

School Readiness Indicators

Domain: Social

| Learning Categories from the Building Blocks | Domain Categories | School Readiness Indicators |
|--|---|--|
| Self Awareness | Body parts, functions of the body, self-identity, gender roles, self to others, skill development | <ul style="list-style-type: none"> • Familiar with body parts and functions • Positive self identity and self to others • Self confidence in skill development |
| Interpersonal Awareness | Recognition of others, diversity, comfortable | <ul style="list-style-type: none"> • Responds positively to others • Accepts diversity and shows respect • Comfortable in the learning environment |
| Self Regulation | Managing impulses, managing feels, anticipation of transitions, manners, self help skills | <ul style="list-style-type: none"> • Accepts guidance with impulses • Labels feelings with words • Accepts changes in environment • Shows manners • Takes care of needs |
| Self Expression | Individuality, likes and dislikes, preferences | <ul style="list-style-type: none"> • Able to make choices • Communicates likes and dislikes • Confident in preferences |
| Communication | Expresses needs and desires, uses words to communicate effectively, non-verbal cues | <ul style="list-style-type: none"> • Asks for help • Communicates effectively • Discerns others feelings |
| Group Cooperation | Shared activities, resolves peer conflicts, negotiates, social expectations, group rules, sharing | <ul style="list-style-type: none"> • Participates in group activities • Resolves peer conflict • Negotiates with situations • Can handle social situations • Abides by group rules • Able to share |
| Listening Skills | Receives input, attention span | <ul style="list-style-type: none"> • Receives input form others • Can follow through with an activity |
| Responsibility | Takes ownership, understands consequences | <ul style="list-style-type: none"> • Accepts responsibility • Understands consequences |
| Participation | Interacts socially, sharing | <ul style="list-style-type: none"> • Positive interactions with others • Desires to interact • Able to share and take turns |
| Stages of Play | Solitary, parallel, associative, cooperative | <ul style="list-style-type: none"> • Seeks out friends to play with • Engages with games and projects • Initiates play and leads cooperative experiences • Plays with a common purpose |

Domain: Emotional

| Learning Categories from the Building Blocks | Domain Categories | School Readiness Indicators |
|--|--|--|
| Emotions/Feelings | Labels feelings, regulates feelings, expresses feelings | <ul style="list-style-type: none"> • Labels and compares feelings • Regulates feelings with behavior • Uses words to describe feelings • Shows a positive disposition |
| Behavior | Understands rules, understands consequences | <ul style="list-style-type: none"> • Abides by classroom rules • Receives correction |
| Empathy | Awareness of others feelings, shows compassion, concern for others, assist others | <ul style="list-style-type: none"> • Notices others feelings • Takes action to show compassion • Offers verbal comfort to others • Helps others and uses polite words |
| Will/Initiative | Problem solving, trying, completion of a task, competence | <ul style="list-style-type: none"> • Works on resolution with others • Tries new experiences • Completes and activity • Is confident in their ability |
| Attachment | Seeks security, maintains positive relationships, able to trust others, makes friends, receives love | <ul style="list-style-type: none"> • Seeks out friendships • Shares space and materials without conflict • Respects the rights of others • Talks to others about what interests them • Seeks out friends to interact with |
| Self Confidence | Makes new discoveries, comes up with new solutions, self-direction | <ul style="list-style-type: none"> • Develops new skills • Likes to figure things out • Is proud of accomplishments • Expresses new ideas • Engages in self help skills |
| Independence | Has an "I can attitude", Desires to succeed | <ul style="list-style-type: none"> • Acts positively when completing a task • Lead in cooperative play • Takes care of personal needs • Exhibits curiosity, creativity, and self-direction |
| Separation | Forms attachments, Separates for periods of time, | <ul style="list-style-type: none"> • Initiates affection with others • Transitions from home to school easily |
| Self-control | Controls emotions, regulates behavior | <ul style="list-style-type: none"> • Can handle redirection from adults • Handles disappointment • Follows social rules • Is not overly demanding |

Domain: Physical

| Learning Categories from the Building Blocks | Domain Categories | School Readiness Indicators |
|--|---|---|
| Fine Motor | Writing skills, manipulatives, hand muscle development. Finger strength, dexterity | <ul style="list-style-type: none"> • Good finger grasp control • Traces a writes letter • Build and constructs with materials • Uses tools for play dough and creates shapes • Squeezes, pinches, buttons, zips and snaps |
| Gross Motor | Large motor movements, body coordination | <ul style="list-style-type: none"> • Locomotion skills are smooth • Pours from containers • Pushes and carries objects • Hops, skips and jumps • Rides a tricycle • Moves backwards, forward, and side to side |
| Systems of the Body | Eye-hand coordination, vestibular, bilateral, sensory learning, balance, tactile, spacial awareness | <ul style="list-style-type: none"> • Manipulates small objects • Cuts with scissors • Throws and catches • Plays on a swing and slide • Rocks, rolls and spins • Uses a scooter board • Jumps, crawls, walks, runs, climbs |
| Health | Rest, physical activity, hydration, hygiene, adaptations | <ul style="list-style-type: none"> • Able to engage in rest • Creates quiet spaces • Is physically active • Drink plenty of water • Washes hands and cleans up after themselves • Sensitive to those who use accommodations |
| Nutrition | Good food choices, eating frequency, vitamins and supplements | <ul style="list-style-type: none"> • Knows healthy food from bad food, eats healthy • Able to eat new things |
| Safety | Follows simple rules, classroom safety, home safety, traffic safety, environmental safety | <ul style="list-style-type: none"> • Identifies community helpers • Able to be supervised • Participates in emergency drills • Reports safety issues to the teacher • Stays away from hot objects and chemicals |
| Personal Care | Cleanliness, toileting skills, dressing, symptoms of illness, dental care | <ul style="list-style-type: none"> • Bathes each day and wash hands frequently • Uses the toilet independently • Dresses appropriately and independently • Practices good dental care |

Domain: Cognitive

| Learning Categories from the Building Blocks | Domain Categories | School Readiness Indicators |
|--|---|--|
| Creative Expression | Imagination, dramatic play, gender, job, roles, fantasy, music, sounds, rhythm, instruments, notes, melodies, art, shapes colors, textures, sensory materials, cooking, ingredients, measuring, tasting, sequencing | <ul style="list-style-type: none"> • Uses imagination and experiences to understand the world • Engages in dramatic play, takes on new roles • Identifies sounds and rhythms • Uses audience skills • Knows primary and secondary colors • Uses textures in art to create three dimensional project • Enjoys art mediums • Engages in cooking projects, uses fine motor skills |
| Numeracy | Patterns, shapes, numbers, counting, 1 to 1 correspondence, Manipulate, name, match, describe, sort, quantity, ordering, sequencing, measuring, classify, concepts of time | <ul style="list-style-type: none"> • Able to trace patterns and create own patterns • Know and matches shapes • Identifies numbers 1-20 and counts them • Matches 1-10 items • Manipulates objects • Name objects and numbers • Matches up to four objects • Compares two groups • Understands opposites • Describes patterns and pictures • Sorts objects by various attributes • Adds and subtracts up to 10 objects • Orders up to 10 items • Knows the sequence of up to 5 events • Estimates measurements through instruments • Classifies items to categories • Compares and contrast up to 5 items • Knows aspects of time, day, week, time, morning, afternoon, evening • Connects the past to the present • Knows B-Day |
| Problem Solving | Predicting outcomes, logical thinking, inductive reasoning, size differences, graphing | <ul style="list-style-type: none"> • Describes solutions • Predicts outcomes • Connects actions to consequences • Poses questions • Identifies cause and effect |

| | | |
|---------------------|---|--|
| Problem Solving | | <ul style="list-style-type: none"> • Discerns likeness and differences • Collects data • Give rationale for events • Uses trial and error • Able to recall missing items • Understands size differences of large, medium, and small, compares smallest to largest • Able to sort and graph |
| Positional Concepts | Middle, front, behind, beside, up down, positions of order | <ul style="list-style-type: none"> • Knows positions of middle, front, behind • Shows special awareness of position and order |
| Discrimination | Visual and auditory discrimination, memory | <ul style="list-style-type: none"> • Locates the source of a sound • Identifies various sounds • Follows a two step command • Can recall previous events • Can respond to questions regarding an event or a lesson |
| Science/Discovery | Pose questions, investigations, senses for learning about objects, events and organisms, describe observations, analyze and discuss data, natural minerals and environment, senses, natural elements, plants and animals, tools | <ul style="list-style-type: none"> • Shows curiosity by asking questions • Figures out an activity • Seeks answers to questions • Observes by watching • Performs simple investigations • Gathers materials to make a project • Manipulates materials such as water, sand, clay, paint, glue • Communicates observations and make predictions • Explores changes in liquids • Investigates, sound, heat, and light and how things move • Uses tools for science discovery • Understands natural habitats of shelter, food, water, air and light • Explores soil, rocks, water, air, and sunlight • Conserves resources and recycles materials • Compares characteristics of plants, humans, and animals • Uses five senses to discern experiences • Participates in sensory experiences • Identifies the three states of water, mountains, rivers, oceans, jungles, and deserts • Identify structures of plants and animals |

| | | |
|-------------------|---|---|
| Language Literacy | Receptive and expressive language, singing, finger plays, rhymes, writing, scribbling, copying, drawing, puppetry, open ended questions, playing, show and tell, writing stories, verbal dialog, complete sentences, listening, exploring books, responds to conversations, phonemic awareness, rereading skills, fluency, vocabulary development, word recognition, technology | <ul style="list-style-type: none"> • Reproduces sounds and patterns of speech • Uses language appropriately • Enjoys songs and rhythms, recites often • Writes name and all the letters • Writes simple words • Participates in discussions by asking relevant questions • Uses books in the classroom, engaging in language play • Shares and communicates personal experiences • Able to tell a story through picture and appropriate dictation • Connects life experiences to a story • Identifies front cover, back cover and title page of a book • Responds to printed materials • Remembers the main idea of a story and sequence • Repeats alphabet alone • Recognizes all upper and lower case letters • Understands the connection to letter and sounds • Describes a picture • Matches beginning sounds • Uses comparative words • Recognized simple words • Can utilize simple technology for use in the classroom • Uses interactive functions for games or toys |
|-------------------|---|---|