The Washington Kindergarten Inventory of Developing Skills (WaKIDS) helps ensure that children in Washington get a great start in kindergarten. As of this year, the Legislature has reached its goal to fund full-day kindergarten for all students.

The WaKIDS data can help teachers tailor instruction to the needs of individual students, begin meaningful conversations in communities to prioritize next steps, and help inform state-level decisions about education policy and investments.

**WaKIDS is a way to:**
- Welcome families to school by having teachers meet with them one-on-one before or just after the school year begins.
- Learn about students’ strengths through an observational assessment in the first weeks of school.
- Share information with pre-kindergarten communities that will help improve the transition for students and families into kindergarten.

### Range of Skills Demonstrated by Entering Kindergartners

Students have a wide range of skill levels in the first few weeks of kindergarten.

More WaKIDS data:
www.k12.wa.us/WaKIDS
Skill levels vary across areas of development and learning

The percentages of students demonstrating the characteristics of entering kindergartners ranged from 66.0% (math) to 77.5% (literacy).

Number of Areas in Which Students Demonstrate Characteristics of Entering Kindergartners

<table>
<thead>
<tr>
<th>0 of 6</th>
<th>1 of 6</th>
<th>2 of 6</th>
<th>3 of 6</th>
<th>4 of 6</th>
<th>5 of 6</th>
<th>6 of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.8%</td>
<td>5.9%</td>
<td>6.9%</td>
<td>8.1%</td>
<td>10.5%</td>
<td>16.1%</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

The opportunity gap is evident in the first few weeks of kindergarten

The percentages of students demonstrating characteristics of entering kindergartners varied by race and ethnicity in each of the six areas assessed in WaKIDS. For instance, while the chart at the top of the page shows that 66% of students statewide demonstrated characteristics of entering kindergartners in mathematics, the percentages in this chart vary from 44.5% to 80.9% in mathematics, depending on the racial group or ethnicity.