

# Kindergarten Entry Assessment (KEA)

Administration and Reporting 2024-2025



# Objectives

As a result of this presentation, participants will understand the:

- Purpose of the KEA
- Administration of the KEA
- Reporting of the KEA
- Types of support/resources available for professional development



# Purpose of the KEA

- Kindergarten Entry Assessment (KEA) identifies the developmental levels of every child entering kindergarten for the first time through gathering of information concerning their interpersonal, language and literacy, math, cognitive, and physical development.
- The results of this assessment shall be used for measuring student readiness for kindergarten and for planning instruction.
- Provides administrators and families information about student's progress.

# KEA Options

Options	Costs
Desired Results Developmental Profile-Kindergarten (DRDP-K)	No costs associated
GOLD® KEA	Cost associated; Districts should contract directly with <a href="#">TeachingStrategies</a>

# Required Assessment Items

<b>DRDP-K (27 items)</b>	<b>GOLD<sup>®</sup> KEA (31 items)</b>
<ul style="list-style-type: none"><li>● Approaches to Learning: 1-4</li><li>● Social and Emotional Development: 1-5</li><li>● Language and Literacy: 1-10</li><li>● Cognition-Math: 2, 3, 4, 6</li><li>● Physical Development: 1-4</li></ul>	<ul style="list-style-type: none"><li>● Social-Emotional: 1c, 2b, 2c, 3a, &amp; 3b</li><li>● Physical: 4, 5, 6, 7a, &amp; 7b</li><li>● Language: 9a, 9c, 9d, &amp; 10a</li><li>● Cognitive: 11b, 11c, 11d, 11e, &amp; 12b</li><li>● Literacy: 15b, 15c, 16a, 17a, 17b, 18a, 18b, &amp; 18c</li><li>● Mathematics: 20b, 20c, 21a, 22a</li></ul>

# DRDP-K Administration







# DRDP-K (2015)








A Developmental Continuum for Kindergarten

## Measures at-a-Glance

For use with transitional kindergarten and kindergarten-aged children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self-Regulation		1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social and Emotional Development		1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development		1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts about Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development		1	Comprehension of English (Receptive)
		2	Self-Expression in English (Expressive)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

## LDOE required domains and measures

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science		1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science		1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development		1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health		1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science		1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts		1	Visual Art
		2	Music
		3	Drama
		4	Dance
Language and Literacy Development in Spanish		1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing In Spanish

## The Structure and Components of the DRDP-K (2015)

Developmental Domain: LLD — Language and Literacy Development

### LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
<p>Looks at books page by page, or</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p>	<p>Engages in independent and shared book reading:</p> <p>and</p> <p>Uses text to research topics of interest:</p> <p>and</p> <p>Participates in adult-led discussions exploring literature</p>
<b>Descriptor</b>					
<b>Examples</b>					
<ul style="list-style-type: none"> <li>▶ Pretends to read a book from start to finish.</li> <li>▶ Explores book with Braille and tactile content with hands.</li> <li>▶ Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Asks questions or communicates about why something happened in a story.</li> <li>▶ Starts a song or rhyme with others while playing outside.</li> <li>▶ Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses flannel-board pieces to retell parts of a story after story time.</li> <li>▶ Retells a familiar story to a peer while pretending to read from a book.</li> <li>▶ Uses a communication device to tell the sequence of events in a favorite story.</li> <li>▶ Pretends to be a character in story using props.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).</li> <li>▶ Asks for help finding a book about bugs after listening to a story about ladybugs.</li> <li>▶ Participates, with others, in using the computer to create a story about a class trip.</li> <li>▶ Makes up own version of rhyming words' names.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Constructs a storybook about places to visit that includes pictures from a travel magazine.</li> <li>▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.</li> <li>▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates excitedly about the story of a baseball hero he read with an adult yesterday and asks for the book to be read during group reading.</li> <li>▶ Resumes reading a chapter book from the library during free time.</li> <li>▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.</li> </ul>

Emerging

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

Unable to Rate

Interest in Literacy

LLD 5 (of 10)

## Definitions of Terms in the Navigation Map:

**Developmental Domain:** A crucial area of learning and development for children.

**Measure:** The developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items in the DRDP-K.

**Definition:** Specifies the aspects of development to be observed.

**Developmental Level:** A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

**Descriptor:** A description that defines the behaviors that would be observed for a child at that developmental level.

**Example:** Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP-K are not the only way a child can demonstrate mastery of a developmental level.



# Developmental Levels

The developmental levels on the DRDP-K include the following:

Levels	Earlier	Middle	Later
Building	1	2	3
Integrating	4	5	6

**LLD 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.

1

2

3

4

5

6

Mark the latest developmental level the child has mastered.

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Looks at books page by page;</p> <p>or</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Pretends to read a book from start to finish.</li> <li>▶ Explores book with Braille and tactile content with hands.</li> <li>▶ Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> <li>▶ Asks questions or communicates about why something happened in a story.</li> <li>▶ Starts a song of rhyme with others while playing outside.</li> <li>▶ Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> <li>▶ Uses flannel-board pieces to retell parts of a story after story time.</li> <li>▶ Retells a familiar story to a peer while pretending to read from a book.</li> <li>▶ Uses a communication device to tell the sequence of events in a favorite story.</li> <li>▶ Pretends to be a character from a story using props.</li> </ul>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> <li>▶ Chooses to read a book related to a particular theme of interest (e.g., dinosaurs or fairies).</li> <li>▶ Asks for help finding a book about bugs after listening to a story about ladybugs.</li> <li>▶ Participates, with others, in using the computer to create a story about a class trip.</li> <li>▶ Makes up own version of rhyming song with peers' names.</li> </ul>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p> <ul style="list-style-type: none"> <li>▶ Constructs a storybook about places to visit that includes pictures from a travel magazine.</li> <li>▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.</li> <li>▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.</li> </ul>	<p>Engages in independent and shared book reading;</p> <p>and</p> <p>Uses text to research topics of interest;</p> <p>and</p> <p>Participates in adult-led discussions exploring literature</p> <ul style="list-style-type: none"> <li>▶ Communicates excitedly about the story of a baseball before he read with an adult yesterday and asks for the book to be read during group reading.</li> <li>▶ Resumes reading a chapter book from the library during free time.</li> <li>▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.</li> </ul>

 Child is emerging to the next developmental level Unable to rate this measure due to extended absence**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**

# Descriptors

- Each developmental level has a descriptor that defines the behaviors that would be observed if a child were at that developmental level.
- Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.
- A student may demonstrate behaviors at more than one developmental level. The level that most closely represents the knowledge, skills, or behaviors of the child that is demonstrated most consistently should be selected.

**LLD 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Looks at books page by page;</p> <p>or</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Pretends to read a book from start to finish.</li> <li>▶ Explores book with Braille and tactile content with hands.</li> <li>▶ Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Asks questions or communicates about why something happened in a story.</li> <li>▶ Starts a song of rhyme with others while playing outside.</li> <li>▶ Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Uses flannel-board pieces to retell parts of a story after story time.</li> <li>▶ Retells a familiar story to a peer while pretending to read from a book.</li> <li>▶ Uses a communication device to tell the sequence of events in a favorite story.</li> <li>▶ Pretends to be a character from a story using props.</li> </ul>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Chooses to read a book related to a particular theme of interest (e.g., dinosaurs or fairies).</li> <li>▶ Asks for help finding a book about bugs after listening to a story about ladybugs.</li> <li>▶ Participates, with others, in using the computer to create a story about a class trip.</li> <li>▶ Makes up own version of rhyming song with peers' names.</li> </ul>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Constructs a storybook about places to visit that includes pictures from a travel magazine.</li> <li>▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.</li> <li>▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.</li> </ul>	<p>Engages in independent and shared book reading;</p> <p>and</p> <p>Uses text to research topics of interest;</p> <p>and</p> <p>Participates in adult-led discussions exploring literature</p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Communicates excitedly about the story of a baseball before he read with an adult yesterday and asks for the book to be read during group reading.</li> <li>▶ Resumes reading a chapter book from the library during free time.</li> <li>▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.</li> </ul>

 Child is emerging to the next developmental level Unable to rate this measure due to extended absence**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**

# Descriptors Using “Or”

If the descriptor says OR, then the child may do EITHER behavior that is listed. An example is the level descriptor for Building Earlier in LLD 5: Interest in Literacy measure:

*Looks at books page by page*

**OR**

*Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult*

If the child EITHER looks at books page by page briefly OR participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult, MASTERY can be rated at this level.

# Descriptors Including a Semicolon Followed by “And”

If a descriptor includes a semicolon (;) followed by “and”: then the child must do ALL behaviors listed to rate the level as mastered, but not necessarily in the same observation together.

An example is the level descriptor for Building Later in LLD9: Letter and Word Knowledge measure:

*Identifies ten or more letters (not necessarily at the same time);*

**AND**

*Shows understanding that letters make up words.*

To be rated as mastered at this level, the child must BOTH identify ten or more letters AND demonstrate understanding that letters make up words, though the teacher does not have to observe both behaviors during the same observation within a rating period.

# Examples

- Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.
- The examples are not a checklist.
- An example is one of many possible ways a child might demonstrate mastery of a developmental level.

**LLD 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
<p>Looks at books page by page;</p> <p>or</p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p>	<p>Engages in independent and shared book reading;</p> <p>and</p> <p>Uses text to research topics of interest;</p> <p>and</p> <p>Participates in adult-led discussions exploring literature</p>
<b>Possible Examples</b>					
<ul style="list-style-type: none"> <li>▶ Pretends to read a book from start to finish.</li> <li>▶ Explores book with Braille and tactile content with hands.</li> <li>▶ Sings some words of a familiar song, from beginning to end, with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Asks questions or communicates about why something happened in a story.</li> <li>▶ Starts a song of rhyme with others while playing outside.</li> <li>▶ Uses finger puppets while reciting a familiar rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses flannel-board pieces to retell parts of a story after story time.</li> <li>▶ Retells a familiar story to a peer while pretending to read from a book.</li> <li>▶ Uses a communication device to tell the sequence of events in a favorite story.</li> <li>▶ Pretends to be a character from a story using props.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Chooses to read a book related to a particular theme of interest (e.g., dinosaurs or fairies).</li> <li>▶ Asks for help finding a book about bugs after listening to a story about ladybugs.</li> <li>▶ Participates, with others, in using the computer to create a story about a class trip.</li> <li>▶ Makes up own version of rhyming song with peers' names.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Constructs a storybook about places to visit that includes pictures from a travel magazine.</li> <li>▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult.</li> <li>▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates excitedly about the story of a baseball before he read with an adult yesterday and asks for the book to be read during group reading.</li> <li>▶ Resumes reading a chapter book from the library during free time.</li> <li>▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.</li> <li>▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.</li> </ul>

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**LLD 5 (of 10)****Interest in Literacy****LLD 5 (of 10)**



# Additional Rating Options

## **Emerging to the Next Developmental Level:**

If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

## **To indicate emerging:**

1. First, mark the developmental level the child has mastered.
2. Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

**Unable to Rate:** In the rare instance that you are unable to rate a specific measure, provide the reason(s) as to why in the DRDP-K rating record.



# Reporting



# Administration Dates

Regardless of the chosen assessment, the KEA must be completed within the **first 30 school days**. School districts should report KEA results for all students entering kindergarten for the first time. Teachers may choose to assess students who are repeating kindergarten, but those results should not be reported to the LDOE.

- Submit DRDP-K results to EdLink 360 by the **October 18** snapshot date.
- Finalize TS GOLD<sup>®</sup> data in the platform by **October 18**.



# KEA Technical Reporting

- Teachers collect student data (values 1-6) for each measure.
- Turn data over to school leader. School leader will enter this data into SIS following the [K-3 ASSESSMENTS](#) and the [K3 ASSESSMENTS SAMPLE](#) file layout.
- School leader will turn this data over to the district leader. District leader will verify all schools have submitted data and will submit data to the LDOE via EdLink 360 by October 13.
- Data managers that need assistance may visit the [EdLink 360 \(Data Warehouse\) Support Page](#) or email [SystemSupport@la.gov](mailto:SystemSupport@la.gov).

# KEA Exception Codes

**01** = Not assessed due to extenuating medical reasons

**02** = Not first time Kindergartener

**04** = Assessed with TS GOLD<sup>®</sup>

Documentation for a medical excuse from screening must include a letter from the doctor that does not use the student's disability as the sole reason for not screening.



# Resources



# LDOE KEA Resources

Kindergarten Entry Assessment Guidance 2024-2025:

[https://louisianabelieves.com/docs/default-source/assessment/kindergarten-entry-assessment-\(kea\)-guidance-2024-2025.pdf?sfvrsn=416c6e18\\_5](https://louisianabelieves.com/docs/default-source/assessment/kindergarten-entry-assessment-(kea)-guidance-2024-2025.pdf?sfvrsn=416c6e18_5)



# DRDP-K Resources

DRDP-K Assessment:

[https://drdpk.org/docs/DRDP2015K\\_Final\\_12032015.pdf](https://drdpk.org/docs/DRDP2015K_Final_12032015.pdf)

DRDP-K Forms:

[https://drdpk.org/drdpk\\_forms.html](https://drdpk.org/drdpk_forms.html)

Observation Practice Videos:

[https://drdpk.org/resources\\_obvideo.html](https://drdpk.org/resources_obvideo.html)

DRDP-K Resources:

[https://drdpk.org/drdpk\\_resources.html](https://drdpk.org/drdpk_resources.html)

DRDP-K Training:

[https://drdpk.org/drdpk\\_training.html](https://drdpk.org/drdpk_training.html)





# TeachingStrategies GOLD<sup>®</sup> Resources

GOLD<sup>®</sup> Kindergarten Entry Assessment Survey

How-To Guide for Teachers:

[https://teachingstrategies.com/wp-content/uploads/2017/08/MyTeachingStrategies-How-To-Guide-for-Teachers\\_V2\\_KEA.pdf](https://teachingstrategies.com/wp-content/uploads/2017/08/MyTeachingStrategies-How-To-Guide-for-Teachers_V2_KEA.pdf)

