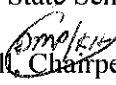




STATE OF DELAWARE
STATE COUNCIL FOR PERSONS WITH DISABILITIES
MARGARET M. O'NEILL BUILDING
410 FEDERAL STREET, SUITE 1
DOVER, DE 19901

VOICE: (302) 739-3620
TTY/TDD: (302) 739-3699
FAX: (302) 739-6704

MEMORANDUM

DATE: June 5, 2012
TO: All Members of the Delaware State Senate
FROM: Ms. Daniese McMullin-Powell,  Chairperson
State Council for Persons with Disabilities
RE: H.B. 317 [Kindergarten Readiness]

The State Council for Persons with Disabilities (SCPD) has reviewed H.B. 317 which requires the Department of Education (DOE) to establish a common statewide readiness tool to assess a child's readiness for learning upon entering kindergarten. The assessment would occur in the first 30 days of entering kindergarten (H.A. No. 1). The tool would ostensibly be "piloted" in the Fall of 2012, 2013, and 2014 with statewide implementation no later than the Fall of 2015 (H.A. No. 1). SCPD endorses the proposed legislation since it would be useful to collect information statewide on kindergarten readiness. However, Council has the following observations which could have improved the bill.

First, the bill could have encouraged adoption of a "tool" which would also contribute to Child Find screening to facilitate implementation of Title 14 Del.C. §3122 and pending S.B. 207.

Second, the bill could have included "reasoning" among the assessed domains. See attached University of Delaware kindergarten readiness report, "Children Who Entered Public School Kindergarten in Delaware in the Fall of 2009 (April, 2010) at p. 15.

Third, the bill could have required the "tool" to account for cultural and language (e.g. Spanish; Deaf) differences.

Thank you for your consideration and please contact SCPD if you have any questions regarding our position or observations on the proposed legislation.

cc: Ms. Susan Haberstroh
Mr. Brian Hartman, Esq.
Governor's Advisory Council for Exceptional Citizens
Developmental Disabilities Council

Kindergarten Cohort of 2009-2010

Table 11 Kindergarten Readiness Scores

Subscale	Item	Number of Children rated Proficient (%)
Social Emotional m=3.12 (sd.79)	Uses appropriate strategies to initiate interactions with peers and uses alternate strategies when initial attempts fail	334 (33.7%)
	Responds appropriately to other's expressed emotions and intentions	383 (38.6%)
	Overall emotional tone is positive when interacting with peers and adults	444 (44.8%)
	Displays age-appropriate impulse control and regulation during challenging situations	379 (38.2%)
	Peer relationships are generally positive and satisfying	438 (44.2%)
	Effectively uses adults as sources of support, comfort, and assistance	445 (44.9%)
School Adjustment m=3.20 (sd.75)	Focuses attention during large group teacher-directed activities	371 (37.4%)
	Can work independently	422 (42.5%)
	Demonstrates willingness to try new things	475 (47.7%)
	Generally completes tasks in allotted time	421 (42.4%)
	Understands and generally follows playground and classroom rules	509 (51.2%)
	Enjoys being in school	613 (61.7%)
	Can work effectively in a group	437 (44.1%)
	Actively participates in class activities	486 (48.9%)
Reading and Writing m =2.90 (sd.92)	Chooses books and stories during free choice activities	342 (34.4%)
	Recognizes most upper and lower case letters and knows most of their sounds	456 (46.0%)
	Uses some initial letter-sound associations to predict meaning	360 (36.4%)
	Uses context clues to predict meaning	316 (31.9%)
	Recognizes some common words	354 (35.6%)
	Draws and paints pictures	442 (44.5%)
	Writes name	520 (52.4%)
	Writes using upper and lower case letters with few or no reversals	354 (35.7%)
Language and Reasoning m=2.94 (sd.87)	Writes numerals with few or no reversals	326 (32.8%)
	Actively uses all senses to examine and explore familiar or unfamiliar objects	350 (35.3%)
	Shows interest in and understanding of the concept of comparing (e.g. more or less, full or empty, taller or shorter, etc.)	312 (31.5%)
	Uses elaborate language to describe objects and events	277 (28.0%)
	Uses language to initiate and maintain interactions with adults and peers	390 (39.4%)
	Uses language to gather information and solve problems (asks questions)	353 (35.5%)
Counting 3.05 (sd .926)	Understands and uses such concepts as many, more, less, etc.	381 (38.4%)
	Uses appropriate labels (one, two, etc) when counting objects	483 (48.8%)
	Uses counting reliably to quantify perceptual (<5) numbers	515 (51.9%)
	Uses counting reliably to quantify elementary (5 to 12) numbers	429 (43.2%)
Motor development m=3.33 sd=(.69)	Uses counting to quantify larger number (20+) objects	298 (30.0%)
	Demonstrates a positive disposition toward movement activities, enjoys, and feels confident during physical activities	531 (53.5%)
	Demonstrates age-appropriate static and dynamic balance (can stand on one foot, traverse a low walking board or balance beam, etc.)	489 (49.7%)
	Demonstrates age-appropriate locomotors patterns (walking, running, hopping, jumping, climbing, creeping)	584 (58.9%)
	Demonstrates age-appropriate fine motor movement differentiation (manages small manipulative toys, cuts efficiently, etc)	493 (49.7%)