Assessing the School Readiness of Children in Jordan

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Abstract

In 2003, Jordan initiated a period of education reform, one component of which was an effort to improve readiness for first grade by opening public kindergartens. This study had three goals: (a) To describe the school readiness of Jordanian children; (b) To compare the first grade readiness of children who had and had not attended kindergarten; and (c) To compare the 2004 and 2007 readiness of children in areas that instituted kindergartens during that time period. Trained observers directly assessed 4,681 children’s readiness, and teachers reported on children’s social skills and behavioral readiness. At least 80% of children were rated as being almost or fully ready for first grade in each domain assessed. Children who had attended kindergarten were more ready for first grade than were children who had not attended kindergarten. In communities with newly established kindergartens, children were more ready for first grade in 2007 than in 2004.