

Fairfax County Public Schools

Early Childhood Readiness Tool

Fairfax County Public Schools (FCPS) recognizes the importance of early childhood education and the value of diverse early childhood experiences. School readiness, defined by the Virginia Department of Education, describes the capabilities of children, their families, schools, and communities that will best promote student success in kindergarten and beyond.

The Readiness Tool is a resource for early childhood educators and caregivers. It can identify and support a child's skills in the areas of social-emotional development, communication, literacy, and mathematics. All children vary in their development. The examples represent developmentally appropriate skills for preschool age children and are not a complete list. This is not a formal assessment.

How to Use the Tool

- over time during the year before a child enters kindergarten
- through observation
- with hands-on learning experiences
- in their most familiar language

All children who turn age 5 by September 30 of the current school year will be enrolled in kindergarten regardless of their skill level. Families should register age eligible children for kindergarten at their neighborhood school.

Clarification of the Tool:

Yes	Sometimes	Not Yet	Comments
Does demonstrate one or more of the examples or a similar example.	Sometimes demonstrates one or more of the examples or a similar example.	Does not yet demonstrate one or more of the examples or a similar example.	Use this section to plan for experiences not yet observed. Access additional resources available on the EC Partnerships website.



Ready Child: Social-Emotional

Social-Emotional readiness involves the development of several skills surrounding understanding and managing emotions, perceptions, communication, interpersonal skills, and self-regulation.

Examples of social-emotional skills:	Yes	Sometimes	Not Yet	Comments
Does the child begin to identify a trusted adult and/or peer? For example, knows who to go to for help when hurt.				
Does the child begin to identify a personal strength? For example, says "I am good at coloring!", or gives a high-five or thumbs up after a game or task.				
Does the child begin to show awareness of feelings of self? For example, identifies when they are having a feeling such as happy, sad, mad, or scared.				
Does the child begin to show awareness of feelings of others? For example, sees someone fall and cry and can identify they feel sad or hurt.				
Does the child begin to try different strategies when a task is difficult? For example, attempts to put a puzzle together, tries more than one piece from different angles.				
Does the child begin to recognize the consequences of their actions? For example, takes a toy from another child and can identify that child now does not have a toy to play with.				
Does the child begin to use different ways to calm or comfort self when upset? For example, takes deep breaths, hugs a stuffed animal, walks away to a quiet area, or approaches a teacher or peer for support.				

Examples of social-emotional skills:	Yes	Sometimes	Not Yet	Comments
Does the child begin to use respectful language or greetings with adults and/or peers? For example, waves, says "hello", pats on back, or indicates thanks.				
Does the child begin to use a variety of skills for entering social situations? For example, joins an existing activity, shares a toy, or engages in a back and forth exchange.				
Does the child begin to use nonphysical ways to resolve conflicts? For example, seeks a trusted adult, moves away from the situation, or compromises.				



Ready Child: Communication

Communication readiness involves a child deciding what, how and when to communicate verbally and nonverbally; intentionally speaking, listening, and responding with adults and peers.

Examples of communication skills:	Yes	Sometimes	Not Yet	Comments
Does the child begin to identify or name objects/pictures of some of the following: shapes, colors, family members, or places by pointing, gesturing/signing or speaking? For example, points to or names objects.				
Does the child begin to tell about an event that happened during the day by pointing, gesturing/signing, drawing, or speaking? For example, draws or tells about a part of the day.				
Does the child begin to express wants and needs by pointing, gesturing/signing, or speaking? For example, indicates their toileting needs.				
Does the child begin to tell about their own drawing or writing?				
Does the child begin to listen and respond verbally or nonverbally (pointing, gesturing/signing) during interactions with peers and adults?				
Does the child begin to follow one or two step directions?				
Does the child begin to ask when and how questions by pointing, gesturing/signing, or speaking?				
Does the child begin to answer simple who, what, and where questions by pointing, gesturing/signing, or speaking?				
Does the child begin to speak (if child is verbal) and be primarily understood by people outside of the family?				



Ready Child: Literacy

Reading readiness involves the development of an understanding that print and language are related and that print conveys meaning. A “ready to read” child engages in thoughtful listening, speaking, reading, and writing experiences.

Examples of literacy skills:	Yes	Sometimes	Not Yet	Comments
Does the child begin to demonstrate an interest in books? For example, holding, looking at, pointing or listening.				
Does the child begin to listen to a variety of forms of literature? For example, short poems, nursery rhymes, songs, chants, fiction or factual texts.				
Does the child begin to express curiosity about what is read to them? For example, ask simple questions such as “what’s that?”, point to pictures, or draw story/topic.				
Does the child begin to respond to what is read to them? For example, express feelings, share observations, answer simple questions, or respond with pictures.				
Does the child begin to use new vocabulary in daily communication?				
Does the child begin to identify some sounds? For example, rhymes, beginning letter sounds, matches sounds to picture prompts.				
Does the child begin to notice some upper and lowercase letters? For example, points to or states some letters in the child’s name or in the environment.				
Does the child begin to notice how books are read? For example, front to back, left to right.				
Does the child begin to notice the difference between print and pictures within a story? For example, print is read, pictures provide support and meaning.				

Examples of literacy skills:	Yes	Sometimes	Not Yet	Comments
Does the child begin to make simple predictions about what might happen in a story? For example, indicates what a character might see, say, or do.				
Does the child begin to construct letter-like forms and symbols? For example, uses materials such as playdough, Wikki Sticks, crayons, markers, pencils or paint.				
Does the child begin to draw pictures and/or attempts to write to communicate about experiences or ideas?				
Does the child begin to demonstrate simple story retelling? For example, dramatic play, draws simple pictures, retells the story from the pictures in the book, uses simple words, or sequences pictures.				

123 Ready Child: Mathematical Concepts

Mathematical readiness involves a child constructing mathematical ideas based on their experiences with the environment, their interactions with adults and peers, and their daily observations which challenges them to explore ideas about patterns and relationships, order and predictability, and logic and meaning.

Examples of mathematical concepts:	Yes	Sometimes	Not Yet	Comments
Does the child begin to recognize numerals? For example, points to numerals.				
Does the child begin to participate in rote counting? For example, count with adult and group of children.				
Does the child begin to use numbers and number sets to describe and compare? For example, identify which group of objects has more or less.				
Does the child begin to identify simple patterns? For example, red blue red blue or stripes on a shirt.				
Does the child begin to recognize shapes? For example, points to simple shapes.				
Does the child begin to sort objects by type? For example, shirts, shoes, and socks; or match geometrical shapes.				
Does the child begin to identify order? For example, first or last position when lining up.				
Does the child begin to make comparisons? For example, adult is taller than child, wake up in morning and sleep at night, wear shorts when it is hot and a coat when it is cold.				
Does the child begin to use objects in play to explore mathematical concepts? For example, uses blocks to build tower and count blocks, correctly interlocks puzzle pieces, or plays with cubes or other manipulatives.				