

KINDERGARTEN READINESS ASSESSMENT

It is our desire at Veritas Academy to provide a Kindergarten learning experience of utmost quality and to partner with parents in determining when that experience should ideally begin. As such, the primary goals of our Kindergarten screening process are to:

- Pinpoint areas where parents can initiate appropriate learning activities prior to Kindergarten
- Identify possible delays in physical, cognitive, and behavioral development
- Assist Veritas Kindergarten teachers in planning appropriate experiences for every child during the Kindergarten year

The Kindergarten Readiness Assessment “KRA” is a one-on-one evaluation of developmental skills and attitudes where your child will feel like he/she is simply playing “school games” with a teacher! The results of the assessment will be reviewed by the Veritas admissions committee, along with your child’s complete application, as we recommend/determine placement. In some cases, an academic meeting may be scheduled to review testing results.

OBJECTIVES

The scope of learning objectives for four- and five-year-olds should be broad enough to allow for developmental variability and includes skills and behaviors that not all children will attain but toward which all should be progressing. The following objectives relate to the concepts and skills in the various subtests of KIDS, a norm-referenced test that our assessment is based upon.

1. NUMBER CONCEPTS

- Orders the numerals 0 to 10 in sequence
- Recognizes that each counting number is one greater than the number before it
- Distinguishes between sets which are the same or different
- Identifies and constructs sets and subsets from 0 to 10
- Understands the meaning of more than, less than, the same as
- Indicates ordinal succession of numbers: first, second, third, fourth, fifth
- Identifies penny, nickel, dime, quarter
- Determines half of a whole or small group

2. VERBAL CONCEPTS

- Identifies and uses words opposite in meaning
- Identifies size differences and uses comparative terms
- Discriminates likenesses and differences in objects
- Describes an object using several characteristics
- Listens to an unfinished sentence and supplies an appropriate word to complete it
- Identifies a set of a collection of objects having a common property
- Classifies objects

3. VISUAL SKILLS

- Matches and identifies eight basic colors
- Reproduces a simple pattern from memory
- Discriminates likenesses and differences in symbols and letters
- Recognizes likenesses and differences in letter and word forms
- Recognizes a word as a letter or group of letters
- Uses configuration clues as an aid to decoding words

4. LANGUAGE

- Recalls information previously learned
- Verbalizes spontaneously in conversation
- Expresses ideas in complete thoughts
- Interprets the main idea of a picture
- Creates original stories
- Tells events of a story or experience in sequence
- Uses appropriate words to describe emotions, actions, and sensory images
- Carries out a series of three or more directions
- Identifies all or most of the letters of the alphabet
- Uses context clues as an aid to decoding words

5. PAPER/PENCIL SKILLS

- Uses thumb and finger to grasp small objects
- Uses crayons (and pencils) with control
- Recognizes and reproduces straight, curved, and slant lines
- Traces and draws geometric figures
- Draws person with head, trunk, legs, arms, features
- Writes letters and numerals
- Writes name correctly from memory
- Follows left to right, top to bottom progression in drawing, writing

6. AUDITORY SKILLS

- Distinguishes differences in sounds
- Recalls and repeats information given orally, as a series of five or more digits, as a sentence of five or more words
- Hears differences between pairs of similar words
- Identifies and supplies rhyming words
- Distinguishes between consonant sounds in spoken words
- Uses beginning and ending sounds as an aid to decoding words

7. GROSS MOTOR SKILLS

- Demonstrates understanding of terms: forward, backward, over, under, etc.
- Demonstrates motion concepts: stop, go, up, down, in, out, back, forth, etc.
- Balances on one foot
- Hops on one foot
- Bounces and catches a ball
- Shows spatial judgment as in an obstacle course
- Walks a line, then balance beam, forward and backward
- Skips using alternate feet