

Introduction

Kindergarten Entry Assessment (KEA) identifies the developmental levels of every child entering kindergarten for the first time through gathering of information concerning their social-emotional, language and literacy, math, cognitive, and physical development. The results of this assessment shall be used for measuring student readiness for kindergarten and for planning instruction.

Assessment Options and Pricing

- Desired Results Developmental Profile-Kindergarten (DRDP-K) - no cost
- GOLD KEA - cost associated, school districts should contract directly with [TeachingStrategies](#)

Resources

- [DRDP-K Overview](#)
- [TeachingStrategies GOLD KEA Survey](#)

LDOE Required Assessment Items

Additional items are optional but only the required items are reported to the LDOE.

DRDP-K (27 required items)	GOLD KEA (31 required items)
<ul style="list-style-type: none"> • Approaches to Learning: 1-4 • Social and Emotional Development: 1-5 • Language and Literacy: 1-10 • Cognition-Math: 2, 3, 4, 6 • Physical Development: 1-4 	<ul style="list-style-type: none"> • Social-Emotional: 1c, 2b, 2c, 3a, & 3b • Physical: 4, 5, 6, 7a, & 7b • Language: 9a, 9c, 9d, & 10a • Cognitive: 11b, 11c, 11d, 11e, & 12b • Literacy: 15b, 15c, 16a, 17a, 17b, 18a, 18b, & 18c • Mathematics: 20b, 20c, 21a, 22a

Reporting

Regardless of the chosen assessment, the KEA must be completed within the **first 30 school days**. School districts should report KEA results for all students entering kindergarten for the first time. Teachers may choose to assess students who are repeating kindergarten, but those results should not be reported to the LDOE.

- Submit DRDP-K results to EdLink 360 by the **October 13** snapshot date.
- Report GOLD KEA results through the TeachingStrategies online platform by **October 13**.

Exception Codes

01 = Not assessed due to extenuating medical reasons
 02 = Not first time Kindergartener
 04 = Assessed with TS GOLD

Documentation for a medical excuse from screening must include a letter from the doctor that does not use the student's disability as the sole reason for not screening.

Data managers can refer to the [K-3 ASSESSMENTS](#) and the [K3 ASSESSMENTS SAMPLE](#) for file layout information. Data managers that need assistance may visit the [EdLink 360 \(Data Warehouse\) Support Page](#) or email SystemSupport@la.gov.

Students enrolling midway through or at the end of the assessment period

Every effort should be made to collect evidence on students whenever they enter a classroom. Assessments need to be completed per the timelines stated.

If a student was enrolled in your school system during the first 30 operational days of school, was not tested, and does not fit any of the exception codes, do not submit any score for the student. Do not enter a score of 0 for these types of situations as the field should be left blank.

Time needed to complete DRDP-K or GOLD KEA

This depends on the teacher and how well they know the instrument, the strategies they use to collaborate with others to collect evidence, their organizational methods, and their reflective practices. As teachers become more familiar with the assessment and observe more individual students, their proficiency will increase.

Teachers can save time by pairing data from assessments embedded in high quality curriculum, which can support ratings of a student's level of skill in the DRDP-K and GOLD.

Documentation for each item

There is no magic number regarding the number of pieces of evidence. Rather, teachers need enough evidence to support mastery at the described developmental level. A good piece of evidence addresses multiple measures and domains. Evidence may address multiple students, and other staff members as well as parents may contribute various forms of evidence as well.

Assessing students with disabilities

The DRDP-K and GOLD KEA were grounded in research and designed to be inclusive of students with disabilities. In the case where a student has a significant disability, teachers should explore appropriate accommodations matched to the student's disability in order to collect assessment data. For example:

- A. If a student is non-verbal or has a medical device that impacts their ability to speak, the teacher may have the student sign, use a communication board or other assistive technology. This would allow the student to demonstrate skills in the area of Language and Literacy development. For example, on the DRDP-K, a student can demonstrate **LLD 8: Phonological Awareness** by clapping the syllables in a familiar word instead of saying the syllables.
- B. A student with motor challenges may be assessed in a variety of locations and surfaces utilizing mobility aids and/or other assistive devices such as those used for fine motor development.

Both DRDP-K and GOLD are based on observations of the student in typical everyday activities with familiar people. Any adaptations noted on the student's Individualized Education Program (IEP) should be used. Adaptations are changes present throughout the student's day and are available for all routines and activities, not introduced solely for the purpose of the assessment. For example, a student who wears glasses, or uses an alternative communication system, should have those items available at all times.

DRDP-K:

Seven broad categories of adaptations have been identified for students with IEPs for the DRDP-K:

1. Augmentative or Alternative Communication System
2. Alternative Mode for Written Language
3. Visual Support
4. Assistive Equipment or Device
5. Functional Positioning
6. Sensory Support
7. Alternative Response Mode

Teachers **should not** use Unable to Rate (UR) as a rating for students whose skill levels are low. In these cases, students should most likely receive a rating of "1" Building: Earlier.

GOLD:

"**Not yet**" indicates that a child of that age is not expected to demonstrate a particular skill or behavior or may apply to a child with a disability or developmental delay who is not yet demonstrating a particular skill or behavior.

"**Not observed**" should be used **ONLY** on rare occasions. It may be appropriate to indicate "not observed" if a child has experienced significant absences but should **NOT** be used because the teacher or child's service team has not had the opportunity to observe the child in that area and has not gathered adequate information on the child's level of functioning.

Objective 15c: Some students with hearing impairments may be learning other forms of communication such as sign language or cued speech. Students with receptive language difficulties may have difficulty understanding the meaning of what they hear. They may understand only a word or two and then guess the meaning of the rest of the words. It is acceptable to select "Not Observed" for this objective if a student has a hearing exceptionality.

Assessing English learners (EL)

The KEA should be used to assess EL students. Students who are learning English should be assessed in accordance with the teacher's best understanding of the student's language development and linguistic background. Teachers may want to give those students a little more time to acclimate to the new classroom environment before completing the assessment.

Most domains/measures can be measured regardless of native language. However, it is important to note that if students are being instructed in content in one language (e.g., English), they should not be assessed on that content in another language, even if it is their native language.

Remote learning

Remote schools should schedule multiple in-person appointments to complete the KEA. If a student requires an alternate testing location please email assessment@la.gov.