Entering a New Era in Early Childhood Education in Maryland:
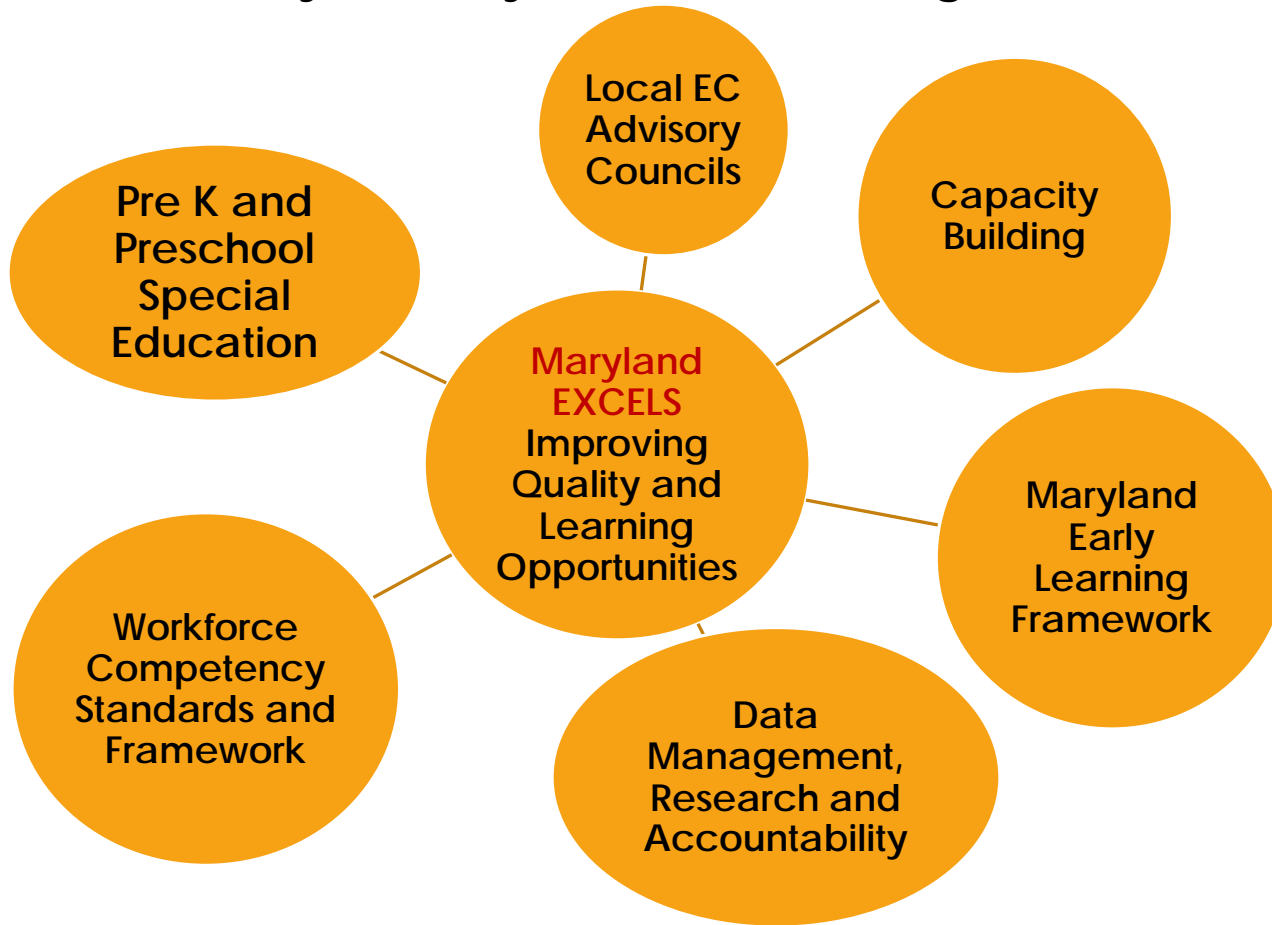
Path Beyond Race to the Top

Presentation to the Early Childhood Advisory Councils

June 26, 2014

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Judy Walker, Branch Chief, Early Learning, DECD, MSDE

Maryland's System for Birth to Age 8

R4K

Early Childhood Comprehensive Assessment System

(EC CAS)

MARYLAND STATE DEPARTMENT OF EDUCATION

A Partnership to Promote School Readiness

Maryland and Ohio Departments of Education

Dr. Rolf Grafwallner and
Ms. Marcella Franczkowski
Maryland State Department of Education

Dr. Stephanie Siddens
Ohio Department of Education

In collaboration with the Johns Hopkins University and WestEd

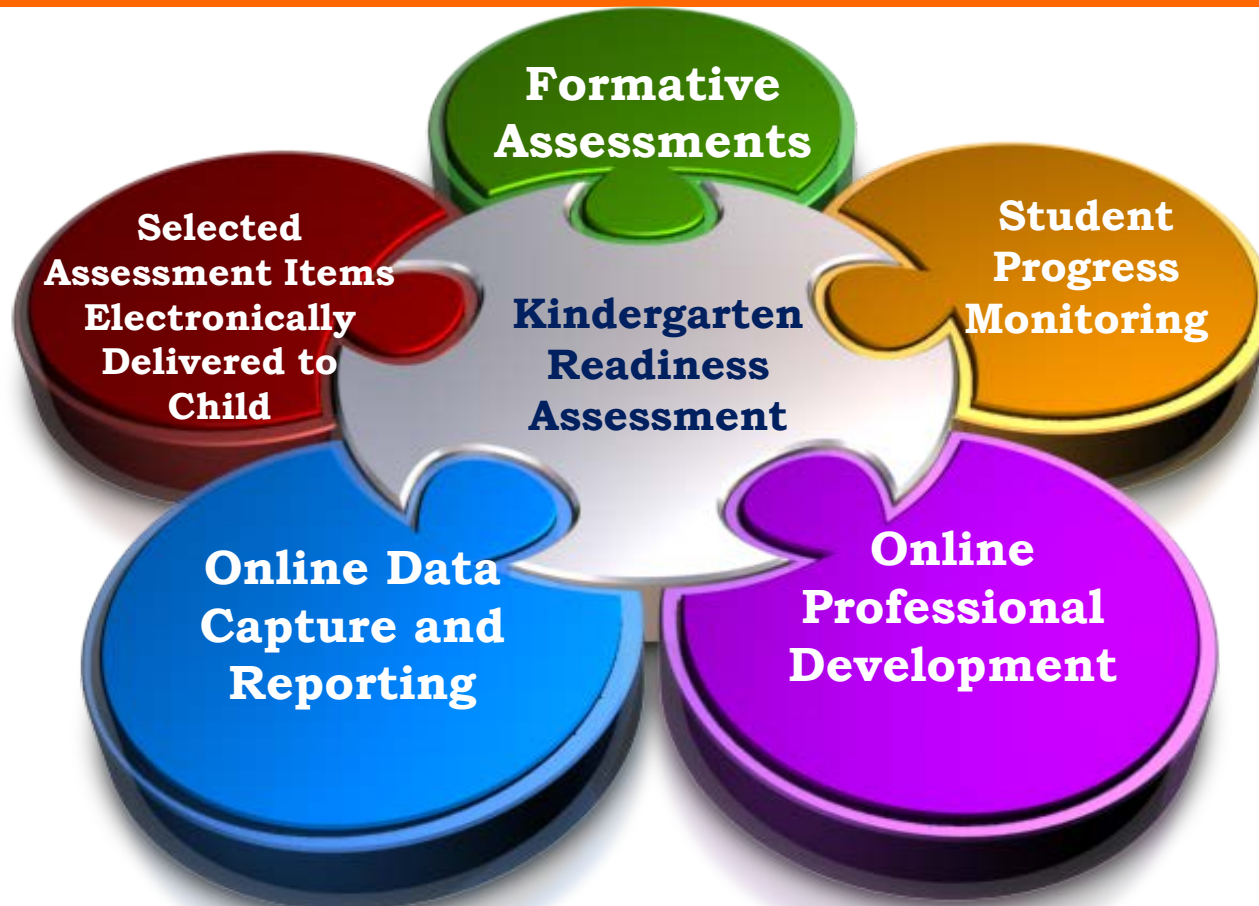Dr. Jacqueline Nunn
Johns Hopkins University

Dr. Stanley Rabinowitz
WestEd

R4K: Maryland's Early Childhood Comprehensive Assessment System

Kindergarten Readiness Assessment

- Formative Assessments
- Student Progress Monitoring
- Online Professional Development
- Online Data Capture and Reporting
- Selected Assessment Items Electronically Delivered to Child

Purpose of the Kindergarten Readiness Assessment

To support and advance children's early learning and academic achievement. The data collected will be used to:

- Inform prior education and care stakeholders
- Identify individual children's needs and provide necessary supports to children and teachers
- Assist teachers in data-driven instructional decision making at the child and classroom level
- Provide families with information about their children's learning and development

The Formative Assessments: Early Learning Assessment

Will be based on research supported learning progressions for children ages 36 through 72 months in V.1.0, and will equip caregivers and teachers to:

- Track individual children's learning trajectories
- Individualize learning opportunities and plan for intervention
- Address Early Child Outcomes for IDEA reporting
- Ensure that children are on the path for kindergarten readiness

Kindergarten Assessment Design

Two Types of Assessment Processes

DOMAINS	36 mo.	42 mo.	48 mo.	54 mo.	60 mo.	63 mo.	72 mo.
Social-Foundations							
Language and Literacy							
Mathematics		**Formative Assessment: Early Learning Profiles**				**Kindergarten Readiness Assessment**	
Physical Well-Being and Motor Development							
Science							
Social Studies							
The Arts							
Development represents a continuum of changing behaviors					*Formative assessment :*	Summative "snapshot" of readiness	

Common Language Standards by Domain

Domain	Strand	\multicolumn{3}{c	}{Common Language Standards (CLS)}	Learning Progression

Domain	Strand	Code	Standard (yellow rows) / Essential Skill and Knowledge (white rows)	Learning Progression
Social Foundations (SF)	Social Emotional (1)	SF.1.1	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion
		SF.1.1.A	Recognize and identify own emotions and the emotions of others.	
		SF.1.1.B	Express, understand, and respond to feelings (emotions) of self and others.	
		SF.1.1.C	Express concern for the needs of others and people in distress.	
		SF.1.2	Look to adults for emotional support and guidance.	Relationships with Adults
		SF.1.2.A	Separate from familiar adults in a familiar setting with minimal distress.	
		SF.1.2.B	Seek security and support from familiar adults in anticipation of challenging situations.	
		SF.1.2.C	Request and accept guidance from familiar adults.	
		SF.1.3	Demonstrate ability to resolve conflicts with others.	Conflict Resolution
		SF.1.3.A	Seek adult help when solving interpersonal conflicts.	
		SF.1.3.B	With modeling and support, negotiate to resolve social conflicts with peers.	
	Approaches to Learning / Executive Functioning (2)	SF.2.1	Manage the expression of feelings, thoughts, impulses, and behaviors.	Self Control
		SF.2.1.A	Refrain from demonstrating disruptive or defiant behaviors.	
		SF.2.1.B	Demonstrate appropriate use of own materials or belongings and those of others.	
		SF.2.1.C	Demonstrate the ability to delay gratification for short periods of time.	
		SF.2.2	Demonstrate the ability to persist with a task.	Persistence
		SF.2.2.A	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distraction.	
		SF.2.2.B	Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		SF.2.3	Demonstrate the ability to retain and apply information.	Working Memory
		SF.2.3.A	Follow routines and multi-step directions.	
		SF.2.3.B	Remember and use information for a variety of purposes, with modeling and support.	
		SF.2.3.C	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
		SF.2.4	Demonstrate the ability to solve problems.	Problem Solving
		SF.2.4.A	Solve everyday problems based upon past experience.	
		SF.2.4.B	Solve problems by planning and carrying out a sequence of actions.	
		SF.2.4.C	Seek more than one solution to a question, problem, or task	

Teacher Training Topics

Module 1

- What is the KRA
- Preparing for assessing kindergarteners
- Universally designed allowances for all children
- The KRA and children SWDs and ELLs
- Practice administration
- Simulator and certification

Module 2

- Learning about the six domains
- Reviewing KRA data
- Interpreting KRA information to inform instruction
- Communication KRA data to families and others
- Differentiating instruction based on KRA data

Technology Use in the Kindergarten Assessment
Components of the Technology System

- **An online reporting system provides secure access to teacher dashboards, live data collection, and downloadable resources**

- **The Virtual Performance Assessment (VPA) interface provides child-friendly, student access to direct-assessment**

- **Data import, export, and reporting tools; linkages to longitudinal data systems**

- **Support for attaching portfolio artifacts to student profiles over time**

- **Online, just-in-time Professional Development**
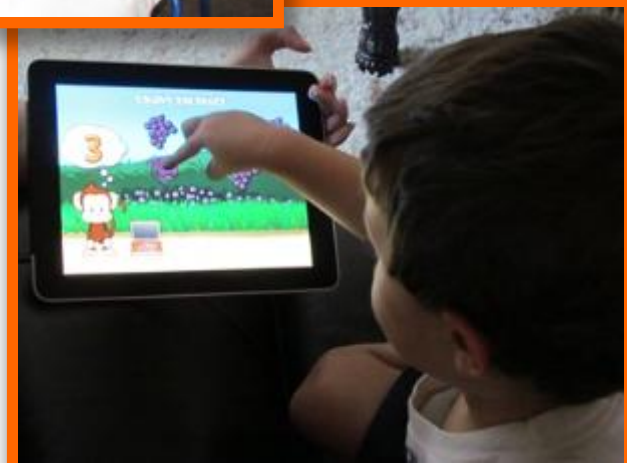
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