OFFICE OF LEARNING
INSTRUCTION · STANDARDS ·
ASSESSMENT & ACCOUNTABILITY
UNIT

OREGON KINDERGARTEN ASSESSMENT SPECIFICATIONS

2013-2014

School Year

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Kindergarten Assessment Specifications

Introduction

The primary purpose of the Assessment Specifications and Blueprints is to provide the consistency necessary for the development and administration of the Oregon Kindergarten Assessment. The Kindergarten Assessment Specifications are designed to help Oregon teachers understand what content may be assessed. These specifications lead to assessment blueprints that outline assessment design and the number of questions to be assessed in each score reporting category (SRC). The Assessment Specifications and Blueprints document is an important resource for educators administering the Oregon Kindergarten Assessment and the general public who are interested in understanding the content and format of the assessment.

Purpose

All students, enrolled in kindergarten, are administered the statewide Kindergarten Assessment upon entry to kindergarten. The assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-Regulation and Social-Emotional). The Kindergarten Assessment is not intended and should not be used to determine whether a child is eligible to enroll in kindergarten.

There are four intended purposes for the Statewide Oregon Kindergarten Assessment for school year 2013-2014 (OKA):

1. Provide baseline local and statewide information to communities, schools, and families to ensure all early learners are ready for kindergarten;
2. Provide essential information on all children as they enter kindergarten to inform K-12 educators on students' strengths and needs which can then guide instructional decisions to ensure students are well prepared for their educational experience;
3. Identify achievement gaps early – thus providing instruction and support to address them early. By doing this, we help prepare students for success not just in kindergarten but in the years to come; and

4. Provide a consistent tool to be used across the state. A statewide assessment will provide the state-level perspective on where kindergarten students are currently so that we can measure progress in the years to come.

Essential Skills: A Conceptual Tie

The Essential Skills are nine cross-disciplinary skills that are necessary for success in colleges and career. Essential Skills are a part of the Oregon Diploma and articulate the skills that all students should have at the end of high school; the skills that students are building through their school experiences starting in kindergarten. The Essential skills are embedded in the content standards that guide Oregon education.

To illustrate this, the tables in Appendix E show the overlap between the Early Learning Framework and the Essential Skills. There is substantial overlap between the skills described in the Early Learning Framework and the description of the Essential Skills thus providing an illustration of how work even before kindergarten connects with college and career readiness.

The Oregon Kindergarten Assessment is a partial assessment of the Early Learning Framework, providing information about student development in Early Literacy, Early Math, and Approaches to Learning. Due to the overlap between the content in the Oregon Kindergarten Assessment (which is based on Early Learning Framework) and the Essential Skills, the results from the Oregon Kindergarten Assessment can be a part of proactive conversation about how all classrooms at all grade levels, even kindergarten, are contributing to the development of college and career ready students.

For additional information on the conceptual tie between the Framework and Oregon's Essential Skills, please see Appendix E.

Background

- **Early Learning Framework Adoption (2012)**

The National Education Goals Panel identified five dimensions of early development and learning that lead to school readiness. The widely accepted dimensions are broad and are meant to guide the development of program policies and standards. The five dimensions of school readiness identified by the National Education Goals Panel

include the following: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches toward Learning, Language Development, and Cognition and General Knowledge. To see the report on Practical measurement and related consideration; manuscript prepared for the Goal 1 Resource group on School Readiness for the nation Education Goals Panel, go to http://govinfo.library.unt.edu/negp/reports/child-ea.htm.

As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework was adopted as Oregon's early learning standards for children ages three to five. The Head Start Child Development and Early Learning Framework align with the five dimensions and elaborate on the specific elements of kindergarten readiness.

- **Process Directing Development of the Kindergarten Assessment**

House Bill 4165 directed 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. The multi-stage process for implementing a statewide kindergarten assessment, included: (1) a systematic review and information gathering about current assessments used in Oregon and nationally, and their appropriateness and usefulness in predicting academic success; (2) the selection of a recommended tool, adopted by the Early Learning Council in July 2012; (3) a Fall 2012 pilot study of the recommended set of assessments for statewide implementation; and (4) plans for a statewide rollout in Fall 2013.

As part of the process to develop recommendations for a statewide tool, a Kindergarten Assessment Workgroup used multiple methods to collate and analyze current research, gather information, and collect input from stakeholders. Researchers from the University of Oregon and Oregon State University reviewed technical characteristics of instruments currently used in Oregon school districts and other states to assess children at kindergarten entry. 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.

In collaboration with the Early Learning Council, Oregon Education Investment Board, and the Confederation of Oregon School Administrators, the Workgroup surveyed Oregon school districts to determine current kindergarten assessment practices and instruments used within the state. Additional input was solicited through focus groups

with kindergarten teachers, early educators, principals, and superintendents as well as community forums across the state.

- **Pilot Assessment**

  In July 2012, the Early Learning Council adopted a composite approach to assessment that includes: easyCBM literacy and math assessments, and a Child Behavior Rating Scale with categories following the observation instrument of Bronson et al. (1990) (Bronson, M.B., Goodson, B.D. Layzer, J.I., and Love, J.M. (1990). Child Behavior Rating Scale. Cambridge, MA: ABT Associates).

  The Ford Family Foundation funded a process evaluation conducted by Portland State University (PSU) during the Fall 2012 pilot. Sixteen schools across Oregon were nominated and selected to participate in training and administer the selected Kindergarten Assessment tools with incoming kindergarteners. The process evaluation was designed to provide information about the:

  - type and amount of training needed to administer the assessment instruments effectively and with fidelity;
  - time and resources needed to collect the assessments;
  - modifications for students on an Individual Education Plan;
  - approaches for assessing children who are learning English; and
  - perceived benefits of, and challenges to, statewide implementation of the Kindergarten Assessment.

  PSU conducted onsite observations, staff interviews and surveys with pilot schools. The results were regularly shared with the Oregon Department of Education to inform assessment tool and student instruction modifications as well as to plan for regional test-administrator trainings. Several changes were made to the assessment and process due to results of the pilot evaluation. PSU's final Fall 2012 Pilot Process Evaluation report can be located in Appendix I.

  On March 8, 2013 the State Board of Education adopted OAR 581-022-2130 which directs all school districts to administer the Oregon Kindergarten Assessment to all students enrolled in kindergarten beginning with the 2013-2014 school years. To help communicate to the field about the new Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13, collaborated on the development of Kindergarten Assessment pages on the

Early Learning System website (http://oregonearlylearning.com/kindergarten-assessment), and developed a Kindergarten Assessment Resource on the ODE website (http://www.ode.state.or.us/go/ka).

Assessment Segments 2013-2014

- **Early Literacy and Early Math (from 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. See (http://www.riversidepublishing.com/products/easycbm/index.html) for information on the easyCBM system.

Oregon's 2013-2014 Kindergarten Assessment includes two easyCBM English literacy measures in letter names and letter sounds and one easyCBM Spanish literacy measure in syllable sounds.

Oregon'sKindergarten Assessment includes one easyCBM math measure in numbers and operations. The easyCBM math assessments are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. Whereas easyCBM delivers the math assessment online, Oregon's Kindergarten Assessment is delivered through paper-and-pencil forms. The administration conditions were modified, from those required when the easyCBM system is used as a performance measure, by ODE in order to address statewide readiness for kindergarten. Administration changes included: modifying directions for clarity, requiring explicit directions as given in the Test Administration Manual and within the Assessor Booklet, restricting the number of times that a test administrator can correct a student (for example, soft/hard consonants, long/short vowels, pointing/vocalizing).

- **Approaches to Learning (Child Behavior Rating Scale from Bronson et.al. 1990)**

A Child Behavior Rating Scale (CBRS) is based on teacher observation of the student during regular classroom activities and routines. These items focus on a child's approaches to learning, self-regulatory skills and social-

emotional development. This 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.

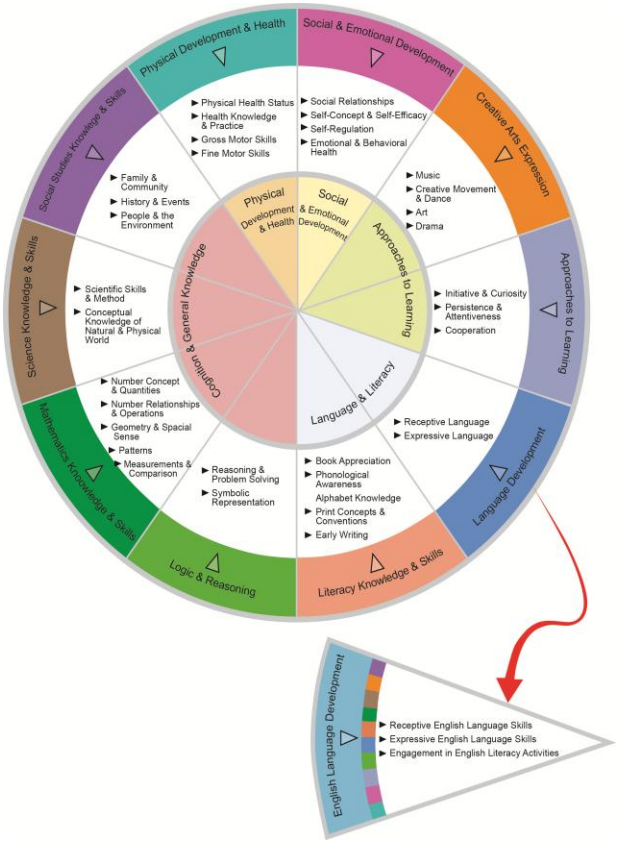
Transition to Common Core State Standards and Smarter Balanced Common Assessment

Beginning with the 2014-2015 school years, Oregon will utilize assessments based on the Common Core State Standards for English/Language Arts and Mathematics. The 2014-2015 assessment for these subjects will comply with all criteria set forth by Smarter Balanced Common Assessment. Oregon is part of the collaborative consortium of states developing Smarter Balanced and will also use common achievement standards. This work is underway and will be in development until the transition is made in Fall 2014. See (www.ode.state.or.us/go/commoncore) for up-to-date information on the Common Core State Standards and http://www.smarterbalanced.org/ for information on the Smarter Balanced Assessment.

Oregon's Early Learning Standards

The content of these specifications reflects the skill expectations of entering Kindergarteners as defined by the Child Development and Early Learning Framework, as shown in Figure 1, adopted as Oregon's early learning standards for children ages three through five[1] in 2012. In addition, the specifications include an initial alignment to the Oregon Mathematics Standards, adopted in 2007, and the Common Core State Standards adopted by Oregon Board of Education in 2010 for assessment in 2014-2015. For additional information on The Early Learning Framework, please see Appendix J.

The Head Start Early Learning Framework
Figure 1



[1] As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

Administration of the Kindergarten Assessment 2013-2014

The Kindergarten Assessment is a paper/pencil assessment and will be administered one-on-one to students. The assessment consists of three segments:

- **Segment One: Early Literacy**

The Early Literacy segment includes two measures for all students: English Letter Names, and English Letter Sounds. Spanish-Speaking English Language Learners (ELLs) will receive an early Spanish literacy assessment in addition to the early English literacy assessments. The Spanish Literacy assessment measures the student's early literacy skills in Spanish Syllable Sounds. For 2013-2014, ODE is allowing a one-year waiver for schools and/or districts who encounter a hardship in administering this portion of the assessment. The waiver is applicable for school year 2013-2014 only. Participating in the waiver exempts the Spanish-speaking English Language Learner Kindergarteners from taking the Spanish Early Literacy measure in 2013-2014 but it does not waive the rest of the Kindergarten Assessment (See Appendix F).

i. English Letter Names:

- This is a 60-second timed assessment.
- Place the "English Letter Names" chart in the Student Booklet in front of the student.
- Directions for the test administrator are on the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Booklet.
- Record student responses in the Assessor Booklet.
    - If a student provides the letter sound instead of the letter name, repeat the directions, "Say the name of each letter" (allowed one time).
    - If a student provides the letter name in a language other than English, repeat the directions, "Say the name of each letter in English" (allowed one time):
    - If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a bracket] on the Assessor Booklet but let the student finish the row or come to a natural stopping point before saying "Stop."
- Enter the student scores, number correct and number attempted, on the Assessor Copy.

ii. English Letter Sounds:

- This is a 60-second timed assessment.
- Place the "English Letter Sounds" chart in the Student Booklet in front of the student.
- Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Booklet.
- Record student responses on the Assessor Booklet.
    - Long or short vowel sounds are scored as correct on the English Letter Sounds measure. Either is acceptable.
    - Hard or soft consonant sounds are scored as correct on the English Letter Sounds measure. Either is acceptable.
    - Certain combinations of two or more letters are called letter blends. There are both single letters and letter blends included on the English Letter Sounds measure. If a student encounters a letter blend and gives isolated (separate) letter sounds, it is scored as incorrect.
    - If a student provides the letter name instead of the letter sound, repeat the directions, "Say the sound of each letter" (allowed one time).
    - If a student provides the letter sound in a language other than English, repeat the directions, "Say the sound of each letter in English" (allowed one time):
    - If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a square bracket] in the Assessor Booklet but let the student finish the row or come to a natural stopping point before saying "Stop."
- Enter the student scores, number correct and number attempted, on the Assessor Booklet.

iii. Spanish Syllable Sounds (Optional for 2013-2014 school year[2]):

- This is a 60-second timed assessment of fluency.
- Administered to ELL students taking the Kindergarten Assessment whose language of origin is Spanish.
- Place the "Spanish Syllable Sounds" chart in the Spanish/English Student Booklet in front of the student.

[2] Spanish Syllable Sounds Waiver for 2013-2014: Only for Spanish-speaking ELL Kindergarteners. Allowed for the 2013-2014 school year only. To use this waiver, please see additional information found at Appendix F.

- Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Booklet.
- If a student provides letter names instead of the syllable sounds, repeat the directions: "Say the Spanish syllable sounds" (allowed one time).
- Record student responses on the Assessor Booklet.
    - If a student loses his/her place and skips a line on the Spanish Syllable Sounds, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a square bracket] on the Assessor Booklet but let the student finish the row or come to a natural stopping point before saying "Stop."
- Enter the student scores, number correct and number attempted, on the Assessor Booklet.

▪ **Segment Two: Early Math**

The Early Math segment includes a measure of Numbers and Operations:

- This segment is not timed.
- Place the "Numbers and Operations " section (item 1) of the Student Booklet in front of the student.
- Directions for the test administrator are on the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Booklet. For the Kindergarten Assessment, the test administrator <u>does not read numbers/symbols to students</u>.
- Record student responses in the Assessor Copy.
    - Verbal responses are not accepted in the Early Math segment. While it is an allowable accommodation for students to verbalize their thought process, the responses recorded by the test administrator must rely on the student's pointed response. If a student verbalizes an answer, test administrators may remind students to point to or choose the answer. For students who would benefit, the Accommodations Manual identifies additional non-verbal means by which students may communicate their response. Please see Appendix A (Pages A14 – A15) for further information on Oregon Kindergarten Accommodations Overview.

- Students are able to self-correct as described in the Assessor Booklet for the Early Literacy segment. Similarly for the Early Math assessment, it is allowable for students to return to a previous item and change an answer.

- Spanish-speaking English Language Learners who will be assessed using the bilingual versions of the math items have the option of hearing both the English and the Spanish. At the start of the math assessment, the student should be asked whether they want Spanish only or both Spanish and English. An assessor who is reasonably fluent in Spanish should administer the Spanish bilingual version of this assessment, otherwise validity could be compromised. For additional information see Appendix A (Pages A14-A15) in the Kindergarten Accommodations Overview.

- **Segment Three: Approaches to Learning**

The Approaches to Learning segment is an observational segment completed by the student's teacher using a Child Behavior Rating Scale. The focus of this segment is to measure a child's behavior with other children and adults in the classroom and their interaction with classroom materials. This segment does not take any student time to administer.

- Complete all 15 items on this segment for each child.
- Circle the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:
  - The child never exhibits the behavior described by the item.
  - The child rarely exhibits the behavior described by the item.
  - The child sometimes exhibits the behavior described by the item.
  - The child frequently or usually exhibits the behavior described by the item.
  - The child always exhibits the behavior described by the item.

For further information on how the OKA is administered, please reference the Test Administration Manual (TAM), which outlines the required policies and procedures pertaining to the Kindergarten Assessment which are included in Parts I, II, IV, and VI and Appendix L of the primary draft 2013-14 Test Administration Manual located at http://www.ode.state.or.us/search/page/?=486.

Criteria for the Oregon Kindergarten Assessment 2013-2014

General

Oregon's Kindergarten Assessment is a statewide assessment scored by Assessors, which include any Oregon teachers, or trained staff.

Assessment items must

- be appropriate for students in terms of age, interests, and experience.
- be free of age, gender, ethnic, religious, socioeconomic, or disability stereotypes or bias.
- provide clear and complete instructions to students.
- ensure each domain will have items with a range of difficulty and complexity levels.
- ensure each test item will measure only one domain.

Graphics Criteria

Graphics are used in the kindergarten assessment to provide both necessary and supplemental information. Some graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question.

- Graphic displays, their corresponding items, and answer choices will appear on the same page.
- Shading and color will be minimized. It will be used to make a figure's size, shape or dimensions clear, and not solely for artistic effect.

Item Style and Format Criteria

<u>Early Literacy</u>

- Assessment items are presented on a reusable, one page chart. There are charts for English Letter Names, and English Letter Sounds.
- Each letter or letter blend is considered one item.
- There are 100 items possible for English Letter Names; 110 items possible for English Letter Sounds.

- There are 10 items in each row.
- Letter arrangement in each student copy chart adheres to a specific blueprint for form construction.
- Letter font is Century Gothic, size 26. Letter I is presented in Book Antigua.

Spanish Syllables Sounds

- Assessment items are presented in a reusable, one page chart.
- Each syllable sound is considered one item.
- There are 100 items possible for Spanish Syllable Sounds.
- There are 10 items in each row.
- Letter arrangement in each student copy chart adheres to a specific blueprint for form construction.
- Letter font is Century Gothic, size 26. Letter I is presented in Book Antigua.

Early Math

- There are 16 math items included in the early math segment.
- One math item is presented per page in the student booklet.
- Assessment items will be in the form of questions with a graphic or equation presented above three answer choices.
- Numbers, symbols, or any part of the math equation is NOT read to the student.
- Students will be read directions asking them to point to or choose the answer.
- Answer choices will be arranged vertically beneath the question; Neither "None of the above" nor "All of the above" will be used as one of the answer choices. NA (no answer) is an option on the Assessor Copy used by the Assessor when a student does not know the answer or does not want to select an answer.
    - If the student does not provide an answer, the assessor is to circle NA (no answer) on the assessor sheet. As written on the assessor form: " If the student still does not know the answer or does want to select an answer, then select NA (no answer) and go to the next item."
- Assessment items may not be worded in the negative ("Which of these is NOT …").
- Math answer choice font is Arial, 46 point.

- Spanish/English items are presented with Spanish text above English text and read to the student Spanish first if both languages are being read to the student.

Approaches to Learning

- Each item is completed by the Assessor.
- Assessor observes student during school activities and routines.
- There are 15 items to be completed by assessor.
- The item text is written in Calibri font, 11 point.

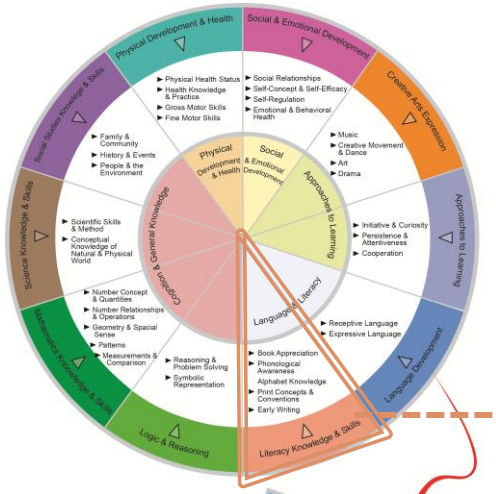
Content Standard Maps

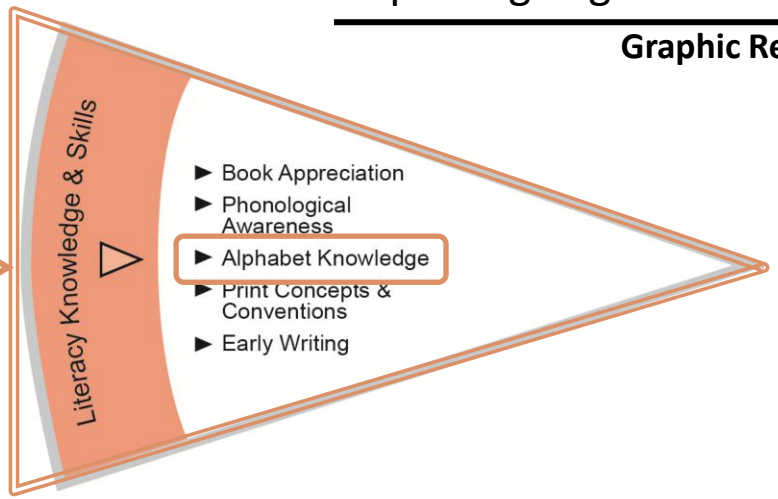
The following pages contain an examination of the assessment content for Early Literacy, Early Math, and Approaches to Learning

- The top row identifies the Kindergarten Assessment Segment and the Score Reporting Category on the right.
- The second row identifies the targeted standard, indicating Pre-Kindergarten Standards and Kindergarten Standards.
- The third row identifies the title of the column, and content standards listed below it.
- The first column (from left to right) provides information on the Head Start Child Development and Early Learning Framework (adopted as Oregon's early learning standards for children ages three to five in 2012) standard domain & domain element with a description of the measured skill.
- The second column (from left to right) provides the content alignment of the Kindergarten Common Core State Standards (which will be fully implemented in 2014-2015) providing content standard alignment to the OKA. (Note: Initial alignment of the OKA and Oregon's Early Learning Framework indicated no direct alignment of the Spanish Syllable Sounds to the Common Core State Standards.)
- Finally, the third column (from left to right) provides the alignment of Oregon's Standards (English Language of Arts adopted in 2002, Mathematics adopted in 2007, and Oregon World Languages adopted in 2010) providing content standard alignment to the Kindergarten Assessment items OKA.
- If available, sample Assessment Item provided on facing page.

Reporting Segment: Early Literacy

Graphic Representation





Oregon Early Learning Standards (Ages 3-5)

△LITERACY KNOWLEDGE & SKILLS [1]

▶ ALPHABET KNOWLEDGE

The names and sounds associated with letters.

**To view list of examples, please reference the following document: U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010.*

Oregon Kindergarten Standards (By end of school year)

Initial Content Alignment

Common Core State Standards English Language Arts & Literacy [2] Kindergarten & First Grade *(Fully implemented in 2014-2015)*	Oregon's Standards [3] English Language Arts Kindergarten *(Assessed through end of 2014 school year)*
See Early Literacy Content Standard Map for content standard alignment to the Oregon Kindergarten Assessment 2013-2014.	*See Early Literacy Content Standard Map for content standard alignment to the Oregon Kindergarten Assessment 2013-2014.*

[1] As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.
[2] Oregon State Board of Education adopted the CCSS Kindergarten English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects , March 2010; fully implemented in 2014-2015 school year.
[3] Oregon State Board of Education adopted the previous grade-level standards in 2007, in affect through 2013-2014.

Sample Student Copy-English 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	I	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	I	G	t	N	J
t	sh	qu	wh	z	Ch	th	I	Sh	f
Ph	V	u	E	g	F	w	v	Th	ch

SAMPLE

2013 Oregon Statewide Kindergarten Assessment Items provided under agreement with University of Oregon easyCBM® Early Literacy English Letter Sounds

Sample Student Copy—English 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	I	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	I	A

SAMPLE

2013 Oregon Statewide Kindergarten Assessment Items provided under agreement with University of Oregon easyCBM ® Early Literacy: English Letter Names

Reporting Segment: Early Literacy

Oregon Early Learning Standards (Ages 3-5)

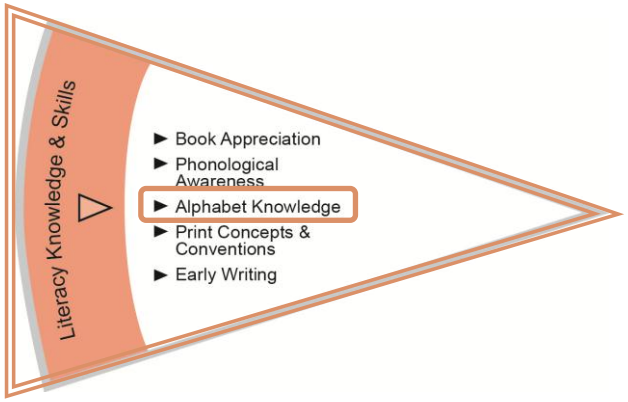
The Head Start Child Development and Early Learning Framework: Domain: Literacy Knowledge & Skill [1]

Domain Element:

- **Alphabet Knowledge:** The names and sounds associated with letters.

**Some Examples:*

- *Recognizes that the letters of the alphabet are special category of visual graphics that can be individually named.*
- *Recognize that letters of the alphabet have distinct sound(s) associated with them.*
- *Attends to the beginning letters and sounds of familiar words.*
- *Identifies and associates corrects sounds with letters*



**The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements.* (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010)

Initial Content Alignment

Oregon Kindergarten Standards (By end of school year)

Common Core State Standards English Language Arts & Literacy: Kindergarten & First Grade [2]

Kindergarten (K)
K.RF.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize and name all upper- and lowercase letters of the alphabet.

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phoneme s).

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

First Grade (1)
1. RF.3 Know and apply grade-level phonics and words skills in decoding words.

a. Know the spelling-sound correspondence for common consonant digraphs.

See Appendix D which contains all CCSS ELA Standards

The Common Core State Standards will be fully implemented in 2014-15

Oregon's Standards: English Language Arts Kindergarten [3]

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject area.

- EL.00.RE.06: Recognize and name all upper and lower case letters

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject area.

- EL.00.RE.16: Learn most one-to-one letter sounds correspondences.

See Appendix G which contains all Oregon ELA Standards

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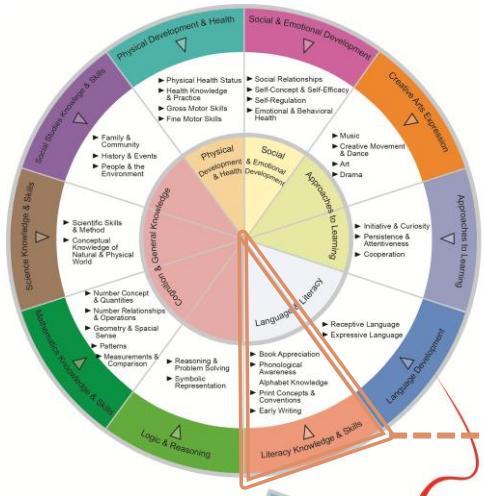
1 As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

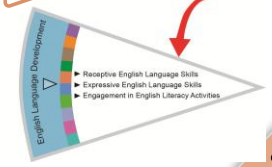
2 Oregon State Board of Education adopted the CCSS Kindergarten English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects , March 2010

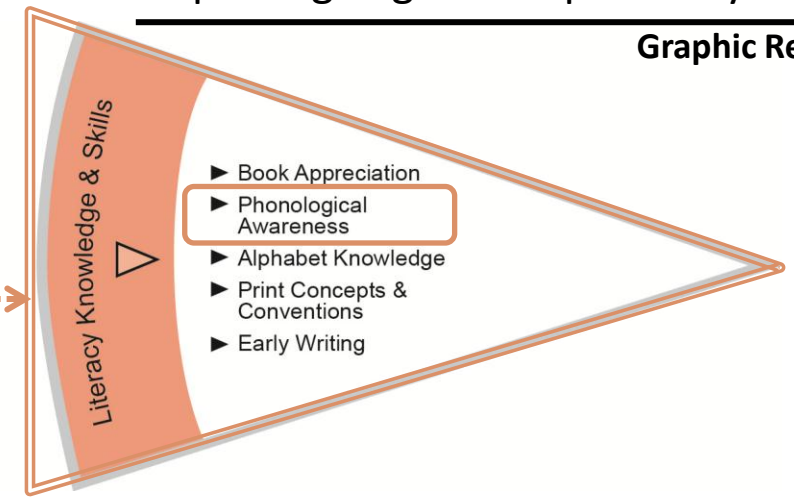
3 Oregon State Board of Education adopted the previous grade-level standards in 2007

Reporting Segment: Spanish Syllable Sounds

Graphic Representation







Oregon Early Learning Standards (Ages 3-5)

LITERACY KNOWLEDGE & SKILLS [1]

PHONOLOGICAL AWARENESS

An awareness that language can be broken into words, syllables, and smaller pieces of sound.

To view list of examples, please reference the following document: U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010.

Oregon World Language Learner Standards

Initial Content Alignment

American Council on the Teaching of Foreign Languages (ACTFL, 1998-2001)[2]	Oregon World Language Standards, 2010[3]
See Spanish Syllable Sounds Content Standard Map for content standard alignment to the Oregon Kindergarten Assessment 2013-2014.	*See Spanish Syllable Sounds Content Standard Map for content standard alignment to the Oregon Kindergarten Assessment 2013-2014.*

[1] As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.
[2] American Council on the Teaching of Foreign Language (ACTFL, 1998-2001).
[3] The revised Second Language Standards were adopted by the State Board of Education on August 19, 2010.

Copia del estudiante- Sonidos de las sílabas en español

ta	Ma	ñi	vi	Ja	ma	Le	Va	Pa	rru
Pe	Hu	Llu	ño	pe	du	za	jo	ce	Mu
fe	ca	Tu	mi	do	Ze	ta	je	De	ve
Va	He	Pa	ca	se	Qui	Ha	rre	ci	ña
So	Ti	Go	rra	Yo	To	Se	fe	Me	so
Ba	Gue	vo	Co	be	ñi	Be	ha	Zu	chi
pi	hi	Ye	Fa	llo	Bu	Ni	Chu	Jo	Ji
va	Mo	ri	Pe	Na	Ra	De	ñu	ja	hi
co	ju	no	ho	lli	Ta	Cu	pu	la	Que
Re	chu	rro	Gu	bi	Vo	Fi	Che	Ra	nu

SAMPLE

Reporting Segment: Spanish Syllable Sounds

Oregon Early Learning Standards (Ages 3-5)

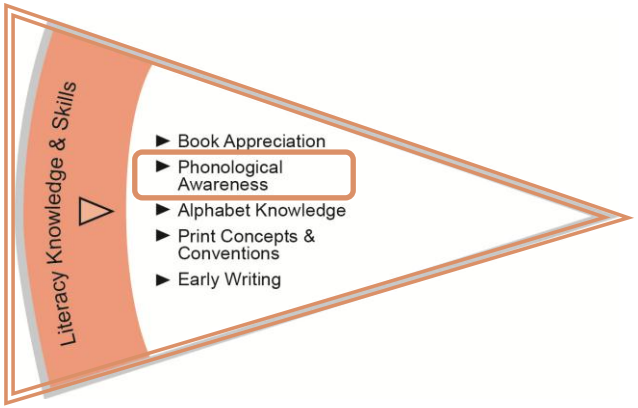
The Head Start Child Development and Early Learning Framework: Domain: Literacy Knowledge & Skill [1]

Domain Element:

- **Phonological Awareness:** An awareness that language can be broken into words, syllables, and smaller pieces of sound.

**Some Examples:*

- *Identifies and discriminates between words in language.*
- *Identifies and discriminates between separate syllables in words.*
- *Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words in recognition that different words begin or end with the same sound.*



**The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements.* (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010)

Initial Content Alignment

Oregon World Language Learner Standards

American Council on the Teaching of Foreign Languages (ACTFL)[2]

Standards for Foreign Language Learning: Communication

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

See Appendix B which contains all ACTFL Proficiency Stages

Revised World Languages (Second Language) were adopted in 2010

Oregon World Language Standards, 2010[3]

Proficiency Stage 1 (Approximate ACTFL Novice-Low): Students at Proficiency Sate 1 can understand phrases, words, everyday expressions and simple statements on familiar topics. Students communicate using memorized/rehearsed phrases, sentences, and questions. Students rely on culture studied with their own.

Interpretive Mode: Reading
Students can comprehend print and digital materials from a variety of authentic and other sources. (E.g. websites, newspapers, letters, notes, applications, menus.)

SL.PS1.IR.01: Identify some common words, symbols, phrases and cognates from familiar material.

Supporting functions:

- Know letters or symbols of the target language
- Combine symbols to form words
- Understand common cognates, borrowed and high-frequency words and expressions from familiar material
- Use contextual and visual cues

See Appendix K which contains all Oregon's World Language Standards

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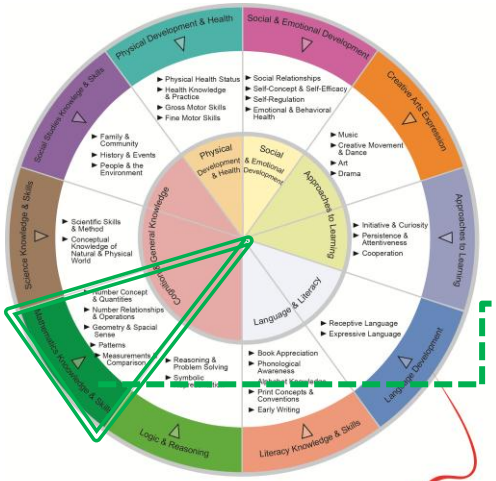
1 As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

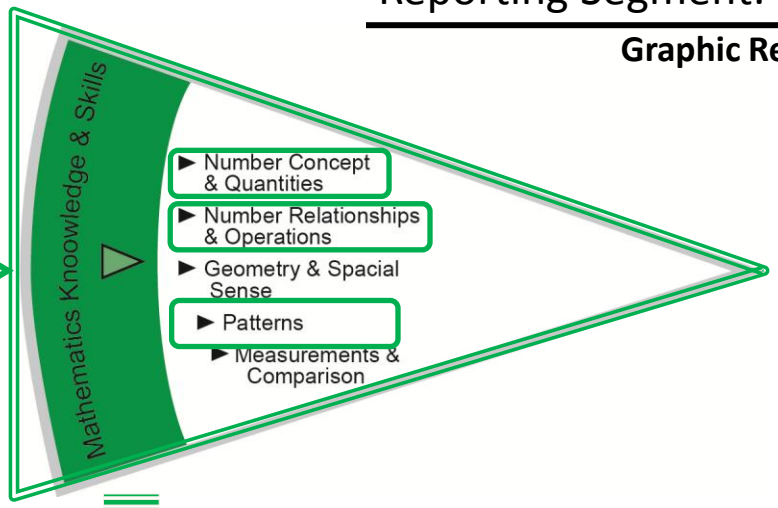
2 American Council on the Teaching of Foreign Language (ACTFL, 1998-2001)

3 The revised Second Language Standards were adopted by the State Board of Education on August 19, 2010.

Reporting Segment: Early Math

Graphic Representation





Oregon Early Learning Standards (Ages 3-5)

△MATHEMATICS KNOWLEDGE & SKILLS

▶ NUMBER CONCEPTS & QUANTITIES

The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

▶ NUMBER RELATIONSHIPS & OPERATIONS

The use of numbers to describe relationships and solve problems.

▶ PATTERNS

The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

**To view list of examples, please reference the following document: U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010.*

Oregon Kindergarten Standards (By end of school year)

Initial Content Alignment

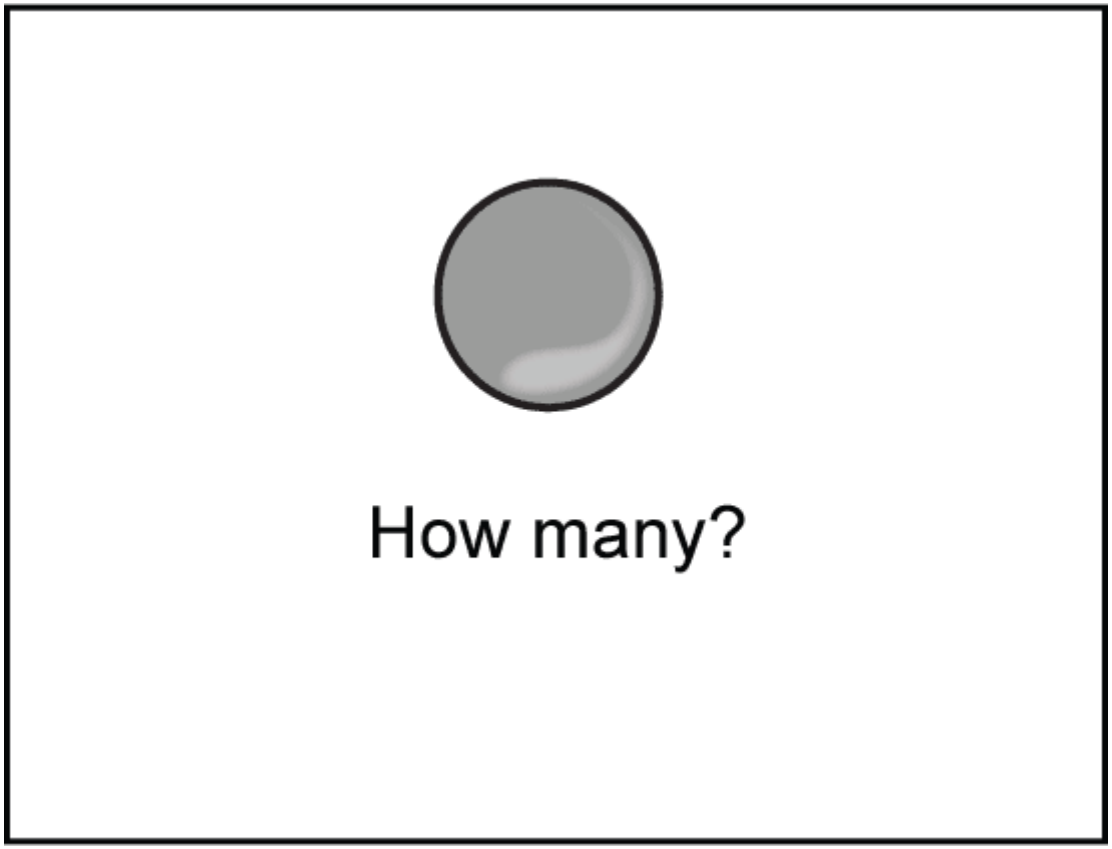
Common Core State Standards for Mathematics (CCSSM) Kindergarten (Fully implemented in 2014-2015) [2]

See Early Math Content Standard Map for content standard alignment to the Oregon Kindergarten Assessment 2013-2014.

Oregon's Mathematics Standards Kindergarten (*Assessed through end of 2014 school year*) [3]

See Early Math Content Standard Map for content standard alignment to the Oregon Kindergarten Assessment 2013-2014.

[1] As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.
[2] Oregon State Board of Education adopted the CCSS Kindergarten English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects , March 2010; fully implemented in 2014-2015 school year.
[3] Oregon State Board of Education adopted the previous grade-level standards in 2007, in affect through 2013-2014.



Answer key: 1

1

2

3

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Reporting Segment: Early Math

Oregon Early Learning Standards (Ages 3-5)

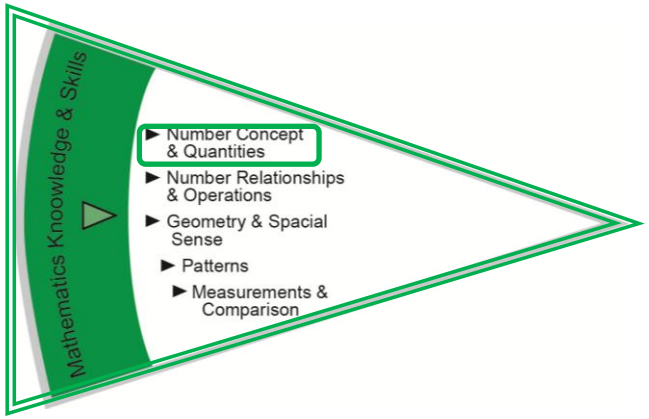
The Head Start Child Development and Early Learning Framework: Domain: Mathematics Knowledge & Skill [1]

Domain Element:

- **Number Concepts & Quantities:** The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

**Some Examples:*

- *Recognize numbers and quantities in the everyday environment.*
- *Recites numbers in the correct order and understands that numbers come "before" or "after" one another.*
- *Associates quantities and the names of numbers with written numerals.*
- *Uses one-on-one counting and subitizing (identifying the number of objects without counting) to determine quantity.*
- *Uses the number name of the last object counted to represent the number of objects in the set.*



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Initial Content Alignment

Oregon Kindergarten Standards (By end of school year)

Common Core State Standards for Mathematics (CCSSM) Kindergarten[2]

(K.OA) Operations and Algebraic thinking:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from**.**

- K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem).
- K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., 5=2+3 and 5= 4+1)

See Appendix C which contain CCSS Kindergarten & First Grade Standards

The Common Core State Standards will be fully implemented in 2014-15

Oregon's Mathematics Standards Kindergarten[3]

(K.1) Number and Operations and Algebra: Represent, compare, and order whole numbers, and join and separate sets.

- K.1.1: Read and write whole numbers to 10.
- K.1.2: Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations.
- K.1.4: Recognize the number of objects in a small set (such as arrangements of dots on a number cube) without counting.

See Appendix H which contain Kindergarten & First Grade Oregon Mathematics Standards

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1 As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

2 Oregon State Board of Education adopted the CCSS Kindergarten Math in March 2010

3 Oregon State Board of Education adopted the previous grade-level standards in 2007, in affect through 2013-14'.

$3 + 4 =$ ___

Answer key: 7

7

6

8

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Reporting Segment Early Math

Oregon Early Learning Standards (Ages 3-5)

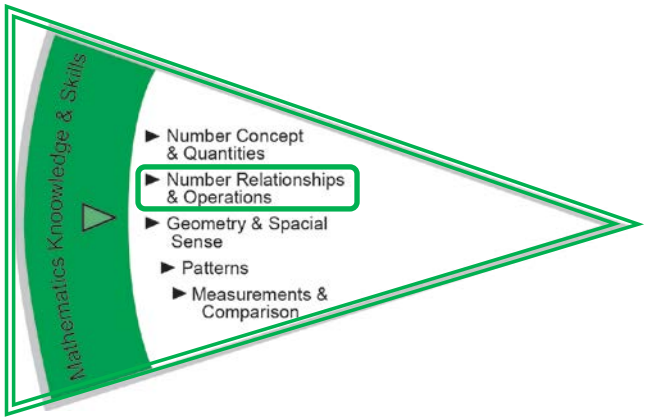
The Head Start Child Development and Early Learning Framework: Domain: Mathematics Knowledge & Skill [1]

Domain Element:

- **Number Relationships & Operations**: The use of numbers to describe relationships and solve problems.

**Some Examples:*

- *Uses a range of strategies, such as counting, subtilizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less greater than, fewer, or equal to.*
- *Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.*
- *Identifies the new number created when numbers are combined or separated.*



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Initial Content Alignment

Oregon Kindergarten Standards (By end of school year)

Common Core State Standards for Mathematics (CCSSM) Kindergarten[2]

(K.OA) Operations and Algebraic thinking:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem).
- K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., 5=2+3 and 5= 4+1)
- K.OA.5: Fluently add and subtract within 5.

See Appendix C which contain CCSS Kindergarten & First Grade Standards

The Common Core State Standards will be fully implemented in 2014-15

Oregon's Mathematics Standards Kindergarten & First Grade[3]

Kindergarten (K):
(K.1) Number and Operations and Algebra: Represent, compare, and order whole numbers, and join and separate sets.

- K.1.1: Read and write whole numbers to 10.
- K.1.2: Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations.
- K.1.8: Choose, combine, and apply effective strategies for solving joining and separating problems.

First Grade (1):
(1.1) Number and Operations: Develop an understanding of whole number relationships, including grouping in tens and ones.

- 1.1.2 Represent whole numbers on a number line, demonstrating an understanding of the sequential order of the counting numbers and their relative magnitudes.

(1.2) Number and Operations and Algebra: Develop understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.

- 1.2.1 Model "part-whole,' 'adding to,' 'taking away from,' and 'comparing' situations to develop an understanding of the meanings of addition and subtraction.

See Appendix H which contain Kindergarten & First Grade Oregon Mathematics Standards

1 As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

2 Oregon State Board of Education adopted the CCSS Kindergarten Math in March 2010

3 Oregon State Board of Education adopted the previous grade-level standards in 2007, in affect through 2013-14'.

1		3

What number is missing?

Answer key: 2

5

4

2

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Reporting Segment: Early Math

Oregon Early Learning Standards (Ages 3-5)

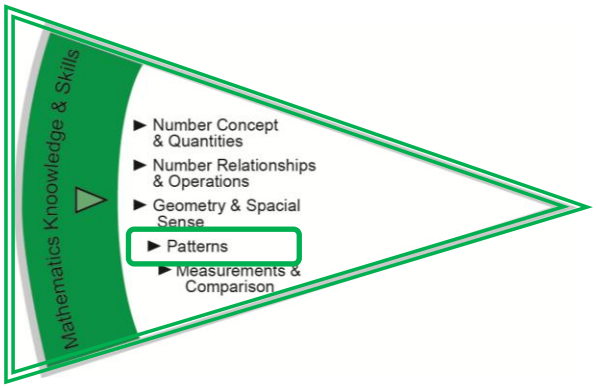
The Head Start Child Development and Early Learning Framework: Domain: Mathematics Knowledge & Skill [1]

Domain Element:

- **Patterns:** The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

**Some Examples:*

- *Sorts, classifies, and serializes (put in a pattern) objects using attributes, such as color, shape, or size.*
- *Recognize, duplicates, and extends simple patterns.*
- *Creates patterns through the repetition of a unit.*



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Initial Content Alignment

Oregon Kindergarten Standards (By end of school year)

Common Core State Standards for Mathematics (CCSSM) Kindergarten[2]

(K.OA) Operations and Algebraic thinking:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem).
- K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., 5=2+3 and 5= 4+1)

See Appendix C which contain CCSS Kindergarten & First Grade Standards

The Common Core State Standards will be fully implemented in 2014-15'

Oregon's Mathematics Standards First Grade[3]

First Grade(1)

(1.1) Number and Operations: Develop an understanding of whole number relationships, including grouping in tens and ones.

- 1.1.2 Represent whole numbers on a number line, demonstrating an understanding of the sequential order of the counting numbers and their relative magnitudes.

See Appendix H which contain Kindergarten & First Grade Oregon Mathematics Standards

---

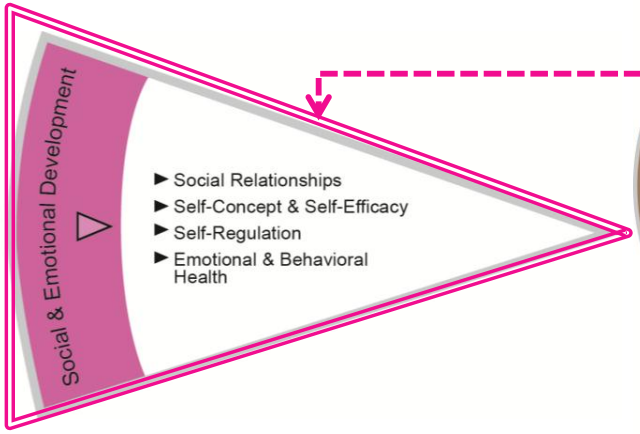
1 As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

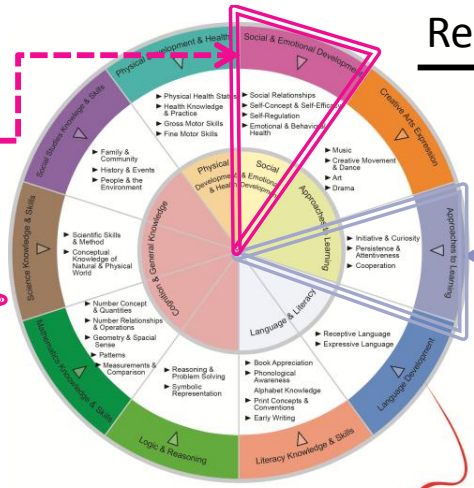
2 Oregon State Board of Education adopted the CCSS Kindergarten Math in March 2010

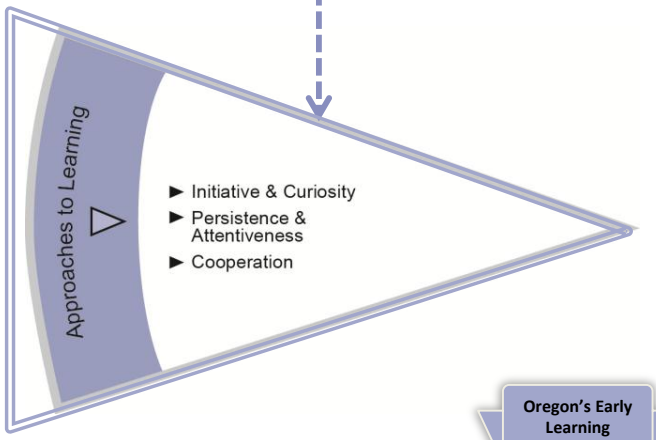
3 Oregon State Board of Education adopted the previous grade-level standards in 2007, in affect through 2013-14'.

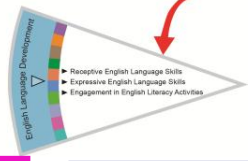
Reporting Segment : Approaches to Learning

Graphic Representation









Oregon's Early Learning Standards (Ages 3-5)

SOCIAL & EMOTIONAL DEVELOPMENT [1]

- **SOCIAL RELATIONSHIPS**
  The healthy relationships and interactions with adults and peers.
- **SELF-CONCEPT & SELF-EFFICACY**
  The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.
- **SELF-REGULATION**
  The ability to recognize and regulate emotions, attention, impulses, and behavior.
- **EMOTIONAL & BEHAVIORAL HEALTH**
  A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

**To view list of examples, please reference the following document: U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010.*

Oregon's Early Learning Standards (Ages 3-5)

APPROACHES TO LEARNING [1]

- **INITIATIVE & CURIOSITY**
  An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.
- **PERSISTENCE & ATTENTIVENESS**
  The ability to begin and finish activities with persistence and attention.
- **PERSISTENCE & ATTENTIVENESS**
  The ability to begin and finish activities with persistence and attention.

**To view list of examples, please reference the following document: U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010.*

Initial Content Alignment

The Initial alignment of the Oregon Kindergarten Assessment 2013-2014 items to the Early Learning Framework (2010) was completed by the Oregon Department of Education English Language of Arts and Mathematics Content Specialists, 2013. Final review and approval is scheduled to be completed by the Early Learning Council Workgroup, 2013. The Child Behavior Rating Scale aligns with two Early Learning Framework (2010) Domains: Social & Emotional Development and Approaches to Learning. The Approaches to Learning assessment items on the OKA based on a Behavior Rating Scale, and therefore are not directly aligned to Mathematics or English Language of Arts content standards. Common Core State Standards and Oregon's previous content standards show no direct alignment.

[1] As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

Kindergarten Assessment Blueprint

Introduction

The blueprints used to construct the Oregon Kindergarten Assessment prescribe the:

- Score Reporting Categories (SRC) included on each assessment.
- The number of assessment items from each SRC included in each assessment.
- The range of possible raw scores from each SRC included on each assessment.
- The total item count of operational items included for each assessment.

Alignment of Assessment Items

Assessment items are carefully aligned to the Early Learning Framework domains and content standards through the following process:

- Assessment items and measures were selected to best align to the Early Learning Framework, Common Core State Standards for Kindergarten English/Language Arts and Mathematics, and Oregon's Kindergarten Standards.
- Initial Alignment was completed by the Oregon Department of Education's Specialists in English Language Arts and Mathematics.
- Alignment of items to the standards and purpose of the assessment was reviewed by the Kindergarten Assessment Workgroup for overall quality and appropriateness.

The Appendices to this document include additional information and documents used to ensure the development of an appropriate statewide Kindergarten Assessment.

Additional Assessment Design Criteria

- Each item assesses only one Scoring Reporting Category.
- Each item assesses a domain in the Early Learning Framework

- English test blueprints provide the criteria for the Spanish/English Student Booklet. This booklet is composed of Early Literacy (English only), Early Mathematics (with Spanish text stacked over English text), and Sonidos de las silabas en español (Spanish Syllables).
- Each assessment segment is considered a fluency measure; assessing automatic responses of students.
- Note: Rarely would any student receive total raw score, e.g., 110 out of 110 Letter Sounds.

Oregon Kindergarten Assessment (2013-2014)
Blueprint Content Coverage

Assessment Segments	Score Reporting Categories (SRC)	Operational Assessment Items	
Segment One	**Early Literacy** Timed segment includes two measures for all students:	**Total Item Count**	**Range of Possible Raw Scores**
	1. **English Letter Names:** The student views a chart with upper and lowercase letters. This is a timed fluency measure. The student has 60 seconds to identify as many letters as he/she can.	**100**	**0-100**
	2. **English Letter Sounds:** The student views a chart with upper and lowercase letters and some letter blends. This is a timed fluency measure. The student has 60 seconds to make as many letter sounds as he/she can.	**110**	**0-110**
	***Early Spanish Literacy: Spanish Syllable Sounds (*Optional for the 2013-14 school year*)** Student views a chart with combinations of two or more letter blends. This is a timed fluency measure. The student has 60 seconds to make as many letter blend sounds as he/she can. *Participating in the waiver exempts the Spanish-speaking English language learner kindergarteners from taking the Spanish Early Literacy measure in 2013-2014, but it does not waive the rest of the Kindergarten Assessment (See Appendix F).	**100**	**0-100**
Segment Two	**Early Math** This assessment has two sample items and 16 items. It is not timed. Students view items that include counting, simple addition, simple subtraction, and recognizing number patterns. The assessment is multiple choice, students choose (by pointing) from three possible answers. For instance, a student might see a row of five stars and the assessor would ask, "How many?"	**16**	**0-16**
		Total Item Count	**Point Range**
Segment Three	**Approaches to Learning** The Child Behavior Rating Scale has 15 items that teachers score based on observation of the student in the classroom during regular classroom activities and routines. The scale focuses on approaches to learning, self-regulation, and social-emotional. For instance, items are similar to this sample: "Completes work effectively." The teacher uses a five point scale, ranging from never exhibits the behavior to always exhibit the behavior.	**15**	**15 -7 5**
Totals	**Operational Assessment Item Total**	**301 total items** **401 total items, if including Spanish Literacy**	

Kindergarten Assessment (2013-2014) Resource Links

- Oregon's Early Learning System Kindergarten Assessment webpage includes information about the purpose and design of the Kindergarten Assessment for parents, schools, and early childhood care and education providers at http://oregonearlylearning.com/kindergarten-assessment.
- See (http://www.ode.state.or.us/go/ka) for Kindergarten Assessment Resource on the ODE website.
- ODE's list of the identified accommodations for the Kindergarten Assessment is located within the Accommodations Manual 2013-2014. As of August 2013, the Kindergarten Assessment Accommodations Table is located at http://www.ode.state.or.us/search/page/?id=487.
- The Test Administration Manual (TAM) outlines the required policies and procedures pertaining to the Kindergarten Assessment which are included in Parts I, II, IV, and VI and Appendix L of the Preliminary. Draft 2013-14 Test Administration Manual located at http://www.ode.state.or.us/search/page/?=486.
- In ODE's Strategic Plan, the Kindergarten Assessment is identified as a strategy to fulfill Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life: http://www.oregon.gov/gov/docs/OEIB/ODEPres.pdf.
- See (www.ode.state.or.us/go/commoncore) for up-to-date information on the Common Core State Standards and http://www.smarterbalanced.org/ for information on the Smarter Balanced Assessment.
- The OEIB's Strategic Plan identifies the Kindergarten Assessment measure their established metric so that by June 2015, the Number of children ready to enter Kindergarten increases by 20%: http://www.oregon.gov/gov/docs/OEIB/StratPlanFeb.pdf
- ODE's Test Specifications and Blueprints webpage provides Grades 3rd through High school specifications for: English Language Proficiency Assessment, Mathematics Knowledge and skills, Reading & Literature, Science, & Social Sciences http://www.ode.state.or.us/search/page/?id=496
- The Head Start Child Development and Early Learning Framework, prompting positive outcomes in early learning programs is located at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework%28rev-Sept2011%29.pdf
- ODE's standards by design website provides a printable PDF document or Excel spreadsheet - version of the standards you select at http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx
- EasyCBM assessments are based on the NCTM Focal Point Standards (not CCSS). For additional information go to http://www.riversidepublishing.com/products/easycbm/index.html. For information on the Curriculum Based Measurement Solutions for Every Tier go to (http://www.riversidepublishing.com/products/easycbm/index.html)
- See (http://www.ode.state.or.us/home/go/es) Essential Skills Resources on the ODE website.
- To view the manuscript prepared for the Goal 1 Resource group on School Readiness for the nation Education Goals Panel, go to http://govinfo.library.unt.edu/negp/reports/child-ea.htm