

ABSTRACT

DISSERTATION: “Ready or not”: The Implications of Kindergarten Readiness

Assessment Data On Classroom Reading Instruction

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The purpose of this study was to determine the screening measures used to assess students entering kindergarten in the state of Indiana. In addition, this study sought to determine how the data from these measures are used to inform classroom reading instruction. Eighty-nine schools participated in the study and sixty-two of those schools completed the entire survey, as they were amongst the schools that assess students upon entrance into kindergarten. The survey was sent a total of four times. General findings indicated that Indiana schools assess students inconsistently upon entrance into kindergarten, with variations existing in the administration procedures of screening measures and the type of screening measure. Schools who responded to this survey generally expressed dissatisfaction with current screening measures administered and the results gathered from these measures. In addition, schools who participated in this study reported the use of data to inform classroom instruction, but not all schools specified that reading instruction was informed by the data.