

Early Admission Testing

PROTOCOL

Introductions & Explanations

- Greet the child in the lobby first, saying, “Hello _____. My name is Ms. _____. We will be working together today on some different kinds of activities. You’ll be doing some listening, some math, and other activities that children do at school. How are you today?”
- Greet the parents by saying, “And hello, Mr./Mrs./Ms. _____. How are you today? We’re going to get started in the room down the hall in just a few minutes. I’ll be working with _____ for about 45 minutes. We’re having all parents wait in the lobby.”
- Before I start, I’d like to spend a little time getting familiar with _____, and having her get acquainted with me. Are there some things she is particularly interested in or are there any exciting upcoming or past events she may want to talk about? Birthdays or parties? New pet? Great! Well, we’re going to go on in, talk a while, and then get started. “

Non-cooperative Child

If a child refuses to leave the parent/adult who brought them, let the parent know that it is okay for them to spend some time talking with the child to help them get ready to come in. Gently explain that you do have another appointment or have to leave by a certain time. **OR** Offer to have the warm-up conversation (see below) in the hallway.

Make note of this behavior, and how the child responded.

Warm-up with Students through Conversation

- For approximately 3-4 minutes, talk with the child about their interests, asking questions and engaging the child. If the conversation flows in some other areas, follow the child’s lead, and continue in conversation.

End-of-Assessment Comments to Parents

- Make a general comment about it being pleasant to work with the child.
- If the child reported something about being hungry or tired, let the parent know.
- Give the parent the general follow-up memo that reminds them of next steps.
- Make **NO** judgment comments about the child’s being ready or not ready for kindergarten based on his/her demeanor, work habits, or performance on the assessment.

Note Taking

- On the scoring sheets, write objective notes about what the child is doing/saying during the test. Note information such as (but not limited to) the child’s:
 - Automatic/Quick responding or working slowly on particular tasks
 - Comments about a task. Some examples are:
 - I can’t do this.

- I don't want to.
- I did this before.
- I don't know how to write numbers.
- Request for help or reluctance to try.
- If the child refuses to continue or complete the task, give an explanation. Also, note if the child seemed capable but wanted to stop for other reasons.
- If the examiner chooses to end a task, please explain why.

Make additional notes/observations on the sheet provided.