Kindergarten Entry Assessment (KEA) Presenter Matrix

Items identified in the matrix are from Early Childhood Assessment: Why, What and How, a Report of the National Research Council of the National Academies, found at http://www.nap.edu/catalog.php?record_id=12446. This report is the guideline outlined to identify a KEA assessment tool in United States Department of Education Race to the Top-Early Learning Challenge application.

NRC Document Guidelines		In what way/to what extent is this element addressed in your district?	
GENERAL			
	MINNEAPOLIS	**BLOOMINGTON**	**DEER RIVER**
What KEA is your district using?	Minneapolis Beginning Kindergarten Assessment (BKA)	Bloomington Early Kindergarten Assessment (EKA)	PK tests used in the fall winter, and spring: IGDIs (Renaming, Letter naming, Picture naming, Alliteration, Letter Sound), and Kindergarten Language Screening Test-2. Assessments in the fall, winter and spring for students in K: common standard based assessment, AIMSWEB (LSF, LNF, NWF), Kindergarten Language Screening Test-2, Rigby Benchmark, and Taylor Phonemic Awareness Test.
Has the assessment been evaluated for validity?	Yes, the BKA predicts the Grade 3 MCAs with 80% accuracy	Numerous validity studies were performed, including concurrent validity (relationship to teacher grades) and predictive validity (relationship to report card grades in grades 1 and NWEA Reading scores in grades 2 and 3)	All assessments are nationally norm based tests with the exception of the common standard based assessment which was created by the teachers to assess where students were in regards to the K standards.
How long has your district been administering a KEA?	10 Years	11 Years	K students for more than 4 years. PK has been using them for over 2 years.
What is the cost?	$200/ kit	Minimal. Teachers administer during the beginning of the school year. Volunteers	AIMSweb cost is $3 a student annually but DIBELS is similar and free. There

		are used for some parts of the assessment at some schools.	is a one time cost for Rigby and the language Screener.
What is the training for assessment administrators?	1.5 hours training each year	The assessment is scripted to ensure fidelity of prompts given to students. Training is provided by the Elementary Curriculum department for volunteers and new teachers as needed.	All need to be implemented with fidelity as outlined by the publisher. Publishers offer training based on need.
PURPOSE			
How, for whom, and by who is the assessment administered?	Kindergarten students are assessed 1:1 in late September to mid-October by a cadre of retired teachers. The assessment takes 10-15 minutes per student.	<u>Fall:</u> Assessment is completed by K teachers in early September for all enrolled K students. <u>Spring:</u> Teachers complete the Literacy portion of the assessment for all newly registered children who <u>will</u> be attending Bloomington schools in the fall	Many of these are used for screening purposes and progress monitoring. Teachers review the data after each benchmark and the progress monitor data monthly in grade level data meetings. They adjust core instruction and interventions based on the data.
Who are assessment results shared with? (ex. teachers, early childhood program coordinators, parents, school board, etc.)	In addition to teachers, early childhood providers, parents, administrators, and the school board, the results are posted on the public website in each school information report (www.mpssir.com)	Following the assessment, results for each domain are entered into a secure web site, tied to student id numbers. This allows reporting at the individual as well as aggregate reports (average scores by school and by year, etc.). Student data is available to all staff stakeholders (ESL, Title, Preschool, etc.) Results are also discussed with parents at fall conferences.	Most of this information is intended for teachers to guide instruction. However, we do provide information to parents to indicate how their child is performing and whether progress is being made.
How are results used? (ex. inform instruction, allocate funding, inform professional development, etc.)	To inform instruction, for RTI screening, and for measuring growth and value-added from fall to spring (i.e., using the MPS End of Kindergarten Assessment (EKA))	To inform instruction, for RTI screening and intervention plans, to evaluating the impact of various preschool programs. Part of the district's Strategic Success Measures to report the proportion of Kindergarten students who come to school "Ready-to Learn." The early spring assessment completed in March is used to identify students who may be eligible for paid, full-day kindergarten in the district's K-Plus program. Each year,	Develop grade level goals, inform instruction, indicate who is in need of support and help inform changes to their programming.

		about 80-90 students throughout the district have met the eligibility criteria for full day K.	
MEASUREMENT			
What domains are included?	Phonemic awareness, Alphabetic Principle, Vocabulary, Oral Comprehension, Concepts of Print, basic numeracy skills	<u>Literacy:</u> Letter identification (U and L); Sound Recognition; Rhyming Words; Beginning Sounds; Sight Words, Sentence fluency, Reading fluency (level D) <u>Numeracy:</u> Counting; Color Recognition; Shape Recognition; Counting Objects; Patterns and Number Recognition	Early literacy skills, language skills
What developmental outcomes are measured?	Literacy and numeracy skills	Literacy and numeracy skills	Literacy and numeracy skills
Do you have district specific practices for assessing children who are ELL and/or from diverse cultures?	The BKA is translated into Spanish, Hmong and Somali	Guidance is provided on starting and stopping rules. No translations exist. Letters identified in Spanish are accepted. Our ESL department has produced an online video of acceptable answers.	We have no ELL students. We have shared our assessment with Leech Lake Early Childhood programs.
Is your assessment aligned with the Early Childhood Indicators of Progress (ECIPs)?	Yes	Yes	We do work sampling that is aligned.
Is your assessment aligned with Minnesota kindergarten standards?	Yes	Yes	Yes
How does this assessment relate to other assessments in your system?	It correlates highly with the MPSI-R preschool screener, the Grade 1, Oral Reading Assessment, Grades 2-7 MAP assessment and Grades 3-8 MCA assessments. Benchmarks are set to partially proficient and proficient on the MCAs.	Correlations and predictive validity have been established with DRA in K and 1 as well as NWEA measures in grade 2. They are also included in the district's multiple measures system with cut scores designed to target Tier 1 and Tier 2 intervention needs. BPS uses several progress monitoring tools in both its preschool and	We have an RTI framework established across all grades PK-5. Results of the ORF measures highly correlate to MAP and MCA results.

		kindergarten programs, and this assessment is in full alignment.	
LESSONS LEARNED			
What have been your findings?	Pre-K standards have been set using the BKA; it is great from measuring growth and value-added	The importance of having data that measures economic gaps that already exists when students enter school. At the same time, having data on the impact that strong early ed. programs can have on at-risk students is significant.	Our staff has found how important it is to use data to drive grade level meetings and monitor student progress.
What has been the greatest value of this assessment?	Conducting "beat the odds" studies and highlighting highly effective pre-k and Kindergarten instruction	Putting data in kindergarten teachers' hands right away to make appropriate instructional decisions for all students. Having a longitudinal measure of the changing needs of incoming Kindergarteners; helping Kindergarten teachers recognize the need to increase standards/ classroom expectations in some areas; having a standardized measure of important kindergarten outcomes.	Our staff has found how important it is to use data to drive grade level meetings and monitor student progress.
What has been the greatest barrier or frustration of this assessment?	It is somewhat expensive to use the trained Cadre of retired teachers (i.e. about $5/student/season of testing).	None identified	We needed more time as grade level teams to get the best use of this data. As a result, we now have early outs each week (students are dismissed 30 min early on Wed) for staff to meet as grade level teams to review all kinds of data and discuss curriculum/instruction adjustments.
What lessons learned would you share with other districts?	This assessment aligns to standards, predicts future success, and is very useful for classroom and district level purposes.	Having teachers conduct the assessments, while time consuming, is very valuable. Some components (most of the math, and letter ID) can reliably be assessed by a volunteer.	It is a work in progress…