



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
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OFFICE OF THE SUPERINTENDENT

October 6, 2022

TO: The Honorable Kili Namau'u  
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi  
Superintendent 

SUBJECT: **Committee Action on Kindergarten Entry Assessment in accordance with Act 210 (2021)**

1. EXECUTIVE SUMMARY

- The Hawaii State Department of Education (Department) requests that the Hawaii State Board of Education (Board) adopt the Johns Hopkins University Kindergarten Readiness Assessment as the statewide kindergarten entry assessment, as required by [Hawaii Revised Statutes \(HRS\) §302A-1165](#), which was signed into law as [Act 210, Session Laws of Hawaii \(SLH\) 2021](#).
- The Department is required to administer a kindergarten entry assessment to all newly enrolled kindergarteners beginning July 1, 2023.

2. RECOMMENDATION

The Department recommends that the Board approve the Johns Hopkins University Kindergarten Readiness Assessment as the statewide kindergarten entry assessment required by HRS §302A-1165. The Department also recommends that the Board delegate future approvals of the kindergarten entry assessment to the Department.

3. RECOMMENDED EFFECTIVE DATE

The Department recommends that the kindergarten entry assessment be implemented upon Board approval. The assessment will be administered to kindergarteners entering public school on or after July 1, 2023, as required by HRS §302A-1165. The procurement of the assessment and training on the administration of the new assessment will take place during the current school year in preparation for administration at the start of next school year.

4. RECOMMENDED COMPLIANCE DATE

HRS §302A-1165, which mandates the administration of the kindergarten entry assessment, is effective on July 1, 2023.

5. DISCUSSION

a. Conditions leading to the recommendation:

*Background.* In 2020, the Legislature, with support of the early learning community, the Board, and the Department, mandated a common statewide kindergarten entry assessment to build a common understanding of what kindergarten readiness means in terms of the whole child, inform stakeholders on how to best serve the needs of our children, and allow for the statewide data collection on children's readiness for kindergarten. [Act 46](#), signed into law in 2020, mandated that the Department select and administer a universal assessment to all kindergarten students. Act 46 was updated in [Act 210, SLH 2021](#), to provide additional criteria regarding the reliability and validity of this assessment, as well as the domains assessed. Presently, at children's kindergarten entry, schools use school-selected or developed assessments.

Act 210, SLH 2021, revised Act 46, SLH 2020, and HRS 302A-1165 to require the Board to approve a kindergarten entry assessment for the Department to administer that meets the following criteria:

1. Be administered within the first thirty days of each child's admission into kindergarten;
2. Be a uniform, statewide assessment, provided that the assessment shall be conducted in English or Hawaiian;
3. Cover all essential domains of school readiness, including:
  - a. Language and literacy development;
  - b. Cognition and general knowledge;
  - c. Approaches to learning;
  - d. Physical well-being and motor development; and
  - e. Social and emotional development;
4. Be used in conformance with the recommendations of the National Research Council reports on early childhood; and
5. Be valid and reliable for its intended purpose.

*Selection process.* The Department convened a stakeholder workgroup as a part of the process of locating and reviewing the existing kindergarten entry assessment tools. The stakeholders represented various Department Offices, including the Office of Curriculum and Instructional Design; the Office of Hawaiian Education; the Office of Strategy, Innovation and Performance; the Office of Fiscal Services; the Office of Information Technology Services; the Office of Student Support Services; and the Office of Talent Management, and representatives of the Department of Human Services, Executive Office on Early

Learning, Early Learning Board, the University of Hawaii at Manoa College of Education, Hawaii P-20, the Hawaii State Public Charter School Commission (Commission), and the Hawaii State Public Library System. The initial stakeholder workgroup was convened to determine whether it would be more appropriate to purchase an existing kindergarten entry assessment tool or to develop a kindergarten entry assessment tool internally. The majority of the workgroup recommended that an existing kindergarten entry assessment tool be purchased because the development of a kindergarten entry assessment would require multiple years and be prohibitively expensive.

The Department researched kindergarten entry assessments that could be purchased and solicited the assistance of a consultant, Dr. GG Weisenfeld from the National Institute for Early Education Research, to identify reliable and viable assessment tools that meet the criteria set by Act 46, SLH 2020. The National Institute for Early Education Research published a state scan document developed by the Center on Enhancing Early Learning Outcomes (CEELO, 2017) entitled "Assessment Tools Used in Kindergarten Entry Assessments (kindergarten entry assessments) State Scan," which focused on the assessment tools used as kindergarten entry assessments across the nation. Through the research, the Department identified only two viable kindergarten entry assessments that met the legislative criteria. The Department contacted both assessment vendors in February 2021.

The Department initially identified the Johns Hopkins University Kindergarten Readiness Assessment as the preferred assessment tool. However, the cost at the time was much higher than the other vendor, so negotiations with the other vendor began in February 2021. Attempts to reach an agreement on terms and conditions continued throughout the spring of 2022, but there was a legal impasse that could not be overcome. Meanwhile, Johns Hopkins University went through a price restructuring, which significantly lowered the costs and made the Johns Hopkins University assessment tool the more cost-effective option. Thus, the Department engaged in discussions with Johns Hopkins University and is recommending the Johns Hopkins University Kindergarten Readiness Assessment because of the affordability of the tool, the compatibility with the technological infrastructure, and the overall quality and appropriateness of the tool's assessment items.

*Recommended assessment.* The Johns Hopkins University assessment tool is proposed for adoption because it is valid and reliable and has been rigorously standardized and psychometrically tested in English. Simultaneously, it also promotes developmentally appropriate assessment and instructional practices and requires that children be viewed holistically. The Johns Hopkins University Kindergarten Readiness Assessment meets the legislative criteria, including that the assessment can be administered within the legislatively mandated 30 days of a child's kindergarten entry. The assessment covers essential standards across all five domains of school readiness required by law and reflects the research-based recommendations for early childhood education instruction and

assessment, as indicated in the National Research Council reports on early childhood. The Johns Hopkins University Kindergarten Readiness Assessment was rigorously tested to meet the psychometric parameters necessary to be considered standardized and has been shown to be both valid and reliable as a kindergarten entry assessment in English. The Johns Hopkins University Kindergarten Readiness Assessment also meets the requirement of being responsive to cultural and linguistic diversity, and Johns Hopkins University is aware of the Department's need to deliver an assessment appropriate for kindergarteners enrolled in the Kaiapuni program.

*Kaiapuni considerations.* Public education in Hawaii is a dual-language system; thus, providing pathways in English and 'ōlelo Hawaii is necessary. Once the Board adopts the recommended kindergarten entry assessment, the Department will proceed with the steps necessary to provide an appropriate assessment for students in Kaiapuni schools. All Kaiapuni kindergarten teachers will participate in the Johns Hopkins University Kindergarten Readiness Assessment training. The training will provide the teachers with the fundamentals of administering a kindergarten entry assessment to help inform the next steps for implementing a kindergarten entry assessment for Hawaiian immersion schools.

The Department recommends that the Board adopt the Johns Hopkins University Kindergarten Readiness Assessment with the expectation that the Department will contract Johns Hopkins University via a Chief Procurement Officer Exemption given the prior evaluation of options and pending implementation deadline. The Department also recommends that the Board delegate future approvals of the Hawaii kindergarten entry assessment to the Department. This would allow the Department to adopt additional tools or revise tools to address the needs of Kaiapuni students, respond to new developments in kindergarten assessments, and address issues that arise in the implementation of the Board-adopted assessment.

- b. Previous action of the Board and Committee(s) on the same or similar matter:

None.

- c. Other policies affected:

[Board Policy 203-2: Developmentally-Appropriate Teaching Practices](#)

Board Policy 203-2 specifies that "The Department of Education shall provide all teachers and school administrators with research-based information about how all children develop and learn" and that "teaching and learning activities in all primary grades shall meet each child's developmental readiness within Department of Education approved guidelines." The adoption of the Johns Hopkins University Kindergarten Readiness Assessment will provide teachers, administrators, and the Department with critical information about all children's developmental strengths and needs, which will serve to support teachers in providing more developmentally appropriate and specific instruction for each

child to more fully realize Board Policy 203-2. In particular, the Johns Hopkins University Kindergarten Readiness Assessment will support teachers to recognize that “development progresses at varying rates among children within an age group and within individual children” and will help teachers to identify each child’s individual developmental trajectories.

*Board Policy 105-8: Ka Papahana Kaiapuni*

Board Policy 105-8 specifies the provision of “Hawaiian bicultural and bilingual education” through Ka Papahana Kaiapuni. Act 210, SLH 2021, specifies that the kindergarten entry assessment shall be administered in either English or Hawaiian. Identification of a tool to be used for Kaiapuni students can advance Board Policy 105-8’s specification that the “program’s effectiveness requires the development and proper administration of appropriate formative and summative assessment tools. These program evaluation tools should be in alignment with the State’s Kaiapuni curriculum and measure student growth and proficiency with the goal of preparing students for success in college, career, and community.”

d. Arguments in support of the recommendation:

The Board’s adoption of the Johns Hopkins University Kindergarten Readiness Assessment will enable the implementation of the kindergarten entry assessment for kindergarteners entering the 2023-2024 school year, meeting the legislative deadline for implementation by July 1, 2023. The Johns Hopkins University Kindergarten Readiness Assessment provides the full scope of developmental data across the five domains, as required by HRS 302A-1165, and consistent statewide measures of all children’s development that are valid and reliable at the beginning of kindergarten, including literacy and numeracy. Thus, the assessment can also serve as a beginning-of-the-year literacy and math screener. School leaders and teachers can utilize the data to inform instruction as well as identify the interventions and supports needed by their students. Complex area and state offices will use the readiness data to inform support for schools and to advocate for school needs, such as teacher professional development. Parents will receive a report on their child’s readiness for kindergarten and recommendations on supporting their child’s learning at home.

The Department will recommend to schools that they use Johns Hopkins University Kindergarten Readiness Assessment in place of current school-based kindergarten entry assessments and beginning-of-the-year screeners to avoid duplication of assessments at kindergarten entry. The decision on the kindergarten entry assessment for kaiapuni schools is forthcoming but will include the Johns Hopkins University Kindergarten Readiness Assessment as an option.

e. Arguments against the recommendation:

Some members of the Native Hawaiian community, including the ‘Aha Kauleo, a consortium of public Hawaiian language schools including nā Kula Kaiapuni

(Hawaiian language immersion schools), have expressed concerns about the appropriateness of the kindergarten entry assessment tool for students in Hawaiian immersion school contexts. Kaiapuni schools' immersive instruction in 'ōlelo Hawaii begins on the first day of kindergarten. Therefore, a majority of the children entering into Hawaiian immersion schools are Hawaiian language learners and the community is concerned that using an English language kindergarten entry assessment tool may not accurately reflect the children's emerging language and literacy development.

Another concern was that while the law mandating the kindergarten entry assessments permits the Commission to allow public charter schools, including Hawaiian immersion public charter schools, to "opt out" on a case-by-case basis, the law does not provide an opt-out option for the Department's kaiapuni schools.

f. Other agencies or departments of the State of Hawaii involved in the action:

The Department of Human Services, Executive Office on Early Learning, Early Learning Board, the University of Hawaii at Manoa, Hawaii P-20, Commission, and the Hawaii State Public Library System were represented on the kindergarten entry assessment workgroup that resulted in the decision to pursue the realistic and economically feasible route to seek an available tool that met the requirements of the law.

The Department has shared information regarding the kindergarten entry assessment and its implications for charter schools with the public charter school directors through the Commission. The Department will continue to communicate and collaborate with the Commission as the recommended tool is procured and implementation begins.

g. Possible reaction of the public, professional organizations, unions, Department staff, and/or others to the recommendations:

While some stakeholders have been involved in the selection of a kindergarten entry assessment and are preparing for kindergarten entry assessment implementation, other stakeholders may not be familiar with the legislative timeline for implementation and may question the timing of the administration of the assessment. Thus, communication to additional stakeholders, particularly kindergarten teachers and elementary school administrators, is needed to ensure successful implementation. The Department will facilitate robust discussions about best practices for successful implementation that are necessary to meet the diverse needs of the Department's schools and the charter schools.

h. Educational implication:

The adoption of the Hawaii kindergarten entry assessment will provide consistent data for all stakeholders regarding the development of all children entering the Department's K-12 system. The data from the assessment will be used, per



legislative specifications, to (a) support the closing of the school readiness gap at kindergarten entry, (b) inform instruction in the early elementary school grades, (c) inform parents of their children's status and involve parents in decisions regarding their children's education, and (d) share the information gathered with the Department of Human Services, Executive Office on Early Learning, and the Commission.

As required by law, the assessment will be administered within the first thirty days of the child's admission into kindergarten. Children who have already been assessed at a Hawaii school and later transfer to another Hawaii school will not need to be re-assessed. Children who transfer without having been previously assessed at their first school will need to be assessed within thirty days of admission.

Kindergarten eligibility is based on a child's age, not on a child's performance on the kindergarten entry assessment.

i. Personnel implications:

Statewide implementation requires complex area and school administrators' support of teachers and identified trainers. Complex area leadership will identify trainers who will participate in virtual Train-the-Trainer workshops in early Spring 2023. All kindergarten teachers will participate in two days of virtual training in the Spring of 2023. A state-sponsored substitute teacher will cover the teacher's class or a teacher may elect to participate in training during an off-duty day and receive stipend pay. All trainers and teachers who administer the kindergarten entry assessment must complete the initial training requirements and participate in an annual refresher on the training. The Department estimates that 1,000 kindergarten teachers need to be trained in Spring 2023.

New kindergarten teachers will also need to be trained. The Department estimates 60 new kindergarten teachers annually. The discussion will be held with the Office of Talent Management and relevant stakeholders regarding training details.

j. Facilities implications:

None

k. Financial implications:

The Department initially researched the possibility of creating its own kindergarten entry assessment and had consulted with early childhood experts, the Department's Assessment Section, Educational Regional Laboratories, and other states to scope the work and resources needed. The Department found that the resource and time requirements of developing a homegrown assessment or outsourcing development of an assessment would not meet the legislative

deadline; outsourced assessment development was estimated to take three to five years and cost \$3 million for start up.

The use of the Johns Hopkins University Kindergarten Readiness Assessment as the Department's adopted kindergarten entry assessment will cost approximately \$1.4 million across five years. The Department will use existing funds for initial implementation and include recurring costs in the biennium budget request.

The five-year costs for the kindergarten entry assessment contract (tool purchase, training, and technological infrastructure and maintenance) and teacher training are outlined in the following table:

	<b>Johns Hopkins Contract</b>	<b>Teacher Training</b>	<b>Total</b>
<b>Year 1 (2022-23)</b> <i>Start up</i>	\$232,312	\$400,000	\$632,312
<b>Year 2 (2023-24)</b> <i>Initial implementation</i>	\$183,739	\$23,000	\$206,739
<b>Year 3 (2024-25)</b>	\$155,944	\$23,000	\$178,944
<b>Year 4 (2025-26)</b>	\$157,568	\$23,000	\$180,568
<b>Year 5 (2026-27)</b>	\$159,552	\$23,000	\$182,552
<b>Total Cost</b>	<b>\$889,115</b>	<b>\$492,000</b>	<b>\$1,381,115</b>

6. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

KTH:tu/lbp

Attachments: Attachment A - Kindergarten Entry Assessment Informational Page  
Attachment B - Johns Hopkins University Informational Page  
Attachment C - Kindergarten Entry Assessment Presentation

c: Office of Curriculum and Instructional Design



## Kindergarten Entry Assessment Informational Pages

### HAWAII LEGISLATURE ACT 46 & ACT 210

On September 15, 2020, Governor Ige signed into law Act 46, which re-prioritizes early learning opportunities as a priority. The Act created Hawai'i Revised Statutes 302A-1165, which is the requirement for the Department to administer a Kindergarten Entry Assessment (KEA) within the first thirty days of each child's admission into kindergarten. Act 46 was further amended in 2021 per Act 210 (2021), which further specified that the assessment must be standardized, reliable, and valid and must be designed to address all five domains of early childhood education, as detailed below.

The legislative requirements for the assessment are as follows:

- Be a uniform, statewide assessment that shall be conducted in English or Hawaiian
- Cover all five essential domains of school readiness including:
  - Language and literacy development;
  - Cognition and general knowledge;
  - Approaches to learning;
  - Physical well-being and motor development; and
  - Social and emotional development.
- Used in conformance with recommendations of the National Research Council reports on early childhood.
- Close the readiness gap.
- Inform instruction in the early elementary grades.
- Be valid and reliable for its intended purpose.
- Involve parents of their children's status and involve parents in decisions regarding their children's education.
- Share the information with the Hawai'i Department of Human Services, Executive Office on Early Learning, and public school commission.

### WHY THE KINDERGARTEN ENTRY ASSESSMENT?

Preparing our students for **success starts early**. It is common to find within a kindergarten classroom a **five-year range** in children's skills and functioning (Riley, 1996), making it a challenge for teachers to provide effective, individualized, developmentally appropriate instruction to meet the needs of all children.

Currently, there is **not a common definition of school readiness**, which often causes confusion on what the **expectations** are for incoming kindergarteners. Adoption of common, research-based standards for what is reasonable and developmentally appropriate at kindergarten entry will aid in reducing this confusion around appropriate expectations for young children.

A statewide kindergarten entry assessment will define and build a **common understanding** of what readiness means in terms of the **whole child** and provide stakeholders with information on how best to serve the needs of our children to set them on a positive trajectory towards success. The data will help inform various stakeholders by:

- Providing **parents** with information on the readiness level of their child and ways to support learning at home.
- Providing important information (data) to **teachers** to inform instruction as well as interventions/supports needed by their students.
- Providing **early childhood partners** with information on the readiness level of their children. Allows partners to reflect on their current programs and assess what is working and areas they would like to improve.

- Providing **complex area and state offices** with data on the readiness levels of students as a whole and identify areas of need to inform their work.
- Providing **policymakers** information on trends over time and differences by different groups to inform policy and funding decisions.

**FRAMEWORK FOR THE KEA**

A framework will provide guidance and direction for implementing the assessment’s intended purpose as outlined in Act 210 (2021). As the KEA is implemented, the following will be developed: (a) Clarification on the intended purpose of the assessment and its targeted population; (b) Established systems in place to support incoming kindergarteners through a school’s multi-tiered system of support model; and (c) Established systems to support teachers in assessment delivery, data analysis, and responsive instruction. The framework is driven by four guiding principles:

1. Equity and Excellence: As a dual language educational system, an enduring commitment to equity is central to the mission and vision for Hawai‘i public schools. Framed by Nā Hopena A‘o (HĀ), this principle conveys a shared understanding that all students should have access to rigorous, engaging, and well-rounded learning experiences aligned with the Hawai‘i Core Standards. The value also reflects a belief that all students in Hawai‘i can achieve academic success.
2. Focus on the whole child: The interdependence between social, emotional, mental, physical, and academic development provides every student with positive school experiences and creates thoughtful, well-adjusted, and engaged citizens. In addition to creating learning environments and opportunities that engage and challenge students, classrooms must be caring, safe, and supportive. Thus, students’ health and well-being, and developmental needs are priorities.
3. Connections to culture and place: Connections to culture and place are vital to creating meaningful learning opportunities and ensuring students of Hawai‘i have meaningful learning experiences that are relevant to their heritage and home. Students are part of an extended ‘ohana, the environment, their community, and a global society. Education encourages students to value these connections and become stewards to make the world a better place. In addition, recognizing that our Kaiapuni schools serve an important role for our indigenous people in keeping the Hawaiian language and culture alive.
4. College, career, and community readiness: Hawai‘i can provide abundant real world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society. The General Learner Outcomes (GLOs) embody this commitment by focusing on “the optimum growth and development of each student,” as well as conveying a clear focus on college, career, and civic responsibility. These all begin when students first enter kindergarten and continue until they graduate from our schools.

Timeline for Implementation

<b><u>Fall 2022</u></b>	<b><u>Late Fall 2022 to Early Spring 2023</u></b>	<b><u>Spring 2023</u></b>	<b><u>Fall 2023</u></b>
Identify KEA tool that meets the requirements	Technological integration	Teacher training for all kindergarten teachers	Implementation of KEA

<u>Fall 2022</u>	<u>Late Fall 2022 to Early Spring 2023</u>	<u>Spring 2023</u>	<u>Fall 2023</u>
<p>Present KEA tool to the Board of Education for the consideration of KEA adoption</p> <p>Contract KEA tool</p>	<p>Order Tool &amp; Assessment Kits</p> <p>Train-the-Trainer training for complex area trainers</p> <p>Begin the process to address the need for a KEA tool in 'ōlelo Hawai'i.</p>		

**John Hopkins University Informational Page**

The Department is recommending the adoption of the Johns S. Hopkins University's (JHU) Kindergarten Readiness Assessment (KRA) (<https://bit.ly/3SFj6KE>) to act as the KEA for all Hawaii kindergarten students.

The JHU assessment tool was rigorously developed, researched, and psychometrically validated and is currently in use across multiple states. It was designed to assess children's development at the beginning of kindergarten, based on early childhood research in the domains of:

- Language & Literacy Development;
- Cognition, Mathematics, & General Knowledge Development;
- Approaches to Learning (Executive Functioning);
- Social Emotional Development; and
- Physical Well-Being & Motor Skills Development.

The tool is comprised of 50 items, half of which are naturalistic observations of children's behaviors in various contexts - an assessment approach that is developmentally appropriate for early childhood. The other half comprises student performance items that can be administered in a variety of settings based on teacher discretion and individual child needs. The assessment is designed to be flexible, allowing teachers to complete the items across many sessions and in different group settings throughout the day, including at play. The ultimate goal is an accurate developmental profile for each child. All items are mapped to the Common Language Standards (<https://bit.ly/3LKeeS2>), which provide useful benchmarks for understanding the typical development of children across the five domains at the start of kindergarten. This leads to less ambiguity about what is reasonable to expect of children at kindergarten entry.

The JHU also furnishes an online data dashboard that produces immediate reports as soon as data for an item is entered. This means that teachers can provide reports and updates immediately, as opposed to waiting for testing windows to close. The online system also includes tools, resources, and supports for analyzing data and providing targeted instruction across all domains of early childhood.

All teachers administering this assessment complete seven online learning modules, as well as two mastery assessments, to complete the training. The JHU provides all of these learning modules, as well as Train-the-Trainer training to facilitate district leadership and sustainability.



OFFICE OF

## **Curriculum & Instructional Design**

# **Committee Action on Kindergarten entry assessment in accordance with Act 210 (2021)**

**Teri Ushijima, Ed.D.**

*Interim Assistant Superintendent, Office of Curriculum and  
Instructional Design*

October 6, 2022



# Key Act 210 (2021) Assessment Requirements

- Be administered within the first thirty days of each child's admission into kindergarten;
- Be a uniform, statewide assessment; shall be conducted in English or Hawaiian;
- Cover all essential domains of school readiness;
- Be used in conformance with the recommendations of the National Research Council reports on early childhood; and
- Be valid and reliable for its intended purpose.



# Located Two (2) Tools Meeting Act 210 (2021) Criteria

- Compared costs, materials, alignment, and provision of professional development (PD);
- Engaged in protracted contracting explorations; and
- Ultimately selected the most cost effective, research-driven, developmentally appropriate, and teacher friendly tool.





# Recommended Tool



READY FOR

**KINDERGARTEN**



**JOHNS HOPKINS**  
SCHOOL *of* EDUCATION

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**Center for Technology  
in Education**



# Common Language Standards 2.0

## Ready for Kindergarten: Early Childhood Comprehensive Assessment System

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression	
Social Foundations (SF)	Social Emotional (1)	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion	
		Recognize and identify own emotions and the emotions of others.		
		Express, understand, and respond to feelings (emotions) of self and others.		
		Express concern for the needs of others and people in distress.		
		Look to adults for emotional support and guidance.	Relationships with Adults	
		Separate from familiar adults in a familiar setting with minimal distress.		
		Seek security and support from familiar adults in anticipation of challenging situations.		
		Request and accept guidance from familiar adults.	Conflict Resolution	
		Demonstrate ability to resolve conflicts with others.		
		Seek adult help when solving interpersonal conflicts.		
	With modeling and support, negotiate to resolve social conflicts with peers.	Self Control		
	Manage the expression of feelings, thoughts, impulses, and behaviors.			
	Refrain from demonstrating disruptive or defiant behaviors.			
	Demonstrate appropriate use of own materials or belongings and those of others.			
	Demonstrate the ability to delay gratification for short periods of time.			
	Approaches to Learning / Executive Functioning (2)	Demonstrate the ability to persist with a task.	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.	Persistence
		Demonstrate the ability to retain and apply information.	Working Memory	
		Follow routines and multi-step directions.		
		Remember and use information for a variety of purposes, with modeling and support.		
Use prior knowledge and information to assess, inform, and plan for future actions and learning.				
Demonstrate the ability to solve problems.		Problem Solving		
Solve everyday problems based upon past experience.				

<https://bit.ly/3LKeeS2>



# Assessment Items Distribution

Domain	Observational	Direct Performance
Social Foundations	11	0
Mathematics	0	13
Language and Literacy	4	13
Physical Well-Being and Motor Development	9	0
Total Items	24	26

[https://drive.google.com/file/d/1euGUCwIWMTyUUAnWDL8nqq\\_KInqiQgrY/view?usp=sharing](https://drive.google.com/file/d/1euGUCwIWMTyUUAnWDL8nqq_KInqiQgrY/view?usp=sharing)



# Individual Student Report (ISR)

**Student Report**  
**KINDERGARTEN READINESS ASSESSMENT**

**WHAT IS THE KINDERGARTEN READINESS ASSESSMENT?**  
The Kindergarten Readiness Assessment (KRA) is one part of the Ready for Kindergarten assessment system in Maryland. The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across four domains: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development.

**HOW IS THE KRA ADMINISTERED?**  
The KRA does not look like a test. Instead, it includes a variety of items, including teacher observations of daily activities and age-appropriate performance tasks in which the teacher asks a child to respond to a question or complete an activity. The child is administered in English and some items can be given via a tablet or computer.

**HOW IS THE KRA SCORED?**  
After the KRA is completed, scores are calculated for each domain and for overall performance based on all 4 domains. The overall score determines a performance level, which is based on criteria set by Maryland educators.

**YOUR CHILD'S OVERALL SCORE**  
The blue triangle shows your child's overall score. The blue bar shows the best estimate of your child's performance if he/she were assessed multiple times.

**EMERGING READINESS 203-257**  
A child demonstrates minimal foundational skills and behaviors that prepare her/him for curriculum based on kindergarten standards.

**APPROACHING READINESS 258-269**  
A child demonstrates some foundational skills and behaviors that prepare her/him for curriculum based on kindergarten standards.

**DEMONSTRATING READINESS 270-298**  
A child demonstrates foundational skills and behaviors that prepare her/him for curriculum based on kindergarten standards.

**DOMAIN SCORES**

SOCIAL FOUNDATIONS	280
LANGUAGE AND LITERACY	272
MATHEMATICS	267
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	284

**COMPLETION STATUS**  
 Complete  Complete with Not Scorable  Some Items were not complete  All Items were not complete

[https://drive.google.com/file/d/1euGUCwIWMTyUUAAnWDL8nqq\\_KlnqjQgrY/view?usp=sharing](https://drive.google.com/file/d/1euGUCwIWMTyUUAAnWDL8nqq_KlnqjQgrY/view?usp=sharing)



# Implementation Timeline in Event of Adoption

Date	Task
<b>Fall 2022</b>	<ul style="list-style-type: none"><li>● Identify KEA tool that meets the requirements</li><li>● Present KEA tool to the Board of Education for the consideration of KEA adoption</li><li>● Contract KEA tool</li></ul>
<b>Late Fall 2022 to Early Spring 2023</b>	<ul style="list-style-type: none"><li>● Technological integration</li><li>● Order Tool &amp; Assessment Kits</li><li>● Train-the-Trainer training for complex area trainers</li><li>● Begin process to address the need for a KEA tool in 'ōlelo Hawai'i</li></ul>
<b>Spring 2023</b>	<ul style="list-style-type: none"><li>● Teacher training for all kindergarten teachers</li></ul>
<b>Fall 2023</b>	<ul style="list-style-type: none"><li>● Implementation of KEA</li></ul>



# Scope of Work

**Total Estimated Cost  
\$1,381,115**

<b>Year</b>	<b>Johns Hopkins KRA Contract Fees</b>	<b>Teacher Training Costs</b>	<b>Teachers Trained</b>
1	\$232,312	\$400,000	Approx. 1000
2	\$183,739	\$23,000	Approx. 60
3	\$155,944	\$23,000	Approx. 60
4	\$157,568	\$23,000	Approx. 60
5	\$159,552	\$23,000	Approx. 60