



GUIDANCE FOR KINDERGARTEN ENTRANCE INVENTORY

TIPS FOR ASSESSING STUDENTS USING THE KEI

The Kindergarten Entrance Inventory (KEI) was developed in 2007 to comply with [Public Act 05-245](#). This law required the development and implementation of a statewide developmentally appropriate assessment to measure a child's level of preparedness for kindergarten. The KEI provides a statewide snapshot of language, literacy, numeracy, physical/motor, creative/aesthetic, and personal/social skills students demonstrate in the fall of their kindergarten year.

The Connecticut State Department of Education has worked with districts to provide some tips and recommendations as school districts begin the school year. Here are some suggestions to consider during the pre-planning, inventory rating, and submission process.

Suggestions for pre-planning:

- Kindergarten is a new experience for children. It takes time to build a trusting teacher/student relationship within the classroom. Gradually, students will display a sense of comfort and familiarity as they ease into the school year.
- Identify which enrolled kindergarten students are English learners or students with disabilities.
- Consider specific student needs (e.g., English learners (ELs), students with disabilities, students with significant cognitive disabilities, students with unique communication access needs). Be sure that accessibility supports and accommodations are in place when observing students within each domain.
- Schedule time during the month of October to consult with the student's programmatic educator(s), special education teacher, or EL teacher (if applicable) to discuss rating the student across domains.
- Schedule time during the month of October to collaborate with teachers who provide instruction outside of the typical learning environment. They can speak to a student's creative/aesthetic and physical/motor skills.
- Collaboration with all kindergarten teachers could be most beneficial to ensure consistency as teachers start to schedule observations and rate students.
- The teacher rating the student should be the student's primary kindergarten teacher— someone who knows the student well.
- Remember, the six domains align to the Kindergarten Framework and should provide one snapshot in time to show the extent to which kindergarten students are demonstrating these skills at the beginning of the school year.

Suggestions to consider during the rating process:

- Consider the extent of instructional support provided or needed to demonstrate a specific skill. For example, does the student require substantial prompting, cueing, or instructional assistance? Is this support needed in a specific area, or is it required in multiple areas/activities?
- Consider the extent of consistency and frequency that students demonstrate these skills. Are there some environments in which a student needs a little more support? Less support? Do not rate on one specific environment or isolated activity— it should be a synthesis of the student's skills/behaviors performed throughout the kindergarten day. Also consider if the student demonstrates skills differently when technology is incorporated (e.g., access to tablets, computers, or other technologies).
- Consider the student's skills across domains— not in just one isolated moment of the school day, but in multiple facets throughout the school day. Consider the extent to which the student is demonstrating skills in multiple scenarios (e.g., reading time, play, social groups, independent work, and small group). If necessary and appropriate, other teachers may assist in the observation process (e.g., special education teacher, EL teacher).

- Evaluate the student based on established descriptors (and other related descriptors) under each domain, NOT against the relative standing of individual students in the class.
- Make notes during the various observations– this information will be useful when assigning a rating.
- Reflect on those skills demonstrated for each individual kindergarten student in the context of the six domains across areas of work and play– look at what each entering kindergartener knows and is able to do.

Considerations for after observations:

- Allow for time to complete assessment rating documentation for students enrolled in the school on October 18, 2021.
- The primary kindergarten teacher should submit student ratings online at <https://www.ctksurvey.org> between October 18 and December 9, 2021. Refer to the School User Manual for more information.
- For manual entry records, use the student’s 10-digit SASID as indicated in the PSIS Registration File.
- Data must be provided for students who are absent as well as for outplaced students.
- Teachers should contact their District Coordinator with questions related to the online entry system or for additional guidance on the KEI.

Training Considerations

Districts should establish a consistent and reliable mechanism for providing training to all kindergarten teachers at the start of each school year. Communicate throughout the fall, with reminders specific to the snapshot date and data submission timelines. Training should include EL teachers/supports, specials teachers, and special education teachers, both programmatic and non-programmatic who support kindergarten students.

- Set expectations and timelines.
- Districts may choose how to distribute state-developed training materials; however, the provision of customizable training material (e.g., video clips, practice KEI ratings with scenarios) should be considered supplemental and should be aligned with state guidelines.
- Training should:
 - Build capacity for kindergarten teachers (and other relevant staff such as ELL teachers/supports, special education teachers, and those that support the kindergarten students) to participate in online, blended, or face-to-face formats.
 - Describe/model observation techniques across each domain to ensure consistency.
 - Incorporate time for reflection, planning, and practice.

Key Dates:

- September/early October– deliver training; disseminate training and scoring information
- Teachers should collaborate with special education teachers or EL teachers assigned to support their students to discuss student skills across the 6 domains.
- October 18, 2021 - Snapshot date for identifying the enrolled kindergarten students for assessment.
- October 18-December 9, 2021– Teachers submit ratings into <https://www.ctksurvey.org>.

Materials provided by the Connecticut State Department of Education include:

- [Fall Kindergarten Entrance Inventory](#)
- [Fall Kindergarten Data Collection Form](#) [updated August 2021]
- [KEI Teacher Handbook](#) [updated August 2021]
- [District Coordinator User Manual](#) [updated August 2021]
- [School User Manual](#) [updated August 2021]
- [Fall Kindergarten Inventory Training Session](#)
- Recorded PowerPoint Training–Overview [Coming in 2021]