

Oregon Kindergarten Assessment: A Theoretical and Empirical View

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Background

- Federal and state investment in early learning and K-12 systems alignment e.g., inclusive data/assessment



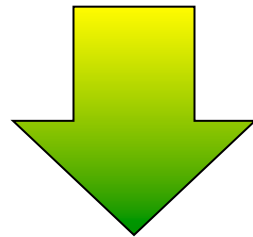
- Kindergarten entry assessments
 - Federally supported e.g., RttT, ELC, EAGs
 - 2010 (7 states); 2011 (25); 2012-present (43+)
(Connors-Tadros, 2014)

Background cont.

- Oregon Kindergarten Assessment (OKA)
 - Baseline learning-related behavioral and academic skills screening data
 - Inform decision-making
 - Identify achievement gaps
 - Single assessment (Oregon Department of Education, 2013)
- Piloted 12-13, Field Tested 13-14
- Our research targets these purposes

Potential and Important Inquiry

- OKA a research-based gauge of interrelated entry skills (Tindal, Irvin, & Nese, Manuscript submitted for publication) though potential floor effects and hypersensitivity may impact utility (Catts, Petscher, Schatschneider, Bridges, & Mendoza, 2009; Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Paris, 2005)



Construct Validity (interplay of early skills)
Predictive Validity (end-of-year K achievement)

Theoretical Basis (Sfard, 1998)

Acquisition Metaphor (AM)

- Individual, inward-focused development
- Self-identification and possession

Participation Metaphor (PM)

- Outward-focused bonds/ community
- Group-identification and sharing

“the individual/social dichotomy does not imply a controversy as to the definition of learning, but rather rests on differing visions of the mechanism of learning” (p. 7)

Empirical Basis for the AM

Develop technically adequate measures to:

1. Screen for risk, gauge status, monitor change
2. Establish valid/parsimonious tests

Early Literacy (alphabetic and phonemic)

Early Math (numeracy and operations)

Interrelated and predictive

Empirical Basis for the PM

Develop technically adequate measures to:

1. Identify key learning-related and social behaviors
2. Screen for risk, gauge status, monitor change

Self-regulation (listening, following directions)

Social-emotional (sharing, working cooperatively)

Interrelated and predictive of achievement

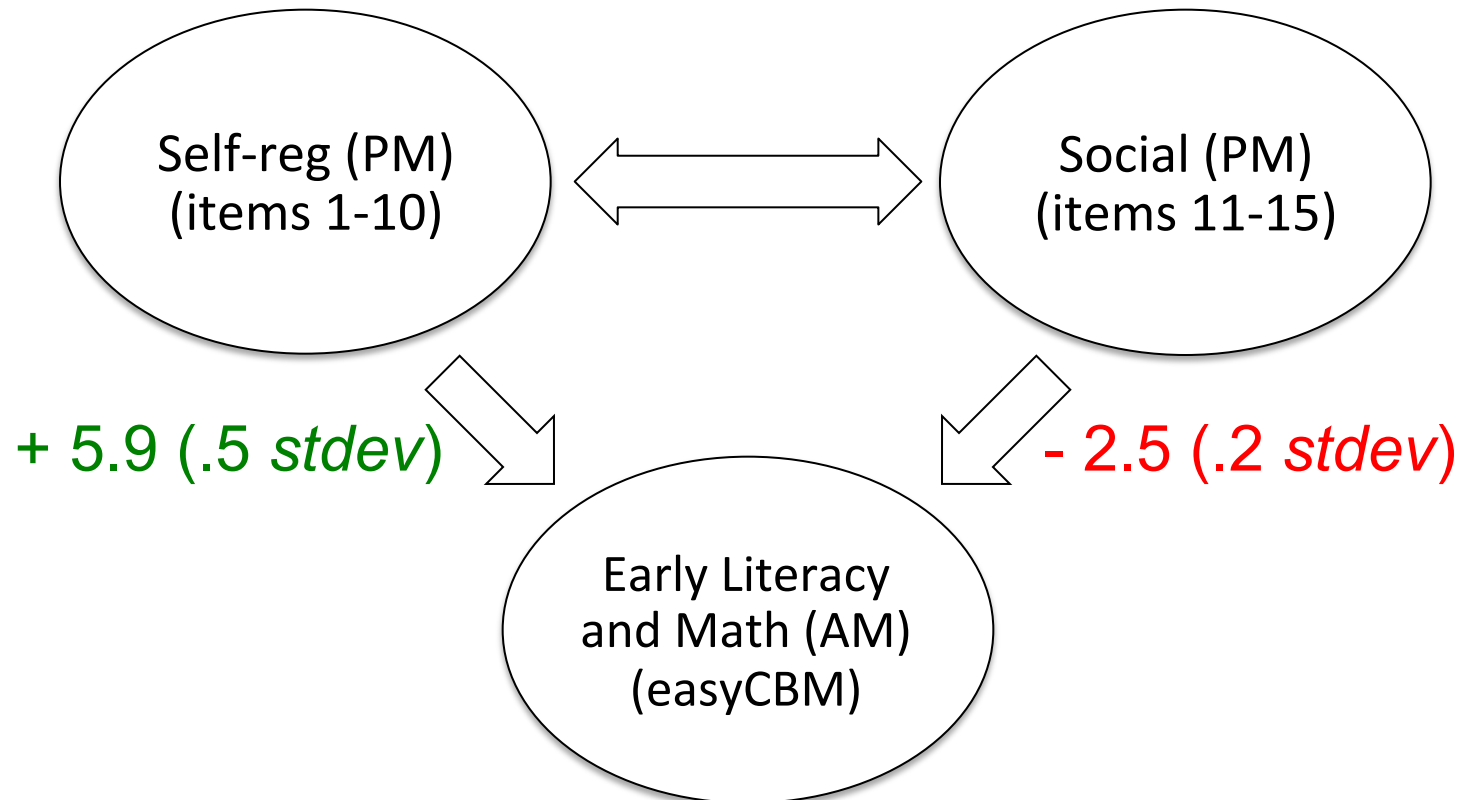
Theoretical-Empirical Takeaways

- AM (early literacy/emergent reading and numeracy); PM (self-regulation/social-emotional)
- AM/PM skills are identifiable/measurable early in (pre)school and over time
- AM/PM (status and growth) are complexly intertwined and positively related over kindergarten and beyond

Preliminary Evidence of Theoretical & Empirical Framework in the OKA

Tindal, Irvin and Nese (Manuscript submitted for publication)

**OKA Pilot Data 12-13

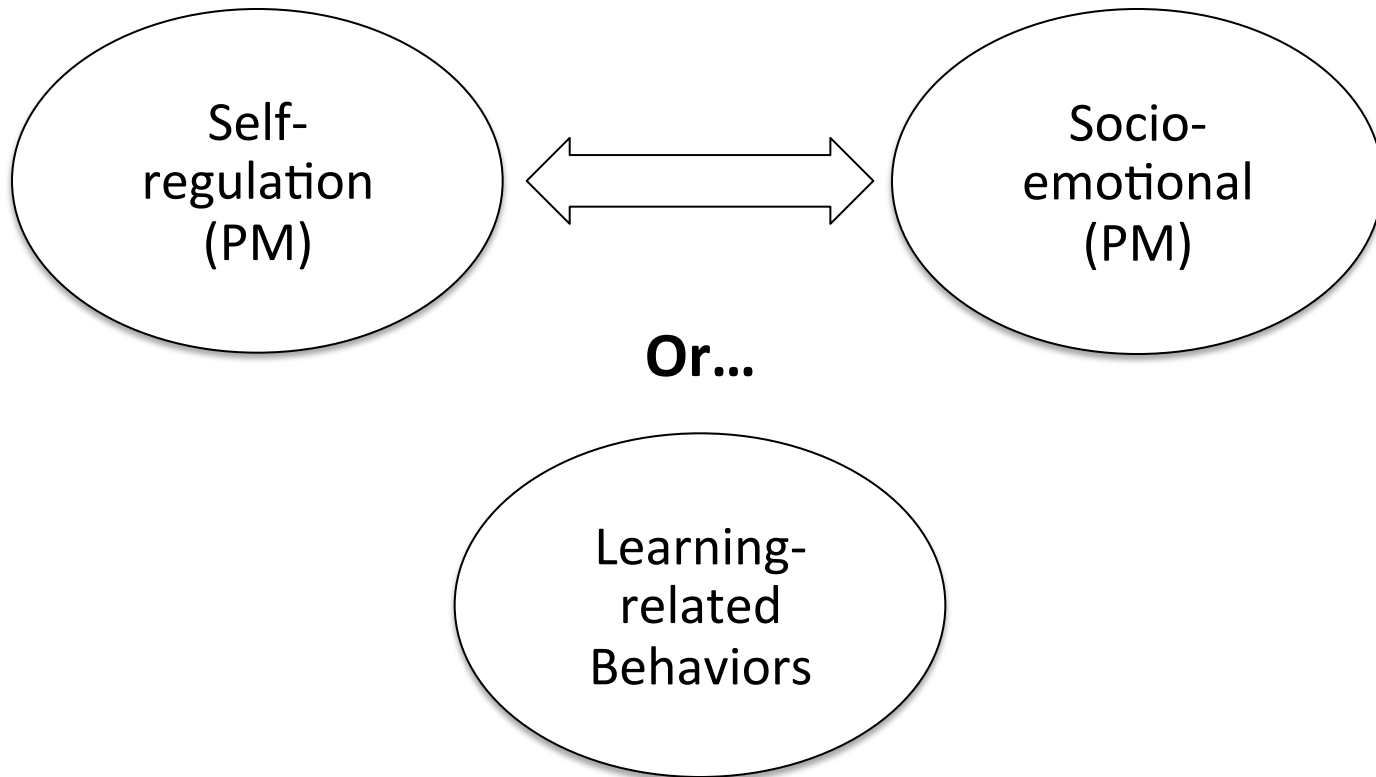


Tindal et al. Takeaways

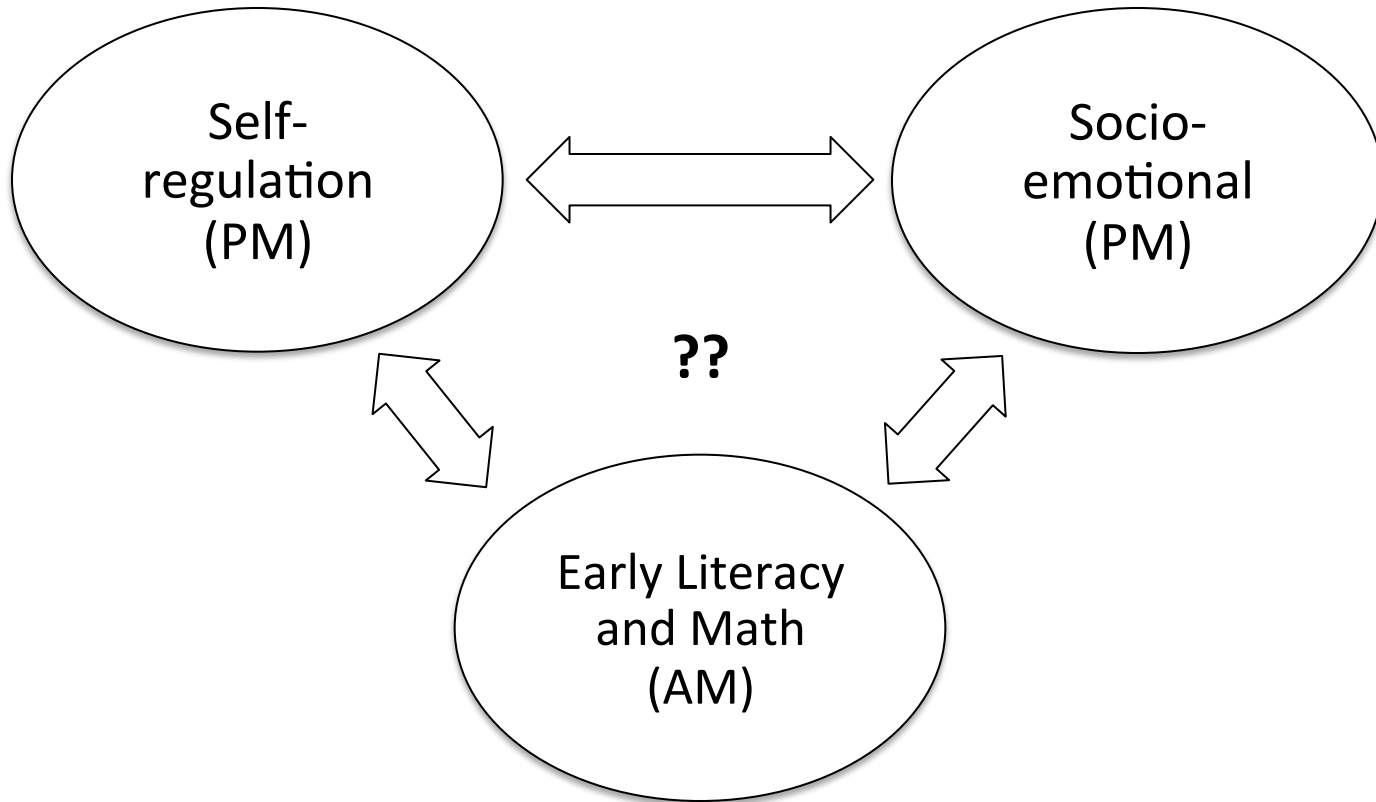
- Early literacy and math are often low (effective baseline) – supplement with learning-related behaviors to support students
- Self-regulation and social behaviors may not be distinct – behaviors that appear related to both
- The influence of learning behaviors on achievement skills is complex (+/-)

Current Research

1. How are students' entry skills (i.e., self-regulation, social-emotional and early academic) related in the OKA?

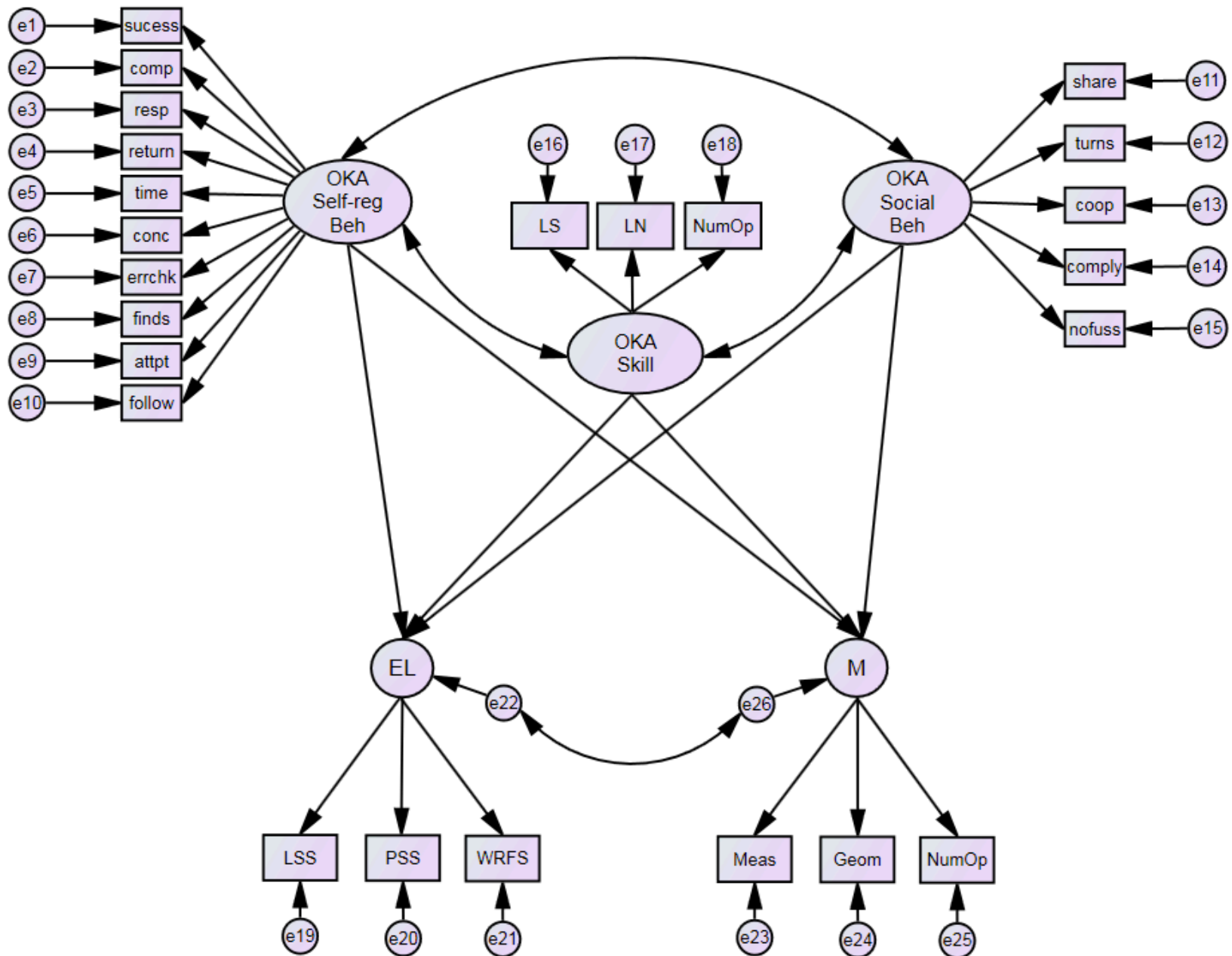


Current Research cont.



Current Research cont.

2. What are the effects of kindergartners' entry skills on end-of-year early literacy/reading and mathematics? (i.e., letter sounding, phoneme segmenting, word reading and mathematics spring scores)
3. ...when controlling for key student-level demographic factors? (i.e., race/ethnicity, gender, SPED status and ELL status)



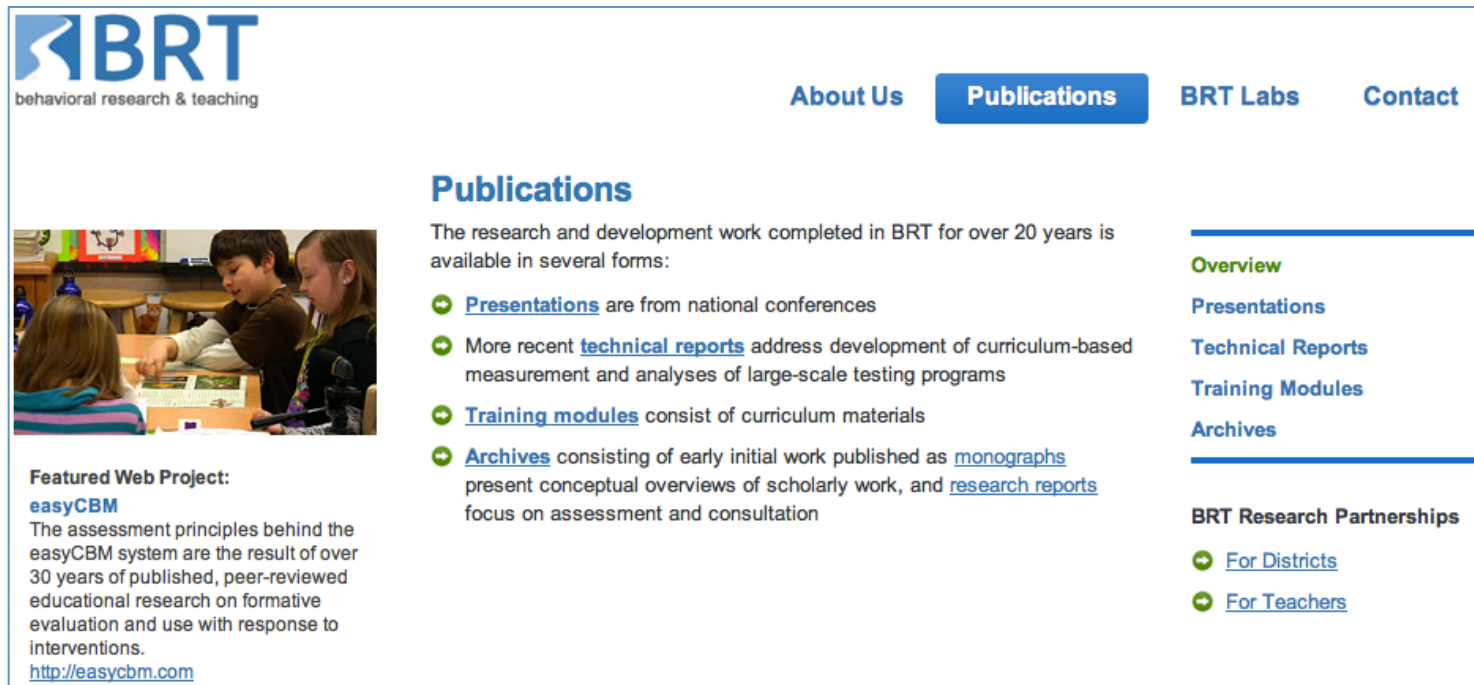
Future Considerations & Questions

- Given the complexity of measuring learning-related behaviors—characterizing their interplay *and* influence on early achievement, does the OKA “snapshot view” need expanded and measured over time to (better) inform instructional decision-making?...to incorporate other key skills?...to predict growth?...to identify risk?
- Do learning-related behaviors change (grow) over time—with some petering out, becoming more crucial, or different behaviors arising?

For More Information

<http://www.brtprojects.org>

<http://easyCBM.com>



The screenshot shows the BRT website's Publications page. The header includes the BRT logo (behavioral research & teaching) and navigation links for About Us, Publications (highlighted), BRT Labs, and Contact. The main content area features a section titled "Publications" with a sub-header "Publications" and a paragraph stating that research and development work completed in BRT for over 20 years is available in several forms. Below this is a list of four categories: Presentations, Technical Reports, Training Modules, and Archives, each with a brief description. On the right side, there is a sidebar with a list of links: Overview, Presentations, Technical Reports, Training Modules, Archives, BRT Research Partnerships, For Districts, and For Teachers. A featured web project section on the left highlights "easyCBM" with a description of its assessment principles and a link to the website.

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Publications

The research and development work completed in BRT for over 20 years is available in several forms:

- **Presentations** are from national conferences
- More recent **technical reports** address development of curriculum-based measurement and analyses of large-scale testing programs
- **Training modules** consist of curriculum materials
- **Archives** consisting of early initial work published as **monographs** present conceptual overviews of scholarly work, and **research reports** focus on assessment and consultation

Featured Web Project:
easyCBM
The assessment principles behind the easyCBM system are the result of over 30 years of published, peer-reviewed educational research on formative evaluation and use with response to interventions.
<http://easycbm.com>

Overview
Presentations
Technical Reports
Training Modules
Archives

BRT Research Partnerships
➤ [For Districts](#)
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Thank you.
Questions and comments are
welcome.