Pennsylvania's Kindergarten Entry Inventory

Pennsylvania's Kindergarten Entry Inventory is a reliable reporting tool available at no cost to school districts. The Kindergarten Entry Inventory offers teachers an instructional strategy for understanding and tracking students' proficiency across both cognitive and non-cognitive domains at kindergarten entry. The Kindergarten Entry Inventory is aligned to the Pennsylvania Early Learning Standards and Pennsylvania Core, and therefore it complements and can help improve existing assessments and teaching practices.

By using the Kindergarten Entry Inventory:

- **Teachers** have a comprehensive understanding of children's skills as they enter their classroom. They can use this information to refine teaching practices and curriculum to meet the individual needs of their students so that students have the greatest opportunity for success.
- Families can become more engaged in their children's kindergarten experience when they know more about their children's skills early in the year and can reinforce skills building at home. Children whose parents are involved in their child's education are more likely to succeed.
- Teachers, principals and school administrators can focus training. professional development and resources in areas that will support student achievement.
- Schools and early childhood programs can evaluate aggregate data to align expectations, curriculum, professional development and family involvement to best prepare students for kindergarten.
- State policymakers can use aggregate longitudinal child outcome information to ensure that the state's educational system supports teachers, families and communities to maximize student achievement.

The school district's designated and Early Learning.

Building a Culture of Quality

> **Improved** Student **Achievement**

Teachers become familiar with the Kindergarten Entry Inventory tool and its 30 standards-based indicators to more easily integrate observation of children's skills into daily

Teachers observe children's skills in the first 45 calendar days of kindergarten. They may use other assessments like DIBELs and input from families and other specialists working with children to inform their determination of skill level.

instruction.

August - November

March - September

March - September

point of contact registers administrators and teachers with the Office of Child Development

March - September

District and building level reports available after outcomes are finalized. Raw data files will be available to districts after February 1, when requested.

October - December

Upon data entry, teachers access student and class profiles ondemand to inform parent-teacher conferences and curriculum planning.

August - December

The KEI is NOT a high stakes assessment.

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The Kindergarten Entry Inventory is not intended as a high stakes assessment for comparison among early childhood programs, of teacher effectiveness, or as a high stakes assessment of children.

For more information, email RA-PWOCDELKEI@pa.gov.

Teacher professional

provided.

development, proficiency

determination and support is

Sixty calendar days from the start of school,

teachers finalize skill level determination for each

child in a web-based system based on observations of the child's skills as "not yet evident," "emerging," "evident," "exceeds," or "unable to determine skill level." Accommodations are expected for children who are English language learners or who have special needs. Average data entry time is 15 minutes per child. October - December

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