



Central Texas School Readiness Standard Based on the Texas Education Agency's 2008 Pre-K Guidelines

As part of the region's **Blueprint for Educational Change™**, Central Texas school districts, community early childhood education providers, community organizations, regional experts, and local workforce boards committed to meeting the goal: **Children Enter Kindergarten School Ready**. This coalition collaborated over the last year to develop the School Readiness Standard for all 4-year-olds completing Pre-K and entering Kindergarten. By standard, we specifically mean a *common basis for comparison built through consensus*. This standard does not supersede TEA's Pre-K Guidelines, but rather serves the purpose of broadening and deepening their use. The standard does not serve as a form of program evaluation.

Region XIII Education Service Center, San Marcos Consolidated ISD, and United Way's Success by Six led the effort which was facilitated by the E³ Alliance and supported by the Buena Vista and Tapestry Foundations. The Texas Education Agency's 2008 Pre-K Guidelines served as the cornerstone of this effort. We conducted a series of six full-day work sessions focused on each of the domains identified in the Guidelines. Pre-K teachers, researchers, community providers and administrators carefully reviewed each child outcome. Using of the criteria outlined below, they selected outcomes that predict children's later learning and are strongly aligned to TEKS. These criteria were:

1. The outcome is represented in the 2008 TEA Pre-K Guidelines
2. The outcome is developmentally appropriate and measurable
3. The outcome is predictive of a child's future education success
4. As appropriate, the outcome is aligned to TEKS

From the selected outcomes, we will develop a comprehensive series of rubrics to help teachers align their instruction with the Guidelines and assess children's progress appropriately.

An Important Note: The purpose of this tool is two fold: (1) to assess a Pre-K child's progress toward outcomes while still in Pre-Kindergarten and to offer teachers response to intervention (RTI) strategies for helping children progress. (2) to help Central Texas better gauge how many of our children enter Kindergarten "prepared" to succeed in public education. Our hope is that the tool will extend the use of the Pre-k Guidelines across the region. The rubric will provide teachers in public and private Pre-K programs and Head Start easy to use strategies to assess children's progress.

English Language Learner competencies under the *Language and Communication* Domain appear in **green**. Student competencies with word revisions from the Pre-K Guidelines are in **blue**.

As our Partnership with Success by Six indicates, these outcomes reflect the progress of the child by the end of her fourth year. Before she even enters Pre-Kindergarten, that same child must have the proper community, familial, and medical supports to ensure that she will thrive in a learning environment. We remain committed to realizing this goal for all children in Central Texas.

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Priority Competencies**

Rubric development will serve as a Pre-K child progress monitoring tool and feature the competencies identified below:

Social Emotional Development <i>*No TEKS objectives developed in later grades</i>	Language & Communication	Emerging Literacy: Reading	Emerging Literacy: Writing	Mathematics
I.A.4 Child shows initiative and persistence to solve problems independently but asks for help when needed.	II.A.1 Child shows understanding by responding appropriately. (TEKS K (b) (1) (B); TEKS 1 (b) (1) (B))	III.A.1 Child engages in pre-reading and reading-related activities. (TEKS K (b) (5))	IV.B.1 Child independently uses letters or symbols to make words or parts of words (including own name). (TEKS K (b) (14)(A))	V.A.5 Child counts up to 10 items and demonstrates that the last count indicates how many were counted. (TEKS K(b)(1)(A))
I.B.1.c Child regulates her own behavior and follows classroom rules and routine with occasional reminders or assistance from teacher.	II.B.1 Child uses language for different purposes. (TEKS 1-3 (b) (3) (C))	III.B.4. Child segments words into syllables and combines syllables to make words. (TEKS K (b)(6)(B))	IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation. (TEKS K-1 (b)(17)C, 1-2 (b)17)(G))	V.C.1 Child names and describes common shapes and identifies these shapes in their environment. (TEKS K (b) (9) (B,C))
I.B.2.a Child begins to understand and demonstrate the difference and connection between feelings and behaviors.	II.C.1 Child's speech or mode of communication is understood by the teacher, other adults and peers.	III.B.6 Child distinguishes rhyming words from non-rhyming words and begins to rhyme. (TEKS K-1(b)(6)(c))		V.C.3 Child demonstrates use of location and select positional words (such as: over, under, above, on, beside, next to, between, in front of, near, far, first, second, next, last) (TEKS K (b) (7)(A))
I.B.3.a Child sustains attention to personally chosen or routine tasks until they are completed.	II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions. (TEKS K (b) (8))	III.C.1 Child names a majority (more than 14) of upper and lower case letters. (TEKS K-1 (b)(7)(A))		V.D.1 Child recognizes and compares heights and lengths of people and objects. (TEKS K (b)(8)(B,A))
I.C.6 Child demonstrates empathy and caring for others (continued below)	II.E.5 Child combines sentences that include detail, stick to the topic, and clearly communicate intended meaning. (continued below)	III.C.3 Child produces the correct sounds for at least 10 letters. (continued below)		V.E.1 Child sorts objects into groups and uses language to describe how the groups are similar or different. (TEKS K (b)(8)(C))

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Social Emotional Development (cont'd)	Language & Communication (cont'd)	Emerging Literacy: Reading (cont'd)	Emerging Literacy: Writing (cont'd)	Mathematics (cont'd)
<p>I.D.2 Child demonstrates some understanding that others have perspectives and feelings that are different from her own.</p>	<p>II.A.3 Child shows an understanding of the new language being spoken by English-speaking teachers and peers.</p>	<p>III.D. 1 Child retells or re-enacts a story after it is read aloud. (TEKS K-3 (b)(9)(C))</p>	<p>Note: this competency is similar to Fine Arts VIII.C.1. but emphasizes comprehension more than expression.</p>	
<p>I.C.4 Child increasingly interacts and communicates with peers to initiate and maintain social interactions and pretend play scenarios.</p>	<p>II.C.3 Child experiments, imitates, and demonstrates growing understanding of sounds and intonation of the English language.</p>			
	<p>II.E.8 Child attempts to use new vocabulary and grammar in speech.</p>			

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Science	Social Studies	Fine Arts	Physical Development	Technology
VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects. TEKS K-2 (b)(4)	VII.A.1 Child identifies similarities and differences in characteristics of people, families and cultures.	VIII.A.2 Child uses a variety of art materials and activities for sensory exploration and as a form of creative self expression. (TEKS K(b)(2))	IX.A.1 Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM. (TEKS K(b)(1)(A))
VI.B.3. Child recognizes, observes, describes and discusses the relationship of organisms to their environments.	VII.A.3 Child organizes her life around events, time, and routines. (TEKS K(b)(3)(A))	VIII.B.2 Child responds to different musical styles through movement and play. (TEKS K (b)(4)(A))	IX.B.1 Child shows control of tasks that require small-muscle strength and control.	X.A.4 Child uses software applications to create and express own ideas. (TEKS K (B)(1)(B))
VI.C.3 Child observes and describes what happens during changes in the earth and sky. TEKS K(b)(8)(B)	VII.B.3 Child discusses the roles and responsibilities of community workers and what it means to be a consumer. (TEKS K (b)(7)(B))	VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations. (TEKS K (b)(1)(A))	Child engages in sustained physical activity (5-6 minutes).	X.A.5. Child recognizes that information is accessible through the use of technology.
VI.C.4 Child demonstrates the importance of caring for our environment and our planet.	VII.D.3 Child engages in voting as a method for group decision making. (TEKS K(b)(10)(C))			
VI.D.1 Child identifies and practices good habits of personal safety, health and hygiene.				

Priority Indicators of Program Quality and Community Services

For every child who is “school ready” as she enters kindergarten a host of services, activities and resources supported her successful development and progress. Community leaders dedicated one Work Session to identifying these necessary supports. Participants explored the Success by Six “Ready Formula,” the **Texas School Readiness Certification** System and the general components of quality early childhood programs. Below is a list of the essential characteristics of quality central Texas early childhood programs and for communities supportive of young children. Special thanks to Dr. Aletha Huston of the University of Texas at Austin.

<i>Texas School Readiness Certification System Program Essentials</i>	<i>Quality Program Essentials</i>	<i>Community Need and Early Childhood Services (Success by Six Indicators from the Ready Formula)</i>
Regular Monitoring of Child Progress	<i>Adult to Child Ratio (Ideal = 1:10)</i>	# or % of children in poverty
Targeted Training & Professional Development	<i>Class size of 20 or fewer children</i>	% of children enrolled in early childhood education programs (licensed childcare, accredited care)
Lesson Planning	<i>Quality Teacher-Child interactions</i>	% of births to mothers with less than high school education
Teacher Best Practices	<i>Teacher engages parents and families</i>	Access to healthcare
Cognitive Readiness Activities	<i>Administration support and respect</i>	Access to health services(pre-natal, healthcare for children)
Book Reading Activities	<i>Development of Professional Learning Communities</i>	Data on prenatal care and resources to teen parents
Oral Language Activities	<i>Teacher is culturally aware and sensitive</i>	Children raised by someone other than biological parents
Phonological Awareness Activities	<i>Child assessment (and accountability) linked to developmentally appropriate practice</i>	Access to mental health services
Print and Letter Knowledge Activities		% of eligible 0-2 year-olds in early Head Start or similarly proven programs
<i>Written Expression</i>		% or # of parents/guardians who have access to parenting education
Kindergarten Reading Readiness		
Kindergarten Social Studies Readiness		

The leadership of [Sue Carpenter](#) of Success by Six, [Cathy Doggett](#) of Region XIII Education Service Center, and Superintendent [Patty Shafer](#) and [Rosemary Garza](#) of San Marcos Consolidated ISD strengthened and drove the review and development of this standard. Several school districts and community organizations participated in every work session with outstanding insights and contributions. **District partners include:** [Austin](#), [Bastrop](#), [Georgetown](#), [Hays](#), [Leander](#), [Manor](#), [Pflugerville](#), [Round Rock](#) and [San Marcos](#). **Community partners include:** [Child Inc](#), [Communities In Schools](#), [Mainspring Schools](#), [Williamson-Burnet County Opportunities Headstart](#), [Workforce Solutions Capital Area](#), [Workforce Solutions Rural Capital Area](#). **University partners include** [University of Texas at Austin](#), [UT Austin Dana Center](#), [Center for Public Policy Priorities](#), [Texas State University](#).

Finally, to the members of the School Readiness District Taskforce, thank you and Congratulations!