



Kindergarten Student Entrance Profile Fresno County Protocol (2016-17)

Teacher's Name		Class: Kinder		Transition Kinder	
1. Languages you used when making KSEP ratings		Mostly English	Mostly Spanish	English & Spanish	Other language
2. School and district names		School:		District:	
3. Date completed rating		MO	DA	YR	
4. Student's name and district ID		Name:		ID:	
5. Student's gender		Girl		Boy	
6. Student's birth date		MO	DA	YR	
7. Student's primary home language		English	Spanish	Other:	
8. Did this child attend preschool?		Unknown (go to #11)	No (go to # 11)	Yes (go to #9)	
9. If child attended preschool, how long?		Unknown	1-6 months	7-12 months	13+ months
10. If child attended preschool, what type?		Unknown	State Preschool	Head Start	Private
11. Does the child have an IEP?		Yes, active IEP	Yes, inactive IEP	Never had an IEP	

Social-Emotional Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating
1. Seeks adult help when appropriate	When unable to complete tasks, does not seek and will not accept adult assistance	When unable to complete tasks, does not seek but will accept adult assistance	When unable to complete tasks, asks for assistance without being able to express a specific need	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks	
2. Engages in cooperative play activities with peers	Rarely engages with other children and/or may use aggression to disrupt others' cooperative play	Plays alongside other children, but does not engage in interactions with them	Plays next to other children and may initiate conversations or share toys but actions are not part of an ongoing shared activity	Engages with other children in ongoing shared activities (e.g., imaginative play, tag, blocks, etc.)	
3. Exhibits impulse control and self-regulation	Unable to delay having wants and needs met	Distracted by getting wants and needs met, yet able to be redirected by others	Distracted by getting wants and needs met but redirects self	Able to delay wants and needs until appropriate time	
4. Maintains attention to tasks (attention focus, distractibility)	Does not sustain attention to tasks; is frequently distracted by external stimuli	Stays with tasks for a short time but becomes easily distracted by external stimuli	Distracted from tasks by external stimuli but can redirect self back to tasks after becoming distracted	Consistently attends to tasks without becoming distracted by external stimuli	
5. Is enthusiastic and curious about school	Is lethargic, unenthusiastic, and/or indifferent towards school activities and rarely responds to prompting	Is not self-initiating to participate in school activities but will participate when prompted	Shows some excitement and interest in school activities, but only for selected activities	Expresses excitement and interest in participating in a wide range of school activities	
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection	Usually persists with tasks until completed even after difficulty is encountered; no teacher redirection is needed	



School-Ready Knowledge Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating
7. Recognizes own written name	Child cannot read or locate name	Child can find name after several attempts (recognizes first letter)	Child identifies own name in routine settings	Child can consistently find name even in new situations	
8. Demonstrates expressive verbal abilities	Communicates primarily in a nonverbal way or using one word utterances	Expresses self in simple 3–4 word phrases	Expresses self in 5–6 word sentences	Child clearly communicates using fuller, more complex sentences	
9. Understands that numbers represent quantity	Does not know numbers	Knows numbers but does not associate numbers to objects in one-to-one fashion	Demonstrates number-object correspondence when counting objects, assigning one number per object	Can select an accurate amount of objects upon request (e.g., can provide 4 blocks upon request)	
10. Writes own name	Unable to do	Scribble-writes first name with some letter-like form	Writes first name with letters and some phonetically appropriate letter/sounds (e.g., first letter)	Writes first name Phonetically correct. Exact spelling and capital letters not required.	
11. Recognizes colors	Can name 0–4 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Can name 5–8 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Can name 9–10 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Can name all 11 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	
12. Recognizes shapes	Can name 0–1 primary shapes Square Circle Rectangle Triangle	Can name 2 primary shapes Square Circle Rectangle Triangle	Can name 3 primary shapes Square Circle Rectangle Triangle	Can name all 4 primary shapes Square Circle Rectangle Triangle	
13. Names UPPER CASE alphabet letters	Can name none or a few UPPER case letters (0–6 letters)	Can name less than one-half UPPER case letters (7-12 letters)	Can name one-half or more of the UPPER case letters (14–20 letters)	Can name most or all UPPER case letters (21-26 letters)	
KSEP Rating Categories	Immediate Follow-up 13-25	Month Monitor 26–37	Quarterly Monitor 38–46	Ready to Go 47–52	Total (range 13-52)

Comments:
