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# Kindergarten to Third Grade Outcomes

Holly Dalton

Early Assessment Specialist, Oregon Department of Education

# Introductions

- **Jake Bacon** (Principal, *Highland Hills Elementary*, **Hermiston School District**)
- **Jerad Farley** (Principal, *Sunset Elementary*, **Hermiston School District**)
- **Wendy Moore** (Principal, *Stayton Elementary*, **North Santiam School District**)
- **Steve Slater** (Psychometrician, Oregon Department of Education)

# Your Turn!

- 1) Find a partner (Someone that you do not know)
- 2) Introduce yourself
- 3) Ask and answer the following questions:
  - How are you connected to early childhood?
  - Why did you choose to attend this session?
  - What do you hope to learn today?

# Objectives

Participants will be able to:

- 1) Identify opportunity gaps between kindergarten and third grade
- 2) Acquire strategies or ideas for K-3 instruction
- 3) Determine potential next steps for using data for instructional improvement

# Sign-In

- Please use the sign-in sheet provided by ODE
- ODE will use this to help provide you with follow up information

# History of the Kindergarten Assessment

- HB 4165 directs the Early Learning Council and the Department of Education to jointly develop a Kindergarten Readiness Assessment
- Piloted in 2012
- First statewide implementation in 2013
- Ongoing revisions

# Purposes of the Kindergarten Assessment

- Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.
- Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.



# Components of the Kindergarten Assessment

## Early Literacy (Direct assessment)

- English Uppercase Letter Name Recognition (26 letters)
- English Lowercase Letter Name Recognition (26 letters)
- English Letter Sound Recognition (26 sounds)

## Early Math (Direct assessment)

- Counting and Cardinality
- Operations and Algebraic Thinking
- Geometry
- Measurement and Data

## Approaches to Learning (Teacher observation)

- Interpersonal Skills
- Self-Regulation
- To be completed by the kindergarten teacher **ONLY**



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# Sample English Letter Name Recognition

## Sample English Uppercase Letter Name Recognition

C	T	B	S	M	Z	A
K	P	D	O	I	L	R
H	V	J	N	Y	E	Q
W	G	F	U	X		



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# Sample Early Math Item



2

3

4



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# Sample Approaches to Learning

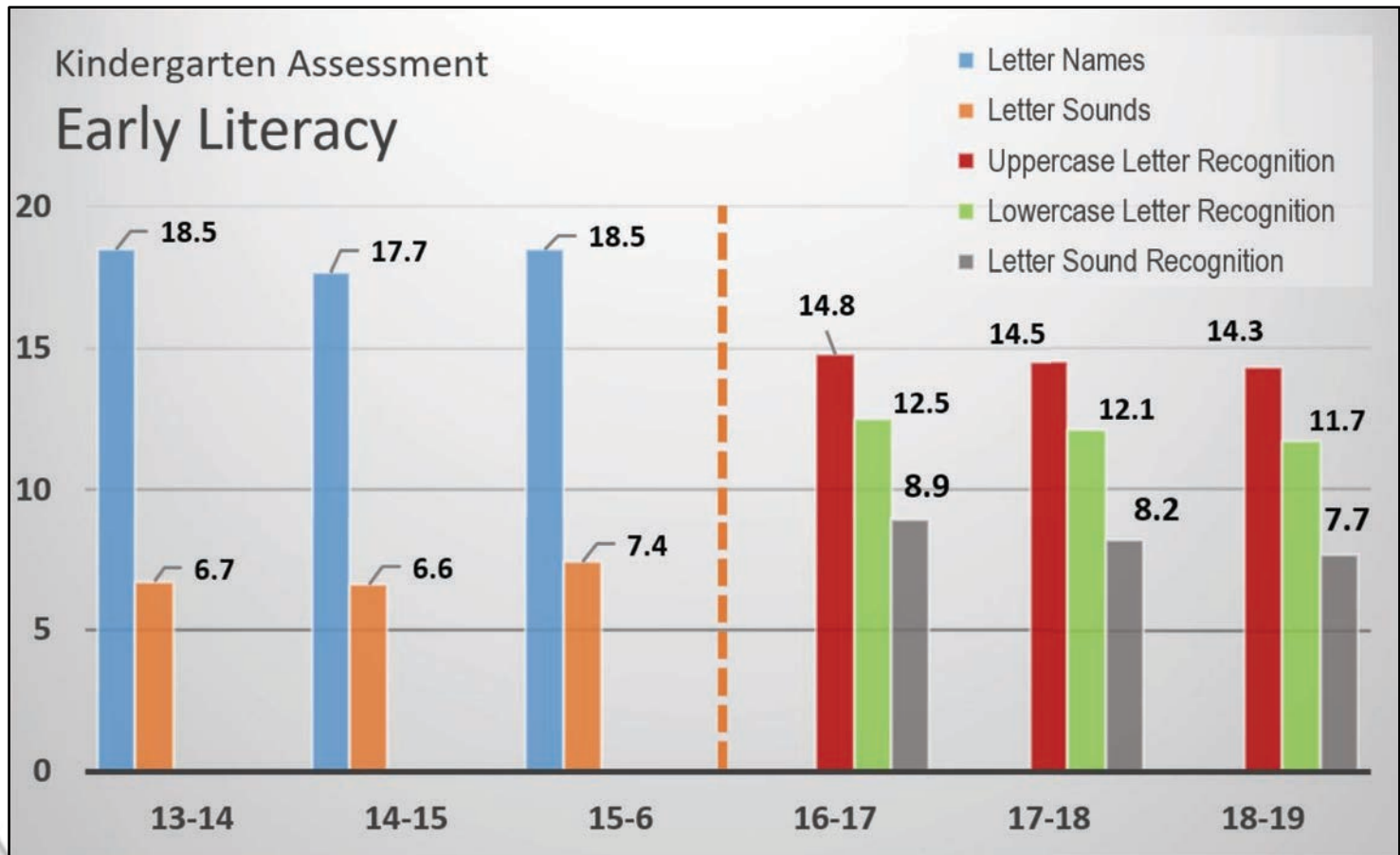
- Follows directions without requiring repeated reminders
- Willing to share toys or other things with classmates



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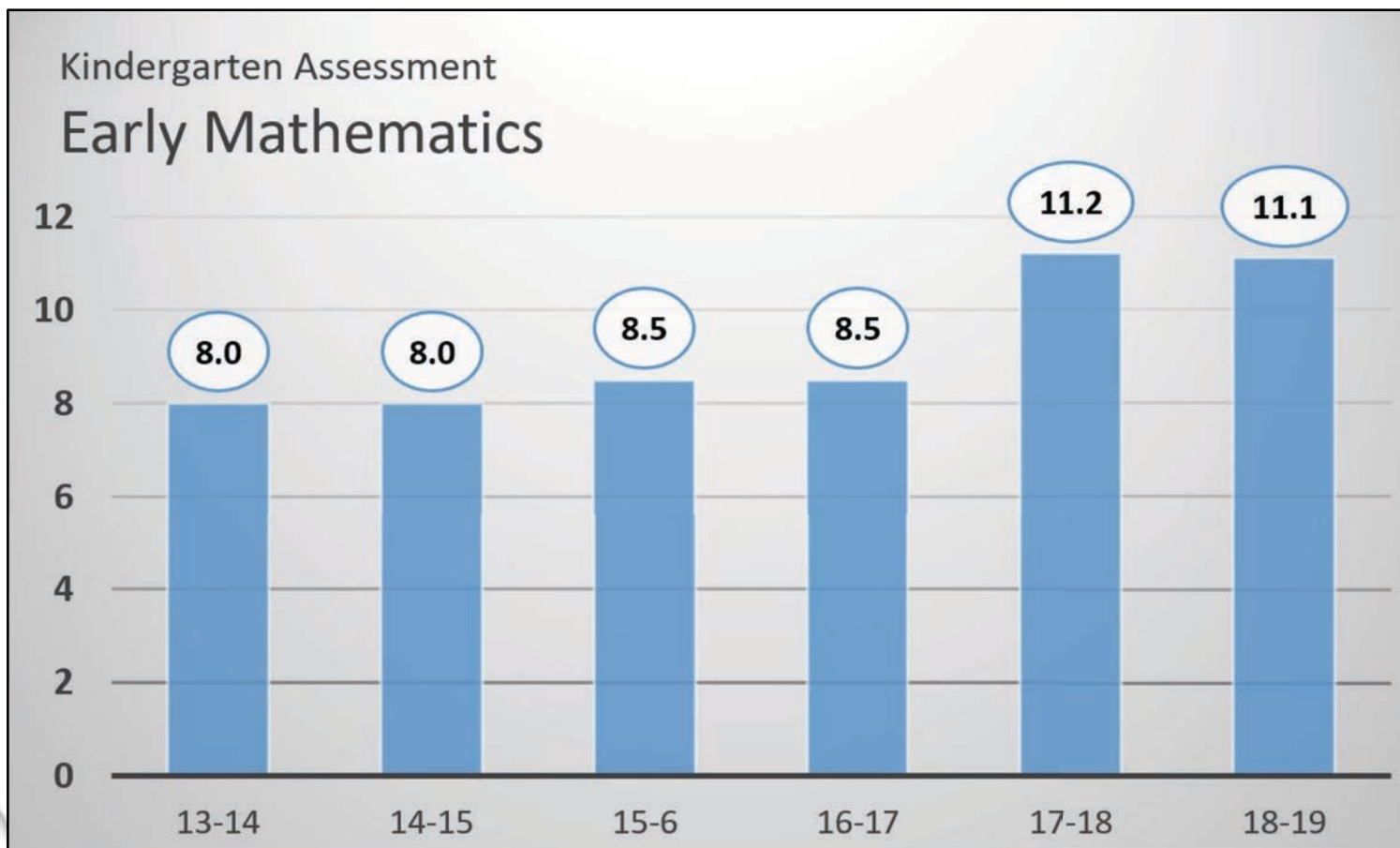
# Kindergarten Assessment Early Literacy



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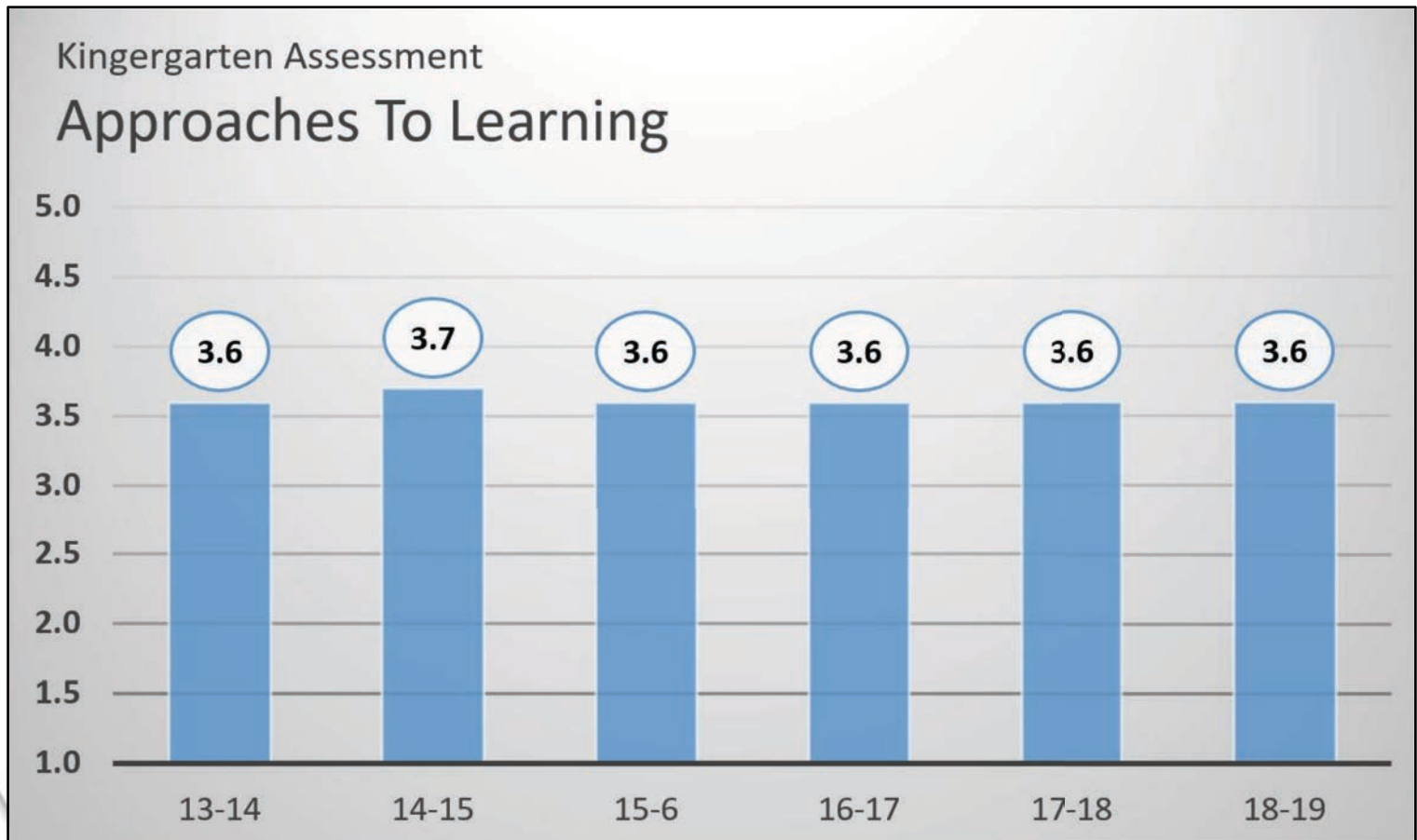
# Kindergarten Assessment Early Math



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# Kindergarten Assessment Approaches to Learning



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# Relationships Between Kindergarten and Third Grade Assessment Results

- 2016-17: first cohort of students to take the third grade statewide summative assessment in ELA and Math
- Conducted a linking study between individual KA and third grade summative assessment results
- Matched 32,000 students (80%) who participated in both assessments
- 3 years of data

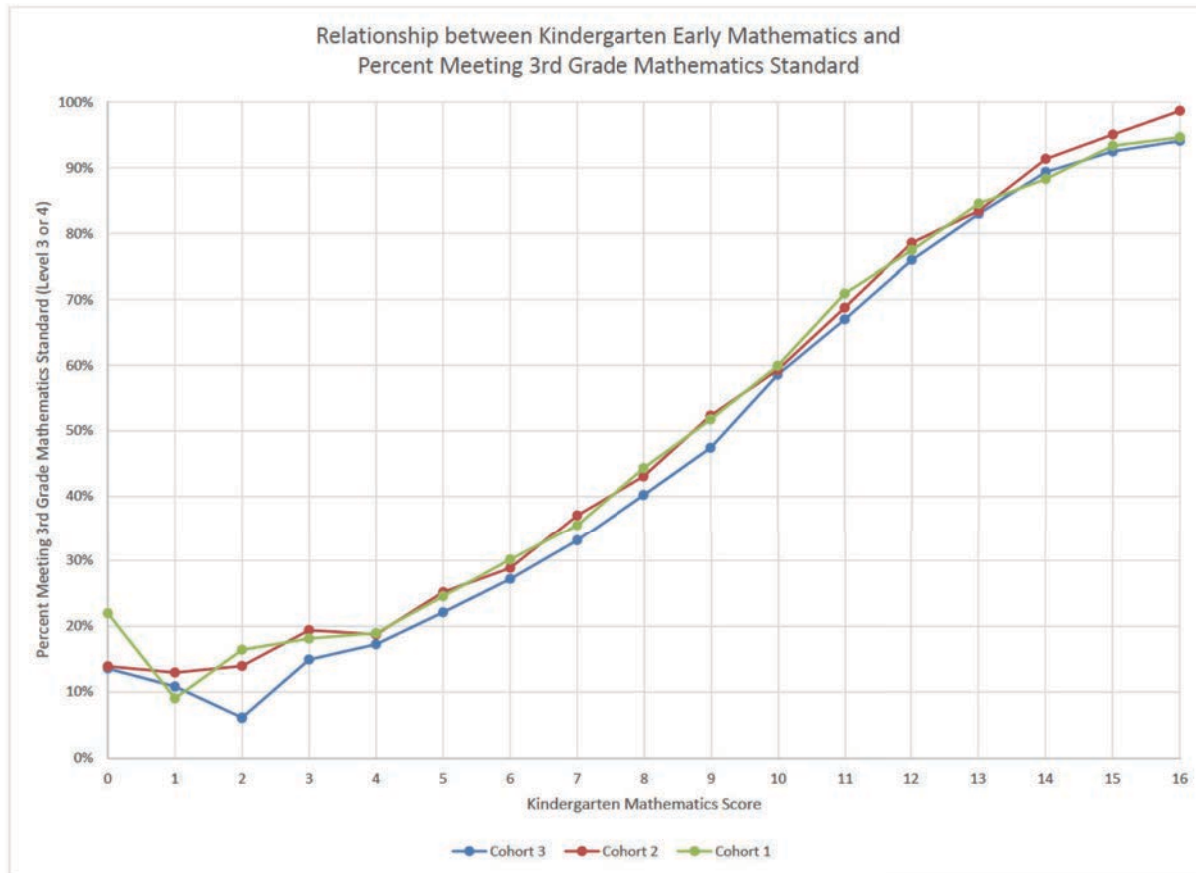


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# BIG PICTURE RELATIONSHIP BETWEEN KINDERGARTEN AND THIRD GRADE PERFORMANCE

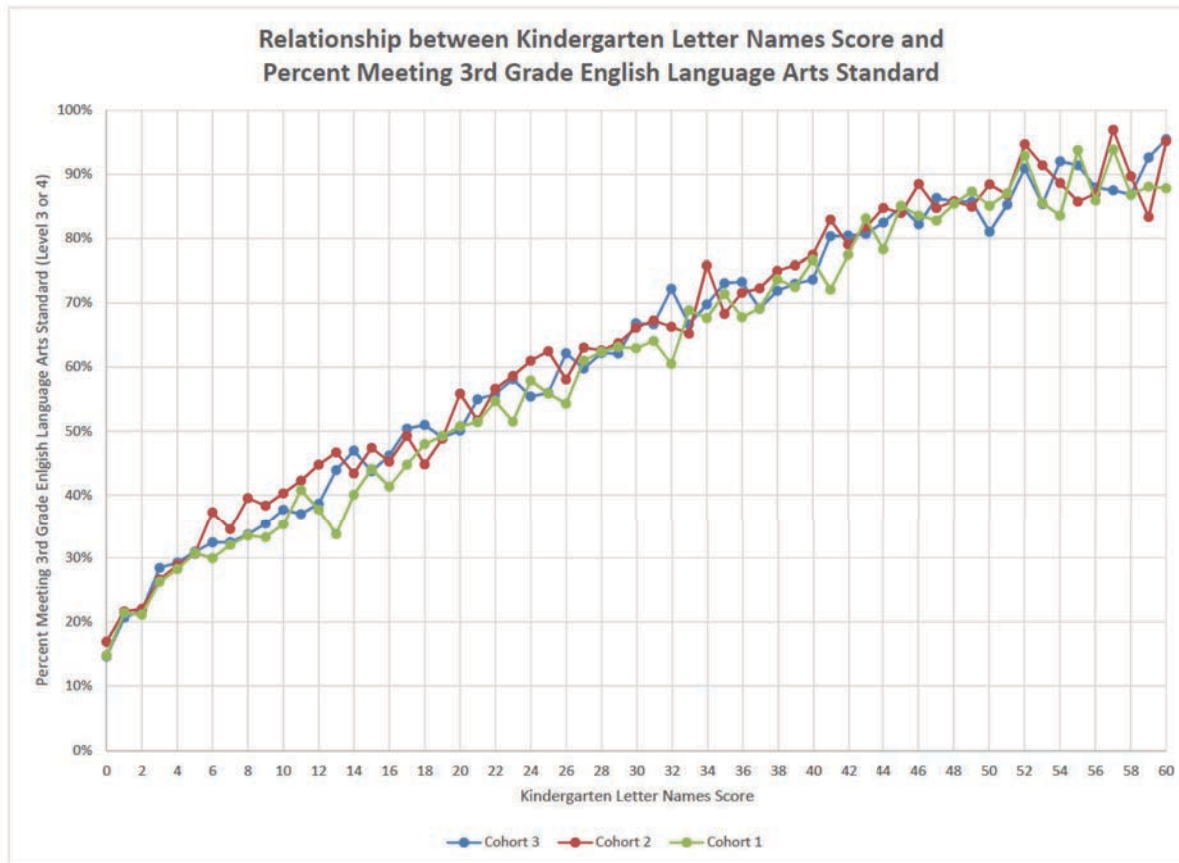
# Relationship Between Kindergarten and 3<sup>rd</sup> Grade Math



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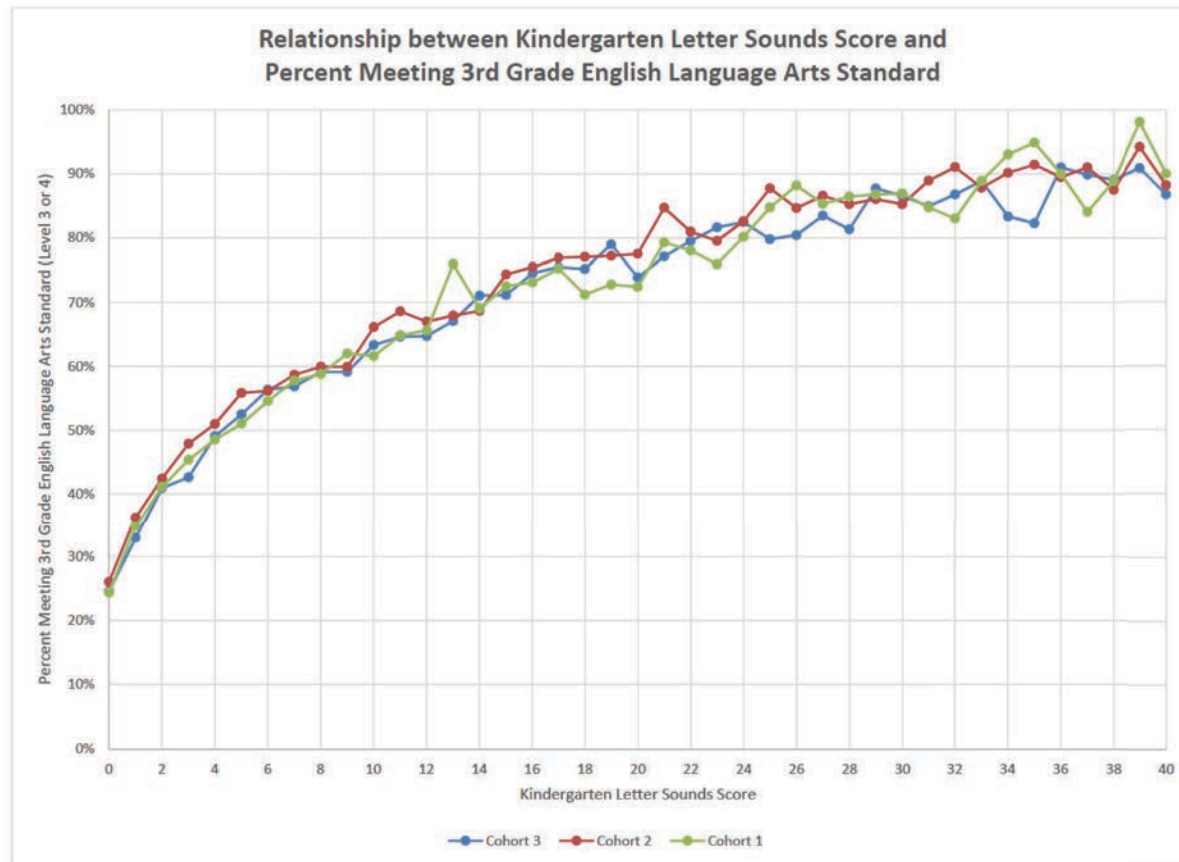
# Relationship Between Letter Names and 3<sup>rd</sup> Grade ELA



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# Relationship Between Letter Sounds and 3<sup>rd</sup> Grade ELA

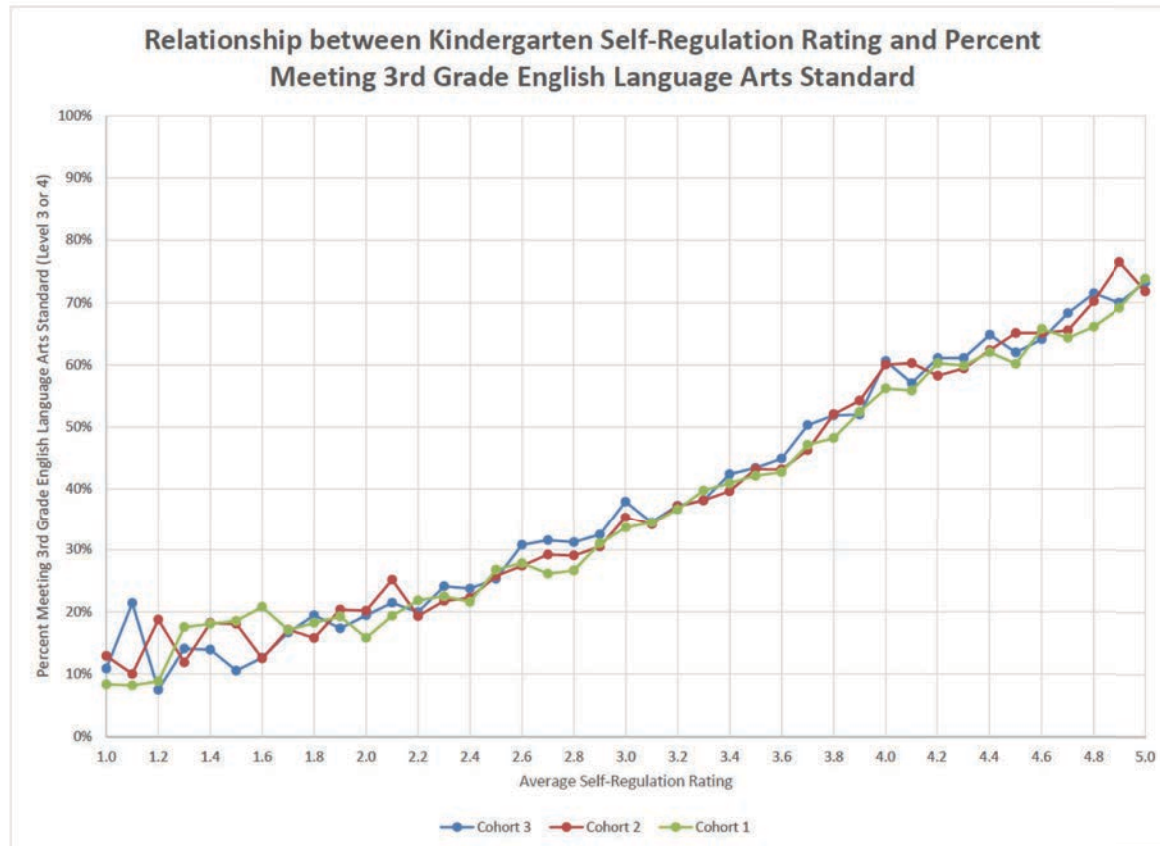


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# Relationship Between Self-Regulation and ELA

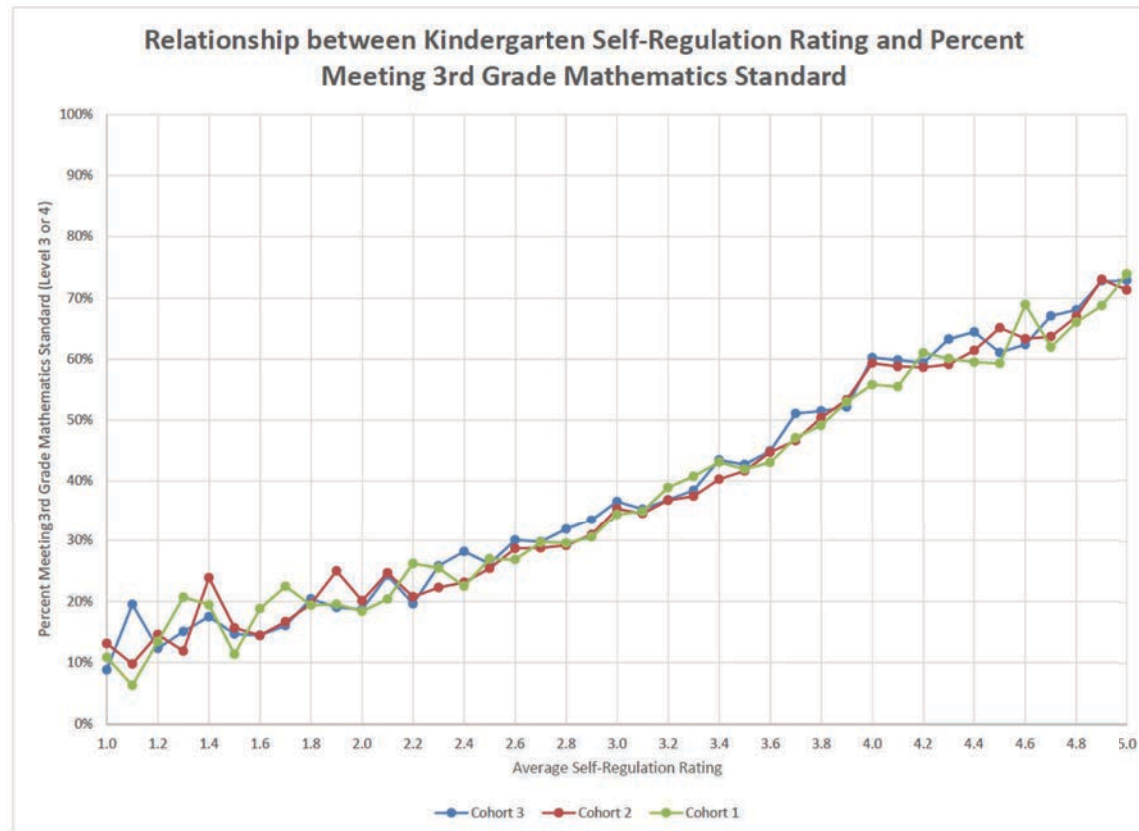


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# Relationship Between Self-Regulation and Math



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# STATE LEVEL STANDARD SCORE COMPARISON



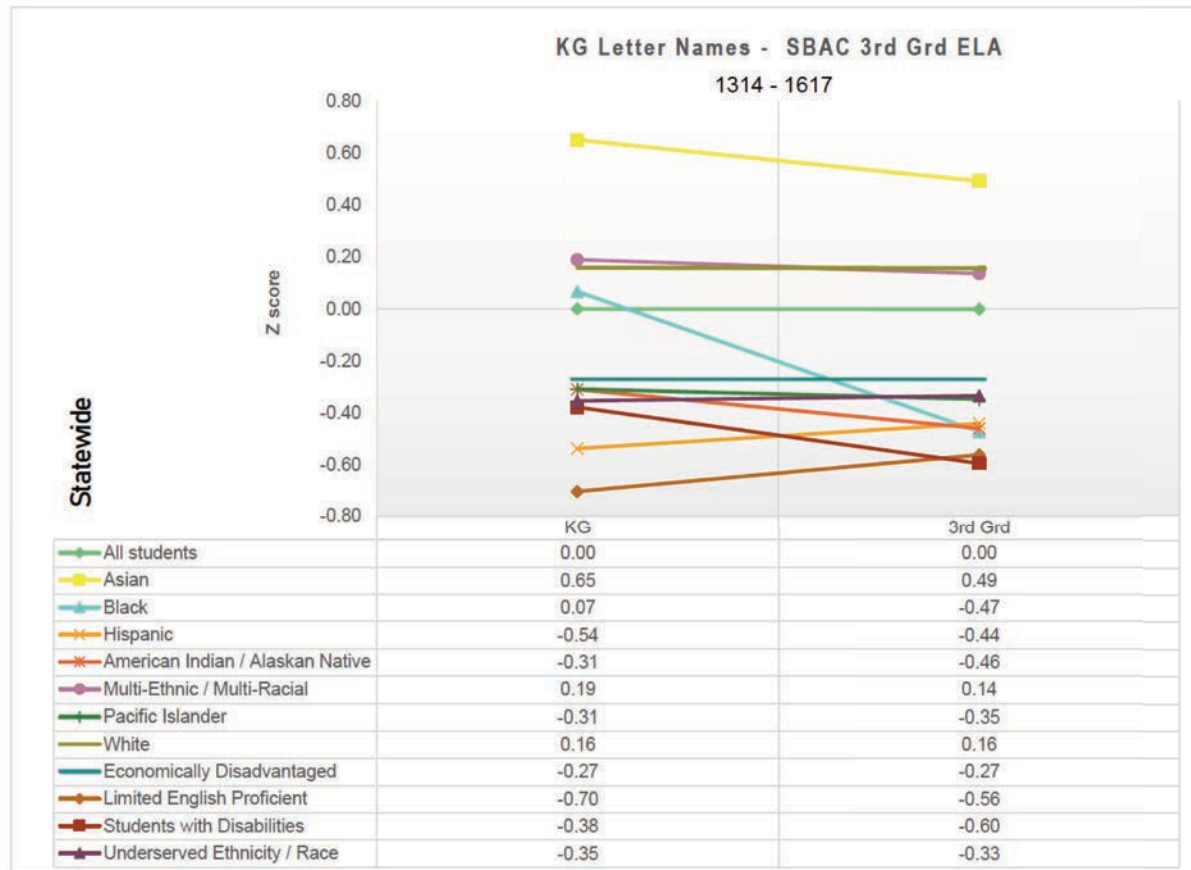
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ELA

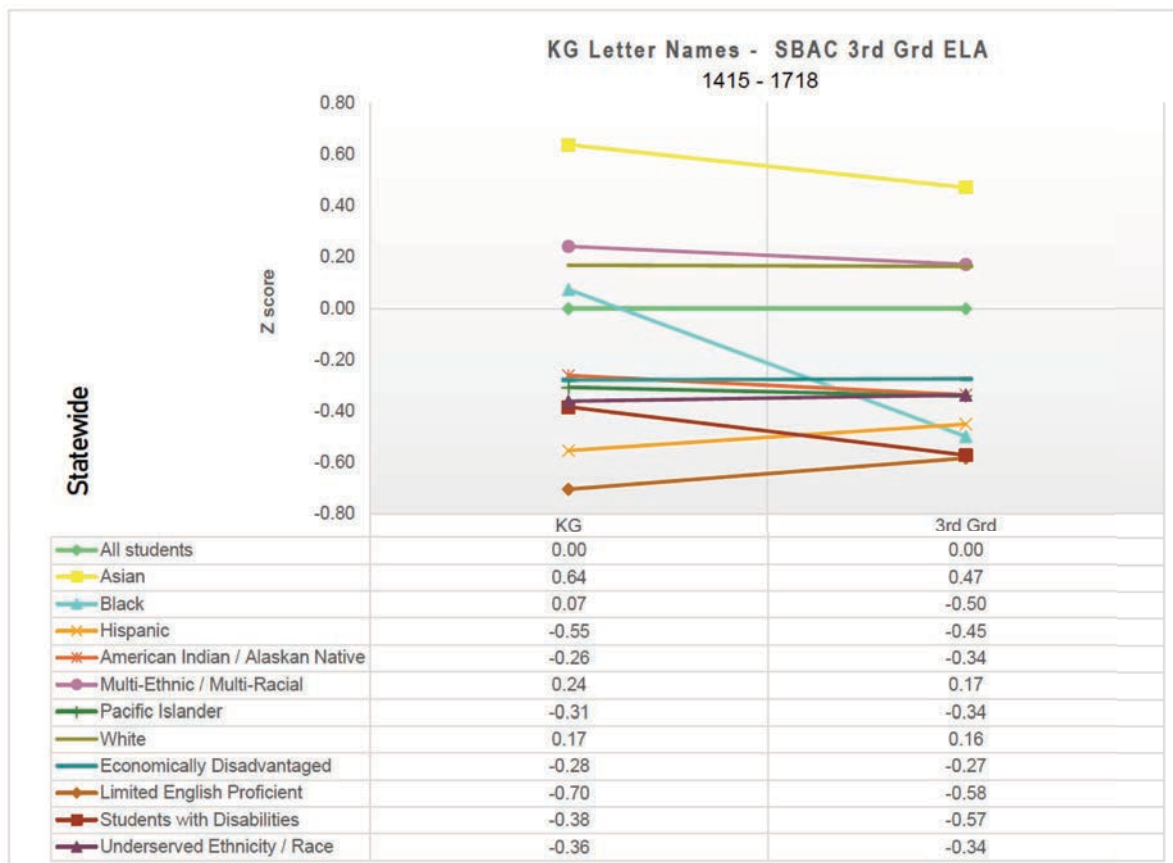
# 2013-14 to 2016-17 Letter Names and 3<sup>rd</sup> Grade ELA



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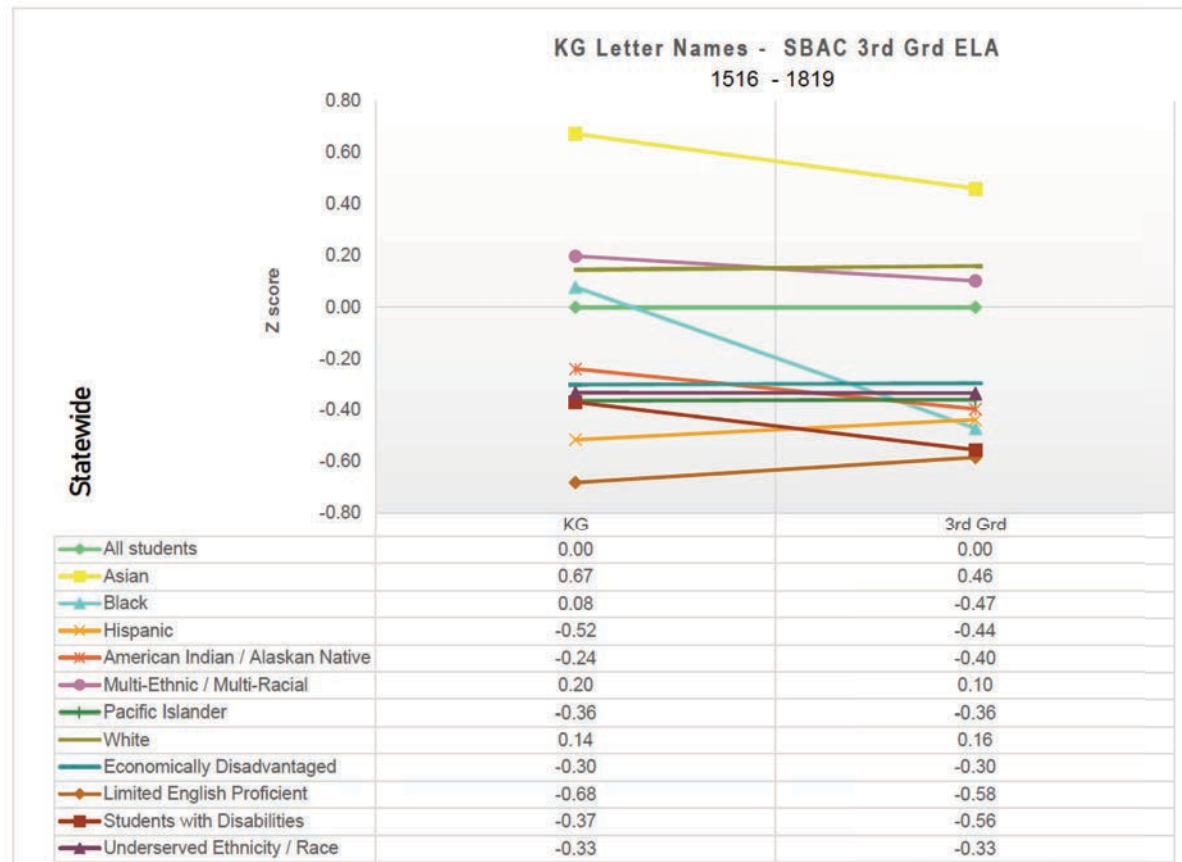
# 2014-15 to 2017-18 Letter Names and 3<sup>rd</sup> Grade ELA



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# 2015-16 to 2018-19 Letter Names and 3<sup>rd</sup> Grade ELA

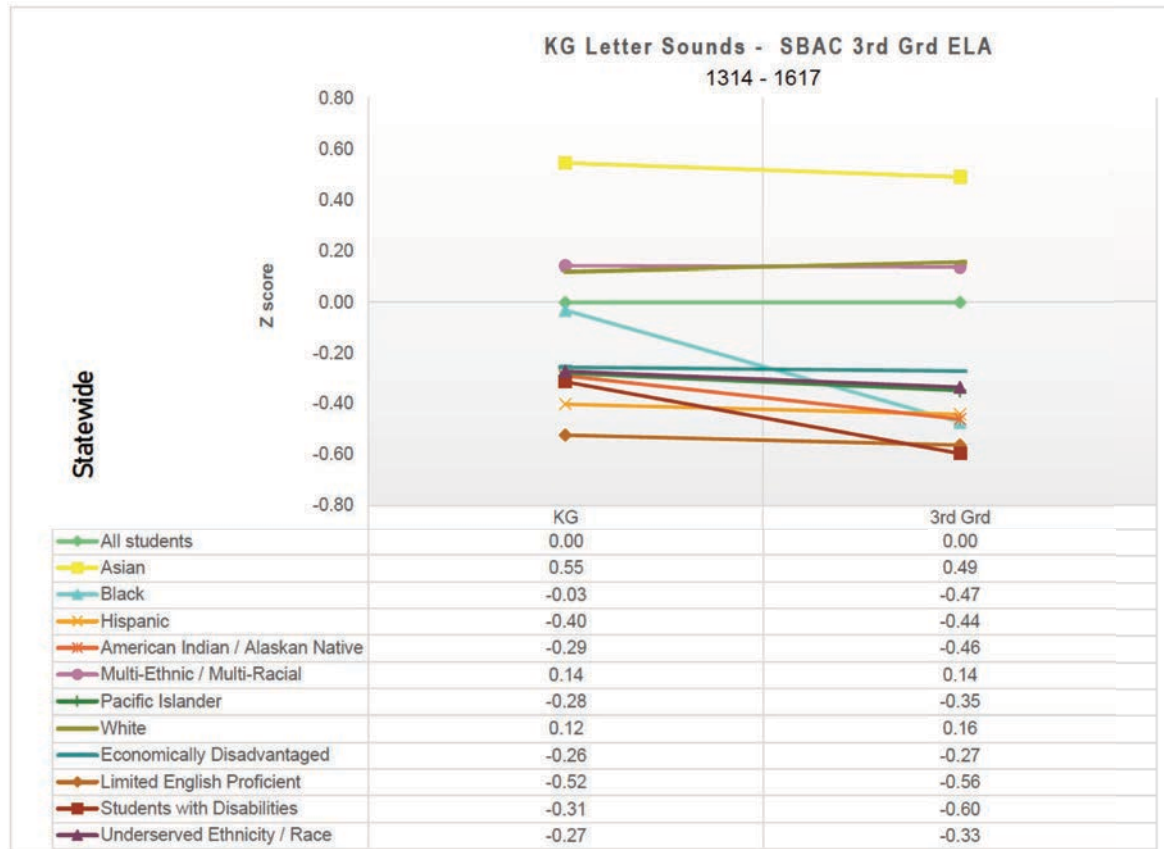


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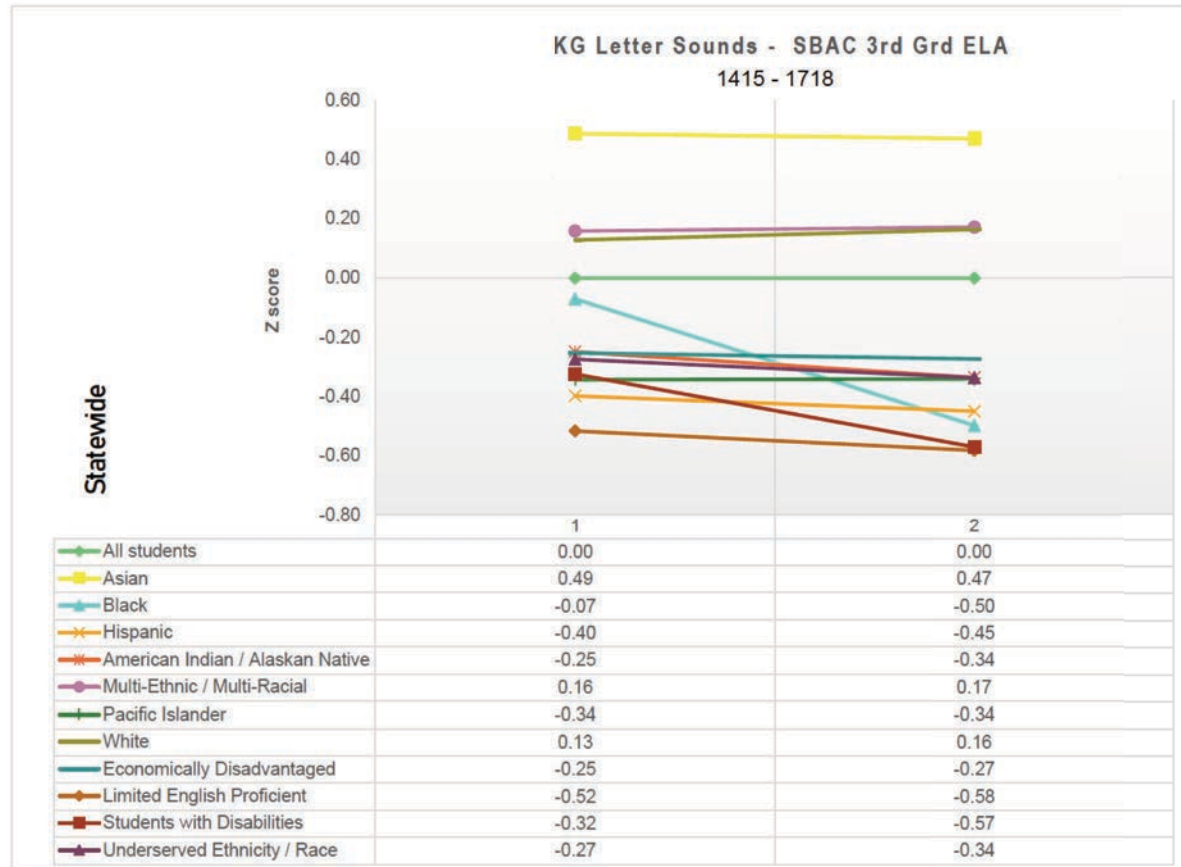
# 2013-14 to 2016-17 Letter Sounds and 3<sup>rd</sup> Grade ELA



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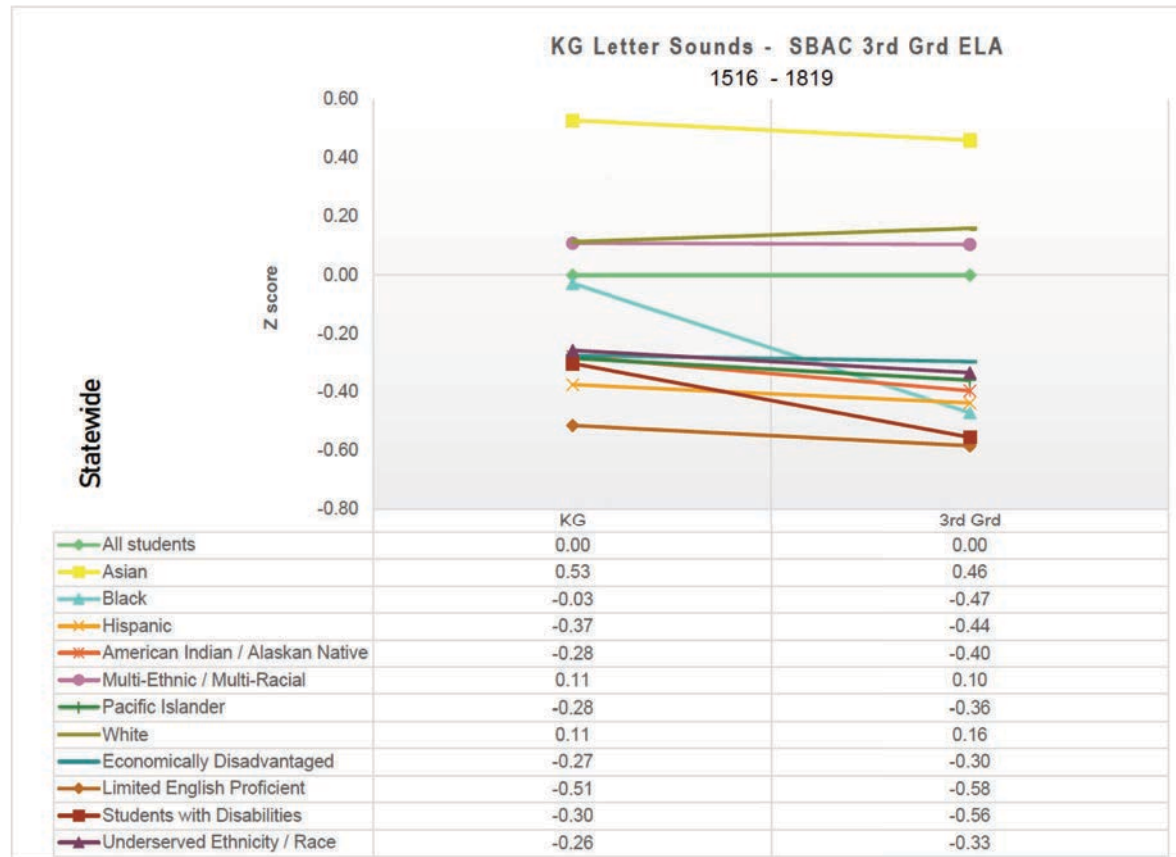
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# 2015-16 to 2018-19 Letter Sounds and 3<sup>rd</sup> Grade ELA



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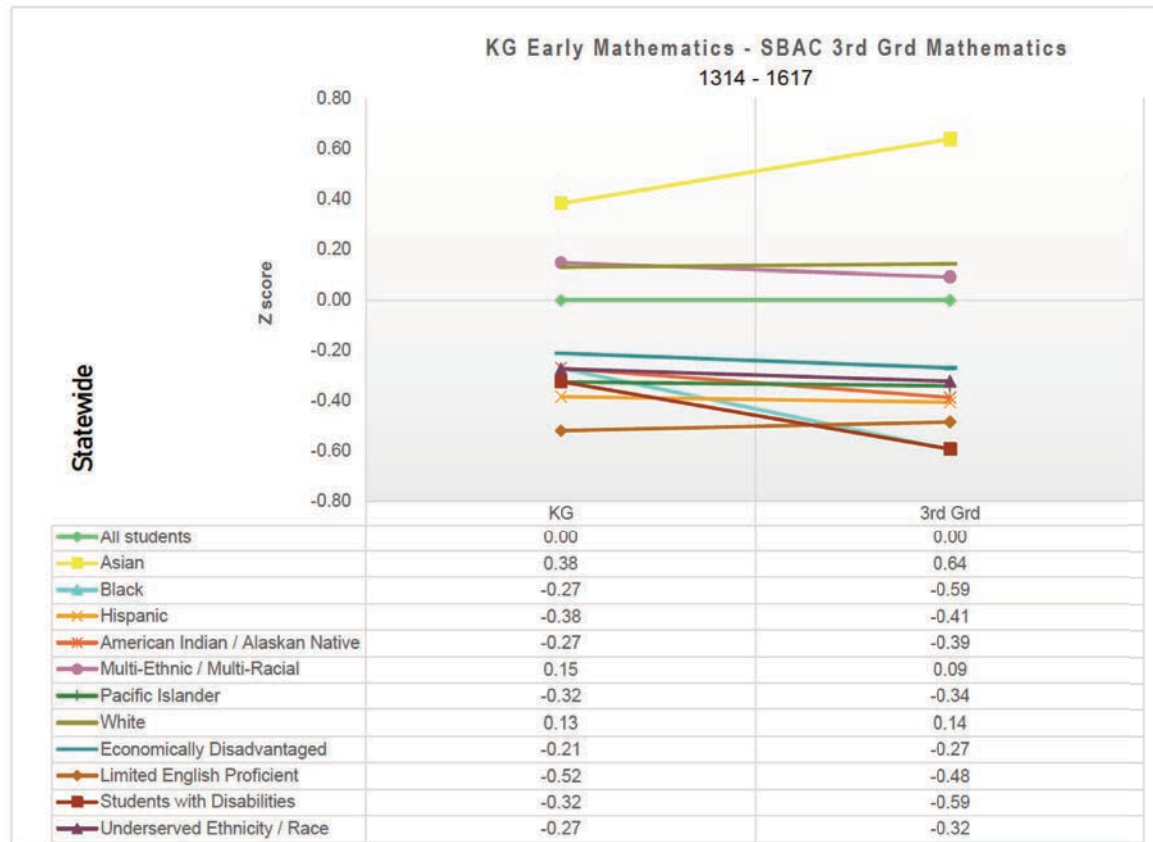
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MATH

# 2013-14 to 2016-17 K-3<sup>rd</sup> Grade Math

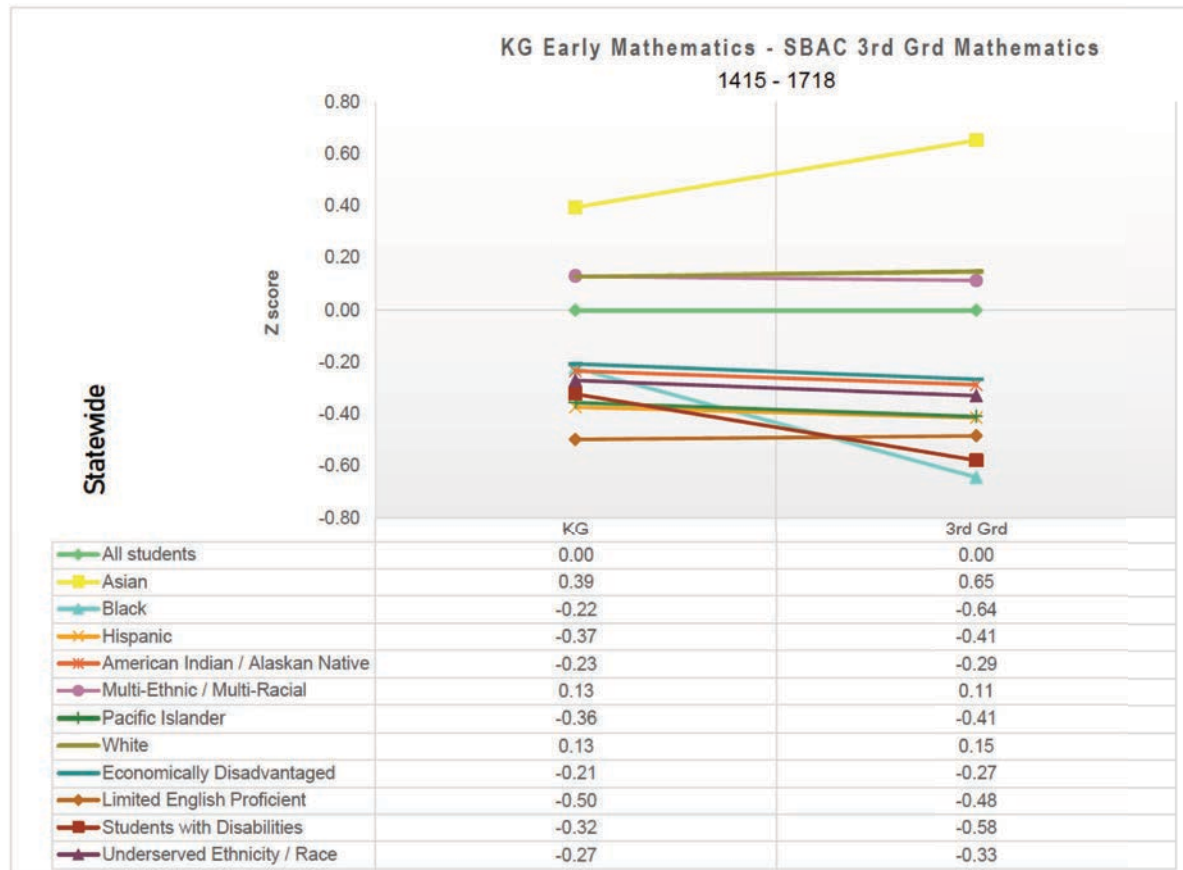


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# 2014-15 to 2017-18 K-3<sup>rd</sup> Grade Math

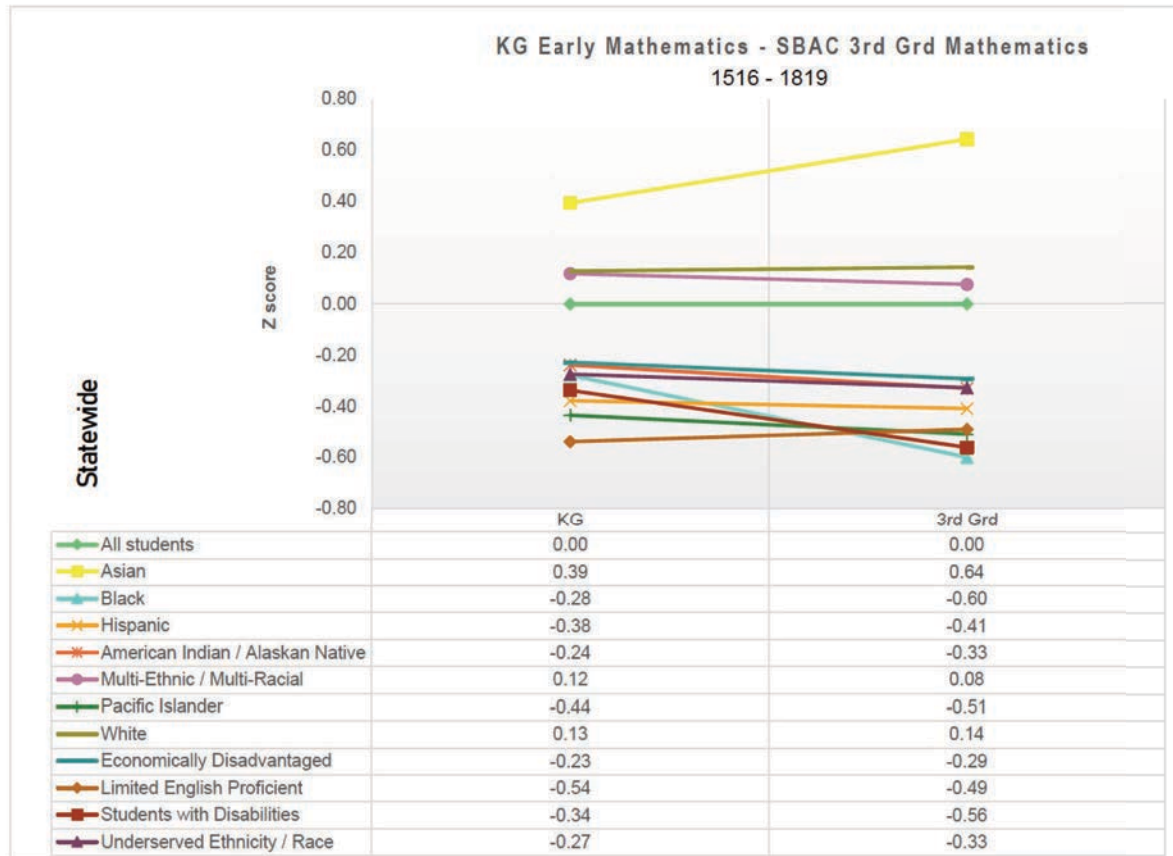


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# 2015-16 to 2018-19 K-3<sup>rd</sup> Grade Math



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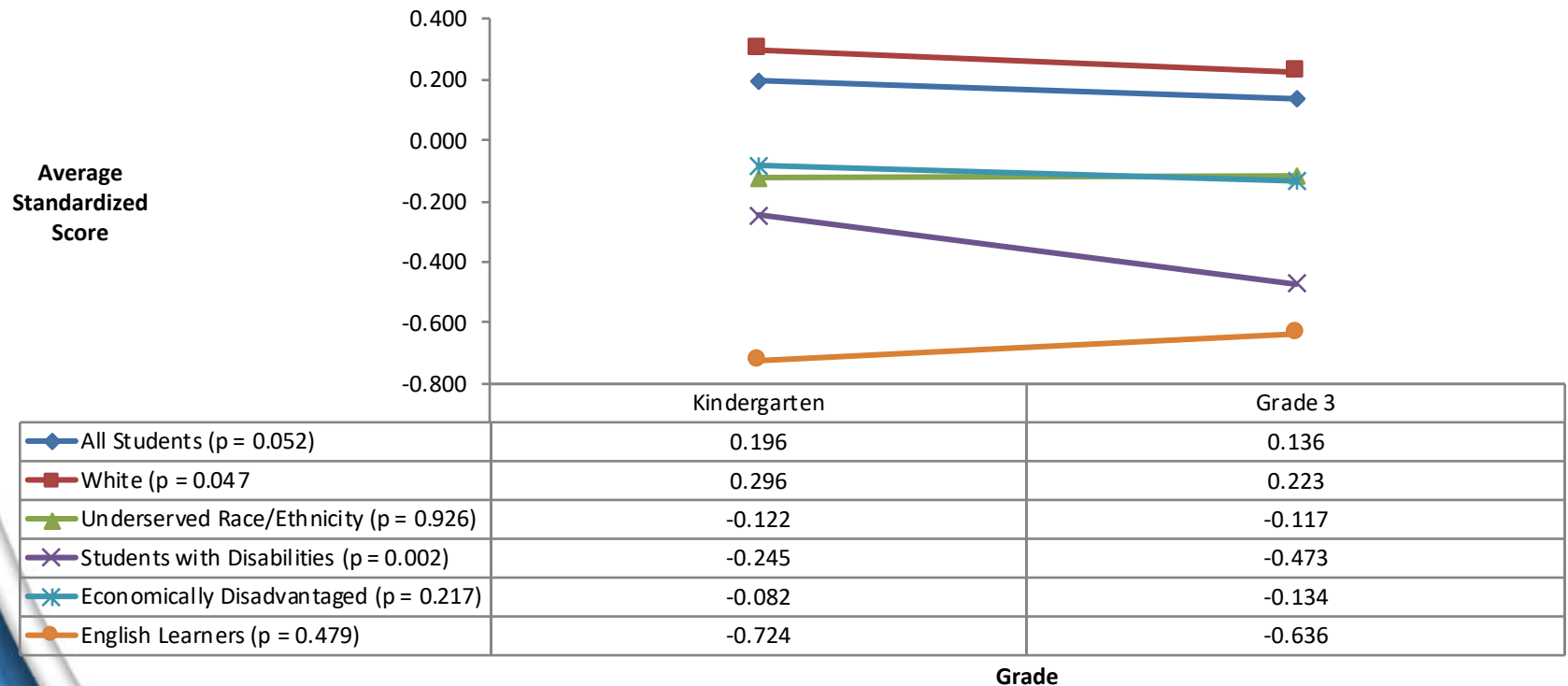
# District Level Standard Score Comparison

- Examples are provided for two school districts
  - District A – Kindergarten Letter Names and Grade 3 ELA Standardized Scores
  - District B – Kindergarten Math and Grade 3 Math Standardized Scores

# Comparison of Kindergarten and Grade 3 Standardized Scores ELA

## Kindergarten Letter Names and Grade 3 SBAC ELA Standardized Scores

District A



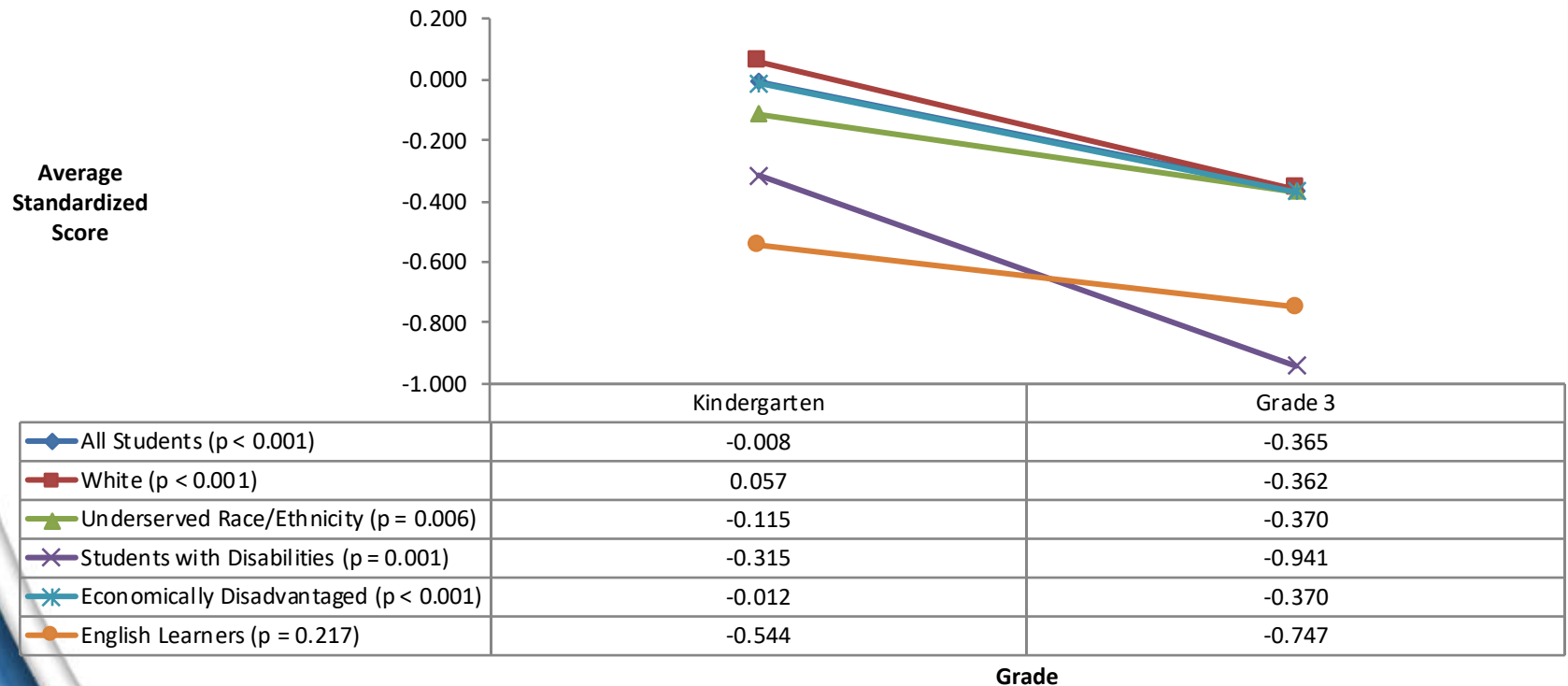
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# Comparison of Kindergarten and Grade 3 Standardized Scores Math

## Kindergarten Math and Grade 3 SBAC Math Standardized Scores

District B



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# Application

- 1) Review data of District A and District B.
- 2) What questions do you have about the data?
- 3) What other information is needed?
- 4) If you were the principal of this school, what would your next steps be?



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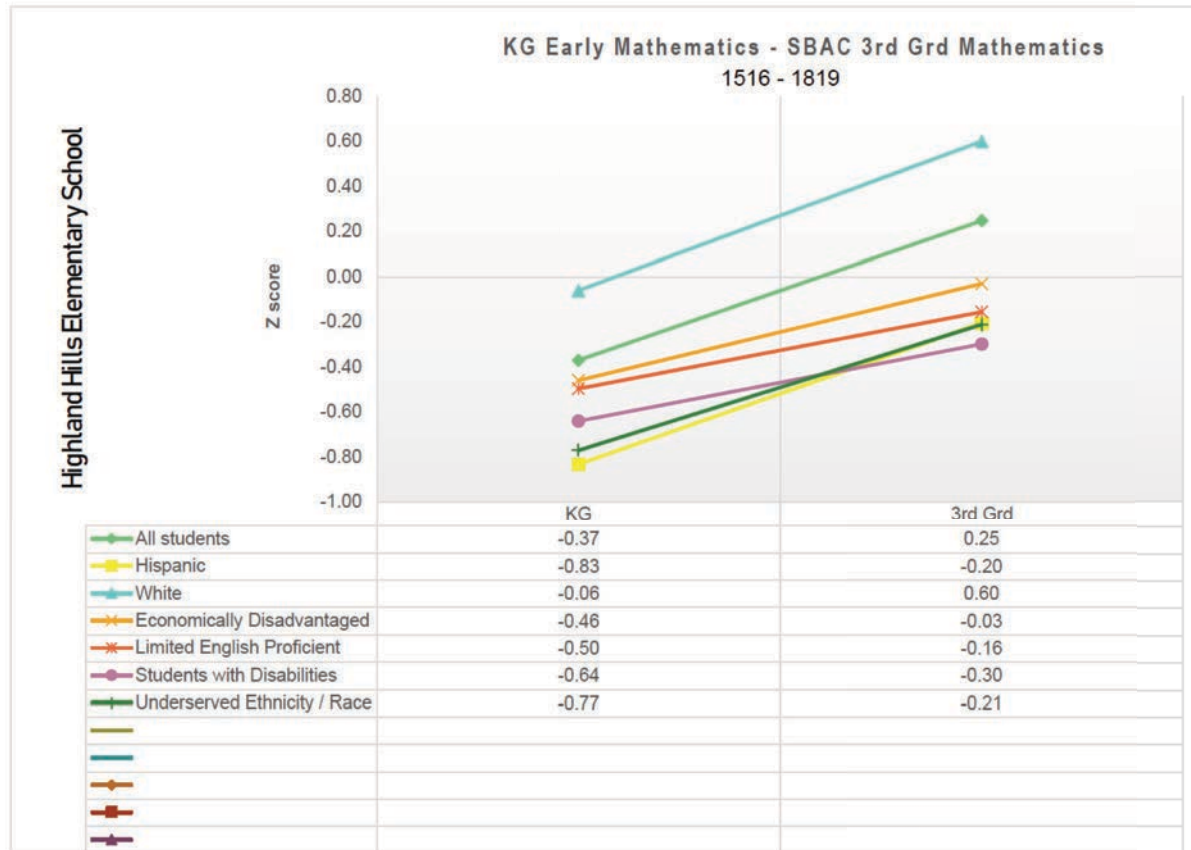
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HERMISTON



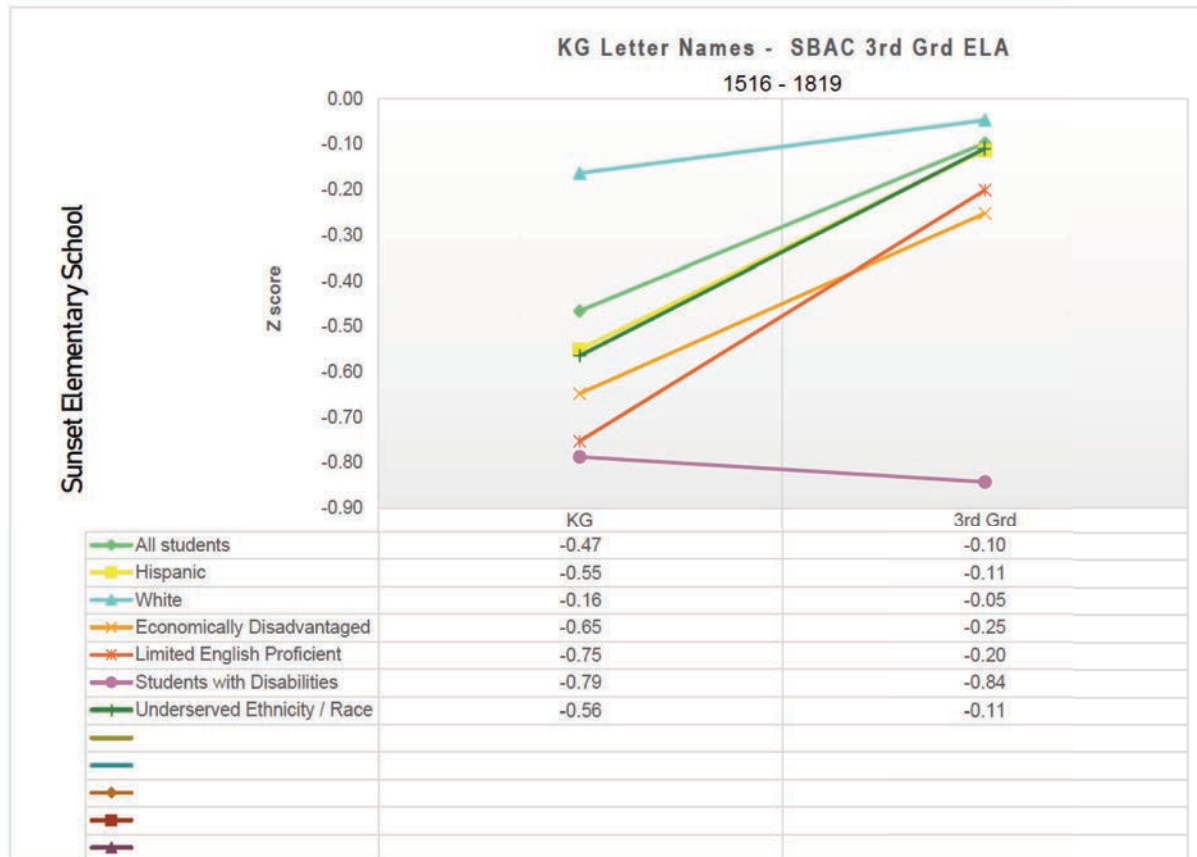
# Highland Hills- Math



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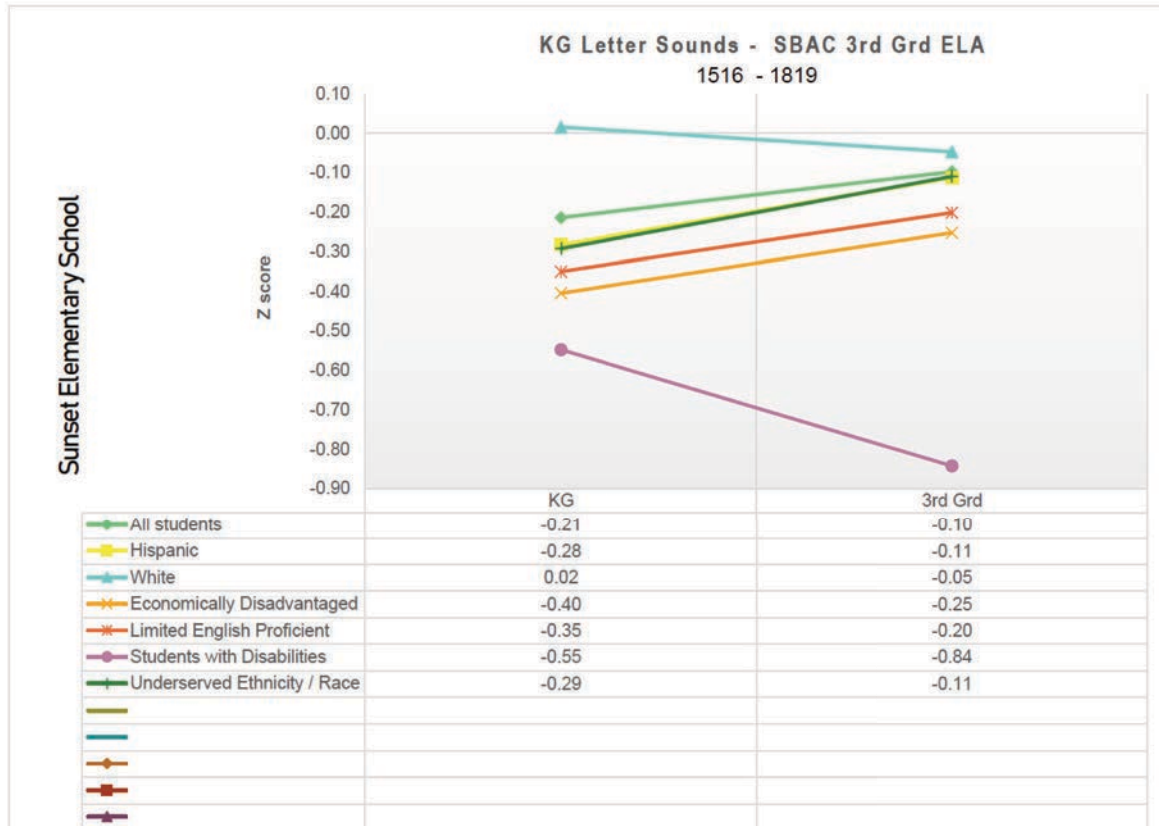
# Sunset- Letter Names



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# Sunset- Letter Sounds



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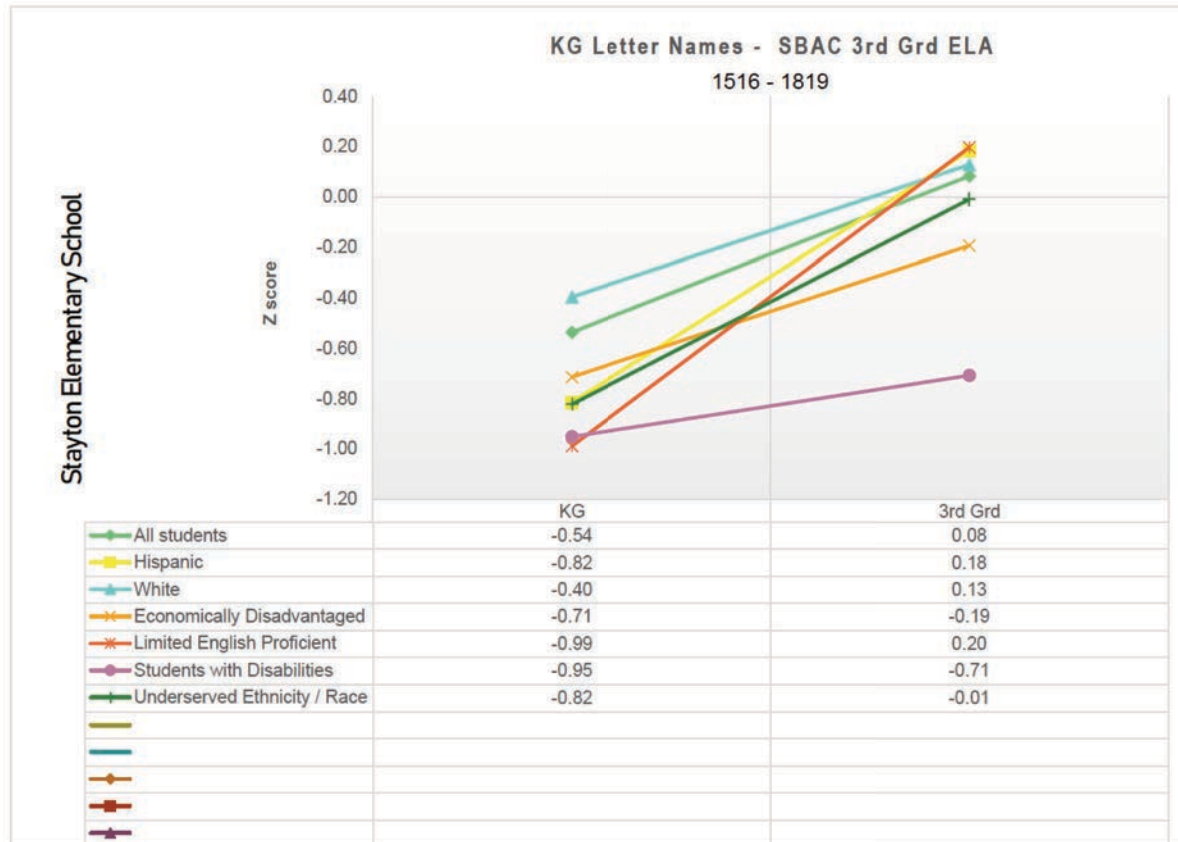
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Stayton Elementary

**NORTH SANTIAM**

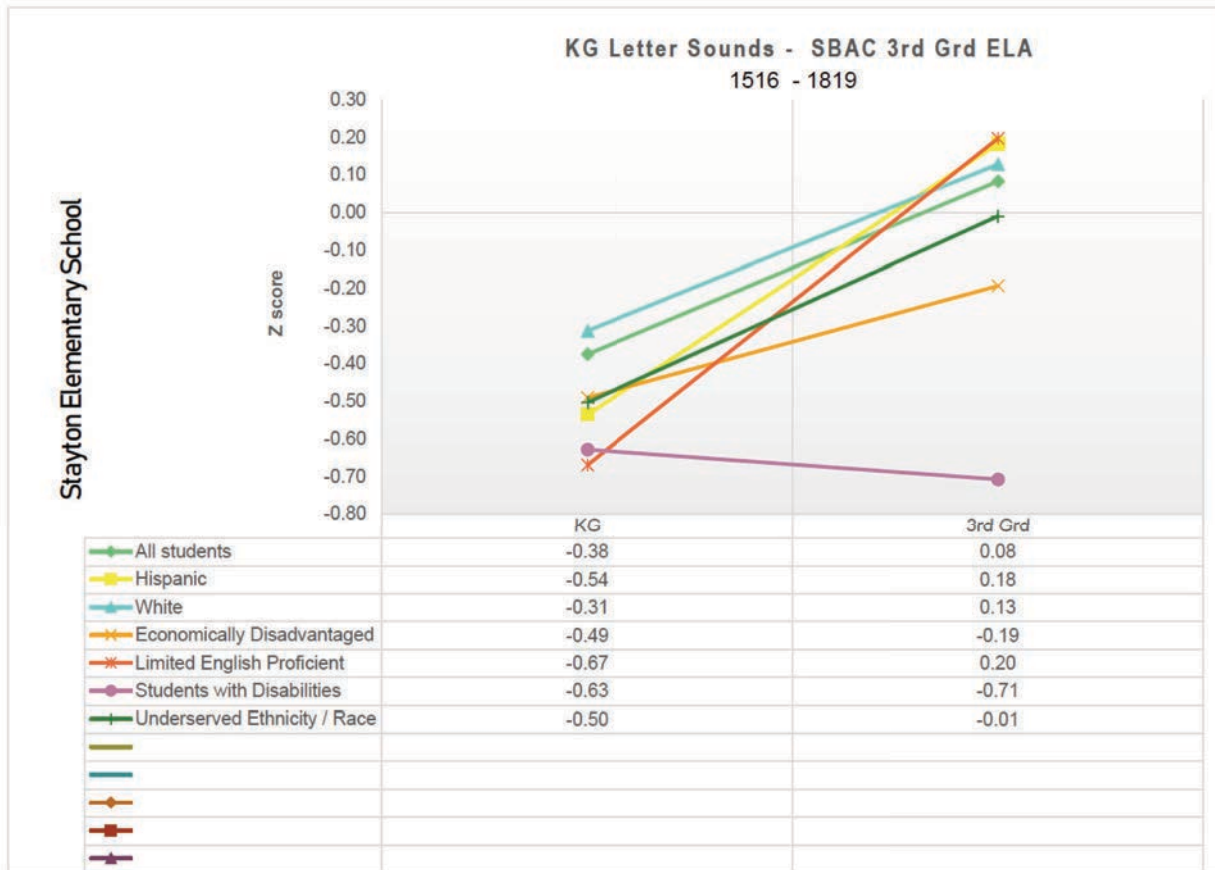
# Stayton- Letter Names



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# Stayton-Letter Sounds

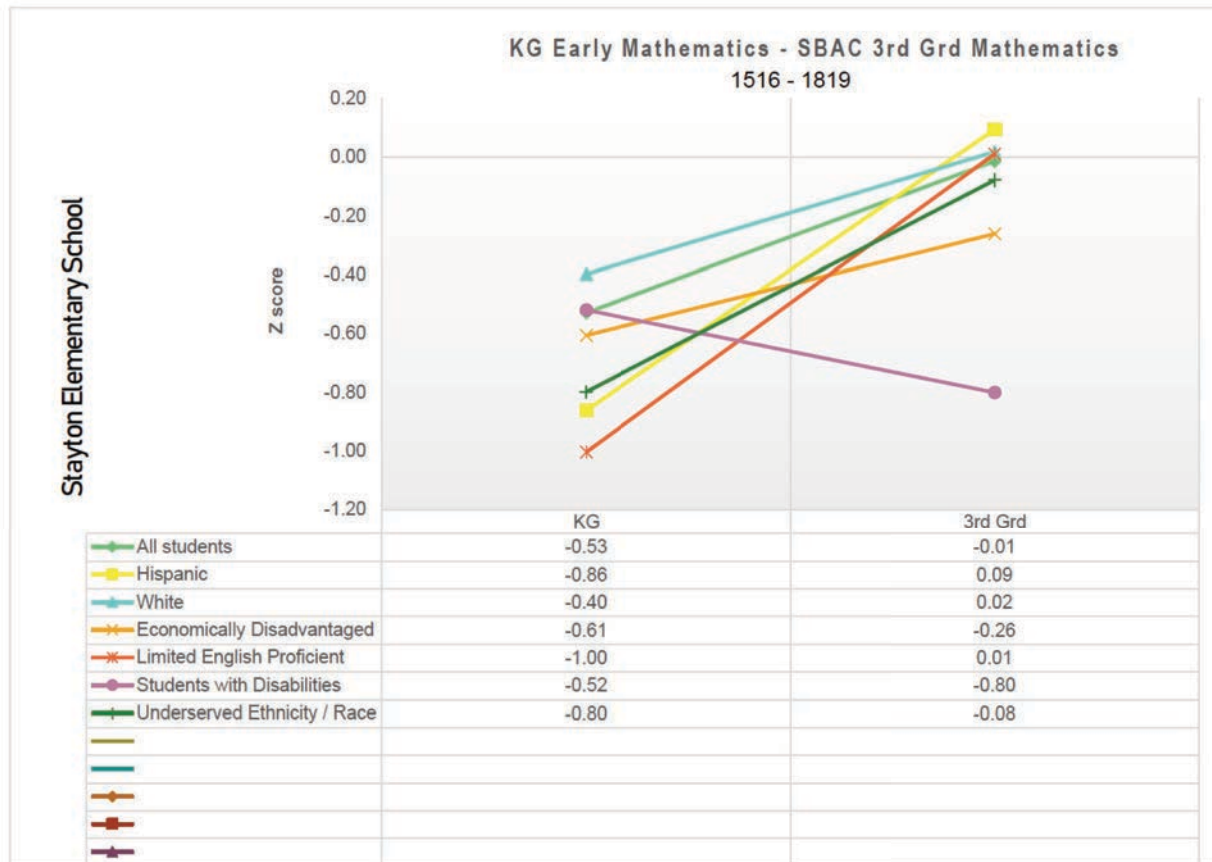


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# Stayton- Math



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# Questions for the Panelists

- What has contributed to your success?
- Describe any community engagement/partnerships that contributed.
- What are your current strengths?
- What has been challenging?
- What are you still working on?
- What do you wish that you learned a year ago that you know now?

# Suggested Areas of Improvement

- Coherent instruction
- Knowing typical trajectories, child development, and learning progressions
- Opportunities for students to practice new skills in a variety of contexts
- Project or theme based learning
- Incorporation of formative assessment in daily classroom practices

# Information

- What information would you like or need from ODE for your work with kindergarten through third grade outcomes?



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# Questions?

- What questions do you still have?



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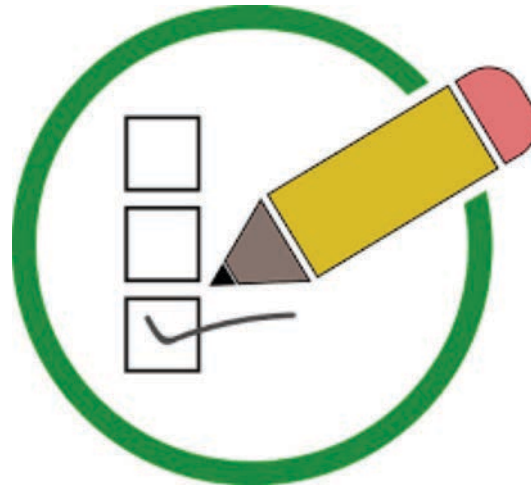
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# Feedback

1) Navigate to the following link:

<http://bit.ly/COSAK-3>

2) Complete the short survey



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# Thank you!



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