

FACT SHEET



Kansas Kindergarten Readiness Snapshot

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.

To advance kindergarten readiness, all Kansas elementary schools are partnering with families to better understand students' development.

What is the Kansas Kindergarten Readiness Snapshot?

Ages & Stages Questionnaires®, Third Edition (ASQ-3) and 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.

ASQ-3 addresses five developmental areas: communication, gross motor, fine motor, problem-solving and personal-social. ASQ:SE-2 addresses seven social-emotional areas: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect and interaction with people.

Visit <https://agesandstages.com/ks/> for FAQs, guides and "how-to" videos on how to implement ASQ.



How Can ASQ Data Be Used?

All children are ready to enter kindergarten when they meet the age requirement – five on or before August 31 of their kindergarten year. The snapshot data helps teachers ensure their kindergarten classrooms are ready to support the social, emotional, and academic success of each student. 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.

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Reminders as You Prepare for the Kansas Kindergarten Readiness Snapshot

- **Archive data from the 2019–2020 School Year**
You will want to be sure to archive your students from the 2019–2020 school year before you begin this year's screening initiative. Watch this [short video](#) for instructions on how to archive your student data.
- **Review your Family Access pages**
Make sure your ASQ-3 and ASQ:SE-2 Family Access pages are linked. Linking your ASQ-3 and ASQ:SE-2 pages will allow caregivers to complete both questionnaires **at the same time** without having to re-enter child and caregiver demographic information. For instructions on how to link your family access pages, click [here](#).
- **Create new Administrators/Teachers**
You can add multiple teachers to your ASQ Online program by importing the information. Simply enter the necessary information into the import template (last name, first name, username, email address, phone number) and upload the import file to ASQ Online. New user accounts will be created for your users automatically. For instructions, click [here](#).

Tips for Introducing ASQ to Parents and Caregivers

- Share the purpose of screening. The [ASQ for Parents Quick-Guide to Screening](#) may be useful to send to parents.
- Give parents guidance and make them feel prepared to successfully complete a screening. Consider reviewing the *Important Points to Remember* on the first page of the questionnaires with parents.
- Explain the types of questions on ASQ-3 and ASQ:SE-2 and review the response options. For ASQ:SE-2, explain the Concern column.
- Tell parents that you'll share results with them.

Tips for Partnering and Sharing ASQ Results with Families

- Share results with parents in a one-on-one conversation (Don't just hand out a 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 any concerns together.
- Talk about next steps of development.

Tips for Building Developmental Skills

If a student is below the ASQ-3 cutoff or above the ASQ:SE-2 cutoff, try these suggestions:

- Embed many opportunities to practice into meaningful routines across the daily schedule.



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- Access ASQ-3 or ASQ:SE-2 Learning Activities to share with the family.
- Provide small group, targeted instruction for the student.
- Provide direct instruction targeting the area of concern while monitoring progress with an evidence-based progress monitoring tool.
- Check for ideas to address specific skill deficits. Online resource sites include:
 - <https://agesandstages.com/ks> (archives of ASQ newsletters are available)
 - 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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