

Applicant: Maryland State Department of Education Kindergarten Entry Assessment (KEA)

Part I: Application Introduction No Points

Part II: Application Materials and Documentation

Section A: Minimum Requirements Pass Fail

Section B: Quality Indicators

Section C: Additional Preferred Attributes

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:

- The assessment covered all of the required child domains.
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Weaknesses:

- The application materials referenced a technical report, but it is not in the application packet or materials.
- The assessment is 1/3 on computer, 1/3 one on one direct assessment, and 1/3 is observational - overall would be difficult to do as an authentic assessment in everyday routines. The direct assessment components are very scripted and could take away from instructional time.
- Very concerned about the implied startup costs for Colorado use of this tool.

RECOMMENDATION: Recommended _____ Not Recommended X

Selection Criteria and Evaluation Rubric

Part I: Application Introduction

Cover Pages

Complete applicant information and include as the first pages of the application.

Part II: Application Materials and Documentation

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be reviewed all minimum requirements in Section A must be addressed. An application that receives a score of No on any indicators in Section A will not be recommended.

Section A: Minimum Requirements	Yes	No
1) The assessment tool has strong psychometric properties. There is strong evidence to show that the assessment is valid and reliable as required by statute. Study methodology is sound.		X
2) The assessment tool assesses all of the statutorily required domains. The assessment the areas of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge.	x	
3) The assessment tool enables districts to meet Colorado’s Kindergarten School Readiness Data Reporting Requirements. The assessment can provide the number of students who demonstrate readiness characteristics of entering kindergartners in the required domains. The assessment can provide reports in aggregate for the district as a whole, and disaggregated by school, by free or reduced lunch eligibility status, race and ethnicity, and gender to meet Colorado’s Kindergarten School Readiness Data Reporting Requirements .		X
4) The assessment tool is research-based. The academic and developmental content assessed is based on child development and education research as required by statute.		X
5) The assessment tool promotes methods appropriate for young children. The assessment: <ul style="list-style-type: none"> • Is an appropriate combination of observational, authentic, and age-appropriate tasks; • Is completed by familiar adults; • Occurs in children’s everyday routines, activities, and places; and • Provides ongoing information to teachers to inform instruction. 		X
6) The system fully meets all applicable federal and state data privacy and security laws. The assessment system meets Children’s Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), Protection of Pupil Rights Amendment (PPRA), Uninterrupted Scholars Act Guidance, and Colorado’s student data transparency and security statute (Colorado Revised Statutes 22-16-101 et. al.).		
Reviewer Comments: 1) referenced a technical report, but it is not in the application packet 3) not clear if data collected can be reported in a way to meet Colorado requirements 4) the research base is not explained 5) 1/3 on computer, 1/3 one on one direct assessment, and 1/3 is observational - overall it is not authentic assessment done in everyday routines. 6) not discussed in application		
		<input type="checkbox"/> Pass <input checked="" type="checkbox"/> Fail