

Kindergarten Student Entrance Profile

Fresno County User Guide



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Overview

The Kindergarten Student Entrance Profile (KSEP) was originally developed 2004 and has undergone continuing validation as part of a school, community, and university action research collaboration involving the First 5 Commission of Santa Barbara County, the Gevirtz Graduate School of Education at the University of California Santa Barbara, and school districts throughout Santa Barbara county and California. The KSEP includes content consistent with the essential school readiness indicators proposed by the National Association for the Education of Young Children (NAEYC) and the National Governor’s Task Force on School Readiness (National Governor’s Association (2005; <http://www.nga.org/files/live/sites/NGA/files/pdf/0501TASKFORCEREADINESS.pdf>). One of the key recommendations of the National Governor’s Association was to implement policies and practices that, “promote local collaboration and needs assessment for school readiness.” The KSEP was designed to support local communities’ efforts to meaningfully and efficiently implement a universal school readiness assessment system. It includes sections for physical & health readiness, social-emotional readiness, and school ready knowledge. A teacher who has had sufficient time to observe the child in their everyday naturalistic settings completes these sections.

KSEP Social-Emotional Readiness & School Ready Knowledge

Children’s ability to regulate emotions improves their ability to successfully navigate through the transition to kindergarten and acquire academic information. The ability to plan, regulate, problem solve, and attend to a task in kindergarten is positively related to school achievement at the end of the first grade. Fostering social-emotional and behavioral readiness is correlated with developing school ready knowledge in preschool students.

In addition, school ready knowledge (e.g., verbal abilities and number sense) is an important

predictor of later academic achievement. For example, early literacy skills predict later reading fluency, writing fluency, and more extensive language development. Academic performance in the classroom is correlated highly with scores on standardized assessments for early literacy and math.

Who Completes the KSEP?

A teacher who has been able to observe the child in a naturalistic school setting for at least three weeks provides background information and the rates each child on 13 items (6 social-emotional and 7 school-ready knowledge items). A rubric is provided to promote consistency of ratings across children being rated in the same classroom and across teachers.

KSEP Multigating Assessment

The KSEP and any other school readiness assessments are just one indicator of school readiness; hence, they should not be used in isolation to filter students such that those with lower apparent readiness are recommended for delaying entry to school, as this is not a research-supported educational practice (Carlton & Winsler, 1999). Rather, the focus should be on initiating a data tracking system, starting with valid school readiness screening instruments, that leads to early and effective educational supports with the aim of helping students succeed in school.

Effective use of the KSEP, or a similar school readiness assessment, begins by considering a school’s current early academic assessment plan and how a measure such as the KSEP can serve as the first, universal assessment. This should include consultation with school administrators and kindergarten teachers. Once the commitment to use school readiness assessments to inform early services and supports is established, the next task is to review the school readiness assessment with the kindergarten teachers to prepare them to use it in a standard manner. We have found that planning is also needed to create a database for tracking

and reporting the KSEP ratings, developing report templates that appeal to teachers, and to consider how the school's child study team will use the school readiness information as part of its broader procedures to monitor the academic and social-emotional progress of all children.

KSEP Score Ranges and Later Reading Fluency and Grade 2 CST Scores

One value of the KSEP is that the thoughtful ratings provided knowledgeable kindergarten teachers within the first three weeks of school have been found to significantly predict Grade 2 student achievement. Based on a study with more than 1,000 students who entered Kindergarten in August 2005, KSEP ratings were compared with later reading fluency and scores on the Grade 2 California Standards Test (CST). The tables on the following page show average achievement levels by KSEP total scores and are based on KSEP rating categories. The rationale for cut scores used in Tables 1, 2 and 3 is as follows:

- Immediate Follow-up (13-25): Students were rated a 1 (not yet) or 2 (emerging) on majority of items
- Monthly Monitor (26-37): Students were rated mostly 2 (emerging) and 3 (almost mastered)
- Quarterly Monitor (38-46): Students were rated as mastering fewer than 8 items
- Ready to Go (47-52): Students were rated as mastering 8 or more items

These scores are from a sample of students who were predominately of Latino(a), English learner, and lower socioeconomic circumstances. Additional research is needed with students reflective of all of California's diverse students and this is ongoing at this time.

Increasing Rater Consistency

The KSEP does not require any specific direct assessment of the students. It can be completed by attending to and being mindful of the naturally occurring behaviors, communications, and interactions each child has in classroom and schoolyard situations. Following these naturalistic observations, we know that kindergarten teachers can provide meaningful information about a child's readiness. Because of their professional training and experience with students' transition into school, kindergarten teachers are uniquely qualified to complete the KSEP.

We have found that the following practices help to improve the consistency and appropriate use of the KSEP:

1. Each kindergarten teacher should carefully review the KSEP rating manual and rubric prior to the start of the school year.
2. Kindergarten teachers should plan to meet as a group prior to finalizing KSEP ratings to discuss 2-3 students that they are currently rating, including a student who appears to be "Ready to Go," a student who appears to fall in the "Immediate Follow up" classification, and a student who appears to fall in one of the middle KSEP rating classification groups. During these meetings, the teachers should share the social-emotional, behavioral, and/or knowledge-based information that they are using to determine each of these children's ratings on a few key KSEP items. What did you see in these children that indicated they were ready (or not ready) for school? Engaging in these discussions helps for teachers to develop a shared understanding of the KSEP rating rubric, which will increase the consistency with which ratings are determined across classrooms.
3. Kindergarten teachers are encouraged to use the daily record sheet at the end of this manual to periodically track observed behaviors and to

use this information when completing their final KSEP ratings. This information will help teachers to focus additional attention on those students who appear to need closer observation prior to the recording of final KSEP ratings.

4. When completing the final KSEP ratings, teachers should rate all children on a single item prior to moving on to the next item. For example, teachers should rate all of the children in his or her class on KSEP item 1 prior to moving on to item 2, and so forth across all 13 items. This approach allows teachers to carefully examine each item rubric and to use each student in his or her class as a normative comparison when considering how to rate each individual child. This approach also helps to prevent teachers from falling into a pattern of rating individual children based on overall impressions rather than attending to the specific KSEP item rubric descriptions.

5. Teachers should flag any children that they are unsure of how to rate and bring them to a grade level meeting to discuss with colleagues. These discussions should allow for teachers to share observations and come to a consensus on final ratings, further enhancing the consistency of KSEP ratings across kindergarten teachers.

6. As teachers meet with grade level colleagues, discuss what types of behaviors and circumstances were used to make decisions regarding ratings for individual items and keep a log to refer to prior to completing KSEP ratings in subsequent years.

KSEP Research

Furlong, M., & Quirk, M. (2011). The relative effects of chronological age on Hispanic students' school readiness and grade 2 academic achievement. *Contemporary School Psychology, 15*, 81–92.

Lilles, E. (2010). *At risk students close the achievement gap: How did they do it?* Dissertation study, Gevirtz Graduate School of Education, University of California, Santa Barbara.

Lilles, E., Furlong, M. J., Quirk, M., Felix, E., Dominquez, K., & Anderson, M. (2009). Preliminary development of the Kindergarten Student Entrance Profile. *The California School Psychologist, 14*, 71–80.

Pyle, R. P. (2002). Best practices in assessing kindergarten readiness. *The California School Psychologist, 7*, 63-73.

Pyle, R. P., Bates, M. P., Grief, J. L., & Furlong, M. J. (2005). School readiness needs of Latino preschoolers: A focus on parents' comfort with home-school collaboration. *The California School Psychologist, 10*, 105-116.

Quirk, M., Furlong, M. J., Lilles, E., Felix, E., & Chin, J. (2011). Preliminary development of Kindergarten school readiness assessment for Latinos. *Journal of Applied School Psychology, 27*, 77–102. doi:10.1080/15377903.2010.540518

Quirk, M., & Furlong, M. (2011). Getting a head start on closing the achievement gap: Universal screening of children's school readiness at kindergarten entry. *CASP Today, 61*, 5-10.

Quirk, M., Nylund, K., & Furlong, M. (2013). Exploring patterns of Latino/a children's school readiness at kindergarten entry and their relations with Grade 2 achievement. *Early Childhood Research Quarterly, 28*, 437-449.

Other KSEP information, audio podcasts, presentation slides are available upon request. Contact Matt Quirk, Ph.D. mquirk@education.ucsb.edu

Table 1. KSEP Rating and Reading Fluency—Word per Minute (average of two trials)						
<i>kindergarten</i>	<i>Grade 1</i>			<i>Grade 2</i>		
KSEP Rating	Fall	Winter	Spring	Fall	Winter	Spring
Immediate Follow-up (n = 98)	12	20	33	38	52	64
Monthly Monitor (n = 384)	18	25	44	45	61	78
Quarterly Monitor (n = 360)	23	32	52	50	66	86
Ready-to-Go (n = 226)	32	44	67	63	79	100

Note. Shaded cells indicate groups of students who were reading at or above grade level reading fluency norms from Hasbrouck & Tindall (2006). WPM scores were from the Reading Lions Fluency probes used with the Houghton Mifflin Reading series. Scores represent the average number of words read correctly per minute using two reading passages. As shown, the students with KSEP total scores in the Ready to Go group were the only group who on average read as many or more words per minute as a national comparison group.

Table 2. KSEP Rating and California Standards Test (CST) ELA Performance					
<i>Kindergarten KSEP Rating</i>	<i>Grade 2 California Standards Test Language Arts Proficiency Level</i>				
KSEP Rating	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Immediate Follow-up (n = 98)	17%	33%	43%	6%	1%
Monthly Monitor (n = 384)	8%	20%	46%	21%	3%
Quarterly Monitor (n = 360)	8%	16%	42%	27%	7%
Ready-to-Go (n = 226)	3%	9%	28%	41%	19%

Table 3. KSEP Rating and California Standards Test (CST) Math Performance					
<i>Kindergarten KSEP Rating</i>	<i>Grade 2 CST Math Proficiency Level</i>				
KSEP Rating	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Immediate Follow-up (n = 98)	13%	32%	26%	25%	4%
Monthly Monitor (n = 384)	6%	18%	33%	29%	14%
Quarterly Monitor (n = 360)	3%	17%	30%	33%	17%
Ready-to-Go (n = 226)	1%	8%	21%	31%	39%

Note. The teacher and the school's student success team should always be cognizant of the student's possible eligibility for special education services. The KSEP can be used as the first part of a multi-gating assessment to monitor student progress and to inform an assessment plan when needed.



Kindergarten Student Entrance Profile KSEP Sample Protocol

Teacher's Name Mary Gonzalez		Class: Kinder <input checked="" type="checkbox"/> Transition Kinder		
1. Languages used when making KSEP ratings	Mostly English	Mostly Spanish	English & Spanish <input checked="" type="checkbox"/>	Other language
2. School and district names	School: Sample Elementary		District: Sample USD	
3. Date completed rating	MO Sept	DA 25	YR 2012	
4. Student's name and district ID	Name: Mary Carillo		ID: 1234567	
5. Student's gender	Girl <input checked="" type="checkbox"/>		Boy	
6. Student's birth date	Mo Mar	DA 03	YR 2007	
7. Student's primary home language	English	Spanish <input checked="" type="checkbox"/>	Other:	
8. Did this child attend preschool?	Unknown (go to #11)	No (go to # 11)	Yes (go to #9) <input checked="" type="checkbox"/>	
9. If child attended preschool, how long?	Unknown	1-6 months <input checked="" type="checkbox"/>	7-12 months	13+ months
10. If child attended preschool, what type?	Unknown	State Preschool	Head Start <input checked="" type="checkbox"/>	Private
11. Does the child have an IEP?	Yes, active IEP	Yes, inactive IEP	Never had an IEP <input checked="" type="checkbox"/>	

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	3
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.)	2
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	3
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	3
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	4
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	3 18



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	3
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	2
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 you with 4 blocks upon request)	3
10. Writes own name	Unable to do	Scribble-write 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.	3
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	4
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	3
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 15 letters (14–20 letters)	Can name most or all upper case letters (21–26 letters)	3
KSEP Rating Categories	Immediate Follow-up 13–25	Month Monitor 26–37	Quarterly Monitor 38–46 X	Ready to Go 47–52	18 + 21 = 39 Total (range 13–52)

Comments:

KSEP was developed by the Center for School-Based Youth Development, University of California Santa Barbara in collaboration with the First 5 Commission of Santa Barbara County and the Santa Maria–Bonita School District and the. Item 13 is an optional item that has been used by some school districts.

Kindergarten Student Entrance Profile Sample Protocol



Teacher's Name	Class: Kinder		Transition Kinder	
Languages you used when making KSEP ratings	Mostly English	Mostly Spanish	English & Spanish	Other language
School and district names	School:		District:	
Date completed rating	MO	DA	YR	
Student's name and district ID	Name:		ID:	
Student's gender	Girl		Boy	
Student's birth date	MO	DA	YR	
Student's primary home language	English	Spanish	Other:	
Did this child attend preschool?	Unknown	No	Yes	
If child attended preschool, how long?	Unknown	1-6 months	7-12 months	13+ months
If child attended preschool, what type?	Unknown	State Preschool	Head Start	Private
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 you with 4 blocks upon request)	
10. Writes own name	Unable to do	Scribble-write 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:

KSEP was developed by the Center for School-Based Youth Development, University of California Santa Barbara in collaboration with the First 5 Commission of Santa Barbara County and the Santa Maria–Bonita School District and the. Item 13 is an optional item that has been used by some school districts.

KSEP Class Rating Summary and Follow-up Plan

Teacher:		School:	
Last Name, First Name	KSEP Rating (13–52)	KSEP Classification*	Follow-up Plan
1.		IF MM QM RTG	
2.		IF MM QM RTG	
3.		IF MM QM RTG	
4.		IF MM QM RTG	
5.		IF MM QM RTG	
6.		IF MM QM RTG	
7.		IF MM QM RTG	
8.		IF MM QM RTG	
9.		IF MM QM RTG	
10.		IF MM QM RTG	
11.		IF MM QM RTG	
12.		IF MM QM RTG	
13.		IF MM QM RTG	
14.		IF MM QM RTG	
15.		IF MM QM RTG	
16.		IF MM QM RTG	
17.		IF MM QM RTG	
18.		IF MM QM RTG	
19.		IF MM QM RTG	
20.		IF MM QM RTG	
21.		IF MM QM RTG	
22.		IF MM QM RTG	
23.		IF MM QM RTG	
24.		IF MM QM RTG	
25.		IF MM QM RTG	
26.		IF MM QM RTG	
27.		IF MM QM RTG	
28.		IF MM QM RTG	

* Immediate Follow-up (13-25)

Monthly Monitor (26-37)

Quarterly Monitor (38-46)

Ready-to-Go (47-52)

Kindergarten Student Entrance Profile Tracking Chart



Use this chart to record observations during the 3-week observation period.	1. Seeks help	2. Cooperative play	3. Impulse control	4. Maintains Attention	5. Enthusiastic & curious	6. Persists after difficulty	7. Recognizes own name	8. Expressive abilities	9. Numerical quantity	10. Writes own name	Item 11. Red	Yellow	Blue	Green	Orange	Purple	Brown	Black	Pink	White	Gray	Item 12. Circle	Triangle	Square	Rectangle	Item 13. Letter ID	Mostly or all English	Mostly or All Spanish	Both English and Spanish
Student	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	S	R	E	S	B		

Class Tracking Profile (Optional)

Kindergarten Student Entrance Profile Tracking Chart



Use this chart to record observations during the 3-week observation period.	1. Seeks help	2. Cooperative play	3. Impulse control	4. Maintains Attention	5. Enthusiastic & curious	6. Persists after difficulty	7. Recognizes own name	8. Expressive abilities	9. Numerical quantity	10. Writes own name	Item 11. Red	Yellow	Blue	Green	Orange	Purple	Brown	Black	Pink	White	Gray	Item 12. Circle	Triangle	Square	Rectangle	Item 13. Letter ID	Mostly or all English	Mostly or All Spanish	Both English and Spanish
Student	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B
	R	Y	G	B	O	P	Br	Bl	Pk	W	G	C	T	S	R	E	S	E	S	B	E	S	E	S	E	S	E	S	B

Class Tracking Profile (Optional)