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STATE APPROACHES TO SCHOOL READINESS

2014 Update

This is an update to NCSL's 2010 *Technical Report: State Approaches to School Readiness Assessment*.

Since 2010, at least 14 states have passed new legislation to establish or amend school readiness assessments of young children. Currently, at least 34 states and the District of Columbia have some form of school readiness assessment statute or regulation. Typically, states assess children at the beginning of the kindergarten year through use of a state-approved assessment.

Below is a brief summary that includes recent school readiness assessment legislative updates since 2010. Also included are an updated chart of state kindergarten readiness assessment actions (Appendix A) and an additional chart that provides a list of states with school readiness assessment statute and regulation language.

Why are School Readiness Assessments Important?

From the NCSL's 2010 [*Technical Report: State Approaches to School Readiness Assessment*](#):

“Academic achievement is a cornerstone of independence, productivity and active citizenship. Children who enter kindergarten ready to meet its academic, social and emotional demands are more likely to achieve later academic and life success. Likewise, children who enter school behind their peers in these areas tend to remain academically behind and at risk for harmful behavior in adulthood (e.g., dropping out of school, criminal behavior, unemployment). Evidence suggests that more than half the achievement gap found in later school years already is present at kindergarten entry.

A child's readiness to learn in a formal school is generally attributed to five domains: [1]

- Physical well-being (e.g., health, motor development);
- Social and emotional development (e.g. social skills, emotion regulation);
- Approaches to learning (e.g., ability and inclination to use skills);
- Language development (e.g., verbal language, emerging literacy skills); and
- Cognition and general knowledge.

If readiness in these domains is critical to academic success and productive adulthood, the public has a stake in understanding whether children are ready to fully engage in formal learning. Assessment of children at kindergarten is one approach to understanding school readiness.



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States may choose to assess kindergarten readiness for a number of purposes including to:

- track gains in the state's kindergarten population;
- compare readiness across school districts or school;
- connect readiness data forward to later school performance or backwards to understand the impact of early childhood investments.

Others also have a stake in information gained from the assessment of children in kindergarten. Parents may want to better understand a child's capabilities in order to provide additional support at home. Teachers may use readiness information to alter curriculum or individualize instruction. And schools may use the information to track the impact of curricular or training decisions and allocate resources.”

School Readiness Assessments in 2014

School readiness assessments are part of a host of other assessment and measurement tools that are being used across the education continuum. For more information about K-12 assessments, please visit [NCSL's Education Program resources](#).

States for the most part assess children at the beginning of the kindergarten year through use of a common assessment. But some states are employing different approaches with school readiness kindergarten assessments. Some states are assessing children before kindergarten as part of their K-3 assessment approach while other states are looking to build a more comprehensive standards-based assessment system that includes children in preschool settings.

Recent federal initiatives have bolstered funding for state early childhood assessment initiatives. The federal Race to the Top Early Learning Challenge ([RTT-ELC](#)) allowed nine states (California, Illinois, Massachusetts, Maryland, Minnesota, North Carolina, Ohio, Rhode Island and Washington) to put sizeable funding from their RTT-ELC grant into kindergarten entry assessment development and implementation and additional states have been phased in (Michigan, Pennsylvania, Kentucky, New Jersey and Vermont). Other states also received funding through the federal Enhanced Assessment Grants program to develop comprehensive K-3rd grade assessment systems. More information can be found on the [U.S. Department of Education website](#).



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As states move forward on implementing school readiness assessments, some key issues include:

- Selecting a valid, reliable assessment tool;
- Providing training to teachers in how to administer the assessment and report data; and
- Guidance on appropriate and inappropriate reporting and use, and
- Paying attention to not overloading teachers with too many separate assessment mandates and initiatives.

Highlights of Recent Legislation

Kindergarten Entry, K-3 and Other Assessment, Comprehensive, Developmental Domains/Inventory and Preschool Assessment Legislative Updates

- **Arizona:** Arizona enacted legislation requiring each school district or charter school that provides kindergarten and grades one through three to select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including a motivational assessment, to monitor student progress. Arizona also established a task force on K-3 accountability and assessments within the Department of Education in 2013 to evaluate best practices and measures of academic gains for schools that provide instruction in kindergarten programs and grades one through three.
- **Delaware:** In 2012, the General Assembly enacted legislation requiring the state to implement a common statewide readiness tool that reviews a child's readiness for learning when they enter kindergarten. The readiness tool is required to look at the five domains. The law allows for implementation of readiness reviews to be phased in with statewide implementation on later than fall 2015.
- **Iowa:** In 2012, the General Assembly established the Iowa Reading Research Center to implement a statewide reading proficiency program for kindergarten to third grade students. The law also established a joint planning group between the Department of Education and the Early Childhood Iowa State Board to study and select a multi-domain universal early childhood assessment to be administered to incoming kindergartners and data entered into the state longitudinal data system. The assessment is aligned with state early learning standards and preschool programs administer the assessment at the beginning and end of school year to all preschool children in school district programs.



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- **Kentucky:** In 2012, Kentucky law directed the Department of Education to adopt a statewide common kindergarten entry screener assessment that aligns with state school readiness standards; assesses adaptive, cognitive, communication, motor, and social emotional skills, is available for English language learners and students with cognitive disabilities and produces student-level results.
- **Louisiana:** The Legislature passed legislation in 2011 to require that all districts move toward a single kindergarten assessment and developmental skills checklist. The checklist is aligned with 12 of the prekindergarten standards which are aligned with state Common Core standards. In 2012, the legislature established a definition of kindergarten readiness as part of creating a prekindergarten accountability system for all programs using child assessment and program quality measures.
- **Mississippi:** In 2014, Mississippi enacted legislation authorizing the Mississippi Department of Education to establish and implement a statewide, mandatory kindergarten readiness assessment to be administered prior to students' entry to kindergarten or within 30 days of enrollment. Assessment results are required to be reported to the state Superintendent of Education.
- **New Mexico:** In 2014, New Mexico enacted legislation requiring all kindergarten students to take the kindergarten entry assessment provided by the Department of Education, as well as at least three department approved screening assessments during the year.
- **Nevada:** In 2013, the Legislature appropriated \$1.5 million for a pilot kindergarten readiness assessment.
- **Ohio:** In 2012, Ohio enacted legislation that required each kindergarten student to take a kindergarten readiness assessment provided by the Department of Education.
- **Oklahoma:** In 2012, Oklahoma enacted legislation requiring each school district to establish a Reading Enhancement and Acceleration Development (READ) Initiative to ensure grade level reading proficiency, which includes administering reading assessments to measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Oregon:** In 2013, the Legislative Assembly created the Early Learning Kindergarten Readiness Partnership and Innovation program. The Early Learning Council administers the program. The law directs the Early Learning Council and the department of education to assist school districts to implement kindergarten readiness assessments.
- **South Carolina:** In 2014, the General Assembly passed legislation as part of their First Steps to School Readiness Initiative that requires the state to recommend a school



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readiness assessment for kindergarten and prekindergarten entry by 2015. The research-based, developmentally appropriate and reliable assessment is required to be conducted at the beginning of school entry to evaluate early language and literacy development, numeracy skills, physical well-being, social and emotional development, and approaches to learning and be aligned with first and second grade English language and math standards. The South Carolina State Board of Education is required to support the implementation of the assessment, provide professional development to teachers and parents as related to the assessment and use aggregate assessment information to establish early childhood standards and practices.

- **Texas:** In 2013, Texas enacted legislation requiring each school district to administer a reading assessment in grades K-2. The assessment must be chosen from a list compiled by the Commissioner of Education of reading instruments that diagnose student reading development and comprehension. At least two of the instruments on the commissioner's list should be multidimensional assessment tools, meaning a reading instrument and test at least three developmental skills, including literacy, or test at least two developmental skills, other than literacy, and be administered in conjunction with a separate reading instrument.
- **Washington:** In 2011, the Legislature appropriated state funds, in conjunction with private funding, to implement three components of the kindergarten assessment process – family connections, early learning collaboration (where early childhood teachers and kindergarten teachers meet) and whole child inventory with three piloted tools— Teaching Strategies Gold, work sampling system and developmental skills checklist. In 2012, the use of the Washington Kindergarten Inventory of Developing Skills (WAKIDS) was mandatory in state-funded full-day kindergartens.

Conclusion

As legislators continue to invest in early childhood education programs, they are increasingly aware of research on the importance of early learning and the connection to children's long-term success in school. Therefore, there is a strong interest in understanding the extent to which young children are on track for success and are ready to learn when they enter kindergarten.

Other Resources

[Discussion Guide to Responding to Focused Investment Area \(E\) \(1\) and Competitive Priority 3: Kindergarten Entry Assessment](#), Early Learning Challenge Collaborative



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[Fast Fact: Information and Resources on Developing State Policy on Kindergarten Entry Assessment \(KEA\)](#), Center on Enhancing Early Learning Outcomes (CEELO)

[Formative Assessment: Guidance for Early Childhood Policy Makers](#), CEELO Policy Report

Race to the Top -- Early Learning Challenge (RTT-ELC) Awards

- [Phase 1](#)
- [Phase 2](#)
- [Phase 3](#)

[State Policy Snapshot: State Early Childhood Assessment Policies](#), CEELO

Foundation for Excellence in Education: [Interactive State Map](#)

[1] S. L. Kagan, "Readiness past, present, and future: Shaping the agenda," *Young Children* 48 (1992): 48-53.



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Appendix A: State School Readiness Assessment –2014 Update

| State ¹ | Statute or Regulation ² | Students Assessed | Domains Assessed | Assessment Instrument | Data Use ³ | Reported to State | State Reports | Disaggregated by |
|---|---|-------------------|--|--|---|----------------------------|---------------------------------|--------------------|
| Alabama | | All | Reading | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | To plan instruction | | | |
| Alaska | Alaska Stat. 14.07.020 | All | 7 domains: Physical WellBeing, Health and Motor Development, Social and Emotional Development, Approaches to Learning, Cognition and General Knowledge, Communication, and Language and Literacy | Revised Alaska Developmental Profile (RADP) | Inform state policy decisions | Individual student results | Average score on each subdomain | State and District |
| Arizona* In development since 2013 | Ariz. Rev. Stat. 15-704 Ariz. Rev. Stat. § 15-248.01 | All | Physical and motor development, social and emotional development, | Kindergarten Development Inventory (KDI) | Inform teachers who can plan individualized educational experiences, identify | | | |



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|---|--|-------------------|---|--|--|----------------------------|---------------|------------------|
| Arizona* (continued) | | | approaches to learning, language development and cognitive development. | | strengths and weaknesses, teacher professional development. | | | |
| Arkansas | Ark. Stat. Ann. § 6-16-203 Ark. Stat. Ann. § 6-15-404 | All | 6 domains: General Knowledge, Oral Communication, Written Language, Math Concepts, Work Habits, and Attentive Behavior | Qualls Early Learning Inventory (QELI) , Kindergarten Readiness Indicator Checklist (KRIC) | Local reporting, including to parents, in order to target instruction at the appropriate developmental level | Individual student results | | |
| California | Cal. Ed. Code § 60642.6 | | English Language Development, Self & Social Development, Self-regulation, Language and Literacy Development, and Mathematical Development | Desired Results Developmental Profile-School Readiness© (DRDP-SR) | Measurement of development and professional development resource for teachers. | | | |
| Colorado | Colo. Rev. | All | Literacy, | Teaching | To plan | Individual | Percent of | State |



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|---|--|-------------------|--|---|---|---|---|------------------|
| Colorado (continued) | Stat. § 22-7-1014 | | mathematics, social studies, science, the arts, comprehensive health and physical education, language development, and English language proficiency. | Strategies GOLD | instruction | student results on a subset of the assessment | students performing at or above grade level | |
| Connecticut | Conn. Gen. Stat. §10-14n Connecticut Early Learning Challenge (Race to the Top Application) | All | 6 domains: Language, Literacy, Numeracy, Physical/ Motor, Creative/ Aesthetic, and Personal/ Social | Kindergarten Entry Inventory **indicates they are looking at a new assessment system** | Included in state's Results Based Accountability (RBA) framework and reported at the district level | Individual student results | Draft report includes percent of students with emerging, inconsistently demonstrated, and consistently demonstrated skills in each domain | State |
| Delaware | Del. Code tit. 14, § 151 | All | Language and literacy development; cognition and general knowledge; approaches | Early Learning Survey (DE-ELS) and Teaching Strategies GOLD® tool | Inform future instruction and interventions, provide data to inform policy and to plan future policy. | | | |



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|---|--|-------------------|--|---|---|----------------------------|---|--------------------|
| Delaware (continued) | | | towards learning; physical well-being and motor development; and social and emotional development | | | | | |
| District of Columbia | D.C. Stat. § 38-755-03 | | | Teaching Strategies GOLD® Kindergarten-Entry Assessment (KEA) 2013-2014 Pilot | | | | |
| Florida | Fla. Stat. 1002.69 | All | 7 domains: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Health and Fitness, and Creative Arts | Florida Kindergarten Readiness Screener (FLKRS), consisting of ECHOS and portions of the Florida Assessment for Instruction in Reading (FAIR) | To determine statewide readiness rates and prekindergarten program evaluation | Individual student results | Percent of students ready for kindergarten based on the ECHOS portion and the FAIR portion (separately) | State and District |
| Georgia | Ga. R. & | All | 6 domains: | Georgia | To plan | Individual | | |



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|--|--|---|--|---|---|--|--|-----------------------------------|
| Georgia (continued) | Regs. 160-3-1-.07 Ga. Code Ann. §20-14-30 Ga. Code Ann. § 20-14-60 | | English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning | Kindergarten Inventory of Developing Skills (GKIDS) | instruction and help determine first grade readiness | student results in the English Language Arts, Mathematics, Approaches to Learning, and Personal/Social Development domains | | |
| Hawaii | Hawaii Rev. Stat. § 302A-411 2014 HB 2768 | HSSRA is voluntary with 100% participation, while individual school readiness assessment is mandatory starting in 2010-2011 | 6 domains: Approaches to Learning, Literacy, Math, School Behaviors and Skills, Social-Emotional Behaviors, and Physical Wellbeing | Hawaii State School Readiness Assessment (HSSRA), plus a separate individual school readiness assessment beginning in 2010-2011 | HSSRA is used locally for school improvement plans, school transition plans, and planning instruction, and to track results statewide , while the individual readiness assessment is used to determine grade placement and advancement. | Class level results on the HSSRA | Percent of classes consistently displaying skills in each (and all) domains, and each school's average score on each domain and each criteria within each domain | State, Complex Area and School |
| Idaho * | Idaho Code § 33-1614 | All | Reading | Idaho Reading Indicator (IRI) | To guide individual interventions and | Individual student results | Percent of students performing at | State, District and School; Race/ |



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| Idaho * (continued) | | | | | as part of the state accountability system | | the "intensive," "strategic," and "benchmark" levels (where "benchmark" used to be reported as "at grade level") | Ethnicity, Title 1 schools, Limited English Proficiency, and Special Education |
| Iowa | Iowa Code § 279.60 | All | Social and Emotional, Language and early literacy, mathematics, physical well-being and motor development | Districts select from: DIBELS; Phonological Awareness Test (PAT); Basic Reading Inventory; Early Literacy Assessments; Observational Survey; Texas Primary Reading Inventory (TPRI); or YoppSinger Test of Phoneme Segmentation | To inform state policy decisions and as a "mild accountability measure" | Individual student results | Percent of children scoring proficient on DIBELS and subsets of the PAT; no results for other assessments | State |
| Kansas* | Kan. Stat. Ann. §72-9921 | All | Reading and Math | Determined locally | To determine a child's level of | Some school level data | | |



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|--|--|-------------------|--|--|--|----------------------|--|------------------|
| Kansas* (continued) | | | | | performance and guide instruction | | | |
| Kentucky | 704 Ky. Admin. Regs. 5:070 | | Approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge. | Kentucky's Common Kindergarten Entry Screener, the BRIGANCE Early Childhood Kindergarten Screen III | To inform teachers and parents of the needs of each child. | | | |
| Louisiana *2010 School Readiness Report | La. Rev. Stat. § 17:24.4 La. Rev. Stat. § 17:391.11 | All | Literacy, mathematics, science, history and social science, physical well-being and motor development, and personal, social/emotional and creative development. | Districts may use one of: Brigance K-1, Chicago EARLY Assessment, Developing Skills Checklist (DSC), Developmental Indicators for the Assessment of Learning-Third | Local reporting, including to parents, for “placing children within a regular kindergarten classroom setting and planning their instructional programs to meet identified needs” ¹² | School level results | Number of students scoring between the 1 st and 24 th , 25 th and 49 th , and 50 th and 99 th percentiles on each domain in each district; not aggregated above district level | District |



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|--|---|-------------------|---|--|---|----------------------------|---|--|
| Louisiana (continued) | | | | Edition (DIAL-3), DIAL-Revised, Early Screening Inventory - Revised, or Screening Test for Education Prerequisite Skills (STEPS) | | | | |
| Maine | Me. Rev. Stat. Ann. tit. 20-A, § 4501 | | | | | | | |
| Maryland | Code of Md. Regs. § 13a.08.01.02-3 | All | 7 domains: Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development | Maryland Model for School Readiness Kindergarten Assessment, a customized version of the Work Sampling System (WSS) | To guide instruction and for an annual School Readiness Report to the legislature | Individual student results | Percent of students developing readiness, approaching readiness, and fully ready in each domain and composite | State and District; Race/Ethnicity, Gender, Prior Care, Special Education, English Language Learners, Free and Reduced Price Meals |
| Massachusetts | Mass. Gen. Laws Ann. tit. 15D, §3 | | Social-emotional, physical, language, | Massachusetts Kindergarten Entry | To guide instruction, identify further | | | |



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| Massachusetts (continued) | | | cognition, literacy, mathematics, science and technology, social studies, the arts, English language acquisition. | Assessment (MKEA) Teaching Strategies GOLD | intervention needs and screening. | | | |
| Michigan | | | Mathematics, literacy and language, approaches toward learning, social and emotional development, physical well-being and motor development. | Kindergarten Entry Assessment Teaching Strategies GOLD – observation based assessment system. | To provide parents and teachers with information on where the children are so they can tailor curriculum and after school learning opportunities. **Specifically states that it is not a kindergarten screener or kindergarten readiness assessment. | | | |
| Minnesota | Minn. Stat. § 124D.141 | Voluntary, 10% random | 5 domains: Physical | WSS and parent survey | To track the proportion of | Individual student results | Percent of students "not | State; Gender, Home |



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| Minnesota (continued) | Minn. Stat. § 124D.162 | sample of kindergarten students which provides a sample size of about 6,000 kindergarteners each year. | Development, The Arts, Personal and Social Development, Mathematical Thinking, and Language and Literacy | | students ready for kindergarten statewide and to make policy recommendations based on those results | | yet," "in process," and "proficient" in each domain and criteria within each domain | Language, Race/Ethnicity, Parent Education, Family Income, Geographical Region, and At Risk Status |
| New Mexico | N.M. Admin. Code § 6.30.5.12 | All | Reading | DIBELS | "To determine placement at an instructional level and the effectiveness of" kindergarten programs | Individual student results | | |
| North Carolina* | N.C. Gen. Stat. Ann. § 115C-83.5 | All | Language and literacy, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development. | Kindergarten Entry Assessment | To guide instruction and inform parents and school and district officials of student progress | | | |
| North Dakota | N.D. Cent. | All | 5 Domains of | Kindergarten | To guide | | | |



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| North Dakota (continued) | Code §15.1-21-23 | | Learning: Physical well-being & motor development, social & emotional development, approaches to learning, language & literacy development and cognitive development & general knowledge. | Entry Assessment | instruction and give teachers and students a tool to meet or exceed standards. | | | |
| Ohio | Ohio Rev. Code Ann. § 3301.0715 Starting in 2014-2015 school year. | All | Social Skills (including social and emotional development, approaches toward learning), mathematics, science, social studies, language and literacy, physical well-being and motor development. | Kindergarten Readiness Assessment | To provide educators with an understanding of students' entry points. | Individual student results | Percent of students with composite scores in each of three bands, labeled "intense," "targeted," and "enriched" | State and District; Disability, Gender, Gifted, Homelessness, Limited English Proficiency, Longevity, Migrant Status, Race, and Economic |



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| Ohio (continued) | | | | | | | | Disadvantage |
| Oklahoma* | Okla. Stat. tit. 70, §1210.508C | All | Reading | Districts must use one of DIBELS, Berkeley Evaluation and Assessment Research (BEAR) Assessment, or Literacy First | To guide instruction and intervention | Number of students in a district identified as at risk | | |
| Oregon | Or. Rev. Stat. § 336.101 | Common statewide assessment => all children or voluntary? | Early literacy, early math, social-emotional development, approaches to learning and self-regulation. | Oregon Kindergarten Readiness Assessment | To provide parents, teachers and early childhood providers with information on what children know and the skills they have before entering school. Provide a statewide | | | |



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| Oregon (continued) | | | | | perspective to track progress over time. | | | |
| Pennsylvania | Pennsylvania Kindergarten Entry Inventory Pilot In Development | | Social and emotional development, language and literacy, mathematics, approaches to learning, and health wellness and physical development. | Pennsylvania Kindergarten Entry Inventory | Provides a report to parents, guide teacher instruction and inform policy. | | | |
| Rhode Island | Kindergarten Entry Assessment In Development | | | | To determine entry status of children starting kindergarten and to guide instruction | | | |
| Tennessee | Tenn. R. & Regs. 0520-01-03-.05 Tenn. Code Ann § 49-1-614 | All | Varies based on the assessment selected | Locally determined; must be "comprehensive" | To guide instruction | | | |
| Texas * | Tex. Ed. Code | All | Reading | Kindergarten Readiness | To evaluate prekindergarten | Individual student and | | |



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| Texas* (continued) | §28.006 | | | System (KRS) | programs, Head Start and community based licensed child care programs. | aggregate district results on most of the approved assessments | | |
| Utah | Utah Code Ann. § 53A-1-606.7 | Voluntary | Literacy and Numeracy | | | | | |
| Vermont | Early Education: Kindergarten Readiness | Voluntary; data received for 91% of students in 2013-2014 survey. | 5 domains: Social and Emotional Development, Approaches to Learning, Communication, Cognitive Development and General Knowledge, and Physical Health and Development and wellness | Kindergarten Readiness Survey (KRS) | To track the portion of students ready for kindergarten and for regional and state-wide planning. | Results of anonymous teacher surveys | Percent of students "beginning," "practicing," and "performing independently" on each criteria (within a domain), and the percent of students ready in each domain. | State |
| Virginia* | Virginia Performs, School Readiness | Voluntary, with 99% use | Reading | Phonological Awareness Literacy Screening for Kindergarten | To "identify children in need of additional instruction and to provide early | Individual student results | | |



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| Virginia* (continued) | | | | (PALS-K) | intervention services to those students with diagnosed needs," and by the governor's office to track kindergarten readiness | | | |
| Washington | Wash. Rev. Code § 28A.150.315 | Voluntary | Social-emotional, physical, cognitive, language, literacy and mathematics | Teaching Strategies GOLD: teacher assessment tool. | Provide kindergarten teachers with information about the 6 domains so they may tailor their instruction to the individual needs of each child. | | | |
| West Virginia | WV Pre-K Child Assessment System Office of Early Learning: School Readiness | | 10 Key Items: Number and numerical operations, classification and algebraic thinking, geometry and measurement, scientific inquiry, self-regulation, | Early Learning Scale (ELS) | To look at growth trends across the developmental domains | | | |



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| West Virginia (continued) | Still in development | | play, oral language, phonological awareness, print awareness, writing. | | | | | |
| Wyoming | Wyoming Early Learning Foundations for Children Ages 3-5 | All | 9 domains: Representation, Language, Writing, Reading, Geometry/ Algebra, Number/ Operations, Scientific Thinking, Self-regulation, and Social Problem solving | Instructional Foundations for Kindergarten (IFK) | To identify "the status of young students and to establish a baseline and trends for data indicators on children entering kindergarten" | Individual student results | Percent of students receiving each score (1-5) on each domain, with a 4 or 5 considered proficient | State; Gender, IEP Status, Race/ Ethnicity |

* The kindergarten assessment is part of a broader K-2 (North Carolina, Texas) or K-3 (Arizona, Colorado, Idaho, Kansas, Oklahoma, Virginia) assessment and intervention strategy.

¹ Hyperlink text is to the website where the state's most recent school readiness report is available.

² Hyperlink text is to the state's version of the statute or regulation. May be in PDF or RTF format.

³ Hyperlink text is to the source of information, if available online. Information without a hyperlink is derived from interviews with state department of education staff.