

PREK ASSESSMENTS

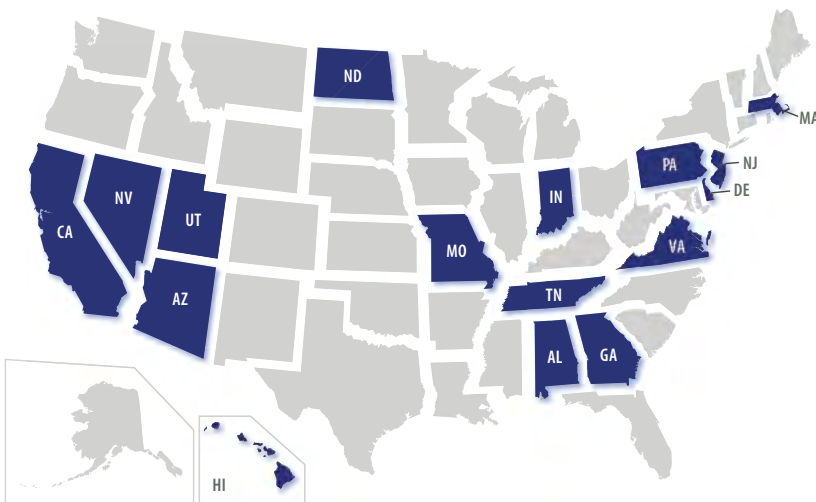


PREK ASSESSMENTS/EARLY CHILDHOOD EDUCATION

The PreK Assessments tab of the State of the States tool, available through the Center for Standards, Assessment, and Accountability (CSAA) website, provides information on the design, development, and implementation of early childhood education and preK assessments. The State of the States content was reviewed and revised in September 2022 through review of publicly available state documents and direct outreach to state education agency staff. This CSAA update provides results from the most recent scan of states' early childhood education and preK assessment systems.

The September 2022 scan found that most states (35) made no changes between 2019 and 2022 to the Early Childhood Education program or preK assessments provided in the state. 16 states made adjustments to improve the program. Of these, 10 states adopted new assessment or observation tools, six states adopted new or revised Early Childhood Education standards, and one state made transitional kindergarten (TK) available for all 4-year-old children. ■

[Visit State of the States for state profiles](#)



Changes to State PreK Assessments

16 Changes made to State PreK Assessments

STATE CHANGES TO PREK ASSESSMENTS 1

Alabama's [Kindergarten Inventory of Developing Skills \(AlaKIDS\)](#) is administered to all kindergarten children within the first three to four weeks of the start of school. This program is part of the [Alabama Reading Initiative](#). The Alabama Reading Initiative (ARI) is a statewide K-12 initiative committed to supporting the development of high-quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade-level standards

Arizona SB 1572 required the adoption of a kindergarten evaluation tool starting in 2022-2023. The Arizona Department of Education selected Teaching Strategies GOLD (TSG) as the state's kindergarten entry assessment. All kindergarten students in Arizona will be assessed with TSG starting in the 2023-2024 school year.

California's universal pre-kindergarten (UPK) is an umbrella term that includes the California State Preschool Program (CSPP), transitional kindergarten (TK) at the California Department of Education, as well as Head Start, district and local community-based preschool programs, early learning services for students with disabilities, private pay preschool, and expanded learning options to support access to a full day of services. While participation in UPK and choice of which program is optional, TK is now the only option within the broader UPK frame that will be universally available, and free of cost, for all four-year-old children as part of California's public education system.

Delaware is continuing to strengthen its early learning system. In December 2018, the state was awarded a [\\$4.2 million preschool development grant \(PDG B-5\)](#) for this work. The state is now creating a [new needs assessment and strategic plan](#) to create an improved early education system.

Georgia has early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.

Hawaii has developed [Hawaii Early Learning and Development Standards](#) to guide the curriculum development from birth through the end of kindergarten.

Indiana's Student Performance Readiness and Observation of Understanding Tool (ISPROUT) is utilized to measure skill development in children from infancy to kindergarten. The ISPROUT is in alignment with the Indiana Early Learning Foundations. ISPROUT is utilized for Indiana students receiving services as part of an individualized education program (IEP) to meet the reporting requirements of the Office of Special Education Programs. Providers may also opt to use ISPROUT with other students to determine levels of mastery.

Massachusetts no longer has a kindergarten entry assessment (KEA). The KEA ended when the Race to the Top – Early Learning Challenge funding as well as the Quality Full-Day Kindergarten funding ended. Programs participating in the state's Commonwealth Preschool Partnership Initiative (CPPI) are required to screen enrolled children using the Ages and Stages and to identify a local plan for tracking kindergarten readiness.

Missouri's Early Childhood Education program has created a kindergarten entry assessment (KEA). The KEA is an assessment tool that serves as an indicator of a child's skills and behaviors that can set a baseline of school readiness. Teachers and education professionals administer a KEA within the first few weeks of kindergarten.

Nevada is currently working on adopting regulations that prescribe procedures for assessing the development across early learning domains of a pupil enrolled in kindergarten within the first 45 days of school in a school year. After the screening at kindergarten entry, children are assessed using the Northwest Evaluation Association MAP Reading Assessment (kindergarten through grade 3).

New Jersey offers guidelines for the process and desired outcomes of early childhood education. These guidelines are available at the webpage on the State of New Jersey Department of Education's [Early Childhood Education](#) website.

STATE CHANGES TO PREK ASSESSMENTS CONTINUED

North Dakota's [North Dakota Early Learning Standards: Birth to Five](#) serve as a valuable tool for early childhood professionals choosing assessment tools. The standards outline that programs that assess children should choose tools that are aligned to the standards, and are reliable, valid, and developmentally, linguistically, and culturally appropriate for the children served.

Pennsylvania has approved 11 specific assessment tools for infant-toddler (0-3 years) and 12 tools for pre-kindergarten (3-5 years).

Tennessee's Kindergarten Entry Inventory (KEI) is designed to support kindergarten teachers in ensuring that all students' learning needs are being met so that they can thrive in kindergarten and beyond. The KEI is a developmentally appropriate, standards-aligned observation tool that provides a process and method for teachers to gather important information about students' skills, knowledge, and competencies at the beginning of kindergarten.

Utah's State Board of Education (USBE) provides the USBE Kindergarten Entry and Exit Assessments, direct assessments, as a tool that local education agencies in the state can use to evaluate readiness and progress of kindergarten students and report the progress of their optional extended-day kindergarten (OEK) programs to the Utah state legislature for accountability purposes. In addition the USBE provides the USBE Pre-school Entry and Exit Assessments, direct assessments, as a tool that school

readiness program participants in the state can use to report the progress of their pre-school program to the School Readiness Board, as outlined in [53E-4-314](#) of Utah Code.

Virginia expanded implementation of KEAs. Complementing the Phonological Awareness Literacy Screening assessment, as of Fall 2019, all entering kindergarteners must be administered assessments focused on mathematics (as measured by the Early Mathematics Assessment System, or EMAS), self-regulation, and social skills (as measured by the Child Behavior Rating Scale, or CBRS) via the Virginia Kindergarten Readiness Assessment. In Fall 2021, Virginia Kindergarten Readiness Program (VKRP) became available to publicly funded preK programs serving 4-year-olds; the assessments are required for Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) mixed delivery classrooms. In fall 2022, VKRP will be available for publicly funded programs serving 3-year-olds (also required for VPI and VECF mixed delivery classrooms). In addition, Virginia has a new unified set of birth-to-five early learning and development standards. [Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines](#) were approved by Virginia's Board of Education in March of 2021. All publicly funded birth-to-five programs, including child care and family day home providers began full implementation in Fall 2021. ■

U.S. COMMONWEALTH, FREELY ASSOCIATED STATE, AND TERRITORY CHANGES TO PREK ASSESSMENTS

The September 2022 scan also reviewed documents from U.S. commonwealths, freely associated states, and territories and identified the following changes to PreK assessment practices.

Guam Under the Guam Early Learning Council, the territory has preschool early learning guidelines which incorporate the kindergarten standards, Creative Curriculum standards, and the Head Start Early Learning Outcomes Framework. ■

