Pennsylvania's Kindergarten Entry Inventory

Pennsylvania's Kindergarten Entry Inventory is a reliable reporting tool available at no cost to school districts. The Kindergarten Entry Inventory offers teachers an instructional strategy for understanding and tracking students' proficiency across both cognitive and non-cognitive domains at kindergarten entry. The Kindergarten Entry Inventory is aligned to the Pennsylvania Early Learning Standards and Pennsylvania Core, and therefore it complements and can help improve existing assessments and teaching practices.

By using the Kindergarten Entry Inventory:

- Teachers have a comprehensive understanding of children's skills as they
 enter their classroom. They can use this information to refine teaching
 practices and curriculum to meet the individual needs of their students so
 that students have the greatest opportunity for success.
- Families can become more engaged in their children's kindergarten experience when they know more about their children's skills early in the year and can reinforce skills building at home. Children whose parents are involved in their child's education are more likely to succeed.
- Teachers, principals and school administrators can focus training, professional development and resources in areas that will support student achievement.
- Schools and early childhood programs can evaluate aggregate data to align expectations, curriculum, professional development and family involvement to best prepare students for kindergarten.
- State policymakers can use aggregate longitudinal child outcome information to ensure that the state's educational system supports teachers, families and communities to maximize student achievement.

The KEI is NOT a high stakes assessment.

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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.

For more information, contact Maryanne Olley at 717.214.8434 or molley@pa.gov.

Administrators access student, class, school and district profiles on-demand to inform professional development, coordination with early childhood providers and refinement of policies and practices.

October-December 2014

Teachers access student and class profiles on-demand to inform parent-teacher conferences and curriculum planning.

October-November 2014

Teacher professional development, proficiency determination and support is provided.

June-August 2014

Building a Culture of Quality

Improved Student Achievement Teachers become familiar with the Kindergarten Entry Inventory tool and its 30 standards-based indicators to more easily integrate observation of children's skills into daily instruction.

August-September 2014

Teachers observe children's skills in the first 45 days of kindergarten. They may use other assessments like DIBELs and input from families and other specialists working with children to inform their determination of skill level.

September-October 2014

Teachers complete skill level determination for each child in a web-based system based on observations of the child's skills as "not yet evident," "emerging," "evident," "exceeds," or "unable to determine skill level." Accommodations are expected for children who are English language learners or who have special needs. Average data entry time is 15 minutes per child.

October 2014