

DESIRED SCHOOL READINESS OUTCOMES FOR CHILDREN

Defining Readiness for School	Related EDI Questions
PHYSICAL HEALTH & WELL BEING	
<p>Physical readiness for school day Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.</p>	<p>Since the start of school in the fall, has this child sometimes (more than once) arrived :</p> <ul style="list-style-type: none"> • over- or underdressed for school-related activities • too tired/sick to do school work • late • hungry
<p>Physical independence Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is independent in washroom habits most of the time • shows an established hand preference (right vs. left or vice versa) • is well coordinated (i.e., moves without running into or tripping over things) • sucks a thumb/finger
<p>Gross and fine motor skills Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> • level of energy throughout the school day • proficiency at holding a pen, crayons, or a brush • ability to manipulate objects • ability to climb stairs • overall physical development
SOCIAL COMPETENCE	
<p>Overall social competence Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> • overall social/emotional development • ability to get along with peers <p>Would you say that this child:</p> <ul style="list-style-type: none"> • plays and works cooperatively with other children at the level appropriate for his/her age • is able to play with various children • shows self-confidence
<p>Responsibility and respect Children who always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • respects the property of others • follows rules and instructions • demonstrates self-control • demonstrates respect for adults • demonstrates respect for other children • accepts responsibility for actions • takes care of school materials • shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)
<p>Approaches to learning Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • listens attentively • follows directions • completes work on time • works independently • works neatly and carefully • is able to solve day-to-day problems by him/herself • is able to follow one-step instructions • is able to follow class routines without reminders • is able to adjust to changes in routines
<p>Readiness to explore new things Children who are curious about the surrounding world, and are eager to explore new books, toys and games.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is curious about the world • is eager to play with a new toy • is eager to play a new game • is eager to play with/read a new book
EMOTIONAL HEALTH & MATURITY	
<p>Prosocial and helping behaviour Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • will try to help someone who has been hurt • volunteers to help clear up a mess someone else has made • if there is a quarrel or dispute will try to stop it • offers to help other children who have difficulty with a task • comforts a child who is crying or upset • spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books) • will invite bystanders to join in a game • helps other children who are feeling sick

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EMOTIONAL HEALTH & MATURITY	
<p>Anxious and fearful behaviour Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is upset when left by parent/guardian • seems to be unhappy, sad, or depressed • appears fearful or anxious • appears worried • cries a lot • is nervous, high-strung, or tense • is incapable of making decisions • is shy
<p>Aggressive behaviour Children who rarely or never show most of the aggressive behaviours; they do not use aggression as means of solving a conflict, do not have temper tantrums, and are not mean to others.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • gets into physical fights • bullies or is mean to others • kicks, bites, hits other children or adults • takes things that do not belong to him/her • laughs at other children's discomfort • is disobedient • has temper tantrums
<p>Hyperactivity and inattention Children who never show most of the hyperactive behaviours; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • can't sit still, is restless • is distractible, has trouble sticking to any activity • fidgets • is impulsive, acts without thinking • has difficulty awaiting turn in games or groups • cannot settle to anything for more than a few moments • is inattentive
LANGUAGE & COGNITION	
<p>Basic literacy skills Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • knows how to handle a book (e.g., turn a page) • is able to identify at least 10 letters of the alphabet • is able to attach sounds to letters • is showing awareness of rhyming words • is able to participate in group reading activities • is experimenting with writing tools • is aware of writing directions in English (left to right, top to bottom) • is able to write his/her own name in English
<p>Interest literacy/numeracy and memory Children who show interest in books and reading, math and numbers, and have no difficulty with remembering things.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is generally interested in books (pictures and print) • is interested in reading (inquisitive/curious about the meaning of printed material) • is able to remember things easily • is interested in mathematics • is interested in games involving numbers
<p>Advanced literacy skills Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is able to read simple words • is able to read complex words • is able to read simple sentences • is able to write simple words • is able to write simple sentences • is interested in writing voluntarily (and not only under the teacher's direction)
<p>Basic numeracy skills Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.</p>	<p>Would you say that this child:</p> <ul style="list-style-type: none"> • is able to sort and classify objects by a common characteristic (e.g., shape, colour, size) • is able to use one-to-one correspondence • is able to count to 20 • is able to recognize numbers 1 - 10 • is able to say which number is bigger of the two • is able to recognize geometric shapes (e.g., triangle, circle, square) • understands simple time concepts (e.g., today, summer, bedtime)
COMMUNICATION & GENERAL KNOWLEDGE	
<p>Communication and general knowledge Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.</p>	<p>How would you rate this child's:</p> <ul style="list-style-type: none"> • ability to listen in English • ability to tell a story • ability to take part in imaginative play • ability to communicate own needs in a way understandable to adults and peers • ability to understand on first try what is being said to him/her • ability to articulate clearly, without sound substitutions • ability to use language effectively in English <p>Would you say that this child:</p> <ul style="list-style-type: none"> • answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)