

Five Things You Should Know about the Kindergarten Entry Inventory



Pennsylvania's Kindergarten Entry Inventory is a reliable reporting tool that provides a consistent statewide measure to identify a child's cognitive and non-cognitive skill levels and evaluate aggregate data for better P-3 alignment. As part of the Race to the Top Early Learning Challenge grant, the Inventory is available to all Pennsylvania school districts at no cost.

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.

The Kindergarten Entry Inventory is not a test. Children do not sit down and "take" the Kindergarten Entry Inventory. Teachers determine children's skills through observation of children in the classroom and input from families and other specialists.

The Kindergarten Entry Inventory is not a tool to "track" children. Teachers and schools should not use the Inventory to place children in particular groups or classrooms. The data helps teachers and schools better prepare for the school year based on the needs of the children in the class.

Early childhood education programs that use the Pennsylvania Learning Standards for Pre-Kindergarten already cover everything in the Kindergarten Entry Inventory – there is no need to "teach" to the Inventory. Early childhood education programs that use the Pennsylvania Learning Standards for Pre-Kindergarten to inform curriculum and assessment are already observing children's progress based on the Kindergarten Entry Inventory. The 30 indicators are directly aligned to the Pre-Kindergarten standards and Early Learning Outcomes Reporting Framework. Programs that want their children to enter kindergarten with proficient skills can focus on integrating Pennsylvania's Early Learning Standards into their curriculum and child assessments. The standards are available online at https://www.pakeys.org/pages/get.aspx?page=Career_Standards.

The Kindergarten Entry Inventory does not have to replace other assessments, but data from other assessments can be used to complete the Inventory.

Results of the Kindergarten Entry Inventory can be used to build partnerships and improve quality, not to penalize providers, teachers, or schools. The purpose of collecting aggregate data statewide is to inform policies and procedures to improve and strengthen Pennsylvania's education continuum.