



School Readiness Observation Tool

Introduction:

The School Readiness Observation Tool was developed by the Migrant Education Program to support and observe Migrant families with children ages 3 to 5 who are not attending formal childcare or preschool. The tool integrates key developmental domains and measures whether these children have mastered important skills before they enter kindergarten. The School Readiness Observation Tool is used as an informal, ongoing observation tool rather than as a formal screening or assessment tool. The ongoing observation is done in the child's dominant language. The Migrant Education Program intends for the tool to be user friendly for both families and ECE specialists.

The tool will be tracked in Smartsheets at least two times a year, three times a year if desirable.

In September 2021, early childhood specialists will be training on how to use the School Readiness Observation Tool in a developmentally appropriate manner. Implementation of the School Readiness Observation Tool will follow in October 2021.

The tool is based on the following principles:

- 1) It supports developmentally appropriate practices.
- 2) It provides a way to manage and measure.
- 3) It supports inclusion of all children.
- 4) It is a comprehensive tool.
- 5) It supports high quality play and exploration experiences.
- 6) It informs intentional teaching practices.
- 7) It acknowledges the importance of caring, nurturing, and emotional responsiveness.
- 8) It is organized into elements that are research based.
- 9) It provides an informal picture of the child's development.
- 10) It is easy for the ECE providers and families to complete.
- 11) It should not be given as an exam.
- 12) It should be integrated in an ongoing basis.

Key Domains:

The Checklist assesses development in the following domains:

Early Math Development

- Counting and Cardinality

Language Development

- Listening and Understanding

Literacy Development

- Book Application
- Phonological Awareness
- Print Awareness

Note: We will provide suggested support with a list of examples to help track children development in the key developmental domains mentioned above.

The following formats will be utilized to complete this assessment:

School Readiness Observation Tool (Word Document)

The parents or the ECE Specialist need to answer the questions in this tool based on the observations that they have collected from supporting a child. It is very important that this is not completed as a one- or two-time test. The ECE specialists will teach parents how to answer these questions. After parents have collected the information with the support of the ECE specialists, the ECE specialists or parents will then complete the Smartsheet Form. The responses to the Smartsheet form are informed by the School Readiness Smartsheet (Word Document).

School Readiness Observation Tool (Smartsheet Form)

Once parents have completed the School Readiness Observation Tool (Word version), the ECE specialist will transfer the answers to the School Readiness Observation Tool using the Smartsheet form. This form will need to be completed two times a year, once at the beginning of the year (**January 2022-April 2022**) and then at the end of the year (**April 2022-September 2022**). The ECE specialists will support parents in completing the observation and providing literacy, language and math activities to children in daily routines.

Preschool Readiness Checklist

Child's Name: _____ Date of Birth: _____
 Age: _____

The following items are designed to help parents understand whether their child is ready for kindergarten. The ratings are as follows: Always-2, Sometimes-1, and Never-0. Place the DATE in the box signifying when the parent responded to an item, thereby keeping a record of the child's readiness. When scoring, assign the points based on the most recent administration of the Checklist.

As you work with your child think of this "How often does your child...."

1. Early Math Development

<i>Number and Operation- Learning Trajectory of Counting</i>					
How often does your child	Activity	Observation 1	Observation 2	Observation 3	Notes
1) Correctly say the numbers 1-5?	Play a game, ask the child how high they can count!	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
2) Subitize up to 3? (i.e. The child says how many items there are without having to count them.)	Do the following: Quickly show the child 3 fingers and ask them, "How many fingers did you see?"	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

*Observations 1 and 2 are required, Observation 3 is optional

<p>3) Touch each object once when counting 5 objects? (One-to-one correspondence)</p>	<p>Choose five favorite toys and ask the child to count them. ECE Specialists can use the hula hoop for this activity.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	
<p>4) Count at least 5 objects and can answer, "How many objects there are all together?"</p>	<p>Gather small toys for the child to count. Then ask, "How many toys are there all together?" ECE Specialists can use the hula hoop for this activity.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	
<p>5) Give you 5 objects from a pile of 10 objects?</p>	<p>When picking up toys, ask the child to pick up at least 5 toys.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	
<p>6) Answer the following question correctly (show 4 objects): "If I add one more object, how many will we have?"</p>	<p>Ask the child to set the table with 3 plates. Then ask, "If I add one more plate, how many plates will we have?"</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	

*Observations 1 and 2 are required, Observation 3 is optional

7) Correctly say the numbers 1-10?	Play a game with the child to see how high they can count.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
8) Touch each object once when counting 10 objects? (One-to-one correspondence)	Give the child 10 items and encourage them to touch each item once while they count aloud.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
9) Count at least 10 objects and can answer, "How many objects there are all together?"	Have the child count at least 10 of their favorite items.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
10) Give you 10 objects from a pile of 12 objects?	Ask the child to pick up 10 of the toys that they have been playing with.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

Total: /20(Observation 1:) /20(Observation 2:) /20 (Observation 3):

Passed 12-20- Children 3 to 4

Passed 14-20- Children 5-6

*Observations 1 and 2 are required, Observation 3 is optional

2. Language Development

Expressive and Comprehensive Language					
How often does your child:	Activity	Observation 1	Observation 2	Observation 3	Notes
11) Use words to express needs	Ask the child what their favorite food is.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
12) Understand simple questions and directions like, "Go brush your teeth."	Give one step directions to the child.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
13) Connect two or more ideas in a sentence. For example, "Your doll feels sick. Where do you think you should take her?"	Play pretend with your child and make up stories.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

*Observations 1 and 2 are required, Observation 3 is optional

<p>14) Retell stories with support. Use these to help retell the story: This story takes place... One day After that.... At the end.....</p>	<p>Read or tell a story to the child and ask them to retell the story.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	
<p>15) Engage in two-way, back and forth conversation using descriptive language to express ideas.</p>	<p>Tell your child to tell you a story or to describe his or her favorite game.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	
<p>16) Comprehend different forms of language such as: yes or no questions, open-ended questions, and or explanations. Open ended questions are questions that do not have a specific correct answer. For example, "What did you think about _____?"</p>	<p>Read a book or tell a story to the child. Ask them questions about the story. Ask the child what their favorite part of the story was and then ask why (This is an open ended question). You can also use wordless books and ask the child to create a story.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	

Total: /12(Observation 1:_____) /12 (Observation 2:_____) /12 (Observation 3):_____

Passed 7-12 Children 3 to 4

Passed 8-12 Children 5-6

*Observations 1 and 2 are required, Observation 3 is optional

Updated 12/05/2023

3.Literacy Development

Book Knowledge	Activity	Observation 1	Observation 2	Observation 3	Notes
17) Understand that words have meaning.	<p>Point to each word when you are reading a story.</p> <p>Encourage the child to engage in writing and drawing activities.</p> <p>Introduce new books by doing a picture walk (going through the whole book, page by page, and discussing each picture. You can also point out key words if appropriate).</p>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
18) Show interest in looking at books	<p>Expose the child to a variety of book types: stories, nonfiction, poetry, folk tales, or wordless books.</p> <p>Connect the child's experiences with a book. For example, "What does this story remind you of in your life?"</p> <p>Check your local library to see if they offer story time or other services for your child.</p>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

*Observations 1 and 2 are required, Observation 3 is optional

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<p>19) Show interest that adults read books. Does the child ask you to read stories to them?</p>	<p>Provide a daily opportunity to read a book or tell oral stories to the child. Have a book ready to take when the child rides in the car or in a bus.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	
<p>20) Make predictions based on the illustrations in the book. Show the book to the child and ask the child to look at the pictures. Can the child make predictions on what will happen in the story?</p>	<p>Provide opportunities for the child to look at book illustrations and to make predictions about the story based on the illustrations. Connect the child's experiences with reading a book.</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p>	

Total: /8(Observation 1:) /8 (Observation 2:) /8 (Observation 3):
Passed 5-8 Children 3 to 4
Passed 6-8 Children 5-6

*Observations 1 and 2 are required, Observation 3 is optional

Phonological Awareness	Activity	Observation 1	Observation 2	Observation 3	Notes
How often does your child:					
21) Recognize that words can rhyme. (I.e., sat, pat, and cat)	Say part of a rhyme and have the child complete the next line. For example: Jack be nimble, Jack be quick. Jack jumped overthe candlestick	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

Total: /2 (Observation 1:) /2 (Observation 2:) /2 (Observation 3):

Passed 1 Children 3 to 4

Passed 2 Children 5-6

Print Awareness	Activity	Observation 1	Observation 2	Observation 3	Notes
How often does your child:					
22) Use scribbles, pictures, and/ or letters to represent objects, experiences, stories, or ideas	Provide paper for drawing instead of coloring books. Encourage the child to draw the story that you read to them.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	
23) Understand that writing is a way to communicate	Encourage the child to write messages. (Scribbling, drawing, or starting to write letters is expected). Have the child explain to you what they are trying to communicate.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

Total: /4 (Observation 1:) /4 (Observation 2:) /4 (Observation 3:)

Passed 2-4 Children 3 to 4

Passed 3-4 Children 5-6

*Observations 1 and 2 are required, Observation 3 is optional

Scoring: Total each section. NOTE: For children 3-4 years old, Ready for School is 28 and above. For children 5-6 years old, Ready-for-School is 32 and above. This table is to be used for dual language learners.

	Area	Points Received			Possible Points	3-4 Years	5-6 Years
		Observation 1	Observation 2	Observation 3			
1	Early Math				20		
2	Language Development: Expressive and Comprehensive Language				12		
3	Literacy Development						
	Book Knowledge				8		
	Phonological Awareness				2		
	Print Awareness				4		
	TOTAL				46		
Age Designation as Ready for School						28	32

Is the child Ready for School? (Yes/No) Observation 1: _____ Observation 2: _____ Observation 3: _____

*Observations 1 and 2 are required, Observation 3 is optional