

Preliminary Fall 2010 Kindergarten Inventory Results

The following table provides preliminary summary data from the Kindergarten Inventory that the Connecticut State Department of Education (CSDE) required kindergarten teachers to submit in fall 2010. The Inventory was designed to provide data about the preparedness of children as they enter their district's kindergarten program, based on teacher observations. These data were aggregated to estimate the level of student's preparedness statewide. Teachers were asked to observe student skills and behaviors during the first weeks of the school year and then classify their students into one of three performance level categories:

Performance Level 1(PL1) – Generally, students at this level demonstrate **emerging** skills in the specified domain and require **a large degree** of additional instructional support.

Performance Level 2(PL2) – Generally, students at this level **inconsistently** demonstrate the skills in the specified domain and require **some** additional instructional support.

Performance Level 3(PL3) – Generally, students at this level **consistently** demonstrate the skills in the specified domain and require **minimal** additional instructional support.

Ratings on individual students were submitted for the six domains of performance identified in the *Connecticut Preschool Assessment Framework*. The Inventory specified the common, observable behaviors that are expected of students entering kindergarten. This subset of Framework indicators was selected by kindergarten content experts who identified them as the most important and representative measures of preparedness for each domain.

Table 1, below, provides aggregated ratings from kindergarten teachers at the state level for each domain. CSDE received ratings on about 96 percent of the state's kindergarten students enrolled in Connecticut public schools as of October 1, 2010.

Table 1: Statewide Percent of Students Exhibiting Domain Behaviors in Fall 2010

Domain	PL3	PL2	PL1
Language Skills	39%	39%	22%
Literacy Skills	38%	39%	23%
Numeracy Skills	41%	40%	19%
Physical/Motor Skills	50%	39%	11%
Creative/Aesthetic Skills	51%	38%	11%
Personal/Social Skills	44%	40%	16%