Pre-K to Kindergarten

Successful Transitions

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Supporting Transitions

- Transitioning from pre-k to kindergarten is a big step for many children.
- Pre-k teachers can support the transition by passing along useful information to the kindergarten teachers.
- This information can be used by the new teachers to start with a basic understanding of each child's personal and academic profile.

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Transition Activities

- Create a transition folder.
- Have pre-k and kindergarten teachers meet to discuss the transition of each child.
- Provide a community workshop on kindergarten readiness for all teachers including Head Start and child care providers and any other applicable early learning professional.
- Arrange visits for pre-k children to their future classrooms.

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Transition Activities

- Have pre-k teachers visit the receiving program to get a “feel” for where they are sending children.
- Facilitate opportunities for a child’s family to talk with kindergarten staff.
- Prepare a Frequently Asked Questions document to inform and educate families on all possible kindergarten options and the procedures and expectations of the kindergarten programs.
- Ensure that a child’s records promptly follow him/her to the new program.
- Use transition folders and activities to support children’s transition from kindergarten to first grade as well.

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Creating a Transition Folder

- A transition folder should provide kindergarten teachers with a basic understanding of each child's personal and academic profile.
- It should include (at a minimum):
  - A child information sheet
  - End of year Kindergarten Readiness Assessment score/summary sheet
  - End of year Ages and Stages Questionnaire
    - If the classroom completes it in the spring or end-of-term
  - End of year results from other assessments used in the classroom
  - A school-issued final report card/skills checklist or a completed *Developmental Checklist for 4-Year-Old Students*
  - Work samples

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Child Information Sheet

A child information sheet should contain some or all of the following:

- Child's name, date of birth, preferred name, photo, languages spoken
- Parents' names (and/or other adults caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
- Child's favorite things (activity, toy, food, color, book, center, etc.)
- Child's play and learning styles
- Child's skills and proficiencies
- Child's areas of growth and what he/she does not like to do
- Child's personality/temperament traits

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Child Information Sheet Example

Child Information Sheet

Name _____ (First) (Last)

CHILD'S PHOTO

Preferred Name

Date of Birth (mm/dd/yyyy)

Language(s) spoken by child

CAREGIVER

Caregiver _____ Relationship to child _____

Caregiver _____ Relationship to child _____

Address _____ (Street) (City) (State) (Zip)

Phone _____ Email _____

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* _____

Language(s) spoken by caregiver _____

CAREGIVER

Caregiver _____ Relationship to child _____

Address _____ (Street) (City) (State) (Zip)

Phone _____ Email _____

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* _____

Language(s) spoken by caregiver _____

*Ensure school policies for communicating with caregivers are always followed.

FAVORITES

Activity/Learning Material	Center	Other (food, color, etc.)

Approaches to Learning

Reference the *Developmental Checklist for 4-year-old students*	Well	Somewhat	Emerging	Notes
Plays with friends				
Follows directions				
Listens				
Participates in whole group activities				
Completes independent activities				
Independently completes transitions				
Independently completes routines				

PERSONALITY

			Notes
Play Style			
☐ Active	☐ Quiet	☐ Mixed	
☐ Messy	☐ Clean	☐ Other: _____	
☐ Leader	☐ Follower	☐ Other: _____	
☐ Independent	☐ Cooperative		
Learning Style			**Notes**
☐ Auditory	☐ Visual	☐ Kinesthetic	
Completes Activities/Tasks			**Notes**
☐ Freely	☐ Seeks guidance/support		
Temperament			**Notes**
☐ Easy	☐ Complex	☐ Slow to Warm-up	
Personality			**Notes**
☐ Outgoing	☐ Sensitive	☐ Cautious	
Moves/Works			**Notes**
☐ Quickly	☐ Slowly	☐ Average Speed	

SKILLS AND PROFICIENCIES	AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO	OTHER USEFUL INFORMATION

SAMPLE

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Work Samples

- Work samples (2 or 3 samples that demonstrate the child's capabilities)
- May include:
  - Free art
  - Guided art
  - Writing sample
  - Pictures of learning center products (e.g., block construction)

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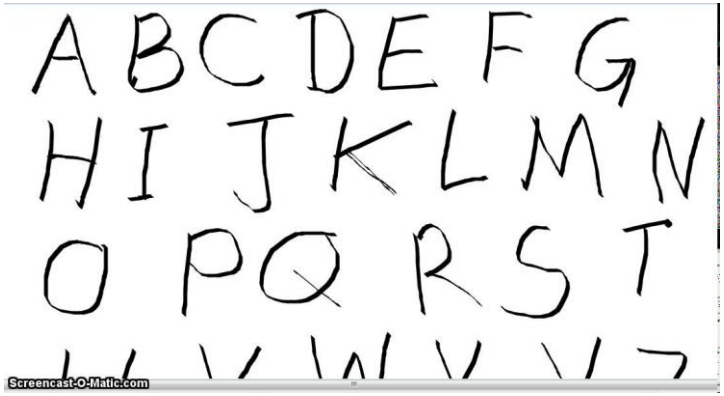
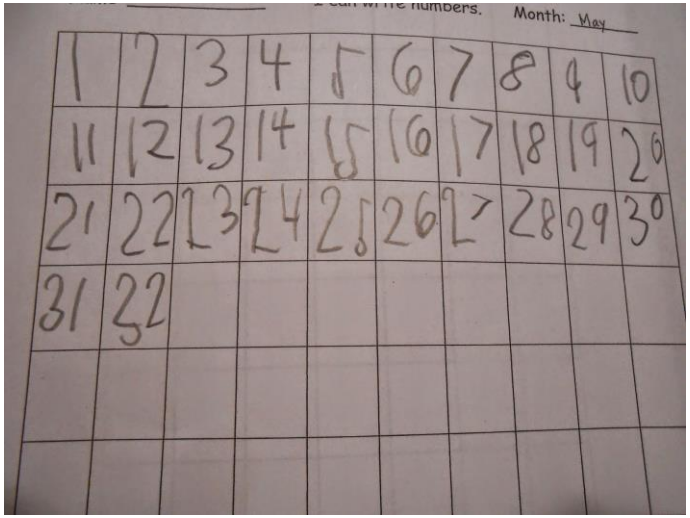
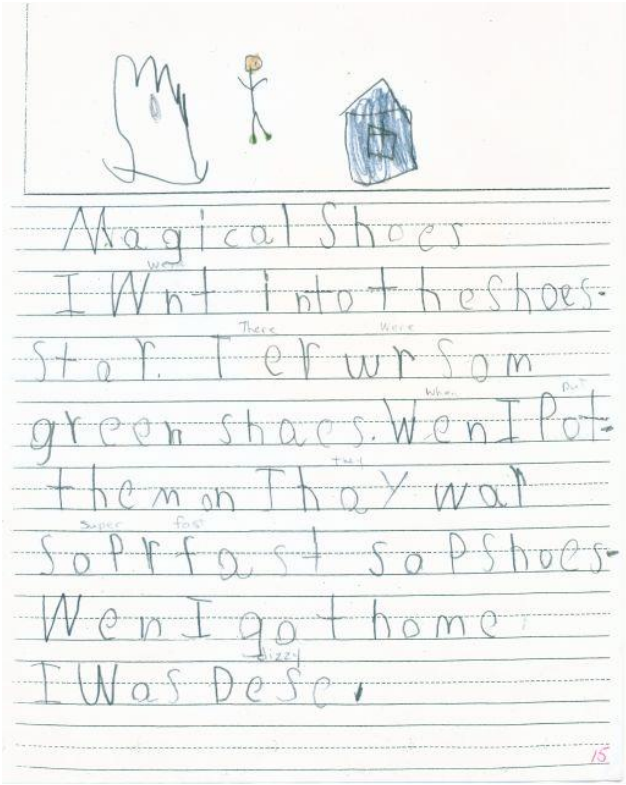
Work Samples Examples: Writing







Magical Shoes

I wnt (went) into the shoes star (store). Ter (There) wr (were) som (some) green shaes (shoes). Wen (when) I pot (put) them on thay (they) war (were) sopr (super) fast sap (???) shoes. Wen (when) I got home I was dese (dizzy).

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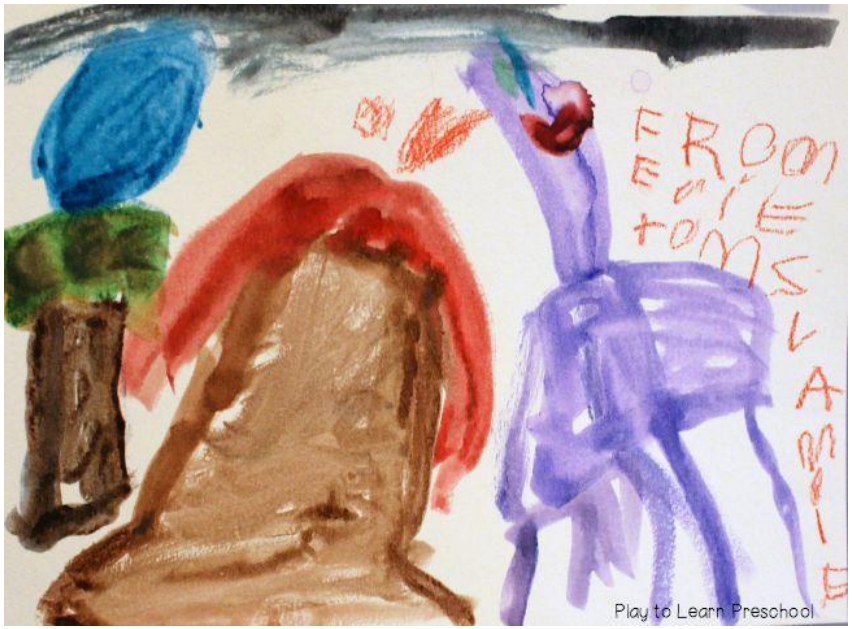
Work Samples Examples: Art



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Work Sample Examples: Learning Centers

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Putting It All Together

- Use a manila or prong folder to hold all of the contents.
- Use a cover sheet to clearly identify which child it belongs to and the folder's purpose.
- Use a folder contents checklist to ensure all necessary documentation is included.
- If using a folder with enough space, new contents could be added each year and it could follow the child to first grade and on.

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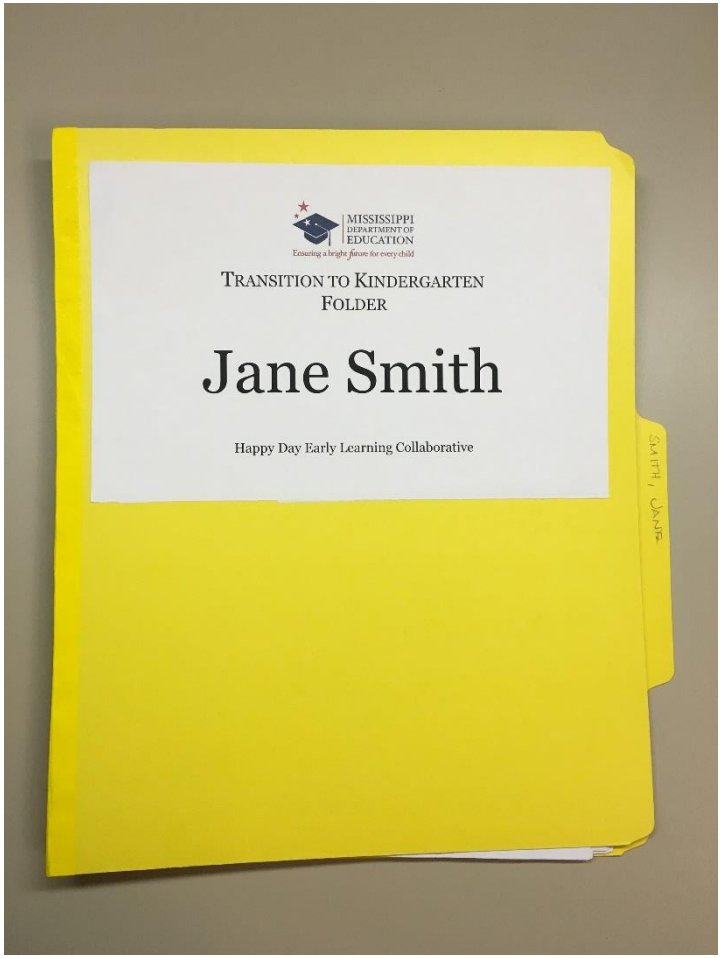
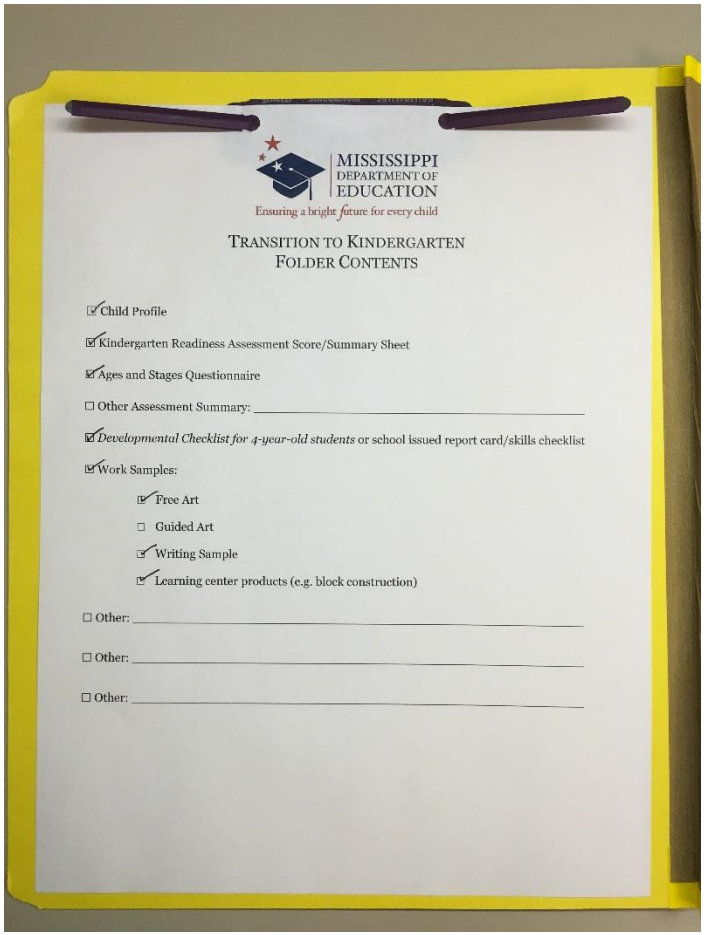
Example Transition Folder: Cover and Contents





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Example Transition Folder: Child Information & KRA

Child Information Sheet

Name _____ (First / Last)

CHILD'S PHOTO

CAREGIVER

Caregiver _____ Relationship to child _____

Caregiver _____ Relationship to child _____

Address _____ (Street / City / State / Zip)

Phone _____ Email _____

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* _____

Language(s) spoken by caregiver _____

Preferred Name

Date of Birth (mm/dd/yyyy)

Language(s) spoken by child

CAREGIVER

Caregiver _____ Relationship to child _____

Address _____ (Street / City / State / Zip)

Phone _____ Email _____

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* _____

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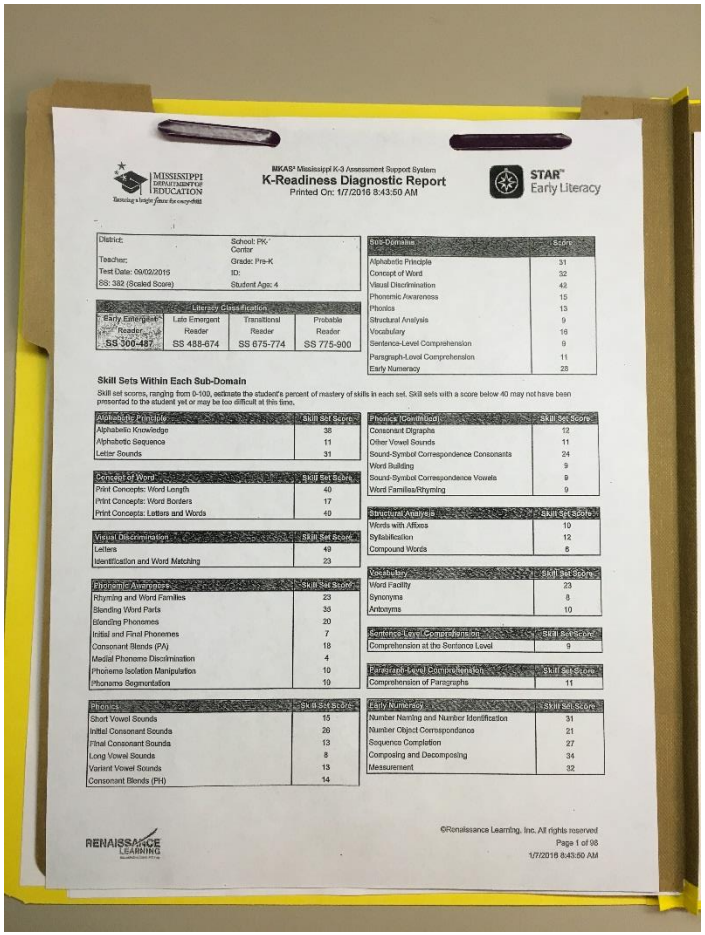
SAMPLE



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MKAS® Mississippi K-3 Assessment Support System

K-Readiness Diagnostic Report

Printed On: 1/7/2016 8:43:50 AM

STAR™ Early Literacy

District:
School: PK-Center
Teacher:
Grade: Pre-K
Test Date: 09/02/2015
ID:
SS: 382 (Scaled Score)
Student Age: 4

Literacy Classification

Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
SS 300-487	SS 488-674	SS 675-774	SS 775-900

Sub-Domains	Score
Alphabetic Principle	31
Concept of Word	32
Visual Discrimination	42
Phonemic Awareness	15
Phonics	13
Structural Analysis	9
Vocabulary	16
Sentence-Level Comprehension	9
Paragraph-Level Comprehension	11
Early Numeracy	28

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	38
Alphabetic Sequence	11
Letter Sounds	31

Concept of Word	Skill Set Score
Print Concepts: Word Length	40
Print Concepts: Word Borders	17
Print Concepts: Letters and Words	40

Visual Discrimination	Skill Set Score
Letters	49
Identification and Word Matching	23

Phonemic Awareness	Skill Set Score
Rhyming and Word Families	23
Blending Word Parts	35
Blending Phonemes	20
Initial and Final Phonemes	7
Consonant Blends (PA)	18
Medial Phoneme Discrimination	4
Phoneme Isolation Manipulation	10
Phoneme Segmentation	10

Phonics	Skill Set Score
Short Vowel Sounds	15
Initial Consonant Sounds	20
Final Consonant Sounds	13
Long Vowel Sounds	8
Variant Vowel Sounds	13
Consonant Blends (PH)	14

Phonics (Continued)	Skill Set Score
Consonant Digraphs	12
Other Vowel Sounds	11
Sound-Symbol Correspondence Consonants	24
Word Building	9
Sound-Symbol Correspondence Vowels	9
Word Families/Rhyming	9

Structural Analysis	Skill Set Score
Words with Affixes	10
Syllabification	12
Compound Words	8

Vocabulary	Skill Set Score
Word Facility	23
Synonyms	8
Antonyms	10

Sentence-Level Comprehension	Skill Set Score
Comprehension at the Sentence Level	9

Paragraph-Level Comprehension	Skill Set Score
Comprehension of Paragraphs	11

Early Numeracy	Skill Set Score
Number Naming and Number Identification	31
Number Object Correspondence	21
Sequence Completion	27
Composing and Decomposing	34
Measurement	32

RENAISSANCE LEARNING

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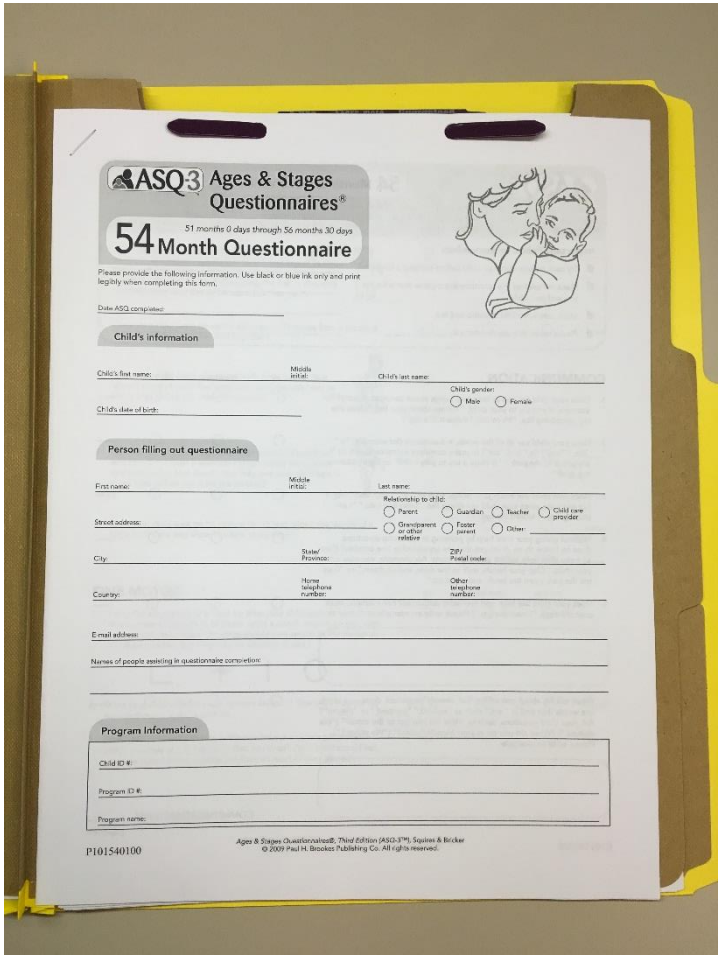
Example Transition Folder: ASQ & 4-Year-Old Checklist



ASQ-3 Ages & Stages Questionnaires®

54 Month Questionnaire

51 months 0 days through 56 months 30 days

Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed:

Child's information

Child's first name: | Middle initial: | Child's last name:

Child's gender: ◯ Male ◯ Female

Child's date of birth:

Person filling out questionnaire

First name: | Middle initial: | Last name:

Relationship to child: ◯ Parent ◯ Guardian ◯ Teacher ◯ Child care provider ◯ Grandparent or other relative ◯ Foster parent ◯ Other:

Street address:

City: | State/ Province: | ZIP/ Postal code:

Country: | Home telephone number: | Other telephone number:

E-mail address:

Names of people assisting in questionnaire completion:

Program Information

Child ID #:

Program ID #:

Program name:

P101540100

Ages & Stages Questionnaires®, Third Edition (ASQ-3™). Squires & Bricker
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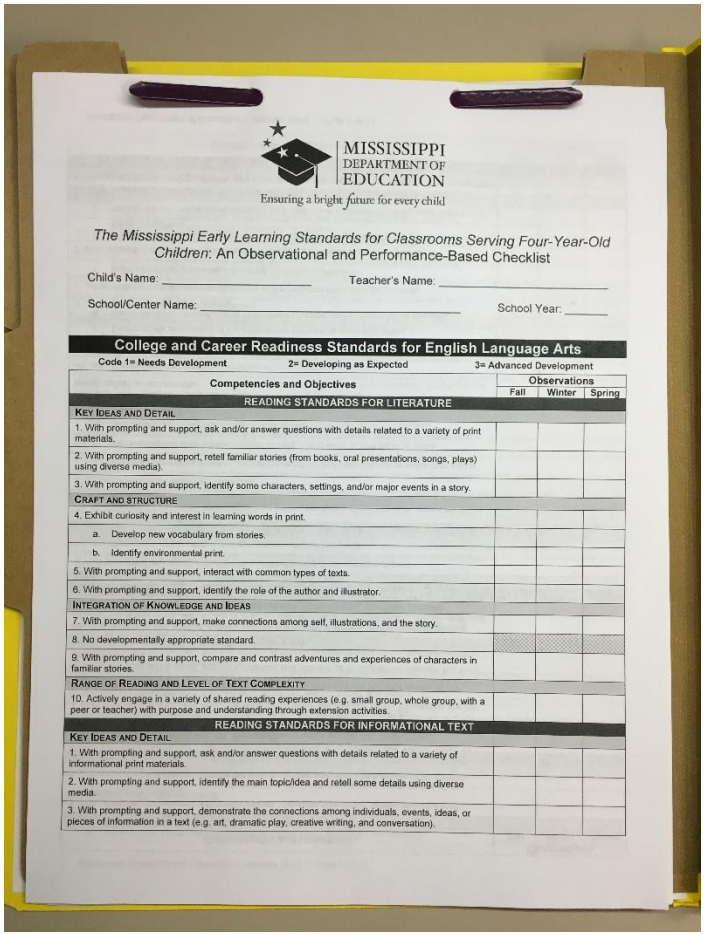

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The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ School Year: _____

College and Career Readiness Standards for English Language Arts

Code 1= Needs Development 2= Developing as Expected 3= Advanced Development

Competencies and Objectives	Observations Fall	Winter	Spring
READING STANDARDS FOR LITERATURE			
KEY IDEAS AND DETAIL			
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.			
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media).			
3. With prompting and support, identify some characters, settings, and/or major events in a story.			
CRAFT AND STRUCTURE			
4. Exhibit curiosity and interest in learning words in print.			
a. Develop new vocabulary from stories.			
b. Identify environmental print.			
5. With prompting and support, interact with common types of texts.			
6. With prompting and support, identify the role of the author and illustrator.			
INTEGRATION OF KNOWLEDGE AND IDEAS			
7. With prompting and support, make connections among self, illustrations, and the story.			
8. No developmentally appropriate standard.			
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.			
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY			
10. Actively engage in a variety of shared reading experiences (e.g. small group, whole group, with a peer or teacher) with purpose and understanding through extension activities.			
READING STANDARDS FOR INFORMATIONAL TEXT			
KEY IDEAS AND DETAIL			
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.			
2. With prompting and support, identify the main topic/idea and retell some details using diverse media.			
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g. art, dramatic play, creative writing, and conversation).			

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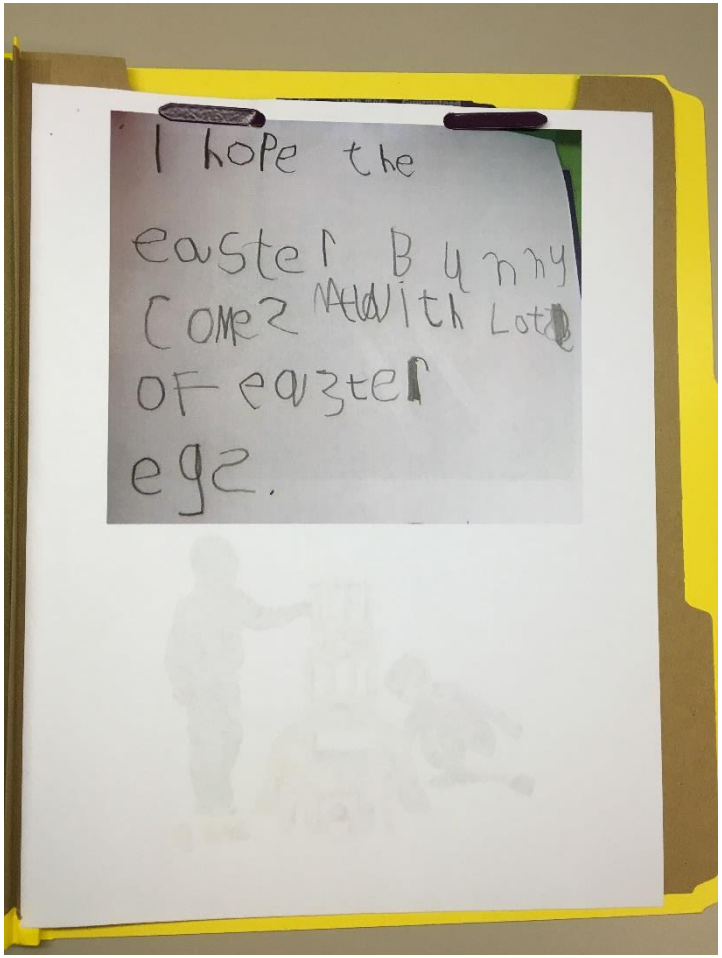
Example Transition Folder: Work Samples