

Kindergarten Entry Assessment FAQ

1. What professional development is needed for teachers?

ADE recommends ongoing professional development around the kindergarten assessment process as a support for formative assessment. These trainings are currently be offered and are tool agnostic ([CLICK HERE](#)). In addition, ADE recommends teachers be trained on the vendor platform once a tool is identified. Additional resources that will support and build capacity are as follows:

[Kindergarten Entry Assessment](#) Informational webinar

[Arizona's K-3 Formative Assessment Process](#)

[Formative Assessment Professional Learning Resources](#)

[The Kindergarten Experience](#)

2. How do we gather objective documentation?

The current tool agnostic trainings provide extensive training on the data collection and documentation process. Those trainings can be accessed [HERE](#). In addition, ADE currently offers a one-hour asynchronous course offered through the ADE Event Management system on [On-going Progress Monitoring](#). ALL of these trainings are currently be offered at no cost.

3. What is the assessment and what kind of training will be needed?

Currently ADE is actively involved in the Request For Proposal (RFP) process to identify a KEA vendor and tool. ADE put together a KEA stakeholder workgroup between the Fall of 2021 and Spring of 2022. This work group identified key elements of the tools, tool functionality elements, and suggested professional development. Once the vendor has been identified, ADE and the vendor will work to deploy statewide training on the platform. In the interim, ADE is providing statewide professional development on the KEA process, which is tool agnostic. It is recommended that teachers receive PD on the KEA process and on the platform. For more information regarding the timeline please see the May 2022 KEA Updates on our webpage.

4. What are the requirements regarding the KEA?

The use of a statewide KEA came to fruition under [Senate Bill 1572](#) and has been included in ARS 15-704. The requirements relative to the KEA can be found [HERE](#).

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5. How does this assessment fit in with all of the other assessments that are already being used?

The Kindergarten Entry assessment supports the formative assessment process. The use of this tool goes beyond assessing in the typical areas of numeracy and literacy and assesses a child holistically in all five domains of learning. How the KEA fits into the Balanced Assessment Framework and Comprehensive Assessment system is reviewed in the [Kindergarten Entry Assessment](#) informational webinar. In addition, programs are encouraged to visit and review ADE's [Balanced Assessment Framework](#), [Balanced Assessment Resources](#) page, and Formative Assessment resource page. Furthermore, ADE currently has a one hour asynchronous course on [Arizona's School Readiness Framework](#).

6. What about screening for dyslexia or signs of dyslexia? When should we test? How often? How would you measure progress?

The Universal Literacy and Dyslexia Screener, while also addressed under ARS 15-704, is not the same thing as the Kindergarten Entry Assessment. Schools need to select a vendor from the [Approved Universal Literacy and Dyslexia Screener List](#) and deliver the screener with fidelity according to vendor specifications. When considering a balanced and comprehensive assessment system, the literacy and dyslexia screener would fall under the screener/diagnostic area and the kindergarten entry assessment supports the formative assessment area of the framework. For additional supports and information, please refer to the following:

- [ADE's Dyslexia website](#)
- [ADE's Balanced Assessment Framework](#)
- [Formative Assessment Professional Learning Resources](#)



Resources and Supports

- [Kindergarten Entry Assessment 2022](#)
- [Balanced Assessment Framework](#)
- [Arizona's School Readiness Framework](#)
- [Formative Assessment Professional Learning Resources](#)
- [Kindergarten Entry Assessment Tool Agnostic Trainings](#)
- [Senate Bill 1572](#)