

# Movin' On Up!

## Transition from Pre-K to Kindergarten

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**Lydia Boutwell**

Early Childhood Project Specialist

[mdek12.org](http://mdek12.org)



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Office of Early Childhood

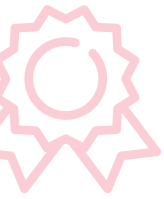


# Let's Transition!!

2

Get out of your chair (or off the couch 😊) and let's stretch and move!





1

**ALL** Students Proficient  
and Showing Growth in All  
Assessed Areas



2

**EVERY** Student Graduates  
from High School and is Ready  
for College and Career



3

**EVERY** Child Has Access  
to a High-Quality Early  
Childhood Program

**EVERY** School Has Effective  
Teachers and Leaders

4



**EVERY** Community Effectively  
Uses a World-Class Data System to  
Improve Student Outcomes

5



**EVERY** School and District is  
Rated “C” or Higher

6



## VISION

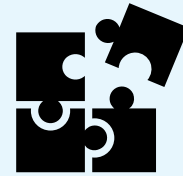
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



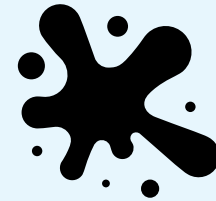
## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# Supporting Transitions



# Transition Activities



# Creating a Transition Folder

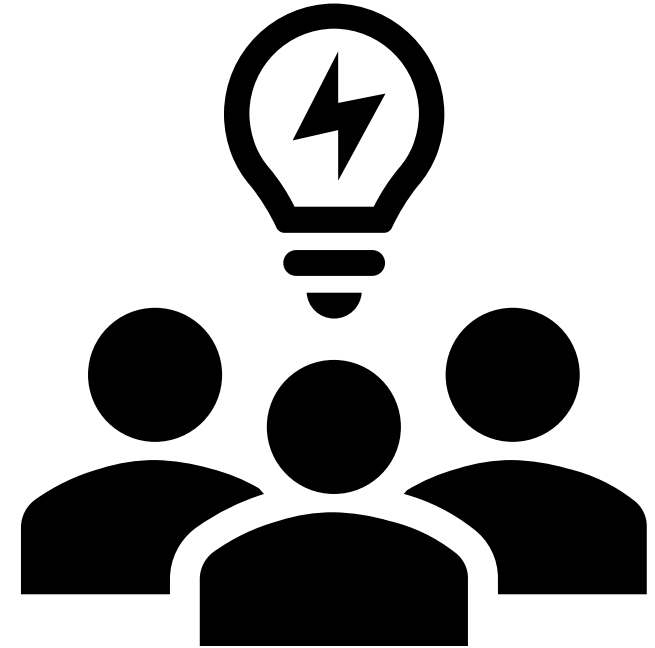


- Transitioning to the next level is a big step for many children and their families.
- Pre-K and Kindergarten teachers can support the transition by passing along useful information to the receiving teachers.
- This information can be used by the receiving teachers to start with a basic understanding of each child's personal and academic profile.
- Families should be involved in their child's transition to the next level.

## Let's Chat!

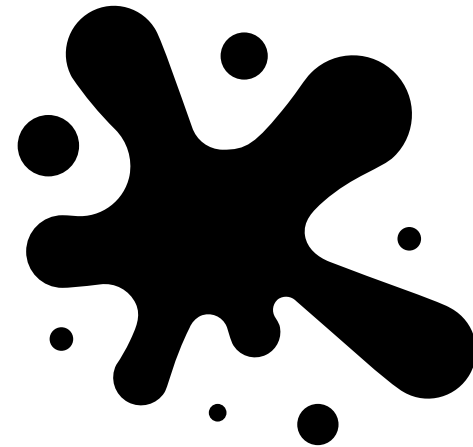
In your Break-Out Room:

Share how the transition process is supported at your site for four-year-old children.



# Transition Activities

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## Support the children:

- Invite Kindergarten teachers to visit and talk about what happens in Kindergarten.
  - ✓ Encourage the children to ask questions.
  - ✓ Make a list of the children's ideas about what Kindergarten will be like.
- Talk with children about their feelings about the change. Share your feelings, as well. Create a class book about children's and teachers' feelings about going to Kindergarten.
- Make arrangements for Pre-K children to visit their future Kindergarten classrooms.



## Support the children:

- For children going to Kindergarten in the same school, provide opportunities throughout the year for visits to Kindergarten classrooms and for participation in joint activities.
- For those children moving to different schools, ask parents to take pictures of the “new” schools and share these with the class.
- Make a bulletin board about going to Kindergarten, using photographs and children’s drawings and comments.



## Support the teachers:

- Pre-K and Kindergarten teachers should meet periodically throughout the year to network, share information, and jointly plan. Either group can initiate these meetings.
- Families are reassured to know that the Pre-K and Kindergarten teachers are working together to ensure all children are learning and are making progress toward mastery of early learning standards.
- Pre-K teachers should visit the receiving Kindergarten program to get a “feel” for where they are sending children.

## Support the Teachers:

- Pre-K teachers will create a transition folder for each child. It is recommended that Kindergarten teachers will continue to add to the transition folder or create a new transition folder for children who do not have one.
- Use the transition folders and activities to support children's transition.
- Ensure that a child's records promptly follow him/her to the new program.
- Pre-K and Kindergarten teachers will meet to discuss the transition of each child.
- A community workshop on Kindergarten Readiness will be provided for all teachers including Head Start, childcare providers, and any other applicable early learning professionals.

## Support the Families:

Help families understand that Kindergarten Readiness is the child:

- Taking care of personal needs – handwashing, going to the bathroom
- Having the motor skills needed for coordination and balance
- Having small motor coordination to hold and write with a pencil, cut with scissors
- Regulating his/her own behavior

## Support the Families with At-Home Learning:

Provide helpful reminders for families to:

- ✓ Read to their child every day
- ✓ Provide crayons and scissors
- ✓ Do playful number activities such as counting items, telling the number before and after a given number, telling “how much” when one item is added or taken away
- ✓ Offer small manipulative objects such as Legos or markers to support development of grasp and motor coordination
- ✓ Give their child opportunities to make simple choices and decisions
- ✓ Establish early, regular bedtimes and provide healthy meals and snacks

## Support the Families:

- Reach out to families with pre-registration, orientation, and open house opportunities:
  - ✓ Send reminders of dates and times
  - ✓ Provide a school supply list
- Facilitate opportunities for families to talk with Kindergarten staff.
- Prepare a Frequently Asked Questions document to inform and educate families on the procedures and expectations of the receiving programs.

## Support the Families:

Provide extra support for families with dual language learners.

Use a variety of ways to communicate important information:

- ✓ Attach photos or pictures to short messages translated into their language
- ✓ Create or find video clips that demonstrate home activities that can be done with their child
- ✓ Support meetings with other bilingual families who may have children in Kindergarten





- Create T-Shirts for the Pre-K children and teachers to be worn on designated days toward the end of the school year
- Host a Family Night in the spring with refreshments, games, activities, and information
- Have a “Movin’ On Up” celebration during the last week of school
- Create a summer calendar with ideas and activities for children and their families



- Provide Transition Bags for Pre-K children as they register for Kindergarten in the Fall
  - ✓ Fill with drawing utensils, blank paper, construction paper, scissors, glue sticks, pattern blocks, one or two children's books
- Arrange a field trip to a Kindergarten playground, if children will be moving to a different site
- Distribute information packets for Pre-K families in the Spring





Have a “Practice Day in K” for Pre-K children to:

- ride a bus to school (if possible)
- meet the Kindergarten teachers
- tour the classroom(s) and the school campus
- eat lunch or a snack in the school cafeteria
- participate in some regular Kindergarten activities such as story time, making something to bring home, snack time, etc.



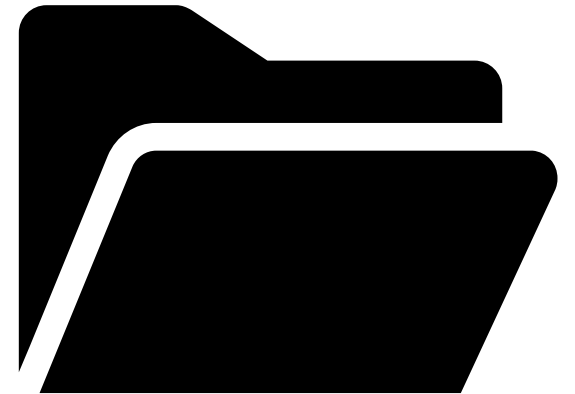
## In your Break-Out Room:

- Tell one or two of the suggested Transition Activities you would like to try.
- Or tell about a different activity you already use in your program.



# Creating a Transition Folder

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- The transition folder should provide the receiving Kindergarten teachers with a basic understanding of each child's personal and academic profile.
- It should include (at a minimum):
  - ✓ Child Information Form
  - ✓ End-of-year Kindergarten Readiness Assessment score/summary sheet
  - ✓ End-of-year developmental screening results

**\*\*Brigance Early Learning Screen III** (All state accredited public schools with four-year-old Pre-K programs and all Early Learning Collaborative and Blended programs)

- ✓ End-of-year results from other assessments used in the classroom
- ✓ A school-issued final report card/skills checklist

*OR*

- ✓ A completed Observational and Performance-Based Checklist for 4-Year-Old Students
- ✓ Work samples

# Child Information Form

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A Child Information Form should contain most or all of the following:

- ✓ Child's name, date of birth, preferred name, photo, languages spoken
- ✓ Parents' names (and/or other adults/caregivers), address, phone, email address, and preferred method and time for contact (in accordance with school policy)
- ✓ School or center information

# Child Information Form (continued)

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- ✓ Child's favorite things (activity, toy, food, color, book, learning center, etc.)
- ✓ Child's play and learning styles
- ✓ Child's skills and proficiencies
- ✓ Child's areas for growth and what he/she does not like to do
- ✓ Child's personality/temperament traits

# Child Information Form Example (Pre-K)

Child Information Form  
Pre-Kindergarten

Name First Last

CHILD'S PHOTO

Parent Information

Parent Relationship to child

Parent Relationship to child

Address Street City State Zip

Phone Email

Preferred method of contact\* ☐ Phone ☐ Email Preferred contact time\*

Language(s) spoken by parent

Preferred Name

Date of Birth (mm/dd/yyyy)

Language(s) spoken by child

School Information

School/Center Name Teacher

Address Street City State Zip

Phone Principal/Director

School District

FAVORITES	Activity/Learning Material	Learning Center	Other (food, color, etc.)

	Well	Somewhat	Emerging	Notes
Approaches to Learning				
Plays with friends				
Follows directions				
Listens				
Participates in whole group activities				
Completes independent activities				
Independently completes transitions				
Independently completes routines				

PERSONALITY	Play Style (check all that apply)	Notes
	<input type="checkbox"/> Active <input type="checkbox"/> Quiet <input type="checkbox"/> Mixed <input type="checkbox"/> Messy <input type="checkbox"/> Clean <input type="checkbox"/> Other: _____ <input type="checkbox"/> Leader <input type="checkbox"/> Follower <input type="checkbox"/> Other: _____ <input type="checkbox"/> Independent <input type="checkbox"/> Cooperative	
	Learning Style (check most dominant)	Notes
	<input type="checkbox"/> Auditory <input type="checkbox"/> Visual <input type="checkbox"/> Kinesthetic	
	Completes Activities/Tasks	Notes
	<input type="checkbox"/> Freely <input type="checkbox"/> Seeks guidance/support	
Temperament	Notes	
<input type="checkbox"/> Easy <input type="checkbox"/> Complex <input type="checkbox"/> Slow to Warm-up		
Personality	Notes	
<input type="checkbox"/> Outgoing <input type="checkbox"/> Sensitive <input type="checkbox"/> Cautious		
Moves/Works	Notes	
<input type="checkbox"/> Quickly <input type="checkbox"/> Slowly <input type="checkbox"/> Average Speed		

SUCCESSFUL STRATEGIES THAT WORK FOR THIS STUDENT (academic and behavioral)	AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO	OTHER USEFUL INFORMATION

# Work Samples

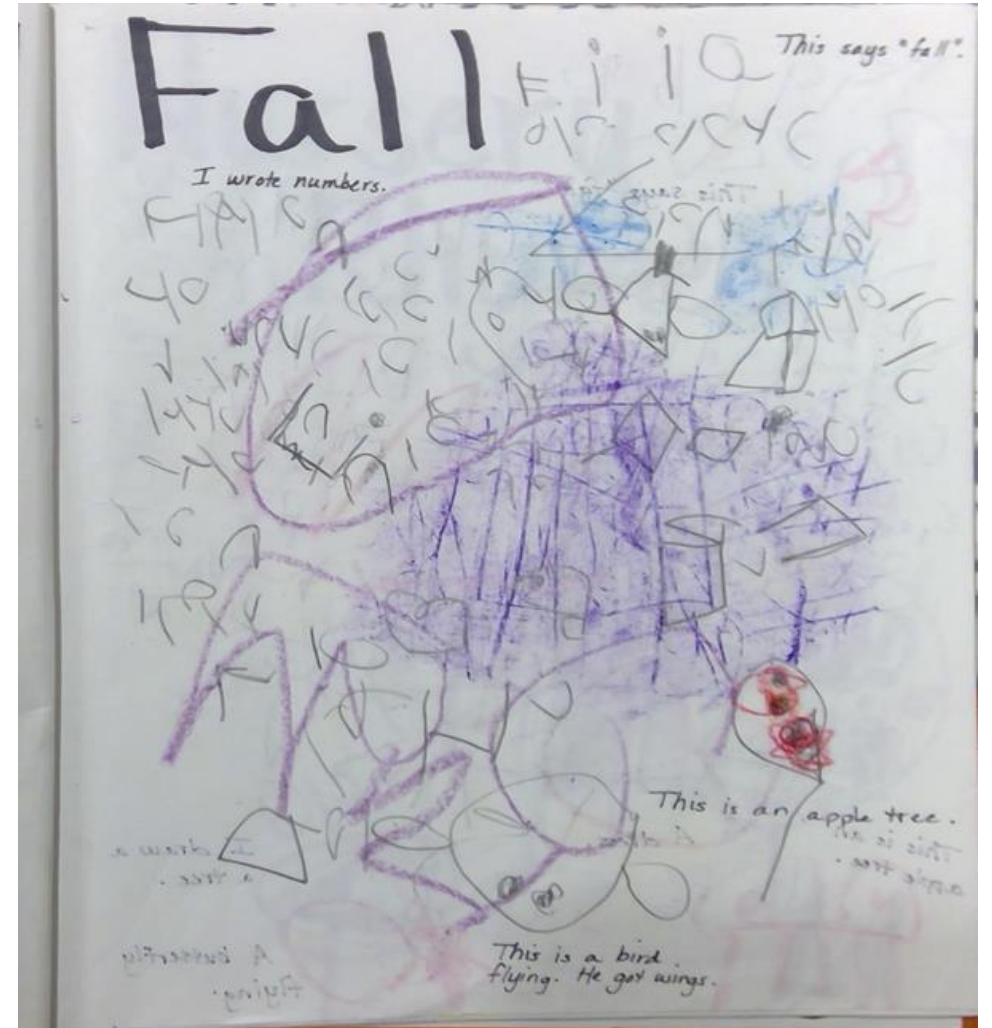
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Work samples are two or three products or photographs that show the child's capabilities in selected content areas.

These may include:

- ✓ Free art sample
- ✓ Writing samples
- ✓ Photos of learning center products (e.g., block construction, retelling a story through pictures and dictation/writing, math drawings/computation)















# Transition Folder Example



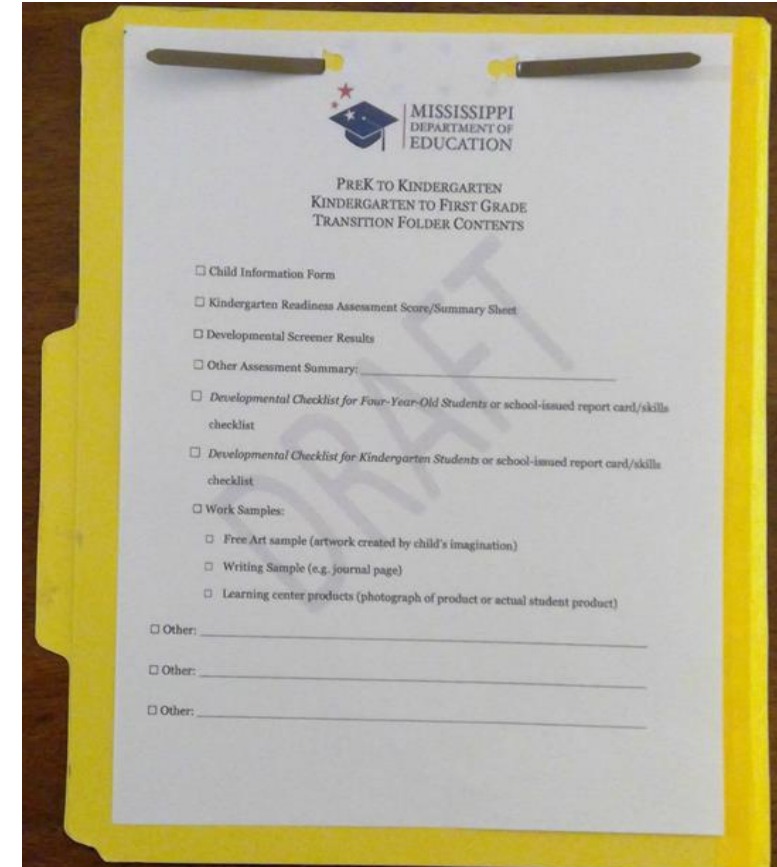
- Use a manila or prong folder to hold all the contents.
- Use a cover sheet to clearly identify the child and the folder's purpose.
- Use a Folder Contents Checklist to ensure all necessary documentation is included.
- Use a folder with enough space to add new contents each year.



# Cover and Contents

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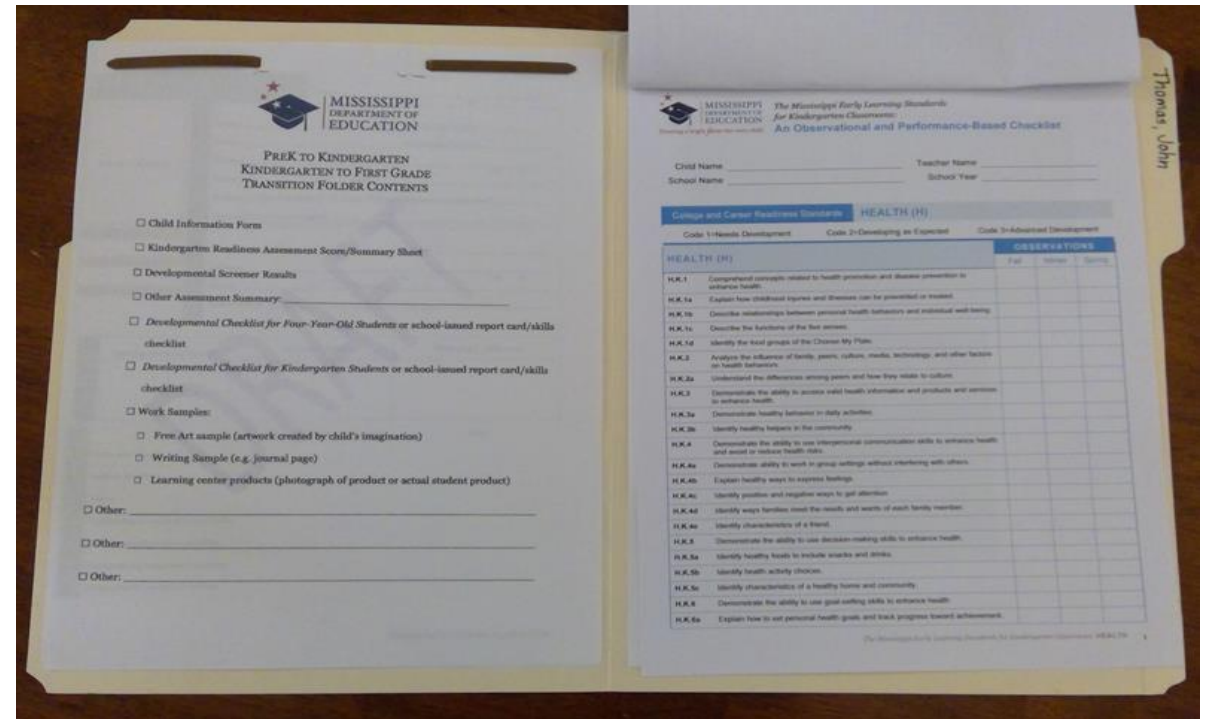
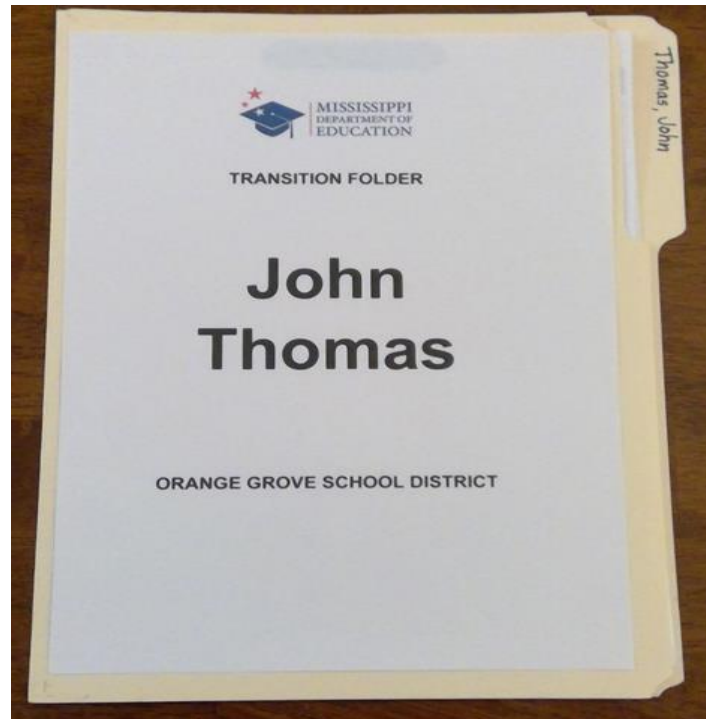
Use an expandable folder with sections and prongs.



# Cover and Contents

38

Use a manila folder with prongs.



# Child Information Form

39

**Child Information Form**  
**Pre-Kindergarten**

Name \_\_\_\_\_

**Parent Information**

Parent \_\_\_\_\_ Relationship to child \_\_\_\_\_  
Parent \_\_\_\_\_ Relationship to child \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_ Email \_\_\_\_\_  
Preferred method of contact\* ☐ Phone ☐ Email Preferred contact time\* \_\_\_\_\_  
Language(s) spoken by parent \_\_\_\_\_

**School Information**

School/Center Name \_\_\_\_\_ Teacher \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_ Principal/Director \_\_\_\_\_  
School District \_\_\_\_\_

**FAVORITES**

Activity/Learning Material	Learning Center	Other (Food, color, etc.)

**Approaches to Learning**


	Well	Somewhat	Emerging	Notes
Plays with friends				
Follows directions				
Listens				
Participates in whole group activities				
Completes independent activities				
Independently completes transitions				
Independently completes routines				

Pre-Kindergarten to Kindergarten Transition Folder

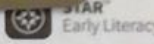
Smith, Ashley

# Kindergarten Readiness Assessment Summary Sheet

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**K-Readiness Diagnostic Report**  
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 **STAR Early Literacy**

District: \_\_\_\_\_ School: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: Pre-K  
Test Date: 05/28/2019 ID: \_\_\_\_\_  
SS: 381 (Scaled Score) Student Age: 4

**Literacy Classification**

Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
SS 300-487	SS 488-674	SS 675-774	SS 775-900

**Sub-Domains**

Sub-Domain	Score
Alphabetic Principle	34
Concept of Word	34
Visual Discrimination	33
Phonemic Awareness	11
Phonics	9
Structural Analysis	6
Vocabulary	12
Sentence-Level Comprehension	7
Paragraph-Level Comprehension	8
Early Numeracy	22

**Skill Sets Within Each Sub-Domain**  
Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

**Alphabetic Principle**

Skill Set	Skill Set Score
Alphabetic Knowledge	30
Alphabetic Sequence	8
Letter Sounds	23

**Concept of Word**

Skill Set	Skill Set Score
Print Concepts: Word Length	31
Print Concepts: Word Borders	12
Print Concepts: Letters and Words	31

**Visual Discrimination**

Skill Set	Skill Set Score
Letters	38
Identification and Word Matching	17

**Phonemic Awareness**

Skill Set	Skill Set Score
Rhyming and Word Families	17
Blending Word Parts	27
Blending Phonemes	15
Initial and Final Phonemes	5
Consonant Blends (PA)	13
Medial Phoneme Discrimination	3
Phoneme Isolation Manipulation	7
Phoneme Segmentation	7

**Phonics**

Skill Set	Skill Set Score
Short Vowel Sounds	11
Initial Consonant Sounds	20
Final Consonant Sounds	9
Long Vowel Sounds	6
Variant Vowel Sounds	9
Consonant Blends (PA)	10

**Phonics (Continued)**

Skill Set	Skill Set Score
Consonant Digraphs	9
Other Vowel Sounds	7
Sound-Symbol Correspondence: Consonants	18
Word Building	6
Sound-Symbol Correspondence: Vowels	6
Word Families/Rhyming	7

**Structural Analysis**

Skill Set	Skill Set Score
Words with Affixes	7
Syllabification	9
Compound Words	4

**Vocabulary**

Skill Set	Skill Set Score
Word Facility	18
Synonyms	6
Antonyms	7

**Sentence-Level Comprehension**

Skill Set	Skill Set Score
Comprehension at the Sentence Level	7

**Paragraph-Level Comprehension**

Skill Set	Skill Set Score
Comprehension of Paragraphs	8

**Early Numeracy**

Skill Set	Skill Set Score
Number Naming and Number Identification	24
Number Object Correspondence	16
Sequence Completion	21
Composing and Decomposing	38
Measurement	25

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# Kindergarten Readiness Assessment and Brigance Screener (Pre-K) 41

Smith, Ashley

**BRIGANCE® Screen III Four-Year-Old Child Data Sheet**

**4**

A. Child's Name \_\_\_\_\_ Date of Screening \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_  
Parent(s)/Caregiver(s) \_\_\_\_\_ Birth Date \_\_\_\_\_ School/Program \_\_\_\_\_  
Address \_\_\_\_\_ Age \_\_\_\_\_ Teacher \_\_\_\_\_  
Examiner \_\_\_\_\_

**B. Core Assessments**


Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by **circled** the item number. <sup>①</sup>  
For a skill not demonstrated (an incorrect response), **slash** through the item number. <sup>②</sup>

Page	Domain	Assessment	Discontinue	Number Correct × Points Value for Each	Child's Score
19	Academic/ Cognitive	<b>19 Knows Personal Information</b> Knows: 1. First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	____ × 2.5	____/10
20	Language Development	<b>20 Names Colors</b> Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	____ × 1	____/10
22	Language Development	<b>22 Identifies Pictures by Naming</b> Names: 1. scissors 2. duck 3. snake 4. wagon 5. ladder 6. leaf 7. owl 8. nail	Stop after 3 incorrect responses in a row.	____ × 1	____/8
23	Academic/ Cognitive/ Literacy	<b>23 Visual Discrimination—Forms and Uppercase Letters</b> 1. ○ 2. □ 3. ○ 4. ○ 5. > 6. D 7. I 8. P 9. V 10. X	Stop after 5 incorrect responses in a row.	____ × 1	____/10
24	Physical Development	<b>24 Visual Motor Skills</b> Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	____ × 2	____/10
26	Physical Development	<b>26 Gross Motor Skills</b> 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items.	____ × 1	____/5
28	Language Development	<b>28 Names Parts of the Body</b> Names: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	____ × 2	____/12
29	Language Development	<b>29 Follows Verbal Directions</b> Follows: 1. two-step directions 2. three-step directions	Stop after 2 incorrect responses for 1 item.	____ × 4	____/8
31	Academic/ Cognitive/ Mathematics	<b>31 Counts by Rote</b> Counts to: 1 2 3 4 5 6 7 8 9 10	Stop after the first error.	____ × 0.5	____/5
32	Academic/ Cognitive/ Mathematics	<b>32 Recognizes Quantities</b> Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	____ × 4	____/12
33	Language Development	<b>33 Verbal Fluency and Articulation</b> 1. Uses sentences of at least three words 2. At least 90% of speech is intelligible	Administer both items.	____ × 5	____/10
<b>Total Score =</b>				____/100	

D. Notes/Observations: \_\_\_\_\_

E. Next Steps: \_\_\_\_\_

COPY 1

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*The Mississippi Early Learning Standards  
for Classrooms Serving Four-Year-Old Children:  
Observational and Performance-Based Checklist*

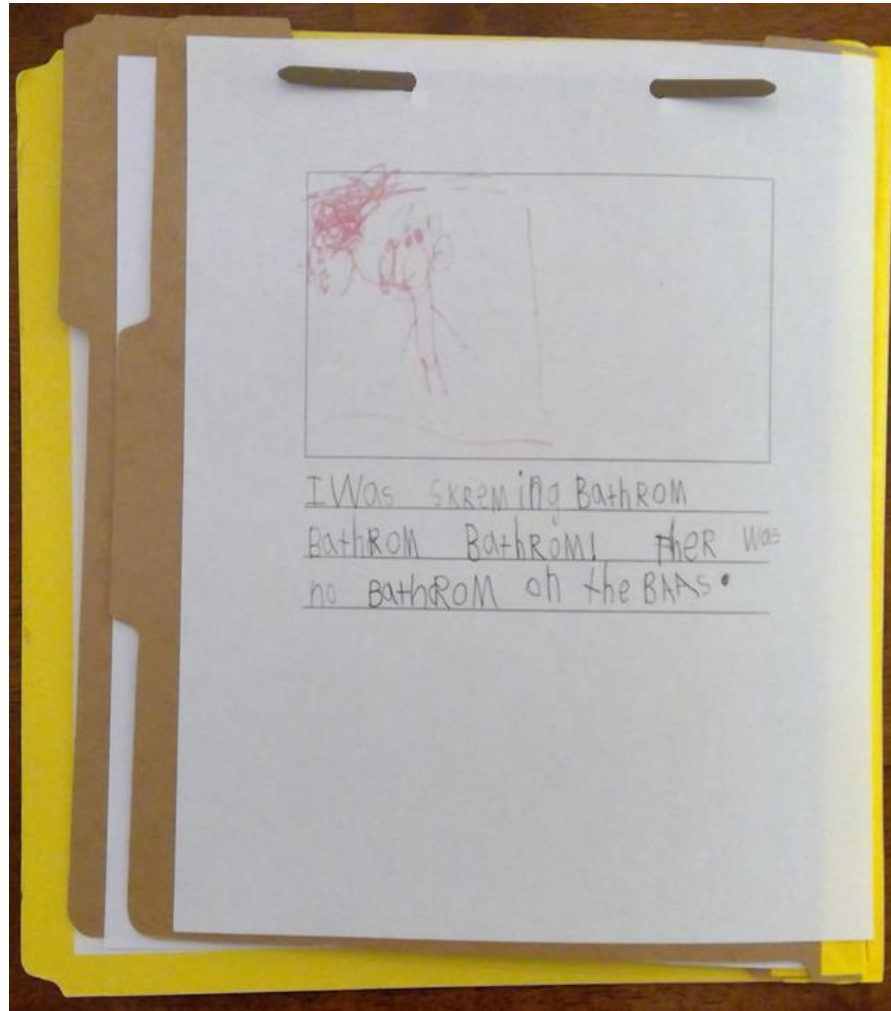
Child Name \_\_\_\_\_ Teacher Name \_\_\_\_\_  
School Name \_\_\_\_\_ School Year \_\_\_\_\_

**College and Career Readiness Standards** **ENGLISH LANGUAGE ARTS (ELA)**

Code 1 = Needs Development      Code 2 = Making Progress      Code 3 = Developing as Expected      Code 4 = Advanced Development

READING STANDARDS FOR LITERATURE (RL)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RL.PK4.1	With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").			
ELA.RL.PK4.2	With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).			
ELA.RL.PK4.3	With prompting and support, identify some characters, settings, and/or major events in a story.			
ELA.RL.PK4.4	Exhibit curiosity and interest in learning words in print.			
ELA.RL.PK4.4a	Develop new vocabulary from stories.			
ELA.RL.PK4.4b	Identify real world print (e.g., word wall, class dictation, labels in classroom, and signs in the community).			
ELA.RL.PK4.5	With prompting and support, interact with common types of texts (e.g., fantasy, factual, animals, books that represent diversity in race, culture, age, gender, and ability).			
ELA.RL.PK4.5a	Identify the front cover, back cover, and title page of a book.			
ELA.RL.PK4.6	With prompting and support, identify the role of the "author" and "illustrator".			
ELA.RL.PK4.7	With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).			
ELA.RL.PK4.8	No developmentally appropriate standard.			
ELA.RL.PK4.9	With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).			
ELA.RL.PK4.10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).			

*The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* ENGLISH LANGUAGE ARTS 1



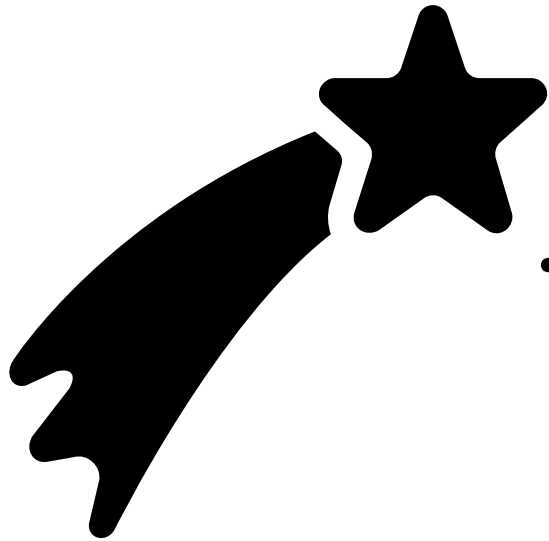


As Mississippi is poised to launch its brand-new Pre-K curriculum, it is so very important the transition process from Pre-K to Kindergarten is in place and utilized by all stakeholders:

 **THAT'S YOU!!** 

# Beyond Pre-K to K Transitions

- It is important to note that the transition process from one level to another does not end with Kindergarten. In fact, the movement from placement to placement and grade to grade is significant in the lives of our children and their families.
- It is recommended that schools continue this transition practice up to third grade to extend the P-3<sup>rd</sup> continuum effort.



- Early Childhood Website
  - [Transition to Kindergarten](#)
- Family Resources
  - [Family Engagement Framework and Toolkit](#)
  - [Parent Pre-K and Kindergarten Informal Observation Checklist](#)





# Lydia Boutwell

Early Childhood Project Specialist

[lboutwell@mdek12.org](mailto:lboutwell@mdek12.org)



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