

APPENDIX B

**School Readiness Information:
Introduction to Scoring**

Presentation of School Readiness Information

Definitions

**School Readiness Information for:
Maryland**

Introduction to Scoring

The scoring of the 30 selected Work Sampling System (WSS) indicators for kindergarten, representing seven curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In process* or *Needs Development*, in each of four indicators within six domains and six indicators within the domain, Language and Literacy. Thus, a student is being evaluated for 30 specific skills and behaviors that are aggregated into the domains of Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development. In addition, a composite score, representing all seven domains, was created. In the aggregated format, the scores reflect school readiness levels. The following specific steps were taken to create scoring scales for each domain and the composite.

1. Each of the scores at the indicator level was given the following values.
 - Proficient = 3
 - In Process = 2
 - Needs Development = 1
2. The sum is calculated for the four indicator values from six of the domains and the six indicator values from Language and Literacy.
3. The sums were then divided into three readiness levels.

For Language and Literacy:

 - Full Readiness = sums of 18, 17, 16 & 15
 - Approaching Readiness = 14, 13, 12, 11 & 10
 - Developing Readiness = 9, 8, 7 & 6

For the Domains with 4 Indicators

 - Full Readiness = sums of 12, 11 & 10
 - Approaching Readiness = sums of 9, 8 & 7
 - Developing Readiness = 6, 5 & 4
4. The following definitions were developed for the readiness levels.
 - **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully.
 - **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
 - **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.
5. A similar process allows for all indicator values to be summed across domains and then place in the same three proficiency levels with the following values.
 - Full Readiness = sums of 71 through 90
 - Approaching Readiness = sums of 50 through 70
 - Developing Readiness = sums of 30 through 49

It is with the categories of Full, Approaching and Developing Readiness within domains and at the composite level that all data are reported.

Presentation of School Readiness Information

There is a five-page report on the school readiness information for the state of Maryland.

The first chart provides the percentage of students across the three readiness levels for each of the seven domains and the composite of the domains. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, developing readiness levels).

The second page with the table provides the disaggregation of the same information for each of the seven domains and the composite of the domains by the following demographic variables:

- Race/ethnicity
- Gender
- Prior care
- Students with disabilities in special education
- Students with limited English proficiency
- Students enrolled in the free and reduced priced meals program

This table breaks out the information from the aforementioned first chart into percentages of students for each of the readiness levels by domain and the composite of domains.

The third chart lists the number of kindergarten students in each category. Note that the number of students (i.e., cases used to compute the percentages) differs among the domains and the composite. The difference is explained as errors in completing the assessment forms (e.g., incorrect markings on the scanned forms, damaged forms, or missed items.)

The two charts on the fourth and fifth pages describe the *composite scores*, which appear on the right hand side of the previous table and present them as bar graphs.

Local school systems received school readiness information for each of their elementary schools.

For additional information contact:

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Definitions

- **Composite Score.** The ratings for the seven domains are combined to provide an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months prior to starting kindergarten. The prior care types are as follows:
 1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low-income families; funded by the US Department of Health and Human Services and licensed by the Maryland Department of Human Resources/Child Care Administration and/or local boards of education.
 2. **Prekindergarten.** Public school prekindergarten education for four-year old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
 3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland Department of Human Resources/Child Care Administration.
 4. **Family Child Care.** Regulated care given to a child younger than 13-years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland Department of Human Resources/Child Care Administration.
 5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4-year olds; approved or exempted by MSDE; usually part-day, nine months a year.
 6. **Home/Informal Care.** Care by parent(s) or a relative.
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
 - **Limited English Proficient (LEP).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
 - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
 - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.