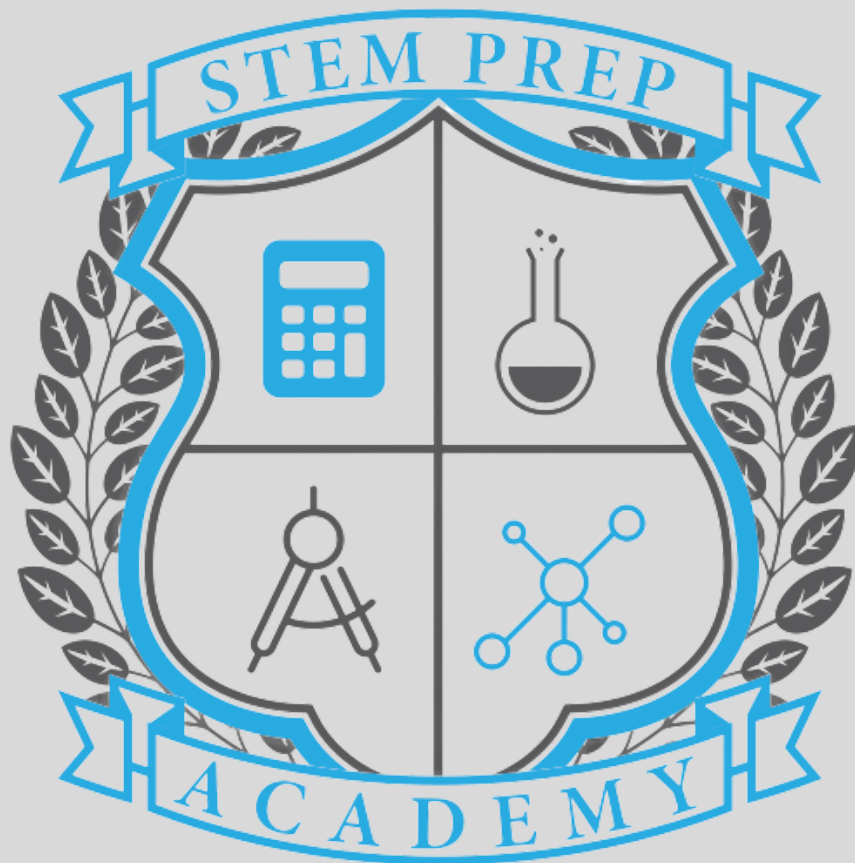


Kindergarten



Readiness Checklist

Child's Name:

Age:

Date of Birth:

The following items are designed to help you understand whether your child is ready for kindergarten. Based on the results, you should enroll your child in a prekindergarten program.

The ratings are as follows: Always-3, Sometimes-2, and Never-1.

Place the date in the box to keep a record of your child's readiness.

When scoring, assign the points based on the most recent administration of the checklist.

I. Concept Development

How often does your child:	Always	Sometimes	Never
Recognize and/or name 6-8 colors?			
Match or sort items by color and shape?			
Join in art and music activities?			
Understand concepts such as: in, out, under, on, off, front and back?			
Know his/her body parts (head, shoulder, knee, foot, etc.)?			
Draw a picture of himself/herself that includes a head, body, arms and legs?			
Demonstrate curiosity, persistence and exploratory behavior?			

Total: /21 (Date 1:____) /21 (Date 2:____) /21 (Date 3):____

II. Physical Development

How often does your child:	Always	Sometimes	Never
Put together a simple puzzle?			
Cut with scissors?			
Tie or try to tie his/her shoes?			
Enjoy outdoor play such as: running, jumping, climbing?			
Hold a crayon, marker, or pencil?			
Independently use the bathroom?			
Get themselves dressed?			
Throw and catch a ball?			

Total: /24 (Date 1:____) /24 (Date 2:____) /24 (Date 3):____

III. Number Concept Development

How often does your child:	Always	Sometimes	Never
Arrange items in groups according to size, shape and color?			
Understand simple addition and subtraction?			
Arrange toys or objects in size order from big to small or from small to big?			
Use words like bigger, smaller, heavier to show comparison?			
Correctly count to 20?			
Correctly count 4 to 10 objects?			
Show an understanding of the passing of time?			

Total: /24 (Date 1:____) /24 (Date 2:____) /24 (Date 3):____

IV. Language Development

How often does your child:	Always	Sometimes	Never
Talk in complete sentences?			
Follow one/two step directions you give him/her?			
Use descriptive language? "That's a big dog with brown spots")			
Use simple sentences in conversation? (I liked the movie)			
Recite the alphabet?			
Pretend, create and make up songs and stories?			
Talk about everyday experiences?			
Ask questions about how things work?			
Identify letter sounds?			
Tells or retells a story?			

Total: /30 (Date 1:____) /30 (Date 2:____) /30 (Date 3):____

V. Writing Development

How often does your child:	Always	Sometimes	Never
Trace letters and/or numbers?			
Use a crayon, marker, or pencil without assistance?			
Write his/her name?			
Write numbers 1-10?			
Write or Draw?			
Write notes to other people?			

Total: /18 (Date 1:____) /18 (Date 2:____) /18 (Date 3):_____

VI. Social and Emotional Development

How often does your child:	Always	Sometimes	Never
Use words to solve problems when angry or frustrated?			
Use words such as please, thank you and excuse me?			
Attempt new tasks knowing it is okay to make mistakes?			
Take turns or share with other children?			
Make friends easily and interacts with them appropriately?			
Ask for help when he/she needs it?			
Stay doing an activity until it is completed?			
Follow rules, limits and routines?			

Total: /24 (Date 1:____) /24 (Date 2:____) /24 (Date 3:____)

VII. Parent Involvement

How often do you...	Often	Sometimes	Never
Talk to your child about your day or experiences?			
Talk to your child about your experiences in school?			
Read to your child?			
Talk to your child about going to Prekindergarten, or Kindergarten?			
Play "school" with your child to show what going to school is about?			

Total: /15 (Date 1:____) /15 (Date 2:____) /15 (Date 3:____)

Scoring: total each section. NOTE: For children, 2.7-4 years old, Ready for School is 92 and above. For children, 5 years old, Ready for School is 122 and above.

Area	Points received			Points Possible	2.7-4 Years	5 Years
	Date 1	Date 2	Date 3			
I. Concept Development				21		
II Physical Development				24		
III. Number Concept Development				21		
IV. Language Development				30		
V. Writing Development				18		
VI. Social & Emotional Development				24		
VII. Parent Involvement				15		
TOTAL				153		
Age Designation as Ready for School					92	122

Is Your Child Ready for Kindergarten? (Yes/No) Date 1: ____ Date 2: ____ Date 3: ____

THE CHALLENGE

Each year, about 4 million children enter kindergarten in the United States. All parents hope their child will start school ready for success. Too many children enter kindergarten a year or more behind their classmates in academic and social-emotional skills. For some children, starting out school from behind can trap them in a cycle of continuous catch-up in their learning.

THE BENEFITS

Advances in neuroscience and research have helped to demonstrate the benefits of quality early education for young children and that the early years are a critical period in children's learning and development, providing the necessary foundation for more advanced skills. For example, children's language skills from age 1 to 2 are predictive of their pre-literacy skills at age five. A robust body of research shows that children who participate in high-quality preschool programs have better health, social-emotional, and cognitive outcomes than those who do not participate. The gains are particularly powerful for children from low-income families and those at risk for academic failure who, on average, start kindergarten 12 to 14 months behind their peers in pre-literacy and language skills.

Studies also reveal that participating in quality early learning can boost children's educational attainment and earnings later in life. Children who attend high-quality preschool programs are less likely to utilize special education services or be retained in their grade and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended high-quality preschool programs

WHY PRE-K IS NOT CHILDCARE AND NO LONGER OPTIONAL?

High-quality pre-k can no longer be considered a luxury for upper-income families or a special program for the disadvantaged. Based on what is now known about children's brain development during these crucial years, pre-k has become just as necessary as kindergarten or first grade. While targeted programs in some states have served at-risk children for more than a decade, experts believe that all children need the benefits of high-quality pre-k education in order to succeed.

Today's kindergarten is yesterday's first grade. With more “academics” being presented in kindergarten, children must learn the pre-academic foundations for formal reading before they enter kindergarten. In pre-k, children become familiar with books, new words, and ways to use language, numbers, and problem-solving strategies. They also learn the social skills they need to get the most out of school -- how to pay attention in class and interact with peers.

Children who enter school behind their peers often stay behind. For example, children who do not recognize the letters of the alphabet when they enter kindergarten demonstrate significantly lower reading skills at the end of first grade. Eighty-eight percent of children who are poor readers in first grade will still be poor readers by fourth grade. Seventy-four percent of children who are poor readers in third grade remain poor readers when they start high school.

Nearly half of all kindergarten teachers report that their children have problems that hinder their success. For example, 46 percent of teachers feel that at least half of the children in their classes have difficulty following directions, 36 percent feel that half the children have problems with academic skills, and 34 percent find that more than half of their children have difficulty working independently. Children unprepared for kindergarten tax the resources of the entire system. One in every six kindergartners needs specialized one-on-one tutoring or special instruction in a small group. Each year more than 200,000 children repeat kindergarten.

Research demonstrates that high-quality pre-k increases a child's chances of succeeding in school and in life. Children who attend high-quality programs are less likely to be held back a grade, less likely to need special education, and more likely to graduate from high school. They also have higher earnings as adults and are less likely to become dependent on welfare or involved with law enforcement. Studies also reveal that participating in quality early learning can boost children's educational attainment and earnings later in life. Children who attend high-quality preschool programs are less likely to utilize special education services or be retained in their grade, and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended high-quality preschool programs

Why All Children Benefit from Prek: Pew Trusts, [accessed March 2021]

U.S. Department of Education, A Matter of Equity: Preschool in America, [accessed March 2021]

WHAT IS STEM PREP?

Stem Prep Academy's purpose is to prepare scholars for careers of the future through stem hands-on learning. Founded by a stem professional, turned public school educator. Stem Prep Academy is a preschool and kindergarten, which aims to equip scholars to learn through stem engagement. This will help them in STEM careers in the future. While bridging the gap in the skill shortage by producing a generation of free thinkers, who are tech-savvy and not afraid to go forward and be counted.

Schedule a visit to tour Stem Prep Academy,
email: reneharris@stempreparatory.org or visit our website:
www.stempreparatory.org