The Oregon Kindergarten Assessment

Oregon Education Investment Board

Best Practices & Transitions Sub-Committee

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Overview

- The **purpose** of a statewide kindergarten assessment
- **Selection, Pilot, and Implementation** of the Kindergarten Assessment
- The **fall 2013** Kindergarten Assessment
- **Alignment** with Oregon's Learning Standards
- Initial statewide **results**
- Kindergarten Assessment **Interpretive Panel**
- Next Steps

The Purpose for a Statewide Kindergarten Assessment

- The Oregon Kindergarten Assessment will provide a **common understanding** of what children know and are able to do upon entering school.

- A common statewide assessment will provide **a statewide perspective** that will allow the tracking of trends and progress over time.

Background

- HB 4165 directs ELC and ODE to jointly develop a kindergarten readiness assessment to pilot in fall 2012 and implement statewide in fall 2013
- Fall 2012 Pilot and Pilot Evaluation
- Statewide assessment adopted into rule March 8, 2013
- Fall 2013 statewide operational field test August 15-October 24, 2013

The 2013 Kindergarten Assessment

- **Early Literacy** (direct assessment)
  - English letter names
  - English letter sounds
  - Spanish syllable sounds*
    - *only for Spanish Speaking English Language Learners
- **Early Math** (direct assessment)
  - Numbers and Operations
- **Approaches to Learning** (observational assessment)
  - Child Behavior Rating Scale

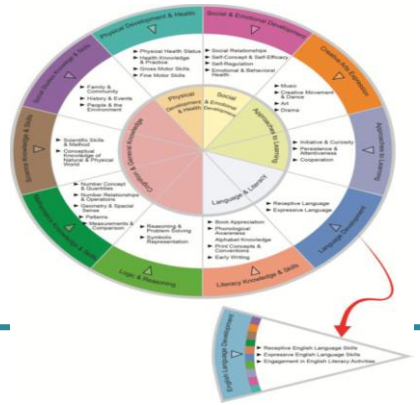
Child Behavior Rating Scale

- Teacher observations of 15 aspects of children's behavior in the classroom
- Five-point rating scale
  - 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
- Two sub-dimensions
  - Self-regulation (items 1-10)
  - Interpersonal skills (items 11-15)

Alignment with Oregon's Learning Standards

The Head Start Child Development and Early Learning Framework

- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills
- Social & Emotional Development
- Approaches to Learning



Common Core State Standards

- English Language Arts& Literacy: Kindergarten
- Mathematics : Kindergarten

COMMON CORE
STATE STANDARDS
OREGON

Initial Statewide Results

- **Participation:** **39,542** out of **42,954** kindergarten students were assessed
- **Letter Names:** Most students identified some letter names in one minute
- **Letter Sounds:** About half of the students could identify two or more letter sounds in one minute, although many could not identify any letter sounds
- **Early Math:** About half of the students correctly answered half or more questions
- **Spanish syllable sounds:** 2,884 students participated in this measure (optional in 2013). About 10% produced one or more correct responses
- **Self Regulation:** Average score was 3.5 out of 5
- **Interpersonal Skills:** Average score 3.9 out of 5

Kindergarten Assessment Interpretive Panel

Understanding/Interpreting Data:

- Offer supporting information to analyze and interpret data
- Provide guidance on how to use data outcome information

Networking/Communicating to the field:

- Provide intervention strategies n for at risk students
- Use common language to report and communicate
- Create resources to communicate the importance of the assessment (talking points, video, resource bank, hand-outs)
- Offer professional development opportunities for K and EC teachers to align practices

Using the Data: *The Look Forward and Look Back*

State Level

Data help measure progress over time

Data help target resources to Early Learning Hubs and schools

Regional Early Learning Hubs

Data help measure progress over time

Data help target local supports, strategies and interventions

Community Level

Schools: Data inform classroom instruction

Pre-K providers: Data inform program and curriculum design

Next Steps

- Completion of data analysis and release of initial reports
- Participation in the North Carolina K-3 Enhanced Assessment Grant Consortium
- Technical assistance on using Kindergarten Assessment data for Early Learning Hubs
- Connection between Kindergarten Assessment and health care
- Ongoing stakeholder engagement

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