

The Oregon Kindergarten Assessment 2014-2015



Welcome to the Kindergarten Assessment Presentation

Introductions

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Objectives

- ❑ Review and discuss the results of the 2013-2014 Kindergarten Assessment
- ❑ Discuss updates to the 2014-2015 Kindergarten Assessment, data collection and assessment timeline
- ❑ Summary of standards being assessed
- ❑ Share resources and district strategies for administration within the first six weeks of school

Topics

The 2014-2015 school year marks the second year of statewide implementation of Oregon's Kindergarten Assessment. This session includes:

- Review of the 2013-2014 Kindergarten Assessment
- Updates made to 2014-2015 Statewide Kindergarten Assessment
- Assessment Timeline
- Summary of standards being assessed
- Resources available to support administration & data entry
- District strategies for administering the assessment within the first six weeks of school.

Review of 2013-2014 Statewide Kindergarten Results- **Early Literacy**

| Student Group | Letter Names (0-100) | Letter Sounds (0-110) |
|----------------------|---------------------------------|----------------------------------|
| All Students | 18.5 | 6.7 |
| Asian | 29.9 | 12.3 |
| African American | 19.1 | 6.2 |
| Hispanic | 9.8 | 2.9 |
| Native American | 14.5 | 4.7 |
| Multi-Ethnic | 21.3 | 7.9 |
| Pacific Islander | 14.7 | 4.2 |
| White | 20.9 | 7.8 |
| Female | 19.2 | 7.1 |
| Male | 17.8 | 6.4 |

Results are posted to the Kindergarten Assessment Resource page: <http://www.ode.state.or.us/search/page/?id=3908>

Review of 2013-2014 Statewide Kindergarten Results- **Early Math**

| Student Group | Numbers & Operations (0-16) |
|----------------------|--|
| All Students | 8.0 |
| Asian | 9.4 |
| African American | 7.2 |
| Hispanic | 6.8 |
| Native American | 7.2 |
| Multi-Ethnic | 8.4 |
| Pacific Islander | 7.0 |
| White | 8.4 |
| Female | 8.0 |
| Male | 8.0 |

Review of 2013-2014 Statewide Kindergarten Results- Approaches to Learning

| Student Group | Self-Regulation (Scale of 1-5) | Interpersonal Skills (Scale of 1-5) |
|----------------------|--|---|
| All Students | 3.5 | 3.9 |
| Asian | 3.8 | 4.1 |
| African American | 3.3 | 3.7 |
| Hispanic | 3.4 | 3.9 |
| Native American | 3.3 | 3.8 |
| Multi-Ethnic | 3.6 | 3.9 |
| Pacific Islander | 3.4 | 3.8 |
| White | 3.6 | 3.9 |
| Female | 3.7 | 4.1 |
| Male | 3.3 | 3.7 |

Topics

- Review of the 2013-2014 Kindergarten Assessment
- Updates made to 2014-2015 Statewide Kindergarten Assessment
- Assessment Timeline
- Summary of standards being assessed
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Updates made to 2014-2015 Statewide Kindergarten Assessment

- ❑ The Spanish Syllable Sounds measure has been replaced with **Spanish Letter Names**
- ❑ Districts are **required** to administer Spanish Letter Names to all identified Spanish-Speaking English Learners (ELs)
- ❑ Virtual Schools are **required** to administer the kindergarten assessment
- ❑ English Letter Sounds chart adjusted to **100** possible sounds
- ❑ Improved **formatting** of booklets and **added** a resource at the end of Booklet A2: *Universal Tools, Designated Supports, and Accommodations for Kindergarten Assessment*

Updates made to 2014-2015 Statewide Kindergarten Assessment

Testing Window/ Data Updates:

- The statewide assessment window is from August 11 through October 23. Within that window, districts are to establish their own **six-week window** beginning on the first day of school.
- Data are due to ODE by October 31. This year districts will have more immediate access to their own data so that it can be useful to teachers.
- November 6 - November 24, 2014 districts will have the opportunity to review the data that they have submitted and make changes or updates.

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Kindergarten Assessment Timeline

| | |
|---------------------------------------|---|
| AUGUST 4 - 8 | First Delivery Window for Kindergarten Assessment Booklets |
| AUGUST 11 – OCTOBER 23 | 2014-15 Statewide Kindergarten Assessment Test Window |
| AUGUST 14 – OCTOBER 31 | 2014-15 Statewide Kindergarten Assessment Data Collection Window |
| AUGUST 20 (9:00-10:30 am) | Kindergarten Assessment Training required for District Test Coordinators (For DTCs who did <u>not</u> attend the training on May 21st) |
| AUGUST 25 - 28 | Second Delivery Window for Kindergarten Assessment Booklets |
| AUGUST 27 (2:00-3:30 PM) | ODE-Provided Kindergarten Assessment Data Collection Training |
| SEPTEMBER 17 (2:00-3:30 PM) | ODE-Provided Kindergarten Assessment Data Collection Training (Same as the August 27 th training) |
| NOVEMBER 6 - 28 | District Data Collection Review of 2014-15 Kindergarten Assessment collections |
| JANUARY 13, 2015 | ODE releases 2014-15 Kindergarten Assessment Results |

Topics

- Review of the 2013-2014 OKA results
- Updates made to 2014-2015 Statewide Kindergarten Assessment
- Assessment Timeline
- Summary of standards being assessed
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- District strategies for administering the assessment within the first six weeks of school.

Standards Assessed in 2014-2015

- Oregon's Early Learning Standards (*The Head Start Child Development and Early Learning Framework*):

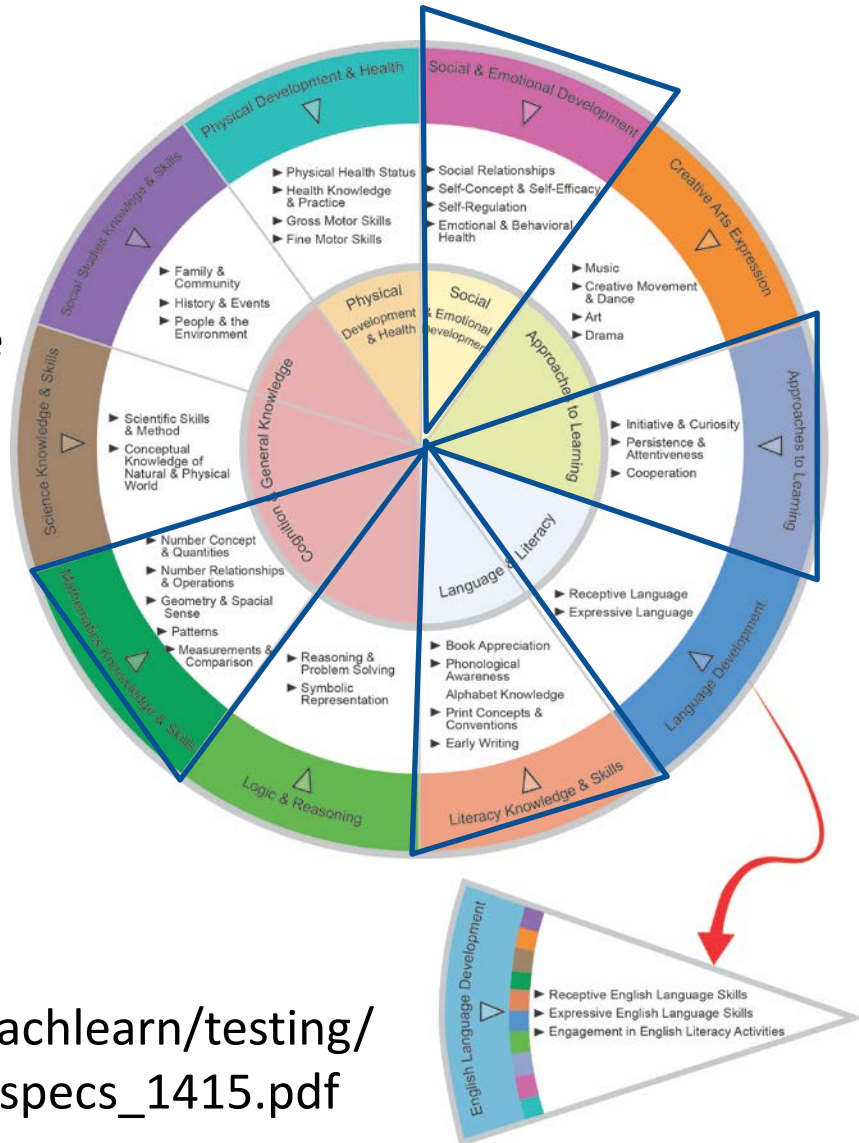
Adopted as Oregon's early learning standards for children ages three through five in 2012, the skill expectations of entering Kindergarteners are defined by the Child Development and Early Learning Framework, as shown in Figure 1 (see next slide).

Standards Assessed

The Head Start Child Development and Early Learning Framework includes 10 domains.

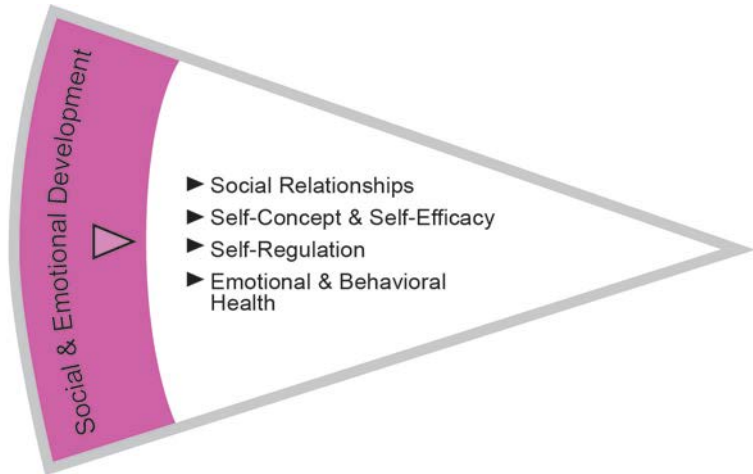
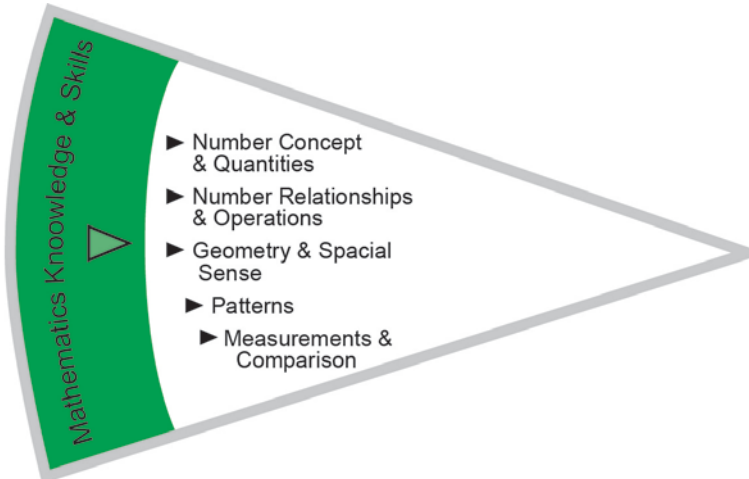
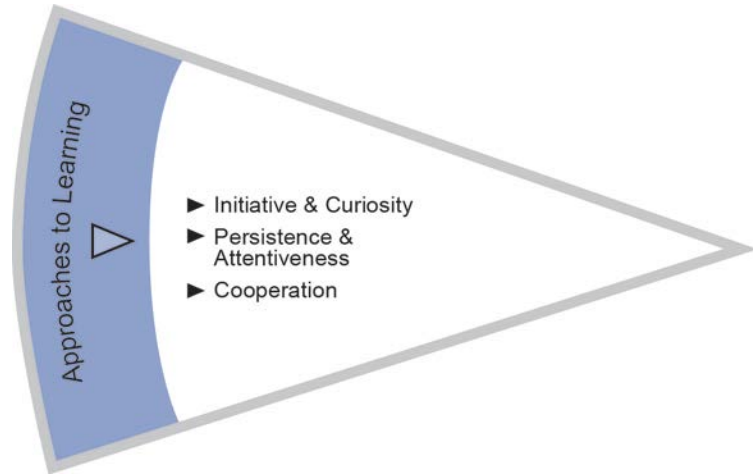
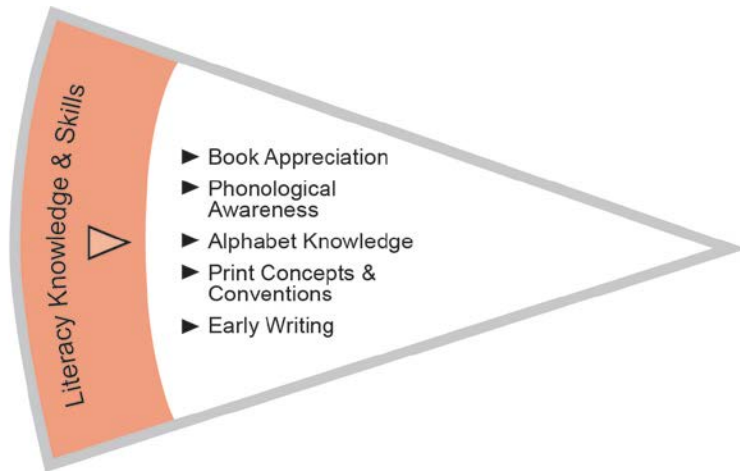
The Oregon KA assesses four of the domains, are illustrated in the Assessment Specifications:

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



http://www.ode.state.or.us/wma/teachlearn/testing/dev/testspecs/asmtkindergartentestspegs_1415.pdf

Standards Assessed



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Kindergarten Assessment Resources

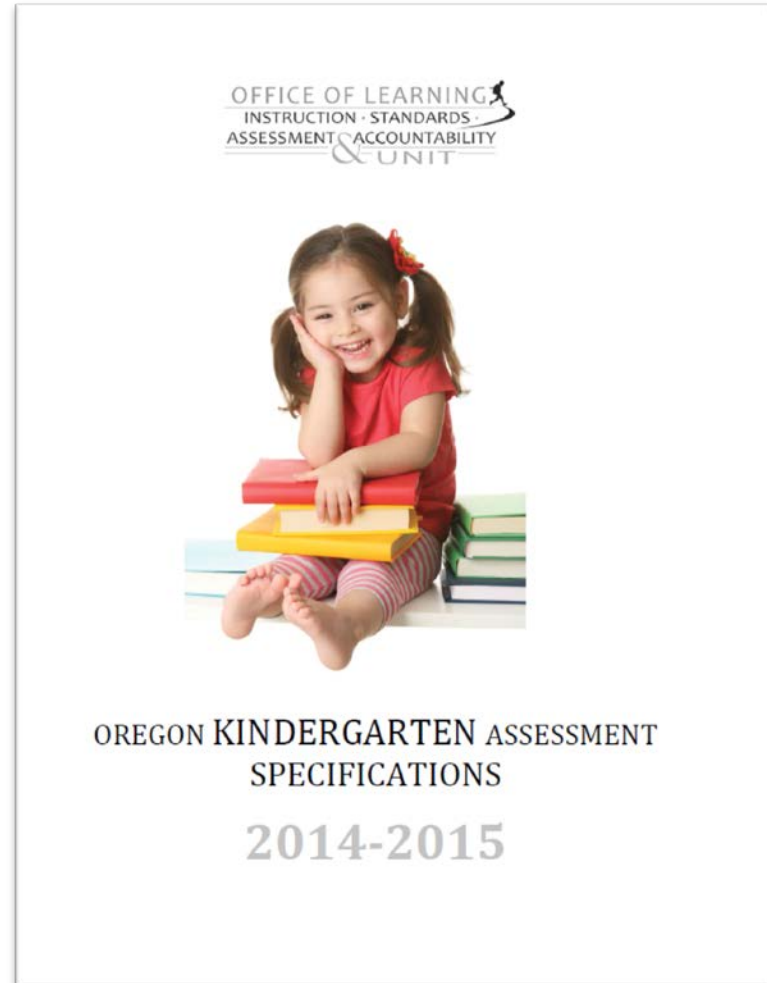
- ❑ Kindergarten Assessment Specifications and Blueprints
- ❑ Test Administration Manual
- ❑ Oregon Accessibility Manual
- ❑ FAQ's
- ❑ Parent Brochure
- ❑ ODE's Kindergarten Resource Webpage
- ❑ Oregon's Early Learning Systems Website

Kindergarten Assessment Specifications and Blueprints

Kindergarten Assessment Specifications & Blueprints

http://www.ode.state.or.us/wma/teachlearn/testing/dev/testspecs/asmtkindergartentestspecs_1415.pdf

- Test Administration Manual
- Oregon Accessibility Manual
- FAQ's
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- Oregon's Early Learning Systems Website



Kindergarten Assessment Specifications and Blueprints

- Resource to help Oregon teachers understand what content may be assessed.
- The blueprint outlines alignment design, number of assessment items being assessed in each score reporting category (SRC).
- Professional document that provides the consistency necessary for the development and administration of the Oregon Kindergarten Assessment.

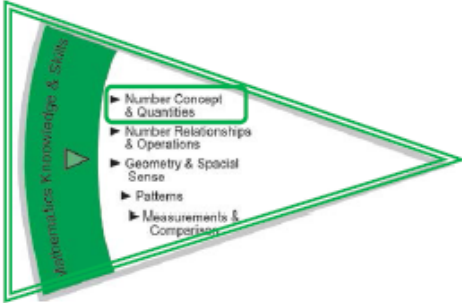

Kindergarten Assessment Specifications and Blueprints

What it provides:

- Background information about the assessment
- Break down of each assessment segment (Early Literacy, Early Math, Approaches to Learning)
- Guidelines that ODE follows for item and graphic development
- Content Standard Maps (showing sample items aligned to the Head Start Early Learning Framework)
- Blueprint (breakdown of the item point distribution by segment)
- Appendices with additional resources

http://www.ode.state.or.us/wma/teachlearn/testing/dev/testspecs/asmtkindergartentestspecs_1415.pdf

Assessment Specifications

| Reporting Segment: Early Math | | |
|---|---|---|
| Oregon Early Learning Standards (Ages 3-5) | Oregon Kindergarten Standards (By end of school year) | |
| The Head Start Child Development and Early Learning Framework: Domain: Mathematics Knowledge & Skill¹ | Common Core State Standards for Mathematics (CCSSM) Kindergarten² | Sample Item |
| <p>Domain Element:</p> <p>➤ 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).</p> <p><i>*Some Examples:</i></p> <ul style="list-style-type: none"> 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.  <p><i>*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)</i></p> | <p>(K.OA) Operations and Algebraic thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> 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 $5=4+1$) <p>(K.CC) Counting and Cardinality Know number names and the count sequence</p> <ul style="list-style-type: none"> K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <p>Count to tell the number of objects</p> <ul style="list-style-type: none"> K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <p>(K.MD) Measurement and Data Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) <p>See Appendix D which contain CCSS Kindergarten & First Grade Standards</p> | <p style="text-align: center;">Counting</p> <div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>How many?</p> </div> <p style="text-align: right; font-size: small;">Answer key: 1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="font-size: small;">*2014 Oregon Statewide Kindergarten Assessment Early Math: Number and Operations</p> |

¹ House Bill 4165, passed by Oregon Legislature in 2012, directed that The Head Start Child Development and Early Learning Framework be adopted as Oregon's early learning standards for children ages three to five.
² Oregon State Board of Education adopted the CCSSM in March 2010.

Assessment Blueprint

| 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. | 100 | 0-100 |
| | <ul style="list-style-type: none"> Early Spanish Literacy: Spanish Letter Names Administered to identified ELL students taking the Kindergarten Assessment whose language of origin is Spanish. 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 identify as many letter names as he/she can. <p><i>For additional guidance on identification and reporting, please see Executive Numbered Memo 009-2013-14- Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment.</i></p> | 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 | 291 total items 391 total items, if including Early Spanish Literacy | |

Parent Brochure

- Kindergarten Assessment Specifications & Blueprints
- Test Administration Manual
- Oregon Accessibility Manual
- FAQ's

- Parent Brochure**

http://www.ode.state.or.us/gradelevel/kindergarten/parentltr_printer.pdf

- ODE's Kindergarten Resource Webpage
- Oregon's Early Learning Systems Website



This brochure provides parents with information about the assessment and how their children will participate

ODE's Kindergarten Resource Webpage

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- ❑ Oregon's Early Learning Systems Website

Provided Resources:

- 2013-2014 Statewide Kindergarten Assessment Data Reporting
- Kindergarten Assessment Training
- FAQ's
- Parent Brochure
- Kindergarten Assessment Specifications & Blueprints
- Administering the Kindergarten Assessment to English Learners
- And Much More!

Activity (30 minutes)

- Matching Definitions



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District Strategies

- Assembling mobile assessment teams
- Implementing staggered start dates for kindergarten students
- Bringing in substitutes for Kindergarten Teachers
- Performing literacy and math assessments during enrollment
- Connecting with other districts and ESDs to locate bilingual Spanish Assessors

Questions?

