



Fast Fact: Information and Resources on Developing State Policy on Kindergarten Entry Assessment (KEA)

February 2014¹

Information Request:

CEELO was asked to provide information on how other states are approaching the development and implementation of KEA as part of a comprehensive assessment system. Specifically, the request asked for information about KEA measures used by other states, the processes states have used to develop their KEA state policy, and how states are supporting the training and professional development of practitioners and administrators in various settings.

Background:

This state has recently received supplemental Race to the Top- Early Learning Challenge funding to develop a policy to implement a kindergarten entry assessment process. The state implements a four-year-old kindergarten program, and collaborates with other state agencies to support the use of its state's model early learning standards and implement its comprehensive screening and assessment system.

What We Learned:

- Development and implementation of state policies to support developmentally appropriate, valid and useful kindergarten entry assessment requires a multi-stage long-term process.
- It is important to engage diverse stakeholders, use research, link assessments to goals, and develop a plan to support training and professional development when developing a KEA.
- Defining and operationalizing the term “school readiness” is critically important to assure the KEA measure accurately assesses key domains of development.
- It is important to determine how data from the KEA will be used and who will be using the data when developing policies and guidance for a new KEA. Who will use the data and how the data will be used has implications for the current system for reporting data, at the local level or state level (NCSL, Stedron & Berger, 2010).
- For RTT-ELC states, it is important to consider up front whether the state plans to link KEA data with their state's longitudinal data system.

Recommendations for Stakeholders:

- Review the information contained in this resource, and identify specific questions or state examples or resources that would be most helpful for the committee to review in the initial exploration stages of the state's effort to develop KEA policies and approaches.
- Determine the goals, guiding principles, and purposes for the KEA in relation to the state's goals for children and in concert with a comprehensive approach to early childhood assessment.
- Engage in a process of gaining input from all key stakeholders to assure the KEA reflects the priorities of administrators, teachers and parents.

¹ This KEA Fast Fact was updated on 02/11/2014 to include resources obtained after it was first published on February 1, 2014.

- Review the validity and reliability of existing tools and consider the alignment of existing measures with the state’s definition of school readiness after engaging in a process of gaining stakeholder buy-in of key definitions and domains. (CEELO can provide this information by request.)
- Assure professional development and supports are in place so that administrators, teachers, and parents can use KEA information to support children’s development.

What We Did

To inform the state’s early childhood leaders, CEELO reviewed existing definitions of kindergarten entry assessment (KEA). Next, we conducted online searches of state education agency websites to find current state policies on the development and implementation of a kindergarten entry assessment (KEA). We also performed secondary analysis of data reported in the 2013 State of Preschool Yearbook. In addition, we reviewed key documents produced by national organizations and states on the development and implementation of KEAs. Finally, we analyzed the findings to determine if key themes arose regarding the development and implementation of KEAs.

We used the definition of KEA provided by the U.S. Department of Education to refine our search to identify state policies around determining a single state-wide measure, conducted within the first few weeks/months of children’s attendance in kindergarten, for the purpose of state-wide reporting and to inform instruction in kindergarten.

What is a Kindergarten Entrance Assessment?

The U.S. Department of Education defines “Kindergarten Entry Assessment” as an assessment that:

- Is administered to children during the first few months of their admission into kindergarten;
- Covers all Essential Domains of School Readiness;
- Is used in conformance with the recommendations of the National Research Council¹ reports on early childhood; and
- Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards.

Federal guidance on the purpose of the assessment suggests that “results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry, to inform instruction in the early elementary school grades, and to inform parents about their children’s status and involve them in decisions about their children’s education. This assessment should not be used to prevent children’s entry into kindergarten or as a single measure for high-stakes decisions.” The requirement for the KEA to be used to inform parents is new for the FY 2013 Competition, as is the prohibition of using the KEA as a single measure for high-stakes decisions.

How Many States Have Kindergarten Entry Assessments?

A growing number of states are developing, piloting or implementing new kindergarten entry assessments, spurred by new legislation and new funding opportunities, (e.g. Race to the Top- Early Learning Challenge funding and Enhanced Assessment Grants). For example,

- In 2010, just 7 states (Alaska, Connecticut, Florida, Hawaii, Maryland, Minnesota, and Vermont) collected KEA data for the purposes of aggregating data at the state level.²
- In 2012, 25 states required assessments during the kindergarten year. Of these, 12 reported assessing children at entry, 10 during the school year, and 3 at both at entry and during. Some states such as Iowa, Maine, Oklahoma, Vermont, and Wisconsin offer kindergarten for four-year olds but the NIEER Yearbook questions do not ask about these separately from the regular kindergarten.
- In 2013, 34 states described plans for a KEA in their RTT-ELC applications; and 9 states that did not submit a RTT-ELC application have some type of KEA.

• ² Daily, S., Burkhauser, M. & Halle, T. (2010). A review of school readiness practices in the States: Early Learning Guidelines and Assessments. *Early Childhood Highlights (Child Trends)*, 1(3). Retrieved from: http://www.childtrends.org/wp-content/uploads/2013/02/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf

- Of the states that have a 4 year old Kindergarten program, as of the 2012 school year the following policies applied:
 - IA - the measure is locally determined, but the state provides Teaching Strategies Gold online, and about 85% of districts use TS Gold;
 - VT - Work Sampling System or Teaching Strategies Gold is used by most 4K programs;
 - OK, ME and PA - local decision; and
 - SC - no assessments are required.

State Policies and Resources

Table 1 provides updated information as of January 2014 on 33 State’s policies and resources related to kindergarten entry assessments, including information on the results of pilot studies, estimation of costs, and types of professional development offered.³ The table includes the 18 states that recently received Enhanced Assessment Grant funding⁴ and additional states that are implementing new laws or new policies on kindergarten entry assessment. States are in varying stages of implementing kindergarten entry assessment policies:

- AZ, AR, NY for example are in the *exploration stage* of engaging stakeholders and conducting research;
- DC, DE, and NJ for example are in the *installation phase* of conducting pilots or vetting kindergarten/school readiness definitions;
- MD, VT, WV, CO, and CA for example are in the *initial or full implementation stages*, collecting data to report to state or local stakeholders, and implementing comprehensive professional development systems.

**TABLE 1
State Information on Kindergarten Entry Assessment Policies and Resources**

| State | State Kindergarten/KEA Home Page or KEA Reports (as available) | Additional Resources on Professional Development, Pilot Studies, and Other information |
|------------|---|--|
| Arizona | A report to the Arizona Department of Education from the Kindergarten Developmental Inventory Stakeholder Taskforce | Definition of School Readiness , vetting by stakeholders |
| Arkansas | Kindergarten Readiness Program Home Page | Arkansas recently revised their kindergarten readiness indicators for parents. They are exploring options for a KEA. |
| California | Desired Results Developmental Profile- School Readiness | See also DRDP tech data system and online professional development modules. |
| Colorado | School Readiness Home Page | School Readiness Assessment Guidance for Kindergarten, includes individual school readiness plans |
| D.C. | Kindergarten-Entry Assessment (KEA) 2013-2014 Pilot Home Page | |
| Delaware | Delaware Early Learner Survey | Delaware Kindergarten Readiness Pilot Study: Results from a Statewide Survey of Kindergarten Teachers Kindergarten Readiness: An Overview of Components |
| Florida | Florida Kindergarten Readiness Screener (FLKRS) Home | |

³ Information was accessed through an online search and has not been reviewed by the state. Additional states may also be in the process of developing KEA policies but information was not available on line.

⁴ The following states recently received funding through the Enhanced Assessment Grants program to develop comprehensive K-3rd grade assessment systems. The **North Carolina** consortium includes **Arizona, Delaware, Iowa, Maine, North Dakota, Oregon, Rhode Island, Washington DC** and **South Carolina** as a collaborating state. The **Maryland** consortium includes **Connecticut, Indiana, Massachusetts, Michigan, Nevada and Ohio** to develop a KEA and aligned formative assessments. **Texas** will implement the Texas Kindergarten Entry Assessment System (TX-KEA).

| State | State Kindergarten/KEA Home Page or KEA Reports (as available) | Additional Resources on Professional Development, Pilot Studies, and Other information |
|----------------|--|--|
| | Page | |
| Georgia | Georgia Kindergarten Inventory of Developing Skills Home Page | |
| Hawaii | Hawaii State School Readiness Assessment (HSSRA) | Hawaii is revising the HSSRA. They piloted TS Gold in the 2013-2014 school year with 140 teachers, and offered training to kindergarten teachers and administrators. KEA legislation to expand the pilot is currently before the legislature. See video of teachers and principals on the impact of the pilot. |
| Illinois | Kindergarten Corner Home Page | Illinois Kindergarten Individual Development Survey A New Beginning: The Illinois Kindergarten Individual Development Survey |
| Iowa | Task Force on Early Childhood Assessment | |
| Kentucky | Common Kindergarten Entry Screener Home Page | |
| Louisiana | Early Childhood Home Page | Training on Birth to Kindergarten Entry Assessment Tool- Teaching Strategies Gold |
| Maryland | Maryland Model for School Readiness Home Page | |
| Massachusetts | Massachusetts Kindergarten Entry Assessment (MKEA) | Readiness Centers in each region support information and professional learning communities in implementing the MKEA |
| Michigan | Kindergarten Entry Assessment Home Page | KRA frequently asked questions |
| Minnesota | School Readiness/Kindergarten Home Page | |
| Missouri | School Readiness Home Page | Results of the pilot study, including cost information is available at- http://dese.mo.gov/stateboard/meetings/June/documents/ec-assessment-pilot.pdf |
| Nevada | Nevada Early Childhood Advisory Council, Silver State KIDS (Kindergarten Inventory of Development Statewide) | |
| New Jersey | Division of Early Childhood Education, Kindergarten | KEA Implementation Pilot Proposal |
| New Mexico | New Mexico Early Learning Guidelines: Birth through Kindergarten | New Mexico has issued an RFP to identify a vendor to develop a KEA based on the observation rubrics in their ELGs. |
| New York | Regents Approve Development of Kindergarten Readiness Tool for Use in 2014-15 School Year | |
| North Carolina | North Carolina Ready to Achieve Kindergarten Entry Assessment Process | North Carolina Ready to Achieve Guidebook for K-3 rd grade literacy (KEA is element of this law) |
| North Dakota | Kindergarten Entry Assessment Consortium | SRI designing assessment: http://www.dpi.state.nd.us/EarlyChildhoodEduc/project.pdf |
| Ohio | Kindergarten Readiness Assessment-Literacy (KRA-L) Home Page | |
| Oregon | Kindergarten Assessment Home Page | Oregon Kindergarten Assessment (OKA) Specifications, 2013-2014 school year |
| Pennsylvania | The 2012 Pennsylvania Kindergarten Entry Inventory Pilot Report, May 2013 | Pennsylvania Office of Child Development and Early Learning |

| State | State Kindergarten/KEA Home Page or KEA Reports (as available) | Additional Resources on Professional Development, Pilot Studies, and Other information |
|---------------|--|--|
| Rhode Island | Early Childhood Assessment | Early Learning Standards & Assessment Subcommittee Home Page |
| Texas | Texas Kindergarten Reading Assessment Program | Texas has received an Enhanced Assessment Grant and will be revised the kindergarten reading assessment to develop a kindergarten entry assessment. |
| Utah | Kindergarten Assessment Home Page | |
| Vermont | Early Education: Kindergarten Readiness | |
| Washington | Kindergarten Inventory of Developing Skills | See, WaKIDS: Washington State's KEA Process |
| West Virginia | West Virginia School Readiness Profile 2012 | SR Profiles include data by county on access, enrollment, and health; child outcomes data on PreK children using the Early Learning Scale on 10 domains is reported at 3 points in the year. WV is developing a Kindergarten Entry Assessment. |

What Assessment Tools Do States Require School Districts to Use?

There is variability in the assessment instruments used, how data are used, and areas of children’s learning that are assessed. State kindergarten assessment policy is currently in flux, and therefore current national data on the assessments tools that states are requiring for kindergarten entry assessments (that meets the federal definition) in the 2014 school year is not available at this time. An analysis of NIEER Yearbook data from the 2011-2012 school year found that of the states that had a kindergarten assessment policy, the most common policy was to allow localities to determine the measure (12 states) followed by a policy that required the use of state-developed assessments (7). Required kindergarten assessment/screening instruments included DIBELS (required by 5 states), PALS (required by 2 states) and Brigance (required by 2 states). Three states reported a variety of instruments from which localities could choose. This information though cannot be interpreted as required for kindergarten entry assessments, as defined by the U.S. Department of Education.

How Do State’s Approach Developing a Kindergarten Entry Assessment Policy?

Most states have engaged local stakeholders in the development of the KEA policy, often establishing advisory committees or workgroups to inform state policy. These workgroups have reviewed the research, conducted surveys, focus groups and informant interviews of teachers, school districts, and parents, and often, issued a report of findings and recommendations. Most states have developed an extended timeline to pilot the instrument(s), provide training, collect data, and determine the final implementation plan. Generally, states either *adopt* a commercially available or state developed tool, *adapt* a commercial tool or state developed tool, and a few are *creating new* tools. See **Appendix A** for a checklist of considerations on developing a state tool, adopting a commercial tool, or modifying a commercial tool.

Below we briefly describe the approaches and lessons learned by selected states to develop a kindergarten entrance assessment policy, including the identification of one or more required tools, involvement of stakeholders, training of teachers, professional development, and estimating costs. These resources will be invaluable to states as they begin their process specific to the state’s goals and context. (See **Table 1** for links to relevant websites for further information.)

California- State Developed Assessment

California developed the Desired Results Developmental Profile- School Readiness (DRDP-SR) to align to the formative assessment measure, the Desired Results Developmental Profile- preschool (DRDP-PS), which it has required of publicly funded preschool programs for many years. They have also developed a web-based data entry and online professional development portal, DRDPtech. The data system has multiple functions including preparing reports for teachers and allows child records to follow children between schools or districts. The materials and resources are available in English and Spanish.

Delaware - Modified Commercial Assessment

Delaware developed the “Early Learner Survey” (ELS) based on Teaching Strategies Gold customized for use in Delaware. The KEA was authorized by House Bill 317, which required kindergarten children to be assessed in five Domains of Learning within 30 days of kindergarten entry. Statewide implementation will be completed by 2015 with all teachers, from start-up year in 2012-13. Delaware stakeholders reported the following “lessons learned” from the roll-out of the ELS.

- Teacher, district and union partnership were key as part of Delaware’s strategy for both design and implementation, with active engagement.
- Tool revisions (lessening number of items) are underway, with ongoing attention to validity so that our more manageable tool is still valid and reliable
- Teaching Strategies, Inc. is creating Delaware-specific online version and teacher manual
- Significant focus on professional development and support for teachers with Delaware specific resource tools, including a resource kit and supplementary guide for teachers’ use during the implementation phase, inter-rater reliability training, and selected teachers within each district to offer technical assistance
- Statewide Kindergarten Conference with teacher and administrator tracks that will focus on the whole child and ways in which to design instruction and assessment strategies to support the whole child
- Strategies to inform districts about how they can phase out existing assessments to maximize impact and efficiency
- Family engagement important to the initiative and phased-in starting in 13-14. Plan to be finalized within the next 60 days
- Building connection with formative child assessment through Delaware Stars, the QRIS, where we will offer the tool to the Stars programs for their use with infants, toddlers and preschoolers

Florida- Adapted Commercial Assessments

The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHO assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida’s VPK program is reviewed annually as part of the legislative appropriation process.

Georgia- Modified Commercial Assessment

Georgia’s Pre-K Child Assessment, used statewide, is modified from the Work Sampling System. For the 2011-2012 school year, the online version was used for approximately 45,540 children, more than half of children enrolled in the state-funded pre-K program. Georgia’s Department of Education developed a specific instrument for kindergarten assessment (GKIDS), similar to Work Sampling System, which is administered throughout the kindergarten year.

Illinois- Modifying CA’s DRDP-SR

The Illinois Kindergarten Readiness Assessment Stakeholder Committee submitted a report in 2011 to the State Board of Education outlining the research and recommendations for the Illinois Kindergarten Individual Development Survey (IL KIDS Initiative). The report reviewed the research and established eight priorities for IL’s KIDS. The report made a number of recommendations, including adapting an available instrument (and aligning it with the states early learning standards) through a request for proposal process, establishing a timeline for piloting and implementation, offering training, and communicating with stakeholders. As a result of the pilot, IL chose to adopt California’s Desired Results Developmental Profile- School Readiness version, and engaged in a memorandum of agreement with CA to implement and eventually adapt the DRDP as the IL KIDS. The IL KIDS is a formative assessment tool, with assessments occurring three times during the kindergarten year, across multiple domains. Teachers and administrators attend a two-day training and online training is available through a web-

portal (DRDPtech). Certified coaches also attend on-going training. Data collected through KIDS is linked to the statewide longitudinal data system.

Louisiana- Adopted Commercial Assessment

Legislation passed in 2011 requires Louisiana districts to move toward the use of a single kindergarten assessment, Developing Skills Checklist (DSC). The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Individual providers may supplement DSC with Brigance, DSC, DRA, DIBELS, DIAL, Chicago, ESI-R, Screening Test for Education Prerequisite Skills (STEPS), or the Miller Assessment for Preschoolers for kindergarten assessment instruments. Additionally, seven targeted districts piloted the LA DOE Student Performance Checklist in 2011-2012. This checklist is aligned with 12 of the prekindergarten standards that are aligned to the Kindergarten Common Core State Standards.

Maryland--Developing New Assessment

Maryland and Ohio, with both RTT-ELC and Enhanced Assessment Grant funds, are developing a comprehensive assessment system for children birth through 3rd grade that includes a kindergarten entry assessment, formative assessments (36-72 months), and recommended developmental screening instruments. These three components are being developed and will be supported by a statewide technology infrastructure for both online reporting and eventually will be used to deliver assessment items electronically, and an on-line professional development system. Professional development is embedded in the technology support for the KEA and includes embedded professional development recommendations, including direct links to specific, contextual guidance to support KEA assessment delivery and classroom instruction, a comprehensive series of online PD modules and resources; and the use of simulation software to familiarize teachers with the KEA protocols and technology.

Missouri - Adopting CA DRDP-SR

Missouri conducted a pilot in 2012-13 to choose an assessment for use in preschool programs (including state Pre-K, community-based, home-based programs, Head Starts, Title I programs) and kindergartens for both formative and summative purposes, including measuring status at kindergarten entry. These assessment results are meant to be used by: (a) teachers to guide individual and group instruction; (b) administrators to monitor class, program, and building achievement; (c) parents interested in examining achievement information across time; and (d) policy makers and researchers to answer crucial policy questions. Based on review of relevant research and position statements, existing instruments, other state systems, and input from a statewide stakeholder meeting, three instruments were chosen to pilot: Brigance's *Inventory of Early Development II Standardized* (IED-II), the *Desired Results Developmental Profile* (DRDP), and *Teaching Strategies GOLD*.

Stratified random sampling (based on region, program type, and classroom poverty level) was used to assign teachers and classrooms to instrument group. A total of 62 classrooms participated throughout the pilot: 20 for IED-II, 18 for DRDP, and 24 for GOLD. Participants were trained during the summer of 2012 and were asked to assess all children in their classrooms two to three times (beginning, middle, end of year) during the pilot. Participants were surveyed three times: after training; after the first assessment checkpoint (October 31, 2012); and after the final assessment checkpoint (April 30, 2013).

Based on the data from the surveys—as well as other considerations, including alignment with Missouri's Early Learning Standards and cost—the Early Childhood Assessment Pilot Steering Committee determined that the *Desired Results Developmental Profile* (DRDP) would be the tool recommended to the Commissioner and the State Board of Education based on the pilot. The State Board of Education subsequently has adopted the DRDP as the DESE-recommended tool for use with children birth through kindergarten.

North Carolina -- Creating a New Assessment

North Carolina is leading a consortium of 10 states with funding from the EAG. This will build on the development of a comprehensive assessment system, as part of its RTT-ELC grant and required by a new K-3rd grade literacy law (Read to Achieve). The Office of Early Learning within the NC Department of Public Instruction will lead the development of a K-3 formative assessment that includes a Kindergarten Entry Assessment Process. This process

will gather data within the first 60 days of kindergarten, which will generate a Child Profile and be entered into the state's longitudinal data system. This Child Profile will also serve as the baseline for the broader K-3 assessment.

The K-3 Assessment will capture the wealth of knowledge about each child from families, service providers, school personnel, community members and teachers. This assessment will build upon the foundation set in the earlier years by emphasizing all five domains of development and learning, thus providing K-3 teachers a more complete picture of the whole child. Recently, the State Superintendent June Atkinson convened a "think tank" consisting of 22 educational experts to inform this work. The panel is exploring what is critical to assess within multiple domains of learning and development and how these areas can be appropriately and efficiently assessed in the early grades beginning at kindergarten entry. The group's recommendations will be used to craft the assessment. The goal is to create more than measurements. Instead, each child's assessment will guide daily instructional practices tailored to that child's needs.

Oregon- Composite Commercial Assessment

In 2012 legislation was passed to develop a new kindergarten entry assessment. The Early Learning Council (ELC) and the Department of Education engaged a broad range of stakeholders to develop the plan for determining and piloting the Oregon Kindergarten Assessment (OKA). The ELC surveyed school districts, conducted focus groups, and identified pilot sites. They also recommended the KRA incorporate a composite of the Child Behavior Rating Scale and the easy CBM math and literacy measures, based on considerations of alignment to their goals and standards, costs, and teacher/administrator time for training.

Pennsylvania- Created New Assessment

Pennsylvania's work to develop a kindergarten entry assessment began with the development of a continuum of early learning standards. These standards start with infant-toddler, and maintain alignment through pre-kindergarten, kindergarten, and grades 1 and 2, and link to Pennsylvania's grade 3 academic standards. The state selected 18 key standards from four key learning areas were identified as indicators of student progress that were most important for determining kindergarten readiness. The Common Core Standards, which were adopted by Pennsylvania's State Board of Education on July 1, 2010, were also incorporated.

The Pennsylvania's Office of Child Development and Early Learning (OCDEL) convened stakeholder workgroups to develop recommendations for an instrument that could be used in a pilot study to determine the status of children as they enter kindergarten. Invited participants included kindergarten teachers, preschool and Head Start personnel, administrators, and content specialists in math and literacy, all from within the state. Workgroup participants reviewed the Learning Standards and the Common Core Standards to develop definitions of skill levels for select learning standards in the following key learning areas: Social and Emotional, Language and Literacy, Mathematical Thinking, and Approaches to Learning (SELMA). The workgroup provided examples and a set of indicators for each skill level. These were used to develop a kindergarten entry teacher observation tool and a series of supporting documents for recording, tracking, and summarizing individual and class outcomes.

A relatively small group of individuals (44) gave feedback surveys and 37 participants participated in conference calls. This group recommended further reducing the number of indicators to: 1) those most predictive of later school success and most easily measured at kindergarten entry, 2) Collect data earlier in the school year (end of September/beginning of October) to provide a balance between conducting an authentic measure and providing a true snapshot of skills at kindergarten entry. 3) Clearly indicate on the reporting form what was observed and not yet observed. OCDEL revised the Kindergarten Entry Inventory (KEI), is continuing to expand implementation, with state-wide implementation expected in SY2016.

Washington - Adopted Commercial Assessment

The Washington Department of Early Learning contracted with SRI International to conduct research to make recommendations to the legislature for a statewide kindergarten assessment process. The report, completed in 2008 defined a kindergarten assessment process, conducted a local survey of districts and a survey of teachers, solicited input from Tribes, and proposed a draft implementation plan. In 2011, the legislature appropriated funds, and private funds supported the implementation of three components of the kindergarten assessment process,

these are:

- 1- Family connection-- teachers meet with families one on one at the beginning of the kindergarten year
- 2- Early Learning Collaboration-- EC teachers and K teachers meet
- 3- Whole Child Inventory- piloted three tools (TS Gold, Work Sampling System, Developmental Skills Checklist)

Based on the pilot, TS Gold was selected as the assessment instrument. In the fall 2012, the Washington Kindergarten Inventory of Developing Skills (WAKIDS) was mandatory in state-funded full-day kindergarten and voluntary in other schools.

Additional Resources

Build Initiative:

- [Top Ten Recommendations for State Leaders Implementing Kindergarten Entry Assessments](#)
- [Kindergarten Entry Assessment: Discussion Guide 2013](#)
- [Families Know Best](#)

Council of Chief State School Officers' [Kindergarten Assessment Position Paper](#)

Early Learning Challenge Collaborative- Kindergarten Entry Assessments- KEA
<http://www.elccollaborative.org/assessment/77-kindergarten-entry-assessment.html>

Education Commission of the States: [50 State Analysis Kindergarten Readiness Assessments, January 2013](#)

National Association for the Education of Young Children, [Developing Kindergarten Readiness and Other Large Scale Assessments](#)

National Institute for Early Education Research Assessment Resources at <http://nieer.org/research/assessment>

National Conference of State Legislators (NCSL), [State Approaches to School Readiness Assessment, updated August 2010](#).

Appendix A
Considerations in Developing, Purchasing or Modifying a KEA
Developed by Peter Mangione, WestEd

State-developed:

- Facilitates close alignment of standards and assessment
- Engages the state's early childhood community in development process
- Allows for calibrating the instrument with a sample representative of state
- May be costly and time-consuming to develop and test

Off-the-shelf:

- Provides a ready-to-use instrument that's been studied with national sample
- May be costly to use

Modified tool:

- May be able to enter in agreement with developer (other state or private vendor) to facilitate cost-free or low-cost use
- May allow for adding and deleting items to tighten alignment with state's standards
- Able to calibrate modified instrument with sample representative of state

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