

Office of Early Learning and School Readiness

Kindergarten School Readiness Assessment Implementation



Passed in 2008, SB 08-212 Colorado Achievement Plan for Kids (CAP4K) requires that every child in state funded preschool or kindergarten have an individual readiness plan informed by a Colorado State Board of Education approved school readiness assessment. Based on feedback from district leaders and kindergarten teachers, the department identified a number of assessment implementation options that districts may choose from to best meet their local needs.

SCHOOL READINESS ASSESSMENT MENU

CAP4K requires the State Board of Education to approve one or more school readiness assessments. In 2012, the state board voted to provide a menu of kindergarten readiness assessments. In the spring of 2017, the board approved updates to the school readiness assessment menu to include the following tools:

- Desired Results Developmental Profile-Kindergarten (DRDP-K)
- HighScope Child Observation Record (COR) for Kindergarten
- Teaching Strategies *GOLD*®

ASSESSMENT IMPLEMENTATION REQUIREMENTS

School readiness assessments are to be implemented for all kindergarten students to inform the development of an individual readiness plan. Readiness plans are to be informed by a State Board of Education approved school readiness assessment. Districts may use their selected school readiness assessment system according to the publisher's guidelines, or they may use an approved reduced item version of the school readiness assessment system to assess only the domains required in legislation.

SCHOOL READINESS ASSESSMENT TIMELINE

HB 15-1323 requires districts to complete initial kindergarten entry information for each child with a state board approved school readiness assessment within the first 60 calendar days of the school year. Districts individually establish their 60 day timeline directly with their school readiness assessment vendor based on their kindergarten start date. Districts have the option to continue using school readiness assessments throughout the year to continue monitoring the growth and development of their students. The number of additional checkpoints and the due dates can be determined and set by the district. School readiness assessment data reported to CDE will be from the initial fall assessment window. Information collected from READ assessments administered within the first 60 calendar days may be used to inform or fulfill the literacy component of the school readiness entry assessment. For more information on the connection between school readiness assessment and READ assessment and school readiness data reporting requirements please see the Kindergarten School Readiness Data Reporting fact sheet.

School Readiness Requirements within CAP4K

School Readiness Domains

School readiness includes both developmental and academic domains: physical well-being and motor development, social and emotional development, language and comprehension, cognition, and general knowledge (math and literacy). Section 22-7-1004 (1) C.R.S.

Selection of School Readiness Assessments

The state board shall consider assessments that are research-based, recognized nationwide as reliable instruments for measuring school readiness, and suitable for determining the instruction and interventions students need to improve his/her readiness to succeed in school. Section 22-7-1004 (2)(a) C.R.S.

Use of School Readiness Assessments

School readiness assessments shall not be used to deny a student admission or progression to kindergarten or first grade. Section 22-7-1004 (2)(a) C.R.S.

Local education providers shall use assessment instruments that are research-based, valid, and reliable to facilitate the systematic measurement of a student's increasing knowledge, skills, and accomplishments within the classroom context. Section 22-7-1014(1)(b) C.R.S.

Each local education provider shall ensure that each [kindergarten] student receives an individualized readiness plan that addresses the kindergarten standards, as appropriate, knowledge and skill areas in which a student needs assistance to make progress toward school readiness. Section 22-7-1014 (1)(a) C.R.S.

ADDITIONAL OPTIONS AND CONSIDERATIONS

After the initial entry assessment within the first 60 calendar days (HB 15-1323), districts have the option to continue to use the school readiness assessment for the remainder of the year. Below are implementation options districts may choose to consider for any of the approved school readiness assessment systems beyond the required initial entry assessment.

- Complete additional checkpoints on a quarter, trimester, or semester basis with due dates determined locally.
- Utilize the full assessment tool according to the publisher's guidelines.
- Use a reduced version of the assessment tool, assessing only the required areas identified in legislation.
- Select a few areas or domains within the assessment system that are of need or concern.
- Use READ Act assessment data to inform, or replace portions, or all of the literacy section of the school readiness assessment. Or, use the literacy portion of the school readiness assessment for additional literacy information to support development.
- Utilize the initial kindergarten entry assessment information as a baseline to progress monitor all, or some children's growth.
- Use as a kindergarten report card, to update individual school readiness plans, and/or for parent/teacher conferences.

Some additional considerations for ongoing use of school readiness assessments include:

- Information from each assessment system can inform planning, instruction, and interventions.
- All school readiness assessments have cross-walk documents to the Common Core State Standards. In addition, Teaching Strategies GOLD® and HighScope COR have cross-walk documents to the Colorado Academic State Standards.
- The data collected in each of the school readiness assessment systems may eliminate the need for additional teacher-created or district-created assessments.
- Local school readiness assessment data can be used when developing school or district Unified Improvement Plans.

NEXT STEPS

CDE will continue to work with the school readiness assessment publishers to provide opportunities for school districts to become more comfortable using each assessment system, as well as offer support and trainings for implementation. More information is available on CDE's School Readiness web page.

Where can I learn more?

- CDE's School Readiness web page: www.cde.state.co.us/schoolreadiness.
- Staff Contacts: Emily Kilmeyer kilmeyer_E@cde.state.co.us, and Shannon Montalbano Montalbano_s@cde.state.co.us.
- [View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs](http://www.cde.state.co.us/communications/factsheetsandfaqs)