



# SCHOOL READINESS in Alameda County

RESULTS OF THE FALL  
2011 ASSESSMENT

## Appendices

RESEARCH STUDY FUNDED BY:

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FOUNDATION



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# Table of Contents

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<b>Appendix 1 - Kindergarten Observation Form .....</b>	<b>3</b>
<b>Appendix 2 — Kindergarten Observation Form II.....</b>	<b>5</b>
<b>Appendix 3 – Parent Information Form.....</b>	<b>7</b>
<b>Appendix 4 – Kindergarten Teacher Survey.....</b>	<b>12</b>
<b>Appendix 5 — KOF Scoring Guide.....</b>	<b>16</b>
<b>Appendix 6 — Consent Letters .....</b>	<b>23</b>
<b>Appendix 7 — Teacher &amp; Classroom Characteristics .....</b>	<b>28</b>
<b>Appendix 8 — Defining Preschool in this Report .....</b>	<b>35</b>
<b>Appendix 9 — NEGP Scores for Each <i>Readiness Portrait</i> .....</b>	<b>36</b>

# Appendix 1 - Kindergarten Observation Form

## Kindergarten Observation Form 2011

ALAMEDA COUNTY

Class #

Child #

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48156



1. Today's date: *Month* \_\_\_\_ *Day* \_\_\_\_
2. Teacher's initials: First \_\_\_\_ Middle \_\_\_\_ Last \_\_\_\_
3. Child's initials: *First* \_\_\_\_ *Middle* \_\_\_\_ *Last* \_\_\_\_  
(e.g., Lisa Marie Colvig Amir: First: L Middle: M Last: C A, Monica Patricia Morales Lopez: First: M Middle: P Last: M L)
4. Child's sex:  Male  Female
5. Child's date of birth: *Month* \_\_\_\_ *Day* \_\_\_\_ *Year* \_\_\_\_
6. First name of child's mother (if applicable): \_\_\_\_\_
7. Child's start date of instruction: *Month* \_\_\_\_ *Day* \_\_\_\_
8. In the year prior to kindergarten, was this child enrolled in a preschool program?  
 Yes  No  Information not available
- 8a. If yes, what type of preschool program was it?  
 Licensed family child care home  Head Start  
 State-funded preschool  Other licensed center  Information not available
9. Did this child participate in a short-term summer pre-K program?  
 Yes  No  Information not available
10. Since the start of school, how frequently did the following occur?
 

	Rarely or almost never	On some days	On most days	Just about every day
10a. Child indicated he/she was hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. Child appeared tired in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. Child was sick or ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10d. Child was absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10e. Child was tardy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Did this child enter kindergarten with a designated Special Needs Status or an IEP?  
 Yes  No  Information not available
- 11a. If no, do you believe s/he has a special need?  
 Yes  No

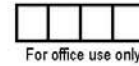
12. What is this child's primary race/ethnicity?  
 Hispanic/Latino  Asian  Filipino  Alaskan Native or American Indian  
 Pacific Islander  Black  Multi-racial  Caucasian/White (including Arabic/Middle Eastern)  
 Other \_\_\_\_\_  Don't Know
13. In what language is this child most comfortable communicating (i.e., the child's preferred language)?  
 English  Spanish  Filipino or Tagalog  Chinese/Mandarin/Cantonese  
 Farsi or Dari  Vietnamese  Punjabi or Hindi  Other: \_\_\_\_\_
14. For a child of his/her age, how would you describe the child's progress in his/her preferred language?  
 Delayed  On track  Advanced  Can not determine
15. Is this child an English Language Learner?  Yes  No  Information not available

IF THE CHILD'S PREFERRED LANGUAGE IS ENGLISH, PLEASE TURN THE SHEET OVER TO CONTINUE. IF THE CHILD'S PREFERRED LANGUAGE IS NOT ENGLISH, PLEASE ANSWER QUESTIONS 16-20.

- 16a. How would you rate this child's skills in understanding English? (*receptive language skills*)  
 Beginning  Early Intermediate  Intermediate  Early Advanced  Advanced
- 16b. How would you rate this child's skills in speaking English? (*expressive language skills*)  
 Beginning  Early Intermediate  Intermediate  Early Advanced  Advanced
- 16c. Do you have any difficulty communicating with the child due to language differences?  
 Yes  No
- 16d. Will this child be assessed in his or her preferred language?  
 Yes  No

Note: If you feel you cannot provide an accurate assessment on the language dependent items flagged with a triangle (▶; items 23, 28, 29, 31, 32, 36, 37, 38, 39, 40) or any other items listed on the back, please indicate "don't know/not observed" for such items.

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48156

Please rate this child's competency in terms of the following skills, knowledge and behaviors.

Please refer to the Scoring Guide for instructions on how to rate each of the 24 readiness skills.

For each skill, assign one of four levels of competency:

- Not Yet:** Child does not demonstrate skill, knowledge, or behavior yet; cannot perform without assistance
- Beginning:** Child is just beginning to demonstrate skill, knowledge, behavior; needs significant or frequent assistance
- In Progress:** Child demonstrates skill, knowledge, behavior occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance
- Proficient:** Child demonstrates skill, knowledge, behavior consistently and competently; performs independently

**Self-Care & Motor Skills**

	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	Don't know/ Not observed
17. Uses small manipulatives (i.e., effectively uses pencil and scissors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Has general coordination on playground (e.g., kicks or catches balls, runs smoothly, hops on one foot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Performs basic self-help / self-care tasks (e.g., independently eats and uses toilet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Self-Regulation**

20. Comforts self, using adult guidance when appropriate (e.g., initiates strategies to soothe themselves)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Stays focused / pays attention during activities (e.g., stays focused in large group, completes tasks in small group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Controls impulses and self-regulates (e.g., follows class rules, is not disruptive of others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 23. Follows one- to two-step directions (e.g., "Please hang up your jacket, and go sit on the rug")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Negotiates with peers to resolve social conflicts, using adult guidance when appropriate (e.g., engages in problem-solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Works and plays cooperatively with peers (e.g., takes turns and shares, helps others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Participates successfully in circle time (e.g., listens, if cues, sits still, engages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Handles frustration well (e.g., does not act out, asks for help, does not withdraw, become aggressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Social Expression**

▶ 28. Relates appropriately to adults other than parent/primary caregiver (e.g., converses with, seeks help from)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 29. Appropriately expresses needs and wants verbally in primary language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 31. Has expressive abilities (e.g., tells about a story or experience in response to a prompt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 32. Expresses curiosity and eagerness for learning (e.g., tries new activities, asks questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Engages in symbolic / imaginative play with self or peers (e.g., plays house, fire station)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kindergarten Academics**

34. Engages with books (e.g., knows how to hold a book, knows where a book starts, pretends to read, knows a book conveys information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Writes own first name (e.g., spells and writes all letters correctly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 36. Recognizes rhyming words (shoe/glove + blue + dog + zoo + cat) and (cat/hat + bat + box + mat + red)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▶ 37. Count 10 objects correctly ("Please give Maria 10 crayons" or "Please put 10 blocks in the basket")	0-2 words <input type="radio"/>	3-4 words <input type="radio"/>	5-6 words <input type="radio"/>	7-8 words <input type="radio"/>	<input type="radio"/>
▶ 38. Recognizes letters of the alphabet (note: out of sequence, may be CAPS, lowercase or combination)	None <input type="radio"/>	1-12 letters <input type="radio"/>	13-25 letters <input type="radio"/>	All 26 letters <input type="radio"/>	<input type="radio"/>
▶ 39. Recognizes basic colors (Basic 8: red, orange, yellow, green, blue, purple, brown, and black)	None <input type="radio"/>	1-4 colors <input type="radio"/>	5-7 colors <input type="radio"/>	All 8 colors <input type="radio"/>	<input type="radio"/>
▶ 40. Recognizes primary shapes (circle, triangle, square)	None <input type="radio"/>	1 shape <input type="radio"/>	2 shapes <input type="radio"/>	All 3 shapes <input type="radio"/>	<input type="radio"/>

▶ = language dependent item

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# Appendix 2 — Kindergarten Observation Form II

## Kindergarten Observation Form II 2011

Please complete the questions below for each child in your classroom for whom you completed a Kindergarten Observation Form.  
 Note that references to "school" below refer to the whole school environment (e.g., the classroom, the playground, the cafeteria).

ALAMEDA COUNTY

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Class #

7774



Child ID	Child Initials (First, Middle, Last)	How SMOOTH was this child's transition into school?				How NERVOUS does this child seem at school?				How often does this child PARTICIPATE in class discussion?				How much does this child seem to ENJOY school?			
		Very smooth	Smooth	Somewhat smooth	Not smooth	Not nervous	Somewhat nervous	Nervous	Very nervous	Very often	Often	Now and then	Hardly ever	Enjoys very much	Enjoys	Enjoys somewhat	Does not enjoy
01		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Child ID	Child Initials (First, Middle, Last)	How SMOOTH was this child's transition into school?				How NERVOUS does this child seem at school?				How often does this child PARTICIPATE in class discussion?				How much does this child seem to ENJOY school?			
		Very smooth	Smooth	Somewhat smooth	Not smooth	Not nervous	Somewhat nervous	Nervous	Very nervous	Very often	Often	Now and then	Hardly ever	Enjoys very much	Enjoys somewhat	Enjoys somewhat	Does not enjoy
18		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Appendix 3 – Parent Information Form

Class # \_\_\_\_\_ Child # \_\_\_\_\_



## Parent Information Form 2011

The following survey asks you questions about your son or daughter who just started kindergarten. To thank you for your time, your child's teacher will give your child a new book to keep. When you are finished, please return this form to your child's teacher in the envelope provided. This survey is confidential – please do not write your child's name on it. This information will be used to understand how preschools and elementary schools can better support new students. Thank you very much!

1. What is your relationship to this child?  Mother  Father  Grandparent  Foster Parent  Other: \_\_\_\_\_
2. What is your child's birth date? Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_ What are his or her initials? First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_  
*(For example: Monica Patricia Morales Lopez: First initial=M, middle initial=P and last initials= ML)*
3. Is this child a boy or a girl?  Boy  Girl

4. Thinking about the last year, who usually provided child care for your child in a typical work week? *Please check all that apply.*

<input type="checkbox"/> You or your spouse/partner?	→ if yes →	a. How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> A relative or neighbor?	→ if yes →	a. How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> A babysitter or nanny?	→ if yes →	a. How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> Licensed child care in someone's home?	→ if yes →	a. How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+
<input type="checkbox"/> Licensed child care in a center or preschool?	→ if yes →	a. How many hours per week?	<input type="checkbox"/> 1-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41+

b. What was the name of the center or preschool? *(Please be as specific as possible)* \_\_\_\_\_

5. In the past year, what language(s) were spoken in the places where your child received child care?  
 English  Spanish  Chinese/Cantonese/Mandarin  Vietnamese  Filipino  Korean  Farsi or Dari  Other

Now we have a few questions about your child's preparation for kindergarten.

6. We would like to know whether you received the following kinds of information prior to your child going to kindergarten, and who provided the information.

	No	Yes		Preschool/ Child Care Provider	Elementary School	Another Source
General information about how to develop the skills children need for kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific information about how ready your child was for kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General information about child development and parenting (e.g. what to expect as your child grows and develops)	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about how and when to register your child for school	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes: Who provided?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Which of these things did you do before the first day of school? *Please check all that apply.*

- Attended a parent meeting or orientation
- Visited the school with your child
- Met your child's kindergarten teacher
- Worked with your child on school skills
- Had child attend summer pre-kindergarten program
- Read books or watched videos about kindergarten with your child
- Read books or articles about your child's transition to school
- Asked child's child care provider/preschool questions about kindergarten
- Asked child's child care provider/preschool whether child was ready for kindergarten
- Other
- None of the above

8. How strongly do you agree or disagree with the following statements?

	<i>Disagree very strongly</i>	<i>Disagree</i>	<i>Disagree just a little</i>	<i>Agree just a little</i>	<i>Agree</i>	<i>Agree very strongly</i>
I like to spend time at my child's school when I can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of a child's success in school depends on the classroom teacher—I have limited influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important that I let the teacher know about things that concern my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't know how to help my child make good grades in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make a significant difference in my child's school performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I try hard, I can help my child learn, even when he/she has difficulty understanding something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How would you rate your child's readiness for kindergarten in terms of...

	<i>Not ready yet</i>	<i>Beginning to be ready</i>	<i>Mostly ready</i>	<i>Very ready</i>
<b>Physical coordination</b> (child can eat on own and use toilet on own, can use pencil, can hop and play ball)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills in communicating and expressing him/herself</b> (child can talk to adults clearly, can say what they want clearly, can describe something when asked, asks questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Academic skills</b> (child knows colors, numbers, shapes, letters, can write own name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social and emotional skills</b> (child can follow directions, takes turns and shares, does not disrupt others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now we have a few questions about your family's activities.

10. In a typical week, how often do you or any other family member do the following things with your child? Your child may do these things in school or elsewhere, but please tell us how often these activities happen in your family.

Read for more than five minutes	About _____ times per week
Tell stories or sing songs together	About _____ times per week
Involve your child in household chores like cooking, cleaning, setting the table, or caring for pets	About _____ times per week
Play games or do puzzles with your child	About _____ times per week
Do arts or crafts with your child	About _____ times per week
Play a sport or exercise together	About _____ times per week



11. How many days per week do you do the following:

Eat family meals together	About _____ days per week
Follow a routine when putting your child to bed at night	About _____ days per week

12. What time does your child usually go to bed on a week night? (Please select only one response):

- Before 8pm    8pm    8:30pm    9pm    9:30pm    10pm    10:30pm    11pm    After 11pm

13. How many days during a typical school week does your child eat breakfast?

- 0 days    1 day    2 days    3 days    4 days    5 days

14. About how many total hours a day does your child watch television, watch videos, or play video or computer games?

About \_\_\_\_ hours and \_\_\_\_ minutes per day

15. Do you have access to the internet for your personal (not work-related) use?    Yes    No

a. If yes, please check the ways/places where you typically use the internet for your personal (not work-related) needs:

- At home    At a friend or family member's home    At an internet café  
 At school    On a smartphone    At a restaurant, café, or other setting with public WiFi  
 At work    At a library    Other: \_\_\_\_\_

16. What kinds of parenting programs, services, or supports have you received? Please check all that apply.

- Regular medical check-ups while pregnant    Parent support groups  
 WIC (Women, Infants, and Children)    Information or programs at your church/religious organization  
 Home visits from a nurse, community worker, or other provider    Help from extended family  
 Information from your child's child care provider    Help from neighbors and/or friends  
 Parent education classes    None of the above

17. In the past year, what types of local family resources have you used? Please check all that apply.

- Community clinic    Local museum(s)    Libraries    Other: \_\_\_\_\_  
 Arts/music programs    Local parks    Recreational activities, camps, and sports    None of the above

18. Please tell us the extent to which the following statements are true for you by making one mark for each item below.

	Definitely true for me	Somewhat true for me	Not very true for me	Not at all true for me
There is someone I can count on to watch my child when I need to run an errand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is someone I can count on to watch my child when I need a break.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can easily find someone to talk to when I need advice about how to raise my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Thinking about the past month, how much of the time you have felt...

	None of the time	Some of the time	Most of the time	All of the time
That your child was much harder to care for than most children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your child does things that really bother you a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were giving up too much of your life to meet your child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How much have the following things been a concern for you in the last year?

	<i>Not a concern</i>	<i>Somewhat of a concern</i>	<i>A big concern</i>
Money and paying the bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health or health care issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-related problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems with your spouse or partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below are a few health-related questions about your child.

21. When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)?  No  Yes  Don't know
22. Does your child have a regular doctor, pediatric provider or clinic?  Yes  No
23. Does your child have a regular dentist?  Yes  No
24. In the past year, has your child had a dental exam?  Yes  No
25. What type of health insurance does your child have?  No insurance  Medi-Cal  Healthy Families  Private insurance
26. In the past year, has your child received any of the following screenings? *(Please check all that apply):*  
 Hearing  Vision  Developmental assessment of speech, communication, motor skills, problem-solving and/or social behavioral skills
27. Does your child have any special needs that might affect his or her participation in kindergarten, such as problems with vision, hearing, chronic illness, behavior or ADHD?

No  Yes → *If yes, please complete items A-D below.*



A. If yes, what special need does your child have? \_\_\_\_\_

B. How did you learn that your child had this special need?  
 Diagnosis / assessment by your child's pediatrician or other doctor  Your own diagnosis / assessment  
 Diagnosis / assessment by another professional  Other: \_\_\_\_\_

C. How old was your child when this need was first identified? \_\_\_\_\_ years and \_\_\_\_\_ months

D. Has your child received professional help for this special need (e.g., help from a pediatrician, school professional, therapist, regional center services)?  
 No  Yes → If yes, what type of help did you seek? \_\_\_\_\_

Finally, we would like to know basic demographic information about your family and the child who is in kindergarten.

28. Do you consider yourself to be a single parent?  Yes  No
29. Have you or any other primary parent / guardian lost your job during the past year?  Yes  No
30. Please write in the number of family members that live in your house who are in each age group.  
 Number of children ages 0-5 \_\_\_\_\_ Number of children ages 6-17 \_\_\_\_\_ Number of adults (ages 18+) \_\_\_\_\_



31. How many home addresses have you had since your kindergarten child was born? \_\_\_\_ Addresses
32. What is the language you use MOST often with your child at home?
- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/> English    | <input type="checkbox"/> Filipino (Pilipino or Tagalog)                 | <input type="checkbox"/> Hindi, Punjabi, or other South Asian language         |
| <input type="checkbox"/> Spanish    | <input type="checkbox"/> Korean   | <input type="checkbox"/> Farsi, Dari, Arabic, or other Middle Eastern language |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Cantonese, Mandarin, or other Chinese language | <input type="checkbox"/> Other: _____  |
33. How well do YOU speak English?
- |  |  |
|--|--|
| <input type="checkbox"/> Very well; English is my primary language   | <input type="checkbox"/> Not very well; I know some words in English, but often not enough to communicate what I want to say |
| <input type="checkbox"/> Very well; but English is not my first language   | <input type="checkbox"/> Not at all; I know very few or no English words   |
| <input type="checkbox"/> Somewhat well; I usually – but not always – can communicate what I want to say in English |  |
34. What is the highest education level the child's mother has completed?
- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Less than 6 <sup>th</sup> grade          | <input type="checkbox"/> High school                   | <input type="checkbox"/> Bachelor's degree (BA or BS) |
| <input type="checkbox"/> 6 <sup>th</sup> grade                    | <input type="checkbox"/> Some college                  | <input type="checkbox"/> Completed degree             |
| <input type="checkbox"/> 7 <sup>th</sup> or 8 <sup>th</sup> grade | <input type="checkbox"/> Associate's degree (AA or AS) | <input type="checkbox"/> Don't know                   |
35. What is the child's mother's date of birth? Month \_\_\_\_ Day \_\_\_\_ Year \_\_\_\_  Don't know
36. What is your child's primary ethnicity?
- |   |   |
|---|---|
| <input type="checkbox"/> Mexican                  | <input type="checkbox"/> African  |
| <input type="checkbox"/> Cuban / Puerto Rican     | <input type="checkbox"/> Pacific Islander (Please mark: <input type="checkbox"/> Samoan <input type="checkbox"/> Tongan <input type="checkbox"/> Fijian <input type="checkbox"/> Other)                                 |
| <input type="checkbox"/> Central American         | <input type="checkbox"/> East Asian (Please mark: <input type="checkbox"/> Japanese <input type="checkbox"/> Chinese <input type="checkbox"/> Korean <input type="checkbox"/> Taiwanese <input type="checkbox"/> Other) |
| <input type="checkbox"/> Other Hispanic or Latino | <input type="checkbox"/> Filipino   |
| <input type="checkbox"/> Caucasian / White        | <input type="checkbox"/> Other Southeast Asian (Please mark: <input type="checkbox"/> Thai <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other)  |
| <input type="checkbox"/> African American         | <input type="checkbox"/> South Asian (Please mark: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Other)                              |
| <input type="checkbox"/> Native American          | <input type="checkbox"/> Multi-ethnic   |
| <input type="checkbox"/> Middle Eastern           | <input type="checkbox"/> Other: _____   |
37. What is your approximate family income per year?
- |  |  |  |
|--|--|--|
| <input type="checkbox"/> \$0 – \$14,999      | <input type="checkbox"/> \$35,000 - \$49,999 | <input type="checkbox"/> \$75,000 – \$99,999 |
| <input type="checkbox"/> \$15,000 – \$34,999 | <input type="checkbox"/> \$50,000 - \$74,999 | <input type="checkbox"/> \$100,000 or more   |

***Thank you!***

***Please fold your survey into the envelope provided, seal it, and return to your child's teacher.***

# Appendix 4 – Kindergarten Teacher Survey

## Kindergarten Teacher Survey 2011

Please rate the LEVEL OF PROFICIENCY students must have in the following school readiness indicators in order to have a successful transition into kindergarten, i.e. for them to be "school ready." Make your ratings by marking the appropriate bubble for each item.

ALAMEDA COUNTY (1)

Class #

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**Self-Care & Motor Skills**

	NOT YET 1	BEGINNING 2	IN PROGRESS 3	PROFICIENT 4
1. Uses small manipulatives (i.e., effectively uses pencil and scissors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has general coordination on playground (e.g., kicks or catches balls, runs smoothly, hops on one foot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Performs basic self-help / self-care tasks (e.g., independently eats and uses toilet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Self-Regulation**

4. Comforts self, using adult guidance when appropriate (e.g., initiates strategies to soothe themselves)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Stays focused / pays attention during activities (e.g., stays focused in large group, completes tasks in small group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Controls impulses and self-regulates (e.g., follows class rules, is not disruptive of others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Follows one- to two-step directions (e.g., "Please hang-up your jacket, and go sit on the rug")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Negotiates with peers to resolve social conflicts, using adult guidance when appropriate (e.g., engages in problem-solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Works and plays cooperatively with peers (e.g., takes turns and shares, helps others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Participates successfully in circle time (e.g., stays focused, sits still, sings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Handles frustration well (e.g., does not act out, asks for help, does not withdraw, seeks out responsive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Social Expression**

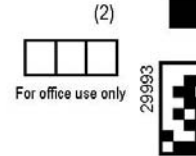
12. Relates appropriately to adults other than parent/primary caregiver (e.g., converses with, seeks help from)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Appropriately expresses needs and wants verbally in primary language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Has expressive abilities (e.g., tells about a story or experience in response to a prompt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Expresses curiosity and eagerness for learning (e.g., tries new activities, asks questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Engages in symbolic / imaginative play with self or peers (e.g., plays house, fire station)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kindergarten Academics**

18. Engages with books (e.g., knows how to hold a book, knows where a book starts, pretends to read, knows a book conveys information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Writes own first name (e.g., spells and writes all letters correctly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Recognizes rhyming words (shoe/glue + blue + dog + zoo + car) and (cat/hat + bat + box + mat + red)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Counts 10 objects correctly ("Please give Maria 10 crayons" or "Please put 10 blocks in the basket")	0-2 words None	3-4 words 1-5 objects	5-6 words 6-9 objects	7-8 words All 10 objects
22. Recognizes letters of the alphabet (note: out of sequence, may be CAPS, lowercase or combination)	None	1-12 letters	13-25 letters	All 26 letters
23. Recognizes basic colors (Basic 8: red, orange, yellow, green, blue, purple, brown, and black)	None	1-4 colors	5-7 colors	All 8 colors
24. Recognizes primary shapes (circle, triangle, square)	None	1 shape	2 shapes	All 3 shapes

Please read through the same list of 24 indicators in the table below when answering these three questions:

- A. Which 5 indicators are most important for entry into kindergarten? In the first column, please mark 5 of the indicator bubbles.
- B. Which 5 indicators are easiest to impact during the school year? In the second column, please mark 5 of the following indicator bubbles.
- C. On which 5 indicators do you spend most of your time during the school year? In the third column, please mark 5 of the indicator bubbles.



A. Most important for kindergarten entry? (Check only 5)	B. Easiest to impact (Check only 5)	C. Where do you spend most of your time? (Check only 5)	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Uses small manipulatives (i.e., effectively uses pencil and scissors)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Has general coordination on playground (e.g., kicks or catches balls, runs smoothly, hops on one foot)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Performs basic self-help / self-care tasks (e.g., independently eats and uses toilet)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Comforts self, using adult guidance when appropriate (e.g., initiates strategies to soothe themselves)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Stays focused / pays attention during activities (e.g., stays focused in large group, completes tasks in small group)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Controls impulses and self-regulates (e.g., follows class rules, is not disruptive of others)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Follows one- to two-step directions (e.g., "Please hang-up your jacket, and go sit on the rug")
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Negotiates with peers to resolve social conflicts, using adult guidance when appropriate (e.g., engages in problem-solving)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Works and plays cooperatively with peers (e.g., takes turns and shares, helps others)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Participates successfully in circle time (e.g., listens, focuses, sits still, engages)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Handles frustration well (e.g., does not act out, asks for help, does not meltdown, becomes re-responsive)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Relies appropriately on adults (less than parents/primary caregivers) (e.g., converse, talk, seeks help from)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Appropriately expresses needs and wants verbally in primary language
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Has expressive abilities (e.g., tells about a story or experience in response to a prompt)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Expresses curiosity and eagerness for learning (e.g., tries new activities, asks questions)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Engages in symbolic / imaginative play with self or peers (e.g., plays house, fire station)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Engages with books (e.g., knows how to hold a book, knows where a book starts, pretends to read, knows a book conveys information)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Writes own first name (e.g., spells and writes all letters correctly)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Recognizes rhyming words (shoe/glue + blue + dog + zoo + car) and (cat/hat + bat + box + mat + red)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Counts 10 objects correctly ("Please give Maria 10 crayons" or "Please put 10 blocks in the basket")
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Recognizes letters of the alphabet (note: out of sequence, may be CAPs, lowercase or combination)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Recognizes basic colors (Basic 8: red, orange, yellow, green, blue, purple, brown, and black)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Recognizes primary shapes (circle, triangle, square)

### Your Classroom

The following questions ask about different characteristics and practices of your kindergarten classroom.

(3)  

--	--	--

  
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49. Is your kindergarten class full-day, half-day, or extended day?  Full-day  Half-day  Extended day

50. How often do you incorporate activities into your curriculum that are specifically designed to...

	None of the time	Some of the time	Most of the time	All of the time
a. Support and include children who have special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Support and include English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Facilitate the development of children's self-regulation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Promote children's social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Promote children's emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. What percentage of your curriculum instruction is done in a language other than English? About \_\_\_\_\_ %

52. Do you teach using a bilingual program?  No  Yes

### Parent Engagement

53. We are interested in learning more about the engagement level of your students' parents. We know that the children in your classroom (and their parents) can vary from year to year, but please answer these questions based on the parents of the students in your classroom that you had LAST YEAR (the 2010-2011 school year).

How many of your students' parents from last year participated in each of the following activities? Please provide your best estimate for each item.

	None or very few	Some, but less than half	About half	More than half, but not all	All or almost all	Don't know
a. Attended scheduled parent-teacher conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Attended meetings or workshops at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Attended class field trips.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Contacted me when their child was having a problem with learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Contacted me when they had something really good to report about their child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Volunteered in my classroom or in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Asked me for specific activities they could do at home with the child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discussed TV programs with their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Helped their child with homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Listened to their child read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Gave me information about their child's needs, interests, or talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Talked to their child about the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Visited my classroom at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Took the child to the library or community events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Attended children's performances at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>> PLEASE CONTINUE

**Your experience and background**

54. Including in this year, how many total years have you taught elementary school?  
 \_\_\_\_\_ years in elementary school

55. Of these years, how many years have you spent teaching kindergarten?  
 \_\_\_\_\_ years teaching kindergarten

56. Did you teach kindergarten last year (the 2010-2011 school year)?  No  Yes

57. What race/ethnicity do you consider yourself to be? *Please check ONE response below.*

- Mexican
- Cuban/ Puerto Rican
- Central American
- Other Hispanic or Latino
- Caucasian/White
- Middle Eastern
- Native American
- African American
- African
- Filipino
- Pacific Islander (Please mark:  Samoan  Tongan  Fijian  Other )
- East Asian (Please mark:  Japanese  Chinese  Korean  Taiwanese  Other )
- Other Southeast Asia (Please mark:  Thai  Vietnamese  Other )
- South Asia (Please mark:  Indian  Pakistani  Bangladeshi  Other )
- Multi-ethnic
- Other: \_\_\_\_\_

58. Are you fluent in any languages other than English?  No  Yes

a. If yes, in what language(s)?  Spanish  Chinese/Cantonese/Mandarin  Vietnamese  Filipino  Korean  Farsi or Dari  Other: \_\_\_\_\_

**Finally, the following questions ask about the sources of information you used to complete your Kindergarten Observation Forms (KOFs).**

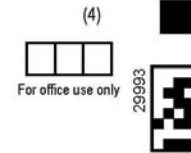
59. To what extent did you use the following sources when you completed your assessments of students' skill levels using the KOF?

	Not at all	A little bit	A moderate amount	A great deal
a. Your own expertise and judgement about school readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Advice from other colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The KOF Scoring Guide that was included in your packet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Not including time spent during the training session, about how many minutes did you spend reviewing the readiness skill information that was provided in the KOF Scoring Guide?

About \_\_\_\_\_ minutes

FOR OFFICE USE ONLY: 51)    54)    55)    60)



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# Appendix 5 — KOF Scoring Guide



## Kindergarten Observation Form Scoring Guide — 2011

**Page 1 of KOF: Receptive/Expressive Language Skills** (Questions 16a and 16b)

*The English language skill performance levels and descriptors below correspond to those used by the California Department of Education for categorizing the performance of English Learners on the California English Language Development Test (CELDT).*

Language Skills	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
16a. How would you rate this child's skills in understanding English (receptive language skills)?	Child has little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempts to follow simple oral directions with limited success	Child typically understands some basic social language, with limited comprehension of basic vocabulary; she/he understands and attempts to follow a few simple oral directions	Child typically demonstrates comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; she/he understands and attempts to follow simple oral directions	Child typically demonstrates comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; she/he understands and follows most simple oral directions	Child typically demonstrates comprehension of most academic language with complex syntax and vocabulary; she/he understands and follows all simple oral directions
16b. How would you rate this child's skills in speaking English (expressive language skills)?	Child may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempts to tell part of a story, using simple words and phrases	Child typically uses a limited range of vocabulary and syntax appropriate to setting and purpose but makes frequent errors that impede communication; she/he tells a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent	Child typically uses a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; she/he tells a coherent story, based on a picture sequence, that may not clearly express the major events, using phrased and incomplete sentences	Child typically uses fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; she/he tells a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors	Child typically uses extensive vocabulary and complex syntax appropriate to setting and purpose; she/he tells a coherent and detailed story based on a picture sequence, using complete and complex sentences



**Page 2 of KOF – Proficiency Definitions of 24 Readiness Indicators**

Readiness Indicator	Definition of Indicator	Not Yet <small>Child does not yet demonstrate; cannot yet perform without adult assistance</small>	Beginning <small>Child is just beginning to demonstrate; needs significant or frequent adult assistance</small>	In Progress <small>Child demonstrates occasionally and somewhat competently; has room for improvement; needs minor or occasional assistance</small>	Proficient <small>Child demonstrates consistently and competently; performs independently</small>
17. Uses small manipulatives	This readiness indicator is measured by two behaviors: <ul style="list-style-type: none"> <li>◆ Use of scissors</li> <li>◆ Use of pencil (pincer or tripod grip)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child can pick up scissors but holds with both hands to cut</li> <li>◆ Child holds pencil with a "first grip" in the middle or top of pencil; may create basic lines and dots</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child holds scissors mainly with one hand, and is able to make little 'snips', but can't yet cut in straight line or manipulate paper</li> <li>◆ Child grips lower down on pencil; can make a somewhat controlled line or 'squiggle'</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child can cut a straight line but doesn't yet manipulate paper in order to cut around lines/ corners</li> <li>◆ Child has modified pincer grip and uses moderate pressure and control to make firm lines and beginning shapes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child manipulates paper to support cutting around lines, corners, etc to make shapes</li> <li>◆ Child uses pincer grip with firm pressure to make intentional lines and shapes; has enough control over tool to complete a circle</li> </ul>
18. Has general coordination on playground	This indicator is measured by three behaviors: <ul style="list-style-type: none"> <li>◆ Running</li> <li>◆ Hopping</li> <li>◆ Playing with balls</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child does not attempt to run, but instead shuffles; falls or trips frequently.</li> <li>◆ Child can jump but not hop on one foot</li> <li>◆ Child can't yet kick or catch a ball with two hands</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child runs but with an uncoordinated, awkward gait; arms are not coordinated with legs; falls or trips frequently</li> <li>◆ Child can hop on one foot a couple of times but then has to put foot down to catch self</li> <li>◆ Child can kick a ball, but with little control (more of a 'strike'), and can't yet catch a ball</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child's running motion is more fluid; legs move well but arms are not in sync with legs; falls or trips occasionally</li> <li>◆ Child hops in place on either foot, but does not yet have the control needed to move forward</li> <li>◆ Child can kick a ball with intention and attempts to catch a ball with two hands</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child runs fluidly, arms and legs are in sync, rarely trips or falls</li> <li>◆ Child hops on either foot while moving a few feet forward</li> <li>◆ Child kicks a ball with intention and catches a ball with two hands</li> </ul>
19. Performs basic self-help / self-care tasks	This indicator is measured by two behaviors: <ul style="list-style-type: none"> <li>◆ Toileting</li> <li>◆ Eating on own</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child does not go to toilet on own; and once in toilet, cannot 'go' on their own; frequently has accidents</li> <li>◆ Child does not feed themselves; cannot eat independent of adult assistance (adult opens items, lays them out and directs child)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child does get to the toilet on own, but once there, is messy (pants get wet or stuck around ankles); adult has to escort and assist</li> <li>◆ Child makes attempt eat on own, but needs adult assistance and frequent reminders and prompting</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child gets to toilet and goes inside on own, but needs adult to be outside the stall prompting ("Did you finish? Did you remember to flush?")</li> <li>◆ Child mostly feeds self, needs only little assistance (e.g. to open containers) and an occasional reminder</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child goes to toilet on own and finishes and exits without incident; adult assistance is not needed</li> <li>◆ Child eats on own; opens containers and eats what is provided without adult reminders or guidance</li> </ul>
20. Comforts self, using adult guidance when appropriate	Child initiates his/ her self-soothing techniques, and adult is a resource to facilitate that self-comfort, but adult is not initiating or directing this process. Examples of this indicator include: <ul style="list-style-type: none"> <li>◆ Going to a quiet area when upset</li> <li>◆ Seeking a comforting toy</li> <li>◆ Holding him/herself</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child has no self-soothing strategy for calming self; has frequent and/ or intense meltdowns</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child requires an adult to talk through potential self-soothing strategies and to guide use of one strategy ("Well, what might help you feel better.... would you like to sit to read your train book, or maybe go sit with your favorite stuffed animal? OK, let's go have some quiet time with your stuffed animal")</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child initiates own self-soothing strategy but needs occasional adult prompting</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child initiates and uses self soothing strategy independently</li> </ul>

Readiness Indicator	Definition of Indicator	Not Yet Child does not yet demonstrate; cannot yet perform without adult assistance	Beginning Child is just beginning to demonstrate; needs significant or frequent adult assistance	In Progress Child demonstrates occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance	Proficient Child demonstrates consistently and competently; performs independently
21. Stays focused / pays attention during activities	This indicator is measured by the ability to: <ul style="list-style-type: none"> <li>Focus during large group (LG) instruction (for the duration of one circle time activity)</li> <li>Focus during small group (SG/I) or individual instruction (for the duration of an activity such as drawing a simple picture or matching different shapes)</li> </ul>	<ul style="list-style-type: none"> <li>LG: Child cannot sit still or sustain focus during large group instruction</li> <li>SG/I: Child can't begin or carry out activity without adult at their side. If left alone, will cease activity and/ or move away to other activity</li> </ul>	<ul style="list-style-type: none"> <li>LG: Child requires constant prompts, reminders, or special seats in front of class</li> <li>SG/I: Child starts task but needs frequent reminders or assistance; may not complete the task</li> </ul>	<ul style="list-style-type: none"> <li>LG: Child stays focused and pays attention with a few prompts</li> <li>SG/I: Child completes the task but requires a few prompts</li> </ul>	<ul style="list-style-type: none"> <li>LG: Child stays focused, pays attention in large circle</li> <li>SG/I: Child begins and completes the task without prompts or reminders</li> </ul>
22. Controls impulses and self-regulates	The ability to control impulses at the level needed to be successful within the rules and structure of the classroom. Best example of this indicator includes: <ul style="list-style-type: none"> <li>Follows rules of each class activity and segment (is not disruptive of others or class; waits turn for a toy, snack, etc without grabbing)</li> </ul>	<ul style="list-style-type: none"> <li>Child does not follow class rules/ expectations; interrupts when others are talking; shouts out during circle time without raising hand; grabs objects from others or when its not time to do so, doesn't take turns</li> </ul>	<ul style="list-style-type: none"> <li>Child begins to follow classroom expectations throughout each segment and begins to behave appropriately within each (when it is time to jump and shout, when it is time to line up, when it is time to work as a team, etc), but needs frequent and <u>specific</u> reminders or redirecting to follow along</li> </ul>	<ul style="list-style-type: none"> <li>Child follows rules, requiring only occasional simple cues; needs occasional help to transition from one segment to the next</li> </ul>	<ul style="list-style-type: none"> <li>Child consistently follows rules of each class activity and segment and shows appropriate classroom behavior (control self, is not disruptive of others or class; waits turn for a toy, snack, etc without grabbing, refrains from running around the classroom when it is not appropriate); smoothly transitions from one activity to the next</li> </ul>
23. Follows one- to two-step directions	Example of this indicator includes: <ul style="list-style-type: none"> <li>"Please hang-up your jacket, and go sit on the rug."</li> </ul>	<ul style="list-style-type: none"> <li>Child does not follow the first of the two-step direction</li> </ul>	<ul style="list-style-type: none"> <li>Child start step 1 and needs adult prompting to complete; does not start step 2</li> </ul>	<ul style="list-style-type: none"> <li>Child follows step 1 and step 2, needs occasional adult prompts or support</li> </ul>	<ul style="list-style-type: none"> <li>Child follows step 1 and step 2 consistently and independently</li> </ul>
24. Negotiates with peers to resolve social conflicts, using adult guidance when appropriate	Example of this indicator includes: <ul style="list-style-type: none"> <li>Engaging in problem-solving with peers (sharing toys or taking turns, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Child consistently requires adult intervention to solve problems Example: To teacher: "She won't share!"</li> </ul>	<ul style="list-style-type: none"> <li>Child is sometimes able to communicate to negotiate conflict but frequently needs adult assistance Example: To peer: "I want to play with it too." To teacher: "She won't share!"</li> </ul>	<ul style="list-style-type: none"> <li>Child attempts to initiate resolutions to conflict (e.g., suggests solutions for compromise) but occasionally requires adult intervention Example: "I want to play with it too. You have to share"</li> </ul>	<ul style="list-style-type: none"> <li>Child is independently able to employ a strategy for resolution and rarely requires adult assistance. Example: "I want to play with it too. Can we take turns? When is it my turn?"</li> </ul>
25. Works and plays cooperatively with peers	Child independently initiates and/or actively participates in cooperative play. Examples of this indicator include: <ul style="list-style-type: none"> <li>S/he responds appropriately when asked by another child to play or work cooperatively to complete some game or project</li> <li>S/he relates to group play with a common goal or purpose (e.g., building with blocks, assembling train tracks)</li> </ul>	<ul style="list-style-type: none"> <li>Child rarely initiates or is uncertain how to initiate coordinated group play; may be present in the group, but does not engage in common purpose of the interaction (i.e., prefers "parallel play" instead)</li> </ul>	<ul style="list-style-type: none"> <li>Child begins to make attempts at initiating or participating in cooperative activity but frequently needs adult support</li> </ul>	<ul style="list-style-type: none"> <li>Child actively participates in and occasionally initiates cooperative play; helps others to achieve common play idea/purpose (e.g., assigns roles to other children); rarely needs adult support</li> </ul>	<ul style="list-style-type: none"> <li>Child independently initiates and/or actively participates in cooperative play, invites others to join, helps others understand common goal of play, and demonstrates ability to negotiate roles</li> </ul>

Readiness Indicator	Definition of Indicator	Not Yet Child does not yet demonstrate; cannot yet perform without adult assistance	Beginning Child is just beginning to demonstrate; needs significant or frequent adult assistance	In Progress Child demonstrates occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance	Proficient Child demonstrates consistently and competently; performs independently
26. Participates successfully in circle time	This indicator is measured by the child: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing</li> <li>• Sitting still</li> <li>• Engaging in circle time activities</li> </ul>	<ul style="list-style-type: none"> <li>• May only watch; is rarely able to engage/ participate in circle time; rarely able to follow classroom expectations around circle time (e.g. gets up and walks around, cannot sit still, frequently interrupts/ is disruptive); consistently requires adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Observing, mimicking other children, but are not engaged themselves in circle time activities; focus wanders; occasionally interrupts; sometimes requires adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently, but not consistently engaged in circle time activities; able to follow classroom expectations around circle time; rarely requires adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently follows circle time expectations without adult assistance; is consistently focused and engaged in circle time activities</li> </ul>
27. Handles frustration well	Examples of this indicator include: <ul style="list-style-type: none"> <li>• Child independently asks for help</li> <li>• Expresses frustration verbally without withdrawing or becoming unresponsive</li> <li>• Does not respond with violence or disruptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently displays immediate emotional reaction following a frustrating situation (e.g., shuts down and withdraws, cries, hits, bites); consistently requires adult assistance for soothing; "acts out"</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use words rather than behavior to communicate frustration; begins to seek adult re-direction to handle frustration; frequently requires adult intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Is frequently able to identify and verbally communicate emotional upset; able to seek adult assistance and responds to adult re-direction; beginning to generate own appropriate coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently able to identify and verbally communicate emotional upset; able to stabilize own emotional response (employs their own coping strategy), only occasionally requiring adult assistance</li> </ul>
▶ 28. Relates appropriately to adults other than parent/primary caregiver	This indicator is measured by the child: <ul style="list-style-type: none"> <li>• Conversing with adults other than parent/primary caregiver</li> <li>• Appropriately seeking help, support, comfort from adults other than parent/primary caregiver</li> </ul> <p>Examples of other adults include a teacher, playground monitor, other school staff, etc.</p>	<ul style="list-style-type: none"> <li>• Unable to initiate and/or avoids and/or fears interactions with adult/teacher; adult initiates all interaction; adult/teacher interaction is limited to addressing the child's own needs/wants</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to seek help from adult/ teacher (verbal or non-verbal) when needed and may require adult initiation; begins to show interest in interacting with adult/teacher beyond the service of immediate needs/wants</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently able to initiate receiving help from adult/teacher when needed; frequently initiates interaction with adult/teacher, shows interest in relating to adult/teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicates need for help (verbally or non-verbally); initiates interactions to seek support (e.g., comfort when distressed, support for problem solving, etc.); consistently initiates interaction with adult/teacher; demonstrates interest in mutual relationship with adult/ teacher</li> </ul>
▶ 29. Appropriately expresses needs and wants verbally in primary language	Child's ability to engage in verbal expression in a socially appropriate manner. Example: <ul style="list-style-type: none"> <li>• Child needs to use toilet and raises her/his hand to communicate the need and asks to be excused in advance of the need becoming urgent.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not express needs/wants at appropriate times (interrupts class to express need/want); is demanding; expression of needs/wants is non verbal; Child may be fearful or unwilling to communicate needs/wants Example: Child needs to use the toilet, but avoids expressing this need verbally to teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to express needs/wants verbally, but sometimes disrupts class to express needs/wants; frequently requires adult/teacher intervention to draw out child's needs/wants Example: Child needs to use toilet and bounces up and down in her/his seat, but does not ask to be excused; waits for teacher to acknowledge the need and to provide direction</li> </ul>	<ul style="list-style-type: none"> <li>• Usually able to verbally communicate needs/wants; rarely disrupts class to express needs/wants; rarely requires adult/teacher intervention to verbally communicate needs/wants Example: Child needs to use toilet urgently and bounces up and down in her/his seat while pleading to be excused</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently expresses needs/wants verbally and at appropriate times without disruption to class; does not demand; shows evidence of impulse control Example: Child needs to use toilet and raises her/his hand to communicate the need and asks to be excused in advance of the need becoming urgent</li> </ul>

Readiness Indicator	Definition of Indicator	Not Yet Child does not yet demonstrate; cannot yet perform without adult assistance	Beginning Child is just beginning to demonstrate; needs significant or frequent adult assistance	In Progress Child demonstrates occasionally and somewhat competently; has room for improvement; needs minor or occasional assistance	Proficient Child demonstrates consistently and competently; performs independently
30. Expresses empathy or caring for others	<p>Examples of this indicator include:</p> <ul style="list-style-type: none"> <li>Child consoles or comforts a peer who is crying</li> <li>Cares for/nurtures a doll or stuffed animal during pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Child may be aware of another's distress but concern is for own experience; Does not know how to respond with concern; Requires adult intervention Example: in response to another child's distress: "That crying is loud! Make it stop!"</li> </ul>	<ul style="list-style-type: none"> <li>Shows concern for another's distress and may make attempt to help; Seeks assistance from adult Example: offering a toy in response to a child's crying from a scraped knee</li> </ul>	<ul style="list-style-type: none"> <li>Shows concern for another's distress and makes an effort to respond directly to the situation; appropriately seeks adult assistance Example: getting a band-aid in response to a child's crying from a scraped knee</li> </ul>	<ul style="list-style-type: none"> <li>Offers competent assistance in response to another's distress and demonstrates learned and practiced social responses of empathy and caring Example: offering a band-aid for the scraped knee and giving a hug, telling the distressed child, "It'll be okay"</li> </ul>
31. Has expressive abilities	<p>Child's ability to tell about a story or experience in response to a prompt, and elaborate if further prompted. This indicator measures the <i>quality</i> of expression or narrative, and should <i>not</i> be seen as an indicator of introversion or extroversion. Prompts may include:</p> <ul style="list-style-type: none"> <li>"What is your favorite game to play here at school?"</li> <li>"What did you do yesterday?"</li> <li>"What did you like the best about that story?"</li> <li>"What is your favorite thing to do at the park?"</li> </ul>	<ul style="list-style-type: none"> <li>Offers no details or minimal details in telling a story in response to a prompt Example: Teacher: "What did you do yesterday?" Child: "I played."</li> </ul>	<ul style="list-style-type: none"> <li>Offers few details in telling a story; responds to prompts for elaboration Example: Teacher: "What did you do yesterday?" Child: "I played in the park". Teacher: "What did you play with in the park?" Child: "I played on the swings and chased my friend."</li> </ul>	<ul style="list-style-type: none"> <li>Offers detailed story-telling; responds to prompts to elaborate with greater detail Example: Teacher: "What did you do yesterday?" Child: "I played in the park near my house". Teacher: "What did you play with in the park?" Child: "I played on the swings and chased my friend and had birthday cake". Teacher: "Did you have fun?" Child: "It was fun. Jo opened presents."</li> </ul>	<ul style="list-style-type: none"> <li>Offers detailed, descriptive response, usually does not require prompt to elaborate; response includes sequential ordering of the story, and may include inference Example: Teacher: "What did you do yesterday?" Child: "I played in the park near my house for Jo's birthday party. We played on the swings, played tag, and ate cake. She opened presents. She liked mine. It was fun."</li> </ul>
32. Expresses curiosity and eagerness for learning	<p>Examples of this indicator include:</p> <ul style="list-style-type: none"> <li>Child pursues knowledge or understanding of new materials or activities; extending learning techniques</li> <li>Child tries new activities (engages in positive "risk-taking")</li> <li>Child asks questions that deepen understanding (How? Why? What?)</li> </ul>	<ul style="list-style-type: none"> <li>Does not try new things without adult direction; does not engage in activities that involve exploration/inquiry/discovery</li> </ul>	<ul style="list-style-type: none"> <li>Takes tentative steps toward learning something new or building on previously learned concepts; shows interest (may actively observe or listen) but does not actively engage in new activities without occasional adult direction</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in new activities; occasionally engages in new activity or exploration without adult direction</li> </ul>	<ul style="list-style-type: none"> <li>Independently seeks and engages in new activities; consistently engages in activities that are exploratory or inquiry-/discovery-based; challenges self with new goals that build on existing knowledge</li> </ul>
33. Engages in symbolic / imaginative play with self or peers	<p>Example of this indicator includes:</p> <ul style="list-style-type: none"> <li>Socio-dramatic play, such as "house" or "fire station"</li> </ul>	<ul style="list-style-type: none"> <li>Does not engage in symbolic play with peers or by her/himself</li> </ul>	<ul style="list-style-type: none"> <li>May engage in symbolic play alone or in parallel with peers (i.e., others may be engaged in symbolic play around the child, but the child is not engaged with others in symbolic play); beginning to involve imaginative play Example: Child picks up a phone and pretends to have a phone conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Complex script for symbolic/imaginative play, alone or with peers; if it is with others, it involves peer <u>interaction</u>; objects used as symbols Example: A block is used to symbolize a phone.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in cooperative imaginative/ symbolic play for an extended period of time alone or with peers, with explicit roles and complex scripts; if it is with others, it involves a group of peers and requires negotiation of roles and common purpose/goal of the symbolic play Example: Playing "house" and assigning roles, developing a story line, and using props.</li> </ul>

Readiness Indicator	Definition of Indicator	Not Yet	Beginning	In Progress	Proficient
34. Engages with books	<p>Child's knowledge of how to use books. This indicator is measured by the child:</p> <ul style="list-style-type: none"> <li>◆ Knowing how to hold a book</li> <li>◆ Knowing where a book starts</li> <li>◆ Pretending to read, using pictures as cues</li> <li>◆ Knowing a book conveys information / tells a story</li> </ul>	<ul style="list-style-type: none"> <li>◆ Does not know how to hold a book right side up</li> <li>◆ Does not know where story begins</li> <li>◆ Does not pretend to read</li> <li>◆ Does not know that turning book pages advances the story.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Inconsistent in ability to hold a book facing up and right side up</li> <li>◆ May open books, but without starting at beginning or turning pages systematically</li> <li>◆ May identify objects in pictures, but without telling a story</li> <li>◆ Little understanding of how engaging with the book relates to story being told</li> </ul>	<ul style="list-style-type: none"> <li>◆ Usually holds a book face-up, right-side up</li> <li>◆ Opens up books at/near beginning and may flip through pages quickly and/or several pages at a time</li> <li>◆ May not read/tell a story all the way to completion</li> <li>◆ Some awareness that a book conveys information/tells a story</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consistently holds a book face-up, right-side up</li> <li>◆ Opens up books at beginning and turns pages one by one, reading or pretend-reading story along with it</li> <li>◆ Reads/tells a story with a book all the way to completion</li> <li>◆ Knows that a book conveys information/tells a story</li> </ul>
35. Writes own first name	<p>Child's ability to write all letters of his/her name correctly and facing the right direction.</p>	<ul style="list-style-type: none"> <li>◆ Unable to produce anything legible/ resembling letters</li> </ul>	<ul style="list-style-type: none"> <li>◆ Attempts to write own name, but is not very legible; May mix letters and symbols; Letters may be scattered around page</li> </ul>	<ul style="list-style-type: none"> <li>◆ All letters are present and legible; Correct sequence of letters, but some may be facing the wrong direction</li> </ul>	<ul style="list-style-type: none"> <li>◆ All letters are present, legible, and facing in the correct direction</li> </ul>
36. Recognizes rhyming words	<p>Recognition (not production) of rhyming words. Each child is read a script that includes examples from a rhyming sequence (shoe, glue, blue, dog, zoo, car). The first example in the sequence is a "give-away" to bring the child into the context of what is being assessed, but the remaining examples in the sequence are given to assess recognition.</p> <p><u>Each child should be read two sequences, for a total of eight correct responses (1a,b,c,d and 2a,b,c,d)</u></p> <ul style="list-style-type: none"> <li>◆ "Rhymes are words that sound the same. For instance, (1) <u>Shoe</u> rhymes with <u>Glue</u>. a. Does <u>Blue</u> rhyme with <u>Glue</u>? (Child should say or nod 'yes'). b. Does <u>Dog</u> rhyme with <u>Glue</u>? (Child should say 'no' or shake head 'no'.) c. Does <u>Zoo</u> rhyme with <u>Glue</u>? (Child should say or nod 'yes'). d. Does <u>Car</u> rhyme with <u>Glue</u>?" (Child should say 'no' or shake head 'no'.)</li> <li>◆ (2) "<u>Cat</u> rhymes with <u>Hat</u>. a. Does <u>Bat</u> rhyme with <u>Hat</u>? (Yes) b. Does <u>Box</u> rhyme with <u>Hat</u>? (No) c. Does <u>Hat</u> rhyme with <u>Hat</u>? (Yes) d. Does <u>Red</u> rhyme with <u>Hat</u>? (No)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Child is read the first rhyming sequence (<u>shoe/glue + blue + dog + zoo + car</u>) and a second rhyming sequence (<u>cat/hat + bat + box + mat + red</u>), and cannot correctly recognize any rhyming words or can recognize 1 to 2 in either sequence.</li> </ul> <p>Example: 0, 1, or 2 out of 8 correct shoe/glue + blue+ dog + zoo + car cat/hat + bat + box + mat + red</p> <p>OR</p> <p>shoe/glue + blue+ dog + zoo + car cat/hat + bat + box + mat + red</p> <p>OR</p> <p>shoe/glue + blue+ dog + zoo + car cat/hat + bat + box + mat + red</p>	<ul style="list-style-type: none"> <li>◆ Child is read the first rhyming sequence and may identify one or two of the examples (blue, dog). Child is then given a second rhyming sequence, and may identify one of the two rhyme examples (bat, box). In sum, the child identifies 3 to 4 rhyme examples across the two sequences.</li> </ul> <p>Example: 3 or 4 out of 8 correct: shoe/glue + blue+ dog +zoo + car cat/hat + bat + box + mat + red</p> <p>OR</p> <p>shoe/glue + blue+ dog +zoo + car cat/hat + bat + box + mat + red</p>	<ul style="list-style-type: none"> <li>◆ Child is read both rhyming sequences and correctly identifies 5 to 6 rhyme examples from the eight given across the two rhyme sequences.</li> </ul> <p>Example: 5 or 6 out of 8 correct: shoe/glue + blue+ dog +zoo + car cat/hat + bat + box + mat + red</p> <p>OR</p> <p>shoe/glue + blue+ dog +zoo + car cat/hat + bat + box + mat + red</p>	<ul style="list-style-type: none"> <li>◆ Child is read both rhyming sequences and correctly identifies 7 to 8 rhyme examples.</li> </ul> <p>Example: 7 or 8 out of 8 correct: shoe/glue + blue+ dog +zoo + car cat/hat + bat + box + mat + red</p> <p>OR</p> <p>shoe/glue + blue+ dog +zoo + car cat/hat + bat + box + mat + red</p>

Readiness Indicator	Definition of Indicator	Not Yet <small>Child does not yet demonstrate; cannot yet perform without adult assistance</small>	Beginning <small>Child is just beginning to demonstrate; needs significant or frequent adult assistance</small>	In Progress <small>Child demonstrates occasionally and somewhat competently; has room for improvement, needs minor or occasional assistance)</small>	Proficient <small>Child demonstrates consistently and competently; performs independently</small>
▶ 37. Counts 10 objects correctly	Examples of prompts include: <ul style="list-style-type: none"> <li>▶ "Please give Maria 10 crayons"</li> <li>▶ "Please put 10 blocks in the basket"</li> </ul>	▶ Cannot count any objects	▶ Can count 1-5 objects	▶ Can count 6-9 objects	▶ Can count all 10 objects
▶ 38. Recognizes letters of the alphabet	Recognition (not production) of letters (CAPs, lowercase or combination). Note: Present the letters out of sequence.	▶ Cannot recognize any letters	▶ Can recognize 1-12 letters	▶ Can recognize 13-25 letters	▶ Can recognize all 26 letters
▶ 39. Recognizes basic colors	Recognition (not production) of the "Basic 8": red, orange, yellow, green, blue, purple, brown, and black	▶ Cannot recognize any colors	▶ Can recognize 1-4 colors	▶ Can recognize 5-7 colors	▶ Can recognize all 8 colors
▶ 40. Recognizes primary shapes	Recognition (not production) of three shapes: Circle, triangle, square	▶ Cannot recognize any primary shapes	▶ Can recognize 1 shape	▶ Can recognize 2 shapes	▶ Can recognize all 3 shapes

# Appendix 6 — Consent Letters



**Dear Parent,**

We have selected your child’s class to be in a study of children as they enter kindergarten. The study will take place in several schools in Alameda County. The study results will help Alameda County learn more about how ready children are for school, and what kind of activities and supports may help children to be more ready for kindergarten.

Your child’s teacher will complete a short, 2-page **observation form** for your child and all children in the class. On the observation form, the teacher notes how your child participates in activities such as circle time, classroom discussions and various learning activities.

In order to understand the backgrounds of the children in the study, the teacher will give you a **parent survey** to complete. Please fill in this survey immediately and return it to your child’s teacher. To thank you for your time, your child will get a children’s book to keep.

Your child’s information in the study is very confidential. For instance:

- The observation form that the teacher completes for your child will NOT be used as part of your child’s grade in the class.
- The observation form will NOT become part of your child’s student record. It will be given back to the researchers.
- The researchers will NOT know the name of your child or any other personal information to identify your family, because there will be no names on any forms. (We will only collect your child’s birthdate so that we can match your parent survey to the teacher’s observation form on your child.)
- Finally, the researchers will never release your child’s information to anyone.
- The information for the hundreds of children in the study will be looked at and summarized together in any reports.

If you agree to have your child be in this study, please sign this form below and return it to your child’s teacher. **If you agree to let your child’s teacher fill out a form for your child, but do not want to fill out the parent survey, we would still like you to sign this form to show that you agree to let your child be observed by the teacher.**

- YES**, I give my permission to have my child participate in the study and be observed by his/her teacher.
- NO**, I do NOT give my permission to have my child participate in the study and be observed by his/her teacher.

**Sign Below:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Thank you for your help!**

For more information about the study, please contact Applied Survey Research:  
Kristi Kelly, 408-247-8319



**Estimados Padres de Familia,**

El salón de clase de su hijo/a ha sido seleccionado para participar en un estudio con respecto a la preparación de los niños a kindergarten. El estudio se estará llevando a cabo en una serie de escuelas seleccionadas al azar en todo el condado de Alameda. Los resultados de este estudio serán utilizados para el desarrollo de nuevos programas que ayuden a los niños y sus familias a prepararse para el ingreso a la escuela al grado de kindergarten.

El estudio consiste en que la profesora o el profesor de kindergarten diligencie tanto para su hijo/a como para el resto de estudiantes del salón un **formulario de observación**. En el formulario de observación, la profesora o el profesor anotará que tan bien los niños pueden realizar ciertas cosas tales como: participar en actividades de grupo, hacer preguntas en clase y diferentes actividades de aprendizaje.

Con el fin de entender otras características, tanto de su hijo como de los demás niños, la profesora o el profesor le entregará a Ud. un **cuestionario para padres**. Por favor complete este cuestionario lo más pronto posible y devuélvalo a la profesora o profesor de su hijo. Como agradecimiento por habernos regalado un poco de su tiempo, su niño recibirá un libro infantil de regalo.

La información de su hijo/a será confidencial. Por ejemplo:

- El formulario de información que será llenado por la profesora o profesor para su hijo/a, **NO** será usado como parte de su nota.
- EL formulario de información **NO** será parte del registro de notas de su hijo/a ni de los estudiantes. Será entregado directamente a los investigadores.
- Los investigadores **NO** sabrán el nombre de su hijo/a y tampoco ninguna información personal que pueda identificar a su familia; recuerde que no habrán nombres en ninguna de las formas (solamente necesitaremos la fecha de nacimiento de su hijo/a para poder identificar el cuestionario de padres y adjuntarlo con el formulario de observación de la profesora o del profesor de su hijo/a).
- Finalmente, la información de su hijo/a provista a los investigadores, no será divulgada a nadie.
- La información de los cientos de niños que participaran en el estudio será analizada y resumida en un reporte.

Si está de acuerdo en que su hijo/a participe en este estudio, por favor sírvase a firmar este formulario y devuélvaselo a la profesora o profesor de su hijo/a. **Si accede a que la profesora o profesor de su hijo/a llene el formulario pero no desea llenar el formulario de los padres, de igual manera nos gustaría que firmara este formulario para confirmar su consentimiento para que la profesora o profesor de su hijo/a la/o observe.**

**SI**, autorizo a mi hijo/a que participe en el estudio de observación provisto por su profesora/o.

**NO** autorizo a mi hijo/a que participe en el estudio de observación provisto por su profesora/o.

**Firme a continuación:**

-----  
Firma

-----  
Fecha

**¡GRACIAS POR SU AYUDA Y COLABORACION!**

**Para más información sobre este estudio, por favor sírvase contactar a Applied Survey Research: Kristi Kelly, 408-247-8319**







親愛的家長：

我們會正在進行學童就讀幼稚園的研究，您子女的班級獲選為研究對象。我們將在阿拉米達縣多個學校進行這項研究。其結果將有助於阿拉米達縣了解更多孩童準備就讀的程度，以及何種活動和支持可能有助於幫助孩童更進一步準備就讀幼稚園。

您子女的導師會為他們做好一份簡短的2頁觀察表，全班的孩子都有一份。在這觀察表上，導師會記錄您的孩子在團體活動、課堂討論和各種學習課程的參與表現。

為了解孩童的學習背景，導師會請您完成一份家長調查表。請立即填寫此表並交回給子女的導師。為感謝您花時間填寫表格，您的子女會獲得一本兒童圖書。

您子女的資料是絕對保密。譬如：

- 班導師為您子女完成的觀察表不會做為在班級成績的一部份。
- 此觀察表不會變成您孩子學生記錄的一部份我們會直接將該表交回給研究人員。
- 研究人員將無法得知您孩子的名字，也不能用其他個人資料來辨識您的家庭，因為任何表單上都不會有名字。(我們會只收集您孩子的生日，以便比對您的家長調查表與教師對您子女的觀察表。)
- 最後，研究人員將不會透露您子女的資料給任何人。
- 研究中將集中檢視上百名學童的資料，並在任何報告中提出總結式的資料。

如果您同意讓您的子女參加此項研究，請在這表格下方簽名，並交回給子女的導師。如果您同意班導師為您的子女填表，但不願填寫家長調查。我們依然需要您簽名，以表示您同意導師觀察您的子女。

是的，我允許讓子女參與研究，並讓他/她的老師觀察。

不，我不允許讓子女參與研究，或讓他/她的老師觀察。

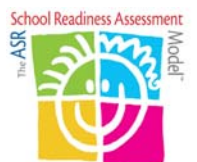
請在下方簽名：

簽名

日期

感謝您的協助！

想了解更多有關此研究的資訊請連絡Applied Survey Research：  
Kristi Kelly 電話為408-247-8319





Class# \_\_\_\_\_ Child# \_\_\_\_\_

## First 5 Alameda County School Readiness Study

**Mahal naming Magulang,**

Pinili namin ang klase ng inyong anak para sa pag-aaral sa mga bata sa kanilang pagpasok sa kindergarten. Isasagawa ang pag-aaral sa ilang mga paaralan sa Alameda County. Ang mga resulta sa pag-aaral ay makatutulong sa Alameda County na malaman ang maraming bagay tungkol sa kung gaano kahanda ang mga bata sa paaralan, at anong uri ng mga gawain at mga suporta ang maaaring makatulong sa mga bata na mas maging handa para sa kindergarten.

Ang guro ng inyong anak ay kukumpletuhin ang isang maikli, 2-pahinang **form ng obserbasyon** para sa inyong anak at sa lahat ng mga bata sa klase. Sa form ng obserbasyon, ilalagay ng guro paano sumasali ang inyong anak sa mga gawain tulad ng circle time, mga pag-uusap sa klase at iba't-ibang mga gawain sa pag-aaral.

Para maunawaan ang pinanggalingan ng mga batang pinag-aaralan, bibigyan kayo ng guro ng **survey para sa magulang** para sagutan. Mangyaring sagutan kaagad ang survey na ito at ibalik ito sa guro ng inyong anak. Bilang pasasalamat sa inyong oras, ang inyong anak ay makakakuha ng librong pambata.

Ang impormasyon ng inyong anak na pinag-aaralan ay lubos na kompidensyal. Gaya ng:

- Ang form ng obserbasyon na kinumpleto ng guro para sa inyong anak ay **HINDI** gagamitin bilang bahagi ng grado ng inyong anak sa klase.
- Ang form ng obserbasyon ay **HINDI** magiging bahagi ng talaan sa pag-aaral ng inyong anak. Ibalik ito sa mga tagapagsaliksik.
- Ang mga tagapagsaliksik ay **HINDI** malalaman ang pangalan ng inyong anak o anumang personal na impormasyon upang matukoy ang inyong pamilya, sapagkat walang mga pangalan sa anumang mga porma. (Kokolektahin lamang namin ang araw ng kapanganakan ng inyong anak upang maitugma namin ang inyong survey para sa magulang sa form ng obserbasyon ng guro sa inyong anak.)
- Sa huli, ang mga tagapagsaliksik ay hind kailanman ilalabas ang impormasyon ng inyong anak kaninuman.
- Ang impormasyon para sa daan-daang mga batang pinag-aaralan ay titingnan at ibubuod ng sama-sama sa anumang mga ulat.

Kung sumang-ayon kayo na mapasama ang inyong anak sa pag-aaral na ito, mangyaring lagdaan ang form na ito sa ibaba at ibalik sa guro ng inyong anak. **Kung sumang-ayon kayo na payagan ang guro ng inyong anak na sagutan ang form para sa inyong anak, ngunit hindi nais na sagutan ang survey para sa magulang, nais pa rin namin na lagdaan ninyo ang form na ito upang ipakita na sumang-ayon kayo na ma-obserbahan ng guro ang inyong anak.**

**OO**, binibigay ko ang aking permiso na isali ang aking anak sa pinag-aaralan at inoobserbahan ng kanyang guro.

**HINDI**, HINDI ko binibigay ang aking permiso na isali ang aking anak sa pinag-aaralan at inoobserbahan ng kanyang guro.

Lumagda sa ibaba:

\_\_\_\_\_

Lagda

\_\_\_\_\_

Petsa

**Salamat sa inyong pagtulong !**

Para sa karagdagang impormasyon tungkol sa pag-aaral, mangyaring makipag-ugnayan sa Applied Survey Research: Kristi Kelly, 408-247-8319





Class# \_\_\_\_\_ Child# \_\_\_\_\_

First 5 Alameda County School Readiness Study

### Kính gửi Quý Vị Phụ Huynh:

Chúng tôi đã chọn lớp học của con quý vị để thực hiện nghiên cứu về trẻ em bước vào mẫu giáo. Cuộc nghiên cứu sẽ được thực hiện ở một số trường tại Quận Hạt Alameda. Kết quả cuộc nghiên cứu sẽ giúp Quận Hạt Alameda tìm hiểu thêm về mức độ sẵn sàng để đi học của trẻ như thế nào, và những hoạt động và sự hỗ trợ nào có thể giúp các em sẵn sàng hơn để đi học mẫu giáo.

Giáo viên của con quý vị sẽ hoàn thành một **mẫu quan sát** ngắn gồm 2 trang về con quý vị và cũng như các em khác trong lớp. Trên mẫu quan sát này, giáo viên sẽ ghi lại cách em tham gia những hoạt động như tập trung sinh hoạt theo vòng tròn, thảo luận trong lớp và nhiều hoạt động học tập khác như thế nào.

Để hiểu thêm về lai lịch bản thân các em trong cuộc nghiên cứu này, giáo viên sẽ gửi cho quý vị một **bản khảo sát phụ huynh** để hoàn tất. Xin vui lòng điền ngay vào bản khảo sát này và gửi lại cho giáo viên của con quý vị. Để cảm ơn quý vị đã dành thời gian điền bản khảo sát này, các em sẽ được một cuốn sách mới.

Thông tin về con quý vị trong cuộc nghiên cứu này sẽ được bảo mật. Chẳng hạn như:

- Mẫu quan sát mà giáo viên hoàn tất sẽ **KHÔNG** được sử dụng làm điểm để chấm các em trong lớp học.
- Mẫu quan sát sẽ **KHÔNG** trở thành một phần hồ sơ học sinh của con quý vị. Nó chỉ được gửi lại cho nhà nghiên cứu.
- Các nhà nghiên cứu sẽ **KHÔNG** biết được tên của các em hoặc bất kỳ thông tin cá nhân nào khác để nhận dạng gia đình của quý vị, bởi vì sẽ không có tên trên bất kỳ mẫu đơn nào. (Chúng tôi sẽ chỉ thu thập ngày sinh của các em để có thể sắp xếp tương ứng bản khảo sát phụ huynh với mẫu quan sát của giáo viên.)
- Cuối cùng, các nhà nghiên cứu sẽ không bao giờ cung cấp thông tin về con quý vị cho bất kỳ người nào khác.
- Thông tin cho cả hàng trăm trẻ em trong cuộc nghiên cứu sẽ được tham khảo và đúc kết chung lại trong các bản tường trình.

Nếu quý vị đồng ý cho phép con mình tham gia cuộc nghiên cứu này, vui lòng ký tên phía bên dưới và gửi lại cho giáo viên của con quý vị. **Nếu quý vị đồng ý để giáo viên điền bản khảo sát cho con quý vị, nhưng không muốn điền vào bản khảo sát phụ huynh, chúng tôi vẫn cần quý vị ký tên bên dưới để chứng tỏ rằng quý vị đồng ý để giáo viên thực hiện việc quan sát.**

**VÃNG**, tôi cho phép con tôi tham gia cuộc nghiên cứu và được quan sát bởi giáo viên của em.

**KHÔNG**, tôi **KHÔNG** cho phép con tôi tham gia cuộc nghiên cứu và được quan sát bởi giáo viên của em.

Ký Tên Bên Dưới:

\_\_\_\_\_  
Chữ ký

\_\_\_\_\_  
Ngày

### Cám ơn sự giúp đỡ của quý vị!

Để biết thêm thông tin về cuộc nghiên cứu, vui lòng liên hệ Bộ Phận Applied Survey Research:  
Kristi Kelly, 408-247-8319



Parent Consent Form  
(Vietnamese)

## Appendix 7 — Teacher & Classroom Characteristics

To gain a better understanding of the classrooms that new kindergarten students enter – as well as the teachers who are so integral to their successful transition into school – all kindergarten teachers participating in the assessment answered a series of survey questions about their kindergarten classrooms and their own backgrounds.

The largest percentage of the teachers in this study taught in full day kindergarten classrooms (40% of teachers). Sixty-two percent of the classrooms did not include any instruction in a language other than English. Twenty percent of the participating teachers taught their classes using a bilingual program.

**Figure 1. Kindergarten Classroom Characteristics**

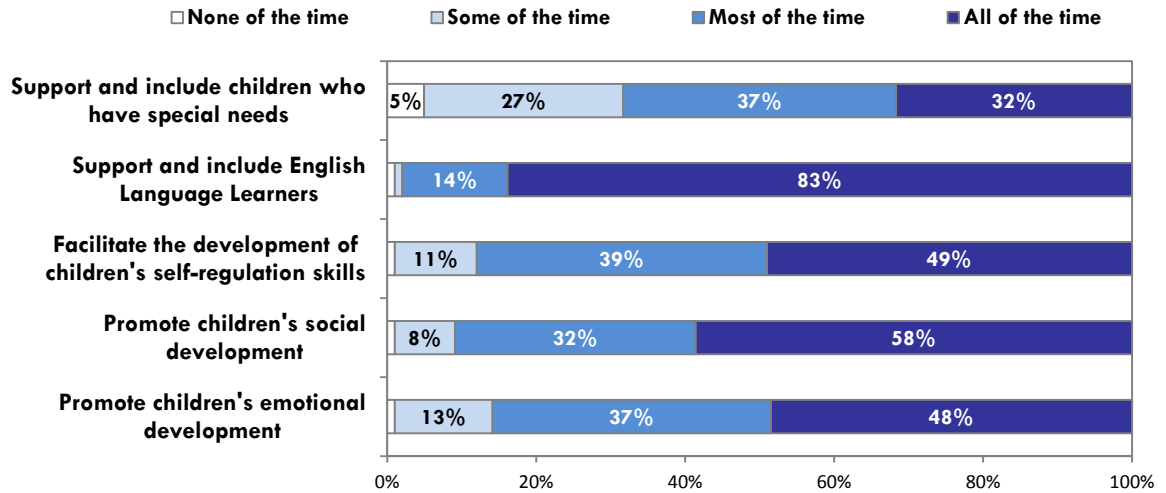
Classroom Characteristic	Percent
Length of school day	
Full day	40%
Half-day	32%
Extended day	28%
Percentage of instruction in language other than English	
0%	62%
1-25%	12%
26-50%	6%
51-75%	2%
More than 75%	17%
Percent teaching with a bilingual program	20%

Source: Kindergarten Teacher Survey (2011).

Note: Sample size = 88, 81, 83. Percentages may not sum to 100 due to rounding.

Teachers were also asked how often they incorporate activities in their curriculum that are designed to assist certain populations or address particular development topics. Support for English learners was extensive, with most teachers (97%) reporting that their curriculum supported these students most or all of the time. Supports for children with special needs were less common. About one third of teachers (32%) reported that their curriculum supported and included these students all of the time; the same percentage of teachers reported their curriculum did so none or only some of the time.

**Figure 2. Frequency of Activities that Support Certain Students or Developmental Topics**



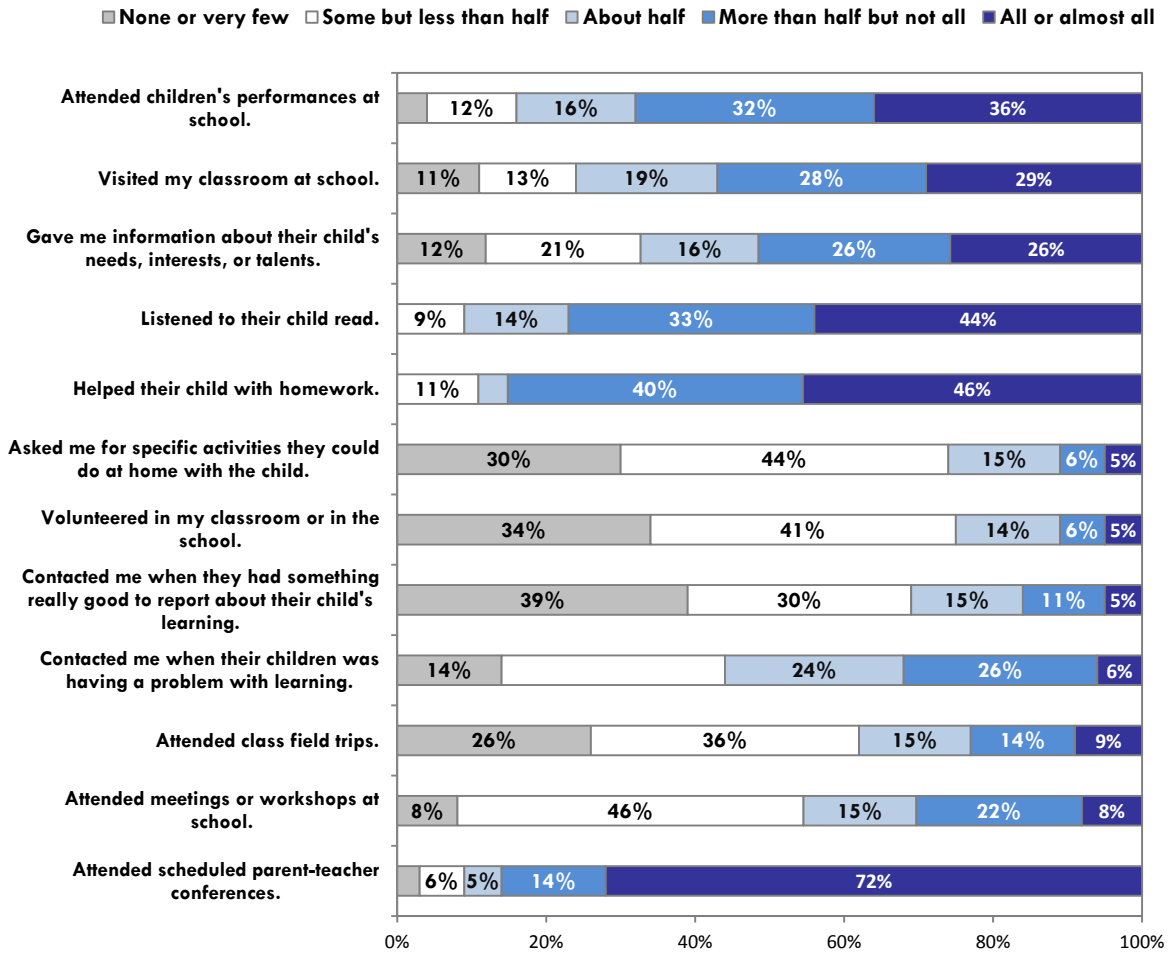
Source: Kindergarten Teacher Survey (2011).

Note: Percentages are based on 82 -84 responses. Percentages may not sum to 100 due to rounding.

To understand the extent to which teachers report that parents in their classrooms become engaged in their children’s learning and education, teachers were asked to report how many parents from their classroom last year engaged in a number of activities. Please note that this information does not apply to this year’s students and families – it could not, due to the fact that these data are collected right at the beginning of the school year. Rather it is gathered as a way to assess overall trends in parental engagement with children’s learning.

The figure that follows shows a range of parent participation levels, depending on the activity. For example, although most parents attend parent-teacher conferences, few parents volunteer in the classroom, ask the teacher for activities to do at home, or contact the teacher when they had something good to report about their child’s learning.

**Figure 3. Amount of Parent Engagement during Previous School Year**



Source: Kindergarten Teacher Survey (2011).

Note: Percentages are based on 70-80. Percentages may not sum to 100 due to rounding. Percentages less than 5% are not labeled. Three items not included due to large amount of missing/don't know responses were "Discussed TV programs with their child," "Talked to their child about the school day," and "Took the child to the library or community events."

Teachers also provided information about their own ethnic and linguistic backgrounds, as well as their experience in teaching in elementary grades and in early childhood education (ECE). Most of the teachers participating in the assessment were Caucasian (54%). The next most common racial/ethnic background was Hispanic/Latino (primarily of Mexican origin). Slightly less than half of the teachers (41%) were multi-lingual, with most multi-lingual teachers speaking Spanish in addition to English (66% of bilingual teachers).

**Figure 4. Characteristics of Participating Kindergarten Teachers**

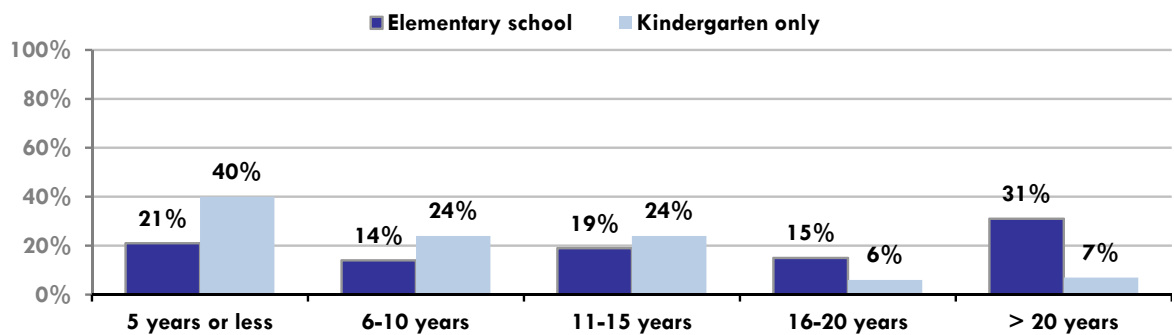
Teacher Characteristic	Percent
<b>Race/ethnicity</b>	
Caucasian	54%
Hispanic/Latino	23%
African American	7%
Asian	9%
Native American	2%
Filipino	1%
Multi-ethnic	2%
Other	1%
<b>Fluency in language(s) besides English</b>	
No	59%
Yes	41%
<b>Languages spoken by multi-lingual teachers</b>	
Spanish	66%
Cantonese or Mandarin	9%
Korean	3%
Other	17%

Source: Kindergarten Teacher Survey (2011).

Note: Sample size = 87, 86, and 35 (multi-lingual teachers who provided a response). Percentages may not sum to 100 due to rounding.

Teachers had a wide range of experience teaching elementary school and kindergarten. The following shows the number of years teachers had taught elementary school (mean = 15.44 years) and kindergarten (mean = 8.81 years). Fourteen percent of teachers did not teach kindergarten during the prior school year (2010-11).

**Figure 5. Percentage of Teachers with Different Levels of Experience Teaching Elementary School**



Source: Kindergarten Teacher Survey (2011).

Note: Sample sizes = 86, 88.

### A Closer Look at What Skills Are Most Important to Teachers

Teachers were asked to check five skills that they considered to be most critical for a smooth transition into kindergarten. More than half of the responding teachers prioritized the following skills: *Performs basic self-help/self-care tasks*, *Controls impulses and self-regulates*, and *Stays focused/pays attention during activities*. No teachers believed that expressing empathy or caring

for others was one of the five most important skills that children needed upon kindergarten entry.

**Figure 6. Skills Selected As One of Five Most Important for Kindergarten Entry**

School Readiness Skills	Basic Building Block	Percent of teachers selecting
Performs basic self-help/self-care tasks	Self-Care & Motor Skills	75%
Controls impulses and self-regulates	Self-Regulation	63%
Stays focused/pays attention during activities	Self-Regulation	51%
Appropriately expresses needs and wants verbally in primary language	Social Expression	35%
Writes own first name	Kindergarten Academics	34%
Works and plays cooperatively with peers	Self-Regulation	30%
Follows one- to two-step directions	Self-Regulation	30%
Uses small manipulatives	Self-Care & Motor Skills	28%
Recognizes letters of the alphabet	Kindergarten Academics	28%
Handles frustration well	Self-Regulation	24%
Participates successfully in circle time	Self-Regulation	18%
Relates appropriately to adults other than parent/primary caregiver	Social Expression	17%
Comforts self using adult guidance when appropriate	Self-Regulation	16%
Recognizes basic colors	Kindergarten Academics	14%
Expresses curiosity and eagerness for learning	Social Expression	13%
Counts 10 objects correctly	Kindergarten Academics	11%
Engages with books	Kindergarten Academics	8%
Has expressive abilities	Social Expression	5%
Negotiates with peers to resolve social conflicts using adult guidance when appropriate	Self-Regulation	3%
Recognizes primary shapes (circle, triangle square)	Kindergarten Academics	3%
Engages in symbolic/imaginative play with self or peers	Social Expression	2%
Has general coordination on playground	Self-Care & Motor Skills	2%
Recognizes rhyming words	Kindergarten Academics	1%
Expresses empathy or caring for others	Social Expression	0%

Source: Kindergarten Teacher Survey (2011).

Note: Scores are based on 88 teachers.

### A Closer Look at What Skills Are Easiest to Impact

Teachers were also asked to check the five skills that they considered to be easiest to impact during the kindergarten year. Skills in the *Kindergarten Academics* cluster received the most top ratings, with teachers identifying the following skills as easiest to impact: *Recognizes basic colors*, *Counts 10 objects correctly*, and *Engages with books*. Few teachers felt it was easy to



impact skills related to performing self-help/self-care tasks, handling frustration, or controlling impulses and self-regulating.

**Figure 7. Skills Selected As One of Top Five Easiest Skills to Impact**

School Readiness Skills	Basic Building Block	Percent of teachers selecting
Recognizes basic colors	Kindergarten Academics	56%
Counts 10 objects correctly	Kindergarten Academics	48%
Engages with books	Kindergarten Academics	47%
Uses small manipulatives	Self-Care & Motor Skills	46%
Recognizes primary shapes (circle, triangle square)	Kindergarten Academics	43%
Writes own first name	Kindergarten Academics	38%
Follows one- to two-step directions	Self-Regulation	25%
Participates successfully in circle time	Self-Regulation	23%
Recognizes letters of the alphabet	Kindergarten Academics	23%
Has general coordination on playground	Self-Care & Motor Skills	18%
Works and plays cooperatively with peers	Self-Regulation	18%
Engages in symbolic/imaginative play with self or peers	Social Expression	14%
Has expressive abilities	Social Expression	14%
Recognizes rhyming words	Kindergarten Academics	11%
Relates appropriately to adults other than parent/primary caregiver	Social Expression	10%
Appropriately expresses needs and wants verbally in primary language	Social Expression	10%
Expresses curiosity and eagerness for learning	Social Expression	9%
Expresses empathy or caring for others	Social Expression	9%
Stays focused/pays attention during activities	Self-Regulation	8%
Comforts self using adult guidance when appropriate	Self-Regulation	8%
Negotiates with peers to resolve social conflicts using adult guidance when appropriate	Self-Regulation	7%
Controls impulses and self-regulates	Self-Regulation	6%
Handles frustration well	Self-Regulation	5%
Performs basic self-help/self-care tasks	Self-Care & Motor Skills	5%

Source: Kindergarten Teacher Survey (2011).

Note: Scores are based on 88 teachers.

## A Closer Look at Where Teachers Spend the Most Time

Teachers were also asked to check the five skills on which they spent the most classroom time. More than half of teachers felt that they spent most of their time on skills relating to *Recognizing the letters of the alphabet* and *Staying focused/paying attention during activities*.

**Figure 8. Skills Selected as a Top Five on Which Teachers Spend the Most Time**

School Readiness Skills	Basic Building Block	Percent of teachers selecting
Recognizes letters of the alphabet	Kindergarten Academics	72%
Stays focused/pays attention during activities	Self-Regulation	61%
Negotiates with peers to resolve social conflicts using adult guidance when appropriate	Self-Regulation	46%
Controls impulses and self-regulates	Self-Regulation	42%
Recognizes rhyming words	Kindergarten Academics	42%
Participates successfully in circle time	Self-Regulation	36%
Has expressive abilities	Social Expression	35%
Works and plays cooperatively with peers	Self-Regulation	26%
Engages with books	Kindergarten Academics	25%
Uses small manipulatives	Self-Care & Motor Skills	23%
Follows one- to two-step directions	Self-Regulation	22%
Counts 10 objects correctly	Kindergarten Academics	17%
Writes own first name	Kindergarten Academics	15%
Handles frustration well	Self-Regulation	13%
Expresses curiosity and eagerness for learning	Social Expression	9%
Comforts self using adult guidance when appropriate	Self-Regulation	9%
Appropriately expresses needs and wants verbally in primary language	Social Expression	6%
Expresses empathy or caring for others	Social Expression	6%
Recognizes basic colors	Kindergarten Academics	2%
Relates appropriately to adults other than parent/primary caregiver	Social Expression	1%
Engages in symbolic/ imaginative play with self or peers	Social Expression	1%
Has general coordination on playground	Self-Care & Motor Skills	1%
Performs basic self-help/self-care tasks	Self-Care & Motor Skills	1%
Recognizes primary shapes (circle, triangle square)	Kindergarten Academics	0%

Source: Kindergarten Teacher Survey (2011).

Note: Scores are based on 88 teachers.

## Appendix 8 — Defining Preschool in this Report

For purposes of this report, the term “preschool” is defined according to either parent or teacher reports. A child was considered to have preschool experience if at least one of the following were true: (1) the kindergarten teacher indicated that the child had participated in an state preschool or district Child Development Center (CDC), a Head Start program, or another licensed preschool/ child care center (NOT including a Summer Pre-K program); and / or (2) parents listed a preschool that was checked and verified against a 4Cs list of valid, licensed, child care centers. It is important to note that a measure of the quality of the preschool was not included in this study. In addition, we recognize that there are high-quality Family Child Care Homes (FCCH) that provide preschool-like experiences and that use quality curricula. However, because we could not validate which children were exposed to preschool-like settings within their Family Child Care Homes, children with FCCH experience were not included in the preschool category. (Recall too that a small percentage of the sample attended a FCCH during the year prior to kindergarten entry.)

Any child who was not confirmed as having preschool experience in one of these ways was not included in the calculation of the sample’s preschool rate. Thus, as the figure below shows, approximately five percent of the sample did not have enough information from either a teacher or parent report with which to determine their preschool status.

**Figure 9. State-funded, Head Start, or Licensed Preschool/Child Care Center Attendance**

Attended one of these preschool types?	Frequency	Percent of total	Percent of known
No	582	36%	38%
Yes	940	59%	62%
Cannot determine	75	5%	
Total	1597	100%	100%

Source: Kindergarten Observation Form I (2011) and Parent Information Form (2011).

## Appendix 9 — NEGP Scores for Each *Readiness Portrait*

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Figure 10 shows the NEGP readiness scores as a function of students' *Readiness Portrait*.

**Figure 10. NEGP Scores by Readiness Portrait**

NEGP Dimension	Strong in all domains	Academically strong	Socially/emotionally strong	Needs in all domains
Physical Well-Being & Motor Development	3.81	3.21	3.40	2.30
Social & Emotional Development	3.81	2.80	3.38	1.91
Approaches to Learning	3.75	2.72	3.04	1.77
Communication & Language Usage	3.47	2.77	2.27	1.78
Cognition & General Knowledge	3.87	3.53	2.72	2.61
Coping Skills (Not from NEGP)	3.75	2.70	3.27	1.83

Source: Kindergarten Observation Form I (2011).

Note: Means can range from 1 to 4. Scale points are as follows: 1=not yet, 2=just beginning, 3=in progress, 4=proficient. Scores are based on 796-813 *Strong in all domains* students, 498-521 *Academically strong* students, 101-102 *Socially/emotionally strong* students, and 139-147 *Needs in all domains* students. Means for all four groups are significantly different from each other for each NEGP category, according to one-way ANOVAs and post hoc LSD tests ( $p < .05$ ).