

Kansas Kindergarten Readiness Snapshot Fact Sheet



Why Kindergarten Readiness?

Early childhood experiences lay the foundation for a child's future academic success. A child's health and physical well-being, along with the development of cognitive, communication and social-emotional skills, all can be influenced by the community, educational environment, family and the individual child.

Effective policies, targeted and appropriate levels of funding, and collaborative systems of support enhance a child's ability to thrive in learning environments. To advance kindergarten readiness in Kansas, all Kansas kindergarten classrooms are utilizing a new tool to better understand students' development.

What is the Kansas Kindergarten Readiness Snapshot?

The Ages & Stages Questionnaires Third Edition (ASQ-3) and the Ages & Stages Questionnaires Social Emotional Second Edition (ASQ: SE-2) provide a snapshot of children's developmental milestones.

As caregivers know their children best, they complete both versions of the questionnaires.

The ASQ-3 addresses five developmental areas: communication, gross motor, fine motor, problem-solving and personal-social.

The ASQ: SE-2 addresses seven social-emotional areas: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect and interaction with people.

All kindergarten classrooms are required to administer the ASQ-3 and the ASQ: SE-2 between Aug.1 and Sept. 20.

Visit <https://agesandstages.com/ks/> for more FAQs, quick-reference guides and "how-to" videos describing how to implement the ASQ.

What is the difference between a snapshot and a test?

SNAPSHOT	ASSESSMENT/TEST
Looks at developmental milestones.	Looks at skills acquired.
Provides a snapshot upon entry; not a pre/post measure.	Is more comprehensive.
Brief to administer.	Administration can be lengthy.
Largely observational in nature.	Requires individual testing.

How Can ASQ Data Be Used?

Data can be used to help schools:

- Design environment and instruction to meet the needs of incoming kindergartners.
- Support aligned teaching practice and program planning.
- Support personalized instruction.
- Promote positive teacher-parent relationships.

At the state level, this data will provide a snapshot of Kansas kindergartners' development and help inform opportunities to improve kindergarten readiness statewide.

The Data Is Not:

- A gatekeeper to prevent 5-year-old children from entering kindergarten. The only requirement for entry into kindergarten is that a child be 5 years old on or before Aug. 31 of the current school year.
- An automatic referral for special education.
- Used for progress monitoring.

How Does KSDE Collect ASQ Data?

KSDE will access data using ASQ Online. Districts do not need to send additional data to the state.

Tips for sharing Ages & Stages Questionnaires (ASQ) results with parents:

- Share results with parents in face-to-face conversation (Don't hand out score report).
- Explain results using language such as above cutoffs, close to cutoffs, and below cutoffs.
- Highlight what the child does well and focus on positives first.
- Be sensitive and positive. This is an opportunity to build teacher-parent relationships.
- Examine concerns together.
- Talk about next steps of development.
- If a student is below the cutoff in ASQ-3 or above the cutoff in ASQ: SE-2:
 - Embed opportunities into meaningful routines across the daily schedule with many opportunities for practice.
 - Provide small group, targeted instruction for the student.
 - Access ASQ-3 or ASQ: SE-2 Learning Activities resource manual.
 - Check the ASQ site for ideas to address specific skill deficits. Archives of ASQ newsletters are available.
 - Provide direct instruction targeting the area of concern while monitoring progress with an evidence-based progress monitoring tool.
 - Check online resource sites:
 - <https://agesandstages.com/ks>
 - www.interventioncentral.org
 - www.ksdetasn.org
 - Collaborate with other early childhood staff members within the school building.
 - Discuss curriculum options and specific interventions to address skill deficits with the district curriculum coordinator, instructional coach or the Multi-Tier System of Supports (MTSS) team.
 - If a student shows little or no gains despite targeted interventions implemented with fidelity over time, refer to building Student Improvement Team (SIT).

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