

***School Readiness Indicators Initiative:  
Making Progress for Young Children***

***Residency Roundtable:  
Indicators of Language and Literacy Development of Young Children***

***September 19<sup>th</sup> – 20<sup>th</sup>, 2002  
Boston, MA***

**Prioritized Indicators of Language and Literacy Development**

The following document represents a proposed list of language and literacy indicators developed by the participants in the School Readiness Indicators Initiative's Residency Roundtable. Small groups of participants met during the Residency Roundtable to examine a brainstormed list of language and literacy indicators developed either by the participants the day before or by states involved with the Initiative. Using the brainstormed list as a starting point, the small groups prioritized the indicators they felt were the most critical to measuring language and literacy development in young children. These are the indicators listed below.

The indicators are placed into categories:

- Ready Child: Physical Well-Being and Motor Development
- Ready Child: Social and Emotional Development
- Ready Child: Approaches to Learning
- Ready Child: Language and Literacy Development
- Ready Child: Cognition and General Knowledge
- Family Environment
- Community Conditions
- Ready Schools
- Effective Services: Early Care and Education
- Effective Services: Family Literacy

This list should be viewed as a work in progress, not a final product. Individual states may or may not be measuring these indicators and may have indicators not listed here. The language is taken directly from the participants and the indicator worksheet.

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[www.GettingReady.org](http://www.GettingReady.org)*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

## **READY CHILD: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT**

- % of children at school entry with special health care needs such as lead poisoning and severe asthma (need to define “special education needs”)  
*[Children with special health care needs; % of children with untreated disability at school entry requiring intervention]*
- % of children with untreated hearing/vision problems at school entry\*\*
- % of children with untreated disability at school entry requiring intervention
- % of children at age of school entry who have undetected vision, hearing, medical, or dental problems  
*[% of children with undetected hearing, vision or dental needs at time of entry into school]*
- % of children birth through age of school entry receiving regular health screening, including vision, hearing, medical, and dental screening  
*[% of children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening]*
- % of children screened for vision, hearing, dental and developmental problems by age 3  
*[% of first-graders screened for vision and hearing problems, i.e. % of reported first grade enrollment reported screened for vision, hearing; children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening]*
- % of children screened for hearing/vision at K entry  
*[% of first-graders screened for vision and hearing problems, i.e. % of reported first grade enrollment reported screened for vision, hearing; children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening]*
- % of kids who get periodic vision, hearing and dental screenings  
*[% of first-graders screened for vision and hearing problems, i.e. % of reported first grade enrollment reported screened for vision, hearing; children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening]*
- % of regularly screened children who need treatment for identified needs (measurable?)
- % of students with chronic, preventable health conditions
- % of children identified at age of school entry as needing treatment who actually receive it
- % of children with identified needs who receive appropriate services

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

### **READY CHILD: SOCIAL AND EMOTIONAL DEVELOPMENT**

- Understands and uses language and engages in meaningful dialogue at age-appropriate level  
*[Engages in meaningful dialogue at age-appropriate level]*
- % of kindergarten children who can engage in meaningful dialogue at age-appropriate level 4-6 weeks into school year (English language learners?)  
*[Engages in meaningful dialogue at age-appropriate level]*
- Engages in meaningful dialogue at age-appropriate level
- Communicates needs, wants, or thoughts  
*[Communicates needs, wants, or thoughts in primary language (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- Communicates needs, wants, or thoughts in primary language  
*[Communicates needs, wants, or thoughts in primary language (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- % of children who express needs, wants, or thoughts using verbal or nonverbal communication at an appropriate developmental level using their primary language  
*[Communicates needs, wants, or thoughts in primary language (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- % of K students who can appropriately initiate and maintain relationships with peers and adults

### **READY CHILD: APPROACHES TO LEARNING**

- Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences
- % of children who demonstrate eagerness to learn about and discuss a growing range of topics, ideas, and tasks
- Engages in imaginative play (uses language to pretend or create)  
*[Engages in imaginative play (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- % of children who engage in imaginative play to promote oral language development  
*[Engages in imaginative play (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- Understands simple directions, requests and information  
*[Understands simple directions, requests and information (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

## READY CHILD: LANGUAGE AND LITERACY DEVELOPMENT

- Children in K-3 who perform sufficiently on the 5 components of reading according to Reading First:\*\*\*
  - *Phonemic awareness*: the ability to hear, identify, and play with individual sounds – or phonemes – in spoken words
  - *Phonics*: the relationship between the letters of written language and the sounds of spoken language
  - *Fluency*: the capacity to read text accurately and quickly
  - *Vocabulary*: the words students must know to communicate effectively
  - *Comprehension*: the ability to understand and gain meaning from what has been read
- % of children entering kindergarten who can recall and explain sequences of events  
*[Can recall and explain sequences of events (e.g. can tell about a recent activity, can tell a story)]*
- % of children with age-appropriate pre-literacy and emerging literacy skills (break down specific skill by age: 0-3, 3-5, etc.)  
*[% of children with pre-literacy and emerging literacy skills]*
- Understands an increasingly complex and varied vocabulary
- % of children who ask questions and solve problems in their primary language using complete sentences  
*[% of children who ask questions and solve problems in their primary language]*
- Exhibits book handling skills
- % of children using different forms of writing such as letter-like shapes or letters to depict words or ideas at school entry  
*[% of children using different forms of writing such as letter-like shapes or letters to depict words or ideas during preschool years (3-5)]*
- % of children using different forms of writing such as letter-like or number-like shapes or letters and numbers to depict words or ideas during preschool years  
*[% of children using different forms of writing such as letter-like shapes or letters to depict words or ideas during preschool years (3-5)]*
- Progress from using scribbles, shapes or pictures to represent ideas to using letter-like symbols or copying or writing familiar words such as their own name  
*[% of children using different forms of writing such as letter-like shapes or letters to depict words or ideas during preschool years (3-5)]*
- % of children who show an awareness of concepts of print at kindergarten entry\*
- % of children, birth through school entry, who show developmentally appropriate familiarity with the concept of print  
*[% of children who show an awareness of concepts of print at kindergarten entry]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

- % of children who demonstrate phonological awareness  
*[Level of phonological awareness at kindergarten entry; % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms at kindergarten entry\*  
*[Level of phonological awareness at kindergarten entry; % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children, birth through school entry, who show appropriate development of oral language skills  
*[Verbal language (Verbal and nonverbal skills to convey and understand others' meaning, listening, speaking, social cues of language, vocabulary, meaning, questioning, creative uses of language); % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children who demonstrate oral language development  
*[Verbal language (Verbal and nonverbal skills to convey and understand others' meaning, listening, speaking, social cues of language, vocabulary, meaning, questioning, creative uses of language); % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children who understand the purpose of books  
*[Understands the purpose of books (% students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- Understands the purpose of books  
*[Understands the purpose of books (% students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- % of children ready for kindergarten as rated by kindergarten teachers\*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

## **READY CHILD: COGNITION AND GENERAL KNOWLEDGE**

- % of children who recognize 10 or more alphabet letter at kindergarten entry, especially those in the child's name\*  
*[% of children who recognize letters of the alphabet at kindergarten entry; Ability to recognize 15 or more letters at kindergarten entry; Recognizes his/her name in print (% of students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- % of children at kindergarten entry who can identify some letters, basic colors and shapes, can count to 10, and tell their first and last name  
*[% of children who recognize letters of the alphabet at kindergarten entry; Ability to recognize 15 or more letters at kindergarten entry; Recognizes his/her name in print (% of students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- % of children who are able to recognize some letters at kindergarten entry  
*[% of children who recognize letters of the alphabet at kindergarten entry]*
- % of children who recognize letters of the alphabet at kindergarten entry
- Meets state proficiency standards for reading by the end of 3<sup>rd</sup> grade  
*[Early reading success – meets the state proficiency standards for reading by the end of 3<sup>rd</sup> grade]*
- % of children who can predict what will happen next using pictures and content for guides at kindergarten entry\*

## **FAMILY ENVIRONMENT**

- % of children who are read to at home at least three times weekly  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of children 0-5 who are read to at least five times weekly  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of children who are read to at home on a daily or almost daily rate  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

- % of children in families where one person in home reads to child every day  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of children read to at home regularly  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of families who engage in storytelling, songs, poems  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of families who engage in regular conversations with child  
*[Verbal and other language and literacy experiences between parent and child]*
- # of children's books in the home  
*[number of books in the home, number of children's books in the home]*
- Average literacy rate/education level of mothers  
*[Average literacy rate/level of mothers]*
- % of children with mothers with less than 12<sup>th</sup> grade education  
*[Average literacy rate/level of mothers; % adults with less than a high school education]*
- Educational level of mother or other primary caregiver\*  
*[Average literacy rate/level of mothers; % adults with less than a high school education]*
- Verbal and other language and literacy experiences between parent and child
- % of children with primary home language other than English\*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

## COMMUNITY CONDITIONS

- # of books in children's libraries with a community outreach program  
*[# of books in children's libraries; Libraries' level of community outreach]*
- Availability of public libraries and accessibility of public libraries  
*[Access to public library; Access to books in the neighborhood (% children with more than 10 books, library card or who visit library at least once a month)]*
- Access to libraries and outreach and use of libraries with children's focus  
*[Access to public library; # of books in children's libraries; Libraries' level of community outreach; Presence of children's librarians]*
- # of libraries within 15 miles of a child's home  
*[Access to public library]*
- Access to books in neighborhood  
*[Access to books in the neighborhood (% children with more than 10 books, library card or who visit library at least once a month)]*
- Diversity of book at school/library  
*[Cultural diversity of books at schools and libraries]*
- % of nationally accredited child care centers and family home providers  
*[Access to quality learning environments]*
- % of children with access to preschool, Head Start, and full-day kindergarten  
*[Access to quality learning environments; % of children with access to full-day K; # of children with preschool experience; % of eligible children enrolled in Head Start and other state programs]*
- % of children with accredited preschool experience  
*[# of children with preschool experience]*
- % of kids in full-day kindergarten  
*[% of children with access to full-day K]*
- % of adults with less than a high school education
- Average literacy rate/level of community
- English language proficiency of community  
*[English language proficiency of parents]*
- Availability of public, safe play environments
- Availability/accessibility of computers through public and private providers
- # of child care centers and kindergartens within 15 miles of a child's home

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

## READY SCHOOLS

- % of teachers with appropriate certification for grade level implementing research-based literacy programs  
*[% of teachers trained in research-based literacy programs; Teachers have appropriate certification for grade level; Teachers with appropriate credentials, background and training; # of teachers trained to meet English/Language Arts standards and use developmentally-appropriate practices to achieve them]*
- # of teachers with appropriate credentials, professional background and training\*  
*[Teachers with appropriate credentials, professional background and training]*
- % of teachers having appropriate certification in early childhood education and receive ongoing early childhood professional development  
*[Teachers have appropriate certification for grade level; Teachers with appropriate credentials, background and training]*
- Teachers with appropriate credentials, professional background, and training in research-based literacy practices  
*[Teachers with appropriate credentials, professional background and training; Teachers have appropriate certification for grade level; # of teachers trained to meet English/Language Arts standards and use developmentally-appropriate practices to achieve them]*
- Teachers with appropriate credentials for grade level  
*[Teachers with appropriate credentials, professional background and training; Teachers have appropriate certification for grade level]*
- % of teachers trained in state English/Language Arts standards and use developmentally appropriate practices in providing instruction in them  
*[# of teachers trained to meet English/Language Arts standards and use developmentally-appropriate practices to achieve them]*
- % of schools implementing whole school approaches (administration-led) utilizing current research-based literacy programs  
*[% of programs that integrate language and literacy across the curriculum; Integration of literacy skills into a developmentally-based system; Agreement between administrators and teachers on method of literacy teaching]*
- % of school and child care administrators who have a background in child development and literacy development or ongoing professional development in the same  
*[Child care administrators have a background in child development and literacy development]*
- % of pre-kindergarten - 3<sup>rd</sup> grade classrooms with print-rich environments and appropriate classroom libraries  
*[% of K-3 classrooms in low-performing schools that are language-rich environments with opportunities for students to build oral language skills and vocabulary; Cultural diversity of books at schools]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

- % of students who score at or above state reading proficiency standards at 4<sup>th</sup> grade (or earlier)  
*[% of students who score at or above state reading proficiency standards at 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> grade]*
- # of children who meet the state proficiency standards for reading by the end of 3<sup>rd</sup> grade  
*[% of students who score at or above state reading proficiency standards at 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> grade]*
- % of children whose parents read or tell them stories regularly (define “regularly”) (break down by age group: 0-3, 3-5, etc.)  
*[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- Educational level of adult family members  
*[average literacy rate/level of fathers; average literacy rate/level of mothers]*
- Alignment of pre-k and K-3  
*[Pre-K standards that align to K-3 standards]*
- Transition plans exist between programs (e.g., early intervention to preschool, preschool to kindergarten, etc.)  
*[Existence of transition plans from child care/preschool to primary grades]*
- % of schools implementing transition plans from child care to primary grades  
*[Existence of transition plans from child care/preschool to primary grades]*
- % of schools having written transition plans for transitioning children and families from their previous environments (home to preschool, home to school, etc.)  
*[Existence of transition plans from child care/preschool to primary grades]*
- % of schools with a transition plan for pre-kindergarten to K-3  
*[Existence of transition plans from child care/preschool to primary grades]*
- % of schools with specific policies on communication prior to transition to preschool or kindergarten  
*[Existence of transition plans from child care/preschool to primary grades]*
- % of parents actively involved in children’s education  
*[% of parents actively involved in their children’s learning/education]*
- Schools encourage the involvement of all families, including those from diverse ethnic and linguistic backgrounds  
*[Schools encourage parents to read to their children, make home visits before children enter school, and invite parental involvement; # of parents who feel they have input into their child’s education: choice, curriculum, language; % of parents actively involved in their children’s learning/education; Articulation between home and school learning]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

- % of schools that encourage parents to read to their children, make home visits before children enter school, and invite parental involvement  
*[Schools encourage parents to read to their children, make home visits before children enter school, and invite parental involvement]*
- # of parents who feel they have input into their child's education: choice, curriculum, language
- % of English language learners entering kindergarten  
*[% of children who have English as a second language at kindergarten entry (# of English Language Learners)]*
- % of students receiving English as a Second Language assessment at kindergarten  
*[% of children who have English as a second language at kindergarten entry (# of English Language Learners); English Language Learners (% of K-3 children receiving ESL services)]*
- % of English language learner students who meet the state's reading proficiency standards in 4<sup>th</sup> grade
- % of literacy-related instructional materials that address the needs of English language learners and children with disabilities  
*[Appropriate assessment methods for English language learners; Appropriate assessment methods are used for children with special education and/or special health care needs]*
- Appropriate assessment methods (quantitative and qualitative) for all children (including special education, English language learners, and special health needs) that inform practice  
*[Appropriate assessment methods for English language learners; Appropriate assessment methods are used for children with special education and/or special health care needs]*
- % of kids identified as having a specific learning disability or communication disorder  
*[Special education (% K-3 receiving speech and language services)]; # and % of children in grades K-3 who have a special education IEP; % of children with undetected disability/developmental problem that requires special education services (at K entry)]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

## **EFFECTIVE SERVICES: EARLY CARE AND EDUCATION**

- Participation rate for eligible 3 and 4 year-olds in Head Start and early child assistance programs  
*[Participation rate for eligible 4 year-olds in Head Start and early child assistance programs; % of low-income 3 to 5 yr olds enrolled in Head Start, child care, or pre-K programs; % of at-risk children enrolled in Early Head Start; % low-income children in comprehensive child care program/Head Start]*
- % of children participating in Head Start  
*[Participation rate for eligible 4 year-olds in Head Start and early child assistance programs; % of low-income 3 to 5 yr olds enrolled in Head Start, child care, or pre-K programs; low-income children in comprehensive child care program/Head Start]*
- % of children participating in Early Head Start  
*[% of at-risk children enrolled in Early Head Start; Participation rate for eligible 4 year-olds in Head Start and early child assistance programs; % low-income children in comprehensive child care program/Head Start]*
- % of low-income 3-5 year-olds enrolled in quality pre-k programs where parents choose that choice  
*[% of low-income 3 to 5 yr olds enrolled in Head Start, child care, or pre-K programs; % low-income children in comprehensive child care program/Head Start]*
- % of Head Start, child care, and preschool kids who meet Head Start language and literacy standards  
*[% of Head Start, child care, and preschool kids who meet Head Start language and literacy indicators]*
- % of child care providers with training in language and literacy  
*[% of family child care providers with language and literacy training and support]*
- % of family child care providers with language and literacy training  
*[% of family child care providers with language and literacy training and support]*
- % of early childhood education staff participating consistently in professional development that includes literacy instruction  
*[% of preschool staff participating consistently in professional development; % of family child care providers with language and literacy training and support]*
- % of child care administrators and classroom teachers with early childhood or child development degrees, associates or CDA  
*[Child care administrators have a background in child development and literacy development; % of instructors in pre-k with special certification]*
- % of school and child care administrators who have a background in child development and literacy development or ongoing professional development in the same  
*[Child care administrators have a background in child development and literacy*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*

*development; % of preschool staff participating consistently in professional development]*

- Curriculum development in preschool around language and literacy linked to K-3
- Course content for early care degrees in language and literacy  
*[Course content for early care degrees have strong language and literacy components]*
- Access to quality early care and education programs that are culturally sensitive  
*[Access to quality early care and education programs; Sensitivity of community services and programs to language and culture]*
- Sensitivity of community services and programs to language and culture
- Existence of a child care quality rating system that includes language and literacy curriculum and strategies and early childhood assessment  
*[Existence of a child care quality rating system that includes language and literacy]*
- Existence of a child care quality rating system that includes language and literacy
- % of children in early care and education who are in a high quality program

#### **EFFECTIVE SERVICES: FAMILY LITERACY**

- % of pediatric providers with active advocacy efforts promoting language and literacy development  
*[% of pediatric providers who participate in literacy programs]*

\* suggested by another group

*[language from the original indicator worksheet used during the Residency Roundtable]*