

## APPENDIX: DESCRIPTION OF KEY KRI TOOLS IN CALIFORNIA<sup>38</sup>

The five most commonly used tools in California counties are: Desired Results Developmental Profile (DRDP) (two versions of the DRDP are currently in use: the DRDP–SR for School Readiness and the DRDP–K for Kindergarten), the Early Development Instrument (EDI), the Kindergarten Observation Form (KOF), the Kindergarten Student Entry Profile (KSEP), and the Brigance Early Childhood Screen.

Criteria	DRDP-SR / DRDP-K <sup>39</sup>	EDI <sup>40</sup>	KOF <sup>41</sup>	KSEP <sup>42</sup>	Brigance <sup>43</sup>
California counties using KRI	Glenn, Lake (modified version), Modoc, Monterey	Los Angeles, Orange, Fresno (city), Oakland (city), San Jose (district in city)	Alameda, Alpine, Contra Costa, Del Norte, Napa, San Francisco (adapted model without parent information form), Santa Clara, Siskiyou, Sutter	Amador, Glenn, Marin, Nevada, Santa Barbara, Solano (in pre-K programs), Sonoma	Mono, San Mateo (Big Lift Initiative)
Geographic level of KRI	School, district, zip code, some regional analysis available	Census tract, EDI neighborhood, school district, city, zip, county	School, district, zip code, with potential for analysis by child address	School, district	School, district
Primary purpose: formative or summative	Formative	Summative	Formative	Formative	Formative
Domains / subscales of readiness covered (and number of items)	<ul style="list-style-type: none"> <li>• Self and Social Development (7)</li> <li>• Self-Regulation (4)</li> <li>• Language and Literacy Development (8)</li> <li>• Mathematical Development (5)</li> <li>• English Language Development (for children who speak a language other than English in the home) (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Health &amp; Well-Being (13)</li> <li>• Social Competence (26)</li> <li>• Emotional Maturity (30)</li> <li>• Language &amp; Cognitive Knowledge (26)</li> <li>• General Knowledge &amp; Communication (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Motor Skills (2)</li> <li>• Self-Regulation (6)</li> <li>• Social Expression (4)</li> <li>• Kindergarten Academics (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Social-Emotional / Behavioral (7)</li> <li>• Physical (3)</li> <li>• Cognitive (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic / Cognitive Development (8)</li> <li>• Language Development (2)</li> <li>• Physical Development (3)</li> </ul>
Approximate time to complete	15–25 minutes	10–20 minutes	10 minutes	7–10 minutes	10–15 minutes
Type of assessment	Teacher observation	Teacher observation	Teacher observation	Teacher observation	Direct assessment
KRI developers	West Ed/University of California–Berkeley	Offord Center at McMaster University (local license held by UCLA)	Applied Survey Research (ASR)	University of California–Santa Barbara	Curriculum Associates
Parent survey	Yes	No	Yes	No	No

Criteria	DRDP-SR/DRDP-K <sup>39</sup>	EDI <sup>40</sup>	KOF <sup>41</sup>	KSEP <sup>42</sup>	Brigance <sup>43</sup>
Teacher feedback form	Yes	Yes	Yes	No	No
Timing of administration	Within first 60 calendar days of school year	Second half of school year	Within first 3 to 4 weeks into school year	Within first 3 weeks of school year	Within first 3 to 6 weeks of school year
Predictive of 3rd grade achievement on standardized tests (ST) and behavior (predictive validity)	Provides valid and reliable psychometric measurement of individual children's development. However, no predictive validity studies of later test achievements. <sup>44, 45</sup>	Correlation between various 3rd grade ST scores and EDI domain scores range from .19 to .46.  Children coded as "on track-top" (top 25th percentile) on EDI were 87% (math) and 83% (ELA) likely to be proficient in 3rd grade standardized tests. <sup>46</sup>	Correlation between 3rd grade ST scores and KOF domain scores ranging from .21 to .49; between and ST scores and KOF overall scores ranging from 0.35 to .42. Longitudinal studies showed that 68% of KOF overall highest scores were predictive of proficiency in the ST. <sup>47</sup>	KSEP scores rated at kindergarten entry as fully mastered were moderately correlated with reading fluency across grades 1 and 2 and the ELA portion of 2nd grade ST. <sup>48</sup>	Local, longitudinal data demonstrate that the Brigance is predicting later achievement in early elementary. In children who were average and above on the Brigance in San Mateo at kindergarten entry, 76% were reading at grade level at end of 2nd grade. In contrast, among children who scored below average or worse on the Brigance at kindergarten entry, only 35% were reading at grade level at end of 2nd grade.
Additional notes	Aligned with California's Common Core State Standards and California Preschool Learning Foundations	Mapping capabilities at different geographic levels	Administered during first few weeks of school year, allowing teachers to receive results in timely manner	Administered during first few weeks of school year, allowing teachers to receive results in timely manner	Does not include domains to measure social and emotional development, which is a domain recommended in NEGP's definition of school readiness