



Chicago Public Schools
Office of Early Childhood Education

Kindergarten Readiness Tool 2011

The Kindergarten Readiness Tool (KRT) is not a test. Testing young children rarely yields results that are sufficiently reliable and valid to use for high stakes decisions. KRT is a series of activities that are, or should be, a part of the preschool day. When the KRT data is aggregated by skill (e.g., Language and Literacy, Math, or Student Work Habits) or by standard (e.g., LA. PK. 1.A. for Apply word analysis and vocabulary skills to comprehend selections), the results can provide valuable evidence for parents, administrators, and teachers regarding how children are being prepared for school. However, KRT is not designed to look at a total score to inform children's knowledge, or to evaluate programs and teacher quality. Therefore, this report focuses on how to create a classroom/student report, as well as how to interpret overall KRT scores.

The KRT is a performance and observational assessment focusing on prekindergarten skills and eight self-regulation/social skills.

Specifically, this instrument is designed to:

- Assess preschoolers' knowledge and skills associated with academic success.
- Provide kindergarten teachers with a basis to plan for incoming children.
- Provide preschool teachers and program directors with information on children's knowledge so they can strengthen the preschool program (instructional strategies or choose more appropriate curriculum).
- Provide parents, community programs, and teachers with examples of the kinds of knowledge and skills children should be acquiring.

The results of the KRT are to be used for four main purposes:

1. Familiarize parents, program administrators, and preschool and kindergarten teachers with appropriate expectations for children entering kindergarten.
2. Provide kindergarten teachers with information on children who attended preschool for planning purposes.
3. Provide CPS with information necessary to assess what children are learning in preschool.
4. Assist in planning professional development for both preschool and kindergarten teachers.