

Kindergarten Readiness Assessment

“Overview, Implementation, and Interpretation”



Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals 5-Year Strategic Plan for 2016-2020

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

- Purpose of the Kindergarten Readiness Assessment (KRA)
- Overview of the KRA
- Implementing the KRA
- Interpreting Results from the KRA

Purpose

- Measures how well Pre-K programs prepare four-year-olds to be ready for kindergarten based upon ELS or how ready children are for kindergarten upon kindergarten entry.
- Provide parents, teachers, and early childhood providers with an understanding of what children know and are able to do upon entering kindergarten.
- Provide data to improve the quality of instruction and determine interventions and services that students need.

Students Assessed

- Senate Bill 2572 requires ALL kindergarten students to be assessed at the beginning and end of year
- Senate Bill 2395 requires ALL four-year-olds in Early Learning Collaboratives to participate in the State's Kindergarten Readiness Assessment
 - Public School Pre-K (four-year-olds only)

- Exceptions
 - Significant Cognitive Disability (SCD)
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
- Working towards alternate assessment for both HI and VI

- Renaissance Learning
 - STAR Early Literacy
- Adaptive computer-based test
- Aligned to ELA and Math Early Learning Standards and Kindergarten Mississippi College and Career Readiness Standards

- Reading Foundational Skills
 - Print Concepts
 - Phonological Awareness
 - Phonics
 - Word Recognition
 - Fluency

- Language
 - Vocabulary Acquisition and Use
- Numbers and Operations
 - Counting and Cardinality
 - Operations and Algebraic Thinking
 - Measurement and Data

- Test security regulations
- Computer or iPad
 - System Requirements
- Access through MDE Portal even if district has Renaissance account

Implementation Resources Available

- K-Readiness Pilot Test Administrator
- Introduction to Computer Use
- Kindergarten Readiness Indicators
- Pre-K and K Reading Activities
- Star Early Literacy Pre-Test Instructions
- K-Readiness Practice Page
- K-Readiness Webinars
- Star Early Literacy Video
- MS Early Learning Standards for Classrooms Serving Four-Year-Old-Children
- Accommodations Guide

<http://www.mde.k12.ms.us/student-assessment/mkas2-mississippi-k-3-assessment-support-system>

Expected Scores

- End of Pre-K – 498
 - Students with a score of 498 at the end of Pre-K have mastered 70% of the early literacy skills
- Beginning of Kindergarten – 530
 - 70 percent mastery of the assessed early literacy skills = Ready to learn Kindergarten materials

These are NOT cut scores!

Scaled Score Classifications

- Emergent Reader (300-674)
 - Early Emergent (300-487)
 - Late Emergent (488-674)
- Transitional Reader (675-774)
- Probable Reader (775-900)

Emergent Reader (300-674)

- ***Early Emergent Reader (300-487)***: Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
- ***Late Emergent Reader (488-674)***: Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is also beginning to “read” picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

Transitional Reader (675-774)


Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds, and is probably able to blend sounds and word parts to read simple words. The student is also likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

Probable Reader (775-900)

Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words, and more time understanding what was read. Probable readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development.

- Student Score Report
- Instructional Planning Report
- Parent Report
- Growth Report
- Growth Proficiency Chart
- State Standards Report
- Annual Progress Report
- Diagnostic Report

RENAISSANCE LEARNING Sara Salewske | Logout

 **MKAS²** Administrator |

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Reports

Select your district:

Select your school:

Select your grade:

- [Participation/Enrollment Report](#)
- [Student Authorization Ticket Report](#)
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- [PreK Diagnostic Report](#)
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- [K-Readiness Instructional Planning Report](#)

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MKAS Mississippi K-3 Assessment Support System

Kindergarten Parent Report

Printed On: 7/15/2014 9:52:17 PM



Test Date: 07/01/2014
School: K Test 1
Teacher: No Teacher Assigned

Dear Parent or Guardian of Tony Oliva,

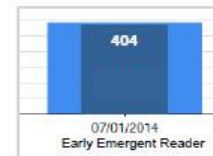
Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

Scaled Score: 404

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

Tony obtained a Scaled Score of 404. A Scaled Score of 404 means that Tony is at the Early Emergent Reader stage.

Literacy Classification			
Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
SS 300-487	SS 488-674	SS 675-774	SS 775-900



Children at the Early Emergent Reader stage are beginning to understand that printed text has meaning. They are learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. They are also beginning to identify colors, shapes, numbers, and letters.

At this stage, Tony knows that spoken speech can be represented by letters and that letters have specific shapes. He is likely to be able to identify the letters and to see the differences between them. Also, Tony is beginning to recognize rhyming sounds.

The most important thing you can do to encourage your child's growth in emergent reading skills is to read storybooks aloud to Tony at home. If your child asks for the same book again and again, go right on reading it. Also, talk with Tony about what you've read. Through listening to and talking about stories, Tony will learn to relate spoken words with printed words on the page. If you have any questions, please contact me.

Thank you for supporting your child's reading progress.

Sincerely,



Diagnostic Report



MKAS² Mississippi K-3 Assessment Support System

Kindergarten Diagnostic Report

Printed On: 7/15/2014 10:01:28 PM



STAR[™]
Early Literacy

Oliva, Tony

District: Test District 01	School: K Test 1
Teacher: Unassigned	Grade: K
Test Date: 07/01/2014	ID: T14990591
SS: 404 (Scaled Score)	Student Age: 5

Literacy Classification			
Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
SS 300-487	SS 488-674	SS 675-774	SS 775-900

Sub-Domains	Score
Alphabetic Principle	34
Concept of Word	39
Visual Discrimination	43
Phonemic Awareness	16
Phonics	17
Structural Analysis	11
Vocabulary	20
Sentence-Level Comprehension	13
Paragraph-Level Comprehension	9
Early Numeracy	29

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	41
Alphabetic Sequence	15
Letter Sounds	37

Concept of Word	Skill Set Score
Print Concepts: Word Length	46
Print Concepts: Word Borders	17
Print Concepts: Letters and Words	48

Visual Discrimination	Skill Set Score
Letters	53
Identification and Word Matching	29

Phonemic Awareness	Skill Set Score

Phonic (Continued)	Skill Set Score
Consonant Digraphs	15
Other Vowel Sounds	14
Sound-Symbol Correspondence Consonants	30
Word Building	12
Sound-Symbol Correspondence Vowels	12
Word Families/Rhyming	12

Structural Analysis	Skill Set Score
Words with Affixes	15
Syllabification	16
Compound Words	8

Vocabulary	Skill Set Score
Word Facility	18

Score Summary Report



MKAS[®] Mississippi K-3 Assessment Support System
Kindergarten Score Summary Report



Printed On: 7/15/2014 9:28:13 PM

District: **Test District 01** School: **K Test1**

Teacher: Unassigned

NAME	MSIS ID	Test Date	Age (yrs)	GP	SS	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	Literacy Classification
Oliva, Tony	T14990591	07/01/2014	4.83	0.99	883	99	99	100	97	98	97	98	98	96	99	Probable Reader
Test, Student 2494	ST2494	07/01/2014	4.50	0.99	882	99	99	100	97	98	97	97	97	96	99	Early Emergent Reader

Score Definitions

GP: Grade Placement

VS: Visual Discrimination

VO: Vocabulary

Early Emergent Reader: SS 300-487

SS: Scaled Score

PA: Phonemic Awareness

SC: Sentence-Level Comprehension

Late Emergent Reader: SS 488-674

AP: Alphabetic Principle

PH: Phonic

PC: Paragraph-Level Comprehension


Transitional Reader: SS 675-774

CW: Concept of Word

SA: Structural Analysis

EN: Early Numeracy


Probable Reader: SS 775-900



MKAS¹ Mississippi K-3 Assessment Support System

Kindergarten Instructional Planning Report

Printed On: 7/21/2014 11:55:16 AM



Tony Oliva

School: K Test 1

Grade: Kindergarten

Teacher: Unassigned

Test Results

Current SS (Scaled Score): 404 Test Date: 07/01/2014 Test Window: Fourth Week K (6/29/14-7/5/14)
Literacy Classification: Early Emergent Reader

Suggested Skills

Tony's STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills	
GR	<p>Print Concepts</p> <p>This score suggests Tony should practice the following skillsto improve understanding of print concepts. In particular, Tony should work on distinguishing letters from words and numbers, comparing the lengths of different words, and beginning to identify the letters of the alphabet.</p>
K	Hold a book upright and know that printed text is read from left to right
K	Associate words with pictorial representations
K	Read and tell the meaning of familiar signs and symbols in or from the environment (e.g., stop sign, exit sign)
K	Track printed words from left to right and top to bottom on a page
GR	<p>Phonological Awareness</p> <p>This score suggests Tony should orally practice the following phonological awareness skills.</p>

Using Data to Inform Instruction

- Creating lesson plans
- Mixed ability grouping
- Same ability grouping
- Targeted strategies/interventions

- **Fall 2014 Window (Pre-Test)**
 - August 11 – September 19

- **Spring 2015 Window (Post-Test)**
 - April 9 – May 13

Office of Elementary Education and Reading

Office of Early Childhood

601.359.2586

<http://www.mde.k12.ms.us/student-assessment/k-readiness-assessment>

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