Report from Kindergarten Readiness Assessment Workgroup to the Early Learning Council

July 12, 2012

Executive Summary

Recommendations for a Statewide Oregon Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment Workgroup recommends that the Early Learning Council consider two approaches for Oregon's statewide Kindergarten Readiness Assessment:

(1) A composite assessment based on the Child Behavior Rating Scale (CBRS) and easyCBM Literacy and Math measures;

(2) A portfolio assessment using the modified Teaching Strategies Gold adopted by the state of Washington.

Both approaches are built upon instruments that were reviewed for technical adequacy. Both approaches would provide parents, teachers, and policy-makers with important and meaningful information to support children's success. Each approach has unique strengths.

While the Workgroup believes that both are strong choices, the composite approach is the preferred recommendation. This preference is based on two primary considerations: better alignment with current assessment practices in kindergartens and elementary schools and a lower cost in both dollars and teacher time for training and administration.

Introduction

HB 4165 directs the Early Learning Council and the Department of Education to jointly develop a Kindergarten Readiness Assessment to be piloted in the fall of 2012 and implemented statewide in the fall of 2013. In order to achieve this goal, the Early Learning Council appointed a workgroup to develop recommendations for an Oregon statewide Kindergarten Readiness Assessment to be administered in kindergarten classrooms in the fall of the kindergarten year.

The Kindergarten Readiness Assessment Workgroup began meeting in January 2012 and includes kindergarten teachers, district administrators, early educators, Department of Education specialists, researchers, Oregon Education Investment Board staff and members of the Early Learning Council. This report includes findings and recommendations based on its six months of work. See Appendix A for a list of the Kindergarten Readiness Assessment Workgroup members.

The Kindergarten Readiness Assessment is a critical component of Oregon's efforts towards an integrated Preschool to Workforce (P-20W) system. Kindergarten entry, the first occasion for observing almost all of Oregon's children, provides a unique opportunity to take a snapshot that answers the following questions:

- Are Oregon's children (as a population) arriving at kindergarten ready for school?
- Is their level of school readiness improving or declining over time?
- Are there disparities (geographical, cultural, racial, and socio-economic) between groups of children's kindergarten readiness that must be addressed?
- Are there particular domains of school readiness that Oregon should target?

The results of the Kindergarten Readiness Assessment will help local educators support their students' strengths and meet their educational and instructional needs. The results will also assist educators to identify needed resources and community partnerships that will strengthen children's readiness to learn.

Kindergarten readiness is not just about schools. It is also a community issue that requires involvement of health, social services, child care, families and others. Successfully chosen and implemented, the kindergarten assessment can serve as a community rallying point for understanding children's needs and ensuring school success. It can spur collaboration between schools and community partners, and it can guide future state investment in our youngest children by highlighting communities and identifying the areas of greatest need.

The work that remains to be done over the next year is substantial. The selection of an instrument is only the first step in developing a Kindergarten Readiness Assessment system that supports the success of all children in Oregon. In addition to addressing training, test administration and other implementation issues, Oregon will also need to

build supports that help parents, teachers, schools, communities and policy-makers in interpreting and effectively using this information.

Process

The Kindergarten Readiness Assessment Workgroup used multiple methods to collate and analyze current research, gather information, and collect input from stakeholders.

Research

The Kindergarten Readiness Assessment Workgroup contracted with researchers from the University of Oregon and Oregon State University to review technical characteristics of instruments currently used in Oregon school districts and other states to assess school readiness. See Appendix B for list of instruments reviewed. The research team, led by Jane Squires, Ph.D. and Megan McClelland, Ph.D., reviewed over thirty instruments, looking at characteristics such as reliability, predictive validity for third grade academic outcomes, and validation with culturally diverse populations. See Appendix C for a complete list of criteria.

The research team provided the Kindergarten Readiness Assessment Workgroup with an overview of the current research linking indicators of school readiness to later academic success, as well as an analysis of the state of the field in school readiness assessments. See Appendix D for the research team's summary report.

Stakeholder Input

In collaboration with the Early Learning Council, Oregon Education Investment Board, and the Confederation of Oregon School Administrators, the Kindergarten Readiness Assessment Workgroup surveyed Oregon school districts to determine current Kindergarten Readiness Assessment practices and instruments used.

The Workgroup also conducted focus groups with kindergarten teachers, early educators, principals, and superintendents. Kindergarten teachers voiced a strong sense of "assessment fatigue," as well as a concern about the time that assessments take away from instruction. They expressed an interest in a Kindergarten Readiness Assessment that minimized assessment time and time taken away from instruction. This sentiment was echoed in the school administrator focus groups. Given the diversity in uses and practices in Oregon's schools, a statewide Kindergarten Readiness Assessment cannot – and should not attempt to – replace all of what kindergarten teachers are already using; however, kindergarten teachers did voice support for a statewide Kindergarten Readiness Assessment that could potentially replace some of what they are currently using.

Through the PTA focus group and community forums, parents voiced a strong desire to be informed of the expectations for kindergarten and to have access to resources to

support their own child's learning, development and school readiness. Parents want to be viewed as a partner in their child's education with the opportunity to engage with their child's kindergarten teacher, discuss assessments results, and formulate goals for their child's approaches to learning and academic performance. Parents do not want the Kindergarten Readiness Assessment to be punitive or for their child to be labeled.

See Appendix E for a summary of public input. See Appendix F for a comprehensive list of focus group and community workshop comments.

National Context: Kindergarten Readiness Assessment, a Work in Process

The Kindergarten Readiness Workgroup learned from our contracted Oregon and from national experts that the field of Kindergarten Readiness Assessment is a work in progress, and that best practices as well as state-of-the-art instruments are likely to emerge in the next few years. Many states, in part through the encouragement of the Race to the Top Early Learning Challenge Grant, are in the process of developing and implementing Kindergarten Readiness Assessments. Some multi-state consortiums are forming to collaborate in this work.

Nationally, there is work underway to develop and test new Kindergarten Readiness Assessment instruments. The instruments that are currently available are likely to be superseded by superior instruments and technologies for administration over the next five years. This is especially true for assessments that effectively meet the needs of Dual Language Learners, as well as assessments that measure early math skills.

While the Kindergarten Readiness Assessment Workgroup firmly believes that our recommendations will be an important step forward in gathering information that can guide policy-making for Oregon and inform instruction at the local school level, the Workgroup recognizes that Kindergarten Readiness Assessment is a work in progress that will evolve and improve over the coming years, and what is implemented now should be regularly reviewed to ensure long-term success.

Oregon Context

While Oregon lacks a common Kindergarten Readiness Assessment that can provide an accurate picture of how Oregon is doing in preparing its children for school success, kindergarten teachers across Oregon are using a diverse array of assessments – formal and informal – to guide their work with children.

What and how schools assess widely varies. Through the Workgroup's survey of school districts the data illuminate the diversity of practice, even noting that practices often vary within school districts. Of the 98 school districts that responded to our survey, 72% were using a locally developed tool for their specific needs. In addition to

these locally developed assessments, the districts listed 14 commercially available instruments employed for Kindergarten Readiness Assessments. These assessments are being used for a range of purposes that include:

- obtaining a snapshot of children's skills at kindergarten entry;
- identifying students in need of more intensive intervention,
- organizing classrooms and learning groups; and
- individualizing instruction.

Most responding districts also reported using assessments for periodic progress monitoring, with 57% using a locally developed tool. See Appendix G for a summary of the survey.

The selection of the statewide Oregon Kindergarten Readiness Assessment also takes place in the context of significant education reform in Oregon. The Oregon Education Investment Board has been charged with creating an integrated P-20 education system in which early childhood and K-12 are more strongly linked. The Kindergarten Readiness Assessment stands between these two systems, offering an opportunity to look backwards to early childhood and forwards to K-12 and providing an opportunity to bridge the two worlds.

Ideally, the Oregon Kindergarten Readiness Assessment should be a part of a seamless and fully integrated assessment system, starting in early childhood and continuing through the elementary years. Oregon is taking important steps in that direction, but there is still plenty of work to do that goes above and beyond the adoption of an assessment. The Department of Education is in the process of choosing a formative assessment for Oregon Head Start Prekindergarten programs. Oregon, like states across the nation, is also still in the process of implementing the Common Core State Standards. Alignment of the Head Start Child Development and Early Learning Framework, Oregon's early learning standards for three to five year olds, with the Common Core, is currently in process.

Key Considerations in Recommending a Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment Workgroup recommendations were guided by the following critical considerations:

Provide data that can be trusted. Kindergarten Readiness Instruments must meet basic technical specifications, including documented reliability and validity. These specifications provide confidence that data users and policy makers can trust the findings. It is also crucial that assessment instruments only be used for purposes for which they are appropriate. To ensure the technical adequacy of the recommendations to the Early Learning Council, the Workgroup contracted with research teams from the

University of Oregon and Oregon State University who are national experts in the field of kindergarten readiness.

Be appropriate for all children. The Kindergarten Readiness Assessment must be appropriate to support the learning of all children in Oregon. A key consideration in developing the Workgroup's recommendations was whether instruments had been validated for populations that reflect Oregon's diversity, including children with special needs and dual language learners.

Be useful to schools and teachers. Assessments must be meaningful and useful to those who administer them. The input from kindergarten teachers and district administrators was essential in developing the Workgroup's recommendations.

Provide meaningful feedback to communities, providers and policy-makers: In addition to helping teachers, schools and families work with children, the Kindergarten Readiness Assessment must also provide meaningful feedback to communities, early childhood providers, and policy-makers as they make decisions and engaging in planning. While the Kindergarten Readiness Assessment will not be a single, definitive tool for assessing the performance of individual programs, it can be an important source of information for evaluating collective results and system outcomes.

Be an efficient use of resources. In addition to technical specifications of instruments, the Workgroup also focused on important practical considerations. Assessments cost money, require teacher training and take time to administer and record. Assessment can also take teachers and children away from instruction. The Workgroup was keenly aware that these resources – dollars and time – are limited and that there is an obligation to use these resources as efficiently and effectively as possible.

Recommendations for a Statewide Oregon Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment Workgroup recommends that the Early Learning Council consider two approaches as Oregon's statewide Kindergarten Readiness Assessment:

(1) A composite assessment that incorporates the Child Behavior Rating Scale (CBRS) and easyCBM literacy and math measures;

(2) A portfolio assessment, using a modified version of the Teaching Strategies Gold that has been adopted by the state of Washington.

Both approaches are built upon instruments that were reviewed for technical adequacy. Both approaches would provide parent, teachers and policy-makers with important and meaningful information to support children's success. Each approach also has its unique strengths.

While the Workgroup believes that both are strong choices, the composite approach is our preferred recommendation. This preference is based on two primary considerations: better alignment with current assessment practices in kindergartens and elementary schools and a lower cost in both dollars and teacher time for training and administration.

Composite Approach

This composite approach covers the developmental domains of social-emotional, self-regulation, approaches to learning, early literacy and early math. These domains are highly correlated with later school success. The importance of early literacy skills is widely recognized and central to the goals of the Early Learning Council. Recent research has also demonstrated the crucial value of early math skills, with some studies suggesting that early math skills are better predictors of later literacy than even early literacy measures.

The recommended instruments, as described below, passed the technical review conducted by researchers from University of Oregon and Oregon State University, as well as meeting additional specifications that were developed from stakeholder input. See Appendix J for sample of instruments for the composite approach.

Child Behavior Rating Scale (CBRS)

The Child Behavior Rating Scale (CBRS) is a seventeen-item survey that kindergarten teachers complete based on observations of students in their classroom. The items assess a child's self-regulatory skills and social-emotional development. Self-regulatory skills at kindergarten entry have been demonstrated to be strong predictors of later school success. The CBRS has been demonstrated to be strongly predictive of reading and math achievement in elementary grades and has been validated in wide range of cultural contexts.

Administration of the CBRS requires about 6 minutes per child and does not require the teacher to pull students away from normal classroom instructional activity. Kindergarten teachers who reviewed the CBRS found the questions meaningful and well-formulated. Kindergarten teachers and researchers agree that the ability of the child to follow directions and control their own behavior is essential for school success.

The Kindergarten Readiness Assessment Workgroup has confirmed with the developers of CBRS that Oregon can use the instrument without cost. However, because CBRS does not have a vendor, Oregon will need to develop its own supports, including those needed for data entry.

EasyCBM

EasyCBM is an assessment system for kindergarten through 8th grade designed by researchers from the University of Oregon to be an integral part of Response to Intervention (RTI). The assessment provides benchmarking and progress monitoring in

both literacy and math to inform instruction. Validity studies of the instruments have included populations of African-American, Latino, and other racial-ethnic groups.

EasyCBM is used in kindergarten classrooms across Oregon: 37% of the districts that responded to the Workgroup's survey and that were already using a district-wide kindergarten assessment were using easyCBM. Of the district survey respondents, 44% also reported using easyCBM as part of their periodic progress monitoring of students.

The easyCBM literacy assessments have measures in letter names, letter sounds, word reading, and phoneme segmenting. The assessment takes an estimated 4 minutes to complete.

The easyCBM math assessments are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. There are three math focal points; the team recommends one math focal point. This measure has 16 items and takes an estimated 6 minutes to complete.

EasyCBM Spanish literacy measures will be released in August 2012. The measures include Syllable Segmenting, Syllable Reading Fluency, Word Reading Fluency, and Sentence Reading Fluency. While the assessment may not be available to include in the fall 2012 pilot, the Workgroup recommends that the state move forward with a plan for statewide implementation.

See Appendix H for samples of instruments for the composite approach.

Composite Approach Time Estimates

The composite assessment will take an estimated 16-20 minutes per student. This estimate does not include preparation time.

Composite Approach Cost Estimates

The composite assessments can be accessed and used by Oregon without charge. The state will be responsible for costs that include training and data system development and supports.

- Estimated initial cost: $196,910. Includes training, system development, reporting, and system supports. Also includes funding to adapt regional warehouse systems to include KRA data and include on dashboards.

- Estimated yearly cost: $82,910*. Includes training, system maintenance, reporting, and system supports. Training needs will decrease as districts develop internal capacity.

*Does not include printing costs. It is important to note that there will be a cost to districts to print out the assessments. 10 pages per student, at $.06 a page is $.60 per student.

See Appendix I for the composite approach cost estimates.

Portfolio Approach

Portfolio assessments use teacher observation documentation of children participating in their regular classroom activities, as well as samples of their work, to track and monitor individual developmental progress. Portfolio assessments are well-suited to capturing specific elements of an individual child's development across a broad range of domains; particularly of emerging skills for children who may be experiencing a formal education setting for the very first time. This approach can help teachers develop individualized guidance and instruction.

Portfolio assessments continue to be the preferred approach among early childhood educators and have been adopted by some states for kindergarten entry assessment purposes. While a few districts did report using the Work Sampling System, portfolio assessments are not the norm in Oregon's elementary schools. The Teaching Strategies GOLD portfolio assessment is, however, currently used by a majority of Oregon Head Start Prekindergarten (OHS PreK) programs. The GOLD assessment includes 38 objectives, completed three times a year, in the domains of social-emotional, physical, language, cognitive, literacy, mathematics, science & technology, social studies, the arts, and English Language Acquisition. The version adopted by the state of Washington, WaKIDS, uses an abridged version with 19 objectives and data collection required only once in fall of the kindergarten year. The WaKIDS version includes selected objectives in the domains of social-emotional, physical, language, cognitive, literacy and mathematics. See Appendix J for a sample of the WaKIDS GOLD assessment.

Collecting the information that goes into a portfolio assessment is more demanding and time consuming than the other assessments recommended by the Workgroup. A portfolio approach relies on authentic observation, which means that each child is observed in the natural classroom setting over a period of time. Because portfolio assessments rely upon teacher interpretation of children's behavior and work, they are also more prone to bias. For this reason, Teaching Strategies GOLD has online inter-rater reliability training at no additional cost for teachers with current subscriptions. This kind of training, coupled with sufficient professional development and supports, can increase portfolio assessment reliability. Teaching Strategies Gold does require more extensive training both in administration and reliably coding observations. While on-line professional development is available with the purchase of student portfolios, onsite training is offered at an additional cost.

The portfolio approach is the Workgroup's secondary recommendation because:

- Portfolio assessments are not widely used by districts in Oregon
- This new approach would entail extensive training for all kindergarten teachers and administrators new to the system and yearly inter-rater reliability training

- This approach is time-intensive. Kindergarten teachers in the Washington pilot reported that completion of the full GOLD assessment took an average total of 96 hours—including observation and assessment. While Washington has adopted an abbreviated version of the tool, it is still only required for kindergarten teachers teaching in full-day kindergarten. It is optional for those teaching half day classes.
- It is costly.

Portfolio Time Estimates

An estimate of the time taken to observe the student and enter portfolio information is 6 hours per student.

Portfolio Cost Estimates

The state would be contracting with Teaching Strategies for the purchase of individual student portfolios. Purchase of portfolios includes online inter-rater reliability training, data system supports, and other online teacher tools

- Estimated initial cost: $724,660. Includes portfolio purchase, training, system development, reporting, and system supports. Also includes funding to adapt regional warehouse systems to include KRA data and include on dashboards.

- Estimated yearly cost: $618,660. Includes training, system maintenance, reporting, and system supports.

  See Appendix K for the Portfolio approach cost estimate.

The Work Ahead

The selection of a Kindergarten Readiness Assessment instrument is only one part of the equation. Equally, if not more important, is how the information will be reported, shared and used by multiple stakeholders. Additionally, work also needs to be completed in regard to logistical issues such as training, administration protocols, data collection and entry, and data analysis and reporting. Efficient and effective data protocols will need to be established to connect the Kindergarten Readiness data with demographic and existing background data that ODE collects.

Kindergarten Readiness Assessment Pilot, Fall of 2012

In accordance with HB4165 and Oregon's Early Learning Challenge Grant application, the current plan is to pilot the Kindergarten Readiness Assessment in the fall of 2012. Sixteen elementary schools from around the state have been selected to participate in the pilots The Ford Family Foundation is supporting the state Kindergarten Readiness Assessment Workgroup's efforts by funding a process evaluation. The evaluation will be

conducted during the pilot phase so that input from teacher and administrators, as well as other lessons learned, can be incorporated prior to statewide rollout. The pilot evaluation will provide valuable feedback from teachers and schools to strengthen the Kindergarten Readiness Assessment process prior to its statewide launch in 2013. It will help evaluate if the assessment has a differential impact on half-day versus full-day kindergarten programs and will offer information to determine if additional accommodations are required for children with special needs. See Appendix H for list of pilot schools.

Meeting the Needs of Dual Language Learners

The Workgroup recognizes the need for an appropriate assessment that ensures that the skills and abilities of dual language learners are being accurately assessed. While it is exciting that easyCBM will have a Spanish literacy assessment, the Workgroup highly recommends that Oregon continues to research, collaborate, and explore appropriate assessments that best meet the needs of Oregon's dual language learners.

Communicating About the Kindergarten Readiness Assessment

During the upcoming year, much work needs to be done to facilitate communication about the Oregon Kindergarten Readiness Assessment to ensure that the data and results are shared in an effective and appropriate manner. The Kindergarten Readiness Assessment is not intended and should not be used to determine whether a child is eligible to enroll in kindergarten. Parents, teachers and early childhood providers expressed concern about "punitive" uses of the assessment and that results of the assessment will be used to label children. These concerns are valid and need to be taken seriously. Oregon needs to clearly articulate how the assessment will be used with parents, teachers, early childhood providers, as well as children. A place to start might be with the term "Kindergarten Readiness Assessment." Discomfort with the terminology was voiced at all focus groups and community workgroups. Oregon needs a better and more accurate description of the assessment and its purpose.

Partnering with Parents

Parents, kindergarten teachers and other participants in community forums identified the need for tools that could be used even earlier that would help parents in support their children's development and identify children in need of more targeted interventions. Of particular interest were screening tools to identify children during Spring "kindergarten roundups" who would most benefit from Summer programs that prepare them for the transition to kindergarten. The Kindergarten Readiness Assessment Workgroup will work with the Screening Tool Workgroup on this topic.

Building Linkages between Early Childhood and K12

The Kindergarten Readiness Assessment has the potential to be a powerful tool to promote evidence-based policy making. Its full potential will only be realized when it is part of a more integrated data system. The work that is currently underway in Oregon to build an integrated Early Childhood Data System should make this a reality. When the Kindergarten Readiness Assessment data is linked longitudinally to the early childhood and the K-12 educational data systems, the data will support both a "backward" and "forward" analysis of what is working and where additional attention is needed.

The Kindergarten Readiness Assessment can play an important role in ensuring a smooth hand-off between early childhood programs and the K-12 system. The Kindergarten Readiness Assessment is both forward and backward looking, an opportunity to evaluate how well Oregon as a state is doing in preparing our youngest children for success in school and a time where we can assist parents, teachers, schools and communities in charting a path forward where all children succeed. However, the implementation of the Kindergarten Readiness Assessment should be part of a broader effort to build these bridges between early childhood and K-12. Without aligned curriculum, more extensive partnerships and on-going conversation that brings together early childhood and K-12, the gap will continue.

APPENDICES

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APPENDIX A: KINDERGARTEN READINESS ASSESSMENT WORKGROUP MEMBERS

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Roberta "Bobbie" Weber, Oregon State University, Early Learning Council
Stephanie Whetzel, Early childhood Coordinator, Salem-Keizer Public Schools

APPENDIX B: KINDERGARTEN READINESS ASSESSMENTS REVIEWED

The list of instruments was generated from a National Conference of State Legislatures (NCSL) review of Kindergarten Readiness Assessments in the states, as well as a survey of Oregon school districts about their current Kindergarten Readiness Assessment practices

Basic Schools Skills Inventory
CBRS teacher rating
CFBRS teacher rating
Chicago Early Developing Skills Checklist (DSC)
DIAL-3 (Developmental Indicators for the Assessment of Learning)
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
Developmental Reading Assessment (DRA2)
Early Childhood Observation System (ECHOS)
Early Development Instrument (EDI)
Easy Curriculum Based Measurement (EasyCBM)
FAIR (Florida Assessment for Instruction in Reading)
Georgia Inventory of Developing Skills (GKIDS)
HSSRA (Hawaii State School Readiness Assessment)
IRI (Idaho Reading Indicator)
Kindergarten Observation Form (from ASR)
Kindergarten Readiness Assessment –Literacy (KRA-L)
Maryland Model of School Readiness (MMSR)
PALS (Phonological Awareness Literacy Screening)
Phonological Awareness Test (PAT)
Qualls Early Learning Inventory (QELI)
Ready Kindergartners Survey (Vermont)
Revised Alaska Developmental Profile (RADP)
Social Skills Improvement Test (SSIT)
SSIS teacher rating
STEPS (Screening Test for Education Prerequisite Skills)
Story & Print Concepts
Teaching Strategies Gold
Texas Primary Reading Inventory (TPRI)
Woodcock Johnson – Applied Problems
Work Sampling System (WSS)

APPENDIX C: CRITERIA MATRIX

KRA Matrix

The Kindergarten Readiness Assessment (KRA) Workgroup is gathering input from multiple sources, including conducting stakeholder meetings and public outreach events throughout the state. The KRA Workgroup is also working with experts from the University of Oregon and Oregon State University to describe key characteristics of available kindergarten readiness assessments. Some of the characteristics of kindergarten readiness assessments the researchers are capturing are listed below. The input and the technical information gathered by the researchers about these existing assessment instruments will be used to inform the recommendations of the KRA Workgroup to the Early Learning Council this spring.

	Assessment Name	*Assessment Name*	*Assessment Name*	*Assessment Name*	*Assessment Name*	*Assessment Name*
PHASE ONE (Pre-Screen)						
Does it have documented (construct) validity?						
Does it have documented reliability?						
Is it applicable to the general population?						
Is it currently published and supported?						
PHASE TWO						
DIVERSE POPULATIONS						
Is it appropriate for English Language Learners?						
Is it appropriate for children with disabilities?						
Is it appropriate for children from a wide range of cultural backgrounds?						
Are standards translations available in other languages?						
Has the instrument been normed/validated with African-American, Latino and other racial/ethnic groups?						
CONTENT: How well does it address the domains of child development?						
Physical Development and Health						
Language Development, Literacy Knowledge & Skills						
Approaches to Learning/Self-Regulation						
Social & Emotional Development						
Cognition & General Knowledge (including Logic, Reasoning & Mathematics)						
PURPOSE: How useful would the assessment be in answering the following questions?						
Are Oregon's children (as a population) arriving at kindergarten ready for school?						
Is their level of school readiness improving or declining over time?						
Are there disparities (geographical, cultural, racial, and socio-economic) between groups of children?						
Are there particular areas (domains) of school readiness that Oregon must target?						
PSYCHOMETRIC PROPERTIES						
Does it have documented predictive validity (i.e., of third grade reading and math scores)?						
Is the floor sufficiently low and the ceiling sufficiently high to adequately document the development of children?						
Is it sufficiently sensitive to track changes over time and within subpopulations?						
ADMINISTRATION 1						
How much time does it take a kindergarten teacher to administer the assessment?						
What burden does it impose on children?						
How much does it cost to license the use of the instrument?						
Is the instrument in the public domain?						
PHASE THREE						
ADMINISTRATION 2						
How are privacy concerns addressed?						
What kind of support does the vendor provide for on-going adminstration?						
What kind of support does the vendor provide for on-going data entry and retrieval?						
PURPOSE: How useful would the assessment be in answering the following questions?						
To what extent will this information help principals and superintendents in planning, e.g., professional development?						
To what extent will this information help kindergarten teachers plan instruction for individual students?						
To what extent will this information help kindergarten teachers plan classroom instruction?						
Will the information be useful for kindergarten teachers to communicate with parents about their children?						
How useful is the information for parents?						
Validity for prior program evaluation/program monitoring?						
ALIGNMENT						
Does it align with the Head Start Child Outcomes Framework?						
Does it align with the Common Core State Standards for kindergarten?						
Does it align with early chilhdood assessments used in state pre-k programs?						

4/02/12 FINAL

APPENDIX D: SUMMARY REPORT FROM MEGAN MCCLELLAND, PH.D. AND DR. JANE SQUIRES, PH.D

KRA Summary Report

June 12, 2012

Megan McClelland, Oregon State University

Jane Squires, University of Oregon

1. Current state of the field

Each year, many young children transition from preschool to a more structured kindergarten environment. Moreover, for many children in Oregon, kindergarten will be their first experience in any organized group or educational setting. Although most children navigate this transition without difficulty, it can be challenging for those entering kindergarten without the skills they need to succeed. Although definitions vary, many educators and researchers consider school readiness to include aspects of social competence, self-regulation, early literacy and math skills, physical development and heath, and cognitive and general knowledge skills (Snow, 2006, 2011). Recent efforts from a variety of disciplines have focused on how to assess these skills in young children in reliable and valid ways, and which content areas best predict later school success (McClelland & Cameron, 2012).

A central challenge has been the uncertainty and debate over what aspects of school readiness are most predictive of later success. A growing body of research has now documented that aspects of early achievement (early literacy and math skills) (Duncan et al., 2007), self-regulation (including attention, working memory, and inhibitory control) (McClelland, Acock, Piccinin, Rhea, & Stallings, 2012; McClelland et al., 2007), social competence (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), and cognitive skills (including general knowledge and fine motor skills) (Grissmer, Grimm, Aiyer, Murrah,

& Steele, 2010; McClelland, Acock, & Morrison, 2006) significantly predict concurrent and later achievement in children.

Moreover, research supports these predictive relations after controlling for important demographic characteristics such as child IQ, gender, age, ethnicity, and parent education level. In particular, children's early self-regulation (including the ability to pay attention, remember instructions and demonstrate self-control) has predicted concurrent and later achievement in children. In one recent study, a child with high ratings of self-regulation at age 4 had 49% higher odds of completing college by age 25 (McClelland et al., 2012). Other research has documented the importance of early math and reading skills for later achievement. In one study, early math was a stronger predictor of later reading and math skills than was early reading (Duncan et al., 2007). Together, this research suggests that it is important to assess the most predictive aspects of school readiness in reliable and valid ways that are also practical and easily-administered.

The ability of parents, teachers, and policy-makers to support children's behavior as they enter kindergarten has also been stymied because few appropriate, ecologically valid, and predictive measures of school readiness exist for children transitioning to school (Blair, Zelazo, & Greenberg, 2005; Smith-Donald, Raver, Hayes, & Richardson, 2007). Examples of measures include teacher or parent reports of behavior and individual assessments; many have been designed for the laboratory or clinical populations, or exist within longer batteries that are impractical to incorporate in school-based research (Fahie & Symons, 2003; Pickering & Gathercole, 2004). Further, few assessments have been developed with multiple language populations (i.e., English- and Spanish-speaking children). Assessments that are commercially available often lack strong psychometric properties including evidence of predictive validity to later outcomes.

There have, however, been a number of recent advances in measuring school readiness. For example, teacher and parent ratings and a direct measure of self-regulation have been found to

significantly predict achievement gains in children in early elementary school (McClelland et al., 2006; McClelland et al., 2007) and into adulthood (Moffitt et al., 2011). Research continues in other domains including early reading and math skills (EasyCBM)(Lai et al., 2010). It is clear that measuring school readiness is a topic of considerable attention and it is likely that additional measurement advances will occur over the next few years. Thus, existing measurements may be supplemented or replaced by better measures in the near future.

The importance of school readiness is underscored by research finding that children from disadvantaged ethnic and socio-economic backgrounds are at particularly high risk for entering school behind their peers, due in part to the stresses of having low family income and low parent education levels (Connell & Prinz, 2002; Dearing, Berry, & Zaslow, 2006; Evans & Rosenbaum, 2008; Howse, Lange, Farran, & Boyles, 2003). For example, one study found that children who were low-income English-language learners entered prekindergarten significantly behind their peers on self-regulation and academic achievement and were not able to catch up to their peers on either factor by the end of kindergarten (Wanless, McClelland, Tominey, & Acock, 2011) or elementary school (Han, 2012). Thus, supporting these skills in children at-risk is of particular importance.

2. Importance of using instruments for their intended purpose.

Early childhood assessment instruments are developed for a specific purpose—to answer questions about certain aspects of children's development or skills (McLean, Wolery, & Bailey, 2004). For example, screening instruments are brief, economical measures meant to be given to large populations of children to ascertain whether skills are on target or if a more in depth evaluation is needed. (Squires & Bricker, 2007). Screening instruments should not be used for purposes other than this dichotomous sorting into two categories: child is in need of further evaluation, child appears to be

typically developing and does not need further evaluation(Squires, Bricker, Twombly, & Potter, 2009). Along these lines, intelligence tests are not usually helpful for determining appropriate classroom activities or curriculum; diagnostic math tests do not help monitor child progress on a math curriculum.

Kindergarten readiness assessments are often developed with broader purposes in mind, but in general are administered to kindergarten children entering the school system for the first time to ascertain whether they are *ready to learn.* That is, readiness assessments measure how likely children are to succeed and whether they will need some form of extra support to perform alongside their peers (National Research Council & National Academies, 2008). Like screening instruments, they should be brief, psychometrically sound, easy to administer, and provide useful information for teachers (National Research Council & National Academies, 2008). Contrary to screening instruments, they should give teachers in-depth, practical information on abilities that children need for classroom learning. For example, the readiness tests DIBELS is focused on early literacy and provides information on skills critical for reading; the Child Behavior Rating Scale (CBRS) is focused on behavioral self-regulatory skills such as following directions and completing tasks. Other assessments were developed with multiple purposes so that they can provide information for both readiness at the beginning of the school year and on-going evaluation such as progress towards curriculum goals. For example, portfolio sampling tests (e.g., Teaching Strategies Gold, Work Sampling System) were developed to be used for evaluation of children's skills, monitoring their progress towards goals, and achievement towards district standards. These often present more challenges in administration due to more intensive administration requirements such as data collection over several weeks and the multiplicity of interpreting results.

3. What is important? (i.e., predictability)

Oregon is searching for a kindergarten readiness assessment that will 1) identify the kindergarten population as "ready to learn," 2) measure whether readiness improves or declines over time, and 3) identify areas or domains of readiness that Oregon must target. Psychometric integrity

including validity and reliability forms the basic structure for determining important components to consider. Tests must measure what they purport to measure and do it in a consistent manner, regardless of children's characteristics such as ethnicity, locale, family income, or gender.

Predictive validity is also important because a central aim of school readiness assessments is to assess skills at kindergarten entry that significantly predict third grade reading and math skills. As noted above, a number of the content areas of school readiness have been shown to predict later academic achievement. In particular, early reading and math and self-regulation are strong predictors of later reading and math skills (Duncan et al., 2007; McClelland et al., 2006). Thus, it is critical that any kindergarten readiness assessment demonstrate predictive validity to later reading and math achievement.

4. Recommendations

After a detailed review of available kindergarten readiness assessments, it is our recommendation that Oregon pilot a composite assessment that measures what we believe are critical kindergarten readiness skills—early reading, early math, self-regulation, social competence, and cognitive development. Due to the flux in the school readiness arena, we feel that investing in a published assessment package at the current time is unwise. By choosing separate, well-established measures that best tap these readiness skills and are easy to administer, we believe that the purposes of the kindergarten readiness assessment will be fulfilled and that teachers will be more likely to complete the measures in a reliable manner. In addition, we believe that the information gathered from these measures will provide teachers, administrators, and parents with critical information that will improve the outcomes of young children in kindergarten and beyond.

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APPENDIX E: SUMMARY OF PUBLIC INPUT

Kindergarten Readiness Assessment Focus Group & Work Session Summary

353 members participated at 5 focus groups and 7 community work sessions:

Urban/Rural, Hispanic & Latino, African American, Tribal Head Start (Tribal Leaders to be scheduled)

Early Childhood Educators:	K-12 - kindergarten teachers, superintendents, administrators, board members:	Parents:	Public Personell - County, State, Higher Ed., ESD	Other Personell - library, philanthropy
90	86	82	60	35

Key Themes From Participant Dialog:

- Would like a comprehensive view of the whole child (social and emotional in particular)
- Parents and early childhood providers want to understand what kindergarten programs expect so they can help children succeed prior to kindergarten. These desires emphasized the willingness for families & ECPs to play a significant role in kindergarten readiness
- Data to be communicated in a positive manner… This is not pass/fail
- Tool must be culturally relevant, dual language learner appropriate, and take into account children with special needs
- Discussion occurred regarding timing to administer the assessment with perhaps a screening tool to identify children during Spring "kindergarten roundups"
- Data repository needed to establish baselines and highlight growth
- Significant concern about time to administer assessment, time away from instruction, and time for training (class sizes up to 32, budget cuts)
- Concern about the use of data: what will be done with the results - how to ensure it is not punitive ("labeling" or affect funding) to child, family, school, kindergarten teacher, pre-kindergarten, or community
- If needs are identified, the teacher will need training and resources to refer child for additional assistance
- Full Day Kindergarten
- PreK for all
- Would like the KRA process evaluated to build on community strengths and support children

APPENDIX F: COMPREHENSIVE LIST OF FOCUS GROUP AND COMMUNITY WORKSHOP COMMENTS

What Participants 'Want' in KRA:	Concerns Expressed by Participants:
Useful for the classroom teacher	**K teachers have 28-32 kids in classroom**
Build in a health screening	**Take time away from instruction**
Common data system	**Funding to conduct assessment**
Data shared immediately to inform all	**Time consuming for K teacher**
Be developmentally appropriate, based in relationships/observation/play	**Length and time of assessment**
Assessment can inform instruction/adapt to child	**What is the state doing with data?**
Identify growth areas and empower parents	**Inappropriate approach could communicate failure to child, parents, community – needs to be strength based**
Inform PreK	**Should not be punitive to districts that are struggling**
Bridge communication between Prek & K	**Used to determine funding, instruction**
Have a consistent uniform message	Worried kindergarten in pushed into PreK
Comprehensive but easy, quick	**Labeling of children**
Inform and provide PreK resources	**Timing of test – don't do 1st week, need relationship with child**
Baseline data for kids, programs, districts - show growth	Funders change directions too often
Strengths based - looks at whole child – social emotional focus, not just academic	Retesting or double assessments
Accountability for PreK	Link and align with Head Start standards
Early identification – need resources, solutions	Transition to K is unfriendly to parents, providers
Share and support importance of ECE	**Communication is important**
Accessible to home providers	**Don't want high stakes test children have to pass to get into K**
Culturally relevant/competent	**This is not a test – don't want it perceived as a test or teachers to teach to the test**
Language appropriate and in native language	**Validity, reliability of tool**
Timing - give in spring to target summer programs	Protect privacy of families, not to be used to influence parents to buy products
Parents are included – strong role for families	**Will not be valid for special needs, DLL**
Environmental factors and family life is included	Want rural input to be as important as urban input
Involves the strengths and weakness of our communities – build/highlight strengths	**Cost and sustainability**
Share data when children move between districts	How do we reach kids not in formal PreK setting?
Training plan for teacher implementation	How will assessment be normed?
Positively inform ODE about needs across state to drive allocation of resources	Fully funded, don't take ECE money to fund K
Go across 5 domains	Can kids get services faster if low
Reliable, Valid, Evidence based, Inter-rater reliability	Will be adaptable to the child? Not every child takes assessment the same – needs to be understood by the child
Plan for children that need remediation	Trust that teachers will not mistreat or discriminate
Tools, resources online	Flexibility for entry date if child's birthday falls soon after cut off date
Prepared/educated teachers	Don't turn into an accountability issue
Person administering should speak language of student	Make sure there is a valid purpose for what we are trying to find out and determine
Aligned with Prek assessment	
Include health and nutrition	
How to take children who are highly proficient further?	
Create equity in Kindergarten	

*** Bold font indicates comments that were made by multiple participants**

ECE = Early Childhood Educator K = Kindergarten DLL = Dual Language Learner ODE = Dept. of Education

Messages to the Council:

Prefer to do an interview or assessment prior to school – need additional staff if during school
Parent Education is needed as part of KRA, parents are child's first teachers
Prioritize funds for full day kindergarten in addition to ECE
Establish ECE standards to ensure quality
Importance of ECE and K connection
Pay attention to social/emotional development and self regulation
Don't abandon things that work… fund them instead
Report back to teachers after data is submitted
Needs to work for everyone – be aware of rural, multiple languages, culturally unbiased, developmentally appropriate (rural doesn't have many ECE programs)
Align KRA with PreK screening
Make sure process benefits child/family – be sensitive and build relationship to parents, involve families
Can't all be on K teacher shoulder – team effort
K teachers need to be continual part of process
Need more clarity and goal of the KRA
Involve ECE in selection – support composite approach including some kind of work sample
Recognize developmental appropriately curriculum
Parent awareness campaign
Resources – K teachers need resources to administer and provide support for children
The character of the teacher is important – kind, motivating, loving, tolerant.
Children enter school excited and then it changes.
All children have opportunity to enter K at the same level – all children attend mandatory preschool
Childhood is a journey, not a race.
Parents are the child's most important and influential educators in the child's life
Use the data to build stronger systems, community planning
Let parents tell us how we did selecting an assessment for evaluating children
The process is happening fast
Need evaluation for entire K readiness plan
Free preschool or Head Start for all and free parenting education
We need resources, funding, to lower child/adult ratio

Additional Thoughts:

Concern about small sample of 15 schools to reflect entire state
Pilot more than one assessment scenario
Class sizes are increasing
Reading in K – explicit phonics materials need to be available in K
PreK can only get kids so far, need parent involvement
Library partnership can help get information to parents
Are kids ready for school? Are schools ready for kids? Schools need to meet kids where they are
Charter school involvement
Will legislation be changed to mandate children attend school before 7 yrs old?
Inform and let parents know what expectations are
Name suggestions: School Readiness Profile, Kindergarten Education Assessment
Parent survey
Come up with plan to inform all childcare providers

APPENDIX G: SUMMARY OF SCHOOL DISTRICT SURVEY

The tool(s) that is used by your district include:	Question 5		Question 8	
	KRA		K Periodic	
Answer Options	Percent	Count	Percent	Count
A locally developed tool for our specific needs	71.2%	47	57.1%	48
Ages and Stages Questionnaire (ASQ)	1.5%	1	1.2%	1
Basic School Skills Inventory	15.2%	10	8.3%	7
Developing Skills Checklist	10.6%	7	9.5%	8
Developmental Observation Checklist System	4.5%	3	2.4%	2
Developmental Reading Assessment (DRA)	10.6%	7	9.5%	8
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	39.4%	26	51.2%	43
Early Screening Inventory – Kindergarten (ESI-K)	6.1%	4	0.0%	0
easyCBM	37.9%	25	45.2%	38
Kindergarten Readiness Assessment – Literacy (KRA-L)	1.5%	1	0.0%	0
Language and Emerging Literacy Assessment	3.0%	2	2.4%	2
Phonological Awareness Literacy Screening (PALS)	3.0%	2	2.4%	2
Story and Print Concepts	12.1%	8	7.1%	6
Teacher-Child Rating Scale (TCRS)	1.5%	1	0.0%	0
Work Sampling System	16.7%	11	25.0%	21

APPENDIX H: SAMPLES OF INSTRUMENTS FOR COMPOSITE APPROACH

Teacher ID: _____ Date: _____

Name of program/school: _____
Teacher name: _____
Child name: _____
Child birth date: (mm/dd/yyyy) _____
Today's date: (mm/dd/yyyy) _____

Child Behavior Rating Scale

Instructions: *The focus of this instrument is children's behavior with other children and adults in the classroom and their work with materials. Please complete all 17 items on this instrument for each child by circling the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:*

1. The child never exhibits the behavior described by the item.
2. The child rarely exhibits the behavior described by the item.
3. The child sometimes exhibits the behavior described by the item.
4. The child frequently or usually exhibits the behavior described by the item.
5. The child always exhibits the behavior described by the item.

	Never	Rarely	Sometimes	Frequently/ usually	Always
1. Observes rules and follows directions without requiring repeated reminders.	1	2	3	4	5
2. Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	1	2	3	4	5
3. Completes tasks successfully.	1	2	3	4	5
4. Attempts new challenging tasks.	1	2	3	4	5
5. Concentrates when working on a task; is not easily distracted by surrounding activities.	1	2	3	4	5
6. Responds to instructions and then begins an appropriate task without being reminded.	1	2	3	4	5
7. Takes time to do his/her best on a task.	1	2	3	4	5
8. Finds and organizes materials and works in an appropriate place when activities are initiated.	1	2	3	4	5
9. Sees own errors in a task and corrects them.	1	2	3	4	5
10. Returns to unfinished tasks after interruption.	1	2	3	4	5
11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1	2	3	4	5

CBRS – July, 2012

Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990). Child behavior rating scale. Cambridge, MA: Abt Associates.

Student Copy **Form K-1**

Letter Names

o	X	A	s	O	B	E	a	T	x
e	r	Z	S	L	t	R	N	p	C
m	D	P	n	F	I	M	f	K	i
k	c	G	v	z	W	U	h	Q	u
w	y	l	V	d	J	b	j	q	A
T	a	O	s	X	o	B	x	A	E
Z	L	N	r	S	p	t	e	C	R
K	M	F	P	m	i	f	I	n	D
W	h	u	v	c	k	G	z	U	Q
A	y	q	j	b	d	J	V	l	A

Student Copy **Form K-1**

Letter Sounds

s	D	m	M	H	b	o	k	S	c
p	h	e	Z	O	U	z	n	A	T
g	J	t	G	N	l	a	r	L	y
k	f	I	th	Sh	Ch	z	qu	sh	wh
u	w	v	Th	ch	V	Ph	E	g	F
f	ph	s	i	X	R	Y	K	u	P
d	c	k	S	o	H	b	M	D	m
r	n	T	A	U	z	O	e	Z	h
a	y	r	L	g	l	G	t	N	J
t	sh	qu	wh	z	Ch	th	I	Sh	f
Ph	V	u	E	g	F	w	v	Th	ch

Assessor Copy **Form K-1**

Student Name: _____ Date: _____

Phoneme Segmenting

Procedures

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

Directions

Say to the student: "**I am going to say a word, and you will give me the sounds you hear in that word. If I say *cap*, you will say /c/ /a/ /p/. If I say *it*, you will say /i/ /t/. If I say *top*, you will say /t/ /o/ /p/. Let's try.**"

Note: This is a 60 second timed test.

Scoring

- Underline each phoneme the student says correctly.
- Put a ~~slash~~ through each phoneme the student misses.
- Students are NOT penalized for saying extra phonemes.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	paid	/p/ /ai/ /d/	___ / 3	11	strap	/s/ /t/ /r/ /a/ /p/	___ / 5
2	shirt	/sh/ /ir/ /t/	___ / 3	12	futile	/f/ /u/ /t/ /i/ /le/	___ / 5
3	tail	/t/ /ai/ /l/	___ / 3	13	bold	/b/ /o/ /l/ /d/	___ / 4
4	soak	/s/ /oa/ /k/	___ / 3	14	mean	/m/ /ea/ /n/	___ / 3
5	mint	/m/ /i/ /n/ /t/	___ / 4	15	pack	/p/ /a/ /ck/	___ / 3
6	metal	/m/ /e/ /t/ al/	___ / 4	16	mass	/m/ /a/ /ss/	___ / 3
7	smile	/s/ /m/ /i/ /le/	___ / 4	17	bent	/b/ /e/ /n/ /t/	___ / 4
8	send	/s/ /e/ /n/ /d/	___ / 4	18	home	/h/ /o/ /me/	___ / 3
9	spouse	/s/ /p/ /ou/ /se/	___ / 4	19	bide	/b/ /i/ /de/	___ / 3
10	clink	/c/ /l/ /i/ /n/ /k/	___ / 5				

 # Correct _____ / 70

Student Copy **Form K-1**

Word Reading

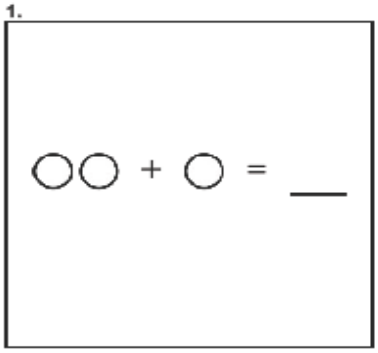
I	is	it	top
an	man	fast	miss
way	off	she	rock
my	can't	book	into
great	cut	say	think
wish	eat	are	family
all	tree	good	back
hand	boy	enter	wood
left	people	how	old
cover	area	grow	big
ball	stick	low	black
below	feeling	important	world
always	wheels	deep	forest
side	find	corner	become
dollars	life	branch	blow

easyCBM Kindergarten Math (sample of Numbers and Operations)

Math Numbers and Operations K_1

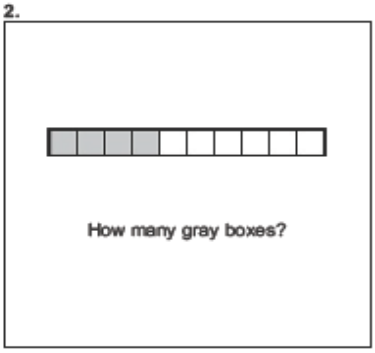
Student Name:_____ Date:_____

1.



A. 9
B. 5
C. 3

2.

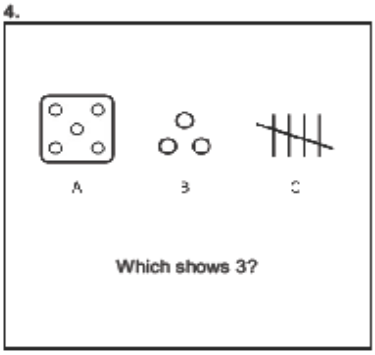


A. 4
B. 2
C. 6

3.

A. 10
B. 7
C. 6

4.



A. A
B. B
C. C

APPENDIX I: COMPOSITE APPROACH COST ESTIMATE

Estmates are based on a population of x kindergartners statewide:	45,000			
Administration Time	20 minutes per student per year			
		State	State	
	Quantity	Unit Cost	Extended Cost	Notes
Travel				
Local Travel	20,000	0.55	11,000	Training will be accomplished with a Trainer-of-Trainers model; local travel for master trainers.
Lodging	20	110	2,200	Master trainers
Per Diem	30	47	1,410	Master trainers
Trainers	**FTE**			
Trainers (Assumption: Trainer of Trainers, use existing trained staff)	0.2	112,000	22,400	.2 FTE: Approximately 440 hours, Ed Spec 2 (Salary $80k, fringe 40%)
ODE Staff Costs	**FTE**			
Data Owner	0.2	112,000	22,400	.2 FTE: Approximately 440 hours, Ed Spec 2 (Salary $80k, fringe 40%)
ODE System Development	**Development Cost**		**Extended Dev Cost**	Ongoing costs are 20% of initial development costs.
Data Collection Tool	10,000		10,000	$2,000 ongoing
Data Staging and Editing Tool	5,000		5,000	$1,000 ongoing
Reports	40,000		40,000	$8,000 ongoing
Support	12,500		12,500	$12,500 ongoing (Help Desk support)
Online Training				Web-based training for end users: test administration and data entry
District SIS	**Development Cost**			
Adapt district SISs to include data	?			ODE is not certain that districts would elect to alter their SISs
Regional Warehouses	**Development Cost**			
Adapt systems to include KRA data and include in dashboards	70,000			$10k per region, 7 regions

APPENDIX J: SAMPLE OF WaKIDS GOLD ASSESSMENT

GOLD Objectives and Dimensions (WaKIDS)

Social–Emotional

1. Regulates own emotions and behaviors
   b. Follows limits and expectations
   c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
   c. Interacts with peers
   d. Makes friends

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
   a. Uses fingers and hands
   b. Uses writing and drawing tools

Language

9. Uses language to express thoughts and needs
   a. Uses an expanding expressive vocabulary
   b. Speaks clearly
   c. Uses conventional grammar
   d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
   a. Engages in conversations
   b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
   c. Solves problems
   d. Shows curiosity and motivation
   e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
   a. Recognizes and recalls
13. Uses classification skills

Literacy

15. Demonstrates phonological awareness
    a. Notices and discriminates rhyme
    b. Notices and discriminates alliteration
    c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
    a. Identifies and names letters
    b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
    b. Uses print concepts
18. Comprehends and responds to books and other texts
    a. Interacts during read-alouds and book conversations
    b. Uses emergent reading skills
    c. Retells stories
19. Demonstrates emergent writing skills
    a. Writes name
    b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
    a. Counts
    b. Quantifies
    c. Connects numerals with their quantities
22. Compares and measures
23. Demonstrates knowledge of patterns

Note: These 19 objectives are a subset of the Teaching Strategies GOLD (TSG) objectives. The number associated with the objective corresponds with the TSG objective; some numbers and letters are missing, when the associated TSG objective or dimension is not part of WaKIDS.

APPENDIX K: PORTFOLIO APPROACH COST ESTIMATE

Estmates are based on a population of x kindergartners statewide:	45,000				
Administration Time	6 hours per student per year (includes entering portfolio information)				
		State	State		
Data System Cost	**Quantity**	**Unit Cost**	**Extended Cost**	**Subtotal F**	**Notes**
GOLD Data Hosting ($11.95 per student)	45,000	11.95	537,750		
Travel					
Local Travel	20,000	0.55	11,000		Training will be accomplished with a Trainer-of-Trainers model; local travel for master trainer
Lodging	20	110	2,200		Master trainers
Per Diem	30	47	1,410		Master trainers
Trainers	**FTE**				
Trainers (Assumption: Trainer of Trainers, use existing trained staff)	0.2	112,000	22400		.2 FTE: Approximately 440 hours, Ed Spec 2 (Salary $80k, fringe 40%)
ODE Staff Costs	**FTE**				
Data Owner	0.2	112,000	22400		.2 FTE: Approximately 440 hours, Ed Spec 2 (Salary $80k, fringe 40%)
ODE System Development	**Development Cost**		**Extended Dev Cost**		Ongoing costs are 20% of initial development costs.
Data Staging and Editing Tool	5,000		5,000		$1,000 ongoing
Reports	40,000		40,000		$8,000 ongoing
Support	12,500		12,500		$12,500 ongoing (Help Desk support)
District SIS	**Development Cost**				ODE is not certain that districts would elect to alter their SISs
Adapt district SISs to include data	?				
Regional Warehouses	**Development Cost**				$10k per region, 7 regions
Adapt systems to include KRA data and include in dashboards	70,000				
NOTE: Observational narrative data from GOLD would NOT be integrated into ODE systems.					

APPENDIX L: LETTER TO SCHOOL DISTRICTS ON PILOT SELECTION PROCESS

May 16, 2012

JOHN A. KITZHABER, MD
Governor

To: Oregon School District Superintendents

From: John A. Kitzhaber, M.D., Governor
Chair, Oregon Education Investment Board

Pam Curtis
Chair, Early Learning Council

Re: Nomination of elementary schools for Kindergarten Readiness Assessment pilot sites

You are receiving this letter as an invitation for your district to help us pilot a new Kindergarten Readiness Assessment (KRA) tool for our state. The participation and genuine input from school districts is critical. An appropriate KRA will be key to helping Oregon improve young students' learning trajectories early on, and will help us all reduce the escalating costs of remedial education.

The Department of Education, in collaboration with the Early Learning Council, is selecting elementary schools to pilot the assessment in September and October 2012. ***As a next step, please forward the names of elementary schools in your district that you would recommend as pilot sites.***

Please provide a list of elementary schools nominated as potential Kindergarten Readiness Assessment pilot sites by May 25, 2012. Nominations should be forwarded to Kara Williams: kara.williams@state.or.us

This memo provides details of the expectations for participating schools and can be shared with your elementary school principals.

To be successful, the kindergarten assessment chosen by the Early Learning Council must not only be valuable to the state, but also to local districts. We expect it will benefit local educators in several ways:

1. Assisting classroom teachers with appropriate placement, differentiated instruction, and continuing literacy and other developmental momentum;
2. Helping schools and districts with curriculum upgrades, identification of needed resources, community partnerships that help prepare children to learn when they enter school; and
3. Allowing school districts and our state to make valid comparisons among communities and their schools.

As you know, kindergarten readiness is not just about schools. It is also a community issue that requires involvement of health, social services, child care providers, families and others. Successfully chosen and deployed, the KRA can serve as a community rallying point for school support and readiness expectations for students. It can also spur collaborations between schools and their community partners, and it can guide future state investment in our youngest children by highlighting successful efforts and identifying the areas of greatest need.

254 STATE CAPITOL, SALEM OR 97301-4047 (503) 378-3111 FAX (503) 378-6827
WWW.OREGON.GOV

APPENDIX M: LETTER TO SCHOOL DISTRICTS ON SCHOOLS SELECTED FOR THE PILOT

June 20th, 2012

Dear Oregon School District Superintendents:

Thank you for your nomination and enthusiasm to participate in the Kindergarten Readiness Assessment pilot. The following schools were selected through a lottery-style process designed to ensure diverse representation in the pilot, including: racially and ethnically diverse population groups, English Language learners, children with Individual Education Plans (IEP's), statewide geographic diversity, economic diversity, half-day and full-day kindergarten program participation, and large and small elementary schools.

District	City	School
Wallow	Wallowa	Wallowa Elementary
Hermiston	Hermiston	Desert View Elementary
Hermiston	Hermiston	West Park Elementary
Bethel	Eugene	Fairfield Elementary
Roseburg	Roseburg	Green Elementary
David Douglas	Portland	Earl Boyles Elementary
David Douglas	Portland	Gilbert Park Elementary
Imbler	Imbler	Imbler Elementary (Charter)
Sherwood	Sherwood	Archer Glen Elementary
La Grande	La Grande	Willow Kindergarten Elementary
Coquille	Coquille	Coquille Elementary
Crook County	Prineville	Crooked River Elementary
Greater Albany	Albany	Clover Ridge Elementary
Greater Albany	Albany	South Shore Elementary
Portland Public	Portland	Harrison Park Community School
Salem-Keizer	Salem	Richmond Elementary

If your nominated school was not selected for the pilot selection, we will continue to communicate with you about the process and seek opportunities to include your perspective wherever possible.

We greatly appreciate your collaboration at this busy time. We look forward to working with you as we support our youngest learners to ensure their early success in school and beyond.

Sincerely,

Pam Curtis
Chair, Early Learning Council