

# Kindergarten Student Entrance Profile

## User Guide 2014



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## Overview

The Kindergarten Student Entrance Profile (KSEP) was originally developed 2004 and has undergone continuing validation as part of a school, community, and university action research collaboration involving the First 5 Commission of Santa Barbara County, the Gevirtz Graduate School of Education at the University of California Santa Barbara, and school districts throughout Santa Barbara county and California. The KSEP includes content consistent with the essential school readiness indicators proposed by the National Association for the Education of Young Children (NAEYC) and the National Governor’s Task Force on School Readiness (National Governor’s Association (2005; <http://www.nga.org/files/live/sites/NGA/files/pdf/0501TASKFORCEREADINESS.pdf>). One of the key recommendations of the National Governor’s Association was to implement policies and practices that, “promote local collaboration and needs assessment for school readiness.” The KSEP was designed to support local communities’ efforts to meaningfully and efficiently implement a universal school readiness assessment system. It includes sections for physical & health readiness, social-emotional readiness, and school ready knowledge. A teacher who has had sufficient time to observe the child in their everyday naturalistic settings completes these sections.

## KSEP Social-Emotional Readiness & School Ready Knowledge

Children’s ability to regulate emotions improves their ability to successfully navigate through the transition to kindergarten and acquire academic information. The ability to plan, regulate, problem solve, and attend to a task in kindergarten is positively related to school achievement at the end of the first grade. Fostering social-emotional and behavioral readiness is correlated with developing school ready knowledge in preschool students.

In addition, school ready knowledge (e.g., verbal abilities and number sense) is an important predictor of later academic achievement. For example, early literacy skills predict later reading fluency, writing fluency, and more extensive language development. Academic performance in the classroom is correlated highly with scores on standardized assessments for early literacy and math.

## Who Completes the KSEP?

A teacher who has been able to observe the child in a naturalistic school setting for at least three weeks provides background information and the rates each child on 12 items (6 social-emotional and 6 school-ready knowledge items). A rubric is provided to promote consistency of ratings across children being rated in the same classroom and across teachers.

## KSEP Multigating Assessment

The KSEP and any other school readiness assessments are just one indicator of school readiness; hence, they should not be used in isolation to filter students such that those with lower apparent readiness are recommended for delaying entry to school, as this is not a research-supported educational practice (Carlton & Winsler, 1999). Rather, the focus should be on initiating a data tracking system, starting with valid school readiness screening instruments, that leads to early and effective educational supports with the aim of helping students succeed in school.

Effective use of the KSEP, or a similar school readiness assessment, begins by considering a school’s current early academic assessment plan and how a measure such as the KSEP can serve as the first, universal assessment. This should include consultation with school administrators and kindergarten teachers. Once the commitment to use school readiness assessments to inform early services and supports is established, the next task is to review the school readiness assessment with the kindergarten teachers to prepare them to use it

in a standard manner. We have found that planning is also needed to create a database for tracking and reporting the KSEP ratings, developing report templates that appeal to teachers, and to consider how the school's child study team will use the school readiness information as part of its broader procedures to monitor the academic and social-emotional progress of all children.

## KSEP Score Ranges and Later Reading Fluency and Grade 2 CST Scores

One value of the KSEP is that the thoughtful ratings provided knowledgeable kindergarten teachers within the first three weeks of school have been found to significantly predict Grade 2 student achievement. Based on a study with more than 1,000 students who entered Kindergarten in August 2005, KSEP ratings were compared with later reading fluency and scores on the Grade 2 California Standards Test (CST). The tables on the following page show average achievement levels by KSEP total scores and are based on KSEP rating categories. The rationale for cut scores used in Tables 1, 2 and 3 is as follows:

- Immediate Follow-up (12-24): Students were rated a 1 (not yet) or 2 (emerging) on majority of items
- Monthly Monitor (25-35): Students were rated mostly 2 (emerging) and 3 (almost mastered)
- Quarterly Monitor (36-43): Students were rated as mastering fewer than 8 items
- Ready to Go (44-48): Students were rated as mastering 8 or more items

These scores are from a sample of students who were predominately of Latino(a), English learner, and lower socioeconomic circumstances. Additional research is needed with students

reflective of all of California's diverse students and this in ongoing at this time.

## KSEP References and Resources

- Furlong, M., & Quirk, M. (2011). The relative effects of chronological age on Hispanic students' school readiness and grade 2 academic achievement. *Contemporary School Psychology, 15*, 81–92.
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- Lilles, E., Furlong, M. J., Quirk, M., Felix, E., Dominquez, K., & Anderson, M. (2009). Preliminary development of the Kindergarten Student Entrance Profile. *The California School Psychologist, 14*, 71–80.
- Pyle, R. P. (2002). Best practices in assessing kindergarten readiness. *The California School Psychologist, 7*, 63-73.
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- Quirk, M., Nylund, K., & Furlong, M. (2013). Exploring Patterns of Latino/a children's school readiness at kindergarten entry and their relations with Grade 2 achievement. *Early Childhood Research Quarterly, 28*, 437-449.
- Quirk, M., Rebelez, J., & Furlong, M. (2014). Exploring the dimensionality of a brief school readiness, screener for use with Latino/a children. *Journal of Psychoeducational Assessment, 32*, 259-264.

Other KSEP information, audio podcasts, presentation slides are available upon request.

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<b>Table 1. KSEP Rating and Reading Fluency—Word per Minute (average of two trials)</b>						
<i>kindergarten</i>	<i>Grade 1</i>			<i>Grade 2</i>		
<b>KSEP Rating</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Immediate Follow-up (n = 98)	12	20	33	38	52	64
Monthly Monitor (n = 384)	18	25	44	45	61	78
Quarterly Monitor (n = 360)	23	32	52	50	66	86
Ready-to-Go (n = 226)	32	44	67	63	79	100

Note. Shaded cells indicate groups of students who were reading at or above grade level reading fluency norms from Hasbrouck & Tindall (2006). WPM scores were from the Reading Lions Fluency probes used with the Houghton Mifflin Reading series. Scores represent the average number of words read correctly per minute using two reading passages. As shown, the students with KSEP total scores in the Ready to Go group were the only group who on average read as many or more words per minute as a national comparison group.

<b>Table 2. KSEP Rating and California Standards Test (CST) ELA Performance</b>					
<i>Kindergarten KSEP Rating</i>	<i>Grade 2 California Standards Test Language Arts Proficiency Level</i>				
<b>KSEP Rating</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Immediate Follow-up (n = 98)	17%	33%	43%	6%	1%
Monthly Monitor (n = 384)	8%	20%	46%	21%	3%
Quarterly Monitor (n = 360)	8%	16%	42%	27%	7%
Ready-to-Go (n = 226)	3%	9%	28%	41%	19%

<b>Table 3. KSEP Rating and California Standards Test (CST) Math Performance</b>					
<i>Kindergarten KSEP Rating</i>	<i>Grade 2 CST Math Proficiency Level</i>				
<b>KSEP Rating</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Immediate Follow-up (n = 98)	13%	32%	26%	25%	4%
Monthly Monitor (n = 384)	6%	18%	33%	29%	14%
Quarterly Monitor (n = 360)	3%	17%	30%	33%	17%
Ready-to-Go (n = 226)	1%	8%	21%	31%	39%

Note. The teacher and the school's student success team should always be cognizant of the student's possible eligibility for special education services. The KSEP can be used as the first part of a multi-gating assessment to monitor student progress and to inform an assessment plan when needed.



## Kindergarten Student Entrance Profile (KSEP) 2014

Teacher <i>Gonzalez</i>				
Which languages did you use when making the KSEP ratings?	Mostly English X	Mostly Spanish	English & Spanish	Other language
School and District Names	School: <i>ABC Elem</i>		District: <i>ABC USD</i>	
Date Completed Rating	MO <i>Sep</i>	DA <i>28</i>	YR <i>2012</i>	
Student's Name and District ID	Name: <i>Mary Carrillo</i>		ID: <i>123456789</i>	
Student's Gender	Girl X		Boy	
Student's Birthdate	MO	DA	YR	
Primary Home Language	English	Spanish X	Other:	
Did this child attend preschool?	Unknown	No	Yes X	
If child attended preschool, how long?	Yes, Unknown	Yes, 0-6 months X	Yes, 7-12 months	Yes, 1+ year(s)
If child attended preschool, what type?	Unknown	State Preschool	Head Start X	Private
Does the child have an active IEP?	Yes, active IEP	Yes, inactive IEP	Never had an IEP X	
Is child's speech easy to understand?	Yes X	Marginal	No	
Is child usually rested:	Yes X	No	Comment	
Is child toileting and has other self-help skills:	Independent X	Needs Assistance	Comment	
Does child appear to be properly nourished:	Yes X	No	Comment	
Child has adequate gross motor skills (e.g., coordination)	Yes X	No	Comment	
Child has adequate fine motor skills (e.g., can hold and use a pencil):	Yes	No X	Comment <i>Holds pencil awkwardly</i>	
Child has appropriate sense of his/her own body in relation to others	Yes X	No	Comment	



## KSEP — Social-Emotional Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating
<b>1. Seeks adult help when appropriate</b>	When unable to complete tasks, does not seek and will not accept adult assistance	When unable to complete tasks, does not seek but will accept adult assistance	When unable to complete tasks, asks for assistance without being able to express a specific need	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks	3
<b>2. Engages in cooperative play activities with peers</b>	Rarely engages with other children and/or may use aggression to disrupt others' cooperative play	Plays alongside other children, but does not engage in interactions with them	Plays next to other children and may initiate conversations or share toys but actions are not part of an ongoing shared activity	Engages with other children in ongoing shared activities (e.g., imaginative play, tag, blocks, etc.)	2
<b>3. Exhibits impulse control and self-regulation</b>	Unable to delay having wants and needs met	Distracted by getting wants and needs met, yet able to be redirected by others	Distracted by getting wants and needs met but redirects self	Able to delay wants and needs until appropriate time	3
<b>4. Maintains attention to tasks (attention focus, distractibility)</b>	Does not sustain attention to tasks; is frequently distracted by external stimuli	Stays with tasks for a short time but becomes easily distracted by external stimuli	Distracted from tasks by external stimuli but can redirect self back to tasks after becoming distracted	Consistently attends to tasks without becoming distracted by external stimuli	3
<b>5. Is enthusiastic and curious about school</b>	Is lethargic, unenthusiastic, and/or indifferent towards school activities and rarely responds to prompting	Is not self-initiating to participate in school activities but will participate when prompted	Shows some excitement and interest in school activities, but only for selected activities	Expresses excitement and interest in participating in a wide range of school activities	4
<b>6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)</b>	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection	Usually persists with tasks until completed even after difficulty is encountered; no teacher redirection is needed	3 <hr/> 18

Comments:




## KSEP — School-Ready Knowledge Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating
<b>7. Recognizes own written name</b>	Child cannot read or locate name	Child can find name after several attempts (recognizes first letter)	Child identifies own name in routine settings <del>X</del>	Child can consistently find name even in new situations	3
<b>8. Demonstrates expressive verbal abilities</b>	Communicates primarily in a nonverbal way or using one word utterances	Expresses self in simple 3-4 word phrases <del>X</del>	Expresses self in 5-6 word sentences	Child clearly communicates using fuller, more complex sentences	2
<b>9. Understands that numbers represent quantity</b>	Does not know numbers	Knows numbers but does not associate numbers to objects in a one-to-one fashion	Demonstrates number-object correspondence when counting objects, assigning one number per object <del>X</del>	Can select an accurate amount of objects upon request (e.g., can provide you with 4 blocks upon request)	3
<b>10. Child writes own name</b>	Unable to do	Scribble-write first name with some letter-like form	Writes first name with letters and some phonetically appropriate letter/sounds (e.g., first letter) <del>X</del>	Writes first name phonetically correct. Exact spelling and capital letters not required.	3
<b>11. Recognizes colors</b>	Correctly identifies 0-4 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Correctly identifies 5-8 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Correctly identifies 9-10 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Correctly identifies all 11 colors <del>X</del>  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	4
<b>12. Recognizes shapes</b>	Correctly identifies 0-1 primary shapes  Square Circle Rectangle Triangle	Correctly identifies 2 primary shapes  Square Circle Rectangle Triangle	Correctly identifies 3 primary shapes <del>X</del>  Square Circle Rectangle Triangle	Correctly identifies all 4 primary shapes	3
KSEP Rating Categories	Immediate Follow-up 12-24	Month Monitor 25-35	Quarterly Monitor 36-43 <del>X</del>	Ready to Go 44-48	18 + 18 <hr/> 36 Total (12-48)

Comments:



## Kindergarten Student Entrance Profile (KSEP) 2014

Teacher				
<b>Which languages did you use when making the KSEP ratings?</b>	Mostly English	Mostly Spanish	English & Spanish	Other language
<b>School and District Names</b>	School:		District:	
<b>Date Completed Rating</b>	MO	DA	YR	
<b>Student's Name and District ID</b>	Name:		ID:	
<b>Student's Gender</b>	Girl		Boy	
<b>Student's Birthdate</b>	MO	DA	YR	
<b>Primary Home Language</b>	English	Spanish	Other:	
<b>Did child attend preschool?</b>	Unknown	No	Yes	
<b>If child attended preschool, how long?</b>	Yes, Unknown	Yes, 0-6 months	Yes, 7-12 months	Yes, 1+ year(s)
<b>If child attended preschool, what type?</b>	Unknown	State Preschool	Head Start	Private
<b>Does the child have an active IEP?</b>	Yes, active IEP	Yes, inactive IEP	Never had an IEP	
<b>Is child's speech easy to understand?</b>	Yes	Marginal	No	
<b>Is child usually rested:</b>	Yes	No	Comment	
<b>Is child toileting and has other self-help skills:</b>	Independent	Needs Assistance	Comment	
<b>Does child appear to be properly nourished:</b>	Yes	No	Comment	
<b>Child has adequate gross motor skills (e.g., coordination)</b>	Yes	No	Comment	
<b>Child has adequate fine motor skills (e.g., can hold and use a pencil):</b>	Yes	No	Comment	
<b>Child has appropriate sense of his/her own body in relation to others</b>	Yes	No	Comment	





## KSEP — Social-Emotional Items Rubrics

<b>KSEP Item</b>	<b>Not Yet (1)</b>	<b>Emerging (2)</b>	<b>Almost Mastered (3)</b>	<b>Mastered (4)</b>	<b>Rating</b>
<b>1. Seeks adult help when appropriate</b>	When unable to complete tasks, does not seek and will not accept adult assistance	When unable to complete tasks, does not seek but will accept adult assistance	When unable to complete tasks, asks for assistance without being able to express a specific need	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks	
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<b>6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)</b>	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection	Usually persists with tasks until completed even after difficulty is encountered; no teacher redirection is needed	

Comments:



## KSEP — School-Ready Knowledge Items Rubrics

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<b>10. Child writes own name</b>	Unable to do	Scribble-write first name with some letter-like form	Writes first name with letters and some phonetically appropriate letter/sounds (e.g., first letter)	Writes first name phonetically correct. Exact spelling and capital letters not required.	
<b>11. Recognizes colors</b>	Correctly names 0–4 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Correctly names 5–8 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Correctly names 9–10 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Correctly names all 11 colors  Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	
<b>12. Recognizes shapes</b>	Correctly names 0–1 primary shapes  Square Circle Rectangle Triangle	Correctly names 2 primary shapes  Square Circle Rectangle Triangle	Correctly names 3 primary shapes  Square Circle Rectangle Triangle	Correctly names all 4 primary shapes  Square Circle Rectangle Triangle	
KSEP Rating Categories	Immediate Follow-up 12-24	Month Monitor 25–35	Quarterly Monitor 36–43	Ready to Go 44–48	Total (12-48)

Comments:

KSEP was developed as part of the efforts of the First 5 Commission of Santa Barbara County in partnership with the Center for School-Based Youth Development, University of California Santa Barbara.

## KSEP Class Rating Summary and Follow-up Plan

Teacher:		School:	
Last Name, First Name	KSEP Rating (12–48)	KSEP Classification*	Follow-up Plan
1.		IF MM QM RTG	
2.		IF MM QM RTG	
3.		IF MM QM RTG	
4.		IF MM QM RTG	
5.		IF MM QM RTG	
6.		IF MM QM RTG	
7.		IF MM QM RTG	
8.		IF MM QM RTG	
9.		IF MM QM RTG	
10.		IF MM QM RTG	
11.		IF MM QM RTG	
12.		IF MM QM RTG	
13.		IF MM QM RTG	
14.		IF MM QM RTG	
15.		IF MM QM RTG	
16.		IF MM QM RTG	
17.		IF MM QM RTG	
18.		IF MM QM RTG	
19.		IF MM QM RTG	
20.		IF MM QM RTG	
21.		IF MM QM RTG	
22.		IF MM QM RTG	
23.		IF MM QM RTG	
24.		IF MM QM RTG	
25.		IF MM QM RTG	
26.		IF MM QM RTG	
27.		IF MM QM RTG	
28.		IF MM QM RTG	

\* Immediate Follow-up (12-24)

Monthly Monitor (25-35)

Quarterly Monitor (36-43)

Ready-to-Go (44-48)

