

# Kindergarten Screen

## Frequently Asked Questions

### General Questions:

1. *Clarify timelines of administration – and data entry.* Administration of the common kindergarten screen must occur no earlier than 15 calendar days prior to the start of school and no later than the 30th instructional day. Districts have 30 calendar days after the 30th instructional day to enter data into the OMS. Any data not entered into the OMS will be reported as null for that district.
2. The BRIGANCE III K Screen must be administered to each child by a trained person.
3. *Are schools required to screen children who have been retained in kindergarten?* No. The purpose of the kindergarten entry screen is to gather school entry baseline data.
4. *Can districts use the BRIGANCE® K Screen as part of their Kentucky System of Interventions (KSI) process? Can it be used later on as a check for progress?* It is recommended that districts use the screen data as one data source for the KSI process. Yes, the screen may be used as a check for progress. As a cautionary note, it is recommended that teachers allow ample time for learning experiences that impact development to occur before using this screen to check for progress.
5. *Please clarify districts responsibility for screening students who enter school after the 30th instructional day.* Regulation (<http://www.lrc.ky.gov/kar/704/005/070.htm>) does not require a district to screen students who enter school after the 30th instructional day. However, a best practice would be to screen incoming students after the screen window in order to have baseline instructional data. A student file will not be available in OMS, nor will results populate in IC. If a student is transferring from a district/school within Kentucky, the screen data will be located in IC under the school that the screen was administered. However, the screen data sheet will be kept in the child's cumulative file, so that the receiving school has record of the student's achievement on the screen.
6. *What is the window for entering screen data into the Online Management System?* Districts have 30 calendar days from the end of the district screening window to enter data into the OMS. Calendar days include any weekends, holidays and other non-instructional days.
7. *Why are students who were in State-funded (KERA) Preschools being screened again when they are entered into kindergarten?* This screen is a common screen for all students entering kindergarten. Since children come into kindergarten from a variety of settings, this tool will provide a common baseline for all students. Please refer to 704 KAR 5:070. The data collected from State-funded (KERA) Preschool or any other early childhood setting is very important and should be shared with kindergarten teachers as a transitional activity.

8. A student entering kindergarten may not be identified as an English Language Learner at the time of the BRIGANCE K Screen administration. District and school staff should use best educated judgment in determining if the student takes the screen in English or another language. There are cases in which the basic screen may be given in one language and the Self-help/Social emotional Scale is provided to a parent/guardian in another language to meet the individual needs of the family.
9. Once the administration of a screen is started in a language, the screen must be completed in that same language.
10. In Kentucky, the required components of the common kindergarten screen are:
  - a. BRIGANCE Kindergarten Screen III Core Assessments
  - b. BRIGANCE Self-Help/Social Emotional Scales
11. *Is there any additional KDE funding for data clerk, subs, etc. in order to administer the BRIGANCE?* KDE provides, to districts, screen materials and online subscriptions for every kindergarten student as well as professional learning opportunities (TOT, OMS webinars, etc.). It is anticipated that the districts will incur some expense when implementing the kindergarten screen.
12. *Will KDE be developing and posting an introductory letter to send to parents? Will this letter give background about the need for a screener, as well as what it contains and what will be done with information?* There are no plans for KDE to develop an introductory letter for parents at this time. Please contact our office at (502) 564-7056 if you need any support with developing a letter to meet the needs of your families and communities.
13. *If a child is in IC and after screen, parent decides to keep out of K, what happens?* Any student receiving a kindergarten screen must have a score reported. The student would be enrolled in IC, then be un-enrolled when the parent withdraws him/her from the program. The student's kindergarten screen data would be captured and reported both in the OMS and in IC. Would this child then be rescreened the following year?
14. *How can data be used to support early childhood programs in our community?* Sharing BRIGANCE data is an excellent opportunity to build capacity and develop high-quality early childhood program services in your community. Contact and partner with your Community Early Childhood Council (CECC) or other community partners in support of school readiness.
15. *What if districts also want to look at their students' data in relation to national norms?* This information will still be available to districts in the BRIGANCE Technical Manual.
16. *What about if districts want to use the K-1 screen at the end of the year to show growth? Can this be in IC?* This tool is a screen, not a continuous assessment. This information will not be captured in IC.
17. *Fall break is within the 30-day data entry window. Do those 14 days count in our 30 days to enter data?* Yes, the requirement is 30 calendar days, not instructional days.

18. *Does KDE recommend that each teacher enter kindergarten screen data or that one person enter data on all kindergarten students in school?* This is a district decision.
19. *Does KDE sanction the Curriculum Associates Readiness Activities as research-based for KSI purposes?* KDE recommends local evaluation of all instructional materials to ensure that they are rigorous and relevant for the needs of all students.
20. *Do districts need to place a copy of the OMS Student Screening Summary report in the students' folders (after both screens completed and data entered into OMS)?* The practice is recommended but not required. This is a district decision.
21. *Can the Self-Help/Social Emotional Scale (parent questionnaire) be administered outside the assessment window since it's a questionnaire?* No. All required data must be collected within screen window (Basic Screen and Self Help/Social Emotional Scale).
22. *Can we put Parents' Report on our district website for parents to print off?* The Parents' Report can be accessed on the BRIGANCE K Screen website ([www.brigance.com/kentucky](http://www.brigance.com/kentucky)) in the training materials section. A link to the Parent's Report can be placed on the district website. Districts are encouraged to also have printed copies for parents who may not have computer or printing access.
23. *Is there an ideal time for sharing results with parents? Is 12 weeks too late?* Families benefit from feedback that is timely and accurate. KDE recommends sharing results as early as possible with parents in person; however, the time and process for sharing results is determined locally. Please refer to the Implementation Guide.
24. *Will KDE provide an administration protocol (i.e., for ELL students, who administers, scoring, when a child refuses, providing feedback to parents)?* Yes, please see the [Implementation Guide](#) for more information.
25. *Before, during and after implementation, will KDE provide a forum to ask questions and share important "learnings?"* Yes, there will be multiple opportunities to ask questions and share information. Check the updates for more information about trainings, webinars, forums and other options.
26. *Will BRIGANCE data be in CIITS?* Yes, it will eventually link to CIITS in the future.
27. *The trainer for BRIGANCE said that if a child is "ready for support" must go into KSI – is this true?* The BRIGANCE K Screen is one data point that may be used for beginning the KSI process with a student.

28. *If a kindergarten child is advanced (reading) and goes to a first grade classroom for reading instruction, what do we do?* Any student enrolled as a 00 in IC must be screened using the BRIGANCE K Screen.
29. *How will IC differentiate between students who are repeating kindergarten and those newly enrolled?* This varies across districts and the enrollment of students. If a student is in kindergarten for a second year, districts are not required to screen that student. The student name may populate in the OMS system, however, the district will not enter screen data for that student in OMS. When the data is transferred to Infinite Campus, the student will not have data for the 2013-14 school year. However, if the student was in a pilot school in 2012-13, that screen data is still on the student record.
30. *Can we enter end-of-the-year data into the OMS?* Yes. The requirement for the common kindergarten screen is that every student is screened at the beginning of the school year. If districts choose to screen students at the end of the year, this will be a district cost; however, districts will still have access to the OMS at the end of the year. Student locations/information will not be updated in the OMS after the screen window.

#### BRIGANCE Online Management System (OMS) Questions:

1. *If districts change the person responsible for the data entry of OMS since the building survey was completed, is there a way to change this in OMS?* Yes. District and building administrators will be able to add or change staff information in the OMS.
2. *Does the Parent or Teacher Social Emotional/Self Help Report go into the OMS system?* Yes, the Parent or Teacher Social Emotional/Self Help data is entered into the OMS system, and a report is available for teacher use.
3. *For kindergarten teachers not hired by 7/01/13, what do districts do?* Administrators will have the ability to add these teachers to OMS at the time of hire.
4. *What can staff expect to see and do in the OMS?* There will be four levels of access to the system:
  - **District Access:** to be used by district personnel; view all children screened within the district
  - **Building Access:** to be used by building administrators; view all children screened within the building
  - **Class Access:** to be used by teachers; view all children within their classes
  - **Data Entry:** access ONLY to enter data; will not be able to view reports
5. *Who will get log-ins, and when will they be received?* Log-in username and passwords will be e-mailed to the identified district and building administrators the week of July 8 from

[WSupport@cainc.com](mailto:WSupport@cainc.com). Please set your e-mail account to accept that address to ensure receipt of your password and log-in information.

6. *Who is required to attend the OMS Webinar?* Anyone who touches the system should attend one webinar or recording.
7. *Why do we have to train all on data entry and not just those entering data?* Anyone entering data, accessing or reviewing reports (student, class, school or district reports) must be trained on the OMS.
8. *Is it a requirement to attend all four sessions of the OMS Webinar listed in the Weekly Updates?* No, there is only one webinar, with four opportunities to attend. Each person should only attend one of the four sessions. If this is not possible, a recorded version of the webinar will be available.
9. *How can I register for the OMS Webinar?* Starting in July, staff should go to [BRIGANCE.com/Kentucky](http://BRIGANCE.com/Kentucky) to access a recorded webinar. Once on the webpage, click on “training information.”
10. *How do we handle class changes or school changes for students?* Building or district administrators will have rights to facilitate these changes in the OMS, but we caution that the changes in the OMS must mirror the data in IC.
11. *Please clarify how screen data will be transferred with students if they move to another district?* The screen data is located within the Assessment tab in Infinite Campus. The data will be located at the school which the screen was conducted, as with all other assessments. The data collection sheet with student responses will, however, be located in the student’s cumulative file and should transfer with a student, if they relocate.
12. *What kinds of reports showing student performance are available immediately after data is entered into OMS? This data would be available before the upload to IC, correct?* A student summary report, showing the scores and readiness levels will be available. A starter parent report, which teachers can customize, will also be available immediately. The only screen data that will be available in IC are the scores and readiness levels for the students.
13. *Can our district add a district administrator to view the OMS?* After July 30, if administrator contact changes need to be made in the OMS, please contact the KDE School Readiness Branch.
14. *How do we handle class changes or school changes for students?* Building or district administrators will have rights to facilitate these changes in the OMS, but we caution that the changes in the OMS must mirror the data in IC.
15. *What about students who transfer from other pilot districts if they enroll after the 30th day of instruction? Which district is responsible for data entry of these students if they transfer during the data entry window?* If the other pilot district has entered screen data into OMS, then the receiving district must contact KDE to receive access to the data in OMS. In this case the screen

data will follow the child electronically in IC. However, if the other pilot district has not entered the screen data into OMS, then the receiving district must contact the other pilot district to obtain a hard copy of the data sheet to enter into the OMS. It is CRITICAL that the receiving district contact KDE to receive access to the OMS student file. The receiving district MUST NOT rescreen. If a child transfers within the 30 instructional days, the receiving district must contact the previous district to see if child has been screened.

16. *Can Curriculum Associates (CA) track who has viewed the webinar?* Curriculum Associates will be able to track who “clicks” on the recording. There will be instructions at the end of the webinar for attendees to submit a code to KDE.
17. *Do districts need a hard copy of the data sheet in students’ folders?* Yes, the data sheet is in triplicate. One sheet should be kept in the child’s folder. The second is kept in a teacher file, and the third copy is to be used at the discretion of the district.
18. *If a district offers full-day kindergarten, can the schedule be adjusted so the first five days of school are completely devoted to BRIGANCE administration? Wouldn’t this be possible because the district exceeds the requirement of providing half day kindergarten?* Schools are accountable for the instructional days approved by their school board and KDE for the 2012-13 school calendar. KDE does not recommend giving up instructional days to focus only on assessment. Assessment, including screening assessment, should be considered an ongoing, integral part of the instructional process.
19. *Can districts/schools hire substitutes to conduct the screenings?* Yes, as long as substitute teachers complete BRIGANCE training and sign the code of ethics.
20. *Can the screener results be generated from the OMS like the form?* No, not at this time.

#### Prior Setting Questions:

1. *How do we code the following in Prior Settings:*
  - a. *Children who attended out of state child care:* The child care category should be checked, and “out of state” should be entered as the facility name.
  - b. *Children who attended state-funded preschool, but were tuition-based:* The state-funded preschool program category should be checked.
  - c. *Children who attended out-of-state preschool:* The state-funded preschool program should be checked, and “out of state” should be listed as the district name.
2. *Clarify how blended programs are to be reported for Prior Settings... (Preschool or Head Start).* In communities with blended programs, families often do not know from what program their child is receiving services. It is highly recommended that for fully blended programs, the district mark

both the State Funded Preschool and Head Start box in the prior setting tab. To find out if your district is a fully blended program, please contact your district Preschool Coordinator.

3. *What would be considered prior setting for over-income children who attend preschool? Does not fit definition of "at-risk" or disability?* Any student who receives services from the state funded preschool program will be identified in the category 'state funded preschool', regardless of if he/she met the eligibility criteria.
4. *If a child's prior setting data is not in IC, will that child still be created in the OMS, and then the school can update the prior setting data in IC later?* For a child to populate in the OMS, the student must be enrolled in IC as a 00 (kindergarten), and enrolled in one of the following state courses:
  - a. 703001 Elementary Homeroom
  - b. 701010 Primary Self-Contained
  - c. 600117 Self Contained Emotional/Behavioral Disability (EBD) – Life Skills
  - d. 600101 Self-Contained Functional/Mental Disability (FMD)Student's prior setting data will be entered into IC, but can be entered any time before the 30th calendar day after the 30th instructional day.
5. *Is KDE going to provide a form for Prior Setting? (to add to enrollment info.)* Yes, once the early learning prior setting tab is complete in IC, a form will be posted on the KDE website to assist districts in collecting information from families.

#### Infinite Campus (IC) Questions:

1. *Does the child need to be enrolled in IC (with an SSID#) before the school can enter screening data into the BRIGANCE OMS?* Yes, student data (e.g., first name, last name, birthdate and SSID#) from IC will transfer weekly to populate the OMS. Schools cannot enter or change student general enrollment information in OMS; however, changes made in IC will transfer and update the student file in OMS weekly.
2. *If a child moves to another district from August to December, who is responsible for inputting the prior setting data? How do they do that in IC if the child is in another district? If the district the child moves to is not a pilot district, does prior setting need to be inputted?* The receiving school is responsible for entering the Prior Setting Data. The receiving school may request this from the previous school or re-interview a parent for information. A previous school may provide Prior Setting Data with student records when transfer occurs. This will not be an issue next year because Prior Settings will be in IC. If the district the child is transferring from is not a pilot district and no screen was completed on that child, then the prior setting data should not be collected or input into IC.

#### BRIGANCE Screen Questions and Reminders:

1. *Must the BRIGANCE script be followed exactly for prompts? For example, can you say, "Write your name" instead of "Can you print your real name?"* The script should be followed exactly by screen administrators, being cautious not to provide prompts or hints for children.
2. *Is the data valid and reliable when both parent and teacher reports are used for social emotional/self-help screen data? If not, what does CA recommend for analysis of these data?*  
Yes. This has been allowed for in the validation process.
3. *Could there be a 'dummy school' set up in IC for higher education so that students can see what the OMS looks like and how Kentucky schools use the data?* Higher education could take advantage of trial versions of the OMS.
4. *Clarify what accommodations are acceptable for non-verbal students – specifically clarify what the BRIGANCE Manual states. Also, clarify the instructions for students identifying their age in #1. (does holding up fingers count for a non-verbal student?)*  
The most appropriate accommodation for non-verbal students is to allow the child to use a communication system or assistive technology, if used in regular classroom work. A number of the assessments do not require a verbal response, so those items will not require any accommodations for this population (e.g., Prints Personal Information or Sorts Objects). The School Readiness Branch is currently seeking guidance from the Office of Assessment and Accountability on this item and will provide more information as it becomes available.
5. *Is the accommodation of breaking test into small parts with a break allowable if test is completed in one day (this is for students who cannot attend)?* Yes, this is fine, but once each section begins, that section must be completed.
6. *How many times can you repeat a question for a child?* There is no limit, but use your judgment. If the child has already heard the question three times, five more times is not likely to change his/her response and will most likely frustrate the child.
7. *What if a child self corrects during an assessment? e.g., says shoulder for elbow first, then realizes error?* As long as the self-correction is immediate and the child's final response is unwavering, this is okay.
8. *Please clarify "general description" for student' address response.* The description should be clear enough that the examiner could locate the house if needed.
9. *For item #1 – when asking for a child to tell their phone number – is it required that they tell their area code if they need that to make a local call?* They should provide whatever is required to actually make a call. If area code is required for a call to go through, then the child should include this in his/her response to receive credit. If area code is not required, the child need not include this in his/her response (although it's fine if it is included).

10. *What if a child's address or phone number has recently changed prior to the screen period? If the child responds with their old phone number or address, does that count?* The information should be relevant to what is current with the child's information.
11. *If child just says "July" for birthday can we prompt for the day?* Yes, but ask it in a way that restates the question – e.g., "Yes, when is your birthday?"
12. *How do you credit when a child gives one part of a hyphenated last name for 1A?* If the part of the child's name that's given is what the child goes by (in terms of the hyphenation) then this is fine. However, if the child always goes by the hyphenated last name, credit should only be given if the full name is offered (just as saying John Jacob would be incorrect for last name, if the child's name were John Jacobson). If the child is always called by his/her middle name, this is acceptable for first name (essentially the child's middle name has become his/her first name). If, however, the middle name is more of a nickname, then yes you can prompt for the first name (restate the original question, with the hope that the second time around the child will respond with his/her first or full name).
13. *Address – what if they give you "apt. 3", but can't give you the street # for apt?* Apartment number without a street address is not sufficient, but, as stated in the directions, you can ask clarifying questions to elicit a more complete response.
14. *For item #7A – "I want you to sort these \_\_\_\_\_ for me." What should go in the blank... circles and squares or shapes?* Shapes
15. *On the body parts – if the child says finger or face, can you prompt them to be more specific?* Yes, you can ask them again, emphasizing (through clearer pointing) what part of the body you are asking for; however, continue to use the question language, as given in the directions. For "fingernail(s)" "nail(s)" is not sufficient, so again, prompt by pointing again even more explicitly and restating the question. It's fine to respond with either singular or plural.
16. *9A Quantities: Is it ok to also have the alternative form for "4" (i.e. the top of the number is open)?* Different visual stimuli cannot be used without calling into question the standardization. If the child does not receive credit for the item "4" but the teacher believes the child knows this information, the teacher can ask the question with a different visual representation of four and then note this for instructional purposes, but credit shouldn't be given.
17. *How were the fonts selected for 11A Reads Uppercase (Lowercase) Letters?* The font that is used is New Century, which was selected based on research that demonstrates Century is one of the most readable fonts for young children. Here is a snippet of the research on Century font from Wikipedia (which references Anatomy of a Typeface as the key source):

18. *In 11A, do you have to have all visible, or can you cover rows? (alphabet)?* You can cover other rows so the child is only focusing on one row at a time (this direction is actually noted in the left hand column of this assessment).
19. *Should the responses be typed on the supplemental item 4S?* This is an error – the answers should not have been printed on the student page. A corrected PDF will be provided on the BRIGANCE landing page ([www.brigance.com/kentucky](http://www.brigance.com/kentucky), click on Training materials).
20. *“reciprocates” – how flexible is the wording on the SH/SE Scale?* The wording was standardized, so alternatives cannot be used without compromising the standardization.
21. *How do teachers ensure that all Self-help/Social Emotional Scales are returned?* The Self-help/Social Emotional Scale is a parent questionnaire. Districts may use a variety of strategies to gather the information from parents (parent meetings, phone calls, note sent home, interview). If a teacher has not received feedback after several attempts, the teacher may complete the Self-help/Social Emotional Scale for the child.
22. *Can we rephrase the Parent Report if parents don’t understand the working or language?* The language has been standardized on a broad population of parents, so any rephrasing would call into question the validity of the responses.
23. *Related to Am. Sign Lang.-How do you score items that have an iconic sign that would give the answer? For ex., sign for chin is pointing to the chin-all body parts on the test are this way.* The School Readiness Branch is currently seeking guidance from Office of Assessment and Accountability and the Division of Diverse Learners on this topic. An update will be posted when information is available.
24. *Related to auditory discrimination- For deaf children, do you skip and make note that the child is unable to do this task because of deafness?* Yes, that is the correct way to handle this.
25. *How do we deal with Hearing Impaired students?* Here are the instructions from the manual for how to handle this population: Allow the child to use a communication system or assistive technology if used in regular classroom work. (note: Before screening, become familiar with the way the child communicates and receives information to ensure the most effective strategies are put in place.)Provide a sign language interpreter, if needed.
26. *Core Assessments: how do we address speech screenings? 1) What about new students who have never been in preschool/Head Start for speech and RTI?* The district would provide speech screenings the same as in the past.

Century Schoolbook is familiar to many in North America as being the typeface many first learned to read with. Morris Fuller Benton utilized research done by Clark University that showed young readers more quickly identified letterforms with contrasting weight, but with the

lighter strokes maintaining presence. Tests also showed the importance of maintaining counterform (the white space around the black letterform) in recognizing the face at smaller sizes. In designing Century Schoolbook, M. F. Benton increased the x-height, the stroke width, and overall letter spacing. The faces were issued over a period of five years, all of which were designed by Benton and issued by A.T.F. [Source: [http://en.wikipedia.org/wiki/Century\\_Type\\_Family#cite\\_note-16](http://en.wikipedia.org/wiki/Century_Type_Family#cite_note-16)]

When administering the BRIGANCE® K-Screen, it is important to remember these key concepts:

- When talking with children, use phrases such as “We are going to play some games” or “We are going to have some fun.”
- For item # 11A, districts are required to screen and record responses only for the uppercase letters. If a district chooses to screen for knowledge of lowercase letters, this information cannot be entered into the OMS.
- Name –
  - Acceptable Responses: legal name or given name such as Katie (nicknames like Katie for Katherine or Debbie for Deborah are allowed, if this is primarily how the child is known)
  - No Credit: if the child provides a nickname that is really a “pet name” (e.g., buddy, sweetie pie) or if the child provides just a first initial (e.g., “K” when child’s name is Katie or Katherine)
- Address –
  - Acceptable Responses:
    - # and street name (if there is a # and street name)
    - general description of area (if no # and street name) – this is according to the directions that allow for rural route, for example
    - no city or zip required (since either street or mailing address are acceptable)
- Phone number –
  - Acceptable Responses: correct phone number of a responsible adult (e.g., home phone, parent’s cell phone, grandparent/caregiver’s phone, neighbor’s phone if there is no home phone and that’s what parent uses)
  - No Credit: if the child does not know any number for reaching responsible adult/parent/caregiver