

From: Webster, Melinda
Sent time: Wednesday, December 14, 2011 9:00:31 AM
To: Cari Miller (Cari@excelined.org) <Cari@excelined.org>
Subject: RE: NAEYC releases new guidance to states on kindergarten readiness and other large scale assessments

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From: Cari Miller (Cari@excelined.org) [mailto:Cari@excelined.org]
Sent: Wednesday, December 14, 2011 8:25 AM
To: Webster, Melinda
Subject: Re: NAEYC releases new guidance to states on kindergarten readiness and other large scale assessments

What is your address?
Sent from my Verizon Wireless BlackBerry

From: "Webster, Melinda" <Melinda.Webster@fldoe.org>
Date: Tue, 13 Dec 2011 13:58:09 -0500
To: <Cari@excelined.org>; <MaryLaura@excelined.org>
Subject: FW: NAEYC releases new guidance to states on kindergarten readiness and other large scale assessments

FYI...Hope all is well!

Newest report/guide by Kyle Snow, who heads the NAEYC Center for Applied Research, offering guidance to states on kindergarten readiness and other large scale assessments.

Press release and links to the report:
http://www.naeyc.org/newsroom/pressreleases/NAEYC_offers_states_guidance_on_kindergarten_readiness_assessment

Developing Kindergarten Readiness and Other Large-Scale Assessment Systems: Necessary Conditions in the Assessment of Young Children

Over the past few years, interest in assessing children as they enter kindergarten has gained momentum in states. Roughly half of the states have instituted some form of kindergarten entry or readiness assessment, even before the development of such an assessment was highlighted in the Race to the Top, Early Learning Challenge funding competition. The development of readiness assessments has varied across states in terms of the areas of child development and knowledge evaluated, and their use for policy and practice purposes. The Center for Applied Research at the National Association for the Education of Young Children (NAEYC) has developed this guidance to support states' development and implementation of kindergarten readiness assessment systems. Such systems, properly developed and implemented, can contribute greatly to the success of early childhood programs and early elementary programming to identify and meet the needs of children entering kindergarten. The considerations presented in this paper are built around NAEYC positions related to assessment and research on child assessment. While focused on large-scale assessment of young children, the guidelines included here are intended to inform considerations about early childhood assessment beyond the implementation of kindergarten entry assessments.