

# KINDERGARTEN ENTRY ASSESSMENT AND K-3 LITERACY ASSESSMENT GUIDANCE

**PreK-2 Goal:** Ensure all children master age-appropriate foundational language, literacy, and numeracy skills and content knowledge to achieve reading and math proficiency in third grade and beyond.

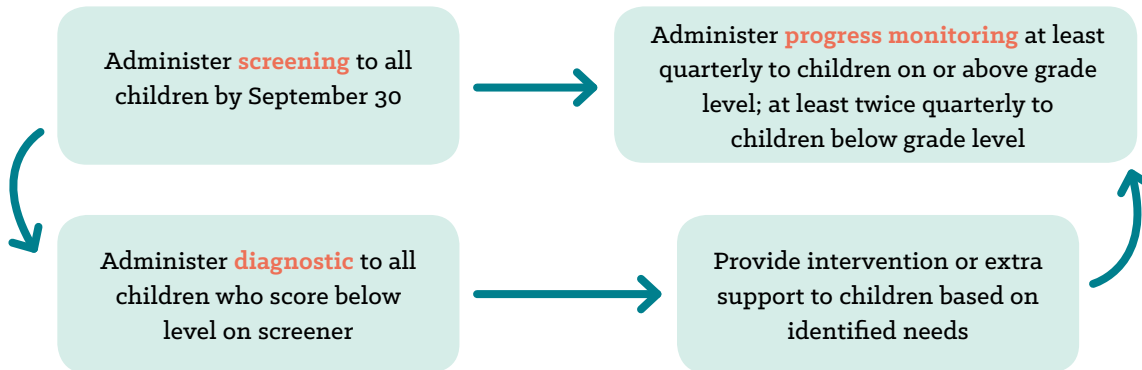
Assessment tools provide a structure for accessing and organizing information about early learning and development, but knowing which instruments to select can be confusing and complex. This guide describes the purposes and types of assessment for developing a system to meet the needs of young children and, within this context, offers recommendations for both required and optional assessments.

**TABLE 1: TYPES AND PURPOSES OF ASSESSMENT IN THE PRIMARY GRADES**

TYPE	REQUIRED*	PURPOSE	CHARACTERISTICS
<b>Screening</b>	Yes, K-3 Literacy Screener	Identifies which children are at risk for academic or developmental delays and need extra help	<ul style="list-style-type: none"> <li>• Generally quick to administer</li> <li>• Sensitive to different levels of development</li> </ul>
<b>Diagnostic</b>	No, but recommended	Provides specific information about the nature and severity of a suspected weakness or problem	<ul style="list-style-type: none"> <li>• Given to children who perform below level on a screener</li> </ul>
<b>Progress Monitoring</b>	No, but recommended	Monitors progress of children’s competencies over time and whether they are on track to meet grade-level standards	<ul style="list-style-type: none"> <li>• Formative, ongoing</li> <li>• Curriculum based, directly reflecting content or skills children are learning</li> </ul>

\*Fall only. No specific assessment is required. Options are offered.

## K-2 ASSESSMENT FLOW CHART



## TABLE 2: KINDERGARTEN ENTRY ASSESSMENT (KEA) RECOMMENDATIONS

Districts are required to administer and report results on one of the options below. Click [here](#) for the DRDP and GOLD correlation. The DSC will not be an option beyond 2017. For the DRDP use this [form](#) and for the DSC use this [form](#) to report results in the district Data Management folder on the [FTP Server](#). Click [here](#) for KEA Frequently Asked Questions.

KEA OPTIONS	WHO	PURPOSE	ADMINISTRATION	RESULTS DUE
Desired Results Developmental Profile® (DRDP) Developing Skills Checklist® (DSC) Teaching Strategies GOLD Survey®	Every child entering public school kindergarten for first time	Planning where extra support is needed	First 30 days of school (additional administrations are optional)	September 30

## TABLE 3: LITERACY ASSESSMENT RECOMMENDATIONS

\*Districts choose **ONE** screening option listed for each grade level. Screening must be conducted the first 30 days of school and data must be reported to LDOE by September 30 each year. Use this [form](#) to report results in the district Data Management folder on the [FTP Server](#). If using DIBELS, click [here](#) for additional guidance. For guidelines on administering alternate assessments click [here](#). Districts must apply for a waiver to use an assessment not on the list.

GRADE LEVEL	SCREENING ASSESSMENT* (REQUIRED)	DIAGNOSTIC ASSESSMENT (OPTIONAL)	PROGRESS MONITORING ASSESSMENT (OPTIONAL)
<b>K</b>	<ul style="list-style-type: none"> <li>DIBELS Next First Sound Fluency</li> <li>Fountas and Pinnell Initial Sounds</li> <li>STEEP Initial Sound Fluency</li> <li><b>STEP</b> First Sounds</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Quick Phonics Screener</a> (Tasks 1a-b)</li> <li>STEEP Diagnostic Adaptive</li> </ul>	
<b>1</b>	<ul style="list-style-type: none"> <li>DIBELS Next Nonsense Word Fluency-CLS</li> <li><b>FAST</b></li> <li>Fountas &amp; Pinnell Phonograms</li> <li>STEEP Nonsense Word Fluency</li> <li>STEP Reading Record</li> </ul>	<ul style="list-style-type: none"> <li><b>GRADE</b></li> <li>Quick Phonics Screener (Tasks 2-3)</li> <li>STEEP Diagnostic Adaptive</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>AimsWeb Oral Reading Fluency</li> <li>DIBELS Next Oral Reading Fluency (Passage 1 only; WC score)</li> <li>FAST</li> <li>Fountas &amp; Pinnell Oral Reading Rate</li> <li>STEEP Oral Reading Fluency</li> <li>STEP Reading Rate/Fluency</li> </ul>	<ul style="list-style-type: none"> <li>GRADE</li> <li>Quick Phonics Screener (Tasks 4-7)</li> <li>STEEP Diagnostic Adaptive</li> </ul>	<ul style="list-style-type: none"> <li>EAGLE</li> <li><a href="#">Formative Instructional Tasks</a></li> <li>Tier 1 Curriculum-Based</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>AimsWeb Comprehension</li> <li>DIBELS Next Retell (Passage 1 only)</li> <li>FAST (computer-based)</li> <li>Fountas &amp; Pinnell Comprehension</li> <li>STAR Reading (computer-based)</li> <li>STEEP Advanced Literacy (computer-based)</li> <li>STEP Comprehension</li> <li>SRI/HMH RI (computer-based)</li> </ul>		