

Transitions:

PreK to Kindergarten

Kindergarten to First Grade

Creating Transition Folders for Pre-K and K

Office of Early Childhood



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

ALL

Students
Proficient
and Showing
Growth in
All Assessed
Areas



2

EVERY

Student
Graduates
from High
School and
is Ready for
College and
Career



3

EVERY

Child Has
Access to
a High-
Quality Early
Childhood
Program



4

EVERY

School Has
Effective
Teachers and
Leaders



5

EVERY

Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes



6

EVERY

School and
District is
Rated "C"
or Higher



OEC Disclaimer Due to Coronavirus Disease 2019

Some of the materials and activities presented in this presentation are items/things that would be used under normal circumstances in the early childhood classrooms.

Due to Coronavirus Disease (Covid-19) please follow the CDC Guidelines for Childcare to ensure items/activities used in your classroom are safe for all children.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

Supporting Transitions

Supporting Transitions

- Transitioning to the next level is a big step for many children.
- Pre-K and Kindergarten teachers can support the transition by passing along useful information to the receiving teachers.
- This information can be used by the receiving teachers to start with a basic understanding of each child's personal and academic profile.

Transition Activities

Transition Activities

- **Pre-K teachers will create a transition folder for each child. It is recommended that Kindergarten teachers will continue to add to the transition folder or create a new transition folder for children who do not have one.**
- **Pre-K / Kindergarten teachers and Kindergarten / First Grade teachers will meet to discuss the transition of each child.**
- **A community workshop on Kindergarten Readiness will be provided for all teachers including Head Start, childcare providers, and any other applicable early learning professionals.**

Transition Activities

- **Make arrangements for Pre-K and Kindergarten children to visit their future classrooms.**
- **Have Pre-K and Kindergarten teachers visit the receiving programs to get a “feel” for where they are sending children.**
- **Facilitate opportunities for families to talk with Kindergarten or First Grade staff.**

Transition Activities

- **Prepare a Frequently Asked Questions document to inform and educate families on the procedures and expectations of the receiving programs.**
- **Ensure that a child's records promptly follow him/her to the new program.**
- **Use the transition folders and activities to support children's transition.**

Transition Activities

Family Support in Transition Efforts

- Educate families regarding what they can expect academically, socially, and emotionally at each transitional level.
- Stress the importance of language development to increase vocabulary.
- Develop and sustain a strong family engagement initiative to encourage families to participate in their child(ren)'s education.

Beyond PreK and K Transitions

- It is important to note that the transition process from one level to another does not end with kindergarten or first grade. In fact, the movement from placement to placement and grade to grade is significant in the lives of our children and their families.
- It is recommended that schools continue this transition practice up to third grade to extend the P-3rd continuum effort.

Transition Folder Contents

Transition Folder Contents

- The transition folder should provide the receiving Kindergarten and First Grade teachers with a basic understanding of each child's personal and academic profile.
 - It should include (at a minimum):
 - Child Information Form
 - End-of-year Kindergarten Readiness Assessment score/summary sheet
 - End-of-year developmental screening results
- **Brigance Early Learning Screen III (All state accredited public schools with four-year-old Pre-k programs and all Early Learning Collaborative and Blended programs)**

Transition Folder Contents

- 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*

OR

- A completed *Developmental Checklist for Kindergarten Students*

- Work samples

Child Information Form

Child Information Form

- A Child Information Form should contain most 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, email address, and preferred method and time for contact (in accordance with school policy)
- School or center information

Child Information Form (continued)

- Child's favorite things (activity, toy, food, color, book, learning center, etc.)
- Child's play and learning styles
- Child's skills and proficiencies
- Child's areas for growth and what he/she does not like to do
- Child's personality/temperament traits

Child Information Form Example (PreK)

Child Information Form Pre-Kindergarten		Name _____ <small>First Last</small>			
CHILD'S PHOTO	Parent Information	Parent _____	Relationship to child _____		
		Parent _____	Relationship to child _____		
		Address _____ <small>Street City State Zip</small>			
		Phone _____	Email _____		
		Preferred method of contact* <input type="checkbox"/> Phone <input type="checkbox"/> Email Preferred contact time* _____			
Language(s) spoken by parent _____					
Preferred Name _____	School Information	School/Center Name _____	Teacher _____		
Date of Birth (mm/dd/yyyy) _____		Address _____ <small>Street City State Zip</small>			
Language(s) spoken by child _____		Phone _____	Principal/Director _____		
		School District _____			
FAVORITES	Activity/Learning Material	Learning Center	Other (food, color, etc.)		
Approaches to Learning		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	Play Style (check all that apply)	Notes
	<input type="checkbox"/> Active <input type="checkbox"/> Quiet <input type="checkbox"/> Mixed <input type="checkbox"/> Messy <input type="checkbox"/> Clean <input type="checkbox"/> Other: _____ <input type="checkbox"/> Leader <input type="checkbox"/> Follower <input type="checkbox"/> Other: _____ <input type="checkbox"/> Independent <input type="checkbox"/> Cooperative	
	Learning Style (check most dominant)	Notes
	<input type="checkbox"/> Auditory <input type="checkbox"/> Visual <input type="checkbox"/> Kinesthetic	
	Completes Activities/Tasks	Notes
	<input type="checkbox"/> Freely <input type="checkbox"/> Seeks guidance/support	
	Temperament	Notes
	<input type="checkbox"/> Easy <input type="checkbox"/> Complex <input type="checkbox"/> Slow to Warm-up	
	Personality	Notes
	<input type="checkbox"/> Outgoing <input type="checkbox"/> Sensitive <input type="checkbox"/> Cautious	
Moves/Works	Notes	
<input type="checkbox"/> Quickly <input type="checkbox"/> Slowly <input type="checkbox"/> Average Speed		

SUCCESSFUL STRATEGIES THAT WORK FOR THIS STUDENT (academic and behavioral)	AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO	OTHER USEFUL INFORMATION



Child Information Form Example (K)

Child Information Form Kindergarten

Name First _____ Last _____

Parent Information

Parent _____ Relationship to child _____

Parent _____ Relationship to child _____

Address _____
Street City State Zip

Phone _____ Email _____

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

Language(s) spoken by parent _____

School Information

School Name _____ Teacher _____

Address _____
Street City State Zip

Phone _____ Principal _____

School District _____

FAVORITES

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

Approaches to Learning

	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

Play Style (check all that apply)	Notes
<input type="checkbox"/> Active <input type="checkbox"/> Quiet <input type="checkbox"/> Mixed <input type="checkbox"/> Messy <input type="checkbox"/> Clean <input type="checkbox"/> Other: _____ <input type="checkbox"/> Leader <input type="checkbox"/> Follower <input type="checkbox"/> Other: _____ <input type="checkbox"/> Independent <input type="checkbox"/> Cooperative	
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Moves/Works	Notes
<input type="checkbox"/> Quickly <input type="checkbox"/> Slowly <input type="checkbox"/> Average Speed	

SUCCESSFUL STRATEGIES THAT WORK FOR THIS STUDENT (academic and behavioral)	AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO	OTHER USEFUL INFORMATION

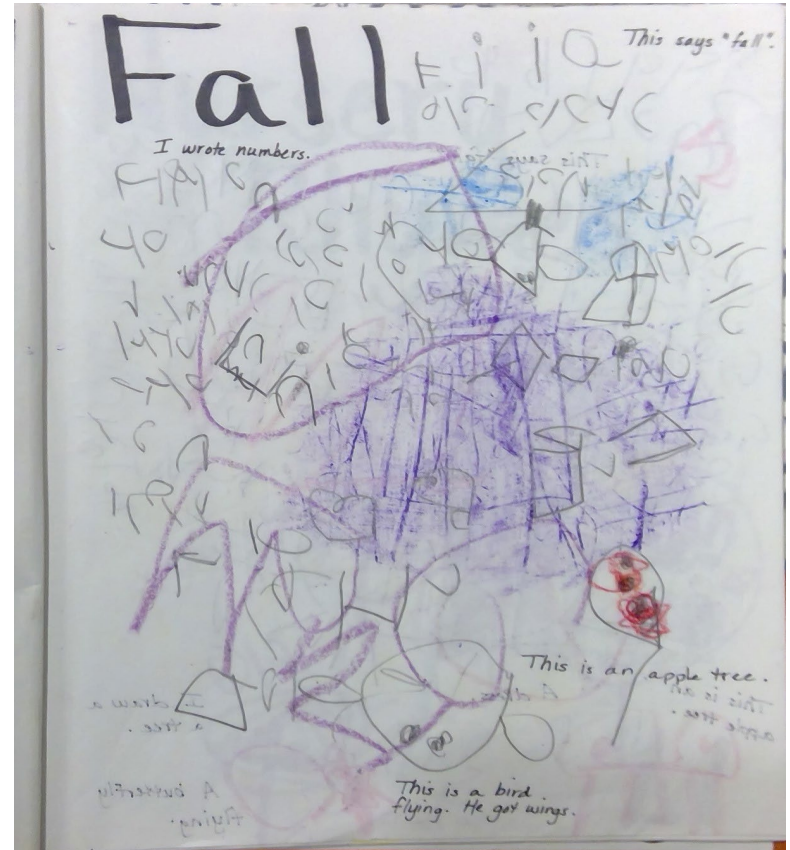


Work Samples

Work Samples

- **Work samples are 2 or 3 products or photographs that show the child's capabilities in selected content areas**
- **These may include:**
 - **Free art sample**
 - **Writing samples**
 - **Photos of learning center products (e.g., block construction, retelling a story through pictures and dictation/writing, math drawings/computation)**

PreK Writing



Kindergarten Writing



I Was skreming BathROM
BathROM BathROM! Ther Was
no BathROM on the BAAs.



PreK Free Art



Kindergarten Free Art



Learning Centers



Learning Centers



Learning Centers



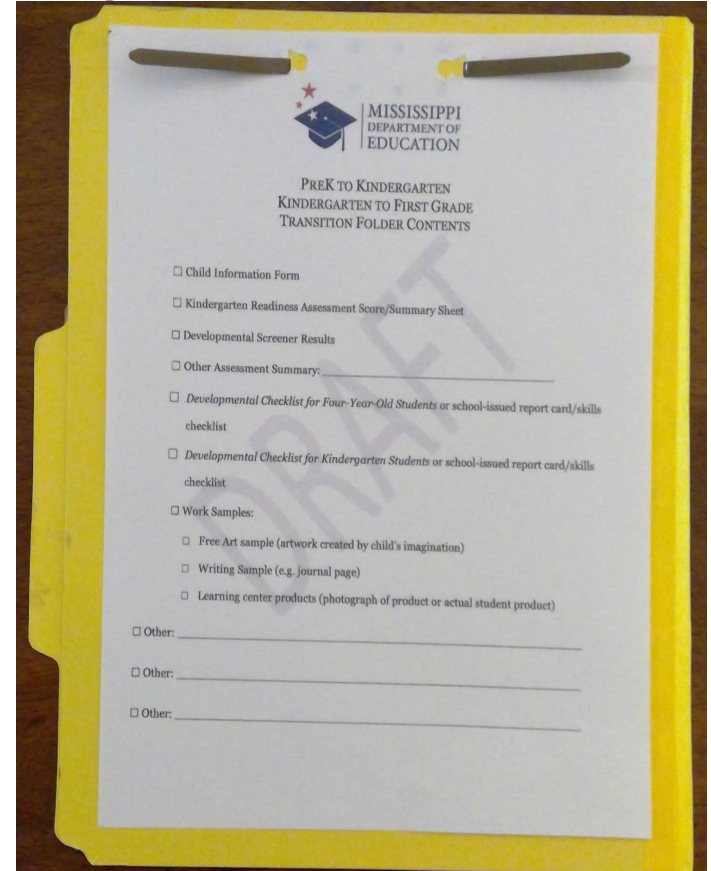
Transition Folder Example

Putting It All Together

- Use a manila or prong folder to hold all of the contents.
- Use a cover sheet to clearly identify the child and the folder's purpose.
- Use a Folder Contents Checklist to ensure all necessary documentation is included.
- Use a folder with enough space to add new contents each year.

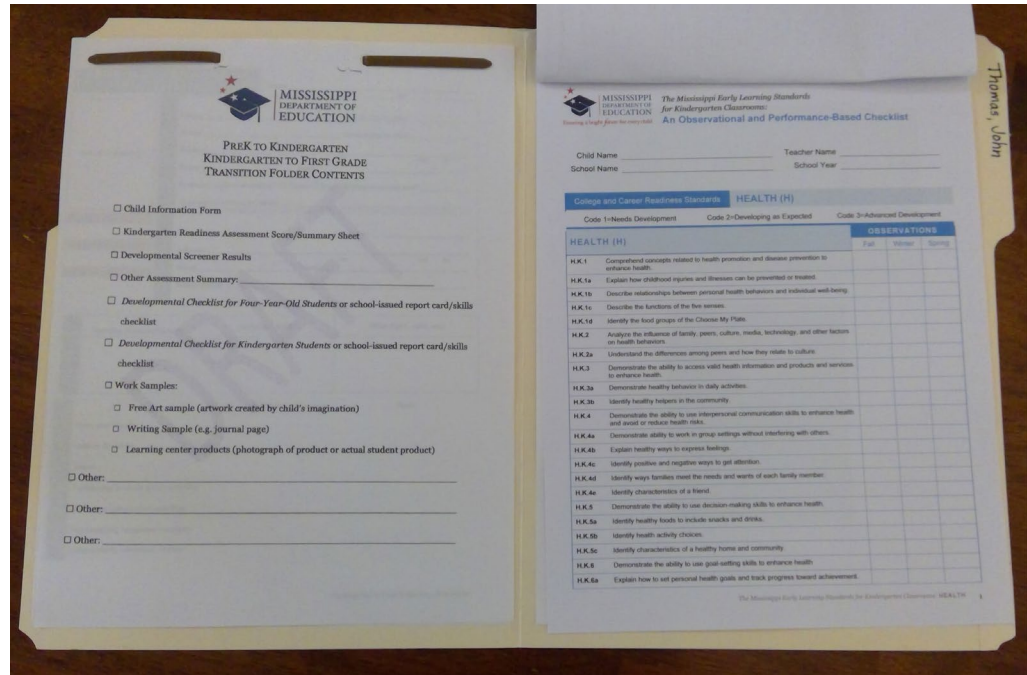
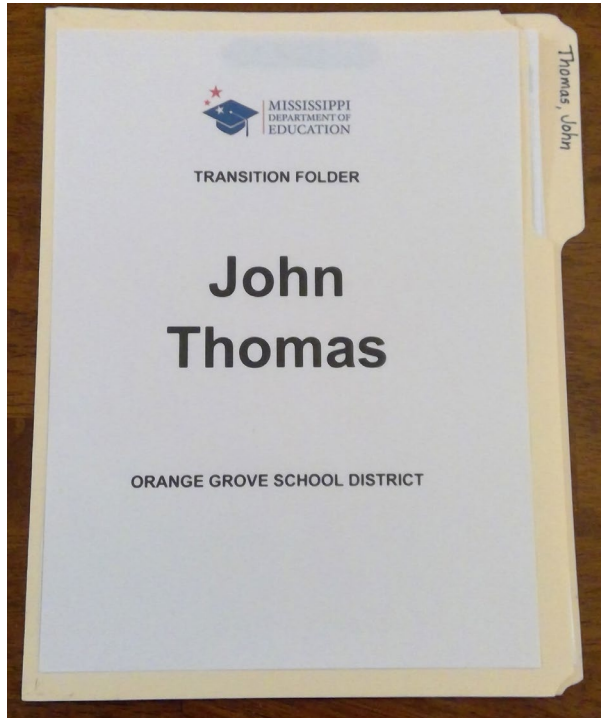
Cover and Contents

Using an expandable folder with sections and prongs



Cover and Contents

Using a manila folder with prongs



Child Information Form

Child Information Form
Pre-Kindergarten

Name _____

Parent Information

Parent _____ Relationship to child _____

Parent _____ Relationship to child _____

Address _____

Phone _____ Email _____ City _____ State _____ Zip _____

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

Language(s) spoken by parent _____

School Information

School/Center Name _____ Teacher _____

Address _____

Phone _____ City _____ State _____ Zip _____

Principal/Director _____

School District _____

CHILD'S PHOTO

Preferred Name _____

Date of Birth (mm/dd/yyyy) _____

Language(s) spoken by child _____

FAVORITES

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

Approaches to Learning

	Well	Somewhat	Emerging	Notes
Plays with friends				
Follows directions				
Listens				
Participates in whole group activities				
Completes independent activities				
Independently completes transitions				
Independently completes routines				

Pre-Kindergarten to Kindergarten Transition Folder

Smith, Ashley

Kindergarten Readiness Assessment Summary Sheet

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K-3 Assessment Support System
K-Readiness Diagnostic Report
Printed On: 6/2/2020 4:21:35 PM

STAR
Early Literacy

District:	School:
Teacher:	Grade: Pre-K
Test Date: 08/28/2019	ID:
SS: 361 (Scaled Score)	Student Age: 4

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

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.

Sub-Domains	Score
Alphabetic Principle	34
Concept of Word	24
Visual Discrimination	33
Phonemic Awareness	11
Phonics	9
Structural Analysis	12
Vocabulary	7
Sentence-Level Comprehension	8
Paragraph-Level Comprehension	22
Early Numeracy	

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	30
Alphabetic Sequence	8
Letter Sounds	23

Concept of Word	Skill Set Score
Print Concepts: Word Length	31
Print Concepts: Word Borders	12
Print Concepts: Letters and Words	31

Visual Discrimination	Skill Set Score
Letters	39
Identification and Word Matching	17

Phonemic Awareness	Skill Set Score
Rhyming and Word Families	17
Blending Word Parts	27
Blending Phonemes	15
Initial and Final Phonemes	5
Consonant Blends (PA)	13
Medial Phoneme Discrimination	3
Phoneme Isolation Manipulation	7
Phoneme Segmentation	7

Phonics	Skill Set Score
Short Vowel Sounds	11
Initial Consonant Sounds	20
Final Consonant Sounds	9
Long Vowel Sounds	6
Variant Vowel Sounds	9
Consonant Blends (PA)	10

Phonics (Continued)	Skill Set Score
Consonant Digraphs	9
Other Vowel Sounds	7
Sound-Symbol Correspondence Consonants	16
Word Building	6
Sound-Symbol Correspondence Vowels	6
Word Families/Rhyming	7

Structural Analysis	Skill Set Score
Words with Affixes	7
Syllabification	9
Compound Words	4

Vocabulary	Skill Set Score
Word Facility	16
Synonyms	6
Antonyms	7

Sentence-Level Comprehension	Skill Set Score
Comprehension at the Sentence Level	7

Paragraph-Level Comprehension	Skill Set Score
Comprehension of Paragraphs	8

Early Numeracy	Skill Set Score
Number Naming and Number Identification	24
Number Object Correspondence	16
Sequence Completion	21
Composing and Decomposing	26
Measurement	25

RENAISSANCE LEARNING

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K Readiness Assessment and Brigance Screener (PreK or K)

Smith, Ashley

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4

A. Child's Name _____ Date of Screening _____ Year _____ Month _____ Day _____
Parent(s)/Caregiver(s) _____ Birth Date _____ School/Program _____
Address _____ Age _____ Teacher _____ Examiner _____

B. Core Assessments

Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ①. For a skill not demonstrated (an incorrect response), slash through the item number. /.


Page	Domain	Assessment	Discontinue	Number Correct x Point Value for Each	Child's Score
19	Academic/Cognitive	18 Knows Personal Information Knows: 1. First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	___ x 2.5	___ / 10
20	Language Development	28 Names Colors Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	___ x 1	___ / 10
22	Language Development	38 Identifies Pictures by Naming Names: 1. scissor 2. duck 3. snake 4. wagon 5. ladder 6. leaf 7. owl 8. nail	Stop after 3 incorrect responses in a row.	___ x 1	___ / 8
23	Academic/Cognitive/Literacy	48 Visual Discrimination—Forms and Uppercase Letters 1. ○ 2. □ 3. ○ 4. ○ 5. > 6. D 7. I 8. P 9. V 10. X	Stop after 5 incorrect responses in a row.	___ x 1	___ / 10
24	Physical Development	58 Visual Motor Skills Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	___ x 2	___ / 10
26	Physical Development	68 Gross Motor Skills 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items.	___ x 1	___ / 5
28	Language Development	78 Names Parts of the Body Names: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	___ x 2	___ / 12
29	Language Development	88 Follows Verbal Directions Follows: 1. two-step directions 2. three-step directions	Stop after 2 incorrect responses for 1 item.	___ x 4	___ / 8
31	Academic/Cognitive/Mathematics	98 Counts by Rote Counts to: 1. 2 2. 3 3. 4 4. 5 5. 6 6. 7 7. 8 8. 9 9. 10	Stop after the first error.	___ x 0.5	___ / 5
32	Academic/Cognitive/Mathematics	108 Recognizes Quantities Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	___ x 4	___ / 12
33	Language Development	118 Verbal Fluency and Articulation 1. Uses sentences of at least three words 2. At least 90% of speech is intelligible	Administer both items.	___ x 5	___ / 10
				Total Score =	___ / 100

D. Notes/Observations: _____

E. Next Steps: _____

COPY 1

4-Year-Old or K Developmental Checklist

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

Child Name _____ Teacher Name _____
School Name _____ School Year _____

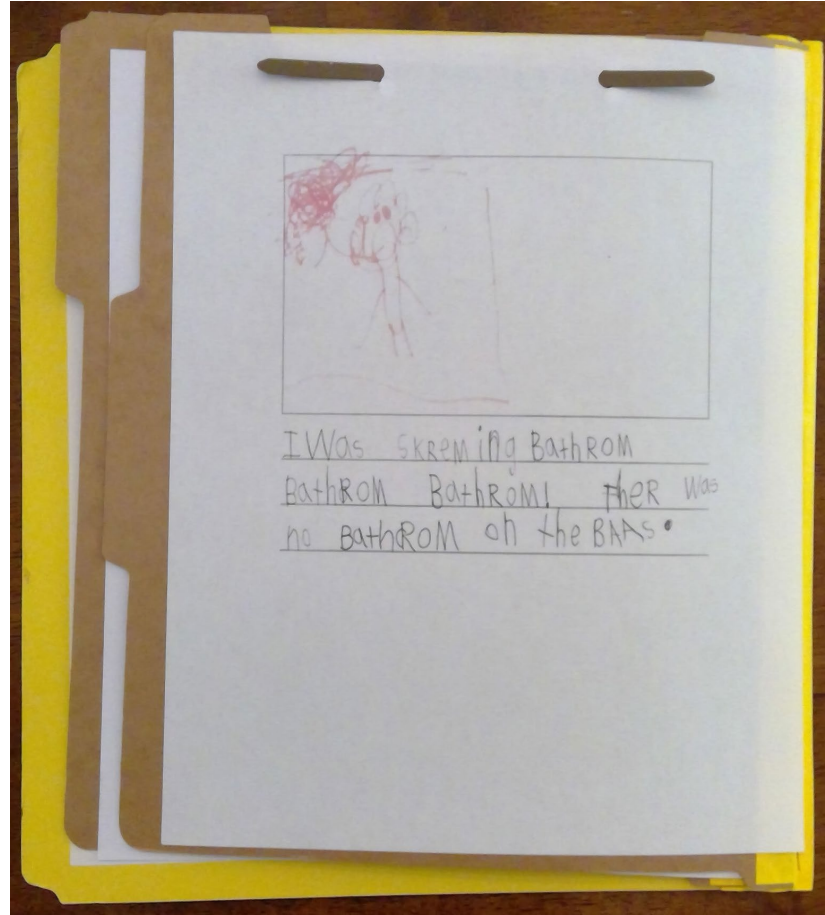
College and Career Readiness Standards ENGLISH LANGUAGE ARTS (ELA)

Code 1 = Needs Development Code 2 = Making Progress Code 3 = Developing as Expected Code 4 = Advanced Development

READING STANDARDS FOR LITERATURE (RL)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RL.PK4.1	With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.")			
ELA.RL.PK4.2	With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).			
ELA.RL.PK4.3	With prompting and support, identify some characters, settings, and/or major events in a story.			
ELA.RL.PK4.4	Exhibit curiosity and interest in learning words in print.			
ELA.RL.PK4.4a	Develop new vocabulary from stories.			
ELA.RL.PK4.4b	Identify real world print (e.g., word wall, class dictation, labels in classroom, and signs in the community).			
ELA.RL.PK4.5	With prompting and support, interact with common types of texts (e.g., fantasy, factual, animals, books that represent diversity in race, culture, age, gender, and ability).			
ELA.RL.PK4.5a	Identify the front cover, back cover, and title page of a book.			
ELA.RL.PK4.6	With prompting and support, identify the role of the "author" and "illustrator."			
ELA.RL.PK4.7	With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).			
ELA.RL.PK4.8	No developmentally appropriate standard.			
ELA.RL.PK4.9	With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).			
ELA.RL.PK4.10	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 (e.g., art activities, dramatic play, creative writing, movement).			

The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: ENGLISH LANGUAGE ARTS 1

Work Samples



Work Samples



Transition Folder Sample

- <https://mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/OEC/transition-folder-development-ppt.pdf>

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