

## **Kindergarten Assessment: History and Legislative Authority**

### **1997- 98, 1998-99**

Section 230.2305(4), Florida Statutes, allowed for “Each school district to conduct an evaluation of the effectiveness of the prekindergarten early intervention program.” This included the following measures:

- a. The children’s achievement as measured by assessments upon entry into the program and upon completion of the program; and
- b. The children’s readiness for kindergarten as measured by the instrument the district uses to assess the school readiness of all children entering kindergarten. The results of this evaluation must be maintained by the school district and made available to the public upon request.

Each school district was responsible for conducting an evaluation to measure the effectiveness of the prekindergarten early intervention program and to measure the children’s achievement and readiness for kindergarten.

### **1999-2000**

Section 411.01(4)(o), Florida Statutes, created “a system for measuring school readiness.” This included a uniform screening that provided “objective data regarding the following expectations for school readiness”:

1. The child’s immunizations and other health requirements as necessary, including appropriate vision and hearing screening and examinations.
2. The child’s physical development.
3. The child’s compliance with rules, limitations, and routines.
4. The child’s ability to perform tasks.
5. The child’s interactions with adults.
6. The child’s interactions with peers.
7. The child’s ability to cope with challenges.
8. The child’s self-help skills.
9. The child’s ability to express his or her needs.
10. The child’s verbal communication skills.
11. The child’s problem-solving skills.
12. The child’s following of verbal directions.
13. The child’s demonstration of curiosity, persistence, and exploratory behavior.
14. The child’s interest in books and other printed materials.
15. The child’s paying attention to stories.
16. The child’s participation in art and music activities.
17. The child’s ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

A “School Readiness Checklist” was developed based on these seventeen expectations.

**2000–01, 2001-02**

School districts completed a “School Readiness Checklist” for measuring school readiness for each child entering kindergarten. This checklist consisted of 17 expectations for school readiness listed in Section 411.01(4)(o), F.S.

Based on these results, a determination was made regarding whether or not the child was “ready” for kindergarten.

**2002–03, 2003-04, 2004-05, 2005–06**

Section 1008.21, F.S., created the School Readiness Uniform Screening System (SRUSS). This system was to “provide objective data regarding” the 17 items referenced in s. 411.01(4)(o), F.S. Two assessments were selected through the Request for Proposal (RFP) process. The Early Screening Inventory – Kindergarten (ESI-K) – a developmental screening administered to individual students and either the Work Sampling System (WSS) or the Ready-for-School Behavioral Screener, both of which are observational instruments.

In the 2004-05 school year, the WSS and the Ready-for–School Behavioral Screener were discontinued and the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) was added.

**2006-07, 2007-08, 2008-09**

Section 1002.69, Florida Statutes, was created to implement the Voluntary Prekindergarten (VPK) Education Program and outlined statewide kindergarten screening and kindergarten readiness rates. “The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year.” This repealed Section 1008.21, Florida Statutes.

The kindergarten screening became known as, The Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™), Letter Naming Fluency and Initial Sound Fluency, used to gather information for kindergarten on a child’s development in emergent literacy.

**2009-10, 2010-11**

For the 2009-10 kindergarten screening, the FLKRS included a subset of the Early Childhood Observation System™ (ECHOS™) as it did in 2008-09 but the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™), Letter Naming Fluency and Initial Sound Fluency, have been replaced by the Broad Screen and Broad Diagnostic Inventory, two measures from the Kindergarten [Florida Assessment for Instruction in Reading](#) (FAIR-K). The Broad Screen is comprised of a Letter Naming task and a Phonemic Awareness task, and the Broad Diagnostic Inventory (BDI) is comprised of a Vocabulary task and a Listening Comprehension task. These measures are used to gather information on a child’s development in emergent reading.