

# IF KG. ENTRY ASSESSMENTS ARE THE ANSWER, WHAT IS THE QUESTION?

Tom Schultz  
Council of Chief State School Officers  
thomass@ccsso.org  
Arizona Early Literacy Advisory Board  
April 12, 2013



# Road Map

- KEAs make a unique contribution to comprehensive early childhood assessment systems
- State KEA approaches: Adopt, Adapt, Develop
- Key issues for states



# Where I Am Coming From

- Assessment Projects:
  - National Research Council ECE Assessment Panel
  - Head Start National Reporting System
  - Early Childhood Accountability Task Force
  - Early Childhood State Assessment Consortium
  - Kellogg Foundation KEA Project (IA, MO, NV, AZ)
  - MD/OH Assessment Project Advisory Committee
  - June 50-state conference on formative assessment and teacher evaluation
- See assessment as powerful tool to improve programs, teaching, outcomes



# KEAs In Context:



- 1 piece of a system of multiple, valid and reliable assessments about children's learning used to make instructional and programmatic decisions

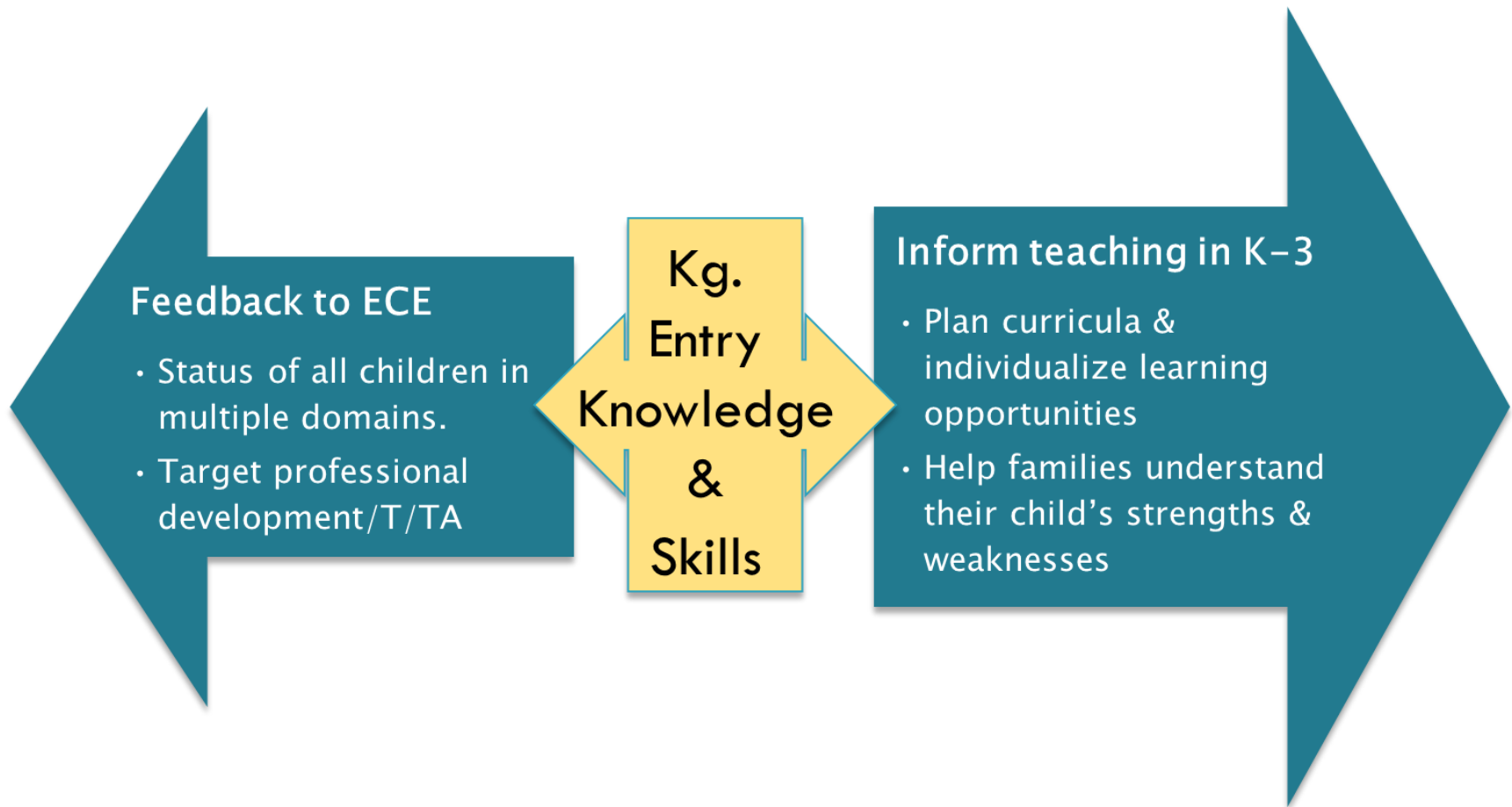


# Birth – 8 Comprehensive Assessment System

- Screening Measures
- Ongoing Formative Assessments
- Measures of Environmental Quality
- Measures of the Quality of Adult-Child Interactions
- Data on Families/Family Engagement



# KEAs: “Fulcrum” between 0-5 and Kg.-Grade 3 Assessments



# KEAs Add Value to Comprehensive Assessment Systems

- Scope of KEAs is unique:
  - Data on all children for the 1st time since birth records
  - Multiple domains of development & learning
- Timing of data is strategic:
  - Baseline on what children know & are able to do at the beginning of K-12
  - Where children stand based on birth-age 5 early learning opportunities



# Caution: Using KEAs to “Look Back” at ECE Programs

- KEAs don't reflect children's status when they enter an ece program – or how much progress they made
- ECE programs may serve varied types of children in terms of risk factors
- How to report KEA data for children in multiple programs or programs with multiple funding sources?





# Comprehensive Systems Add Value to KEAs

- KEAs + Ongoing assessments of children → Show children's progress over time
- KEAs + Assessments of programs, schools, workforce, family engagement → Show us what works and how to improve



# State KEA Efforts - 2010

- 25 states with Kindergarten assessment
- Purposes of the assessments
  - 18 states—plan instruction
  - 12 states—inform policy/track status of children
  - 4 states—feedback to parents
- Areas of children's development assessed
  - 11 comprehensive assessments: 5 or more domains
  - 9 reading only
  - 2 reading & mathematics



# State KEA Approaches

- Adopt
  - CO, WA, NJ, NV & others Teaching Strategies GOLD
  - MD, MN Work Sampling System
  - MO field test/piloting several options
- Adapt
  - DE adapting Teaching Strategies GOLD to state standards
  - IL adapting DRDP
  - MA working to support GOLD & Work Sampling
- Develop MD/OH; CA; NC



# Innovations

- New KEAs within ongoing formative assessment systems
  - MD/OH PK-Kg.
  - NC in Kg.-Grade 2
- Combine observational & direct/performance assessment (MD/OH)
- Different assessment/common metric (MA)
- Dept. of ED funding for KEA development



# Key Issues for States

- Alignment with preschool & Kg. standards
- Ensuring validity and reliability
- Connecting KEA data with other child, program and workforce data
- Moving from data collection to program improvement



# Challenges from RTT/ELC Plans

- Less attention to disaggregating data by subgroups & high needs children
- Limited plans for monitoring/quality control or evaluation beyond pilot
- Limited attention to preparation for data use and preventing misuse of data
- Missed opportunities in engaging families



Thomas Schultz – [thomass@ccsso.org](mailto:thomass@ccsso.org)  
Arizona Early Literacy Advisory Board  
April 12, 2013

Schultz, T. (2013). *If Kg. Entry Assessments are the Answer, What Is the Question?* Council of Chief State School Officers. [PowerPoint slides]. Available at: [http://ceelo.org/wp-content/uploads/2013/08/CEELO\\_CCSSO\\_Kg-Entry-Assessments.pdf](http://ceelo.org/wp-content/uploads/2013/08/CEELO_CCSSO_Kg-Entry-Assessments.pdf)

