



# School Readiness Survey

SECOND EDITION

For Preschool or Kindergarten Child Age 4 to 6  
To Be Administered and Scored by Parents  
with School Supervision



By

F. L. JORDAN and JAMES MASSEY

Name \_\_\_\_\_ Boy ☐ Girl ☐  
(Circle one)

Date of Survey \_\_\_\_\_  
Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Date of Birth \_\_\_\_\_  
Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Age \_\_\_\_\_  
Months \_\_\_\_\_ Years \_\_\_\_\_

Administered by \_\_\_\_\_



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## INSTRUCTIONS FOR THE PARENT

This survey is designed to help you understand the capabilities and developmental needs of your child prior to his entry into kindergarten or during his kindergarten year. The last pages offer suggestions on how to improve his readiness for school.

Read through the instructions for all seven sections before beginning the survey. You will notice that the instructions are printed upside down so that you can read them as you sit facing the child. Read aloud to your child all the instructions printed in italic. It is important that you read these instructions exactly as they are written — do not give hints or change the wording in any way.

*Materials needed:* (1) A strip or two of paper to be used as markers to help your child keep his place on the page; (2) a pencil for your child, preferably with a dull point; (3) a pencil for you.

When you are ready to begin the survey, explain to your child that you are going to play a game that will be interesting and fun. The more he can be involved in the tasks, the more his scores will reflect his actual readiness for school. *Try to avoid doing or saying anything that would indicate that he has failed on an item*, but praise him for his successes and encourage him to attempt items even when he wants to give up.

In scoring, give your child credit for every item that he can answer correctly at the time of the test. Do *not* give credit for a wrong or incomplete answer, even though you feel he knows the answer or has answered it correctly on another occasion. Use marks for right and wrong that the child cannot readily discriminate.

The survey should be given in a quiet room, free of distractions, and at a time of day when your child is alert and not over-tired from active play. If he becomes fatigued before you have finished, you may postpone part of the survey for a second session.

*Be sure to read all instructions in this booklet before beginning the survey.*



Place booklet so that arrow points to child, then turn page.

## SECTION 1: NUMBER CONCEPTS

There is a difference between understanding quantity and merely being able to count. The purpose of this test is to determine your child's understanding of numbers. Item G measures how high he can count; all the other items measure his understanding.

**INSTRUCTIONS:** Place the strip of paper which you are using for a marker below Item A, so that Item B does not show. Point to the three boxes and say:

*"Point with your finger and count the boxes."*

When your child has answered, move the marker down a little to show Item B, and repeat the instructions. When you come to Item G, say,

*"Point with your finger and see how many boxes in both lines you can count."*

If your child stops at the end of the first line, you may say, *"Start here with 13."* Score him on how high he can count without skipping or giving a wrong number.

For a "correct" score on any item, his finger must point to each box progressively as he counts.

SCORE:

Item	Correct
A	(3) _____
B	(6) _____
C	(9) _____
D	(5) _____
E	(7) _____
F	(4) _____
*G	(24) _____

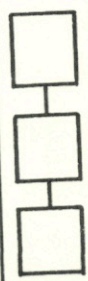
TOTAL \_\_\_\_\_

(Possible 10)

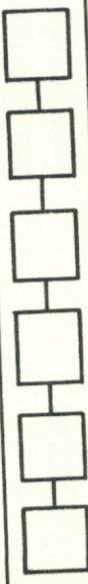
\* Item G:

1 to 5—1 point  
6 to 14—2 points  
15 to 20—3 points  
21 to 24—4 points

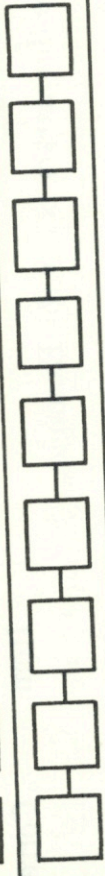




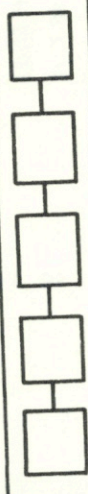
A



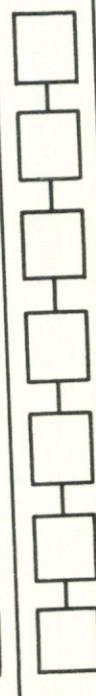
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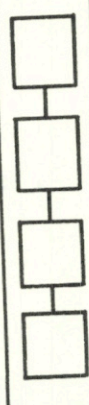
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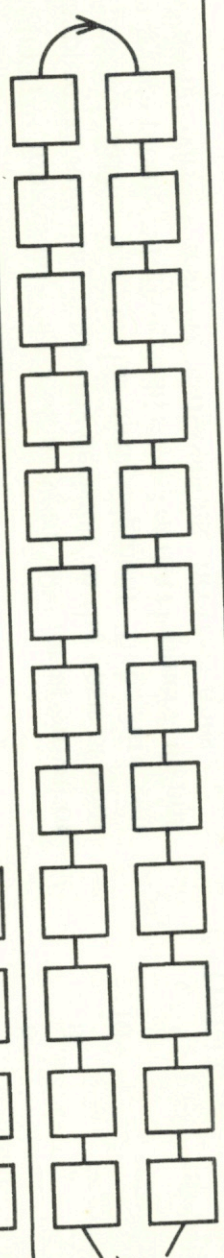
D



E



F



G

## SECTION 2: DISCRIMINATION OF FORM

The purpose of this test is to determine your child's ability to see the difference between various shapes, positions, and forms. This ability will be necessary in reading-readiness work in kindergarten, and later in reading.

INSTRUCTIONS: Place the marker below the Example

and say,

*"See these shapes? They are all alike, but here is one that is not like the others. Put a big mark on the one that is not like all the others."*

Make sure he understands what to do before beginning Item 1—the Example does not count in the score.

Now place the marker below Item 1 and say,

*"Put a big mark on the one that is not like all the others."*



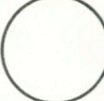



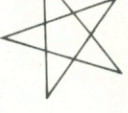









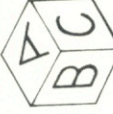


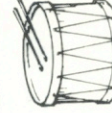
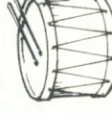
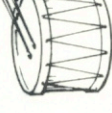
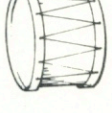




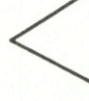


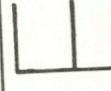
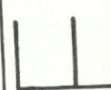


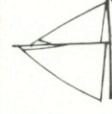
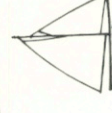





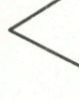
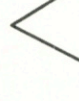




Repeat for Items 2 through 11.

NOTE: Your child may look at your face for approval or disapproval, and may make his decision on the basis of your expression rather than on his own judgment. To be sure you get a true picture of your child's level of development, do not encourage correct answers or discourage incorrect ones.

### SCORE:

Item	Correct
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
TOTAL	_____



Example	   	    	6
1	    	    	7
2	    	    	8
3	    	    	9
4	    	    	10
5	    	    	11

### SECTION 3: COLOR NAMING

The purpose of this test is to determine whether your child knows the names of colors.

INSTRUCTIONS: Point with your finger to Item 1 and say,

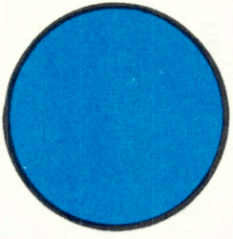
*“What color is this?”*

Repeat the question for Items 2 through 7.

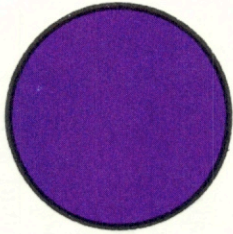
SCORE:

Item	Correct	
1	_____	Red
2	_____	Yellow
3	_____	Blue
4	_____	Pink
5	_____	Orange
6	_____	Green
7	_____	Purple
TOTAL _____		

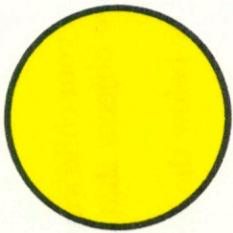




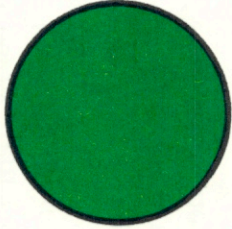
3



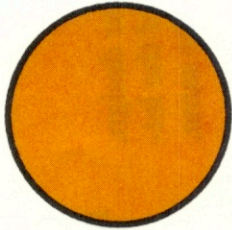
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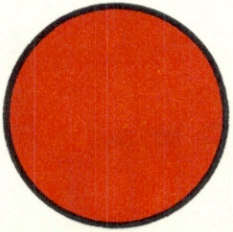
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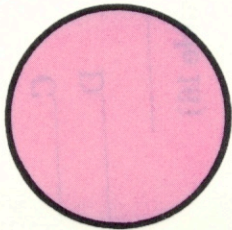
6



5



1



4

## SECTION 4: SYMBOL MATCHING

The purpose of this test is to measure your child's eye-hand coordination and his ability to see two objects that are the same.

**INSTRUCTIONS:** Place the marker below the Example and say,

*"Here are some parts of the body on this side and ones just like them on the other side. Here is a line drawn from the picture of the head on this side to the head on this side. Now you draw lines for the other two."*

Make sure your child understands before beginning Item 1. Now place the marker below Item 1 and say,  
*"Draw lines between the ones that are the same."*


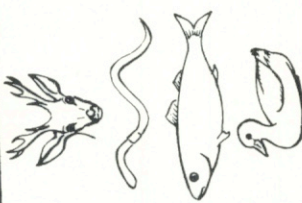
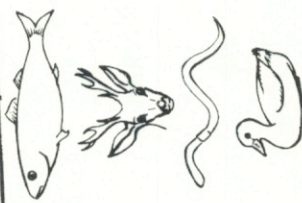

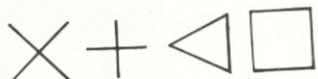
Repeat for Items 2 through 4.

Give one point for each line that connects a similar design. It is not necessary for the child to know the names of the letters or words, but only to determine if the shapes are the same.

**SCORE:**

Item 1	Item 2
A _____	A _____
B _____	B _____
C _____	C _____
D _____	D _____
Item 3	Item 4
A _____	A _____
B _____	B _____
C _____	C _____
D _____	D _____
Total _____	
(Possible 16)	



Example			
1			T L B R R B L T
2			TWO DO TREE ARE DO TWO ARE TREE

## SECTION 5: SPEAKING VOCABULARY

This is a test of your child's ability to express his ideas in words.

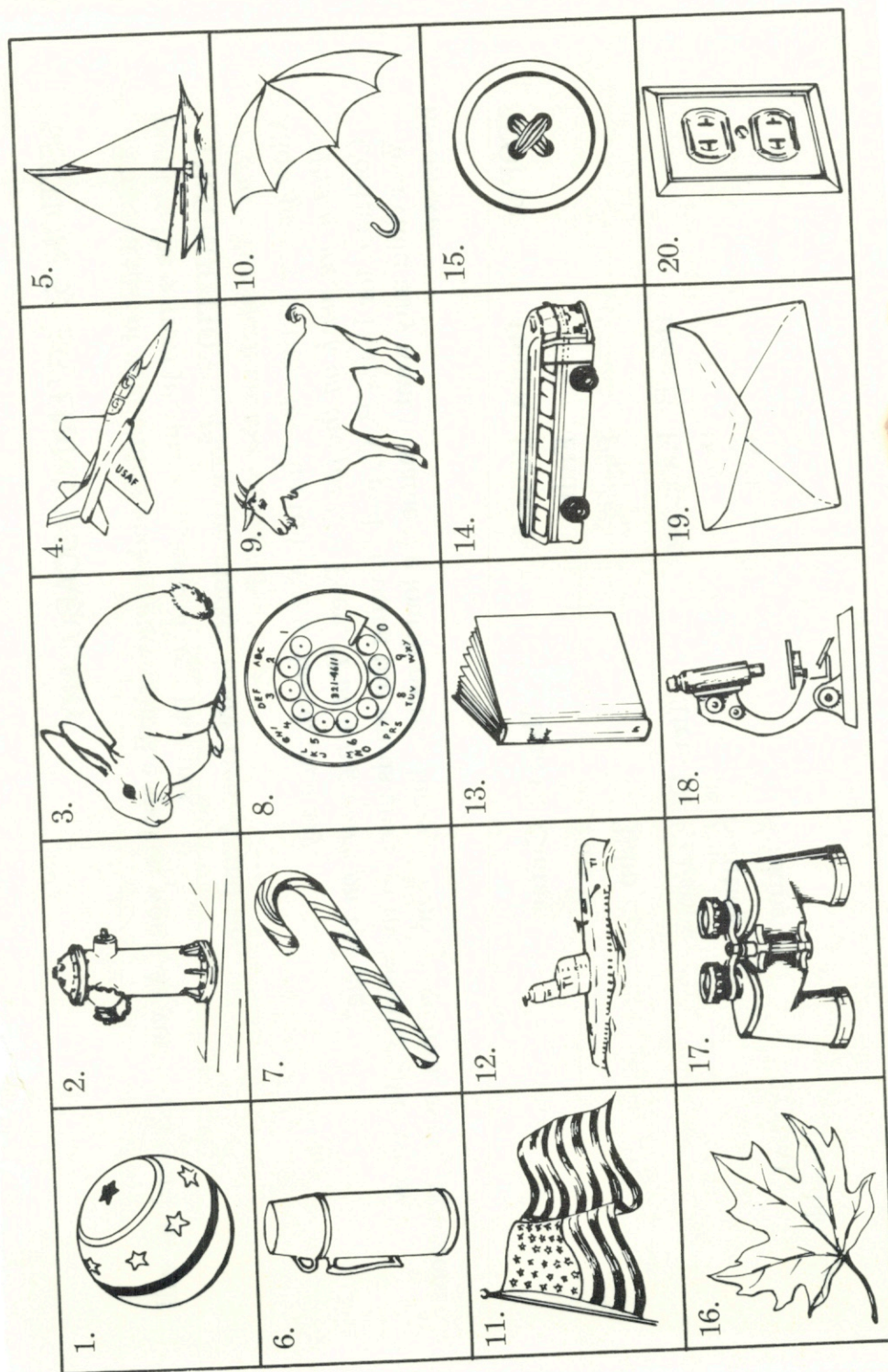
**INSTRUCTIONS:** Place the marker below the first five pictures. Point to the first picture and say, "*What is this?*" Now point to the next picture. Repeat each time if necessary, "*What is this?*" Acceptable responses are listed below.

### SCORE:

1. Ball (baseball, etc.)	_____	11. Flag	_____
2. Fireplug (hydrant)	_____	12. Submarine (sub) *	_____
3. Rabbit (bunny, hare)	_____	13. Book (Bible)	_____
4. Airplane (plane, jet)	_____	14. Bus ( <i>not</i> truck)	_____
5. Sailboat (boat)	_____	15. Button	_____
6. Thermos	_____	16. Leaf	_____
7. Candy cane	_____	17. Binoculars (field glasses)	_____
8. Dial (thing you dial with)	_____	18. Microscope ( <i>not</i> telescope)	_____
9. Goat	_____	19. Envelope (letter)	_____
10. Umbrella (parasol)	_____	20. Socket (outlet, plug-in)	_____
		<b>TOTAL</b>	_____

\* If "boat" ask, "*What kind of boat?*"





## SECTION 6: LISTENING VOCABULARY

This is a test of your child's understanding of the spoken word. As you say a word, he will point to the correct picture in a group of four pictures.

INSTRUCTIONS: Place the marker below Item A and say,

*"Put a big mark on the butterfly."*

Allow plenty of time for him to make a choice, then say,




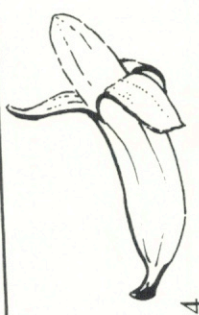


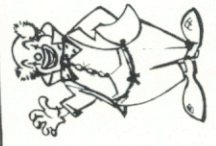
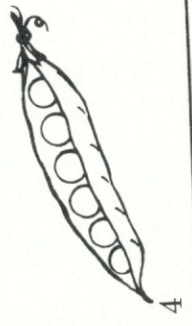
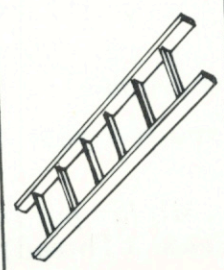







*"Put a big mark on the fruit."* Then, *"Put a big mark on the pig."*

Continue for Items B, C, and D, using the words given in the scoring table below.

Your child may want to name the fourth picture himself. Encourage him, but do not score his answer.

SCORE:	Item A: Butterfly	_____	Item C: Guitar	_____
	Fruit	_____	Parrot	_____
	Pig	_____	Tulip	_____
	Item B: Kangaroo	_____	Item D: Unhappy	_____
	Pod	_____	Saluting	_____
	Anchor	_____	Striking	_____
			TOTAL	_____
			(Possible 12)	



A				
1	2	3	4	4
B				
1	2	3	4	4
C				
1	2	3	4	4
D				
1	2	3	4	4

## SECTION 7: GENERAL INFORMATION

This is a memory test. It requires only spoken answers.

INSTRUCTIONS: Say,

*"I am going to ask you some questions. Take your time and think of a good answer."*

Then ask the questions printed below and score one for each answer that your child gives correctly.

All answers must be given exactly, without coaching or correcting. For instance, to the question, "What is Mother's first name?" the answer "Mommy" is wrong. The purpose of the question is not only to see whether your child knows your first name, but also to determine whether he understands what "first name" means.

SCORE:

1. Tell me your full name. (First and last) \_\_\_\_\_
2. How old are you? (Exact number of years) \_\_\_\_\_
3. On what street do you live? \_\_\_\_\_
4. When is your birthday? (Month and day) \_\_\_\_\_
5. What is your Daddy's (Mother's) first name? \_\_\_\_\_
6. Which is more—a dime or a nickel? (Dime) \_\_\_\_\_
7. Name two things you should use when you wash your hands. (Towel, soap, water) \_\_\_\_\_
8. In a fireplace, what does the smoke go through? (Chimney) \_\_\_\_\_
9. What do you rest your head on in bed? (Pillow) \_\_\_\_\_
10. What does Mother put through a needle when she sews? (Thread) \_\_\_\_\_



11. *What is the color of Santa's beard?*  
(White) \_\_\_\_\_
12. *Which is hotter—the moon or the sun?*  
(Sun) \_\_\_\_\_
13. *Where should you hang your clothes?*  
(Closet, hook, hanger) \_\_\_\_\_
14. *Say these numbers: 4 - 7 - 2 - 9. (Say the numbers one second apart. Do not repeat.)* \_\_\_\_\_
15. *Repeat after me: The big spotted dog chewed on the bone. (Your child must repeat the sentence exactly. Do not repeat.)* \_\_\_\_\_
16. *I am going to start a sentence, and I want you to help me finish it. For example: A puppy is a dog; a kitty is a (cat). (Give the answer to this one if necessary.)*
  - a. *You see with your eyes and you smell with your (nose).* \_\_\_\_\_
  - b. *A block is square; a ball is (round).* \_\_\_\_\_
  - c. *A stone is hard; a pillow is (soft).* \_\_\_\_\_
  - d. *Soup is hot; ice cream is (cold, freezing).* \_\_\_\_\_
  - e. *A green light means go; a red light means (stop).* \_\_\_\_\_

TOTAL

(Possible 20)

NOTE: This is the last section of the survey which you will score. Now go on to the next page and fill out the General Readiness Checklist, for your own information. Your child does not have to be present.

## GENERAL READINESS CHECKLIST

This checklist is not a part of the School Readiness Survey (DO NOT SCORE IT), but it has been included here to help you measure your child's development in other ways which may affect his success in school. For each item your child can accomplish, check the "YES" column. The more "YES" answers he earns, the greater his readiness.

	YES	NO
<i>Is your child—</i>		
1. Aware of dangers such as electricity, traffic, high places, and fire?	_____	_____
2. Able to express himself in complete sentences?	_____	_____
3. Able to avoid bed-wetting?	_____	_____
4. Able to cope with new situations without show of fear?	_____	_____
5. Able to remember special events of the past?	_____	_____
6. Able to print or recognize his first name?	_____	_____
7. Able to remember a song or nursery rhyme?	_____	_____
8. Able to see a straight pin on the floor while standing up?	_____	_____
9. Able to skip?	_____	_____
10. Going to be 5 years 3 months old or older at the beginning of kindergarten?	_____	_____
<i>Does your child—</i>		
11. Respond well to correction?	_____	_____



- |   | YES   | NO    |
|---|-------|-------|
| 12. Look forward to holidays or his birth-day?                          | _____ | _____ |
| 13. Refrain from taking things that belong to others?                   | _____ | _____ |
| 14. Have clear speech?  | _____ | _____ |
| 15. Dress himself most of the time?                                     | _____ | _____ |
| 16. Look forward to certain TV programs?                                | _____ | _____ |
| <i>Do you believe your child will be able to—</i>                       |       |       |
| 17. Sit still and listen to the teacher read a story?                   | _____ | _____ |
| 18. Listen without interrupting while another child talks?              | _____ | _____ |
| 19. Take turns on playground equipment?                                 | _____ | _____ |
| 20. Learn the new routine of school?                                    | _____ | _____ |
| 21. Remember where his rug and coat are kept in the classroom?          | _____ | _____ |
| 22. Find his way home from school or bus stop?                          | _____ | _____ |
| <i>Has your child had an opportunity to—</i>                            |       |       |
| 23. Select some of his own clothing at the store?                       | _____ | _____ |
| 24. Have experience with crayons and paints?                            | _____ | _____ |
| 25. Set the table with the correct number of knives, forks, and spoons? | _____ | _____ |

## WHAT THE SCORES MEAN

A survey such as this can estimate your child's chances for success or failure in school in only the most general way. Do not place too much importance on a few points' difference in scores. After all, each parent will give and score the survey in a slightly different way.

In evaluating your child's score, keep these considerations in mind:

1. Children born between July and December will be the youngest children in their classes and will tend to have lower scores than those born between January and June.
2. While a child's total score may suggest school readiness, a low score on just one section may indicate an area of difficulty that, if left unremedied, could cause a problem.
3. There are other factors, not evaluated by the survey, that also influence school success — for example, maturity, independence, responsibility, and coordination.
4. It is possible that a low score may indicate only that the child was given the survey at a time when he was not alert and cooperative.

You should also remember that schools vary a great deal in their educational programs and in the ability of their pupils. A score that would be above average in one school might be only average in another. If you are not sure what your child's score means, consult your principal, teacher, or school guidance department.



## SCORING GUIDE

Now write your child's total score for each section in the appropriate box below. Add the scores together to estimate his over-all readiness for school.

SECTION 1: Number <input type="text"/> Concepts	8-10 6-7 0-5	Ready for school Borderline readiness Needs to develop
SECTION 2: Discrimi- <input type="text"/> nation of Form	9-11 7-8 0-6	Ready for school Borderline readiness Needs to develop
SECTION 3: Color <input type="text"/> Naming	6-7 5 0-4	Ready for school Borderline readiness Needs to develop
SECTION 4: Symbol <input type="text"/> Matching	13-16 9-12 0-8	Ready for school Borderline readiness Needs to develop
SECTION 5: Speaking <input type="text"/> Vocabu- lary	13-20 11-12 0-10	Ready for school Borderline readiness Needs to develop
SECTION 6: Hearing <input type="text"/> Vocabu- lary	10-12 8-9 0-7	Ready for school Borderline readiness Needs to develop
SECTION 7: General <input type="text"/> Informa- tion	16-20 14-15 0-13	Ready for school Borderline readiness Needs to develop
TOTAL SURVEY: <input type="text"/>	80 and up 70-79 0-69	Ready for school Borderline readiness Needs to develop

## HOW YOU CAN HELP YOUR CHILD TO BE READY FOR SCHOOL

Children from typical middle-class American families usually acquire most of the skills and information that they will need for school entrance during their preschool years. The rate at which they learn these, however, varies widely, depending on several factors. For instance, girls usually develop faster than boys. The number and ages of brothers and sisters may also influence a child's rate of development.

If your child did well on this survey, his development has probably proceeded more rapidly than that of some children. A high score does *not* necessarily mean that he is unusually bright. The survey is not an intelligence test.

On the other hand, if your child did poorly on all or part of the survey, his low score suggests only that his rate of development is slower. There is no reason to think that he will not ultimately achieve the necessary skills.

If you wish to help your child develop further, there are some things you can do. On the following pages you will find suggestions related to each area of the survey. You may get other good ideas from your child's teacher — and your own imagination.

When you undertake one of the practice exercises with your child, it is important to approach it as a game, something that is going to be fun for both of you. If you are worried or anxious about his progress, it may be better to ask a friend or older child to work with him. A child who is simply drilled in a task quickly loses interest and may build up resistance to doing similar tasks in the future. Be alert to times when your child is becoming bored or distracted. It is much better to practice for short periods with his full attention than to force him to complete an exercise or game after he has lost interest in it.

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Remember, too, that rewards for success—in praise or even in more tangible form—are extremely important. Any child tries harder when his efforts are rewarded with something that he wants and that is a clear recognition that he has done well.

## SECTION 1: NUMBER CONCEPTS

A child is not born with quantitative or numerical understanding. It is something he must learn through experience and association. You can help by giving tasks and offering opportunities that increase his numerical understanding, for example:

Asking your child to set the table and count the correct number of knives, forks, spoons, plates, and glasses.

Planning family activities with him, using a clock and calendar to help him understand time—hours, days, weeks and weekends, months, years (also birthdays, age, growing, and measuring).

Playing games requiring moves of 1, 2, or 3 spaces, steps, or objects.

Allowing your child to manage small amounts of money—purchasing small objects, making change, saving money for purchase of larger items.

Using and explaining quantitative terms, such as *less*, *bigger*, *smaller*, *more*, *half*, *quarter*, etc.—offering examples to help your child understand.

## SECTION 2: DISCRIMINATION OF FORM

The ability to distinguish small differences in form is very important in learning to read. Your child must be able to see that “b” and “d” are not the same because the

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direction of the loop is changed. He can develop this ability only through years of experience in seeing various forms.

Most children learn to discriminate between totally different objects — such as a block and a ball — as a natural part of growing up. But some children need extra help in developing finer discriminations, that is, learning to see differences between objects which are very much alike. Here are some suggestions for practice:

Make a game of separating coins. At first, the child can learn to sort pennies into one pile, half dollars into another. As he becomes more skillful, the game can be made more difficult, until he can distinguish between U. S. dimes and Canadian dimes. He can also try sorting coins of different values with his eyes closed, thus improving his ability to discriminate by touch.

Give your child an assortment of nuts and bolts to be fitted together. This will help him develop size discrimination.

Place an assortment of small objects in a bag, and say to your child, "Give me the button," or "Give me the piece of paper." To vary the game, let him name an object he feels in the bag, then take it out to see whether he was correct.

Encourage your child to play card games, draw, copy letters or shapes on a blackboard, or write his first name. Even drawing a simple circle can help him learn to distinguish forms.

### SECTION 3: COLOR NAMING

Children are surrounded by color, but often names are not assigned to the colors they see. Consequently, while most children have little difficulty in actually seeing the



difference between primary colors, they do have trouble *naming* the colors. Even children who are color-blind (about 5% of the boys and very few girls) can learn to name colors, as they see them, but these youngsters must work harder at discriminating.

Many daily activities in the home can help your child to name and select colors. For instance, instead of handing him his clothing, you can tell him, "Put on your blue shirt." He will not only learn to identify "blue" by name, but he will develop independence, so necessary for success in school. The labels on canned goods, dishes, house furnishings, automobiles — so many things in a child's life offer opportunities for games and tasks involving color.

Drawing with crayons is another excellent activity. It helps your child develop both his color sense and the finger coordination he will soon need for writing. Encourage him to identify each crayon by its color name and to describe his pictures in terms of the colors he used.

There are also many games available commercially that include color use. Old Maid and Chinese Checkers are two examples. With such games, learning can be incidental to the fun of playing.

#### SECTION 4: SYMBOL MATCHING

Visual memory and visual perception — the two skills which this section measures — are vital to word-recognition and word-memory. When a child learns the word "cat," he will have to be able to remember that that particular group of shapes is the word "cat" and to recognize it when he sees it again.

Your child can learn much through guided play. In addition to the suggestions in Section 2, you may wish to try these:

Give your child his own "Button Box," containing a variety of pretty buttons, two of each kind. Let him practice matching the pairs.

Suggest that he start his own collection of coins, matchbook covers, cards, or other small items which interest him.

Play card games with him, such as Old Maid or Fish, or let him simply make piles of the same suit or of similar numbers or pictures.

These games are fun and excellent for his development.

## SECTION 5: SPEAKING VOCABULARY

To communicate his thoughts to others, your child must be able to understand words and to say them. It is not enough that he know what an object is used for or where it is found; he must also be able to assign a name to it.

There are several reasons why a child may not answer an item in this test: (1) He may not know the object. (2) He may be familiar with the object but not know its name. (3) He may recognize the object but, because of a severe hearing loss, has never heard its name, even though he may have been told. (4) He may know the object's name but not respond because he is uncertain and afraid of criticism.

The greatest secret to helping your child develop in this area is patience. Too often, when a young child must search for the right word to express himself, parents supply the word for him. They may even tell him to wait and talk to them later when they have more time to listen.

Be sure to listen patiently to your child. You'll help him learn to find the right word — and to feel pleased with his own ability to communicate. The next time he uses that



word, his searching time will decrease. Soon the word will be part of his regular vocabulary.

You can also help by making a game of naming household objects. Just by opening a kitchen drawer your child can find a wealth of new objects. They are not just "things" — they have *names*. Garages contain cars with fenders, bumpers, windshields, steering wheels; shelves with pliers, hammers, keyhole saws, etc. Naming objects can be fun and rewarding.

## SECTION 6: LISTENING VOCABULARY

Understanding what others say to him — like expressing his own thoughts to them — requires that your child be able to associate names with objects.

One child may have difficulty in this area because he does not know that an object has more than one name — for example that a peach is also a fruit. Another may know the name of an object (e.g., a wheel) but become confused when asked to identify its parts (tire, rim, or spoke).

All of the activities listed in Section 5 for developing your child's speaking vocabulary will also develop his hearing vocabulary. Magazines with colored pictures and advertisements are a useful aid too. Ask your child to point to a woman (mother), a man (father), a boy, a foot, a white car, a red lipstick, etc. Occasionally find two names for an object. (Children are sometimes delighted by strange, difficult-to-pronounce words, such as "marsupial" for kangaroo or "pachyderm" for elephant.) Above all, try to make the game interesting and fun.

## TEST 7: GENERAL INFORMATION

There are thousands of activities that can increase your child's fund of knowledge. Television certainly has its place

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in the life of a child. So have the stories you read to him and the picture books he looks at. Excursions to beaches, parks, museums, art galleries, and factories can be real trips of discovery. Even a walk to the neighborhood school and playground can expand his world. Let him be your guide on the way home. He can soon learn to direct you to and from the school, the market, a friend's house, etc. From such simple activities he will learn to pay attention to details.



## NOTES AND OBSERVATIONS

