;br&gt;Level 3 2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Have student write their name</td>
<td>Correct Yes or No</td>
<td>Level 3 RED NO, YELLOW X, GREEN YES</td>
<td><strong>Volume 1: Language and Literacy Writing</strong>&lt;br&gt;1.3 Write first name neatly and correctly.</td>
<td><strong>Language Standards: Conventions of Standard English:</strong>&lt;br&gt;1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters.</td>
</tr>
<tr>
<td>3</td>
<td>Have student write any other words or names that they know</td>
<td>Correct Yes or No</td>
<td>Level 2 RED NO, YELLOW X, GREEN YES</td>
<td><strong>Volume 1: Language and Literacy Writing</strong>&lt;br&gt;1.2 Write letters or letter-like shapes to represent words or ideas.</td>
<td><strong>Language Standards: Conventions of Standard English:</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>4</td>
<td>Name each letter</td>
<td>Correct Yes or No</td>
<td>Level 3 RED 0-12, YELLOW 13-26, GREEN 27+</td>
<td><strong>Volume 1: Language and Literacy Reading</strong>&lt;br&gt;3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</td>
<td><strong>Reading Standards: Foundational Skills: Print Concepts</strong>&lt;br&gt;1d. Recognize and name all upper- and lowercase letters of the alphabet.</td>
</tr>
<tr>
<td>5</td>
<td>Letter Sounds</td>
<td>Correct Yes or No</td>
<td>Level 3</td>
<td>RED</td>
<td>0</td>
</tr>
<tr>
<td>---</td>
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<td>----</td>
</tr>
<tr>
<td>6a</td>
<td>Do these words rhyme?</td>
<td>Tip/Sip…Yes Boy/Duck…No Can/Van…Yes</td>
<td>RED</td>
<td>0</td>
<td>YELLOW</td>
</tr>
<tr>
<td>6b</td>
<td>Tell me a word that rhymes with the following…</td>
<td>Mop Mat Bug</td>
<td>RED</td>
<td>0</td>
<td>YELLOW</td>
</tr>
</tbody>
</table>

**Volume 1: Language and Literacy Reading**

**3.3 Begin to recognize that letters have sounds.**

**Reading Standards: Foundational Skills: Phonics and Word Recognition**

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.

**2.2 Orally blend the onsets, rhymes, and phonemes of words and orally delete the onsets of works, with the support of pictures or objects.**

**Reading Standards: Foundational Skills: Phonological Awareness**

2a. Recognize and produce rhyming words.

**COMBINATION SCORE**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>RED</th>
<th>0</th>
<th>YELLOW</th>
<th>1-3</th>
<th>GREEN</th>
<th>4-6</th>
</tr>
</thead>
</table>

**Number of Green Lights**

**Level 3**

<p>| RED | 0 | YELLOW | 1-3 | GREEN | 4-6 |</p>
<table>
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<tr>
<th>#</th>
<th>KRS Question</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>How high can you count</td>
<td>Highest Number</td>
<td>Level 3</td>
<td><strong>Weighting</strong> Level &amp; Scoring <strong>Reference: Preschool Learning Foundation (60 Months)</strong> 1.1 Recite numbers in order to twenty with increasing accuracy.</td>
<td><strong>Reference: Common Core Standards (End of Kindergarten)</strong> Counting and Cardinality 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.</td>
</tr>
<tr>
<td>8</td>
<td>Touch and count each object</td>
<td>Count 10 objects</td>
<td>Level 3</td>
<td><strong>Volume 1: Mathematics</strong> 1.4 Count up to 10 objects, using one-to-one correspondence with increasing accuracy.</td>
<td>Operations and Algebraic Thinking Underline addition as putting together and adding to, and understand subtraction as taking apart and taking from. 5. Fluently add and subtract within 5.</td>
</tr>
<tr>
<td>9</td>
<td>Subitize How many objects</td>
<td>3,1,4</td>
<td>Level 2</td>
<td><strong>Volume 1: Mathematics</strong> 1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).</td>
<td>Operations and Algebraic Thinking Underline 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.</td>
</tr>
<tr>
<td>10a</td>
<td>Addition 5 + 3</td>
<td>8</td>
<td>RED</td>
<td><strong>Volume 1: Mathematics</strong> 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting</td>
<td></td>
</tr>
<tr>
<td>10b</td>
<td>Subtraction 10 – 6</td>
<td>4</td>
<td>RED</td>
<td><strong>Volume 1: Mathematics</strong> 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting</td>
<td></td>
</tr>
<tr>
<td>10c</td>
<td>Addition 3 + 7</td>
<td>10</td>
<td>RED</td>
<td><strong>Volume 1: Mathematics</strong> 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>COMBINATION SCORE Number of Green Lights</td>
<td>Level 1</td>
<td><strong>Volume 1: Mathematics</strong> 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting</td>
<td>Operation and Algebraic Thinking 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.</td>
<td></td>
</tr>
<tr>
<td>11a</td>
<td>Which group has more? 6/4</td>
<td>6</td>
<td>RED</td>
<td>NO</td>
<td>YELLOW</td>
</tr>
<tr>
<td>11b</td>
<td>Which group has less? 7/3</td>
<td>3</td>
<td>RED</td>
<td>NO</td>
<td>YELLOW</td>
</tr>
<tr>
<td>11c</td>
<td>Which groups have equal/same number? 3/3/4</td>
<td>3</td>
<td>RED</td>
<td>NO</td>
<td>YELLOW</td>
</tr>
</tbody>
</table>

**Volume 1: Mathematics**

2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer,” (or “less”).

**Counting and Cardinality**

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.

| 11 | COMBINATION SCORE | Level 2 | RED | 0 | YELLOW | 1 | GREEN | 2 - 3 |

| 12 | Write your numbers from 1 to 10 | Correctly written numbers | Level 2 | RED | 0 | YELLOW | 1-4 | GREEN | 5+ |

**Volume 1: Mathematics**

1.0 Children expand their understanding of numbers and quantities in their everyday environment.

**Counting and Cardinality**

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).

| 13 | Name each number | Correct Yes or No | Level 3 | RED | 0 | YELLOW | 1-5 | GREEN | 6+ |

**Volume 1: Mathematics**

1.2 Recognize and know the name of some written numerals.
# SOCIAL/EMOTIONAL & PHYSICAL SECTION

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</table>
| 14 | 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  
Yellow  
Green | **Volume 1: Social-Emotional Development Social Interaction**  
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 |
| 15a| How often does this student exhibit impulse control and self-regulation?     | Not Yet: 25%  
Sometimes: 26 - 49%  
Often: 50 - 75%  
Consistently: 75%+ | **Volume 1: Social-Emotional Development Self**  
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary. | N/A |
| 15b| How often does this student maintain attention to tasks?                    | Not Yet: 25%  
Sometimes: 26 - 49%  
Often: 50 - 75%  
Consistently: 75%+ | **Volume 1: Language and Literacy Listening and Speaking**  
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children  
6. Speak audibly and express thoughts, feelings, and ideas clearly. | N/A |
| 15 | COMBINATION SCORE  
Number of Green Lights                                                          | Level 2  
Red  
Yellow  
Green |  |  | N/A |
| 16 | Is this student’s speech understandable?                                     | Not Yet: 25%  
Sometimes: 26 - 49%  
Often: 50 - 75%  
Consistently: 75%+ | **Volume 2: Fundamental Movement Skills**  
3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. | N/A |
| 17 | Demonstrates fine motor skills in at least two different activities       | Not Yet: 25%  
Sometimes: 26 - 49%  
Often: 50 - 75%  
Consistently: 75%+ | **Volume 2: Fundamental Movement Skills**  
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 |
| 18 | Demonstrates gross motor skills in at least two different activities     | Not Yet: 25%  
Sometimes: 26 - 49%  
Often: 50 - 75%  
Consistently: 75%+ | **Volume 2: Fundamental Movement Skills**  
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 |