

Kindergarten Readiness Assessment
Results for
Early Learning Collaboratives

July 2015



Scale Score Explanation and Kindergarten Readiness Literacy Classifications

498 Scale Score Explanation

The expected end-of-year scale score for four-year-old students is 498. This scale score at the end of Pre-K means that the student has mastered 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade 3 reading proficiency expectations. A 498 falls within the Late Emergent Reader Classification Level.

STAR Early Literacy Classification Levels

Emergent Reader (300 – 674)

Early Emergent Reader (300 – 487): Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.

Late Emergent Reader (488 – 674): Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is also beginning to “read” picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

Transitional Reader (675 – 774)

Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds, and is probably able to blend sounds and word parts to read simple words. The student is also likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

Probable Reader (775 – 900)

Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words, and more time understanding what was read. Probable readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development.

Early Learning Collaborative Kindergarten Readiness Assessment Spring 2015 Results

Classification Level – Student Scores

Classification Level	Number of Students			
	Fall 2014		Spring 2015	
Early Emergent Reader	1,265	79.66%	600	37.97%
Late Emergent Reader	291	18.32%	820	51.90%
Transitional Reader	25	1.57%	114	7.22%
Probable Reader	7	0.44%	46	2.91%
Total	1,588		1,580	

Classification Level – Collaborative Average Scores

Classification Level	Number of Collaboratives			
	Fall 2014		Spring 2015	
Early Emergent Reader	11	100.00%	2	18.18%
Late Emergent Reader	0	-	9	81.82%
Transitional Reader	0	-	0	-
Probable Reader	0	-	0	-
Total	11		11	

Individual Collaborative Average Scores

Early Learning Collaborative	Fall 2014	Spring 2015	Scaled Score Gain
Clarke County Early Learning Partnership	418	548	130
Coahoma County Pre-K Collaborative	458	573	115
Corinth-Alcorn-Prentiss Early Learning Collaborative	435	524	89
Desoto Early Learning Collaborative	401	516	115
Gilmore Early Learning Initiative Collaborative	434	535	101
Lamar County Early Learning Collaborative	456	527	71
McComb Community Collaborative for Early Learning Success	427	480	53
Petal Early Learning Collaborative	417	486	69
Picayune School District Pre-K	392	490	98
Sunflower County Early Learning Collaborative	434	515	81
Tallahatchie Early Learning Alliance	411	520	109
State Collaborative Average	434	528	94