

## PRE-KINDERGARTEN AND KINDERGARTEN

### Guidelines

The focus for Pre-kindergarten-Kindergarten programs in the states of Louisiana and Texas is on developmental and readiness. Both states have developed guidelines that support effective teaching practices shown to engender important growth in intellectual and social development, which is critical to future academic success. Additionally, the guidelines are based on knowledge of theory and research about how children develop and learn. They reflect the growing consensus among early childhood professionals that a greater emphasis be placed on conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and the relevant learning expectations. Both states differentiate between process skills and content, yet they clearly intend for both areas to be addressed simultaneously in the classroom throughout the school year. While unifying themes are identified and addressed separately in the Texas Educational Knowledge and Skills (TEKS), Louisiana interweaves the content area concepts throughout their Grade Level Expectations (GLEs), Pre-K Indicators and Benchmarks.

### Assessments

In Louisiana, assessment is based on research that indicates that children vary in their levels of oral language experiences. Based on this premise, the state believes it is important to use formal, normative assessments to measure listening comprehension and/or oral expression in kindergarten. Students who perform poorly should be identified immediately for intensive

interventions in oral language development.

Suggested assessments include the following:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Expressive One-Word Picture Vocabulary Test (EO-WPVT)
- Oral and Written Language Scales-List. Comprehension/Oral Expression (OWLS: LC/OE)
- Peabody Picture Vocabulary Test III (PPVT III) [Widely used and recognized as highly reliable, but which only measures listening comprehension]
- Test of Early Language Development-Third Edition (TELD-3)

In Texas, assessment is also based on research that children vary in their levels of oral language experiences.

The early reading instruments, Texas Primary Reading Inventory (TPRI), Tejas LEE, and other state approved K-2 or district-developed instruments, are not meant to substitute for sound, ongoing classroom assessment and teacher observation, but to supplement existing methods.

Local school districts may choose to use a locally adopted assessment instrument. If the district chooses an instrument outside the list, it must be done administratively with the recommendation of the district-level planning and decision making committee. The instrument must be based on scientific research concerning all reading skills and comprehension development.

The reading assessment shall be individually administered by a certified teacher at kindergarten, first, and second grades.

### Coding in the Side-by-Side Analysis

Due to the degree of specificity of the Louisiana standards, some of the pre-k guidelines and the kindergarten Texas Essential Knowledge and Skills (TEKS) are matched to more than one Louisiana GLE for example:

<p>(PK.1.Q) shares observations and findings with others through pictures, discussions, or dramatizations.</p>	<p>PK-CS-15 Collect, interpret, and communicate data and findings from observations and experiments in oral and written formats</p> <p>5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-15) (SI-EA5) and</p> <p>6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-15) (S1-E-A6)</p>
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The number in parentheses following each GLE statement is a reference to the Louisiana Benchmark statement. In the GLEs above, for example, PK-CS-15 above refers to the Science as Inquiry Standard, -The Abilities to do Scientific Inquiry. Benchmark statements are similar to the Texas Knowledge and Skill statements. More information about the Louisiana Benchmarks is available from the Louisiana State Department

of Education: <http://www.doe.state.la.us/lde/uploads/2911.pdf>.

Louisiana groups Science as Inquiry expectations for Pre-kindergarten into one strand, with GLE numbers 1-28 and in Kindergarten GLE numbers 1-32. The content strand expectations, however, are specified separately at each grade level, with GLE numbers beginning again at 1 in each case. The Louisiana Science as Inquiry expectations are generally analogous to the Texas Process Standards.

Regarding the codes and content in the middle column on the side-by-side analysis:

- Notations regarding TAKS objectives are included in the analysis column.
- Notations are made when concepts are addressed in another grade level in Louisiana.
- *Implied* refers to components of concepts that are implicit within the context of the statement.
- *Similar* means the concept is worded differently.
- *Not specifically addressed* refers to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.
- *PreK Indicator* refers to Prekindergarten Guidelines Statements