

# **Minnesota's Kindergarten Entry Assessment**

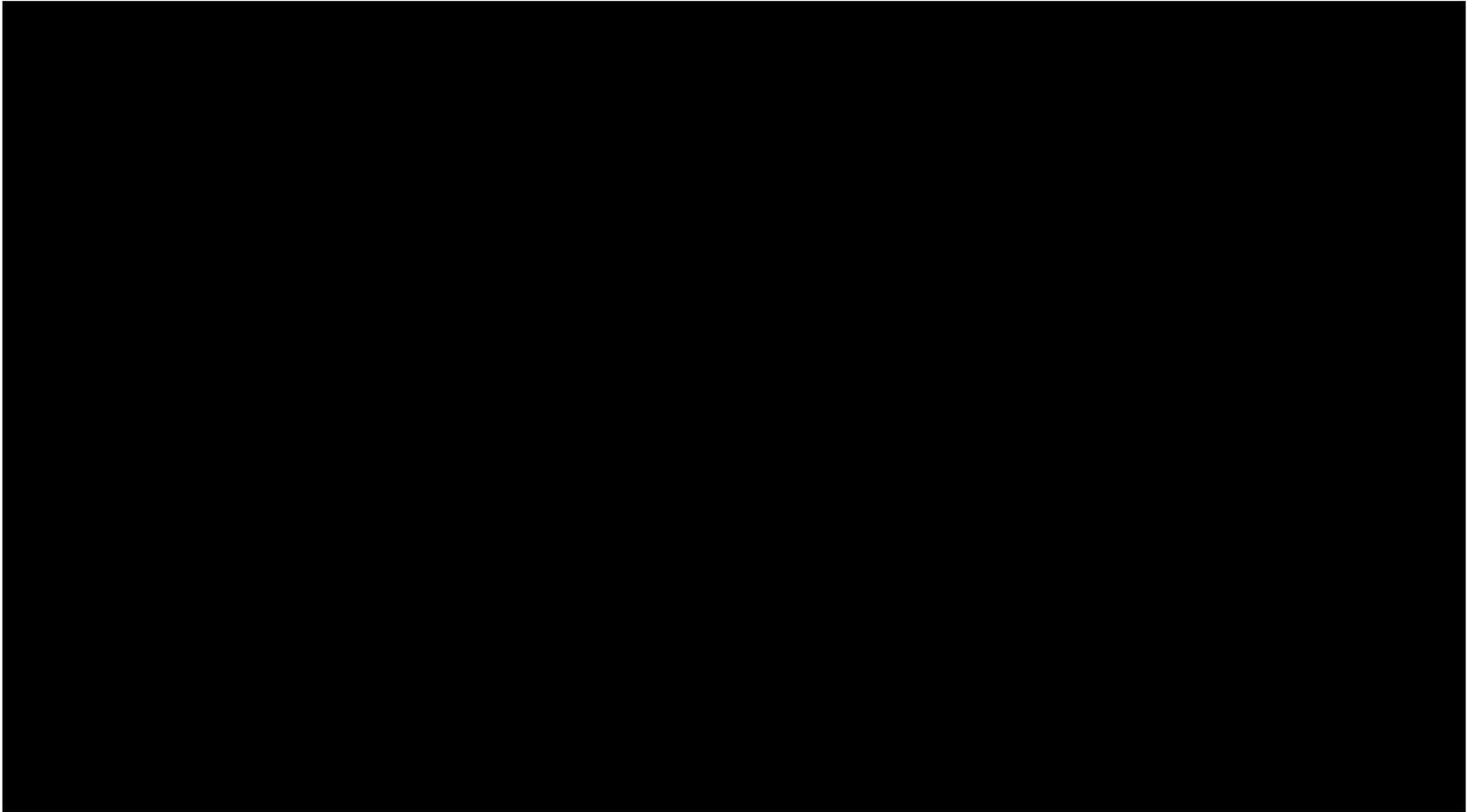
**The Kindergarten Entry Profile**

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# Session Objectives

- Review statutory reporting requirements related to early learning
- Explore what it means to be “ready for school” in Minnesota
- Review revisions to the Kindergarten Entry Profile
- Examine KEP supports for high quality early learning assessment

Why are administrators important in early learning assessment?



# Minnesota's Assessment Landscape 2002-2016

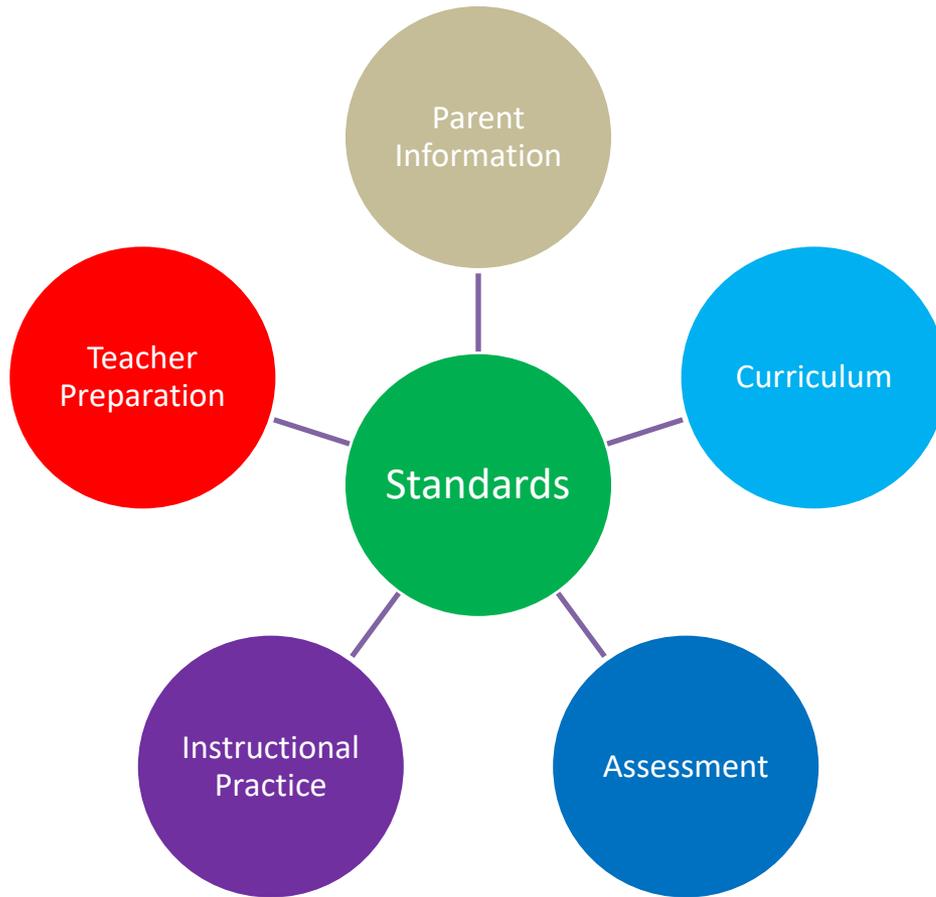
- Pre-K-3 Assessment in Statutes
  - Birth to Five
    - School Readiness Programs
    - Voluntary Pre-kindergarten (VPK)
    - Parent Aware
  - Kindergarten Entry
    - Kindergarten Entry Profile (KEP)
  - Reading Well By Third Grade
    - Yearly Reporting

# World's Best Workforce (2013-present)

- Five Broad Goals
  - *All children ready for school*
  - Closing achievement gap
  - *All children reading on grade level at third grade*
  - High school graduation
  - College and career ready

**So.. What does it mean to be “ready”?**

# The move toward Standards Alignment



- Early Learning Standards (ECIPs) and Kindergarten Academic Standards
- Knowledge and Competency Framework
- Program Standards (SR Statute, Parent Aware, Head Start standards)

# Minnesota's Expectations

- Explicit link to statute
- Explicit link to standards
- Inclusive of all learners

## Ready Children:

*According to Minnesota statute, a child is ready for kindergarten when he/she:*

- *Is at least 5 years of age by September 1<sup>st</sup> of the child's enrollment year (**120A.20**)*
- *Has received early childhood screening (**121A.17**)*
- *Has received medically acceptable immunizations (**121A.15**)*

# Minnesota's Expectations

## Ready Schools

*...Schools must be prepared to support and respond to all children's individual needs because children arrive at kindergarten with a wide range of experiences and competencies.*

## Ready Teachers

*...Supporting readiness that is inclusive of children's skills and knowledge at kindergarten entry can inform future program planning and teaching...*

# Kindergarten Entry Profile (KEP)

Formerly the School Readiness Study, the KEP is a voluntary developmental assessment at kindergarten entrance. Participating districts choose which tool works best for them.

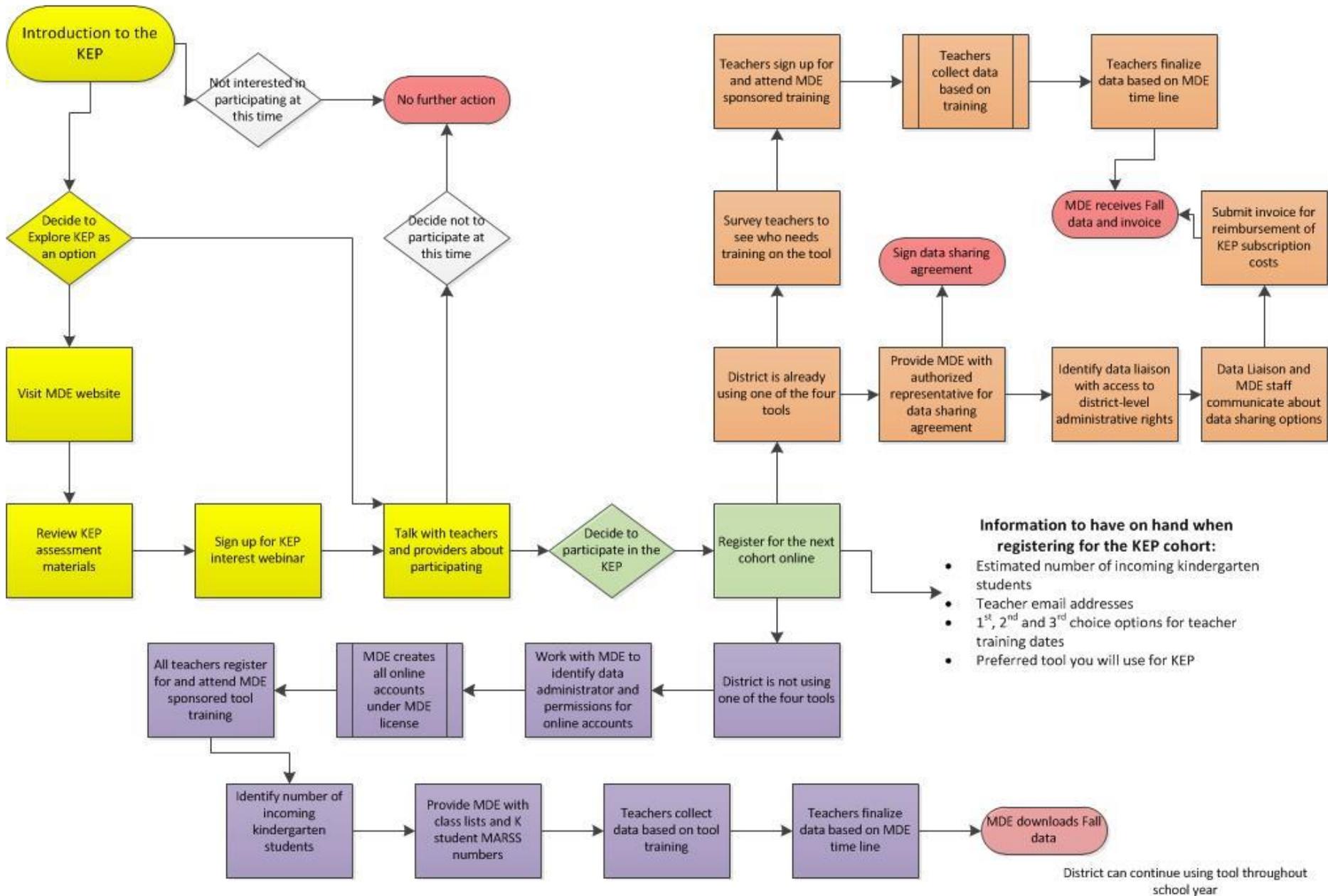
## **Benefits for participation:**

- Each tool from the KEP menu aligns to standards and measures both academic and non-academic skills
- FREE subscriptions to an online assessment system for kindergarten, including publisher technical assistance and data reporting
- FREE training for kindergarten teachers and administrators
- Fosters cross-grade & program transition planning



# What you can use

- Four tools are included for the Kindergarten Entry Profile
  - Desired Results Developmental Profile
  - Formative Assessment System for Teachers
  - Teaching Strategies Gold
  - MN Work Sampling System



# Relating the KEP to WBWF Goal #1 and measuring expectations

- Goals may be based on requirements from statute and our expectations
  - Children are five by September 1<sup>st</sup>
  - Children are screened between the ages of 3 & 4
  - Children are immunized
- All tools on the menu are multi-domain that measure academic and non-academic skills
- All tools can be used across grades/ages
- All tools are aligned to standards and show concordance between assessment scores

# KEP Tool Crosswalks

ECIPs Pre-K			TS-GOLD: Pre-K	Formative Assessment System for Teachers	DRDP - SR	Work Sampling: MN-Specific Checklist	K-12 Standards		
Domain	Component	Indicator	Intersecting Indicator(s)	Intersecting Indicator(s)	Intersecting Indicator(s)	Intersecting Indicator(s)	Strand	Standard	Benchmark
Social and Emotional Development	Self and Emotional Awareness	Confidence S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments	1c. Takes care of own needs appropriately – 5 emerging to 6. Demonstrates confidence in meeting own needs	DM10 -Child displays confidence through experimentation, willingness to make mistakes, and ability to move on.	SED1: Identity of Self in Relation to Others	IA2: Shows some self-direction			
		Confidence S1.9 Knows resources are available and how to use them	1c. Takes care of own needs appropriately – 6 Demonstrates confidence in meeting own needs  11d. Shows curiosity and motivation – 8 Uses a variety of resources to find answers to questions	DM8. Demonstrates an understanding of the reciprocal relationship between the individual and the environment.	ATL-REG 4: Shared use of space and materials				
		Self-Awareness S2.5 Demonstrates knowledge of family celebrations / traditions and expectations	30. Shows basic understanding of people and how they live	DM9. Child understands and appreciates his/her uniqueness in one's family, community, culture and the world.	SED1: Identity of self in relation to others		Social Studies	4. The differences and similarities between cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as Fourth of July or Thanksgiving
		Emotions S3.7 Uses words to express emotions	1a. Manages feelings – 8. Controls strong emotions in an appropriate manner most of the time	DM11. Child recognizes his/her own emotions.	ALT-REG 2: Self-control of feelings and behavior	ID4: Identifies some feelings and responds to those of others			
		Emotions S3.8 Responds to others' emotions	2b. Responds to emotional cues – 6. Identifies basic emotional reactions of others and their causes accurately	DM 14. Child recognizes emotions in others and displays empathy.	SED2: Social and emotional understanding	ID4: Identifies some feelings and responds to those of others			
	Self-Management	Managing Thinking S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities	11a Attends and engages – 5 emerging to 6 Sustains interest in working on a task, especially when adults offer suggestions, questions and comments	DM12. Child displays the ability to manage thoughts and attention  DM 13. Child manages emotions and behaviors	ATL-REG 3: Engagement and Persistence	IC2: Attends to tasks and seeks help when encountering a problem			

# MDE Resources

- Choose a tool
  - [Early childhood tool finder](#)
  - [KEP webpage](#)
- Assessment Trainers [Available](#)
- [Modules](#) available for special populations
- Participate in a KEP Overview Webinar
- Register for the Kindergarten Entry Profile

# Discussion Questions

- What is the principal's role in the KEP/assessment practices?
- How is the KEP/assessment data helpful to your decision-making?
- How does KEP/assessment inform your instruction and learning environments?