

# Welcome

- Kindergarten Readiness Assessment
  - Recap
  - Updates
  - Next Steps
- Early Learning Assessment
  - Content Development
  - Professional Development
  - Timeline



# Historical Perspective

Race to the Top Grant Funding  
December 2012 through December 2015

Conceptual Framework  
2012- 2013

KEA Pilot Testing

KEA Field Test  
Training

KEA Field Test

KRA VPA Pilot  
Test

KRA Census  
Administration  
Year 1

Winter/  
Spring 2013

Late  
Summer/Early  
Fall 2013

November/  
December 2013

April 2014

Fall 2014



## KRA Quick Facts

- Over 67,000 kindergarten students and just under 4,000 teachers participated in the first statewide administration of the KRA; this includes special education and English Language Learners (ELL)
- The assessment administration window closed on November 8; additional demographic data could be entered into the online KRA system through December 10
- School Readiness Benchmarks will be established following data review, verification, analysis, and standard setting
- The majority of teachers felt that the universally designed supports available for all children provided access to the assessment for students with disabilities
- Some refinements will need to be made to increase access to the KRA by students with visual and auditory impairments



## Professional Development and Implementation

### Effective Practices

|   |   |
|---|---|
| Make access to online resources available to all teachers               | Consider the timing of trainings  |
| Build capacity within districts/schools                                 | Integrate technology training and offer additional technology support to trainers |
| Provide ongoing coaching/support for teachers                           | VPA items were successful when technology in the school was reliable              |
| Time needed for teachers to plan with the TAM (ideally during training) | Tech support system and help desk   |

# Ready for Kindergarten: KRA - What's New for 2015

- **Assessment updates**

- Shorter length
- More app items
- Revisions to Guidelines document
- TAM available

- **Technology upgrades**

- Improved data manager functionality
- Playground environment for EC Supervisors
- System available beginning of August
- New accounts
- Training manager wizard
- Enhanced spreadsheet functionality for teachers
- Additional reports

- **Professional development revisions:**

- New KRA ToT
- Revised teacher training modules
- Access to online content by all teachers





# Professional Learning for Local Program Staff

| Details   | Benefits   |
|---|--|
| <p>Format: (Flexible)</p> <ul style="list-style-type: none"><li>• Face to Face (2 day)</li><li>• Online (range)</li><li>• Blended (1 day FTF or ½ day FTF plus online)</li></ul> <p>Technology Update: (at the start of the administration window) *</p> <ul style="list-style-type: none"><li>• One hour online</li></ul> <p>Ongoing Support:</p> <ul style="list-style-type: none"><li>• Online resources</li><li>• Trainer communication</li><li>• Email and ELC support</li></ul> | <ul style="list-style-type: none"><li>• Flexible training formats meet the varied needs of districts/schools/teachers</li><li>• All teachers have access to all of the content all of the time</li><li>• Teachers receive ongoing coaching and support with just-in-time resources</li><li>• PD content and professional communities are fully integrated within the assessment system</li><li>• All teachers engage in core training components with some customization by KRA trainers</li><li>• Community Exchange sites allow for knowledge creation, knowledge sharing, and collaboration among teachers at the local level</li></ul> |



# Teacher Training

| Details   | Benefits   |
|---|--|
| <p>Format: (Flexible)</p> <ul style="list-style-type: none"><li>• Face to Face (2 day)</li><li>• Online (range)</li><li>• Blended (1 day FTF or ½ day FTF plus online)</li></ul> <p>Ongoing Support:</p> <ul style="list-style-type: none"><li>• Online resources</li><li>• Trainer communication</li><li>• Email and ELC support</li></ul> | <ul style="list-style-type: none"><li>• Flexible training formats meet the varied needs of districts/schools/teachers</li><li>• All teachers have access to all of the content all of the time</li><li>• Teachers receive ongoing coaching and support</li><li>• PD content and professional communities are fully integrated within the assessment system</li><li>• All teachers engage in core training components with some customization by KRA trainers</li><li>• Community Exchange sites allow for knowledge creation, knowledge sharing, and collaboration among teachers at the local level</li></ul> |





# Organization of Professional Learning Content

## **Module 1 Topics:**

- Session 1: Introducing the KRA
- Session 2: Preparing for the KRA
- Session 3: Universally Designed Allowances
- Session 4: Supporting Individual Children
- Session 5: Practicing the KRA

## **Module 2 Topics:**

- Session 1: Exploring the KRA Domains
- Session 2: Supporting the KRA Domains in Kindergarten Classrooms



# Ready for Kindergarten Domains of School Readiness



Social Foundations



Science



Language and Literacy



Physical Well-Being and Motor Development



Mathematics



Fine Arts  
(Only included in the ELA)



Social Studies



# Verification of Content Knowledge and Scoring Fidelity

- Content Assessment
- Simulation Exercise





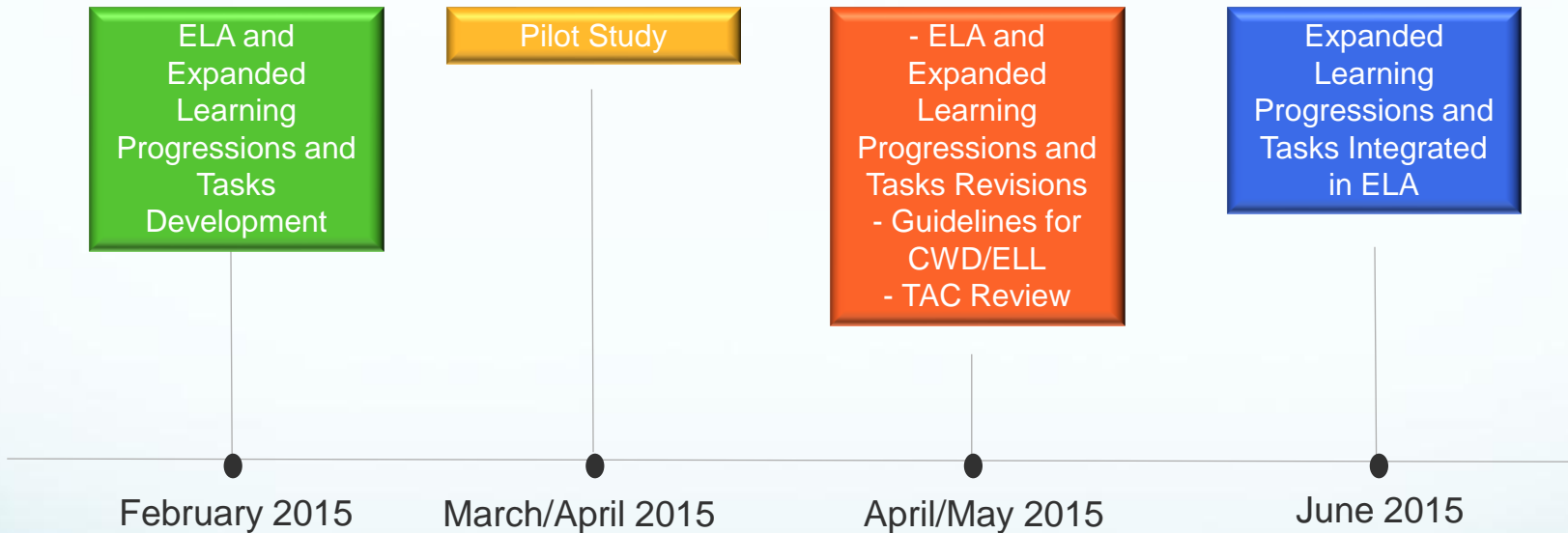
## Evaluation Strategy

- Content Assessment – *all trainers and teachers*
- Simulation Exercise – *all trainers and teachers*
- ToT training survey – *all trainers*
- Teacher training survey – *all teachers*
- Trainer survey – *all trainers after each training*



# Ready for Kindergarten: Early Learning Assessment Development

- Project Timeline





# Early Learning Assessment

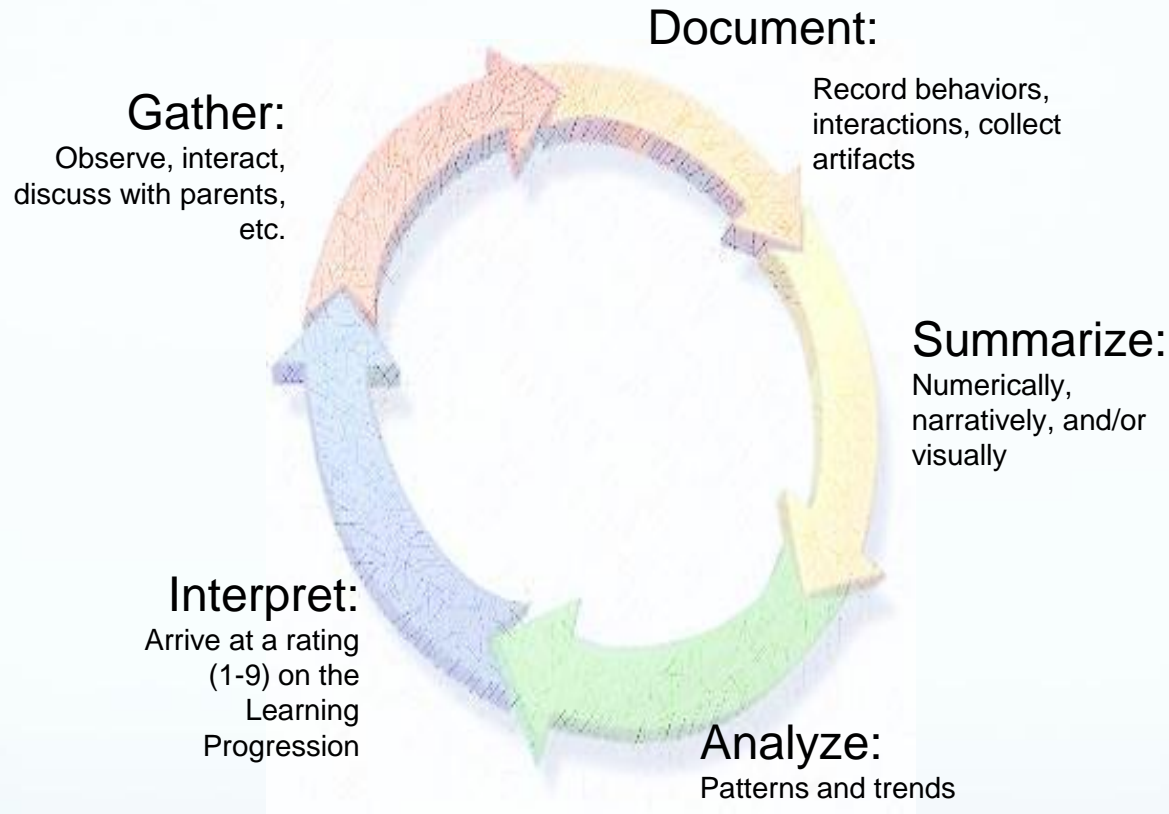
- Development of Early Learning Assessment
- Collaborative Planning for ELA Rollout
- COS for Preschool
- Development of expanded birth to three learning progressions in alignment with the existing 32 learning progressions, with assessment tasks and scoring rubrics
- Utilization of pilot study data to finalize the ELA and B-3 learning progressions

# Ready for Kindergarten: Early Learning Assessment

- Assessment embedded in instruction
- Predicable data-driven decision making model
- Focus on the natural environment
- Universal design for learning
- Consistency in rating



# Ready for Kindergarten: Early Learning Assessment Overview



**Learning Progressions (9 levels, Birth – 72 months) in 7 Domains of Development:**  
Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-being and Motor Development, and Fine Arts.



## Early Learning Assessment: Online Modules

Online Content: Administration/Post-administration

- Defining & Using DAP/DEC Standards to support effective inclusive practices
- ELA Domains
- Formative Assessment
- Observations
- Gathering Input from Multiple Sources
- Early Learning Assessment
- Using the ELA data
- Working with families



Same foundational content will be part of all professional learning regardless of professional role or organizational affiliation.

















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### EARLY LEARNING ASSESSMENT

STUDENTS (52) ACTIVITIES

STUDENTS + CREATE ACTIVITY

| SELECT                              | NAME   | TOTAL TASKS SCORED | TASKS SCORED THIS WEEK | LAST SCORE DATE |
|-------------------------------------|--|--------------------|------------------------|-----------------|
| <input checked="" type="checkbox"/> |  Abernathy, Ben         | 3                  | 2                      | 12/14/2014      |
| <input checked="" type="checkbox"/> |  Borgman, Jacob         | 5                  | 1                      | 12/04/2014      |
| <input checked="" type="checkbox"/> |  Connelly, Nichole      | 6                  | 3                      | 12/03/2014      |
| <input checked="" type="checkbox"/> |  Dallman, Christopher   | 3                  | 3                      | 12/04/2014      |
| <input checked="" type="checkbox"/> |  Dunsford, Patty        | 2                  | 1                      | 12/03/2014      |
| <input checked="" type="checkbox"/> |  Fallenstein, Elizabeth | 22                 | 10                     | 12/04/2014      |
| <input checked="" type="checkbox"/> |  Higgins, Mary         | 11                 | 10                     | 12/14/2014      |
| <input checked="" type="checkbox"/> |  Lee, Jaye            | 3                  | 3                      | 12/04/2014      |
| <input checked="" type="checkbox"/> |  Longwell, Peter      | 5                  | 2                      | 12/14/2014      |
| <input checked="" type="checkbox"/> |  Maddock, Jennifer    | 8                  | 7                      | 12/04/2014      |



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# EARLY LEARNING ASSESSMENT

STUDENTS (52) ACTIVITIES

## ASSESSMENT OVERVIEW

All Students

DOMAINS/LEARNING PROGRESSIONS/  
SKILLS, KNOWLEDGE, OR BEHAVIORS

N 0 D C B A 1 2 3 4 5

### SOCIAL GROUP

|  | N  | 0 | D | C | B | A | 1 | 2 | 3  | 4  | 5  |
|--|----|---|---|---|---|---|---|---|----|----|----|
| 1. Social Foundations/Awareness and Expression of Emotion<br>Emotion Identification      | 11 | 1 |   |   |   | 1 | 7 | 6 | 2  | 12 | 12 |
| 2. Social Foundations/Awareness and Expression of Emotion<br>Response to Distressed Peer | 2  |   |   | 1 |   |   | 1 | 6 | 10 | 20 | 12 |
| 3. Social Foundations/Relationships with Adults<br>Separation from Familiar Adults       | 11 | 1 |   |   |   | 1 | 7 | 6 | 2  | 12 | 12 |
| 4. Social Foundations/Relationships with Adults<br>Seeking Emotional Support             | 2  |   |   | 1 |   |   | 1 | 6 | 10 | 20 | 12 |
| 5. Social Foundations/Cooperation with Peers<br>Play/Work with Peers                     | 11 | 1 |   |   |   | 1 | 7 | 6 | 2  | 12 | 12 |
| 6. Social Foundations/Cooperation with Peers<br>Social Behaviors                         | 2  |   |   | 1 |   |   | 1 | 6 | 10 | 20 | 12 |
| 7. Social Foundations/Self Control<br>Self Control Strategies                            | 11 | 1 |   |   |   | 1 | 7 | 6 | 2  | 12 | 12 |

### MATH GROUP





|   |    |   |  |  |  |   |   |   |   |    |    |
|---|----|---|--|--|--|---|---|---|---|----|----|
| 8. Math Foundations/Numbers<br>Recognition Strategies | 11 | 1 |  |  |  | 1 | 7 | 6 | 2 | 12 | 12 |
|---|----|---|--|--|--|---|---|---|---|----|----|



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## MY STUDENTS (75)

All Students Groups [+ CREATE GROUP](#)

| GROUP NAME  | # STUDENTS |
|---|------------|
|  Morning Class             | 15         |
|  Afternoon Orange Olives   | 8          |
|  Afternoon Purple Pumpkins | 4          |
|  Morning Blues             | 15         |



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# EARLY LEARNING ASSESSMENT

STUDENTS (52) ACTIVITIES

## ASSESSMENT OVERVIEW

2 Response to Distressed Peer

6 STUDENTS WITH A SCORE OF 2 [+ CREATE ACTIVITY](#)

- Abernathy, Ben
- Borgman, Jacob
- Connelly, Nichole
- Dallman, Christopher
- Dunsford, Patty
- Fallenstein, Elizabeth

| Activity                          | Score | Count | Percentage |
|-----------------------------------|-------|-------|------------|
| Emotion Identif                   | 2     | 6     | 0.25%      |
| Response to Di                    | 2     | 10    | 8.25%      |
| Separation from                   | 2     | 20    | 22%        |
| Seeking Emotio                    | 2     | 12    | 22%        |
| Social Behaviors                  | 2     | 6     | 0.25%      |
| SOCIAL FOUNDATIONS / SELF CONTROL | 2     | 11    | 11.5%      |



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# EARLY LEARNING ASSESSMENT

STUDENTS (52) ACTIVITIES

## TASK DETAIL

SOCIAL GROUP

SOCIAL FOUNDATIONS/AWARENESS AND EXPRESSION OF EMOTION  
Emotion Identification SHOW MORE

DESCRIPTION

SCALE

Student identifies and explains own conflicting feelings in a specific situation.

5

RESOURCES/MATERIALS

| Name   | 0 | D | C | B | A | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|---|---|---|---|
| <input checked="" type="checkbox"/> Abernathy, Ben<br>Last Scored: 11/12/2104, 10:23 AM    |   |   |   |   |   |   |   |   | 4 |   |
| <input checked="" type="checkbox"/> Connelly, Nichole<br>Last Scored: 11/12/2104, 10:23 AM |   |   |   |   |   |   | 2 |   |   |   |
| <input type="checkbox"/> Dallman, Christopher<br>Last Scored: 11/12/2104, 10:23 AM         |   |   |   |   |   |   |   | 3 |   |   |
| <input type="checkbox"/> Lee, Jaye   |   |   |   |   |   |   |   |   | 4 |   |

With Selected: + CREATE ACTIVITY




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# EARLY LEARNING ASSESSMENT

STUDENTS (52) ACTIVITIES

## STUDENT PROFILE



**Ben Abernathy**  
Gender: Male  
Ethnicity: Hispanic  
Special Ed: No  
Date of Birth: 4/14/2010  
Age 48 Months | 4 Years Old

[START AN ACTIVITY WITH THIS STUDENT](#)

### SCORE TASK

SOCIAL GROUP 1

SOCIAL FOUNDATIONS/AWARENESS AND EXPRESSION OF EMOTION  
Emotion Identification

|                       |                       |                       |                       |                       |                       |                       |                       |                                  |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|
| 0                     | D                     | C                     | B                     | A                     | 1                     | 2                     | 3                     | 4                                | 5                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

### TASK DUE DATES

Task Name  
Due: 12/12/2014






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# EARLY LEARNING ASSESSMENT

STUDENTS (52) ACTIVITIES

## STUDENT PROFILE



**Ben Abernathy**  
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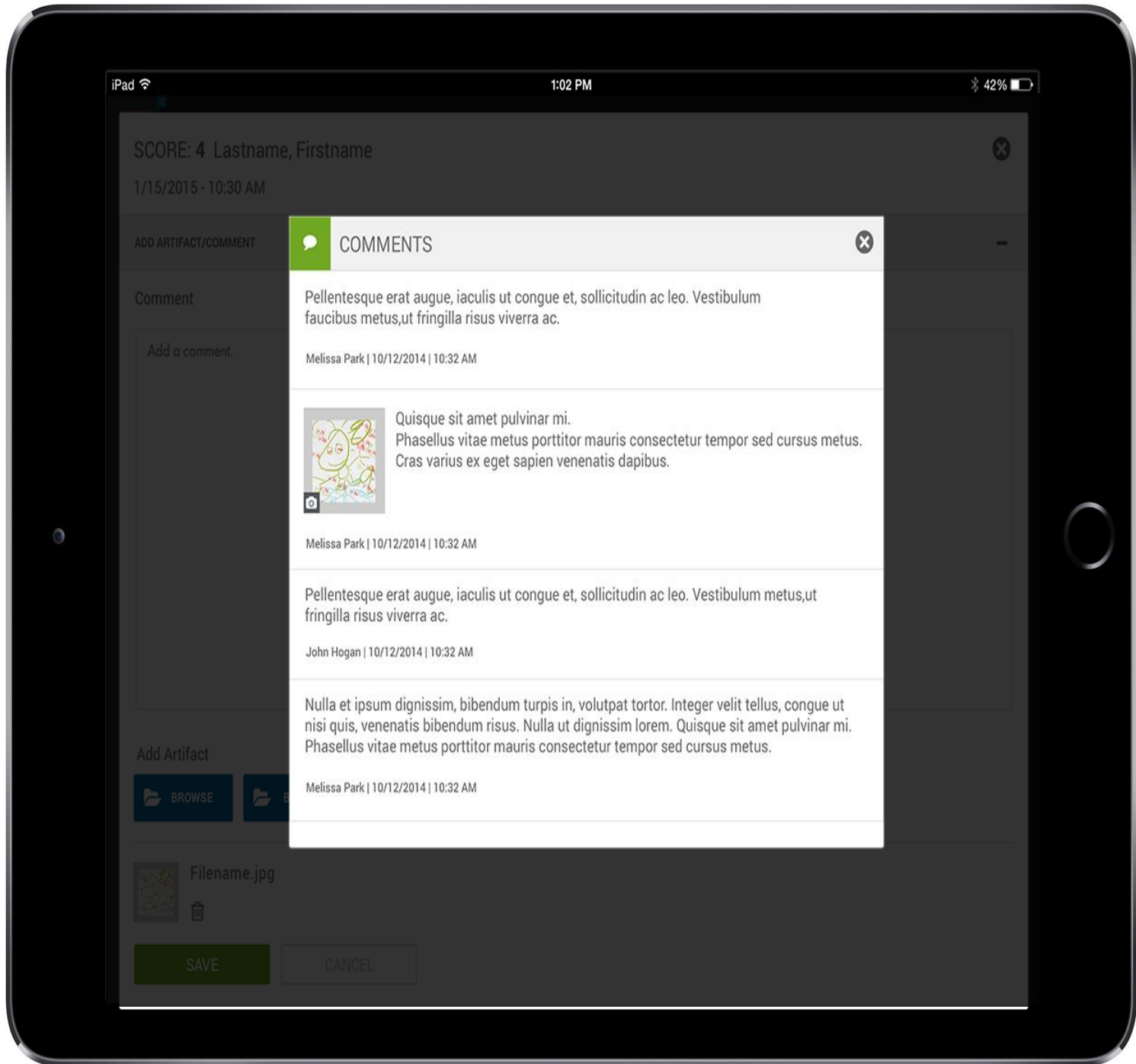
[START AN ACTIVITY WITH THIS STUDENT](#)

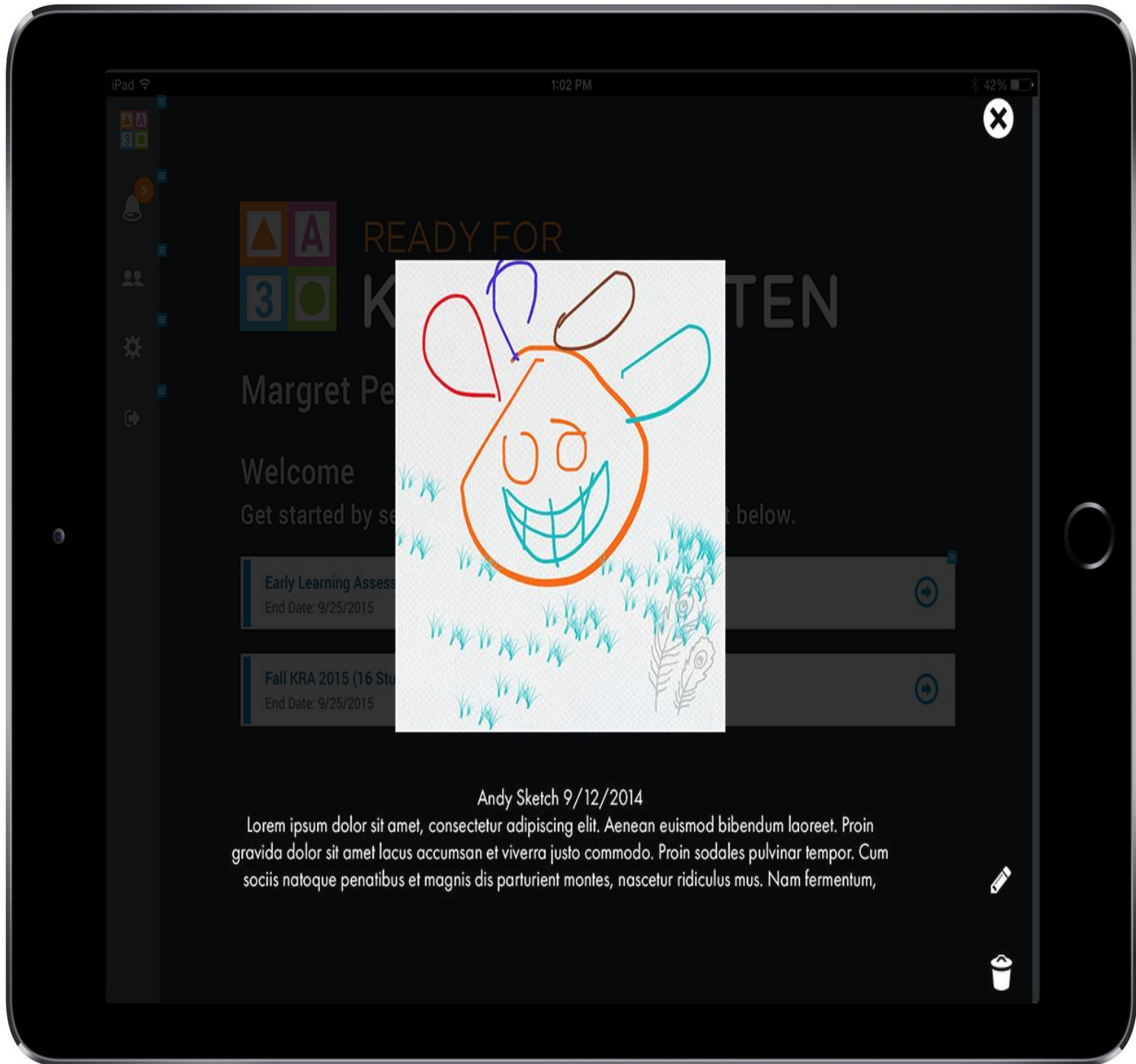
| SOCIAL GROUP 1  |               |
|---|---------------|
| SOCIAL FOUNDATIONS/AWARENESS AND EXPRESSION OF EMOTION<br>Emotion Identification      | 2   3   SCORE |
| SOCIAL FOUNDATIONS/AWARENESS AND EXPRESSION OF EMOTION<br>Response to Distressed Peer | 0   2   SCORE |
| SOCIAL GROUP 2  |               |
| SOCIAL FOUNDATIONS/RELATIONSHIPS WITH ADULTS<br>Separation from Familiar Adults       | 2   3   SCORE |
| SOCIAL FOUNDATIONS/RELATIONSHIPS WITH ADULTS<br>Seeking Emotional Support             | 0   N   SCORE |
| SOCIAL GROUP 3  |               |
| SOCIAL FOUNDATIONS/COOPERATION WITH PEERS<br>Play/Work with Peers                     | 2   4   SCORE |
| SOCIAL FOUNDATIONS/COOPERATION WITH PEERS<br>Social Behaviors                         | 0   4   SCORE |
| SOCIAL GROUP 4  |               |
| SOCIAL FOUNDATIONS/SELF CONTROL<br>Self Control Strategies                            | 2   3   SCORE |

### TASK DUE DATES

Task Name  
Due: 12/12/2014







Andy Sketch 9/12/2014

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean euismod bibendum laoreet. Proin gravida dolor sit amet lacus accumsan et viverra justo commodo. Proin sodales pulvinar tempor. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Nam fermentum,



# Spreadsheet Mode



A 3 O K I N D E R G A R T E N

Data Collections
Downloads
Help
aMiller1979 | (14) | Logout

## Early Learning Assessment

(Due Date: 5/14/2015)

Data Collections > Early Learning Assessment

Scored ■

|  | Skills, Knowledge, or Behaviors                | Last Name First Name | Last Name First Name | Last Name First Name | Last Name First Name | Last Name First Name | Last Name First Name |
|--|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Social Group 1   |  |                      |                      |                      |                      |                      |                      |
| Social Foundations / Awareness and Expression of Emotion   |  |                      |                      |                      |                      |                      |                      |
| <p><b>Emotion Identification</b></p> <p><a href="#">Task Material 01.pdf</a><br/><a href="#">Task Material 02.pdf</a><br/><a href="#">Resource Link</a></p> <p><b>Description</b><br/>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc convallis at arcu id facilisis. Vestibulum pharetra sit amet ipsum sed efficitur. Duis odio urna, semper sed erat eget, faucibus hendrerit tellus. Pellentesque lacinia lacus tempus lorem vestibulum posuere. Praesent a tellus sapien.</p> <p><b>Scale</b><br/>1 : Lorem ipsum dolor sit<br/>2 : Lorem ipsum dolor sit<br/>3 : Lorem ipsum dolor sit<br/>4 : Lorem ipsum dolor sit<br/>5 : Lorem ipsum dolor sit</p> | Response to Distressed Peer                    | N ▼ +                | N ▼ +                | 4 ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                |
|  | Emotion Identification                         | N ▼ +                | 3 ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                |
|  | Social Foundations / Relationships with Adults |                      |                      |                      |                      |                      |                      |
|  | Separation from Familiar Adults                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                |
|  | Seeking Emotional Support                      | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                |
| Social Group 2   |  |                      |                      |                      |                      |                      |                      |
| Social Foundations / Relationships with Adults   |  |                      |                      |                      |                      |                      |                      |
|  | Play/Work with Peers                           | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                |
|  | Emotion Identification                         | N ▼ +                | N ▼ +                | 2 ▼ +                | N ▼ +                | N ▼ +                | N ▼ +                |



## Professional Learning: Timeline Update

- Projected roll-out of COS training:
  - Training of Trainers (TOT) – March 2015
- Projected roll-out of ELA training:
  - Training of Trainers (TOT) – late Spring 2015 through Fall 2015



# Thank You

For additional questions or information please contact:

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