Transitions:
PreK to Kindergarten
Kindergarten to First Grade

Creating Transition Folders for Pre-K and K

Office of Early Childhood

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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
State Board of Education Goals

**STRATEGIC PLAN**

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

4. **EVERY**
   School Has Effective Teachers and Leaders

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

6. **EVERY**
   School and District is Rated “C” or Higher
Some of the materials and activities presented in this presentation are items/things that would be used under normal circumstances in the early childhood classrooms.

Due to Coronavirus Disease (Covid-19) please follow the CDC Guidelines for Childcare to ensure items/activities used in your classroom are safe for all children.

Supporting Transitions
Supporting Transitions

- Transitioning to the next level is a big step for many children.
- 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.
Transition Activities
Transition Activities

• 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.

• Pre-K / Kindergarten teachers and Kindergarten / First Grade 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.
Transition Activities

• Make arrangements for Pre-K and Kindergarten children to visit their future classrooms.

• Have Pre-K and Kindergarten teachers visit the receiving programs to get a “feel” for where they are sending children.

• Facilitate opportunities for families to talk with Kindergarten or First Grade staff.
• Prepare a Frequently Asked Questions document to inform and educate families on the procedures and expectations of the receiving programs.

• Ensure that a child’s records promptly follow him/her to the new program.

• Use the transition folders and activities to support children’s transition.
Family Support in Transition Efforts

- Educate families regarding what they can expect academically, socially, and emotionally at each transitional level.

- Stress the importance of language development to increase vocabulary.

- Develop and sustain a strong family engagement initiative to encourage families to participate in their child(ren)’s education.

- Remind families that transitions are difficult for both parents and children.
Beyond PreK and K Transitions

• It is important to note that the transition process from one level to another does not end with kindergarten or first grade. 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-3rd continuum effort.
Transition Folder Contents
The transition folder should provide the receiving Kindergarten and First Grade 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)**
Transition Folder Contents

- End-of-year results from other assessments used in the classroom
- A school-issued final report card/skills checklist
  OR
- A completed Developmental Checklist for 4-Year-Old Students
  OR
- A completed Developmental Checklist for Kindergarten Students
- Work samples
Child Information Form
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’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 (PreK)

**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**

**School**

- Name
- Teacher

**Address**

- Street
- City
- State
- Zip

**Phone**

**Principal/Director**

**School District**

**Play Style (check all that apply)**

- Active
- Quiet
- Messy
- Clean
- Leader
- Follower
- Independent
- Cooperative

**Learning Style (check most dominant)**

- Auditory
- Visual
- Kinesthetic

**Completes Activities/Tasks**

- Freely
- Seeks guidance/support

**Temperament**

- Easy
- Complex
- Slow to Warm-up

**Personality**

- Outgoing
- Sensitive
- Cautious

**Moves/Works**

- Quickly
- Slowly
- Average Speed

**FAVORITES**

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

**Well**

- Somewhat
- Emerging

**Notes**

**Personal Information**

**Date of Birth**

**Language(s) spoken by child**

**PERSONALITY**

**School Information**

**Playing together**

**Notes**

**OTHER USEFUL INFORMATION**

**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**
### Child Information Form Example (K)

**Child Information Form**  
Kindergarten

<table>
<thead>
<tr>
<th>Child’s Photo</th>
<th>Parent</th>
<th>Relationship to child</th>
<th>Parent</th>
<th>Relationship to child</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Preferred method of contact*</th>
<th>Preferred contact time*</th>
<th>Language(s) spoken by parent</th>
<th>School Name</th>
<th>Teacher</th>
<th>Address</th>
<th>Phone</th>
<th>Principal</th>
<th>School District</th>
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<th>Email</th>
<th>Notes</th>
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</table>

**Child Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>First</th>
<th>Last</th>
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</table>

**Child’s Photo**

- **Play Style (check all that apply)**  
  - Active  
  - Quiet  
  - Messy  
  - Leader  
  - Independent  
  - Other: ________  

- **Learning Style (check most dominant)**
  - Auditory  
  - Visual  
  - Kinesthetic  

- **Completes Activities/Tasks**
  - Freely  
  - Seeks guidance/support  

- **Temperament**
  - Easy  
  - Complex  
  - Slow to Warm-up  

- **Personality**
  - Outgoing  
  - Sensitive  
  - Cautious  

- **Moves/Works**
  - Quickly  
  - Slowly  
  - Average Speed  

**FRIENDS**

- **Activity**
- **Learning Material/Subject**
- **Learning Center**
- **Other (food, color, etc.)**

- **Well**  
- **Somewhat**  
- **Emerging**  
- **Notes**

**SUCCESSFUL STRATEGIES THAT WORK FOR THIS STUDENT**

<table>
<thead>
<tr>
<th>Academic and Behavioral</th>
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</thead>
<tbody>
<tr>
<td>(academic and behavioral)</td>
</tr>
<tr>
<td>Areas of Growth and What He/She Does Not Like to Do</td>
</tr>
<tr>
<td>Other Useful Information</td>
</tr>
</tbody>
</table>

**OTHER USEFUL INFORMATION**
Work Samples
Work Samples

• Work samples are 2 or 3 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)
PreK Writing
Kindergarten Writing

February Age 5 Years 7 Months

I did not like to get a shot. It hurt a lot. Owe

I was screaming. Bathrom Bathrom Bathrom! There was no Bathrom on the BAAS.
PreK Free Art
Kindergarten Free Art
Learning Centers
Learning Centers
Learning Centers
Transition Folder Example
Putting It All Together

• Use a manila or prong folder to hold all of 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.
Using an expandable folder with sections and prongs
Using a manila folder with prongs
### Kindergarten Readiness Assessment Summary Sheet

#### Early Literacy Classification

<table>
<thead>
<tr>
<th>Sub-Domain</th>
<th>Score</th>
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<tbody>
<tr>
<td>Alphabetic Principle</td>
<td>24</td>
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<tr>
<td>Concept of Word</td>
<td>24</td>
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<tr>
<td>Visual Discrimination</td>
<td>33</td>
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<td>Phonetic Awareness</td>
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<td>Phonemes</td>
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<td>Structural Analysis</td>
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<td>Vocabulary</td>
<td>7</td>
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<tr>
<td>Reading/Linguistic Comprehension</td>
<td>9</td>
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<tr>
<td>Early Numeracy</td>
<td>12</td>
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</table>

#### Benchmark Scores Within Each Sub-Domain

<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Skill Set Score</th>
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<tbody>
<tr>
<td>Phonemic Awareness</td>
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<td>Rhyming and Word Families</td>
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<td>Consonant Blends (PX)</td>
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<td>Vocalic Phonemes Discrimination</td>
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<td>Phoneme Isolation Manipulation</td>
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<td>Phonics Segmentation</td>
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<td>Short Vowel Sounds</td>
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<td>Initial Consonant Sounds</td>
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<td>Final Consonant Sounds</td>
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<td>Long Vowel Sounds</td>
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<tr>
<td>Initial Vowel Sounds</td>
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<td>Consonant Blends (PH)</td>
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</table>

#### Early Literacy:

- **Alphabetic Principle**: 24
- **Concept of Word**: 24
- **Visual Discrimination**: 33
- **Phonetic Awareness**: 11
- **Phonemes**: 9
- **Structural Analysis**: 12
- **Vocabulary**: 7
- **Reading/Linguistic Comprehension**: 9
- **Early Numeracy**: 12

#### Benchmark Scores:

**Phonemic Awareness**

**Rhyming and Word Families**

**Blending Word Parts**

**Blending Phonemes**

**Initial and Final Phonemes**

**Consonant Blends (PX)**

**Vocalic Phonemes Discrimination**

**Phoneme Isolation Manipulation**

**Phonics Segmentation**

**Short Vowel Sounds**

**Initial Consonant Sounds**

**Final Consonant Sounds**

**Long Vowel Sounds**

**Initial Vowel Sounds**

**Consonant Blends (PH)**

#### Summary:

The Kindergarten Readiness Assessment Summary Sheet provides a comprehensive overview of a student's readiness in various literacy skills. The sheet highlights strengths and areas needing improvement, ensuring targeted interventions can be implemented early in the student's educational journey.
**K Readiness Assessment and Brigance Screener (PreK or K)**

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**Child’s Name:**

**Date of Screening:**

**School/Program:**

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**A. Child’s Name**

**Parent(s)/Caregiver(s):**

**Birth Date:**

**Teacher:**

**Address:**

**Examiner:**

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**B. Core Assessments**

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**C. Scoring**

**Number Correct:**

**Child’s Score:**

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**D. Notes/Observations:**

**E. Next Steps:**

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**MISSISSIPPI DEPARTMENT OF EDUCATION**

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36
4-Year-Old or K Developmental Checklist
I was screaming bathroom
bathroom bathroom there was
no bathroom on the bars.
Work Samples
Transition Folder Sample

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