

Kindergarten Entry Assessment Survey

The “Kindergarten Entry Assessment (KEA) Survey” helps teachers save time collecting assessment information during the first checkpoint of the kindergarten school year. The survey asks the teacher to compare students’ knowledge, skills, and behaviors with widely held kindergarten entry expectations for each *GOLD™* objective/dimension.

- The Survey Questions help the teacher focus on the indicators of the progressions that describe kindergarten readiness.
- The survey also gives brief Assessment Prompts for many objectives/dimensions to help the teacher answer questions accurately.

Teachers can access the “KEA Survey” under the Checkpoint tab. Here is an example of a survey question and assessment prompt:

Objective 18 Comprehends and responds to books and other texts

a. Interacts during reading experiences, book conversations, and text reflections

Survey Question

Is the student **beginning to** ask and answer questions about the text and refer to pictures during a read-aloud?

If the student does this regularly without your support, consider level 4 or higher.

Assessment Prompt

Read a few pages of a simple narrative book to the student. Ask a few open-ended questions such as, “What happened on this page,” or “Why do you think ____?”

Level 2 or lower			Yes Level 3	Level 4 or higher											
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Contributes particular language from the book at the appropriate time		Asks and answers questions about the text; refers to pictures	Identifies story-related problems, events, and resolutions during conversations with an adult	Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points	Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information	Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters’ points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning.	Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters’ actions contribute to events; differentiate own viewpoint with those in text							