

APPENDIX 4: SCHOOL READINESS ASSESSMENT CRITERIA

**Proposed by the School Readiness Initiative Definition Workgroup
Working Draft – July 2001**

COGNITIVE

- counting/one-to-one correspondence and/or rote counting
- counting: comparative size and/or number represents quantity
- understand same and different
- colors and shapes
- symbolic rep via drawing, building, play
- problem solving

SOCIAL

- seeks help when needed
- follows and shows concern about rules
- shows comfort accepting guidance and direction from adults (respect for authority)
- conflict resolution with peers and sustained interaction
- engages in cooperative play

EMOTIONAL

- self-control
- expresses needs/ideas/feelings appropriately
- shows concern for others/responds appropriately to others' emotions
- persistence
- self-efficacy
- cause and effect vis a vis own action/actions have consequences

PHYSICAL

- fine motor
- gross motor
- independence in hygiene & personal care
- possible list of health indicators checklist (height, weight, # days missed due to illness, vision, hearing, dental, immunizations, allergies)
- stable (consistent and appropriate for 4 yr old) energy level for 3+ hrs

LANGUAGE/LITERACY

- phonemic awareness (participates in language: games, songs, rhymes)
- speaks clearly and completely (productive speech)
- follows clear two-step directions
- knowledge/awareness books
- listens to, understands and responds to conversations/stories
- knowledge/awareness of print (name recognition?)