

EDITABLE

KINDERGARTEN TRANSITION READINESS

Readiness assessment across five domains (social-emotional, communication, motor, self-care, academic pre-skills), transition meeting summary, parent readiness survey, tracker, graph, phrase bank, and filled example. Fillable PDF.

SETUP Kindergarten Readiness Assessment Chooser			
Which readiness skill is the team tracking? Match the skill to the readiness domain and the page where you record it.			
READINESS SKILL	USE	WHERE	
A social-emotional skill, managing transitions, following a routine, playing with peers, managing frustration, asking for help, following classroom rules	Social-Emotional Readiness Checklist	Page 6	
A communication skill, following directions, understanding simple language, requesting, participating in songs and routines, using functional communication	Communication Readiness Checklist	Page 7	
A motor skill, holding a pencil, cutting with scissors, climbing, stacking, balance, managing fasteners, eating with utensils	Motor Skills Readiness Checklist	Page 8	
A self-care or academic readiness skill, listening, hand-washing, lunch and independence, sitting and attending to a task, letters and numbers, marking on paper	Self-Care and Academic Readiness Checklist	Page 9	
Any readiness domain, across the term before kindergarten entry	Tracker and graph	Pages 10, 11	
Five Readiness Domains at a Glance			
DOMAIN	EXAMPLE SCHOOL-ENTRY SKILLS THIS FILE TRACKS (ILLUSTRATIVE, NOT EXHAUSTIVE)		CHECKLIST
Social-Emotional	Managing a transition between activities, following a group model, playing alongside or with peers, managing frustration, asking an adult for help		Page 6

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TRACKING

KINDERGARTEN READINESS TRACKER

One readiness domain per row. Record the readiness level or count weekly, as the trend from PreK entry to kindergarten readiness also on one line.

CHILD (INITIALS)

READINESS DOMAIN

KINDERGARTEN ENTRY DATE

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Work of												
Level												
Setting												

Which level to copy, by domain

DOMAIN	COPY THE LEVEL FROM	WHAT TO WRITE ON THIS TRACKER
Social-Emotional	Social-Emotional Readiness Checklist (page 6)	Most independent level observed that week
Communication	Communication Readiness Checklist (page 7)	Most independent level observed that week

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able PDF

18 Pages

Five Readiness Domains

Transition Planning

BRIGHT PATH SPEED

Three minutes of reading. One page to choose the readiness domain, one page to fill in headers, and then the readiness checklist sheets where the data lives.

READINESS SKILL	USE	WHERE
A social-emotional skill: managing transitions, following a routine, playing with peers, managing frustration, asking for help, following classroom rules	Social-Emotional Readiness Checklist	Page 6
A communication skill: following directions, understanding group language, requesting, participating in songs and routines, using functional communication	Communication Readiness Checklist	Page 7
A motor skill: holding a pencil, cutting with scissors, climbing, catching, balance, managing fasteners, eating with utensils	Motor Skills Readiness Checklist	Page 8
A self-care or academic-readiness skill: toileting, hand-washing, lunch independence, sitting and attending to a task, letters and numbers, marking on paper	Self-Care and Academic Readiness Checklist	Page 9
Any readiness domain, across the term before kindergarten entry	Tracker and graph	Pages 10, 11

- 1 **Open this file in a PDF reader**, not a browser preview pane. Adobe Acrobat Reader is free and works best; Preview on a Mac works.
- 2 **Click any dotted rule, shaded box or empty cell and start typing.** Tab moves to the next field. Type the child, the readiness domain and the headers once; the readiness codes are faster with a pen during observation.
- 3 **Use Save As, once per child.** The original file stays blank.
- 4 **Print at Actual size**, not Fit to page.

What this file is

A fillable PDF. The fields are built into the document, so it works offline with no account and looks the same on every machine that opens it. This tool is built specifically for kindergarten transition readiness, not general developmental tracking.

What this file is not

It is not a Google Sheets file, a Google Doc, or an Excel workbook. It is not a kindergarten-entry requirement or a developmental screening tool. Readiness skills are ones the IEP team has identified for this student's transition; the file makes sure the team writes down the readiness data the same way, every time. No page states an age cutoff or a prerequisite for kindergarten entry.

Confidentiality, in one paragraph

A filled-in sheet is a student record. Keep it in the classroom, the therapy room, or a program-approved folder — never on a table in the hallway, never photographed, never in a group text. Use initials on any page that leaves your hands; the family letter carries a first name only. The transition meeting summary stays in the school

First time through: the order that works

1. Roster. 2. Match domain. 3. Observe, copy, plot. 4. Survey, meeting. 5. Home Letter.

PreK-to-K Transition Caseload Roster

UPDATED

Transition to Kindergarten Assessment and Readiness Monitoring Data Sheets

Social-Emotional Readiness Checklist

School-entry skills: managing transitions, following a group routine, playing with peers, managing frustration, asking for help — skills the team has identified for this student's kindergarten readiness.

CHILD (INITIALS)

KINDERGARTEN CLASSROOM

WEEK OF

OBSERVED BY

DATE	READINESS SKILL (TYPE IT)	TYPE	LEVEL	CONTEXT / SETTING	NOTES

Marking every checklist

E emerging (beginning to show the skill) · **D** developing (showing the skill with prompts or in familiar settings) · **I** independent (showing the skill without prompts, across settings) · **–** not yet observed. Readiness skills are ones the team identified for this student's transition to kindergarten; they reflect what matters for kindergarten classroom entry, not a developmental milestone or a cutoff.

Social-Emotional Readiness: readiness skills this team is tracking, and the setting (classroom, home, therapy room, community)

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CHILD (INITIALS)	KINDERGARTEN CLASSROOM	WEEK OF	OBSERVED BY
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E emerging (beginning to show the skill) · **D** developing (showing the skill with prompts or in familiar settings) · **I** independent (showing the skill without prompts, across settings) · – not yet observed. Readiness skills are ones the team identified for this student's transition to kindergarten; they reflect what matters for kindergarten classroom entry, not a developmental milestone or a cutoff.

Readiness Progress Graph

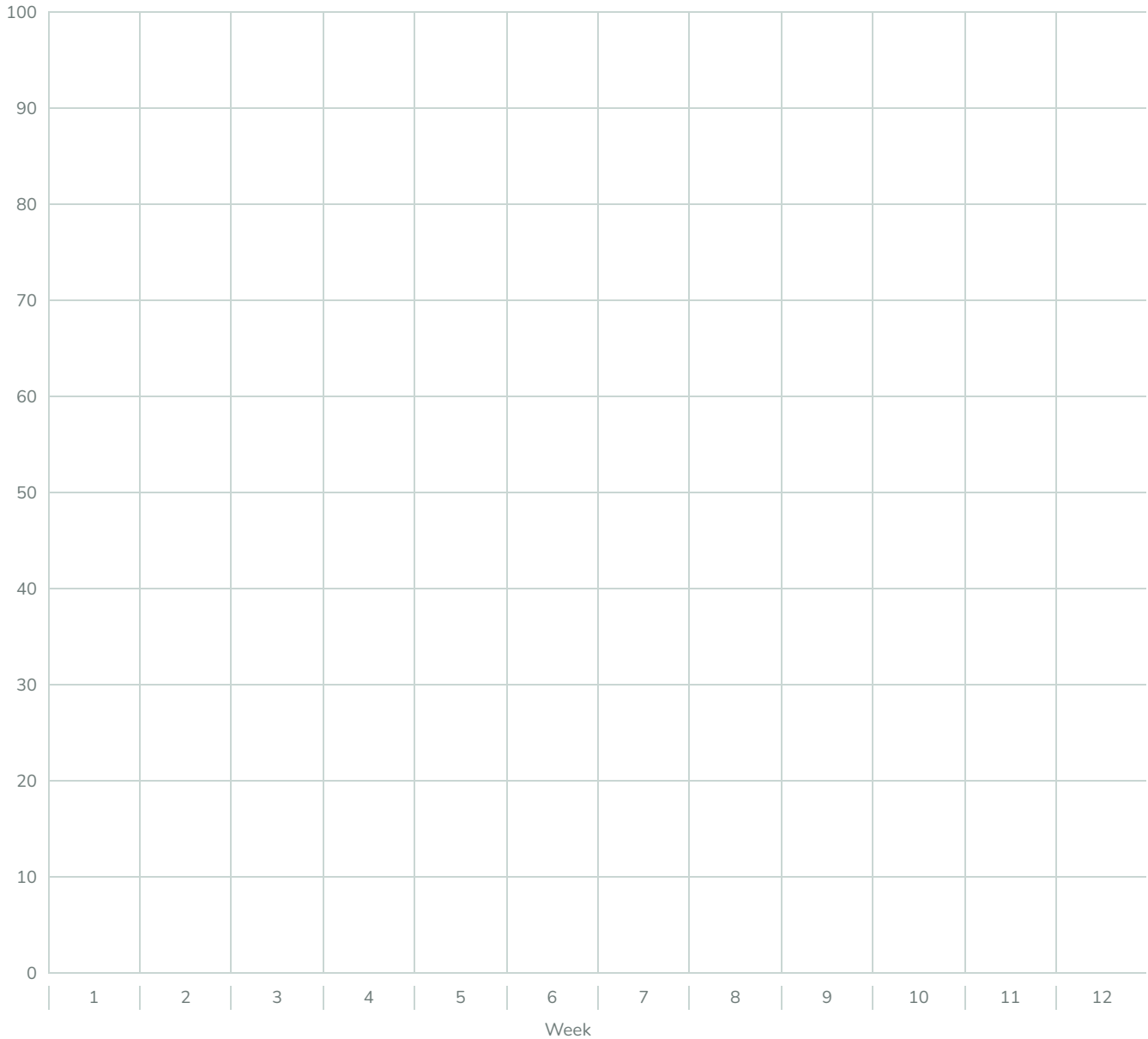
Plot the tracker data here. The aim line is kindergarten entry; a flat or declining line is worth a closer look at the support or the readiness skill.

STUDENT

GOAL (SHORT)

CRITERION / AIM

READINESS LEVEL, BY WEEK — LABEL IT (E, D, OR I)



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Parent Readiness Survey and Transition Input

Family perspective on readiness at home, family concerns for kindergarten entry, what is going well, one thing the family wants to work on before kindergarten, reply line for home feedback.

CHILD (FIRST NAME)

DATE

FROM

Readiness at home: how does this skill look when you are together?

What is going really well before kindergarten?

What are your hopes for kindergarten? What do you want us to know?

One thing the family wants to work on before kindergarten (something to practice together)

Questions or concerns? (We will follow up after the transition meeting)
