

Federal and state efforts in the implementation of kindergarten entry assessments (2011-2018)

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Research Findings. In this study we examined states' kindergarten entry assessment (KEA) policies between 2011 and 2018 and the possible impact federal funding policies may have had in their implementation. Between 2011 and 2018, 31 states received federal Race to the Top-Early Learning Challenge awards and/or Enhanced Assessment Grants to support the development and implementation of kindergarten entry assessments focused on all five domains of child development. Through the use of nationwide data sets, as well as a review of individual state policies, findings revealed that 41 states and the District of Columbia implemented a KEA for at least one year between 2011 and 2018. In the fall of 2018, 35 states out of 51 (including Washington D.C., 68.6%) assessed children's learning and development during kindergarten entry. However, 15 out of 34 states and Washington D.C. (42.9%) fell short of requiring a comprehensive tool covering all five domains of child development. *Practice or Policy.* Our findings suggest that federal funding is correlated with a state's development of a KEA. With the implementation of the Every Student Succeeds Act (ESSA) and movement of education decision making to the state level, states assessed children during the first few months of kindergarten using a wide variety of assessment tools. However, there was an overall decrease in states implementing a comprehensive assessment with the primary intent of assessing children's readiness beyond literacy.

Introduction

In 2010, just seven states (Alaska, Connecticut, Florida, Hawaii, Maryland, Minnesota, and Vermont) collected kindergarten assessment data for the purposes of aggregating data at the state level (Daily et al., 2010). By 2016, 31 states were implementing or planning to implement a kindergarten entry assessment (KEA) (Center on Standards & Assessment Implementation, 2016). This increase took place at the same time as two federal funding opportunities, the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the Enhancement Assessment Grants (2011-2018), as well as the passage of the federal Every Students Succeeds Act (ESSA) in 2015 (Center on Standards & Assessment Implementation, 2016). Moreover, states' new authority to set student assessment requirements outlined in ESSA, coupled with the completion and unlikely reinstatement of the RTT-ELC and the Enhancement Assessment Grants, prompted states to re-define their KEA policies, with some maintaining the use of kindergarten assessments and others shifting their use to optional (Friedman-Krauss et al., 2019).

Between 2011 and 2018, various researchers conducted scans which provide an overview of the KEA landscape and/or systems that support their implementation (e.g. Connors-Tadros, 2014; Golan et al., 2016; Pierson, 2018; Schilder & Dahlin, 2017; Weisenfeld, 2017a, 2017b, 2017c). Other studies have focused on the process of selecting, developing, or revising the assessments within a KEA (e.g. Ackerman, 2018; Ferrara & Lambert, 2016; Hanover Research, 2013; Weisenfeld, 2016). However, to date, researchers have not examined to what extent states' reliance on KEAs has shifted between 2011 and 2018.

We report here on the results of a study aimed at reviewing states' 2011 to 2018 KEA policies to understand how states defined their kindergarten assessment systems and how federal initiatives influenced those definitions. We also illustrate the slowing of states' progress in the implementation of comprehensive KEAs, particularly in the wake of expired federal funding to support these efforts. To set the stage for the study, we begin by providing a detailed view of the role of federal funding in supporting states' efforts in implementing KEAs. We also discuss KEA timing, content, and tool selection through a review of each state's policies during the fall of 2018. Policies are defined here as the actions taken by state legislative bodies through enacted statutes or acts, administrative rules that outline the regulations of the state's education system, or administrative manuals that explain how school districts are expected to implement the legislative acts or rules. We have expanded our definition of policies to include KEA implementation guidelines provided by state agencies.

Federal Support for KEA Policies

The United States experienced a movement toward increased accountability, including high-stakes classroom assessments, starting with the 2002 No Child Left Behind Act (NCLB). NCLB defined policies for the kindergarten-grade 12 (K-12) public education system and made standards-based accountability a national requirement (Administration for Children and Families, n.d.a.; Brown, 2007). It also set a goal to get every child reading at grade level by third grade. Another key component of NCLB was the incorporation of early learning prior to kindergarten. As part of this effort, requirements were put into place for Head Start programs to assess participating preschoolers (Bullough et al., 2012). However, it is important to note that the intended use of Head Start student assessments was for differentiation and individualization of instruction within the program and not for more traditional accountability purposes (Kim, 2016).

Much of the content of current KEAs can be traced to the creation of early learning standards. In 2002, the same year NCLB passed, the Bush Administration pulled early childhood education into the federal standards movement with the *Good Start, Grow Smart* initiative (Administration for Children and Families, n.d.a.). The goal of this initiative was to "ensure that young children enter kindergarten with the skills they will need to succeed at reading and other early learning activities" (Administration for Children and Families, n.d.a., p. 1). However, the

initiative did not specifically define these skills. One priority of *Good Start, Grow Smart* was to work with states to improve early childhood education, which included having states create “voluntary guidelines on early literacy and early math concepts that align with the State K-12 standards” (Administration for Children and Families, n.d.a., p. 2). By 2009, all fifty states and the District of Columbia had early learning standards, although they varied greatly from state to state (Graue et al., 2018).

Kindergarten, the bridge between early childhood and the compulsory education system, entered the assessment movement on a wider scale in 2011. At this time, the United States Department of Education (USDOE) launched the Office of Early Learning (OEL) and charged OEL with oversight of the RTT-ELC grant (USDOE, 2011). The goal of RTT-ELC was to improve the quality of early learning programs with the ultimate goal of closing the achievement gap for children with high needs (USDOE, 2011). RTT-ELC did not fund direct services in early learning programs, such as Head Start. It also did not support children in need through child care and other direct services, as do programs like the Child Care and Development Fund and the Temporary Assistance for Needy Families. Instead, RTT-ELC encouraged states “to build strong systems of early learning and development” through the implementation of a valid, tiered quality rating and improvement system and the creation and use of a KEA (*Applications for new awards*, 2011, p. 53565). By 2014, all 20 RTT-ELC grantees were implementing or planning to implement KEAs both aligned with the state’s early learning standards, and also comprehensive in assessing children’s learning and development (Administration for Children and Families, 2015; Office of the Governor, State of Wisconsin, 2015).

The child development and learning domains for early learning standards were critical components in RTT-ELC. Research has demonstrated that clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality (Bornfreund et al., 2014; Bowman, et al., 2001). In 1991, the National Education Goals Panel defined which areas should be included in these standards. The five *Essential Domains of School Readiness*, identified as required elements of KEAs supported by RTT-ELC funding, are physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge (National Education Goals Panel, 1991; USDOE, 2013). Research suggests neglecting any of these development domains could weaken both short- and long-term program effectiveness (Shonkoff & Phillips, 2000).

Not only did RTT-ELC help promote the use of a KEA, it also offered a comprehensive definition of a KEA (USDOE, 2011). This definition required the administration of a valid and reliable tool to children within the first few months of their admission into kindergarten. As previously described, RTT-ELC required assessments to cover all five *Essential Domains of School Readiness* and be aligned to the state’s early learning and development standards.

Further, RTT-ELC encouraged the use of KEA results to inform parents, support instruction in the early elementary school grades, and reduce the kindergarten achievement gap.

Building upon the child assessment work happening through the RTT-ELC grant, a new funding opportunity became available to support the creation of KEAs through the federal Enhancement Assessment Grants. Starting in 2002, USDOE began awarding states these competitive grants to support the development of student assessments with the purpose of enhancing “the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary school students” (USDOE, n.d.d., para. 1). The 2013 competition prioritized applications that addressed KEA development or enhancement as a means of providing “valid, reliable, and fair information on each child’s learning and development across the essential domains of school readiness at kindergarten entry” (*Final priorities, requirement, definitions, and selection criteria*, 2013, p. 31344).

USDOE awarded Enhancement Assessment Grants to three consortia, which included 17 states and Washington D.C. (USDOE, n.d.a., n.d.b., n.d.c.). The North Carolina Department of Public Instruction (NC DPI) led the development of the NC K-3 assessment with eight other consortium states (Arizona, Delaware, District of Columbia, Iowa, Maine, North Dakota, Oregon, and Rhode Island), one collaborating state (South Carolina), and three research partners (SRI International, the BUILD initiative, and Child Trends). The Maryland State Department of Education led the consortium of seven States (Connecticut, Indiana, Massachusetts, Michigan, Nevada, and Ohio) and three partner organizations (WestEd, the Johns Hopkins University Center for Technology in Education, and the University of Connecticut’s Measurement, Evaluation, and Assessment Program). The Texas Education Agency collaborated with the University of Texas Health Science Center’s Children’s Learning Institute.

In 2015, as states were implementing RTT-ELC and Enhancement Assessment Grants, ESSA replaced NCLB. This action reduced the role of the federal government in education, thus giving states more autonomy to develop their education systems, including identification and implementation of assessments (Egalite et al., 2017). Part of the movement to have more state control over policy development and implementation came from the perception that NCLB did not meet its desired student outcomes (Close et al., 2018). This led to emerging trends, including an increase in states enacting or proposing third grade reading legislation, and an emphasis on assessing literacy progress in the early grades (Weyer, 2019). However, despite the ever-expanding research base on the importance of early learning and how it sets the foundation for later school success (e.g., Barnett, 1998; Camilli et al., 2010; Frede, 1998; Minervino, 2014; Pianta et al., 2009; Weiland, 2016), there is not universal agreement on how to define readiness, or what specific skills must be achieved in the early years (Brown, 2010).

The federal government may have provided an overarching definition of a KEA, but states have had the flexibility of whether or not to follow this definition by selecting which tools they included in their KEA systems and how they were implemented. In the fall of 2011, only

seven states required a specific tool or specified the choice of tools (Connors-Tadros, 2014). A national scan of KEA assessment tools used or piloted in the fall of 2016 found an increase in states identifying assessments, typically commercially developed (Weisenfeld, 2017a). Nine states required either the direct use of Teaching Strategies GOLD® (Heroman et al., 2010) or its use as a base for their assessment tool; two states used Desired Results Development Profile-Kindergarten (DRDP-K) (California Department of Education, 2015); one used Phonological Awareness Screening (PALS) (Invernizzi et al., 2003) and one used the Brigance K Screener (Brigance, 1997).

Current Study

Since 2011, state policy scans identified kindergarten readiness definitions, KEA tools, how often child assessment tools are used during the kindergarten year, KEA implementation, and the development of state policy on KEAs (Ackerman, 2018; Barnett et al., 2012; Barnett et al., 2015; Connors-Tadros, 2014; Friedman-Krauss et al., 2018, 2019; Horowitz, 2017; Pierson, 2018; Weisenfeld, 2017a, 2017b, 2017c). However, to date, no published research has examined how states defined their kindergarten assessment systems or the implementation of comprehensive KEAs over time, specifically in the years during and after which states implemented the RTT-ELC and Enhancement Assessment Grants.

In this study, we examined the implementation of KEAs through a review of states' KEA policies between 2011 and 2018, followed by a more in depth review of state KEA characteristics, which included the content of the assessments implemented during the 2018-2019 school year. The research questions guiding this investigation were:

1. Between 2011 and 2018, which states implemented measures administered in the first few months of kindergarten with the primary intent of assessing children's kindergarten readiness?
2. To what extent were states implementing a KEA at kindergarten entry during the 2018-2019 school year?
3. For those states using a KEA during the 2018-2019 school year, how many reflected federal guidance related to assessing all five readiness domains?

Methodology

To address our research questions, we employed a descriptive case study design (Yin, 2011). Such an approach was useful given our goal of understanding each state's use of an assessment during the first few months of kindergarten between 2011 and 2018, as well as specific content and implementation of the KEA in the fall of 2018. To address Research Questions 1 and 2, our sample included all 50 U.S. states and the District of Columbia. However, for Research Question 3, we selected for further analysis only the 34 states and

District of Columbia identified as requiring a kindergarten assessment during the first few months of school for the 2018-2019 school year to determine the content of the assessment.

Data Sources

We collected our data through a variety of sources beginning with the National Institute for Early Education Research's (NIEER) State of Preschool Yearbooks (Yearbooks). An annual survey of state-funded pre-K programs, the Yearbooks provided detailed information on trends in state pre-K policies, including the use of assessments (pre-K and K), the names of assessments, and the use of their data (Friedman-Krauss et al., 2019). To identify the use of a KEA between 2011 and 2018 for Research Question 1, we selected four time periods for review: school years 2011-2012, 2013-2014, 2016-2017, and 2018-2019 (Barnett et al., 2012, 2015; Friedman-Krauss et al., 2018, 2019). For the ten states not included in the Yearbooks¹ for any of the four time periods, we reviewed state statutes and supporting documents, along with state scans produced by policy research institutions (Center on Standards & Assessment Implementation, 2018; Good Beginnings Alliance, 2014; Education Commission of the States, 2018; Folks, 2018; REL Northwest, n.d.; Weisenfeld, 2017a).

To further answer Research Question 1 and Research Question 2, we located and reviewed each of the 50 states and Washington D.C.'s lead state education agency's website, state kindergarten statutes, and state statutes that contained assessment policies for K-12 in the spring 2019, see Table 1. At times, states used the terms *assessment* and *screen* interchangeably. We defined *assessment* as a tool used to provide a general picture of a child's development and acquired skills or knowledge, as opposed to a *screen* which typically identifies a child who is in need of special services or instruction outside of the normal classroom realm (Meisels et al., 1989). If states used the term *screen*, we made a determination as to whether those states assessed children's acquired skills and if, therefore, the screen would qualify as a kindergarten assessment.

We selected states identified as requiring a kindergarten assessment during the 2018-2019 school year for further analysis to determine the timing of the assessment and the content of the assessment. This level of analysis included a content review of administrative rules for both kindergarten and K-12 assessments; administrative policies for programs responsible for administering the kindergarten assessment and using resulting data; RTT-ELC applications and their corresponding federal annual performance reports (APR); case studies that reviewed kindergarten policies of multiple states; and an RTT-ELC webinar about what Washington and Maryland learned while implementing their new assessment systems (Golan et al., 2016; Grafwallner & Taylor, 2015; Schilder & Carolan, 2014; Weisenfeld, 2017a).

¹ Ten states (Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming) at some or all points (2011, 2014, 2016, and 2018) did not have a state-funded pre-K program, and therefore were not included in some or all of the Yearbook analyses.

To answer Research Question 3, and to determine the content of states' kindergarten assessments and which child domains they addressed, we reviewed state statutes, followed by state websites, kindergarten program guidance documents, and the 2018 NIEER State of Preschool Yearbook. If documentation did not identify domains, but did identify specific assessment tools, we then reviewed the content of either these commercially-developed or state-developed assessment tools, as well as implementation manuals and validity studies, if available. In addition, we identified any modifications made to these tools by the state through state implementation guidelines and/or state legislation or administrative rules.

Analytic Approach

To ensure the reliability of the data, at least two researchers coded the data. One researcher conducted scans of state statutes and populated a matrix of kindergarten assessments, timing of assessments, and content of assessments for each of the 50 states and Washington D.C. in the spring of 2019. Researchers further populated the matrix through review of state education agencies' websites followed by a search of kindergarten assessment webpages, guidance, or other documents within the state websites. Sources of data are included in Table 1. We compared the findings of these searches to NIEER's 2018 State of Preschool Yearbook and the Education Commission of the State's KEA scan, and then researched and discussed any discrepancies. A second researcher reviewed the findings to validate the matrix data in the summer of 2019.

Results

Research Question 1: Between 2011 and 2018, which states implemented measures administered in the first few months of kindergarten with the primary intent of assessing children's kindergarten readiness?

To answer this question, we analyzed data collected on the existence and use of a KEA in NIEER's Yearbooks for four separate time periods: 2011-2012; 2013-2014; 2016-2017; and 2017-2018. Since the 2018-2019 NIEER Yearbook was still in production during the time of data collection, we scanned state policy to see if the state indicated any potential changes in KEA policy for the coming year. We conducted additional states scans for the ten states that did not report Yearbook data in any of the four years selected. These scans included reviews of state statutes, policies, or guidance covering that time period to determine KEA requirements (Jacobsen, 2015; Mississippi Department of Education, 2014; REL Northwest, n.d.; State of Idaho, 2004; Utah State Board of Education, n.d.a.; Weisenfeld, 2017a).

Based on our analysis, we were able to determine that between 2011 and 2018, 41 states and the District of Columbia implemented a KEA to assess children's readiness at kindergarten entry, although implementation was not always consistent throughout this time period, see Table 2. Five different implementation patterns emerged: 1) states that were early implementers of a KEA, but phased out its use over time; 2) states that continually

implemented a KEA over time; 3) states that never implemented a KEA; 4) states that do not have a discernible pattern, implementing at least once during the reviewed period, and also observed not implementing at least once; and 5) states that were later implementers of a KEA.

Four states (Alabama, Hawaii, Maine, and West Virginia) started with a KEA in the fall of 2011 but moved away from requiring implementation over time. In the case of Alabama, the state required use of a KEA in the fall of 2011 but, by the fall of 2013, the state transitioned to instead require the use of a formative assessment throughout the kindergarten year (Barnett et al., 2015). Similarly, Hawaii had a statewide assessment in place during the 2013-2014 school year, decided to pilot Teaching Strategies GOLD[®] to replace it, and then ultimately chose not to make it a requirement (Barnett et al., 2016; Hawai'i P-3 Initiative, n.d.; Weisenfeld, 2016). None of these four states received RTT-ELC funding, however Maine did participate in one of the Enhanced Assessment Grant consortia.

Sixteen states implemented a KEA at kindergarten entry during all four time periods we examined, and the assumption can be made that implementation was consistent throughout the entire time period. Ten out of 16 (62.5%) of these states received RTT-ELC funding and/or participated in one of the Enhanced Assessment Grant consortia. On the opposite end, we found nine states that did not implement a KEA at kindergarten entry during any of the four checkpoints reviewed between 2011 and 2018. Out of these nine states, only Rhode Island received an RTT-ELC grant and three (including Rhode Island) participated in one of the Enhanced Assessment Grant consortia.

The least common pattern occurred in three states. In this grouping, states did not have a KEA in 2011-2012, had a KEA in either 2013-2014 (Massachusetts) or 2016-2017 (Oklahoma) or both (Wisconsin), and then eliminated the KEA by 2018-2019. Wisconsin received RTT-ELC funding, and Massachusetts received both RTT-ELC funding and an Enhanced Assessment Grant.

Finally, 19 states did not have a state KEA in the fall of 2011, but by the fall of 2018 implemented a KEA. Fifteen of these states (78.9%) received RTT-ELC funding and/or participated in an Enhanced Assessment Grant consortium. With the support of RTT-ELC funding, California invested in the creation of a kindergarten assessment based on the DRDP which the state first piloted and then made more readily available to districts starting in 2014-2015; however, the state never required participation (Barnett et al., 2012, 2015; California Department of Education, 2017; *Developmental Profile*, n.d.; Friedman-Krauss et al., 2018, 2019).

Nineteen out of the 20 states (95.0%) that received RTT-ELC funding implemented a KEA at some point between 2011 and 2018. A smaller percentage of states, 83.3% (15 out of 18 states) that participated in an Enhanced Assessment Grant consortium implemented a KEA during the same time period.

In summary, between the years 2011 and 2018, 41 states and the District of Columbia (82.3%) implemented child assessment measures administered in the first few months of kindergarten. Out of these 41 states and District of Columbia, 28 (66.7%) received RTT-ELC funds and/or participated in an Enhanced Assessment Grant consortium. Nineteen out of the 20 states (95.0%) that received RTT-ELC funding and 15 of 18 states (83.3%) that participated in Enhanced Assessment Grant consortia implemented a KEA at some point between 2011 and 2018, although there was overlap between the two groups.

Research Question 2: To what extent were states implementing a KEA at kindergarten entry during the 2018-2019 school year?

To answer this question, we located and reviewed each of the 50 states and Washington D.C.'s lead state education agency's website, state kindergarten statutes, and state statutes that contained assessment policies for K-12 in the spring of 2019, see Table 1. We then selected states identified as having a kindergarten assessment for further analysis to determine the exact timing of the assessment and to identify if the administration occurred within the first few months of school. Finally, we reviewed the number of choices in selecting a kindergarten assessment tool, the name of the kindergarten assessment tool if specified, and the sample required to participate in the KEA.

Timing of the KEA. During 2018-2019, 34 states and the District of Columbia assessed kindergarten children's learning and development during the first few months of school, see Table 3. The guidance for timing varied from very specific (i.e., by October 1st or the first 3 weeks of school) to more general. For example, Vermont specified only that the completion of assessments take place "during the first few weeks of kindergarten" (Vermont Agency of Education, 2018, p. 2).

Kindergarten Assessment Tools. The 34 states and District of Columbia that had a kindergarten assessment at the beginning of the kindergarten year varied in terms of whether they dictated use of a specific assessment tool at the state level, whether schools/districts had a choice among a set of state-approved assessment tools, or whether states allowed tool selection to take place at the local level. In 2018-2019, 25 states identified one specific kindergarten assessment; two states had two assessments; one state had two tools to select from; two states provided a choice among three assessments; one state provided a choice of four assessments; and in four states, schools/districts selected tools locally (although Iowa required approval of the locally selected tool), see Table 3. Overall, we identified 22 different assessments as part of states' KEA systems. The tools used by the greatest number of states were Teaching Strategies GOLD[®] (Heroman et al., 2010), used in eight states); DRDP-K (California Department of Education, 2015), used in six states; and the assessment tool developed by the Maryland-Ohio Consortium (*Ready for kindergarten: Kindergarten Readiness Assessment technical report addendum*, 2015), used in four states.

When reviewing the kindergarten assessments and their content, 23 states used commercially developed and/or one of two state developed tools (DRDP-K or KRA) by either: (1) incorporating, or possibly adapting, the commercial assessment into their state-adopted assessment, (2) basing their tool off of a commercially developed assessment, or (3) including the tool on their approved and/or required list. We identified 11 different commercially developed assessment tools, see Table 3. We also included two state developed tools in this list, the DRDP-K and the KRA, because both have been validated and used by more than one state during the fall of 2018. The California Department of Education, in partnership with the WestEd Center for Child and Family Studies and the University of California, Berkeley, developed the DRDP-K in 2015 (California Department of Education, 2015). Through the Maryland-Ohio Consortium, WestEd's Division of Standards, Assessment, and Accountability Services and Johns Hopkins' Center for Technology in Education developed the Kindergarten Readiness Assessment (KRA) (*Ready for kindergarten: Kindergarten Readiness Assessment technical report addendum*, 2015). The tool is referred to as the KRA in South Carolina and Ohio; but has a slightly different name in Maryland (Maryland Kindergarten Readiness Assessment) and Michigan (Michigan Kindergarten Entry Observation) (Maryland State Department of Education, 2018; Michigan Association of Intermediate School Administrators, n.d.; Ohio Department of Education, 2018; South Carolina Department of Education, n.d.).

The KEA tools used by states each fall into one of two categories: comprehensive, covering all or most domains of child development (Ages & Stages Questionnaires, 3rd Edition (ASQ-3) (Squires & Bricker, 2009); Ages & Stages Questionnaires, Social-Emotional, 2nd Edition (ASQ-SE2) (Squires et al., 2015); Brigance K Screener (Brigance, 1997); DRDP-K (California Department of Education, 2015); HighScope COR for Kindergarten (HighScope Educational Research Foundation, 2003); KRA (Maryland State Department of Education, 2018; Michigan Association of Intermediate School Administrators, n.d.; Ohio Department of Education, 2018; South Carolina Department of Education, n.d.); Teaching Strategies GOLD® (Heroman et al., 2010); and Work Sampling System, 5th Edition (WSS) (Meisels et al., 2013), or literacy based (Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS) (Good et al., 2002); Istation (ISIP) (Mathes et al., 2016); NWEA-Map for Growth (Northwest Evaluation Association, 2011); Renaissance STAR Early Literacy (STAR) (Renaissance, 2017); and Text Reading and Comprehension (TRC) (Amplify Education, 2014).

Students Required to be Assessed. Across the 34 states and the District of Columbia that implemented an assessment at the start of the kindergarten year, requirements varied in terms of which children received assessments. In some cases, states did not require the assessment of all children, but instead required KEA participation in all classrooms. For example, Maryland's regulations required local education agencies (LEAs) to conduct a kindergarten assessment by either random sample or census (though currently about half of LEAs use the census-based approach) (Maryland State Department of Education, 2019).

Another example, in 2017-2018, Michigan began targeting kindergarten assessments to children only in specific regions of the state (Michigan Department of Education, 2018). This targeted approach was part of the state's aggressive kindergarten assessment rollout, which required universal and statewide implementation by the fall of 2020 (Washtenaw ISD, 2018).

Tennessee required use of the Kindergarten Entry Inventory, a tool based on the DRDP-K (California Department of Education, 2015), only in schools that received Preschool Development Grant funds (Friedman-Krauss et al., 2018). Pennsylvania implemented its Kindergarten Entry Inventory (KEI) (Pennsylvania Office of Child Development and Early Learning, 2017) in Title I schools designated in Focus and Priority status under ESSA. These schools were in the bottom 10 percent in aggregate math and reading scores (Commonwealth of Pennsylvania Department of Education, 2015).

For some states, participation in a KEA is voluntary. Minnesota state statute allowed the state agency to implement of a KEA based on the state education agency's kindergarten readiness assessment, however district participation was optional (*Kindergarten readiness assessment*, 2018). Starting in 2012, New Jersey engaged in a multi-year contract to provide Teaching Strategies GOLD® free of charge to school districts (Mooney, 2014). However, the state did not require participation. Washington D.C. statute required the assessment of kindergarten students in reading and mathematical ability only when located in Washington D.C. public schools (*Requirements and goals*, n.d.). In 2018-2019, 47.3% of students in Washington D.C. (pre-K-grade 12) attended charter schools, however their decision to participate in the KEA was a local decision (District of Columbia Office of the State Superintendent of Education, 2019).

In summary, 34 states and the District of Columbia assessed students during the first few months of kindergarten in the fall of 2018. The specificity of the timing of the assessment varied as did the tool selected for the assessment. Most states (25 out of the 34 states and District of Columbia, 73.5%) had identified one state specified tool to be used in the KEA. Overall, states used 22 different identified tools in their KEA systems.

Research Question 3: For those states using a KEA during the 2018-2019 school year, how many reflected federal guidance related to assessing all five readiness domains?

To verify the components of state KEA assessments, we began by reviewing statutes to see if states identified any of the five child domains specified in the *Essential Domains of School Readiness*: (1) language development (including literacy), (2) cognition and general knowledge, (3) approaches toward learning, (4) physical well-being and motor development, and (5) social and emotional development (USDOE, 2013). If state statute did not identify any child domains or a specific assessment tool, we reviewed the state's websites, kindergarten program guidance documents, and the 2018 NIEER State of Preschool Yearbook. When states identified specific assessment tools, we reviewed implementation manuals and validity studies, if available, to determine the content of the assessments. In addition, we identified any modifications made to

commercially developed tools through a review state implementation guidelines and/or state legislation or administrative rules.

Content of Identified Kindergarten Assessments. We were able to make a determination of the content of the assessments in 33 states and the District of Columbia. Only one state (Virginia) did not specify a choice of a KEA assessment in statute, guidance, or on its state website.

Thirteen of the 34 states and the District of Columbia (37.1%) specified in legislation (as seen in a state statute) the content of the KEA. States did this in one of two ways: 1) through specifically mentioning the required child development domain(s); or 2) by directly specifying the assessment tool, as seen in the case of Michigan, see Table 4. Next we reviewed the assessment tools for the 30 states and the District of Columbia that specified tools, either through legislation (as mentioned above) or state guidance, see Table 3. Through this analysis, we were able to determine the content of the KEA for 21 more states, see Table 4. In addition, we found that even though legislation in South Carolina only required literacy to be assessed, the identified assessment tool required the other four child development domains to be assessed (South Carolina Department of Education, n.d.). Finally, we reviewed state guidance to determine if other areas of child development were required to be assessed. Through this process, we found that Arkansas also required a math assessment during kindergarten entry (Arkansas Department of Education, n.d.).

As previously noted, Virginia was the only state that did not specify KEA content in statute, state guidance, or through an identified tool. However, in 2018, the Virginia General Assembly passed legislation requiring the assessment of all kindergarten students using the Virginia Kindergarten Readiness Program (VKRP) by the end of the 2019-2020 school-year, and annually thereafter (Virginia's Legislative Information System, n.d.). The VKRP is a multi-dimensional kindergarten readiness tool that includes an assessment of literacy skills as well as students' early mathematics, self-regulation, and social skills (Virginia Kindergarten Readiness Program, n.d.). During the 2018-2019 school year, the state permitted tool selection at the local level.

We classified the content of kindergarten assessments within the five essential domain categories, see Table 4. In the cognition and general knowledge domain, we noted if this represented the assessment of only math skills; within the social and emotional development domain, we noted if this represented the assessment only social skills. Our analysis included measurement of the following skills within the approaches toward learning domain: creativity, curiosity, adaptability, persistence, and attentiveness.

In the fall of 2018, only 20 out of the 34 states and the District of Columbia (57.1%) that implemented a kindergarten entry covered all five domains, while 34 out of the 35 (97.1%) assessed children's language development (including literacy). About two-thirds of the states and the District of Columbia that had a KEA included the assessment of physical well-being and

motor development (24 out of 35, 68.6%) and approaches to learning (24 out of 35, 68.6%). However, some of the skills within the approaches to learning domain may have been incorporated into other categories, such as in Maryland, Michigan, Ohio, and South Carolina. All four states implemented the same assessment (the name varies, see Table 3) and described addressing four domains of readiness: language and literacy, social foundations (including approaches to learning), mathematics, and physical well-being and motor development (Maryland State Department of Education, 2018; Michigan Association of Intermediate School Administrators, n.d.; Ohio Department of Education, 2018; South Carolina Department of Education, n.d.).

In summary, slightly more than half of the states and District of Columbia implemented a comprehensive KEA in the fall of 2018. Only 20 out of the 34 states and District of Columbia (57.1%) covered all five domains of child development. However, most (34 out of 35, 97.1%) assessed children's language development (including literacy). How states chose to specify required assessment domains varied across the country. Some states used statute to specifically list which child developmental domains would be assessed, while other states dictated which domains would be assessed by specifying an assessment tool through statute or other state guidance.

Discussion

In the last ten years, there has been an increase in the number of states enacting policies that require the assessment of kindergarten students. In 2018-2019, 35 states out of 51 (including Washington D.C., 68.6%) required kindergarten programs to assess children's learning and development during kindergarten entry. However, when looking at the number of states that have implemented a KEA at any point between 2011 and 2018, this number increased to 42. This increase occurred during the same time period the United States federal government provided funding through RTT-ELC and the Enhanced Assessment Grants. In the fall of 2018, four out of 34 states and the District of Columbia (11.4%) were using the same tool developed by one of the Enhanced Assessment Grants.

Examining the 34 states and the District of Columbia that required the use of a KEA during the 2018-2019 school year, and the ending of federal funding to support KEA implementation, there is a clear shift in the content of the assessments. Fifteen out of 34 states and Washington D.C. (42.9%) fell short of requiring a comprehensive tool that covers all five domains of child development. The most commonly assessed developmental domain, either required directly through state statute or indirectly through a required assessment tool, was a child's language (including literacy). The emphasis on measuring a child's emergent literacy may be partially due to the increase in high stakes testing that assesses reading abilities starting in 3rd grade.

In the United States, there is an on-going battle to strike a balance between federal policy (as more recently defined through competitive funding opportunities) and states'

independence in setting education policy. Beginning with NCLB and further reinforced by RTT-ELC, the federal government has unified the educational accountability pathway, which includes the incorporation of student assessments. RTT-ELC led the federal government's influence on the content of kindergarten entry assessments, which incorporated language from the *Good Start, Grow Smart* initiative and reinforced the creation of comprehensive early learning standards. As the federal funding for KEAs has come to an end, and the passage of ESSA has provided more autonomy to the states for designing assessment systems, states are primed to take on a new leadership role in addressing and developing policies that reduce educational inequities and support kindergarten readiness.

However, while states are still thinking about KEAs, it is not to the degree we saw several years ago. Ironically, this may be due to the lack of current federal funds in supporting KEAs, and apparent lack of interest in future federal KEA funding by the current administration. New federal funding, such as the Preschool Development Grant Birth through Five program awarded to 45 states/territories in December 2018 might encourage states to revisit kindergarten assessment policies (Office of Child Care, 2018).

Limitations

This study is the first to take a retrospective look at the implementation of KEAs between 2011 and 2018. At the same time, we wish to note its limitations. Specifically, we relied solely on the data collected via state websites, state statutes and, where appropriate, websites of assessment developers. The study did not include direct communication with state agency staff who may have been able to provide additional information or clarity around current state assessment policies. As a result, while we attempted to triangulate our data, the results reported here may not wholly reflect state KEA policies between 2011 and 2018.

Conclusion

Between 2011 and 2017, there was a steady increase in the total number of states implementing a KEA. Some of this interest may be attributed to federal funding opportunities, most notably RTT-ELC and Early Assessment Grants. However, when we examined the patterns of implementation, there were some inconsistencies. Four states started with a KEA and phased it out over time; 16 states continually implemented a KEA; and 9 states did not implement one at all. The selection of KEA tools began in 2011 as primarily a local school decision but, as of the fall of 2018, states mandated the use of a wide variety of assessments tools as KEAs. During this same time period, KEA momentum appeared to have stalled, and KEA content shifted from being comprehensive to instead having a main focus on literacy. It remains to be seen to what degree these trends will continue in the absence of federal support for the development and implementation of KEAs.

Tables

Table 1

Sources of Kindergarten Assessment Policies by State and D.C. in 2018-2019 (N=51)

| State | State Education Agency Website* | Kindergarten Assessment Policy(ies)** | State Statute(s) |
|----------------------|---|--|--|
| Alabama | https://www.alsde.edu/ | https://children.alabama.gov/pre-k-3rd-grade-early-learning-continuum/ | NA |
| Alaska | https://education.alaska.gov/ | https://education.alaska.gov/FAQ/ADP/All https://education.alaska.gov/assessments/developmental | Alaska Admin. Code § 06.712 |
| Arizona | https://www.azed.gov | https://www.azed.gov/mowr/ https://www.azed.gov/ece/k-3/ | Ariz. Rev. Stat. §15-701; §15-704; §15-211 |
| Arkansas | http://dese.ade.arkansas.gov/ | https://www.livebinders.com/play/play?id=2031877 | Ark. Code § 6-16-203 |
| California | https://www.cde.ca.gov | https://www.cde.ca.gov/ci/gs/em/kinderinfo.asp https://www.cde.ca.gov/sp/cd/ci/mb1503.asp | NA |
| Colorado | https://www.cde.state.co.us/ | https://www.cde.state.co.us/schoolreadiness/assessment | Colo. Rev. Stat. Ann. § 22-7-1004 |
| Connecticut | https://portal.ct.gov/Services/Education | https://portal.ct.gov/SDE/Student-Assessment/K-Assessment/Kindergarten-Inventory | Educator Implementer Provisions Act (2005) Public Act 05-245 Gen. Stat. of Conn. § 10-500 |
| Delaware | https://www.doe.k12.de.us/ | https://www.doe.k12.de.us/Page/3029 | Del. Code Ann. Title 14 § 151 |
| District of Columbia | https://dcps.dc.gov/ | https://dcps.dc.gov/assessments | D.C. Code Ann. § 38-755.03 |
| Florida | http://www.fldoe.org/ | http://www.fldoe.org/accountability/assessments/k-12-student-assessment/flkrs | Fla. Stat. Ann. § 1002.69; § 1002.67(1) |
| Georgia | https://www.gadoe.org/Pages/Home.aspx | https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Readiness.aspx | NA |
| Hawaii | http://www.hawaiipublicschools.org | http://www.hawaiipublicschools.org/ParentsAndStudents/GradeLevelOverview/Ki | NA |

| | | | |
|---------------|---|---|--------------------------------------|
| | | ndergarten/Pages/home.aspx | |
| Idaho | http://www.sde.idaho.gov/ | http://www.sde.idaho.gov/assessment/iri/ | Idaho Stat. Ann. § 33-1614 |
| Illinois | https://www.isbe.net/ | https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx | Ill. Admin. Code Title 23, § 1.420 |
| Indiana | https://www.doe.in.gov | https://www.doe.in.gov/assessment/kindergarten-readiness-assessment | Ind. Code Ann. § 20-33-2-7 |
| Iowa | https://educateiowa.gov/ | https://educateiowa.gov/student-assessment | Iowa Code Ann. § 279.60; § 257.6 |
| | | https://educateiowa.gov/sites/files/ed/documents/2018ConditionOfEducation.pdf | |
| Kansas | https://www.ksde.org/ | https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood/Kindergarten-Readiness | NA |
| Kentucky | https://education.ky.gov/Pages/default.aspx | https://kidsnow.ky.gov/families/readiness/Pages/results.aspx | Ky. Admin. Reg: Title 704 § 5:070 |
| Louisiana | https://www.louisianabelieves.com/ | https://www.louisianabelieves.com/measuringresults/assessments-in-kindergarten-through-2nd-grade | La. Stat. Ann. § 17:391.11 |
| Maine | https://www.maine.gov/doe/home | https://www.maine.gov/doe/Testing_Accountability/MECAS | Maine Rev. Stat: Title 20-A § 6209 |
| Maryland | http://marylandpublicschools.org/Pages/default.aspx | http://www.marylandpublicschools.org/about/Pages/DAAIT/Assessment/KRA/index.aspx | Md. Code Regs. 13A.08.01.02-3 |
| Massachusetts | http://www.doe.mass.edu/ | http://www.doe.mass.edu/mcas/home.html | Mass. Gen. Laws Ann. Chapter 15D § 3 |
| Michigan | https://www.michigan.gov/v/mde/ | https://www.michigan.gov/mde/0,4615,7-140-22709---,00.html | Mich. Act 108 (2017), Section 104 |
| Minnesota | https://education.mn.gov/MDE/index.html | https://education.mn.gov/MDE/dse/kind/KEP/ | Minn. Stat. Ann. § 124D.162 |
| Mississippi | https://www.mdek12.org/ | https://www.mdek12.org/OSA/K_Readiness | Miss. Title 37 Chapter 21 § 37-21-11 |
| | | https://www.mdek12.org/OPR/Reporting/Assessment/2018-19 | |
| Missouri | https://dese.mo.gov/ | https://dese.mo.gov/college-career- | Mo. HB 1490 (2016) |

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|----------------|---|---|--|
| | | readiness/curriculum/english-language-arts | |
| | | https://dese.mo.gov/sites/default/files/asmt-ela-gk-item-specs-1118.pdf | |
| Montana | https://opi.mt.gov | http://opi.mt.gov/Leadership/Assessment-Accountability/MontCAS/Required-Assessments | NA |
| Nebraska | https://www.education.ne.gov/ | https://www.education.ne.gov/assessment/ | Neb. Admin. Code Title 92 § 10.004 |
| Nevada | http://www.doe.nv.gov/ | http://www.doe.nv.gov/Assessments/ | Nev. Rev. Stat. § 388.157 |
| New Hampshire | https://www.education.nh.gov | https://www.education.nh.gov/instruction/curriculum/kindergarten-toolkit.htm | NA |
| New Jersey | https://www.state.nj.us/education/ | https://www.state.nj.us/education/ece/rttt/njkea/ | NA |
| New Mexico | https://webnew.ped.state.nm.us/ | https://webnew.ped.state.nm.us/bureaus/assessment-3/ | NM Stat. Ann. Code § 6.30.5.12 |
| New York | http://www.nysed.gov/ | http://www.p12.nysed.gov/earlylearning/ | N.Y. Comp. Codes R. & Regs. Title 8, § 117.3 |
| North Carolina | http://www.ncpublicschools.org/ | http://www.ncpublicschools.org/enhanced-assessment/ | N.C. Gen. Stat. Ann. § 115C-83.5 |
| North Dakota | https://www.nd.gov/dpi/ | https://www.nd.gov/dpi/districtschools/assessment | NA |
| Ohio | http://education.ohio.gov/ | http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohio-Kindergarten-Readiness-Assessment | Ohio Rev. Code Ann. § 3301.0715 |
| Oklahoma | https://sde.ok.gov/ | https://sde.ok.gov/kindergarten | Okla. Stat. Title 70 § 70-1210.282 (2018) |
| Oregon | https://www.oregon.gov/ode/Pages/default.aspx | https://oregonearlylearning.com/parents-families/kindergarten-ready/kindergarten-assessment/ | Ore. Admin. Rules § 581-022-2130 |
| Pennsylvania | https://www.education.pa.gov/Pages/default.aspx | https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/default.aspx | NA |
| Rhode Island | https://www.ride.ri.gov | https://www.ride.ri.gov/InstructionAssessment/InstructionalInitiativesResources/RhodeIslandCurriculumProjectK1.aspx | R.I. Gen. Laws Ann. § 16-67-2 |
| South Carolina | https://www.ed.sc.gov/ | https://ed.sc.gov/instruction/early-learning-and-literacy/assessments-in-early- | S.C. Code Ann. § 59-155-150 |

| | | | |
|---------------|---|--|--|
| South Dakota | https://doe.sd.gov | learning/kindergarten-readiness-assessments/ https://doe.sd.gov/Assessment/RequiredAssessments.aspx | NA |
| Tennessee | https://www.tn.gov/education.html | https://www.tn.gov/education/kei.html | NA |
| Texas | https://tea.texas.gov/ | https://static1.squarespace.com/static/57752cbcd1758e541bdeef6b/t/5b687f48758d460c3b2f8328/1533574985000/2018-19+MNPS+Assessment+Supplement+%2807-25-2018%29.pdf https://tea.texas.gov/Academics/Early_Childhood_Education/Educator_Resources/ | Texas Education Code §29.169 and §28.006 |
| Utah | https://www.schools.utah.gov/ | https://www.schools.utah.gov/file/4b53e429-20f6-4a86-87e1-0faa27a0d505 | Utah Admin. Code § R277-489-3 and Utah Code Ann. § 53A-3-402.9 |
| Vermont | https://education.vermont.gov/ | https://education.vermont.gov/student-support/early-education/assessment | NA |
| Virginia | http://www.doe.virginia.gov/ | http://vkrponline.org/media/docs/VKRP_FAQ.pdf | Va. Code Ann. § 22.1-253.13:1 |
| Washington | https://www.k12.wa.us/ | https://www.k12.wa.us/washington-kindergarten-inventory-developing-skills-wakids-1 | Wash. Rev. Code Ann. § 28A.655.080 and § 28A.150.315 |
| West Virginia | https://wvde.us/ | https://wvde.us/assessment/ http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49937&Format=PDF | W.Va. Code § 18.2E.5 and §18.8.1A |
| Wisconsin | https://dpi.wi.gov/ | https://dpi.wi.gov/assessment/reading-readiness | Wis. Stat. Ann. §118.016 |
| Wyoming | https://edu.wyoming.gov/ | https://dpi.wi.gov/assessment/reading-readiness/FAQ https://edu.wyoming.gov/educators/state-assessment/wy-topp/ | Wyo. Stat. Ann. § 21-3-401 |

*Websites last reviewed in August 2019.

+If kindergarten assessment and/or kindergarten policies were available, then we included the websites that identified the state's assessment policies.

Table 2

Implementation of a Kindergarten Assessment at Entry between 2011-2018 and RTT-ELC funding and Enhanced Assessment Grant Consortium Participation (N=51)

| State | 2011-2012 | 2013-2014 | 2016-2017 | 2017-2018 | Race to the Top- Early Learning Challenge Funding | Enhanced Assessment Grant Consortium Participant |
|--|-----------|-----------|-----------|-----------|---|--|
| Early KEA Implementer, Phased Out Over Time | | | | | | |
| Alabama | X | | | | | |
| Hawaii | X | X | | | | |
| Maine | X | X | | | | X |
| West Virginia | X | X | X | | | |
| Continual KEA Implementer | | | | | | |
| Alaska | X | X | X | X | | |
| Arkansas | X | X | X | X | | |
| Connecticut | X | X | X | X | | X |
| Florida | X | X | X | X | | |
| Georgia | X | X | X | X | X | |
| Idaho | X | X | X | X | | |
| Iowa | X | X | X | X | | X |
| Kentucky | X | X | X | X | X | |
| Louisiana | X | X | X | X | | |
| Maryland | X | X | X | X | X | X |
| New Mexico | X | X | X | X | X | |
| New York | X | X | X | X | | |
| Ohio | X | X | X | X | X | |
| Pennsylvania | X | X | X | X | X | |
| Texas | X | X | X | X | | X |
| Vermont | X | X | X | X | X | |
| Never Implemented a KEA | | | | | | |
| Indiana | | | | | | X |
| Missouri | | | | | | |
| Montana | | | | | | |
| Nebraska | | | | | | |
| New Hampshire | | | | | | |
| North Dakota | | | | | | X |
| Rhode Island | | | | | X | X |
| South Dakota | | | | | | |
| Wyoming | | | | | | |
| Inconsistent KEA Implementer | | | | | | |
| Massachusetts | | X | | | X | X |
| Oklahoma | | | X | | | |
| Wisconsin | | X | X | | X | |
| Later KEA Implementer | | | | | | |
| Arizona | | | | X | | X |
| California | | | X | X | X | |
| Colorado | | X | X | X | X | |
| Delaware | | X | X | X | X | X |
| District of Columbia | | X | X | X | | X |
| Illinois | | | X | X | X | |
| Kansas | | | | X | | |
| Michigan | | X | X | X | X | X |
| Minnesota | | X | X | X | X | |
| Mississippi | | | X | X | | |
| Nevada | | | | X | | X |

| | | | | | |
|----------------|---|---|---|---|---|
| New Jersey | X | X | X | X | |
| North Carolina | X | X | X | X | X |
| Oregon | X | X | X | X | X |
| South Carolina | | X | X | | X |
| Tennessee | | X | X | | X |
| Utah | | | X | | |
| Virginia | | | X | | |
| Washington | X | X | X | X | |

Note. The sources for this table can be found in Table 1 for Fall 2018; as well as: Barnett et al., 2012; Center on Standards & Assessment Implementation, 2018; Good Beginnings Alliance, 2014; Education Commission of the States, 2018; Friedman-Krauss et al., 2018, 2019; Mississippi Department of Education, 2014; Office of the Governor, State of New Jersey, 2017; Washtenaw ISD, 2018; Weisenfeld, 2017a; West Virginia Board of Education, n.d.

Table 3

States that Assessed Students at Kindergarten Entry in 2018-2019: Timing of Administration, Requirements for Assessment Choice, Names of State-Approved Assessment Tools, and Students Assessed (n=35)

| State | Timing of KEA | State Approves Assessment Tool | Approved Assessment Tool(s) | Students Assessed |
|----------------------|---|--------------------------------|--|---|
| Alaska | By November 1 st | Yes | Alaska Developmental Profile | All ^e |
| Arizona | First 45 days of school | Yes | Kindergarten Developmental Inventory (based on Teaching Strategies GOLD ^{®a}) | Voluntary |
| Arkansas | Three times per year (including K entry) | Choice of three | Istation (ISIP), ^a NWEA-Map for Growth, ^a or Renaissance Star Early Literacy (STAR) ^a | All |
| California | Within 60 calendar days | Yes | DRDP-K ^b | Voluntary |
| Colorado | Ongoing (including within 60 days of K entry) | Choice of three | Teaching Strategies GOLD [®] , ^a DRDP-K, ^b or HighScope COR for Kindergarten ^a | All |
| Connecticut | Middle to late October | Yes | Connecticut Kindergarten Entrance Inventory | All |
| District of Columbia | Beginning of the year | Yes (two) | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) ^a and Text Reading and Comprehension (TRC) ^a | DC Public School students, voluntary for public charter schools |
| Delaware | First 30 days of school | Yes | Teaching Strategies GOLD ^{®a} | All |
| Florida | First 30 days of school | Yes | Renaissance Star Early Literacy (STAR) ^a | All |
| Georgia | First 6 weeks of school | Yes | Georgia Kindergarten Inventory of Developing Skills | All |
| Idaho | Fall and Spring (dates vary, but approximately first 8 weeks of school) | Yes | Idaho Reading Indicator (based on ISIP ^a) | All |
| Illinois | First 40 days of school | Yes | Kindergarten Individual Development Survey (adapted from DRDP-K ^b) | All |
| Iowa | Two times per year (including by October 1 st) | Yes | Determined Locally, but State Approved | All |
| Kansas | Dates vary, but approximately within first 20 days of school | Yes (two) | Ages & Stages Questionnaires 3rd Edition (ASQ-3) ^a and Ages & Stages Questionnaires Social-Emotional 2nd Edition (ASQ-SE2) ^a | All |
| Kentucky | First 30 days of school | Yes | Brigance K Screener ^a | All |
| Louisiana | Twice per year (including within first few weeks of school) | Choice of two | DRDP-K ^b or Teaching Strategies GOLD ^{®a} | All |

| | | | | |
|----------------|--|----------------|---|---|
| Maryland | By October 10 th | Yes | Maryland Kindergarten Readiness Assessment ^c | All classrooms, but random sample or census of students |
| Michigan | Three times per year (first time by November 1 st) | Yes | Michigan Kindergarten Entry Observation (MKEO) ^c | All students in targeted regions |
| Minnesota | First 8-10 weeks of school | Choice of four | Kindergarten Entry Profile (Teaching Strategies GOLD [®] , ^a DRDP-K, ^b HighScope COR for Kindergarten, ^a or Work Sampling System-K ^a) | Voluntary |
| Mississippi | First 30 days of school | Yes | Mississippi State Kindergarten Readiness Assessment Instrument (includes Renaissance Star Early Literacy STAR ^a) | All |
| Nevada | Complete within first 30 instructional days | Yes | Brigance K Screener ^a | All |
| New Jersey | First 7 weeks of school | Yes | Teaching Strategies GOLD ^{®a} | Voluntary |
| New Mexico | Complete within first 30 instructional days | Yes | New Mexico Kindergarten Observation Tool | All |
| New York | December 1 st | No | Determined Locally | All |
| North Carolina | Within 60 days of enrollment | Yes | North Carolina Kindergarten Entry Assessment | All |
| Ohio | By November 1 st | Yes | Kindergarten Readiness Assessment ^c | All |
| Oregon | First 6 weeks of school | Yes | State Kindergarten Entry Assessment | All |
| Pennsylvania | First 45 calendar days of school | Yes | Pennsylvania Kindergarten Entry Inventory ^d | Voluntary except for focus and priority schools |
| South Carolina | First 45 days of school | Yes | Kindergarten Readiness Assessment ^c | All |
| Tennessee | First 30 days of school | Yes | Kindergarten Entry Inventory (adapted from DRDP-K ^b) | Students in schools with PDG funding |
| Texas | Kindergarten entry (time frame not specified) | No | Determined Locally | All |
| Utah | First 3 weeks of school; and end of kindergarten | Yes | Kindergarten Entry and Exit Profile (KEEP) | All |
| Vermont | First few weeks of kindergarten | Yes | Ready For Kindergarten! Survey (R4K!S) (includes Teaching Strategies GOLD ^{®a}) | All |
| Virginia | Kindergarten entry (time frame not specified) | No | Determined Locally | All |
| Washington | By October 31 st | Yes | WA Kindergarten Inventory of Developing Skills (WA KIDS) | All |

(includes Teaching Strategies
GOLD^a)

Note. Unless otherwise specified, the tool is state developed. The state sources for this table can be found in Table 1 in addition to Office of the Governor, State of New Jersey, 2017.

^aCommercially developed (Brigance, 1997; Good et al., 2002; Heroman et al., 2010; HighScope Educational Research Foundation, 2003; Mathes et al., 2016; Meisels et al., 2013; Northwest Evaluation Association, 2011; Renaissance, 2017; Squires et al., 2015; Squires & Bricker, 2009; Amplify Education, 2014).

^bThe DRDP-K was developed by The California Department of Education, in partnership with the WestEd Center for Child and Family Studies and the University of California, Berkeley, in 2015 (California Department of Education, 2015).

^cMaryland-Ohio Consortium assessment (Maryland State Department of Education, 2018; Michigan Association of Intermediate School Administrators, n.d.; Ohio Department of Education, 2018; South Carolina Department of Education, n.d.).

^dPennsylvania Office of Child Development and Early Learning, 2017.

^eIf a child is retained in kindergarten, then the assessment is not conducted a second time.

Table 4

Child Development Domains Assessed Named in State Statute, Identified Kindergarten Tools, or Guidance in 2018-2019 (n=35)*

| State | Physical Well-Being & Motor Development | Social & Emotional Development | Language (including Literacy) | Cognition & General Knowledge | Approaches Toward Learning | All Five Domains Assessed |
|----------------------|---|--------------------------------|------------------------------------|--------------------------------|------------------------------|---------------------------|
| Alaska | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| Arizona | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| Arkansas | | | In Identified Tool | In Guidance (Math only) | | No |
| California | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| Colorado | In Statute | In Statute | In Statute | In Statute | | No |
| Connecticut | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool (Math only) | In Identified Tool | Yes |
| Delaware | In Statute | In Statute | In Statute | In Statute | In Statute | Yes |
| District of Columbia | | | In Statute | In Statute (Math only) | | No |
| Florida | | | In Identified Tool | | | No |
| Georgia | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool (Math only) | In Identified Tool | Yes |
| Idaho | | | In Statute | | | No |
| Illinois | | In Statute | In Statute | In Statute (Math only) | In Statute | No |
| Iowa | | | In Statute | | | No |
| Kansas | In Identified Tool | In Identified Tool | In Identified Tool (Communication) | | In Identified Tool | No |
| Kentucky | In Statute | In Statute | In Statute (Communication) | In Statute | In Statute | Yes |
| Louisiana | In Identified Tool Selection | In Identified Tool Selection | In Identified Tool Selection | In Identified Tool Selection | In Identified Tool Selection | Yes |
| Maryland | In Identified Tool | In Statute (Social only) | In Statute | In Statute | In Identified Tool | Yes |

| | | | | | | |
|----------------|------------------------------|--|------------------------------|--------------------------------------|------------------------------|-----|
| Michigan | In Tool Named in Statute | In Tool Named in Statute (Social only) | In Tool Named in Statute | In Tool Named in Statute (Math only) | In Tool Named in Statute | Yes |
| Minnesota | In Identified Tool Selection | In Identified Tool Selection | In Identified Tool Selection | In Identified Tool Selection | In Identified Tool Selection | Yes |
| Mississippi | | | In Identified Tool | In Identified Tool (Math only) | | No |
| Nevada | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| New Jersey | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| New Mexico | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| New York | In Statute | | In Statute | In Statute | | No |
| North Carolina | In Statute | In Statute | In Statute | In Statute | In Statute | Yes |
| Ohio | In Identified Tool | In Identified Tool (Social only) | In Identified Tool | In Identified Tool (Math only) | In Identified Tool | Yes |
| Oregon | | In Identified Tool (Social only) | In Identified Tool | In Identified Tool (Math only) | In Identified Tool | No |
| Pennsylvania | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| South Carolina | In Identified Tool | In Identified Tool (Social only) | In Statute | In Identified Tool (Math only) | In Identified Tool | Yes |
| Tennessee | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |
| Texas | | | In Statute | | | No |
| Utah | | In Identified Tool | In Identified Tool | In Identified Tool (Math only) | In Identified Tool | No |
| Vermont | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | Yes |

| | | | | | | |
|------------|--------------------|--------------------|----------------------------------|--------------------|---------------|----|
| Virginia | Not Specified | Not Specified | (Communication) Not Specified | Not Specified | Not Specified | No |
| Washington | In Identified Tool | In Identified Tool | In Identified Tool | In Identified Tool | | No |

Note. The sources for this table can be found in Table 1.

*See table 3 for names of identified assessment tools.

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