

# LINK

for Parents

*Kindergarten Readiness Indicator  
Checklist Instructional Link*



**Qualls Early Learning Inventory**

●  
**KRIC**

●  
**Calendar**

●  
**Benchmarks**

●  
**Frameworks**

●  
**Work Samplings**

●  
**Head Start**



## KRIC Instructional LINK for Parents/Families

### Kindergarten Readiness Indicators Checklist



The Arkansas Department of Education has developed a list of Kindergarten Readiness Indicators. This list of thirty-eight (38) indicators identifies skills and knowledge that will help your child be prepared for that special day, *going to kindergarten*.

To help you and your child get ready for kindergarten, a calendar of family activities has also been published. The activities in the calendar focus on the Kindergarten Readiness Indicators.

Many families with three to five year old children enrolled in an early childhood program have already received the calendar from the program. If you have not received your copy of the Getting Ready for Kindergarten calendar of family activities, ask the program director for one, or contact the Arkansas Division of Child Care and Early Childhood Education.



Suppose you want to focus on specific indicators with your child. Note that after each indicator on the checklist a month is listed. Simply go to the Family Calendar, turn to the month listed, and you will find activities and ideas for that indicator. Thus the checklist and the calendar can both be tools for helping you and your child get ready for kindergarten.

Sometimes parents are not sure how to determine if their child is achieving the kindergarten readiness indicators. To assist you in this, a KRIC Instructional **LINK** for Parents/Families has been developed. Each readiness indicator is listed, followed by a few examples of what to observe. We also left space to note examples of what behaviors or skills were observed.

The Kindergarten Readiness Indicators Checklist (KRIC) has also been aligned with the Qualls Early Learning Inventory (QELI). This inventory will be completed on each kindergarten child during the first few weeks of the school year. Information from the QELI is to be used to focus instruction and improve achievement in kindergarten.

The QELI is simply a list of items to be observed. The **LINK** lists the indicators, plus a number of examples of observable behaviors. These examples give parents/families ways to observe and encourage these kindergarten skills.



**Remember this! The checklist is NOT a test.** It is a tool to help you see all of the things your child can do that will help him or her make the transition to kindergarten. **Your child will NOT be required to have achieved all of the indicators prior to enrolling in kindergarten.**



## Definitions

### **Early Childhood Benchmark (EC Benchmark)**

A level of performance that can be supported through observations, descriptions and documentations of a child's performance or behavior, and by samples of a child's work. Some educators may also refer to these as "learner outcomes".

### **Work Sampling System (WSS)**

Work Sampling System is an authentic performance assessment system. Its purpose is strengthen student achievement and motivation, assists teachers in instructional decision-making, and serves as an effective means for reporting children's progress to families, educators and the community.

### **Kindergarten Readiness Indicators (KRIC)**

The Kindergarten Readiness Indicator Checklist (KRIC) is a list of skills that will give parents/guardians and teachers a place to begin in preparing the child for entering kindergarten. While mastery of any or all of these skills identified is not required for admission to kindergarten, these indicators will help children enter kindergarten with confidence.

### **ADE Curriculum Frameworks (ADE Frameworks)**

The broad goals and standards of an entire system of education, while giving the local school district the freedom to develop a specific program to address the Framework for each grade level.

### **Qualls Early Learning Inventory (QELI)**

Qualls Early Learning Inventory (QELI) is an observational tool for use in the primary grades to identify student development in six areas related to school learning. The Inventory observes behaviors developed in school so information from it can be used to focus instruction and improve achievement.

### **Head Start**

Head Start and Early Head Start are comprehensive child development program which serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

### **Getting Ready for Kindergarten Calendar**

The Family Calendar presents the kindergarten readiness indicators form the Arkansas Department of Education in "family friendly" language. The calendar runs from September through August.





**KRIC Instructional *LINK* for Parents and Families**

Child's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Observation # 1 Date/Age _____	Person Observing _____
Observation # 2 Date/Age _____	Person Observing _____
Observation # 3 Date/Age _____	Person Observing _____

**Observations/Notations:**

# Kindergarten Readiness Indicators Checklist for Parents/Families

Here are some examples of how you can know if your child is achieving the Kindergarten Readiness Indicators. Add examples of your own.

QELI	Kindergarten Readiness Indicator	Examples of what you observed
6	<p><b>Indicator 1: Speaks in complete sentences</b> (Calendar: February)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• tells you what he or she did during a visit to a friend</li> <li>• talks about some things that happened at his or her preschool center</li> <li>• talks about a family event that you and your child attended together</li> </ul>	
38	<p><b>Indicator 2: Follows directions with at least two steps</b> (Calendar: February)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• follows your directions, such as “Pick up your plate and put it on the cabinet</li> <li>• tells you, in order, the things he/she does to get ready for bed</li> <li>• tells you, in order, what he/she did at preschool (“We played in centers, had snacks, went to the playground, ate lunch and took a nap</li> </ul>	
3 4	<p><b>Indicator 3: Understands words, such as 'top' and 'bottom', 'big' and 'little'</b> (Calendar: February)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• looks at pictures in a book and retells a story, such as “<i>The Three Billy Goats Gruff.</i>” Then, with your guidance             <ul style="list-style-type: none"> <li>➢ Shows you the picture of the <u>little</u> Billy Goat, the <u>middle</u> Billy Goat and the <u>big</u> Billy Goat</li> <li>➢ Tells which goat crossed the bridge <u>first</u>, <u>next</u> and <u>last</u>.</li> <li>➢ Says that the troll was <u>under</u> the bridge and the goats crossed <u>over</u> the bridge</li> </ul> </li> <li>• lines up family members’ shoes from <u>smallest</u> to <u>largest</u>.</li> <li>• follows directions in a game you play together (“Put the car <u>on</u> the table” “Put the car <u>under</u> the table” “Put the car <u>behind</u> the couch” “Put the car <u>besides</u> the couch”)</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
7 9 11	<p><b>Indicator 4: Makes simple predictions and comments about a story being read</b> (Calendar: September)</p> <p>Your child:</p> <ul style="list-style-type: none"> <li>looks at the cover of a book and tells you what he or she thinks the book is about</li> <li>tells you what he or she thinks will happen next in a story you are reading (pause before turning the pages and ask your child to predict what will happen next.</li> <li>talks about the pictures and the story</li> </ul>	
4	<p><b>Indicator 5: Matches two pictures that are alike</b> (Calendar: September)</p> <p>Your child:</p> <ul style="list-style-type: none"> <li>finds two cards that match while playing games with “Go Fish” or “Old Maid” cards, or with cards you have made</li> <li>matches the number of dots on dominoes</li> <li>matches socks while folding laundry</li> </ul>	
29	<p><b>Indicator 6: Looks at groups of objects and says which are the same shape, color, or size</b> (Calendar: May)</p> <p>Your Child:</p> <ul style="list-style-type: none"> <li>Sorts and puts together all coins that are the same size; coins, such as nickels, dimes and quarters</li> <li>Sorts laundry by color (puts blue washcloths together and white towels together)</li> <li>Sorts, and puts away, eating utensils after dishes are done (all forks together, all knives together, and all spoons together)</li> </ul>	
4	<p><b>Indicator 7: Tells things that go together (a spoon and a fork are for eating, and a fish and a boat go in the water)</b> (Calendar: June)</p> <p>Your Child:</p> <ul style="list-style-type: none"> <li>looks at a group of objects and says which go together (a comb and a brush, a cup and saucer, and a hammer and nails)</li> <li>looks at a group of pictures and says which go together (shoe and sock, and flowers and vase)</li> <li>tells you why two things go together (you play baseball with a bat and ball)</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
NA	<p><b>Indicator 8: Repeats a pattern you start (step, step, jump – step, step, jump (Calendar: June)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• repeats a movement pattern you start (clap, clap, pat – clap, clap, pat)</li> <li>• repeats a color pattern you start with objects, such as color bears, small colored blocks or crayons (red, blue – red, blue)</li> <li>• creates patterns while playing alone (string beads in a pattern, such as blue, green, red – blue, green, red)</li> </ul>	
27	<p><b>Indicator 9: Puts 3 pictures in order (1. Planting flower seeds; 2. Flowers growing; 3. Picking flowers (Calendar: June)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• listens to you read or tell a story, such as <i>"The Three Bears"</i> and retells the story to you in the order of events</li> <li>• puts in order pictures of himself/herself at different ages; baby, toddler and now</li> <li>• lines up cars, dolls, or measuring cups from smallest to largest</li> </ul>	
12	<p><b>Indicator 10: Says or sings familiar songs and nursery rhymes (Calendar: March)</b></p> <p><b>Your Child:</b></p> <ul style="list-style-type: none"> <li>• asks you to read nursery rhymes or sing songs with him/her</li> <li>• says nursery rhymes or sings songs learned at home or in a preschool program</li> <li>• sings a song he/she has heard on the radio, a CD, or at church</li> </ul>	
12	<p><b>Indicator 11: Retells a simple story such as <i>"The Three Little Pigs"</i> after listening to it while looking at the pictures in the book (Calendar: September)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• looks at the pictures in a book you have just read and tells you the story</li> <li>• looks at the pictures in a book and tells himself/herself the story</li> <li>• uses animal puppets or stuffed toys, such as dogs, cats, pigs, goats and bears to tell stories</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
NA	<p><b>Indicator 12: Works puzzles</b> (Calendar: June)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• works puzzles with knobs</li> <li>• works puzzles without knobs</li> <li>• works puzzles with more and more pieces – from 3 to 25</li> </ul>	
2	<p><b>Indicator 13: Recognizes and names at least 5 colors</b> (Calendar: May)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• finds things you name by color (a red flower, a blue shirt, a yellow crayon, etc.</li> <li>• names colors of things he/she sees in pictures (a purple balloon, a green car, an orange pumpkin, etc.</li> <li>• names the colors of crayons or markers used in a picture he/she draws</li> <li>• says color of clothing he/she wants to wear</li> </ul>	
1 14	<p><b>Indicator 14: Recognizes his/her own first name in print</b> (Calendar: December)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Asks you to write his/her name</li> <li>• Finds his/her own name in a set of cards you have made that includes names of other family members</li> <li>• Shows you his/her name written on a picture brought home from a preschool program or from church</li> </ul>	
1	<p><b>Indicator 15: Recognizes letters in his or her own first name</b> (Calendar: December)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Uses magnetic alphabet letters to spell own name on refrigerator or cookie sheet</li> <li>• Points out letters in his/her own name on computer keyboard</li> <li>• Points to letters in a book that are in his/her name</li> </ul>	



QELI	Kindergarten Readiness Indicator	Examples of what you observed
14 15 16	<p><b>Indicator 16: Begins to write some of the letters in his or her own first name</b> (Calendar: October)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Includes letters in own name in his/her drawings</li> <li>• Writes the first letters in his/her name on a greeting card to a family member or friend</li> <li>• Writes some of the letters in his/her name and says "That's my name"</li> </ul>	
NA	<p><b>Indicator 17: Recognizes words or signs he or she sees often (McDonald's, Wal-Mart, the name of the local grocery store where the family shops, or stop signs and exit signs</b> (Calendar: December)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• "Reads" road signs as you travel</li> <li>• "Reads" familiar restaurant or grocery store signs in your community or in newspaper or magazines ads</li> <li>• Selects the cereal he/she likes when helping you shop for groceries</li> </ul>	
5	<p><b>Indicator 18: Holds and looks at books correctly (holds the book right side up and turns the pages one at a time from front to back</b> (Calendar: September)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Looks at book from front to back</li> <li>• Turns pages from front to back, looking at one page at a time</li> <li>• Shows you the cover of a book when asking you to read to him/her</li> </ul>	
NA	<p><b>Indicator 19: Recognizes rhyming words, such as 'cat' and 'hat'</b> (Calendar: March)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Says nursery rhymes he/she has heard at home or at a preschool center</li> <li>• Looks at groups of objects or pictures of objects and names the two objects that rhyme (sock and rock, soap and rope, and cat and hat)</li> <li>• Completes a rhyme you start: "Hickory dickory dock - the mouse ran up the _____ (clock)"</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
1	<p><b>Indicator 20: Recognizes and names at least 10 letters of the alphabet (Calendar: December)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Names some letters of the alphabet as you read alphabet books with him/her</li> <li>• Names some of the magnetic letters of the alphabet you have placed on the refrigerator</li> <li>• Names letters of the alphabet in signs he/she sees</li> </ul>	
NA	<p><b>Indicator 21: Matches a letter with the beginning sound of a word (matches the letter 'B' with a picture of a banana (Calendar: March)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• Says that his/her name and the name of another family member start with the same sound (Sam and Sarah)</li> <li>• Cuts out pictures from a magazine or catalog of things that begin with the same letter (pig, pizza and pie)</li> <li>• Places an alphabet letter magnet on a picture of an object that begins with that letter (places an 'H' on the picture of a hat or horse)</li> </ul>	
20	<p><b>Indicator 22: Expresses ideas through pictures he or she draws (a child draws a picture of 3 family members and says who each one is (Calendar: October)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• says a circle in his/her drawing is the sun</li> <li>• puts facial features, arms and legs on drawing of a person</li> <li>• makes a drawing with several people or objects</li> <li>• shows and tells you about what he/she has drawn (That's me playing with my dog)</li> </ul>	
30	<p><b>Indicator 23: Counts at least 5 objects, such as 3 bananas and 5 forks (Calendar: January)</b></p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• holds up correct number of fingers when telling his/her age</li> <li>• counts the number of birds he/she sees in the yard</li> <li>• counts the number of dots on dominoes</li> <li>• counts the number of times he/she bounces a ball</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
30	<p><b>Indicator 24: Sees the written numeral '3' and realizes this means 3 objects, such as 3 bears</b> (Calendar: January)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• helps you read and measure the number of ingredients on a food package or recipe</li> <li>• puts the correct number of objects on each page of the number book you and he/she make together (January special activity)</li> <li>• counts the number of objects in books about numbers that you read together</li> </ul>	
30	<p><b>Indicator 25: Adds and subtracts familiar objects, such as cookies</b> (Calendar: April)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• says "Three" when you ask how many crackers he/she will have when given one more (already has two crackers)</li> <li>• says there are four bananas left after he has eaten one of five</li> <li>• says finger play such as "<i>Five Little Monkeys</i>," subtracting monkeys and fingers, one at a time</li> </ul>	
NA	<p><b>Indicator 26: Puts written numbers in order from 1 to 5; 1, 2, 3, 4, 5</b> (Calendar: January)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• puts number cards you have made (from 1 to 5) in order</li> <li>• puts magnetic numbers in order on refrigerator or cookie sheet</li> <li>• names shapes as you read together a book about shapes</li> </ul>	
24	<p><b>Indicator 27: Recognizes and names 3 shapes; circle, square, and triangle</b> (Calendar: May)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• says crackers he/she is eating are 'round' or 'square'</li> <li>• names shapes in the environment; doors, windows, tables, and rugs</li> <li>• names shapes as you read together a book about shapes</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
21	<p><b>Indicator 28: Counts from 1 to 10 in correct order</b> (Calendar: January)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>counts from 1 to however high he/she can count in correct order</li> <li>counts in order the number of times he/she bounces a ball</li> <li>joins you in saying counting rhymes, such as "One, two, buckle your shoe"</li> </ul>	
29	<p><b>Indicator 29: Uses the words 'more' and 'less' correctly</b> (Calendar: April)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>tells you, "I need two more cars to go in my garage"</li> <li>says, "I have more crayons than Nathan"</li> </ul>	
1	<p><b>Indicator 30: Tells if he or she is a boy or girl</b> (Calendar: July)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>refers to self as a boy or girl in conversation with you and others</li> <li>talks about girls and boys in his/her classroom</li> <li>refers to children in photos or pictures as boys or girls</li> </ul>	
1	<p><b>Indicator 31: Tells first and last name</b> (Calendar: July)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>tells name, sometimes both first and last, when someone asks, "What is your name?"</li> <li>tells you his/her name to write on picture he/she has drawn</li> <li>helps you add personal information in an "All About Me and My Family" book (first and last name)</li> </ul>	
1	<p><b>Indicator 32: Tells first and last name of parents</b> (Calendar: July)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>asks you to write names of family members on a picture he/she has drawn</li> <li>helps you name family members as you label photos in album</li> <li>helps you add a family section to the "All About Me and My Family" book</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
1	<p><b>Indicator 33: Tells how old he or she is</b> (Calendar: July)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• says, "I'm this many" and holds up correct number of fingers to indicate age</li> <li>• gives correct age when asked</li> <li>• says how old he/she will be on next birthday</li> </ul>	
NA	<p><b>Indicator 34: Takes care of own needs, such as toileting, washing hands and dressing</b> (Calendar: August)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• washes and dries hands with little or no assistance</li> <li>• uses the toilet with little or no assistance</li> <li>• brushes teeth with little or no assistance</li> <li>• serves own plate at mealtime</li> <li>• puts on own jacket, mittens, and hat</li> <li>• hangs up jacket on hook or hanger</li> <li>• dresses self (puts on socks, shoes, underwear, skirt/pants, and shirt/blouse)</li> <li>• buttons/unbuttons, zips/unzips, snaps clothing</li> </ul>	
NA	<p><b>Indicator 35: Adjusts to new situations without parent being there</b> (Calendar: August)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• uses a routine, such as waving from a window or blowing a kiss goodbye when you leave</li> <li>• says goodbye to you without crying or clinging</li> <li>• seems happy to see teachers and children in classroom</li> </ul>	
NA	<p><b>Indicator 36: Uses pencils, crayons, and markers for drawing and writing, and cuts with scissors</b> (Calendar: October)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• draws with markers to create a picture, of self, family members, or a house</li> <li>• begins to write some of the letters in own name</li> <li>• uses scissors to cut on a line around a large picture or to cut out objects in own drawing</li> </ul>	

QELI	Kindergarten Readiness Indicator	Examples of what you observed
NA	<p><b>Indicator 37: Draws a line, circle, X and +</b> (Calendar: October)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• makes a variety of lines and shapes in drawings</li> <li>• traces around objects, such as plastic lids</li> </ul>	
NA	<p><b>Indicator 38: Runs, hops, throws, catches, and bounces a ball</b> (Calendar: November)</p> <p><b>Your child:</b></p> <ul style="list-style-type: none"> <li>• hops several times on each foot</li> <li>• runs with control over direction and speed</li> <li>• jumps over a low object, such as a line, string, or balance beam</li> <li>• catches a ball or beanbag</li> <li>• tosses a beanbag into a bucket or basket</li> <li>• throws a ball or beanbag in intended direction</li> <li>• bounces a ball several times</li> <li>• kicks a stationary ball</li> <li>• walks along a line or a low balance beam</li> <li>• pedals and steers a bicycle</li> </ul>	

**Comments/Observations:**



**Comments/Observations:**








# Get Ready for School

The road to success in school begins early. Good health, loving relationships, parental guidance and praise, and many opportunities to learn, all help children do well later in life. Many simple things help our children grow, develop, and have fun learning.

- Encourage your children to want to learn and go to school.
  - Read aloud to your child daily. This gives your child a chance to learn about language, enjoy the sound of your voice, and be close to you.
  - Listen to your child. This is the best way to learn what's on his/her mind, what he/she knows and doesn't know, and how he/she thinks and learns.
  - Set a good example for your children. They will imitate what you do.
  - Teach your child to feel good about himself/herself and that he/she can succeed.
  - Help your child find ways to solve conflicts with siblings and friends.
  - Talk to your child daily about school activities and experiences.
  - Talk with teachers regularly, even when no problems exist.
  - Attend school activities
  - Let your child know that you admire her/him.
  - Communicate with your child about school, friends, hobbies, places he/she likes to go and things he/she likes to do.
  - Encourage your child to develop hobbies.
  - Be supportive of everything your child does.
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## Resources

Arkansas Department of Education Special Education <http://arksped.k12.ar.us/>

Arkansas Division of Child Care and Early Childhood Education <http://www.accessarkansas.org/childcare>

Centers For Effective Parenting [http://www.archildrens.org/resources/center\\_parenting.asp](http://www.archildrens.org/resources/center_parenting.asp)

Arkansas Head Start <http://www.arheadstart.org>

Arkansas HIPPY [http://www.archildrens.org/community\\_outreach/hippy.asp](http://www.archildrens.org/community_outreach/hippy.asp)

Arkansas Even Start <http://arkedu.state.ar.us>

Arkansas Children's Hospital <http://www.archildrens.org>

University of Arkansas Extension Service <http://www.kidsarus.org>

United States Department of Education <http://www.ed.gov>

School of the 21st Century Schools <http://www.yale.edu/bushcenter/21C/index2.html>

21st Century Community Learning Centers <http://arkedu.state.ar.us/21stCCLC/Pages/index.htm>

Arkansas Educational Television Network <http://www.aetn.org/>

National Center For Family Literacy <http://www.familit.org/>

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## Project Partners



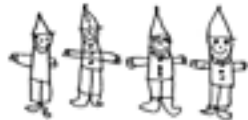
**Arkansas Special Education**



**Division of Child Care and Early Childhood Education**



**Arkansas Department of Education**



**Early Childhood Services, Inc.**