

Early Entrance into Kindergarten: Comprehensive Evaluation Guidance (December, 2013)

Minnesota Statutes section 120A.20, Subdivision 1 requires that if a school district allows early admission into kindergarten, a school board adopted early admissions policy must describe the process and procedures for comprehensive evaluation in cognitive, social, and emotional developmental domains to help determine the child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parent report and teacher observations of the child's knowledge, skills, and abilities.

The following matrix can help a district choose a tool that is reliable and valid, conceptually aligns with state standards¹ and includes parent report. Other considerations for the assessment are:

- a) Whether the tool can be used across age ranges of three to six years
- b) Whether the tool occurs in a natural setting² over time, instruments with this age range and setting requirement increase the likelihood that a child may have been a completed formative assessment from an early childhood setting which can inform the comprehensive evaluation
- c) Gifted children may appear to be socially immature when compared to age mates due to the lack of common interest and differing communication styles. They typically adapt quickly when interacting with older children and presented with a challenging curriculum

NOTE: Assessment tools listed here are representative only. Their inclusion is not mean to indicate endorsement or preference

¹ Empirical testing of the alignment with standards is occurring for the following instruments based on the proportion of providers using them in the state; Teaching Strategies Gold, Brigance Inventory of Early Development- Criterion referenced portion, Work Sampling System and Desired Results Developmental Profile.

² A natural setting is a place the child is familiar with and feels comfortable in. This can be a home or school environment, but should be a place that is frequently attended by the child.

Instrument	Clear purpose	Multiple Sources of Data	Natural Setting	Reliable and Valid Scores	Occurs over time	Social and/or Emotional	Cognitive (includes math and science)	Physical / Motor	Language / Literacy	Assessment Type	Age Range
Teaching Strategies GOLD (GOLD)	X	X	X	X	X	X	X	X	x	Criterion referenced	Birth through Kindergarten
Developmental Assessment of Young Children (DAYC)	X			X		X	X	X	Language	Norm Referenced	Birth – 5 years 11 months
Battelle Developmental Inventory (BDI-2) ³	X	X (parent report only)	Portions of instrument include observation	X		X	X	X	Language	Norm Referenced	Birth – 7 years 11 months
Brigance Inventory of Early Development (IED-II) ⁴	X	X (parent report only)	Portions of instrument include observation	X	Portions	X	X	X	X	Criterion Referenced	Birth – 7 years
Hawaii Early Learning Profile (HELP35) 3-5	X	X	X	No references	X	X	X	X	Language	Curriculum Based	3 – 6 years
High Scope/COR for Preschool (COR36)	X	X	X	X	X	X	X	X	X	Curriculum Based	2 ½ – 6 years
The Learning Accomplishment Profile (LAP3) ⁵	X	X	Portions of instrument include observation	X	Portions	X	X	X	X	Criterion Referenced	3 – 6 years

³ Battelle Developmental Inventory refers to the full tool, not the screener. The screener is designed for mandatory early childhood developmental screening through MDE.

⁴ Brigance Inventory of Early Development refers to the Criterion Referenced section of the tool, not the screener or diagnostic instruments. The screener is designed for mandatory early childhood developmental screening through MDE.

⁵ The Learning Accomplishment Profile instrument refers to the Criterion Referenced section of the tool, not the diagnostic instrument.

<i>Instrument</i>	<i>Clear purpose</i>	<i>Multiple Sources of Data</i>	<i>Natural Setting</i>	<i>Reliable and Valid Scores</i>	<i>Occurs over time</i>	<i>Social and/or Emotional</i>	<i>Cognitive (includes math and science)</i>	<i>Physical / Motor</i>	<i>Language / Literacy</i>	<i>Assessment Type</i>	<i>Age Range</i>
<u>Assessment, Evaluation & Programming System (AEPS) 3-6</u>	X	X	X	X	X	X	X	X	Language	Curriculum Based	3 – 6 years
<u>Work Sampling System</u>	X	X	X	X	X	X	X	X	X	Criterion Referenced	PreK – grade 6
<u>Desired Results Developmental Profile- School Readiness</u>	X	X	X	X	X	X	X	X	X	Criterion Referenced	Kindergarten
<u>Deveraux Early Childhood Assessment</u>	X		X	X		X				Standardized	3 – 5 years
<u>Ages and Stages Questionnaire: Social Emotional</u>	X		X	X		X				Norm Referenced	3 – 66 months