First Things First

Summit County Preschool to Kindergarten
Transitions Skills Summary (TSS) (updated 2024)

PARTNER
GUIDANCE
DOCUMENT

SUMMIT Educational Service Center

EARLY CHILDHOOD RESOURCE CENTER

State Support Team 8

Summit Education Initiative

The Summit County Preschool to Kindergarten **Transition Skills Summary** (TSS) is a collaborative project of the First Things First initiative, supported by **Summit County Executive Ilene Shapiro**. Operational support for this work comes from Early Childhood Resource Center, State Support Team Region 8 and Summit Education Initiative. The TSS is made possible through GAR Foundation, PNC Bank, Summit Education Service Center and United Way of Summit County.

# CONTENT

## Additional Resources
### General Early Learning Information
Ohio Department of Education Early Learning and Development Standards http://bit.ly/tss-ode-b2kelds
Summit County First Things First www.summitcountyfirstthingsfirst.com
Early Childhood Resource Center www.ecresourcecenter.org

## Readiness Coalitions
School districts across Summit County are organizing community conversations on early learning and school readiness called "**Readiness Coalitions**." Individuals working with young children in schools, preschools and other settings, along with interested community members, typically gather at quarterly Readiness Coalition meetings in their district or area. The Readiness Coalitions are led by an elementary school principal or other district-level leader in each community. These coalition leaders also come together quarterly at Summit Education Initiative to exchange ideas and share information.

For meeting dates and locations visit www.seisummit.org/readiness.

# INTRODUCTION

*Building stronger relationships and positive communications*
*by connecting families to preschools and kindergarten programs*

Part of the Summit County First Things First initiative, the Transition Skills Summary (TSS) is an observation tool used to capture a child's progress in five developmental areas using 47 key developmental skills. The skills reported on the TSS form were identified by a committee of early childhood professionals in Summit County and address the skills and concepts that are recognized as foundational skills for school success.

The TSS is aligned with the Ohio Department of Education's (ODE) Early Learning and Developmental Standards (ELDS) used in early learning programs. The ELDS standards are aligned with the New Learning Standards in K-12. Training for preschool teachers is provided to promote consistency in interpretation and measuring of pre-kindergarten behaviors and skills.

The TSS is available online and on paper. Individual and personalized results are provided to parents and teachers, and county aggregate results are provided to preschools, schools and districts. The reports help families, schools and administrators understand the developmental level of students, as well as the professional and family support students need as they transition from preschool to kindergarten.

*About this document*

The following document serves as a companion to the TSS training. In this document, you will find brief descriptions of the TSS domains, items and general examples for each scoring criteria. The example is one of many ways a child may express each skill. We encourage you to access the resources within this document to generate a broader knowledge of the skills, which will allow you to recognize each of the skills in various scenarios.

# SCORING CRITERIA

**M** **Most of the Time**
When a child is consistently demonstrating the skill across 2 or more settings.

**D** **Developing the Skill**
When a child is not yet demonstrating the skills across more than 1 setting or situation; the child needs to be reminded **or** the child needs assistance to complete the skill.

**N** **Not at this Time**
The child is not yet demonstrating the skill.

# DOCUMENT KEY

Item applicable to Home-Based programs

Item applicable to Site-Based programs *(Hint: All items apply to site-based programs)*

# APPROACHES TOWARD LEARNING (ATL)

Items: **4**                                        ODE ELDS additional information: http://bit.ly/tss-ode-atl

*Children work/play independently, follow classroom rules and participate in group settings.*

## ATL 1 - Works/plays independently 🏠 🏫

The child will regularly demonstrate self-direction and independence when engaging in activities and routines in the early learning setting.

- Most of the Time: The child consistently participates in early learning activities and classroom routines with minimal adult direction.
- Developing the Skill: The child will reengage in early learning activities and follow through with routines with reminders and adult direction.
- Not at this Time:  The child needs consistent adult direction to participate in early learning activities and follow routines.

## ATL 2 - Follows classroom daily routine 🏠 🏫

While participating in the early learning setting, the child is confident in their abilities and accomplishes class routines and familiar tasks independently.

- Most of the Time:  The child confidently and willingly cleans up toys in a learning center when the teacher plays the clean-up song.
- Developing the Skill: The child hears the clean-up song, but relies on the adult to remind them that it is clean up time and gives them guidance.
- Not at this Time:  When the clean-up song is played, the child refuses to clean up.

## ATL 3 - Listens and participates in small group settings 🏠 🏫

The child regularly participates in the small group experiences while managing impulses and behaviors with minimal guidance from adults.

- Most of the Time:  The child participates and follows directions while working with a small group of peers in a bubble blowing activity that encourages children to use different materials to blow bubbles.
- Developing the Skill:  The child relies on adult guidance to keep them engaged and assists the child in following the directions during the bubble blowing activity.
- Not at this Time:  During the bubble blowing small group activity, the child refuses to participate or has difficulty managing behavior.

## ATL 4 - Listens and participates in large group settings 🏫

The child regularly participates in large group experiences while managing impulses and behaviors with minimal guidance from adults.

- Most of the Time:  The child participates and follows directions during a rhyming "name game" with a large group of peers.
- Developing the Skill:  The child relies on adult guidance to keep them engaged and assists them in following directions with the rhyming "name game."
- Not at this Time:  During the rhyming "name game," the child refuses to participate or has difficulty managing behavior.

# Social Emotional Development (SED)

Items: **12**            ODE ELDS additional information: http://bit.ly/tss-ode-sed

*Children develop appropriate social skills and self-regulation. Students understand emotions and manage change and conflict.*

## SED 1 - Adjusts to changes in routine 🏠 🏫
With minimum visual and verbal guidance, a child is able to follow through with a routine transition that is outside of normal schedule.
- Most of the Time: After the teacher talks about the special visitor in place of story, the child is able to join the class and move to the gym for the event.
- Developing the Skill: The child may demonstrate anxiety about the change in the routine, however, the child still moves with the group to see the special visitor in the gym.
- Not at this Time:  With visual and verbal supports, the child becomes upset and refuses to move with the class to see the special visitor.

## SED 2 - Shares with others 🏠 🏫
When playing or interacting with others within the same activity, the child will regularly exchanges items with others when asked for the item, when offering an item to support the play of someone else, or when wanting to use another object (in exchange).
- Most of the Time: Child shares the heart-shaped cookie cutter when another child offers the circle cookie cutter.
- Developing the Skill: Relies on adult guidance to exchange/share the cookie cutter when asked by another child.
- Not at this Time:  The child refuses to share the cookie cutter with the other child.

## SED 3 - Takes turns with other children 🏠 🏫
Child consistently shows cooperation and does not become frustrated during turn-taking situations.
- Most of the Time: The child willingly leaves the computer when the timer goes off and allows the next child to play.
- Developing the Skill: The child hears the timer go off, however, relies on an adult to remind them that their turn is over.
- Not at this Time:  When the timer goes off, the child becomes frustrated and upset, refusing to leave the computer.

## SED 4 - Takes turns with adults 🏠 🏫
Child consistently shows cooperation and does not become frustrated during turn-taking situations when interacting with adults.
- Most of the Time: The child willingly returns to play within the classroom setting after interacting in a one-on-one situation with an adult.
- Developing the Skill: The child relies on an adult to prompt them that their turn is over and it is time to transition back into the group after working one-on-one with an adult.
- Not at this Time:  The child becomes frustrated and upset and has difficultly transitioning away from the adult back into the group.

## SED 5 - Demonstrates self-control by keeping hands to self 🏠 🏫

The child is able to demonstrate self-control through the daily routine.

- Most of the Time: Throughout the daily schedule, understands that in order to get their friends' attention, they will call their name.
- Developing the Skill: Sometimes child needs adult guidance to remind them of appropriate ways of getting others' attention.
- Not at this Time: When trying to get the attention of a friend, child uses their hands to physically turn their friend around to look at them.

## SED 6 - Demonstrates self-control by waiting for his/her turn 🏠 🏫

The child is able to demonstrate self-control through the daily routine.

- Most of the Time: Child is able to wait their turn when playing a board game with two other children.
- Developing the Skill: Adult has to remind the child to wait until it is their turn before moving the game piece.
- Not at this Time: Child continually grabs at their game piece when it is not their turn.

## SED 7 - Identifies own emotions 🏠 🏫

Child recognizes a range of feelings such as happy, sad, angry, excited and scared.

- Most of the Time: Child cries after losing a toy car and says, "I am sad."
- Developing the Skill: Child cries after losing a toy car and verbalizes how they feel after adult prompts them.
- Not at this Time: Child cries after losing a toy car and is unable to communicate how they are feeling.

## SED 8 - Identifies the emotions of others 🏠 🏫

Child recognizes a range of feelings in other children and adults that is consistent with their behavior.

- Most of the Time: Child observes a peer smiling after sharing crayons and states, "Look, she is happy."
- Developing the Skill: Child shares crayons with her friend and the teacher asks, "How do you think she feels?" The child is only able to respond when given a choice of happy or sad.
- Not at this Time: Child is unable to identify verbally or with visual supports how her friend feels after sharing crayons.

## SED 9 - Initiates simple solutions to resolve conflict 🏠 🏫

The child independently finds a solution to solve the problem.

- Most of the Time: When a child notices there is not a chair in the area they want to play, they go get a chair from another area.
- Developing the Skill: When a child notices that there is not a chair in the area they want to play in and child does not identify a solution until asked by an adult what can they do fix the problem.
- Not at this Time: After being prompted by an adult, the child is unable to follow through with a solution to find another seat.

## SED 10 - Makes successful transition from home to school ⌂

The child separates from familiar adults at arrival to school with minimal distress.

- Most of the Time:  When the child arrives to school, the child confidently separates from their caregiver and joins in participating in the classroom routines and activities.
- Developing the Skill:  When the child arrives to school, the child demonstrates anxiety in separating from the caregiver; however, after a brief amount of time, the child is able to calm down and join in participating in the classroom routines and activities.
- Not at this Time:  When the child arrives to school, the child becomes upset and distressed when separating from the caregiver and is unable to participate in the daily routines and activities.

## SED 11 - Makes successful transitions throughout the building ⌂

The child demonstrates confidence and ability to change environments throughout the early childhood program building.

- Most of the Time:  As a part of the regular classroom routine, the child can confidently transition from the classroom to the motor room.
- Developing the Skill:  The child may show anxiety or become upset when transitioning from the classroom to the motor room, but with verbal support and a visual schedule, the child is still able to move with the class to the motor room.
- Not at this Time:  With verbal and visual support, the child becomes upset and distressed and refuses to move from the classroom to the motor room.

## SED 12 - Makes successful transitions within the classroom ⌂ ⌂

The child demonstrates confidence and ability to change activities in the daily routine.

- Most of the Time:  As a part of the regular classroom routine, when prompted, the child can confidently transition from cleaning up their learning center to washing their hands and joining their peers for snack.
- Developing the Skill:  The child may show anxiety or become upset when prompted to transition from learning center to snack, but with verbal support and visual support, the child is able to clean up the learning center area and wash hands for snack.
- Not at this Time:  With verbal support and visual support, the child becomes upset and anxious and refuses to participate in transitioning from the learning center to snack.

# Language and Literacy Development (LLD)

Items: **10**          ODE ELDS additional information:

*Communication and literacy skills form the foundation for reading, writing and understanding written words.*

## LLD 1 - Looks at the person who is speaking 🏠🏫

Child responds to adults who are speaking, using eye contact and appropriate facial expression.

- Most of the Time: Student attends to different adults during conversations in most settings.
- Developing the Skill: Student attends to certain adults in specific settings.
- Not at this Time: Student does not attend to the person who is talking.

## LLD 2 - Says given first and last name when asked 🏠🏫

Child communicates his or her full name.

- Most of the Time: Student can give her/his first and last name to any adult who asks.
- Developing the Skill: With prompting in specific settings, student says first and last name.
- Not at this Time: Student does not know her/his first and last name.

## LLD3 - Responds to questions and/or statements 🏠🏫

Child uses language to appropriately respond to questions and engage with others.

- Most of the Time: Takes turns talking and speaking; answers and asks questions; carries a conversation.
- Developing the Skill: Responds to questions appropriately; may struggle with the give-and-take of conversations.
- Not at this Time: Does not initiate or keep conversations going; may respond to questions when prompted.

## LLD 4 - Communicates using words and phrases 🏠🏫

Child uses language properly to communicate with others and express complex ideas, requests or experiences.

- Most of the Time: Consistently expresses complete ideas or statements when talking with teachers or peers.
- Developing the Skill: Communicates in complete ideas or statements when prompted but is inconsistent.
- Not at this Time: Uses simple words to express ideas but does not often speak in full sentences.

## LLD 5 - Identify words that rhyme          🏠🏫

Child is able to identify two or more words with the same ending sound. (Rhyme Recognition)

- Most of the Time: The child can consistently identify simple rhyming pairs when shown a set of pictures or given a group of words. (e.g., "Which two rhyme: cat, dog, bat".)
- Developing the Skill: The child cannot consistently identify simple rhyming pairs with support.
- Not at this Time: The child is unable to identify words that have the same ending sound.

## LLD 6 - Asks questions to obtain information 🏠🏫

Child will ask a who, what, where, when or why question to better understand a situation, activity or expectation.

- Most of the Time:  The child consistently asks relevant questions (e.g., "What is for lunch?, "Where are we going?")
- Developing the Skill:  The child occasionally asks relevant questions but may also ask off-topic questions or few at all.
- Not at this Time:  The child rarely asks relevant questions, even when prompted.

## LLD 7 - Identifies uppercase and lowercase letters 🏠🏫

Child can identity upper and lowercase letters.

- Most of the Time: The child consistently identifies nearly all uppercase and lowercase letters.
- Developing the Skill:  The child can identify just over half of all uppercase and lowercase letters.
- Not at this Time:  The child can identify few letters, perhaps only those found in her/his name.

## LLD 8 - Produce words that rhyme  🏠🏫

Child can produce words that have the same ending sound when prompted. (Rhyme Production)

- Most of the Time: The child can consistently say a word that rhymes with a simple given word (e.g., "Cat rhymes with hat." Non-sense words are acceptable, "Apple rhymes with sapple, or wapple."
- Developing the Skill:  The child cannot consistently say a word that rhymes with a simple given word
- Not at this Time:  The child is unable to say words that have the same ending sound.

## LLD 9 - Identifies words that begin with the same sound 🏠🏫

Child can say the beginning sounds of words and may say words that begin with the same sound when prompted.

- Most of the Time: The child can locate objects in the environment that begin with the same sound as a given object (e.g., "This is a bag.  Bag starts with /b/.  What else can you find that starts with /b/?")
- Developing the Skill: The child is unable to make connections between the beginning sounds of objects but may be able to say the beginning sound of common objects.
- Not at this Time: The child cannot identify the starting sounds of words and cannot identify objects that begin with the same sound and a given object.

## LLD 10 - Looks at books with proper orientation 🏠🏫

Child is able to hold book with proper orientation, looking at book from left to right and front to back.

- Most of the Time: When handed a book upside down, the child rotates the book and then starts at the beginning, turning pages to look at the book from left to right.
- Developing the Skill: With adult prompts and provides redirection, child starts at the beginning of book, turning pages to look at the book from left to right.
- Not at this Time: Child does not look at the book from front to back or left to right.

# Cognition and General Knowledge (CGK)

Items: **13**                    ODE ELDS additional information: http://bit.ly/tss-ode-cgk

*Children develop a number sense (counting, comparing and sorting). Children also know shapes and colors and can find solutions to problems.*

## CGK 1 - Identifies and names colors 🏠 🏫

Child is able to identify a range of colors including red, blue, green, yellow, orange, pink, purple, brown, gray and black.

- Most of the Time: The child is able to point out colors in a picture when looking at a book.
- Developing the Skill: When pointing to a picture, the child correctly responds when asked if the flower is red   or green.
- Not at this Time: Child consistently is unable to answer what color an item is when given a choice of two colors.

## CGK 2 - Identifies and names shapes 🏠 🏫

Child is able to identify a range of shapes such as a circle, triangle, square, rectangle, diamond and star.

- Most of the Time: While drawing a cat, the child says, "Look, I made a circle for the head and triangle for the ears."
- Developing the Skill: When given a choice of two shapes by an adult, the child can identify that the head of the cat is the shape of a circle.
- Not at this Time: Child consistently is unable to answer what shape an item is when given a choice between two different shapes.

## CGK 3 - Demonstrates knowledge of sequencing 🏠 🏫

Child is able to describe the correct order of events from a story, steps of a direction, daily routines, and/or the size     of objects.

- Most of the Time: After reading a story, the child is able to put the pictures from the story in the correct order.
- Developing the Skill: With adult prompts, such as "What happens next?" the child is able to put the pictures of the story in the correct order.
- Not at this Time: The child is unable to identify the correct sequence of all the pictures from the story.

## CGK 4 - Demonstrates knowledge of location 🏠 🏫

Child is able to identify a range of location terms such as above, below, back, front, behind, under, over, here, there, first, middle and last.

- Most of the Time: While playing "Simon Says," the child is able to appropriately place their hand in all location described in the direction.
- Developing the Skill: While playing Simon Says, the child is able to identify the appropriate locations to position their hand when given a choice of two after the direction was given.
- Not at this Time: Child always looks to peers to identify the location in which to put their hand.

## CGK 5 - Demonstrates knowledge of quantity 🏠 🏫

Child is able to identify a range of quantitative terms such as all, many, none, full, empty, any, less, and more.

- Most of the Time:  In play and daily routines, the child is able to use quantitative terms.
- Developing the Skill:  While playing, the child is able to identify which bucket has more or less when asked by an adult.
- Not at this Time:  While playing, the child is unable to respond when asked by an adult which bucket has more  or less.

## CGK 6 - Demonstrates knowledge of quality terms 🏠 🏫

Child is able to identify a range of qualitative terms such as hard, soft, clean, loud, sour, rough, dry and sweet.

- Most of the Time:  In play and daily routines, the child is able to use qualitative terms.
- Developing the Skill:  When trying a new food items, the child identifies which one is crunchy or soft when asked by an adult.
- Not at this Time:  While playing, the child is unable to respond to which toy is soft and which one is hard.

## CGK 7 - Sorts objects with common attributes 🏠 🏫

Child is able to group items together that have one or more common attributes.

- Most of the Time:  When playing in the sensory table, the child is able to sort red and green leaves independently.
- Developing the Skill:  While playing in the sensory table, the teacher asks the child are there any other red leaves to add to the pile.
- Not at this Time:  While playing in the sensory table, the child places red and green leaves in the same pile.

## CGK 8 - Says numbers (counts) 1-20 🏠 🏫

Child is able to count from one to 20.

- Most of the Time: While counting how long it takes their friends to clean up, the child independently counts from one to 20 correctly.
- Developing the Skill: While counting how long it takes their friends to clean up, the child relies on adult support while counting "14, 15, 16," finishing the sequence independently.
- Not at this time: Child cannot count from one to 20 independently.

## CGK 9 - Identifies and names numbers 0-10 🏠 🏫

Child is able to identify numbers 0 to 10.

- Most of the Time: The child correctly names all numbers 0 to 10 while playing a game of "Go Fish."
- Developing the Skill: When given a choice of two numbers by an adult, the child is able to correctly identify     the number.
- Not at this time: Child cannot correctly identify a number when given choices by an adult.

## CGK 10 - Counts objects using 1:1 correspondence to at least 10 🏠🏫

Child touches one object and says one number name at a time.
- Most of the Time: The child has a pile of 10 bears and touches each bear, then says the appropriate number.
- Developing the Skill:  Child counts items without strategy or order and may miss or double count the items in   the pile.
- Not at this Time:  Child does not use one-to-one correspondence.

## CGK 11 - Compares quantities of groups of objects to 10 🏠🏫

Child is able to look at two or more piles of objects and differentiate which ones are greater than, less than or equal to.
- Most of the Time: The child says that I have more goldfish than she does.
- Developing the Skill:  The child is able to answer which pile of goldfish has more when asked by an adult.
- Not at this Time:  Child is unable to identify the differences between the two piles.

## CGK 12 - Seeks more than one solution to a problem 🏠🏫

Child is able to recognize a problem, think of possible solutions, and carry out the solution.
- Most of the Time: The child asks what will help the plant in our classroom grow and then decides to water the plant and move the plant next to the window.
- Developing the Skill:  The child asks what will help the plant grow and suggests putting it in the closet.
- Not at this Time:  The child asks the question but cannot come up with any solutions.

## CGK 13 - Follows classroom rules 🏠🏫

While participating in the early learning setting, the child demonstrates knowledge of and adheres to classroom rules.
- Most of the Time:  The child communicates understanding of classroom rules and consistently demonstrates appropriate behavior.
- Developing the Skill: The child sometimes needs adult guidance and reminders of classroom rules to assist them in following classroom rules.
- Not at this Time:  The child has difficulty following classroom rules and needs consistent adult direction.

# Physical Health and Motor Development (PHMD)

Items: **8**          ODE ELDS additional information: http://bit.ly/tss-ode-phmd

*Children develop large motor skills for movement; fine skills help with pencil grip and scissor use. Students also learn self-care and hygiene.*

## PHMD 1 - Moves through his/her environment avoiding obstacles ♦ 🏫

The child avoids obstacles while moving throughout his/her environment.
- Most of the Time: When moving through all environments, the child avoids all obstacles.
- Developing the skill: When moving through environments, the child avoids some obstacles.
- Not at this Time: When moving through environments, the child relies on adult support to avoid obstacles.

## PHMD 2 - Walks up and down stairs with alternating feet ♦ 🏫

The child is able to walk up and down stairs independently alternating feet on each step.
- Most of the Time: While playing on the slide on the playground, the child walks up the stairs alternating feet on each step.
- Developing the skill: While playing on the slide on the playground, the child walks up the stairs placing both feet on one step before ascending to the next step.
- Not at this Time: While playing on the slide on the playground, the child is unable to go up the stairs independently.

## PHMD 3 - Cuts out simple shapes with appropriate grasp of scissors ♦ 🏫

The child is able to hold scissors with an appropriate grasp to cut out simple shapes (circle, square, triangle, etc.) while also turning the paper.
- Most of the time:  While creating a puppet for the story "Pete the Cat," the child appropriately grasps scissors and cuts circles to make the eyes and triangles to make the ears of the cat.
- Developing the skill:  While creating a puppet for the story "Pete the Cat," the child cuts out a circle for the eyes with adult prompts to hold the scissors with the thumb on top.
- Not at this time:  While creating a puppet, the child is unable to grasp the scissors appropriately with adult prompts.

## PHMD 4 - Uses writing tools to create recognizable shapes, letters, objects and/or pictures ♦ 🏫

The child is able to use tools to create shapes, objects, letters and pictures that are recognizable by others without context.
- Most of the time:  While sketching their class pet "Hermit" during center time, the child uses shapes to draw the body, legs, and cage.  The teacher walks over and recognizes Hermit in his or her sketch.
- Developing the skill:  While sketching their class pet "Hermit" during center time, the teacher walks over and recognizes Hermit after the child explains what he or she has drawn.
- Not at this time:  While sketching in the classroom during center time, the teacher is unable to recognize Hermit after the child explains his or her drawing.

## PHMD 5 - Manipulates small classroom objects and tools 🏠 🏫

The child is able to use small classroom tools and objects appropriately in his or her day-to-day classroom work.

- Most of the time:  The child is able to consistently manipulate a variety of small classroom objects such as Legos, puzzles and beads.
- Some of the time:  The child is able to manipulate some small classroom objects and tools.
- Not at this time:  The child is not able to manipulate small classroom objects independently.

## PHMD 6 - Manages clothing independently 🏠 🏫

With minimal guidance, the child is able to manage personal care tasks that involve dressing independently.

- Most of the Time:  When prompted that it is time to go outside, the child is able to put on a jacket, boots and a hat and initiates zipping the jacket independently.
- Developing the Skill:  When prompted that it is time to go outside, the child is able to get jacket from the cubby, however, relies on verbal support and teacher guidance to put on the jacket and accessories.
- Not at this Time:  The child relies on teacher to put on the jacket, boots and hat.

## PHMD 7 - Uses restroom independently 🏠 🏫

With minimal guidance, the child is able to independently manage personal care tasks involved with toileting.

- Most of the Time:  The child initiates using the restroom and independently manages clothing and washing hands as a part of the toileting routine.
- Developing the Skill:  With verbal reminders, the child is able to use the restroom and may need adult guidance or visual supports to manage clothing and complete hand-washing routine.
- Not at this Time:  The child does not initiate using the restroom or refuses to use the restroom.

## PHMD 8 - Washes and dries hands 🏠 🏫

With minimal guidance, the child is able to wash and dry hands effectively at appropriate times and circumstances in the daily routine.

- Most of the Time:  As a part of the classroom routine, the child consistently washes and dries hands in an effective manner to prepare for lunch.
- Developing the Skill:  The child consistently relies on verbal support and visual supports to wash and dry hands effectively to prepare for lunch.
- Not at this Time:  With verbal and visual support, the child consistently is unable or becomes frustrated in completing the hand-washing routine independently.

# PRESCHOOL TO KINDERGARTEN
# UNDERSTANDING THE IMPACT
## OF EARLY CHILDHOOD LITERACY DEVELOPMENT

Readiness before kindergarten gives children an opportunity to learn and grow during the first year of school.

| | SPRING (BEFORE KG) | FALL (START OF KG) | SPRING (END OF KG) |
|---|---|---|---|
| When children are just beginning to develop early literacy skills before kindergarten, as measured on the Transition Skills Summary (TSS)... | They demonstrate **4 skills** or fewer on the Language and Literacy domain of the Summit County TSS. | They score **262 or lower** on the Language and Literacy domain of Ohio's KRA. | They rank in the **37th percentile** based on their reading score on an assessment of reading skills. |
| When children have developed early literacy skills before kindergarten, as measured on the Transition Skills Summary (TSS)... | They demonstrate **9 or 10 skills** on the Language and Literacy domain of the Summit County TSS. | They score **263 or higher** on the Language and Literacy domain of Ohio's KRA. | They rank in the **70th percentile** based on their reading score on an assessment of reading skills. |
| What is the skills gap? | About **5 skills** | About **8 skills** | Almost **half** a school year |

Early literacy readiness can close achievement gaps before they appear.