

Introduction

School systems are required to administer a Kindergarten Entry Assessment (KEA) and a K-3 Literacy Screener within the first 30 school days to identify student needs and plan instruction. This guide provides information on these assessments and their use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments. See the [Pre-K to Grade 3 Assessment Guidance](#) for additional information.

Kindergarten Entry Assessment (KEA)

School systems may select either Desired Results Developmental Profile (DRDP-K) or TeachingStrategies *GOLD*® for the KEA. Both assess a student’s kindergarten readiness using observations that include required and optional items. Only required items are reported to the LDOE. Table 1 lists the required items and virtual administration resources for each assessment. Table 2 presents KEA assessment guidelines for each type of learning environment. See the [KEA Guidance](#) for detailed information.

Table 1: Required Items and Virtual Administration Resources for Each Assessment

DRDP-K	GOLD KEA
<p>27 required items:</p> <ul style="list-style-type: none"> ● Approaches to Learning: 1-4 ● Social and Emotional Development: 1-5 ● Language and Literacy: 1-10 ● Cognition-Math: 2, 3, 4, 6 ● Physical Development: 1-4 	<p>31 required items:</p> <ul style="list-style-type: none"> ● Social-Emotional: 1c, 2b, 2c, 3a, & 3b ● Physical: 4, 5, 6, 7a, & 7b ● Language: 9a, 9c, 9d, & 10a ● Cognitive: 11b, 11c, 11d, 11e, & 12b ● Literacy: 15b, 15c, 16a, 17a, 17b, 18a, 18b, & 18c ● Mathematics: 20b, 20c, 21a, 22a
<p>Virtual Administration Resources: DRDP recommends using the DRDP Portfolio app as a way for families to provide input. Creating a class in the free DRDP Portfolio app and sharing with the family provides a way for families to upload photos, observations and videos through any mobile device. A tutorial on how to use the app is available on the Desired Results website.</p> <p>DRDP-K Approaches to Learning DRDP-K Social Emotional Development (SED) measures DRDP-K Cognition, Including Math and Science (COG:MATH) DRDP-K Language and Literacy Development (LLD) measures DRDP-K English Language Development (ELD) measures</p>	<p>Virtual Administration Resources: Using GOLD for Formative Assessments in the Time of COVID-19 Family KEA Prompts</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Once logged in to your account, access My Courses: Getting to Know GOLD for Kindergarten Entry Assessment, Engaging Families in Formative Assessment.

<p>DRDP-K Physical Development–Health (PD-HLTH) measures</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Leading Focused Conversations • Leading Focused Conversations Worksheet • DRDP-K Rating Record Levels 	
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Table 2: KEA Assessment Guidelines by Learning Environment

Learning Environment	Assessment Guidelines
Traditional Learning: Face-to-face	<p>Assessment Required The KEA should be administered as intended.</p>
Virtual Learning: 100% remote	<p>Assessment Required It is recommended that schools consider scheduling multiple in-person appointments to collect the required items, adhering to all health and safety guidelines. If in-person observations are not possible, schools should attempt to collect data through whole, small group, or individual classroom virtual sessions. Parent engagement is encouraged during individual sessions to collect supplemental information. The required items and virtual administration resources for the respective assessment are found in Table 1. Teachers are encouraged to develop lessons that could capture multiple measures within one activity.</p>
Hybrid Learning: Combination of traditional and virtual	<p>Assessment Required If students are in-person at least two days/week, follow guidelines for traditional learning. If students are in person fewer than two days/week follow the guidelines for virtual learning.</p>

K-3 Literacy Screener

The [K-3 Literacy Screening Assessments](#) identify which children may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. School systems may select one of four screener options. Table 3 presents screener guidelines for each type of learning environment. Table 4 presents instructions for virtual screening.

Table 3: K-3 Literacy Screener Guidelines by Learning Environment

Learning Environment	Screener Guidelines
Traditional Learning: Face-to-face	Screener Required The K-3 Literacy Screener should be administered as intended.
Virtual Learning: 100% remote	Screener Required It is recommended that schools consider scheduling in-person screening appointments, adhering to all health and safety guidelines. If in-person screening is not possible, schools should follow the virtual administration instructions for the respective screener in Table 4.
Hybrid Learning: Combination of traditional and virtual	Screener Required Screener should be administered in-person as intended on a day the student is in school.

Table 4: K-3 Literacy Screener Virtual Administration Instructions

K-3 Literacy Screener	Virtual Administration Instructions
Acadience Reading (formerly DIBELS Next)	Acadience Reading Guidance
DIBELS 8th	DIBELS 8th Guidance
iSTEEP	STEEP Guidance
STEP	STEP Guidance

E-mail assessment@la.gov with questions.