

# FACT SHEET



## Kansas Kindergarten Readiness Snapshot

### Why Kindergarten Readiness?

The Kansas State Board of Education sets our Kansans Can vision for education: Kansas leads the world in the success of each student. Early childhood experiences lay the foundation for a child's future academic success. To advance kindergarten readiness, all Kansas elementary schools are partnering with families 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.

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



### How Can ASQ Data Be Used?

All children are ready to enter kindergarten when they meet the age requirement – 5 years old on or before Aug. 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 provides a snapshot of Kansas kindergartners' development and helps inform opportunities to improve kindergarten readiness statewide.

### When is the 2022 Snapshot?

For the 2022-23 school year, districts may apply to begin their 2022 Kindergarten Readiness Snapshot after April 1, 2022. Districts that apply to begin the Snapshot in the spring or early summer will agree to assurances that include:

- The district will not use ASQ data as a gatekeeper to prevent 5-year-old children from entering kindergarten.
- The district will follow up with families.
- The district will share ASQ data with a child's kindergarten teacher.

For districts that do not apply, the Kindergarten Readiness Snapshot window will open July 1, 2022. **All schools must administer the ASQ to incoming kindergarten students by Sept. 20, 2022.** All data (including pending Family Access screenings) must be entered into ASQ Online by Oct. 10, 2022.

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## Reminders as You Prepare for the Kansas Kindergarten Readiness Snapshot

- **Archive data from the 2021–2022 School Year**  
Archive your students from the 2021–2022 school year before you begin this year’s screening initiative. Watch this [short video](#) for instructions on how to archive your student data.
- **Update Parent/Guardian Consent Language**  
Schools must use updated (March 2021) language for receiving parent/guardian consent. Parent/Guardian Consent Form (Print and Online) is available for download **under “Initiative Resources” on the Kansas sitelet**. For instructions on how to set up Family Access, click [here](#).
- **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](#).
- **Update Program 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 the Kindergarten Readiness Snapshot. The **Message for Parents and Caregivers** and the **ASQ for Parents Quick-Guide to Screening** may be useful to share.
- Give parents guidance and make them feel prepared to successfully complete a screening.
- Review 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:

- Access ASQ-3 or ASQ:SE-2 Learning Activities to share with the family.
- Embed many opportunities to practice into meaningful routines across the daily schedule.
- 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>
  - <https://helpmegrowks.org/family/>
  - [www.interventioncentral.org](http://www.interventioncentral.org)
  - [www.ksdetasn.org](http://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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