Phelps Kindergarten Readiness Scale
Second Edition
(PKRS-II)
Manual

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Note to Examiners

The PKRS-II title refers to the 2002-2003 renorming of test results in the light of 2000 Census data. None of the items in the test protocols were found to be in need of modification and none were changed. Test protocol booklets that refer only to the PKRS are entirely suitable for use with the new PKRS-II norms.
Introduction

The Phelps Kindergarten Readiness Scale–Second Edition (PKRS-II) assesses the academic readiness of children preparatory to enrolling in kindergarten. The PKRS-II is designed to evaluate three areas or domains predictive of later school achievement. Selection of subtests and domains was based upon an extensive review of research accumulated over the last two decades. Therefore, the PKRS-II can assist school personnel in identifying preschoolers who have developmental delays likely to result in academic difficulties.

The PKRS-II is administered on an individual basis and requires approximately 20 minutes per assessment. A variety of educational personnel can function as examiners. The test is designed to be easily administered with all directions and instructions clearly stated within this Manual and the Test Record Booklet.

There are eight subtests within the PKRS-II. The subtests are not designed to be evaluated or interpreted independently. Rather, each subtest is part of a processing domain. The term *processing domain* was selected to reflect the orientation of test items toward problem-solving and reasoning as opposed to testing for retrieval of assimilated facts. Each processing domain yields a scaled score having a mean of 10 and standard deviation of 3. There are three processing domains which, when totaled, result in the Total Readiness Score. The Total Readiness Score is reported as a standard score having a mean of 100 and a standard deviation of 15.

**Verbal Processing Domain**

The Verbal Processing Domain consists of a combination of three subtests: Vocabulary, Verbal Reasoning, and Analogies. It tests the child’s knowledge of word meanings, and the ability to identify and comprehend verbal relationships. Research has demonstrated that nat-
ing tasks, information processing, and language variables are among the best predictors of later academic achievement (Evans, Floyd, McGrew, & LeForgee, 2002; Foorman, Francis, Fletcher, & Lynn, 1996; Kurdek & Sinclair, 2001; Mantzicopoulos, Morrison, Hinshaw, & Carte, 1989; Schoen & Nagle, 1994; Snowling, Goulandris, & Defty, 1996; Snyder & Downey, 1995; Velluntino et al., 1996).

**Perceptual Processing Domain**

The Perceptual Processing Domain combines two subtests, Visual Discrimination and Perceptual Motor, and assesses the child’s ability to compare shapes visually and reproduce designs which become increasingly more complex. Many longitudinal studies have determined that visual perception tasks and eye-motor coordination have predictive value for later reading achievement (Dunham & Dunham, 1995; Kurdek & Sinclair, 2001; Mantzicopoulos, Morrison, Hinshaw, & Carte, 1989; Melamed & Rugle, 1989; Richman, Garzia, & Cron, 1991; Whyte, 1994).

**Auditory Processing Domain**

The Auditory Processing Domain incorporates three subtests: Auditory Discrimination, Auditory Digit Memory, and Memory for Sentences/Stories. It assesses the child’s ability to differentiate between sounds and to remember material presented auditorily. The three dimensions of auditory sequencing, auditory memory, and auditory discrimination have been found to be crucial predictors of later reading and spelling achievement (Evans et al., 2002; Foorman, Francis, Fletcher, & Lynn, 1996; Gathercole & Baddeley, 1990; Grogan, 1995; Mantzicopoulos, Morrison, Hinshaw, & Carte, 1989; Shapiro, Nix, & Foster, 1990; Whyte, 1994).

**Total Readiness Score**

This is the composite of all items on the test and is obtained by summing the three processing domain scores. It yields a general measure of scholastic readiness. The total raw score is converted to a standard score having a mean of 100 and a standard deviation of 15.