



# Kansas Kindergarten Readiness Snapshot

## Why Kindergarten Readiness?

The first five years of a child's life are an incredible opportunity to set a positive direction. Engaging with families to better understand children's development prepares children, families and schools for a successful start to the kindergarten year. To advance kindergarten readiness, all Kansas elementary schools are partnering with families of incoming kindergarten students to collect kindergarten-entry data.

## 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 [agesandstages.com/ks](https://www.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 2025 Snapshot?

Schools may begin the 2025-2026 Kindergarten Readiness Snapshot March 1, 2025. Consider the following expectations:

- ASQ data will **not** prevent 5-year-old children from entering kindergarten.
- The district will follow up with families within 2 weeks of receiving completed screenings.
- The district will contact families who complete the ASQ but do not enroll so that screenings can be transferred.
- A child's kindergarten teacher will receive ASQ data prior to the first day of school.

**All schools must administer the ASQ to incoming kindergarten students by Sept. 22, 2025.** All data (including paper screenings and pending Family Access screenings) **must be entered into ASQ Online by Sept. 26, 2025.**

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

1. Review 2024-2025 data in the KSDE Kindergarten Readiness Snapshot authenticated application.  
A new Kansas State Department of Education (KSDE) authenticated application is available for schools to review their previous years' participation rate data and visualize aggregate kindergarten student results for each of the ASQ domains. This is a good opportunity to reflect on successes and identify areas to improve. Users can request access to Kindergarten Readiness Snapshot (ASQ) in KSDE web applications.
2. Archive data from the 2024-2025 school year.  
Archive ASQ Online Child Profiles for children who will be in first grade or older in 2025-2026. [Watch this short video for instructions on how to archive Child Profiles.](#)
3. Update ASQ Online Program Administrators and Providers (Teachers).  
Ensure all kindergarten teachers and all administrators who will support the Kindergarten Readiness Snapshot have an ASQ Online account and can log in. Delete any users who are no longer with the district. [Watch this short video for instructions on how Program Administrators add users to ASQ Online.](#) Contact KSDE for assistance in adding multi-building access for users.
4. Decide how the school will introduce the ASQ to parents and caregivers.  
The following tips below include sample scripts, messages and other resources.
5. Decide who will be responsible for reviewing and accepting incoming Family Access screenings.  
Timely follow-up ensures information shared by families is relevant and demonstrates to families that their time is valuable. [Family Access Alerts in ASQ Online](#) provide automatic notification when screenings are available. [The Tip Sheet "How to Prevent Duplicate Child Profiles"](#) is a helpful process to keep the ASQ Online system organized.

6. **Decide who will be responsible for reviewing ASQ results and following up with families.**  
The following tips include resources to prepare staff to share results and other resources to support children's development. [The Tip Sheet "Printing Information Summaries for Multiple Students"](#) describes an efficient way to quickly review and print information from ASQ Online.
7. **Ensure that when questionnaires are completed on paper that they use the correct age interval and include the correct version of printed Parent/Guardian Consent Language.**  
The [ASQ Age Calculator](#) is a free resource to select the correct ASQ questionnaire interval  
**Note that in Kansas, a child with a chronological age of 66 months 1 day through 77 months 30 days should use the 72-month ASQ-3 questionnaire, which is only available in Kansas.** Parents may decide not to participate or decide not to have data shared with the state. Schools must use updated (March 2021) language for receiving parent/guardian consent for screenings completed on paper. The ASQ Online system automatically requests consent for screenings completed online via Family Access. Parent Consent Language (Print and Online) is available for download on the [agesandstages.com/ks](https://agesandstages.com/ks) website under "**Initiative Resources**".
8. **Review Family Access pages.**  
Log in to ASQ Online and confirm each building's Family Access links are ready to accept screenings. [Link ASQ-3 and ASQ:SE-2 Family Access pages](#) so that caregivers can complete both questionnaires **at the same time** without having to re-enter child and caregiver demographic information. **NEW FOR 2025-2026 – As of 2025-2026, all Kansas schools have access to the ASQ-3 and the ASQ:SE-2 in Spanish.** [Click here for instructions on how to finish setting up new Spanish Family Access pages.](#) Spanish questionnaires are also available to print from the "Screening Management" page under the "View/Print Documents" tab in ASQ Online.

## Tips for introducing ASQ to Parents and Caregivers

- [The Introducing ASQ-3 and ASQ:SE-2 to Families Tip Sheets](#) include suggested sample scripts to follow for each of the below items.
- Share the purpose of the Kindergarten Readiness Snapshot. KSDE provides a Message for Parents from Dr. Randy Watson. This is available in English and in Spanish on the [agesandstages.com/ks](https://agesandstages.com/ks) website under "**Initiative Resources**". Feel welcome to share this letter with families, or to adapt this language for a message of your own.
- 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.
- [“Sharing ASQ Screening Results with Families”](#) includes more practical tips to prepare for these discussions.
- The [Tip Sheet “Printing Information Summaries for Multiple Students”](#) describes an efficient way to quickly review and print information from ASQ Online.

## Tips for Building Developmental Skills

When schools and families collaborate to support children’s growth and development, students are better prepared for success in school. ASQ resources provide excellent opportunities to support students’ learning:

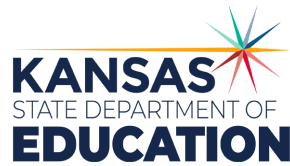
- [ASQ Learning Activities](#) are an easy-to-use and low-cost way to move from screening to supporting ongoing child development.
- Free resources are also available to share with families. See [social-emotional learning activities](#), [fine motor activities](#), and [additional activities \(in English and Spanish\) to support development at home](#).
- [The “3 Ways ASQ Data Can Support a Successful School Year” Tip Sheet](#) outlines ways ASQ questionnaire data can support school success.
- When students need additional support in an area of development, teachers can:
  - Share learning activities with the family to support learning and development at home.
  - 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:
  - [agesandstages.com/ks](http://agesandstages.com/ks)
  - [helpmegrowks.org/family](http://helpmegrowks.org/family)
  - [www.interventioncentral.org](http://www.interventioncentral.org)
  - [ksdetasn.org](http://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).

KANSAS KINDERGARTEN READINESS SNAPSHOT

For more information, contact:

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