LIFE AFTER PRE-K

Looking at kindergarten assessment

National Early Childhood Inclusion Institute
Chapel Hill, NC
May 13, 2015
Presenters

Cindy Bagwell
North Carolina Department of Public Instruction

Mary McLean
Head Start National Center on Quality Teaching and Learning
University of Florida

Catherine Scott-Little
University of North Carolina – Greensboro

Jim Squires
Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
Rutgers University
Objectives

By the conclusion of the session, participants will:

• Understand the components of a statewide comprehensive assessment system for all children birth to kindergarten.

• Identify the current status of kindergarten assessments as well as commonalities/variations across states and challenges in developing kindergarten entrance assessments.

• Identify challenges and opportunities for including children with disabilities in statewide assessments.

• Understand the experiences of the State of North Carolina in implementing a kindergarten assessment.
OVERVIEW OF FRAMEWORK FOR COMPREHENSIVE AND ALIGNED B-3RD GRADE ASSESSMENT SYSTEM

Jim Squires
Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
Rutgers University
Framework for a Comprehensive & Aligned B-3rd Grade Assessment System – A Working Draft

Assess Quality of Environment

Assess Child's Domains of Learning

Support Formative Assessment

Feedback Assess

Interim Progress Assessment

Summative Assessment

Screenings (Sensory, Physical, and Developmental)

Compile Data to Help Stakeholders

Make Informed Decisions

State-Level Actions

Identifying/Developing Instruments

- Environment + Child
- Aligned with B-3rd Developmental Progressions
- Comprehensive Domains and Purposes
- Appropriate for Special Populations (e.g. DLLS, Learning Disabilities)

Build/Support Human Capacity

- Professional Preparation
- Professional Development
- Opportunities to Use Data
- Family Engagement
- Data Systems

Home/Neighborhood
- Program/School
- Classroom Environment
- Instruction
- Adult-Child Interaction

Language/Literacy
- Cognition
- Social/Emotional
- Approaches to Learning
- Health/Motor
10 ECE Fundamentals of an ECE Data System

- Unique statewide child identifier
- Child-level demographic and program participation information
- Child-level data on development
- Ability to link EC child-level data w/ K-12, other systems
- Unique program site identifier (link to workforce)
- Program site data on structure, quality, & work. environ.
- Unique workforce identifier; link with sites and children
- Individual workforce demographics (educ., prof. deve)
- State governance body to manage data collection/use
- Transparent privacy protection and security policies/pract.
### Policy Mapping Tool - Where is Your State on the Path to Developing a Comprehensive Assessment System?

#### Program and Classroom-Level Assessments

<table>
<thead>
<tr>
<th>Does Your State....</th>
<th>Children from Birth through Age Three</th>
<th>Children from Age Four through Kindergarten</th>
<th>Children From First through Second Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screenings – Require screenings to identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Development and Learning – Require assessment in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors towards learning)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Progress and Growth – Require assessment in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment - Assess formatively across all domains in order to guide instructional decisions?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Program and Classroom-Level Assessments

<table>
<thead>
<tr>
<th>Does Your State....</th>
<th>Programs for Children from Birth through Age Three</th>
<th>Programs for Children from Age Four through Kindergarten</th>
<th>Programs for Children From First through Second Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Environmental Quality – Require assessments of environmental quality?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Adult-Child Interactions – Require assessments of adult-child interactions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Teacher Fidelity – Require assessment of teacher fidelity to Early Learning Standards &amp; to K-3 Content/Process Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These are just sample descriptions for illustration. We could modify as necessary to align with the National Research Council’s 2008 report recommendations or other sources.
<table>
<thead>
<tr>
<th>Capacity to Support Assessment Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does your state:</strong></td>
</tr>
<tr>
<td><strong>Technical Support for Child Assessment</strong> - Provide training and technical support to providers, teachers, trainers and administrators to support the administration of child assessments and screenings?</td>
</tr>
<tr>
<td><strong>Data System for Child Assessment</strong> – Have a data systems to support the collection, management and reporting of child assessment data?</td>
</tr>
<tr>
<td><strong>Technical Support for Program/Classroom Assessment</strong> - Provide training and technical support to providers, teachers, trainers, assessors and administrators to support reliable administration of assessments of environmental quality and adult-child interactions.</td>
</tr>
<tr>
<td><strong>Data System for Program/Classroom Assessment</strong> – Have a data systems or use a vendors data system to support the collection, management and reporting of assessments of environmental quality and adult-child interactions?</td>
</tr>
</tbody>
</table>
SPOTLIGHT ON KINDERGARTEN ASSESSMENTS: STATE KEA SYSTEMS

Catherine Scott-Little
UNC-Greensboro

UNCG
Schools have many different assessments of kindergartners

- Screening for children with potential disabilities
- District-level assessments for benchmarking and/or formative assessments
- Reading/literacy assessments (often tied to 3rd grade reading requirements)

- Kindergarten Entry Assessments
What is a Kindergarten Entry Assessment?

- Administered to all children in first few months of kindergarten
- Covers all domains of School Readiness
- Meets specified criteria and principles for assessments

US Department of Education &
US Department of Health and Human Services, 2013
An Increasing Number of States are Implementing KEAs

![Graph showing an increasing number of states implementing KEAs from the late 1990s to 2014. The graph indicates that the number of states increased from 13 in the late 1990s to 33 in 2014.]

*Saluja, Scott-Little, & Clifford (2000)
**Stedron & Berger (2010)
***Connors-Tadros (2014)
Growing Momentum from Several Sources

• Increased interest in and pressure for data on children at the state level

• Federal Race to the Top—Early Learning Challenge Grants

• Federal Enhanced Assessment Grants to Develop or Improve KEAs
Variation in State KEAs

• States’ approaches to the KEA vary in part because the KEA sits at the intersection of two systems
  • KEA as an *extension* of the early childhood system
  • KEA as the *beginning* of a K-3 formative assessment
  • KEA as a *transition* process

• States’ approaches vary because they are trying to address multiple purposes
  • Improve instruction in Kindergarten
  • Identify gaps in 0 - 5

Scott-Little & Maxwell (in press)
Some Commonalities Among States’ KEAs

- **Data collection**
  - **Who**: Kindergarten teachers
  - **What**: Multiple domains assessed
  - **How**:
    - Many developing their own instrument
    - Some are using commercially available instrument (some modified)
  - **When**: First two months of kindergarten

Wat, Bruner & Hanus (2012)
Challenges to Developing and Implementing KEAs

• **Timeframes:** too much too fast?

• **Fit and alignment**
  • Fit within the Comprehensive Early Childhood Assessment System and within the K-2nd/3rd assessment system
  • Alignment with early learning and development standards and with Kindergarten standards

• **Teacher responses to the KEA**
  • Fit with experiences/previous professional development
  • Fit with current culture and practices
  • Usefulness
  • Time and energy required

• **Supports for on-going implementation**
  • Initial professional development on how to administer the KEA
  • Use of KEA data for instruction and to on-going/maintenance professional development
Challenges (continued)

• **Validation of the system and data**
  - Monitoring and quality control beyond pilot efforts
  - Long-term evaluation of system

• **Use of the data at policy level**
  - Getting the data into the data system
  - Uses of the data
  - Safeguards to promote appropriate use of the data

• **Attention to children with different needs**
  - Selection of instrument
  - Professional development
  - Disaggregating data to better discern patterns for children with different needs

• **Missed opportunities**
  - Family engagement in assessment process and use of assessment results
  - Early childhood and Kindergarten connections
INCLUDING CHILDREN WITH DISABILITIES IN STATEWIDE ASSESSMENTS

Mary McLean
University of Florida
Federal Requirements

No Child Left Behind

IDEA requirements

RTT-ELC requirements
Child Outcomes Data

• IDEA 2004 requires that each state submit an Annual Performance Report with data relative to required indicators

• One indicator addresses child outcomes for Part C and one indicator addresses child outcomes for Part B, section 619
  • #3 for Part C (infant-toddler programs)
  • #7 for Part B (preschool programs)
Three child outcomes

Percent of children who demonstrate improved:

1. Positive social-emotional skills (including social relationships)

2. Acquisition and use of knowledge and skills (including language/communication and, for preschool, literacy)

3. Use of appropriate behaviors to meet their needs
Including Children with IEPs in Kindergarten Assessments: Challenges and Benefits

One assessment for all children

Benefits:
- Access to the general curriculum for all
- Individualized instruction
- Information for all families
- Use of the same assessment for formative and accountability purposes
Including Children with IEPs in Kindergarten Assessments: Challenges and Benefits

One assessment for all children

Challenges: Everyone on the same scale
Measuring status or progress
Functional skills, developmental skills or academic skills
Checking for sensitivity and bias
Type of scores to report
Universal Design

“The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Center for Universal Design, 2008
Applying Universal Design

Applying universal design to assessment requires the following elements:

1) Construct irrelevant variance should be minimized.

2) The entire population to be assessed should be considered in the development of the assessment.

3) Items should be reviewed for bias.

4) The assessment should be amenable to accommodations.

(Thompson, Johnstone & Thurlow, 2002)
NORTH CAROLINA’S K-3 FORMATIVE ASSESSMENT PROCESS

Cindy Bagwell
NC Department of Public Instruction
Race to the Top- Early Learning Challenge Grant

NC State Law “Read to Achieve”
NC’s K-3 Assessment Vision

- Third Grade
- Second Grade
- First Grade
- Kindergarten
- KEA
K-3 Assessment Think Tank

- Proposes claims, or learning goals, for each domain
- Emphasizes a focus on the whole child
- Promotes the use of a formative assessment process
5 Domains of Learning and Development

- Emotional & Social Development
- Cognitive Development
- Health & Physical Development
- Language Development & Communication
- Approaches to Learning
K-3 Formative Assessment

Formative Assessment

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.

AERA/APA/NCME, 2014

CCSSO, 2006
K-3 Formative Assessment

Construct Progressions

Assessment Means
## Construct Progressions

Describe understandings and skills regarding a particular construct, identifying how students’ learning of important concepts and skills in a domain develops over a period of time.

| Identify the major concepts within a particular construct | Identify the competencies within each “understanding”, ranging from simple to more complex | Paint a picture of performance, providing examples of how students could demonstrate their understanding or skill at each stage of the progression |
Assessment Means

- Ongoing Observation
- Teacher Assessment
- Family Contributions
- Self-Assessment
- Peer Assessment
## K-3 Formative Assessment Process: Kindergarten

<table>
<thead>
<tr>
<th>Domain</th>
<th>Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>Engagement in Self-Selected Activities</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>Object Counting</td>
</tr>
<tr>
<td>Emotional-Social Development</td>
<td>Emotional Literacy</td>
</tr>
<tr>
<td>Health &amp; Physical Development</td>
<td>Fine Motor Development</td>
</tr>
<tr>
<td></td>
<td>Midline Motor Motor Development</td>
</tr>
<tr>
<td>Language Development &amp; Communication</td>
<td>Following Directions</td>
</tr>
<tr>
<td></td>
<td>Letter Naming</td>
</tr>
<tr>
<td></td>
<td>Book Orientation &amp; Print Awareness</td>
</tr>
</tbody>
</table>
# K-3 Formative Assessment Process: Kindergarten

<table>
<thead>
<tr>
<th>Domain</th>
<th>Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>Engagement in Self-Selected Activities</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td><strong>Object Counting</strong></td>
</tr>
<tr>
<td>Emotional-Social Development</td>
<td>Emotional Literacy</td>
</tr>
<tr>
<td>Health &amp; Physical Development</td>
<td>Fine Motor Development</td>
</tr>
<tr>
<td></td>
<td>Midline Motor Development</td>
</tr>
<tr>
<td>Language Development &amp; Communication</td>
<td>Following Directions</td>
</tr>
<tr>
<td></td>
<td>Letter Naming</td>
</tr>
<tr>
<td></td>
<td><strong>Book Orientation &amp; Print Awareness</strong></td>
</tr>
</tbody>
</table>
Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions.

Why Focus on Implementation?

“Students cannot benefit from interventions they do not experience.”
Linked Team Structure

- School-based Implementation Team
- District-based Implementation Team
- Regionally-based Implementation Team
- State-based Implementation Team
NC K-3 Formative Assessment Process

- Kindergarten Teacher Survey
- Focus Groups & Input Sessions
- External Reviewers
- KEA Pilot
- State-level Advisory Group

Diagram:
- Task Force
- Think Tank
- NC Stakeholders
- Implementation Design Team
- Assessment Design Team
Group Discussions

- Use of Data to Evaluate Preschool Programs and Educators - Jim

- Including Children with Disabilities in Kindergarten Assessments - Mary

- Teacher Concerns Regarding Assessment Requirements - Catherine

- Learning More about North Carolina - Cindy
Questions for the Group

• What do you see in your community?

• What reservations or concerns do you have about what you see?

• Do you have any solutions?
Resources


Resources


Technical Assistance

Center on Enhancing Early Learning Outcomes
http://ceelo.org/

National Institute on Early Education Research
http://nieer.org/

National Center on Quality Teaching and Learning
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching

Early Learning Challenge TA Center

Early Childhood Technical Assistance Center
http://ectacenter.org/

NCDPI K-3 Assessment Wiki
http://rtt-elc-k3assessment.ncdpi.wikispaces.net/