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www.education.state.pa.us

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Pennsylvania Kindergarten Entry Inventory Cohort 1 (2014) Summary

Introduction
The Pennsylvania Kindergarten Entry Inventory (KEI) was developed through a three year process, which included three distinct pilots of the inventory and the KEI process. For information on these pilots, visit http://www.ocdelresearch.org/Reports/Forms/AllItems.aspx.

Pennsylvania’s KEI is a reliable reporting tool that offers teachers an instructional strategy for understanding and tracking students’ proficiency at kindergarten entry. The tool provides a consistent set of kindergarten outcomes across the commonwealth. The inventory is based on Pennsylvania’s Learning Standards for Early Childhood and includes 30 standards-based indicators and reports data in the domains of: Social and Emotional Development; English Language Arts; Mathematics; Approaches to Learning; and Health, Wellness and Physical Development.

In 2014, the Office of Child Development and Early Learning (OCDEL) in partnership with the Pennsylvania Department of Education’s Office of Elementary and Secondary Education (OESE) began a phased deployment of the KEI. Cohort 1 implemented the KEI in the fall of 2014 and included Title I schools designated in Focus and Priority status under the Elementary and Secondary Education Act. Focus schools meet any one or more of the following criteria: Title I schools with a graduation rate below 60 percent; schools not otherwise designated as a Priority school, but falling in the lowest 10 percent of Title I schools (excluding bottom 5 percent); or test participation below 95 percent. Priority schools are the lowest 5 percent of Title I schools (based on aggregate math and reading PSSA or Keystone scores) or Title I schools receiving School Improvement Grant (SIG) funds. Focus and Priority schools were required to use the KEI as part of their planning process for instructional improvements. The KEI was open for voluntary use to any interested local education agency (LEA) or private kindergarten. Cohort 1 included 707 teachers who reported outcomes on approximately 16,000 children. These teachers represented 217 schools covering 21 districts.

A complete listing of participating districts and schools is detailed in Appendix 1.

Kindergarten Entry Inventory Process
Several components comprise the overall KEI process. These components include: recruitment; communication; professional development with a proficient user assignment; collecting sources of evidence; scoring; entering data; and accessing and utilizing information.

Recruitment
Recruitment of Cohort 1 participants began in the spring of 2014 and continued until fall 2014. Recruitment strategies for Cohort 1 included outreach and awareness building efforts to audiences with a stake in the KEI process, and or in the results of the process. Audiences targeted for outreach included the birth-5 year old early learning community, kindergarten teachers, kindergarten to third grade (K-3) administrators, early learning community organizations, and various state associations. In addition to multiple speaking engagements across Pennsylvania, the following documents were created to share information and specific messaging about the KEI:
1. Using Pennsylvania’s Kindergarten Entry Inventory to Improve Student Achievement
2. Pennsylvania’s Kindergarten Entry Inventory Process
3. Five Things You Should Know about the Kindergarten Entry Inventory
4. Understanding the Pennsylvania Kindergarten Entry Inventory: Information for Families
Communication

KEI recruitment announcements occurred in the spring of 2014. Two venues were utilized: PENN*LINK and the BUILD Early Childhood Education (ECE) News. PENN*LINK is the official electronic email service for the Pennsylvania Department of Education (PDE). Originally established in 1986 and now fully integrated with the Internet, PENN*LINK manages the delivery of email among the Department of Education and local education agencies. The BUILD Early Childhood Education (ECE) News is a biweekly e-newsletter which informs early learning professionals, school district staff, the early childhood community, policymakers, community leaders and the public on developments in early childhood education and care in Pennsylvania. It was founded through a partnership between OCDEL and the Pennsylvania Build Initiative. To subscribe and read back issues of BUILD ECE news on the PA's Promise for Children website.

Recruitment announcements directed districts and/or schools interested in implementing the KEI to designate a point of contact (POC). This POC had direct communication with OCDEL staff prior to formal registration in the KEI data system. Communication continued throughout the KEI process through use of a KEI systems generated list serve, which sent electronic communications to registered participants. In addition, participants had access to help desk staff, and OCDEL staff. Specific needs-based technical assistance was provided through the help desk throughout implementation. Enhancements to the communication protocol will occur with Cohort 2.

Professional development/ Proficient user assignment

As part of Cohort 1 implementation, professional development was provided to build capacity to optimally use the KEI. The professional development protocol for Cohort 1 consisted of an introduction to the KEI, KEI scoring and skill practice, and a required proficient user assignment. Professional development was also available on the use of the web-based data system through asynchronous “snippets” housed within the KEI data system. Multiple modalities for training, including opportunities for district specific in-person training as well as the availability of asynchronous web-based modules were offered during Cohort 1 implementation. District specific in-person training was offered on a case-by-case basis when requested by the LEA. Most notably, eight regional sessions were conducted in Philadelphia School District during their regularly scheduled professional development day at the end of the 2013 school year. Approximately 550 teachers were trained during the Philadelphia specific sessions.

Proficient user assignment completion was required for all kindergarten teachers implementing the KEI. The assignment consists of two student portfolios that include anecdotal records on a variety of standard indicators, work samples, and photographs. Teachers review the entire portfolio for each of the students and use the information provided to score each of the 30 standard-based indicators. Teachers must submit the completed assignment and meet the proficiency threshold. All participating teachers were notified of their proficiency status soon after submission of the assignment. Proficient user status is valid for 5 years. Those participating teachers who did not meet the proficiency threshold received targeted outreach from OCDEL staff prior to implementation of the KEI in order to ensure effective implementation of the KEI.

Feedback from Cohort 1 participants indicates that multiple professional development options were a benefit. Specific feedback related to the available asynchronous webinars suggested
they were a beneficial option since teachers could access these at any time and complete training at their own pace. Some implementing districts and schools did offer flexible time so teachers could track their hours spent on the webinars and use that time as flexible professional development. Feedback also indicated that the proficient user assignment is a necessary component of the KEI process, effectively providing teachers with a sufficient level of familiarity with the KEI tool and process to be able to effectively implement the tool within their own classrooms. Participants specifically noted the following:

- “…the idea [of] having to apply what you learned was really good practice.”
- “It was a little time consuming but I really felt more comfortable and the more I worked with that data the better I felt and more confident that I could implement it on my own.”
- “I think those case studies were great and it’s important to see that, I mean how many times do we want to give children visual examples and concrete examples and there you are giving us this concrete example. That was very daunting, training was a little scary, but it was so good in the long run …because you provided that concrete example to us…”
- “I think the case studies are very valuable and it is true they are time consuming but I think it pays off in the end because it kind of forces you to look at children and situations a little bit differently then what you might be used to. That is something you take with you then for the rest of the year and the following year. The good habits are the good things that you pick up from doing this study stays with you so that little bit of extra work in the beginning is completely worth it.”

**Evidence Collection**

The KEI is an observation-based assessment, designed to be implemented in conjunction with typical classroom activities.

Two sharply contrasting measurement approaches can be used with children under age 5: direct assessments and observation-based (often called authentic) measures. A direct assessment involves an adult, possibly a familiar adult but sometimes a stranger, sitting with a child and asking him or her to respond to a number of requests, such as pointing to a picture or counting objects. The conditions for administration, such as the directions and how the materials are presented, are standardized to ensure that each child is being presented with identical testing conditions. Observation-based measures…use regularly occurring classroom activities and products as evidence for what children know and can do. Observation-based measures encompass a variety of tools, including checklists…classroom-based observation tools…samples of children’s work…Teachers and caregivers collect data over a variety of contexts and over time to gain a more valid and reliable picture of what children know and do. Observation-based assessment approaches also are consistent with recommended practices for the assessment of young children *(National Research Council of the National Academies (2008), Early Childhood Assessment: Why, What, and How? Page 7-11 and 7-12).*

As an observation-based assessment, the KEI is designed to be implemented hand-in-hand with the instructional and routine activities that occur on a daily basis within quality kindergarten classrooms. Teachers are encouraged to utilize multiple sources of evidence in order to complete the KEI. Sources of evidence might include, but are not limited to the following:

1. results from typically administered assessments
2. family input
3. work samples
4. observations
5. checklists
6. input from other adults working with the student

The evidence collection period lasts from the first day a student enters the kindergarten classroom until the 45th calendar day of the kindergarten year.

**Scoring**
The KEI is scored based upon a comparison between the evidence collected and definitions that describe each standards-based indicator within four response categories. Response categories include Not Yet Evident, Emerging, Evident, and Exceeds. The response category of Not Yet Evident is defined as the student rarely or never exhibits the behaviors listed under the other scoring categories or needs significant support to achieve these behaviors. The response categories of emerging, evident, and exceeds are defined by the observable behavioral indicators listed within the tool. Behavioral indicators advance based on research-based learning progressions found within the Pennsylvania Learning Standards for Early Childhood. The response categories of Emerging, Evident, and Exceeds provide examples of specific observable behaviors to assist in determining a skill level.

A copy of the KEI tool used during Cohort 1 implementation can be found in Appendix 2.

In addition to the four response categories, teachers may indicate an answer of “unable to observe” if they had not had the opportunity to collect evidence to inform the scoring of a particular indicator. Teachers are encouraged to use this option sparingly. Teachers also are instructed to complete scoring on individual indicators as soon as they are confident that they have reached a determination, and not to change scores throughout the 45 day window.

**Data entry**
Teachers in Cohort 1 were allotted 7 calendar days to complete data entry within the web-based data system. Several systems challenges occurred during Cohort 1 implementation that necessitated the extension of the data entry window. Finalization of all reported outcomes occurred by January 15, 2015.

Data entry during Cohort 1 was typically completed by the kindergarten teacher, however a few participating entities offered administrative support for data entry, in some cases completely removing this responsibility from the classroom teacher. This practice proved beneficial in alleviating the need to remove the teacher from the kindergarten classroom to complete data entry, as well as, eliminating challenges associated with having a large number of teachers accessing the system at one time. System usability will be a key focus with Cohort 2 implementation and will include a focus on the development of unique user roles and responsibilities in order to facilitate the ability for implementing entities to provide administrative support, particularly around data entry.

**Accessing and utilizing information**
During Cohort 1, the web-based data system had the capacity to generate individual child level, as well as classroom reports that could be accessed by the kindergarten teacher. These reports could be used to summarize baseline information across both the domain and the indicator level in order to share this information with families, inform individual instructional needs, and to inform classroom instructional needs. Feedback from Cohort 1 participants indicated that these reports were beneficial and were being utilized in multiple ways. Specific participant feedback included the following:
"Our district is very committed to offering opportunities to the families of preschoolers to engage in our school and become familiar with the school environment so using some of the KEI data...collected...we worked a preschool literacy program...and we looked at some of the indicators and designed parent information sessions and child-centered activities that we run in the evenings based on the early literacy data we collected..."

"I kept telling the rest of my team that I was all prepared for conferences. I never knew the students as well as I knew them this year because I had a whole new pool of 30 indicators." I was able to look "at the data one more time and developed each child's conference based on their growth. It was really great because I had a lot of information to share with parents and I could really start off the conference by talking about how much growth has taken place within these 45 days. Once you start working with the KEI, it becomes one with you and you're running those indicators in your head all of the time or you're really looking at children a little bit differently, or at least I did, than before and I just felt like I had so much information...I really felt as though I could paint an actual picture of their child's performance in kindergarten."

"The focus on growth is nice and it's not focusing on what your child couldn't do when they arrived at school but look how far they've come. Parents want to hear that and those are successes you wouldn't have known if you did not recorded it on the KEI."

"I didn't actually bring out the KEI during conference time but I found myself using a lot of the language. For example: I have a particular student who came in with very strong academic skills but social and emotional as well as his growth in fine motor; all of those things are underdeveloped and I used those terms and found using the indicator rubric terms to be a very beneficial way to describe that growth that he has been making and the process of where we're heading to have that conversation with mom and dad."

"I'd like to expand that arena from beyond the parent's perspective to the peripheral benefit of doing the KEI for our classroom teachers. The indicators are always in our brains. At the end of the school year, we do vertical data team meeting so that our kindergarten team meets with our first grade team. So that information that was floating around in [the participating teacher's] head of how students grew and what skills they were bringing with them, we were able to share with our first grade teachers as well because I think it just adds a more in-depth look at the kindergarteners as learners. So in a way our first grader teachers benefitted as well."

In addition to the information available to the teachers, schools and/or districts were able to request a raw data extract at the conclusion of the data collection process for locally determined purposes. For example, one participating district indicated that they “…look at all of the data…collected like the DIBELS, Brigance and the KEI to determine what kind of...professional development would best benefit...teachers based on the needs of [the] students...” System enhancements during Cohort 2 will include additional levels of reporting features, containing specific building and district level reporting options. In addition, OCDEL also will be utilizing results from the KEI process to generate state level reports.

**Additional Participant Feedback**

Although Cohort 1 is considered the first phase of KEI implementation, additional enhancements to the inventory, process, reporting system, supports and resources will continue to be developed. In an effort to collect feedback from Cohort 1, OCDEL provided multiple and multi-modal opportunities to participate in in-person focus groups, and/or a web-based dialogue. Focus groups and web dialogue were conducted in December 2014. Feedback included many positive aspects of the KEI process, as well as recommendations for potential improvements. In
addition to benefits already detailed throughout this summary, participants indicated the following additional positive aspects of the KEI tool and the implementation process:

- “You nailed the indicators in the tool. You are collecting the information that needs to be collected.”
- “Having the social and emotional, physical development, and approaches to learning indicators reminded me how important these are to the learning process. Perhaps the most important.”
- “As the principal I always struggle with getting to know our kindergartens at the start of the school year. We have a half day program and they are all new to our school. Being involved with the KEI process, actively assisting in the observation process, has allowed me to connect with the kindergartens in a way I haven’t been able to in the past.”
- “It is important for us to provide outreach to our early learning programs. The KEI has provided us a tool for talking about our expectations.”
- “I think the other thing too, doing the KEI, we had to give [the students] more time because we had 45 days and we knew we had to meet that deadline…So, we had to listen to them. It wasn’t “okay, come on, I need you to get in line, I need you to use the bathroom,…” we had to stop and have a conversation with them. They could say, “Oh, that’s an A and that’s in my name…” and we just got all of this information in our hands because we allowed them to take their time and we allowed ourselves to talk to them and not be so rushing…”
- “One thing I did like about the KEI is that it forced me to look at things a little bit sooner than what I may have done in previous years. There’s just many benefits to that but it really did, I could really speak to the amount of growth that happened since that first day of school.”
- “It was building a relationship with the kids too because it’s so much fun to just sit down and be able to talk to them and that purposeful play I think is the thing that we keep coming back to. We were very purposeful with the activities that we were choosing to do and how we were interacting with our children and I feel as though the KEI is making me a better and stronger teacher because I think of things a little differently and why I do what I do.”

Potential Improvements
Feedback from Cohort 1 participants also provided specific focal areas for enhancements that will occur in subsequent years. Specific inventory revisions for Cohort 2 will include the collection of additional demographic information (i.e., collection of home language, and additional pre-kindergarten experience options), as well as additional guidance and examples specific to English Language Learners/Dual Language Learners. The inventory also will undergo an additional validation study in 2015. System enhancements will include distinct user roles and responsibilities; single point of access for communications, professional development, supports and resources, and data entry; streamlined data entry screens; and enhanced reporting features.

Additional information about the KEI can be found at http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/p/1852080.

Questions about the KEI should be sent to RA-PWOCDDELKEI@pa.gov.
**APPENDIX 1**

*List of Cohort 1 participating schools*

<table>
<thead>
<tr>
<th>School District</th>
<th>Participating Schools</th>
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<tbody>
<tr>
<td>Chambersburg Area SD</td>
<td>Benjamin Chambers Elementary</td>
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<tr>
<td></td>
<td>Thaddeus Stevens Elementary</td>
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<tr>
<td>Chester-Upland SD</td>
<td>Chester Upland School of Arts</td>
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<tr>
<td>Duquesne City SD</td>
<td>Duquesne Elementary</td>
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<tr>
<td>ERIE CITY-SD</td>
<td>Pfeiffer-Burleigh</td>
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<td>Wayne</td>
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<td>Freedom Area SD</td>
<td>Conway Elementary</td>
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<tr>
<td>Governor Mifflin SD</td>
<td>Brecknock Elementary</td>
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<td></td>
<td>Cumru Elementary</td>
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<tr>
<td>Harrisburg City SD</td>
<td>Benjamin Franklin</td>
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<td></td>
<td>Downey</td>
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<td>Foose</td>
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<td></td>
<td>Melrose</td>
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<td></td>
<td>Scott</td>
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<tr>
<td>Juniata County SD</td>
<td>Fermanagh-Mifflintown Elementary</td>
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<tr>
<td>Lancaster SD</td>
<td>King Elementary</td>
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<td>Lafayette Elementary</td>
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<td></td>
<td>Price Elementary</td>
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<tr>
<td>Northern Lebanon SD</td>
<td>Jonestown Elementary</td>
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<td>Penn Manor SD</td>
<td>Letort Elementary</td>
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<td>Philadelphia SD</td>
<td>Adaire, Alexander</td>
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<td>Allen, Dr. Ethel</td>
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<td>Bethune, Mary McLeod</td>
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<td>Blaine, James G.</td>
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<td>Blankenburg, Rudolph</td>
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<td>Bregy, F. Amedee</td>
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<td>Bridesburg</td>
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<td></td>
<td>Brown, Henry A.</td>
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<td>Brown, Joseph</td>
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<td></td>
<td>Bryant, William C.</td>
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<td></td>
<td>Carnell, Laura H.</td>
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Cassidy, Lewis A AC Plus
Catharine, Joseph
Cayuga
Childs, George W.
Comegys, Benjamin B.
Comly, Watson
Cook-Wissahickon
Cooke, Jay
Cramp, William
Crossman, Kennedy
Day, Anna B.
De Burgos Bilingual Magnet
Decatur, Stephen
Dick, William
Disston, Hamilton
Dobson, James
Duckrey, Tanner
Dunbar, Paul L.
Edmonds, Franklin S.
Elkin, Lewis
Ellwood
Emlen, Eleanor C.
Farrell, Louis H.
Fell, D. Newlin
Finletter, Thomas K.
Fitzpatrick, Aloysius L.
Forrest, Edwin
Fox Chase
Frank, Anne
Franklin, Benjamin
Gideon, Edward
Girard, Stephen
Gompers, Samuel
Greenberg, Joseph
Greenfield, Albert M.
Hackett, Horatio B.
Hamilton, Andrew
Hancock, John
Harrington, Avery D.
Hartman, John F.
Henry, Charles W.
Heston, Edward
Holme, Thomas
Hopkinson, Frances
Houston, Henry E.
Howe, Julia Ward
Huey, Samuel B.
Hunter, William H.
Jackson, Andrew
Jenks, Abram
Jenks, John S.
Juniata Park Academy
Kearney, Gen. Philip
Kelley, William D.
Kelly, John B.
Key, Francis Scott
Kirkbride, Eliza B.
Lamberton, Robert E.
Lawton, Henry W.
Lea, Henry C.
Lingelbach, Anna L.
Locke, Alain
Loesche, William H.
Logan, James
Longstreth, William C.
Lowell, James R.
Ludlow, James R.
Marshall, John
Marshall, Thurgood
Mayfair
McCall, Gen. George A.
McClure, Alexander K.
McKinley, William
McMichael, Morton
McCloskey, John F.
McDaniel, Delaplaine
Meade, Gen. George C.
Meredith, William M.
Mifflin, Thomas
Mitchell
Moffet, John
Moore, J. Hampton
Morris, Robert
Morrison, Andrew J.
Morton, Thomas
Munoz-Marín, Luis
Nebinger, George W.
Olney
Overbrook
Patterson, John M.
Peirce, Thomas M.
Penn Alexander
Pennell, Joseph
Pennypacker, Samuel
Penrose
Pollock, Robert B.
Potter-Thomas
Powel, Samuel
Prince Hall
Prince Hall
Rhawnhurst
Rhoads
Rhodes
Richmond
Roosevelt
Rowen, William
Sharswood, George
Shawmont
Sheppard, Isaac
Sheridan, Philip H.
Solis-Cohen, Solomon
Southwark
Spring Garden
Spruance, Gilbert
Stanton, Edwin M.
Stearne, Allen M.
Steel, Edward
Sullivan, James J.
Taggart, John H.
Taylor, Bayard
Vare-Washington
Waring, Laura W.
Washington, Martha
Webster, John H.
Welsh, John
Willard, Frances E.
Wister, John
Wright, Richard R.
Ziegler, William H.

Pittsburgh SD
Pittsburgh Arlington K-8
Pittsburgh Arsenal K-5
Pittsburgh Faison K-5
Pittsburgh King K-8
Pittsburgh Langley K-8
Pittsburgh Lincoln K-5
Pittsburgh Miller K-5
Pittsburgh Montessori K-8
Pittsburgh Morrow K-8
Pittsburgh Spring Hill K-5
Pittsburgh Woolslair K-5

Reading SD
Amanda E Stout Elementary
Glenside Elementary
Lauers Park Elementary
Millmont Elementary
Northwest Elementary
Riverside Elementary
Sixteenth & Haak Elementary
Tenth & Green Elementary
Tenth & Penn Elementary
Thirteenth & Green Elementary
Thirteenth $ Union Elementary
Twelfth & Marion Elementary
Tyson Schoener Elementary

Southern Huntingdon County SD
Shade Gap Elementary

Steelton-Highspire SD
Steelton-Highspire Elementary

Uniontown Area SD
Lafayette Elementary

Wattsville Area SD
Wattsville Area Elementary Center

Wilkes-Barre Area SD
Dr. David W. Kistler Elementary

William Penn SD
Aldan Magnet School

York City SD
Davis
Devers
Ferguson
Goode
Hannah Penn K-8
Jackson K-8
McKinley

Charter Schools
Agora Cyber CS
ASPIRA Bilingual Cyber CS
Community Academy of Philadelphia
Education Plus Academy Cyber CS
Gillingham CS
Hardy Williams
HOPE for Hyndman CS
Mastery CS - Cleveland Elementary
PA Distance Learning CS
Pennsylvania Cyber CS
Robert Benjamin Wiley Community CS
Seven Generations CS
Urban Pathways K-5 College CS

Private Schools
Children’s Garden of St John’s Lutheran Church
Lifespan Day Care Center
## Appendix 2

### Cohort 1 (2014) version of Kindergarten Entry Inventory

**Child Name:**

**First**

**Middle**

**Last**

**Teacher Name:**

**School District:**

**School:**

**Length of day:**
- Full Day
- Half Day AM
- Half Day PM

**PA meritID:**

**Student’s DOB:**

**Student’s gender:**
- Male
- Female

**Student’s Race/Ethnicity:**
- American Indian or Native Alaskan (not Hispanic)
- Black or African American (not Hispanic)
- Hispanic (any race)
- White (not Hispanic)
- Multi-Racial (not Hispanic)
- Asian (not Hispanic)
- Native Hawaiian or other Pacific Islander (not Hispanic)

**Student’s Pre-K experience of Head Start:**
- Pre K Counts
- Child Care STARS
- Child Care non-STARS
- Other
- Unknown

**LEP/ELL status:**
- Yes
- No

**Written EBP/904**
- Yes
- No

**School ENTRY date:**

---

### Domain: Social and Emotional Development

**Indicator 1: Emotional Regulation**

Standard: Student expresses emotions appropriately to adults and peers.

1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not At All Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors shown under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labels feelings OR acts appropriately when others are happy, sad, angry or upset.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Expresses feelings that are appropriate to the situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reacts appropriately to situations that elicit strong emotions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**
- **Not At All Evident**
  - Names feelings of a character in a story
  - Sways child crying and giving them a hug
  - Shows child crying and says, “Jerry is happy today.”

- **Emerging**
  - Child scratches nose and cries.
  - Says, “That makes me sad.” when a child takes a toy while wanting to use the toy book.
  - Child talks about being upset.

- **Evident**
  - After being pushed down by another child, child asks, “What’s wrong?”
  - Child talks about being upset.

- **Exceeds**
  - Child talks about being upset.

2. Record evidence for this rating here:

<table>
<thead>
<tr>
<th>1. Unable to determine a skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not had opportunity to look for this skill.</td>
</tr>
<tr>
<td>Other, please explain:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Indicators:**
- Emotional Regulation
- PA Kindergarten Inventory
### Domain: Social and Emotional Development

#### Indicator 2: Self Awareness

**Standard:** Student demonstrates awareness of self and one’s own preferences.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely exhibits behaviors that underlie the other scoring categories or needs significant support to achieve these behaviors.</td>
<td>Demonstrates strong preferences for people, toys, and activities.</td>
<td>Chooses materials and activities independently demonstrating confidence in own abilities.</td>
<td>Differentiates between own preferences/strengths and those of others.</td>
</tr>
</tbody>
</table>

**Examples:**
- Child describes in dramatic play when given a choice. "I want to be..."
- Child plays with own materials consistently.
- Child brings small stuffed toy to school every day.

**Examples:**
- After writing name on paper, shoebox to teacher and says, "Look, words my name." "I can look that feeling away for watch." "I chose sand table. I am going to build best sand castle."

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other, please explain: ____________________________

**Indicator 2:** Self Awareness **PA Kindergarten Inventory**

---

#### Indicator 3: Conflict Resolution

**Standard:** Student distinguishes between appropriate and inappropriate ways to resolve conflict.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely exhibits behaviors that underlie the other scoring categories or needs significant support.</td>
<td>When faced with a conflict, expresses own needs and desires, but needs assistance to generate possible solutions.</td>
<td>Suggests solutions to conflict which are most often based upon own needs and desires.</td>
<td>Suggests solutions to conflict while considering the needs and desires of self and others.</td>
</tr>
</tbody>
</table>

**Examples:**
- When playing a math game with a peer, passes, "I want to and the `call` is stuck in teacher.
- Tells teacher, "Nita is at the front of the line and it's my turn to be the teacher."
- When child wants a turn at the computer, but all seats are being used, moves to teacher and says, "I need an easy."  

**Examples:**
- "I need a turn with that book. Give it to me when you are done."  
- "I want to use the computer. When the timer goes off it will be my turn."  
- "Here you can use my special pencil, if I can go first."

**Examples:**
- "We both want a turn with the book. Should we flip a coin?"
- "Yes, Michelle wants to play too. Give her a doll."  
- "When peers are arguing, child says, "Stop fighting, let’s use our words.""

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other, please explain: ____________________________

**Indicator 3:** Conflict Resolution **PA Kindergarten Inventory**

---
### Indicators 4: Behavior Regulation

**Standard**: Student is aware of limits and expectations and adjusts behavior accordingly.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories. Off needs significant support to achieve these behaviors.</td>
<td>Shows understanding of rules, but often tests boundaries.</td>
<td>Follows the rules and routines of the classroom/school with occasional reminders.</td>
<td>Applies familiar rules in multiple settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leaves class during transitions.</td>
<td>Child moves to another area when class change is given.</td>
<td>Only four people allowed at science center.</td>
</tr>
<tr>
<td>Says, &quot;no&quot; when asked to join group for activity.</td>
<td>Child given the correct number even though it is full. When asked how many are allowed, says, &quot;four.&quot;</td>
<td>Engages in morning routine upon arriving at classroom (sings it, hangs up coat, goes to circle).</td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - [ ] I have not had opportunity to look for this skill.
   - [ ] Other: please explain.

**Indicator 4:** Behavior Regulation

<table>
<thead>
<tr>
<th>PA Kindergarten Inventory</th>
</tr>
</thead>
</table>

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### Indicators 5: Print Concepts/Letters

**Standard**: Student recognizes and names some upper and lower case letters of the alphabet.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories. Off needs significant support to achieve these behaviors.</td>
<td>Recognizes and names at least 8 letters, most frequently those in their own name.</td>
<td>Recognizes and names 8-12 upper case letters and 8-12 lower case letters.</td>
<td>Recognizes and names 13 or more upper case letters and 13 or more lower case letters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>While playing a letter game, child recognizes the letters in her own name, and the letters &quot;u&quot;, &quot;s&quot;, and &quot;c&quot;.</td>
<td>Charles knows 20 letters in one minute on an assessment of letter naming fluency which included both upper and lower case letters.</td>
<td>Sam can name 26 upper case letters and 14 lower case letters on an assessment of letter recognition.</td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - [ ] I have not had opportunity to look for this skill.
   - [ ] Other: please explain.

**Indicator 5:** Print Concepts/Letters

<table>
<thead>
<tr>
<th>PA Kindergarten Inventory</th>
</tr>
</thead>
</table>
### Indicator 6: Print Concepts/Words

**Standard:** Student recognizes that letters make words and that words convey meaning.

#### 1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td>Identifies names of people or other common objects in the environment.</td>
<td>Recognizes and reproduces names of other common environmental print in order to convey meaning.</td>
<td>Identifies and attempts to reproduce familiar and unfamiliar words to convey meaning.</td>
</tr>
</tbody>
</table>

**Examples:**
- Found name of a baseball player or a cartoon character.
- Identifies a stop sign and says, "That says STOP."

**Examples:**
- Writes name on art work.
- Jumps in his house on a drawing copying "cat" from the word wall.

**Examples:**
- Sounds out simple words and writes them phonetically.
- Takes a "V" from science center and copies the word, "bear, tolerate, writer" to later her drawing of a bear in a cave.

#### 2. Record evidence for this rating here:

**1. Unable to determine a skill level:**
- I have not had opportunity to look for this skill.
- Other, please explain: ______________

<table>
<thead>
<tr>
<th>Indicator 6:</th>
<th>Print Concepts/Words</th>
<th>PA Kindergarten Inventory</th>
</tr>
</thead>
</table>

### Indicator 7: Phonological Awareness

**Standard:** Student demonstrates understanding of spoken words, syllables, and sounds.

#### 1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td>Recognizes rhyming words OR when words begin with the same sound.</td>
<td>Isolates and pronounces the initial, medial vowel, and final sounds in spoken single-syllable words.</td>
<td>Isolates and pronounces initial, medial, and final sounds in spoken single-syllable words.</td>
</tr>
</tbody>
</table>

**Examples:**
- Miaharia says, "Molly starts with 'M,' just like my name."
- Says, "Cat, Hat, Bat, Pat" when asked what words rhyme with Pat.

**Examples:**
- Sticks lips as she says, "It, is, is!" Any name starts with "It."
- While playing, a game in literacy center, "Dog" connects various words to the "g" sound to form multiple words, and then he says the completed word.

**Examples:**
- Model sounds out the word "dog," saying each letter sound "d - o - g." Then she says, "Dog," nine months later without other words.
- Yolanda draws a line separated by a space for each word in his dictated sentence "My mom likes nice."
Indicator 8: Phonics

1. Indicate the developmental skill level the child has mastered.

- Not Yet Evident
  - Student rarely or never exhibits the behaviors listed under the other scoring categories. If needs significant support to achieve these behaviors.
  - Students receiving accommodations provided as part of his or her IEP/SIF plan should be scored under the scoring category which reflects the student's behavior with the necessary support.

- Emerging
  - Demonstrates one to three letter sound correspondence for up to 8 letters.
  - Examples:
    - Child writes the initial letter for words beginning with "b", "g", and "s.
    - During a game, Matt recognizes the letter "H" and says his name starts with "H" and makes the /h/ sound.

- Evident
  - Demonstrates one to three letter sound correspondence for 9-10 letters.
  - Examples:
    - Sorts sound and writes words beginning letters for 10 letters over the course of two weeks.
    - During a small group rhyming game, student mentions 6 letters and their corresponding sounds to create 4 new words.

- Exceeds
  - Demonstrates one to three letter sound correspondence for more than 10 letters.
  - Examples:
    - In literacy center, Sam matches 15 sounds to the correct letters when playing an electronic phonics game.

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other, please explain:

Indicator 8: Phonics

PA Kindergarten Inventory

Indicator 9: Text Analysis

1. Indicate the developmental skill level the child has mastered.

- Not Yet Evident
  - Student rarely or never exhibits the behaviors listed under the other scoring categories. If needs significant support to achieve these behaviors.
  - Students receiving accommodations provided as part of his or her IEP/SIF plan should be scored under the scoring category which reflects the student's behavior with the necessary support.

- Emerging
  - Relates text to personal experiences.
  - Examples:
    - When listening to "The Goose Got Loose" during shared reading, Formula says, "I saw a goose yesterday."
    - In a picture, a picture of a picture of a picture of a picture: "My daddy's a firefighter."

- Evident
  - Relates details of a text (informational or story) by answering questions about a text.
  - Examples:
    - When asked where the story took place, Gretchen answers, "In the forest!"
    - When asked who remembers what happened, Allard says, "I don't know, it's a mystery."

- Exceeds
  - Uses details from text including the illustrations to support answers to questions about a text (informational or story).
  - Examples:
    - When asked how she knows the story took place in a forest, Gretchen replies, "Remember the picture of the trees and it's windy?"
    - In a picture of a picture of a picture of a picture: "I've read these books before."

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other, please explain:

Indicator 9: Text Analysis

PA Kindergarten Inventory
**Indicator 10: Text Structure**

Standard: Student demonstrates knowledge of text structure.

1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories or needs significant support to achieve these behaviors.</td>
<td>Uses beginning book handling skills.</td>
<td>Uses parts of a book (title, front cover, back cover, illustrations) to engage with text.</td>
<td>Uses parts of a book (title, front cover, back cover, illustrations, table of contents) to assist in comprehension and use of text.</td>
</tr>
<tr>
<td>Examples: - Student avoids reading or referring to books. - Student does not engage with the story. - Student does not understand the story.</td>
<td>Examples: - Student is able to hold the book in position. - Student is able to engage with the story.</td>
<td>Examples: - Student uses the table of contents to find information about a fruit. - Student is able to predict what will happen in the story.</td>
<td>Examples: - Student uses the table of contents to find information about a fruit. - Student is able to predict what will happen in the story.</td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other please explain:

**Indicator 10: Text Structure**

PA Kindergarten Inventory

---

**Indicator 11: Stages of Writing**

Standard: Student demonstrates age appropriate writing skills.

1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories or needs significant support to achieve these behaviors.</td>
<td>Writes letters or letter shapes.</td>
<td>Reproduces own name and simple words, with most letters correct.</td>
<td>Uses some spacing and punctuation in writing attempts.</td>
</tr>
<tr>
<td>Examples: - Student avoids writing or referring to books. - Student does not engage with the story. - Student does not understand the story.</td>
<td>Examples: - Student is able to write letters or letter shapes. - Student is able to engage with the story.</td>
<td>Examples: - Student is able to write letters or letter shapes. - Student is able to engage with the story.</td>
<td>Examples: - Student is able to write letters or letter shapes. - Student is able to engage with the story.</td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other please explain:

**Indicator 11: Stages of Writing**

PA Kindergarten Inventory
### Indicator 12: Writing Process

**Standard:** Student engages in the writing process by choosing a topic of focus and then dictates, draws, or writes a related story.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td>Establishes who and what a narrative will be about (PLANNING) but does not follow through as intended (FOLLOW THROUGH).</td>
<td>Establishes who and what a narrative will be about (PLANNING) AND tells, draws, or writes a related story (FOLLOW THROUGH).</td>
<td>Establishes who and what a narrative will be about (PLANNING) AND tells, draws, or writes using descriptive words and specific details (FOLLOW THROUGH).</td>
</tr>
</tbody>
</table>

**Examples**
- Student plans to write about Cinderella and the prince, but then draws a picture of apples.
- Student answers the question, “What is your favorite food?” with “cheesburger” and then draws a picture of papa.
- Student writes about holidays and includes details about them.
- Student draws a picture of their summer vacation and includes details about the trip, naming names of places visited and souvenirs obtained.

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other: ____________________________

**Indicator 12:** Writing Process  
**PA Kindergarten Inventory**

### Indicator 13: Expressive Language

**Standard:** Student expresses thoughts, feelings, and ideas by speaking clearly enough to be understood by most audiences.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td>Speaks in simple sentences (2-3 words) using dominant language (that can be understood by those familiar with the child’s speech pattern).</td>
<td>Speaks in descriptive sentences using dominant language that can be understood by most audiences.</td>
<td>Constructs detailed sentences using dominant language to explain a thought or idea.</td>
</tr>
</tbody>
</table>

**Examples**
- Student says, “I need to go to the bathroom.”
- The substitute teacher asked if they had difficulty understanding the question.
- Student says, “I like it.”
- Student says, “I was scared about school, but you knew it was fun.”
- Student says, “I would like more milk, please, I like chocolate milk.”
- Student says, “I like to play with Clay because we play with toys.”

2. Record evidence for this rating here:

3. Unable to determine a skill level:
   - I have not had opportunity to look for this skill.
   - Other: ____________________________

**Indicator 13:** Expressive Language  
**PA Kindergarten Inventory**
Indicator 14: Receptive Language

1. Indicate the developmental skill level the child has mastered.

- Not Yet Evident
  - Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.
  - *Students needing accommodations identified as part of his or her IEP/504 plan should be scored under the scoring category which reflects the student’s performance with the necessary support.*

- Emerging
  - Responds appropriately to specific statements (one step directions) and/or questions.
  - *Examples:*
    - Throws trash in trash can when asked.
    - Hangs up coat in cubby when not in use.
    - Heals points to the baseball when the teacher asks her what her favorite sport is.

- Evident
  - Responds appropriately to simple statements (including two-step directions) and questions.
  - *Examples:*
    - Rewards his friend a sticker when he brings something to dig a hole in the sand pit.
    - Instructs his friend to run and run on the dotted line as instructed by teacher.

- Exceeds
  - Responds appropriately to complex statements (including multi-step directions) and questions.
  - *Examples:*
    - After an oral telling of a story, Zacharias answers questions about the story using specific details from the story.
    - Uses provided the directions to a new game in his home language and follows the directions while playing the game.

2. Record evidence for this rating here:

- Unable to determine a skill level:
  - I have not had opportunity to look for this skill.
  - Other please explain:

---

Indicator 15: Collaborative Communication

1. Indicate the developmental skill level the child has mastered.

- Not Yet Evident
  - Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.

- Emerging
  - Uses receptive AND expressive language strategies to engage in reciprocal conversations of one or two exchanges with familiar adults or peers.
  - *Examples:*
    - High and Jack are eating snack. Jack says, “Do you like carrots?” Jane responds, “Yes, I do.”
    - After bumping into Ryan, Sam’s says, “I’m sorry Ryan. Sorry, Ryan problems he is going to tell Mr. White. Tense responds, “Ryan I said I’m sorry.”

- Evident
  - Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar adults or peers.
  - *Examples:*
    - Sally enters the classroom and says, “Morning Mr. Walker. Guess who I talked today?” Mr. Wright. Walker responds, Sally continues talking. They are sitting in the room and continue the conversation.
    - Demonstrates good turn-taking with simple exchanges.
    - At lunch, I asked, “Can you have the sandwiches?” Jane responds, “I have my own lunch, and I can feed myself.”

- Exceeds
  - Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar and unfamiliar adults or peers.
  - *Examples:*
    - The teacher asks the question, “Do you take the apples to the town?” The conversation continues with two more exchanges.

2. Record evidence for this rating here:

- Unable to determine a skill level:
  - I have not had opportunity to look for this skill.
  - Other please explain:
**Indicator 16: Conventions of English Language**

**Standard:** Student demonstrates control of the conventions of Standard English when speaking.

**ELL/LD:** Students should be scored on the English proficiency for this indicator.

1. Indicate the developmental skill level the child has mastered:

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories and requires significant support to achieve these behaviors.</td>
<td>Communicates in English with single words, short sentences or incomplete sentences.</td>
<td>Communicates in English with complete sentences about a variety of topics, and concepts with limited grammatical errors.</td>
<td>Communicates in English with complete sentences that use increasingly complex vocabulary and sentence structures with few grammatical errors.</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>During circle time, Teacher begins to count his fingers and students repeat after him.</td>
<td>During a read aloud, Mary asks students to predict what will happen next.</td>
<td>During a read aloud, Mary asks students to identify the main idea.</td>
<td></td>
</tr>
<tr>
<td>During a read aloud, Mary asks students to predict what will happen next.</td>
<td>During a read aloud, Mary asks students to identify the main idea.</td>
<td>During a read aloud, Mary asks students to predict what will happen next.</td>
<td></td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:

   - [ ] I have not had opportunity to look for this skill.
   - [ ] Other, please explain:

**Indicator 16:** Conventions of English Language  
PA Kindergarten Inventory

---

**Indicator 17: Counting**

**Standard:** Student knows the count sequence.

1. Indicate the developmental skill level the child has mastered:

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories and requires significant support to achieve these behaviors.</td>
<td>Attempts to count to twenty, but may skip numbers, repeat numbers, or place numbers in an incorrect order.</td>
<td>Counts to 20</td>
<td>Counts past 20.</td>
</tr>
<tr>
<td><em>Students receiving accommodations appropriate for his or her EPIS/SN plan should be scored under the scoring category which reflects the student’s behavior with this necessary support</em></td>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>During circle time, Teacher begins to count his fingers and students repeat after him.</td>
<td>During circle time, Teacher begins to count his fingers and students repeat after him.</td>
<td>During circle time, Teacher begins to count his fingers and students repeat after him.</td>
<td></td>
</tr>
<tr>
<td>During a read aloud, Mary asks students to identify the main idea.</td>
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<td>During a read aloud, Mary asks students to predict what will happen next.</td>
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<td>During a read aloud, Mary asks students to predict what will happen next.</td>
<td></td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:

   - [ ] I have not had opportunity to look for this skill.
   - [ ] Other, please explain:

**Indicator 17:** Counting  
PA Kindergarten Inventory
**Indicator 18: Naming Numbers**
Standard: Student knows number names.

1. Indicate the developmental skill level the child has mastered:

<table>
<thead>
<tr>
<th>Not At All Evident</th>
<th>Emerging</th>
<th>Effective</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories.</td>
<td>Recognizes and names some numbers.</td>
<td>Recognizes and names numbers 1-10.</td>
<td>Recognizes and names numbers 0-20 or above.</td>
</tr>
</tbody>
</table>

Examples:
- Joe chooses a number puzzle during math time. He takes out all of the pieces 1-10. While assembling the puzzle, he identifies 1, 2, 5, and 10.
- Cindy names the number on each puzzle piece as she places it into the puzzle.
- Mary chooses the number 5 from a pile of calendar stickers to label today’s date. She has been able to complete this task or other activities with different numbers.
- While playing memory, with cards numbered 0-30, Sharyn and Mary identify all numbers.
- Using a number chart for the classroom, Lydia names numbers 0-20 during math time.

2. Record evidence for this rating here:

3. Unable to determine a skill level:
- I have not had opportunity to look for this skill.
- Other: please explain:

**Indicator 18:** Naming Numbers  
**PA Kindergarten Inventory**

---

**Indicator 19: Operations and Algebraic Thinking**
Standard: Student understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.

1. Indicate the developmental skill level the child has mastered:

<table>
<thead>
<tr>
<th>Not At All Evident</th>
<th>Emerging</th>
<th>Effective</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories.</td>
<td>Adds or takes away objects from a group and communicates that the group has more or has less.</td>
<td>Combines OR separates up to 6 objects AND identifies the number of objects remaining.</td>
<td>Combines OR separates more than 6 objects AND identifies the number of objects remaining.</td>
</tr>
</tbody>
</table>

Examples:
- Steve and Alphonse have built a train track in the block area. "Steve has two cars on the track and Alphonse adds her car and says "look Steve, now it's bigger!""
- Alphonse. Paul has served himself one chicken nugget and adds two more to his plate saying "now I have more chicken nuggets."
- "Three kids are floating in the water at the water table. Kyan says, "There are three boats on the river and here comes the big ship." "Kyan adds a big boat to the water and says "now there are two boats on the river."
- "Three children are standing in the hula hoop. Sam jumps into the hoop and says "now there are four friends in the hula hoop."
- Christine is painting at the easel. Christine says "I have four colors on my paper, I am adding two more colors. Wow, now I have six colors on my paper - it looks like a rainbow."
- During math time, Parks says "I have three blue squares and 1 red square. If I put the squares together, I would have 8 squares.

2. Record evidence for this rating here:

3. Unable to determine a skill level:
- I have not had opportunity to look for this skill.
- Other: please explain:

**Indicator 19:** Operational and Algebraic Thinking  
**PA Kindergarten Inventory**

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21
## Domain: Mathematics

### Indicator 20: Identifying Shapes

**Standard:** Student identifies shapes.

1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories. Needs significant support to achieve these behaviors.</td>
<td>Student uses one or more, but not all of the following: squares, circles, triangles, rectangles to view objects.</td>
<td>Student names squares, circles, triangles, rectangles.</td>
<td>Student names squares, circles, triangles, rectangles AND some 3-dimensional shapes (e.g., hexagons, cubes, cones, cylinders, and spheres).</td>
</tr>
</tbody>
</table>

**Examples**
- Not Yet Evident: After taking out all of the pieces from a shape puzzle, Tynan begins to explore the shapes.
- Emerging: Orbit sits at the table. Orbit names the circle and triangle shape cutters.
- Evident: During small group circle time, identifies the square, circle, triangle and rectangle. He removes cut out shapes from her tray.
- Exceeds: Todd has previously identified the following shapes: square, circle, triangle and rectangle. In the block area, Todd fills a tray with blocks, cones and cylinders, naming each shape as he does so.

2. Record evidence for this rating here:

- Unable to determine a skill level:
  - I have not had opportunity to look for this skill.
  - Other, please explain:

**Indicator 20:** Identifying Shapes \[ PA: Kindergarten Inventory \]

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### Indicator 21: Positional Words

**Standard:** Student shows understanding of the relative position of objects.

1. Indicate the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories. Needs significant support to achieve these behaviors.</td>
<td>Student follows directions that use positional words.</td>
<td>Student uses appropriate vocabulary to describe the position of objects (position OR order).</td>
<td>Student uses appropriate vocabulary to describe the position of objects (position AND order).</td>
</tr>
</tbody>
</table>

**Examples**
- Not Yet Evident: Sally places the ball in the bucket when asked.
- Emerging: Orbit sits next to a classroom when directed to do so.
- Evident: Tom says, “I am the line leader so I am first.” Or another day, Tom says, “I’m going in front of Kelly.”
- Exceeds: Alerts and Cody are using the nature board to create a map of the playground. Alerts says, “the first thing we put on our map is the swings. The second thing we need is the sandbox which goes next to the swings.”

2. Record evidence for this rating here:

- Unable to determine a skill level:
  - I have not had opportunity to look for this skill.
  - Other, please explain:

**Indicator 21:** Positional Words \[ PA: Kindergarten Inventory \]
**Domain:** Mathematics

**Indicator 22: Measurement**

**Standard:** Student uses measurable attributes to compare objects.

1. Identify the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring category. Off needs significant support to achieve these behaviors.</td>
<td>Uses words that demonstrate an understanding of measurable attributes.</td>
<td>Compares two objects with a measurable attribute in common.</td>
<td>Orders objects with a measurable attribute in common.</td>
</tr>
</tbody>
</table>

   **Examples**
   - Not Yet Evident: "Bill makes a ride out of wood blocks and says: "My road is so long." "Ralph comments "This pumpkin is big and heavy.""
   - Emerging: "While at the water table, Jacob and Lane have matching cups. Jacob fills his container almost full and then fills her container half way. Jacob says: "Mine has more." After the teacher records the height of each student for "all about me" books, Bryan comments: "Jordan and I are the same size."
   - Evident: "Samantha lines up standing caps from smallest to largest. "Chris says: "I let's line up with the shortest in front and the tallest in back."

2. Record evidence for this rating here:

   1. Unable to determine a skill level:
      - I have not had opportunity to look for this skill.
      - Other, please explain:

**Indicator 22: Measurement**

PA Kindergarten Inventory

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**Indicator 23: Data**

**Standard:** Student classifies, counts, and compares quantities.

1. Identify the developmental skill level the child has mastered.

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring category. Off needs significant support to achieve these behaviors.</td>
<td>Sorts up to 10 objects using one attribute.</td>
<td>Classifies up to 10 objects using one attribute and determines which category has more or less of the attribute.</td>
<td>Classifies up to 10 objects using two attributes and describes results using more or less of &quot;less of.&quot;</td>
</tr>
</tbody>
</table>

   **Examples**
   - Not Yet Evident: "Given a pile of 10 unit cubes. Len sorts the cubes by color, shape, and size. He can sort the cubes by rough or smooth edge."
   - Emerging: "Samantha employs her baggies of colored apple shapes. She sorts the apples according to color and says: "I have more red apples than green and there aren’t as many green apples as yellow ones."
   - Evident: "Samantha sorts buttons into two groups by the number of holes in the button. Then, Samantha sorts the brass buttons by big and small buttons resulting in four piles of buttons, seven piles of buttons to the pile of small, two hole buttons and says: "This pile has the most buttons.""

2. Record evidence for this rating here:

   1. Unable to determine a skill level:
      - I have not had opportunity to look for this skill.
      - Other, please explain:

**Indicator 23: Data**

PA Kindergarten Inventory

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24

**Domain: Approaches to Learning**

**Indicator 24: Curiosity and Initiative**

**Not Yet Evident:** Student rarely or never exhibits the behaviors listed under the other scoring categories. **S**tudent **N**eeds **S**ignificant **S**upport to achieve these behaviors.

- Students receiving accommodations or supports as part of their IEP/504 plan should be scored under this scoring category which reflects the student’s behavior with this necessary support.

**Emerging:** Demonstrates interest in a particular topic, object, or experience.

- Examples:
  - Jackson approaches a familiar peer and asks, “Can I play with you?”
  - When the teacher guides Camille to the library, Camille says, “I want to go to music again.”
  - Bert chooses to play a familiar computer game during center time.

**Evident:** Shows interest in new experiences by watching others, handling materials, or asking questions.

- Examples:
  - Mrs. Henry added turkey banners and streamers to the water table modeling how they could be used. Shirley approaches and begins experimenting with the turkey banners mimicking what Mrs. Henry did.
  - Helen anticipates new materials that have been added to the science center. Then she says, “What’s this do?”

**Exceeds:** Uses a variety of strategies to learn more about things of interest (both familiar and unfamiliar).

- Examples:
  - Joyce expresses an interest in vegetables and征求s help with the recipe. After helping with the preparation, she goes on to the science center and asks the teacher to help her find out more information about plants on the computer.

2. Record evidence for this rating here:

   - Unable to determine a skill level:
     - Yes
     - No
     - Other, please explain:

   **Indicator 24:** Curiosity and Initiative

**PA Kindergarten Inventory**

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25

**Indicator 25: Stages of Play**

**Not Yet Evident:** Student rarely or never exhibits the behaviors listed under the other scoring categories. **S**tudent **N**eeds **S**ignificant **S**upport to achieve these behaviors.

- Students receiving accommodations or supports as part of their IEP/504 plan should be scored under this scoring category which reflects the student’s behavior with this necessary support.

**Emerging:** Acts out familiar scenarios, may use materials or objects to represent other objects.

- Examples:
  - On the playground, Jon and Brandi begin to play beauty shop. Brandi finds a pina cone and begins using it as a hair dryer.
  - Lyra picks up a block pretending it is a phone and says “Hi Mom.”

**Evident:** Acts out a familiar scenario with two or more children assigning and/or assuming roles and discussing actions.

- Examples:
  - On the playground, Juan, Judy, and Tim play a game of baseball. Juan says, “I will be the pitcher and Judy will be the batter.”
  - In the classroom play area, Jack tells Justin, “I’m the teacher” and to Christian “you’re the baby.” Gigi says, “Christian, you are hungry so cry more.”

**Exceeds:** Plans and regulates complex play scenarios that may continue over several days.

- Examples:
  - Using the outdoor climber as a house, Sherry, Billy, Horace, and Matthew pretend they are taking a very important trip. They assign roles and move this scenario into the next play area.

3. Record evidence for this rating here:

   - Unable to determine a skill level:
     - Yes
     - No
     - Other, please explain:

   **Indicator 25:** Stages of Play

**PA Kindergarten Inventory**
### Indicator 26: Engagement, Attention and Persistence

**Standard:** Student attends to tasks, activities, projects and experiences for an extended period of time, even if challenging and despite interruptions.

1. **Not Yet Evident**
   - Student rarely or never exhibits the behaviors listed under the other scoring categories or needs significant support to achieve these behaviors.

2. **Emerging**
   - Engages in self-selected activity but becomes distracted or loses interest without adult encouragement.

3. **Evident**
   - Persist in a self-selected activity even in a distracting environment or when task becomes challenging.

4. **Exceeds**
   - Engages in a task that presents a previous challenge or that was not self-selected.

#### Examples
- **Not Yet Evident:** Zekay attempts to complete a puzzle, but quickly chooses another activity when he is unable to put the parts together.
- **Emerging:** Joyce mimes and walks around the room talking about her day.
- **Evident:** desarro continues with his project even after all his classmates have finished.
- **Exceeds:** After experiencing difficulty with his coat, zipper in the morning, Oscar attempts to put his own coat at the end of the day.

2. **Record evidence for this rating here:**

3. **Unable to determine a skill level:**
   - I have not had opportunity to look for this skill.
   - Other please explain:

### Indicator 27: Task Analysis

**Standard:** Student organizes complex information and thought into small steps and goals.

1. **Not Yet Evident**
   - Student rarely or never exhibits the behaviors listed under the other scoring categories or needs significant support to achieve these behaviors.

2. **Emerging**
   - Completes steps of a simple task provided by adult.

3. **Evident**
   - Breaks simple tasks into steps and completes them one at a time.

4. **Exceeds**
   - Develops plans for completing tasks by establishing goals and then creating task plans to meet these goals.

#### Examples
- **Not Yet Evident:** Upon arrival, completes the regular morning routine, hanging up his coat, washing his hands and signing in.
- **Emerging:** Xavier separates the beads into piles by color before beginning to place them on the string in a pattern.
- **Evident:** Cady and Oscar plan for a tea party. Oscar says, "We need to make invitations to invite our teacher." They make invitations and hand them out to other students. The next day, Oscar says, "It's time for the tea party." And he and a few classmates play the party.

2. **Record evidence for this rating here:**

3. **Unable to determine a skill level:**
   - I have not had opportunity to look for this skill.
   - Other please explain:

### Indicator 26: Engagement, Attention and Persistence

**PA Kindergarten Inventory**

### Indicator 27: Task Analysis

**PA Kindergarten Inventory**
### Domain: Approaches to Learning

**Indicator 28: Reasoning and Problem Solving**

**Standard:** Student attempts to accomplish challenging tasks by employing different strategies as needed.

1. **Indicate the developmental skill level the child has mastered.**

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td>Attempts to solve some problems using trial and error OR by initiating a strategy used by an adult or peer.</td>
<td>Attempts to solve problems in more than one way, recognizing when help is needed.</td>
<td>Determines very an attempt was unsuccessful and experiments with alternate strategies.</td>
</tr>
</tbody>
</table>

**Examples**
- Zach watches another child use a stick to dig a hole in the sandbox using a stick, and then tries that on his own.
- Nadia uses trial-and-error to complete a puzzle.
- After several attempts to build a block structure independently, Lexi asks a peer to hold the base while he reinforces the top section with tape.
- After listening to a story, Lily provides three different solutions to the problem presented in the story.

**Examples**
- After attempting to build a block structure, Lily says, “this block is too small to be at the bottom. It makes it too wiggly.” She then chooses a larger block for the base.
- When a ball gets stuck in a tree, Tisha unnecessarily tries to knock it down with a tennis bat. Ollie says, “that ball’s too small, try the scooter ball.”

2. **Record evidence for this rating here:**

3. **Unable to determine a skill level:**

   - I have not had an opportunity to look for this skill.
   - Other: please explain...

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### Domain: Health, Wellness, and Physical Development

**Indicator 29: Control and Coordination—Fine Motor**

**Standard:** Student demonstrates coordinated, strength and muscle control when manipulating small objects or tools.

1. **Indicate the developmental skill level the child has mastered.**

<table>
<thead>
<tr>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Evident</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories OR needs significant support to achieve these behaviors.</td>
<td>Explores and manipulates large objects using both hands.</td>
<td>Explores and manipulates small objects using hands, fingers and wrists.</td>
<td>Shows dexterity and fine motor movements requiring increased strength and control.</td>
</tr>
</tbody>
</table>

**Examples**
- Sarah uses a hand-dough roller to cut out a circle pressing down with both hands.
- Tala pulls apart large interlocking blocks when meeting up after math time.
- In the sand table, Jeremiah adds water to the sand. He pushes the sand to form a mountain.

**Examples**
- James uses scissors to strip paper into smaller pieces.
- During center time, Vanisha strings colorful beads onto a string necklace.
- Centa writes and draws spontaneously when using an appropriate pencil grip.
- Mitchell buttons her coat independently.

2. **Record evidence for this rating here:**

3. **Unable to determine a skill level:**

   - I have not had the opportunity to look for this skill.
   - Other: please explain...
**Indicator 30: Control and Coordination – Gross Motor**

Standard: Student demonstrates coordination of body movements.

1. Indicate the developmental skill level the child has mastered:

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Evident</td>
<td>Student rarely or never exhibits the behaviors listed under the other scoring categories. Only needs significant support to achieve these behaviors.</td>
<td>Cindy jumps from one carpet square to another.;</td>
</tr>
<tr>
<td>Emerging</td>
<td>Performs basic movements with confidence and ease.</td>
<td>Brian kicks the ball from a stationary position.</td>
</tr>
<tr>
<td>Evident</td>
<td>Performs a variety of complex movement skills with confidence and ease.</td>
<td>Kiki throws a ball to her peer; Nancy navigates her wheelchair through the classroom.</td>
</tr>
<tr>
<td>Exceeds</td>
<td>Participates in movement sequences that combine a variety of skills.</td>
<td>When Carlos throws the baseball, he steps forward with one foot and follows through with the throw.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linda demonstrates she is able to go up and down stairs, alternating feet without holding on to the rail or the wall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jerimiah runs and kicks the ball.</td>
</tr>
</tbody>
</table>

2. Record evidence for this rating here:

3. Unable to determine a skill level:

   - [ ] I have not had opportunity to look for this skill.
   - [ ] Other, please explain:

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**Indicator 30:** Control and Coordination – Gross Motor  
**PA Kindergarten Inventory**