

Introduction

Kindergarten Entry Assessments (KEA) assess a student’s kindergarten readiness using observations of required and optional items. These assessments evaluate children’s progress on skills and behaviors, such as language, literacy, mathematics, social-emotional development, and self-regulation. Data from these assessments identifies students’ needs so that teachers can provide timely and effective support.

Assessment Options and Pricing

- Desired Results Developmental Profile-Kindergarten (DRDP-K)- no cost
- GOLD KEA- \$10.45/student (School Districts contract directly with Teaching Strategies)

Resources

- [Pre-K to 3rd Grade Assessment Guidance 2020-2021](#)
- [KEA and K-3 Literacy Screener Guidance for Various Learning Environments 2020-2021](#)
- [DRDP-K Overview](#)
- [GOLD Overview](#)

LDOE Required Assessment Items

Additional items may be used but only the required items are reported to the LDOE.

DRDP-K (27 required items)	GOLD KEA (31 required items)
<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 	<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

Reporting

Regardless of the chosen assessment, it must be completed within the first 30 school days. School districts should report KEA results for all children entering Kindergarten for the first time. Teachers may choose to assess children who are repeating Kindergarten, but those results should not be reported to the LDOE. Refer to the [KEA and K-3 Literacy Screener Guidance for Various Learning Environments](#) for information about these assessments and their use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments.

- DRDP results will be reported with SIS K-3 Assessment Collection by October 31

- GOLD KEA results will be reported through the TeachingStrategies online platform by October 31

Data managers and SIS coordinators should refer to the [K-3 Assessment Student Information System \(SIS\) Guidance 2020-2021](#) for updated reporting requirements and exemption codes. They should set up their own local procedures for collecting the data required in the state SIS. Many local SIS vendors have built functionality similar to the state SIS for collecting K-3 assessment data at the local level.

Students enrolling midway through or at the end of the assessment period

Every effort should be made to collect evidence on students whenever they enter a classroom. Assessments need to be completed per the timelines stated. However, if a student enrolls near the end of the assessment period teachers may use exemption code 01 to indicate that the assessment was not able to be completed.

Time needed to complete DRDP-K or GOLD KEA

This depends on the teacher and how well they know the instrument, the strategies they use to collaborate with others to collect evidence, their organizational methods, and their reflective practices. As teachers become more familiar with the assessment and observe more individual students, their proficiency will increase. Teachers reported that the tool was user friendly and expressed that the assessment became easier to complete with time.

Teachers can save time by pairing data from assessments embedded in high quality curriculum, which can support ratings of children's level of skill in the DRDP-K and GOLD.

Documentation for each item

There is no magic number regarding the number of pieces of evidence. Rather, teachers need enough evidence to support mastery at the described developmental level. A good piece of evidence addresses multiple measures and domains. Evidence may address multiple children, and other staff members as well as parents may contribute various forms of evidence as well.

Assessing Students with Disabilities

The DRDP-K and GOLD KEA were grounded in research and designed to be inclusive of children with disabilities. In the case where a child has a significant disability, teachers would explore appropriate accommodations matched to the child's disability in order to collect assessment data. For example:

- A. If a student is non-verbal or has a medical device that impacts their ability to speak, the teacher may have the student sign, use a communication board or other assistive technology. This would allow the student to demonstrate skills in the area of Language and Literacy development. For example, on the DRDP-K, a child can demonstrate **LLD 8: Phonological Awareness** by clapping the syllables in a familiar word instead of saying the syllables.
- B. A student with motor challenges may be assessed in a variety of locations and surfaces utilizing mobility aids and/or other assistive devices such as those used for fine motor development.

Both DRDP-K and GOLD are based on observations of the student in typical everyday activities with familiar people. Any adaptations noted on the student's IEP should be used. Adaptations are changes present throughout the student's day

and are available for all routines and activities, not introduced solely for the purpose of the assessment. For example, a student who wears glasses, or uses an alternative communication system, should have those items available at all times.

DRDP-K:

Seven broad categories of adaptations have been identified for children with IEPs for the DRDP-K:

1. Augmentative or Alternative Communication System
2. Alternative Mode for Written Language
3. Visual Support
4. Assistive Equipment or Device
5. Functional Positioning
6. Sensory Support
7. Alternative Response Mode

Teachers **should not** use Unable to Rate (UR) as a rating for students whose skill levels are low. In these cases, students should most likely receive a rating of "1" Building: Earlier.

GOLD:

"**Not yet**" indicates that a child of that age is not expected to demonstrate a particular skill or behavior or may apply to a child with a disability or developmental delay who is not yet demonstrating a particular skill or behavior.

"**Not observed**" should be used **ONLY** on rare occasions. It may be appropriate to indicate "not observed" if a child has experienced significant absences but should **NOT** be used because the teacher or child's service team has not had the opportunity to observe the child in that area and has not gathered adequate information on the child's level of functioning.

Assessing English Learners (EL Students)

The KEA should be used to assess EL students. Students who are learning English should be assessed in accordance with the teacher's best understanding of the student's language development. Teachers may want to give those students a little more time to acclimate to the new classroom environment before completing the assessment.

Most domains/measures can be measured regardless of native language. However, it is important to note that if students are being instructed in content in one language (e.g., English), they should not be assessed on that content in another language, even if it is their native language.

Homebound students

Homebound students can still be assessed using the KEA. Observations can include those made by family members/caregivers and other service providers. Observations made by others should be obtained by the assessor/teacher through interviews or conversations with others.

Student Learning Targets (SLT)

Teachers can use the DRDP-K or GOLD results to develop Student Learning Targets (SLT), but teachers would also need to administer the assessment at the end of the year in order to measure growth and achievement of learning targets.