APPENDIX L – KINDERGARTEN ASSESSMENT

Updated August 26, 2013

ODE has updated Appendix L – Kindergarten Assessment to add clarification and corrections around administration of the Kindergarten Assessment. Updated language appears on pp. L-2 – L-8. In addition, ODE has clarified the guidance on p. 34 regarding the criteria for school-imposed test windows for the Kindergarten Assessment.

Overview

On March 8, 2013 the State Board of Education adopted OAR 581-022-2130 which directs all school districts to administer the Oregon Kindergarten Assessment to students enrolled in kindergarten beginning with the 2013-2014 school year. To help communicate to the field about the new Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13, collaborated on the development of Kindergarten Assessment pages on the Early Learning System website (http://oregonearlylearning.com/kindergarten-assessment), and developed a Kindergarten Assessment Resource on the ODE website(http://www.ode.state.or.us/go/ka). The state of Oregon has set an ambitious goal–100% high school completion by 2025, with the vast majority of students going on to college or workforce training. To make progress toward this goal, and prepare all students for college, career, and citizenship, we must support students and their families from early childhood through higher education. This begins with ensuring students get a strong educational start and enter school ready to learn.

- In 2012, the Legislature directed the Early Learning Council and the Department of Education to jointly develop a kindergarten assessment. The Department of Education and the Early Learning Council developed and piloted the kindergarten assessment in fall 2012 and will implement a statewide operational field test in fall 2013. There are four intended purposes for the Statewide Kindergarten Assessment: Provide baseline local and statewide information to communities, schools, and families to ensure all early learners are ready for kindergarten;
- Provide essential information on all children as they enter kindergarten to inform K-12 educators on students’ strengths and needs which can then guide instructional decisions to ensure students are well prepared for their educational experience;
- Identify achievement gaps early, thus providing instruction and support to address them early. By doing this, we help prepare students for success not just in kindergarten but in the years to come; and
- Provide a consistent tool to be used across the state. A statewide assessment will provide the state-level perspective on where kindergarten students are today so that we can measure progress in the years to come.

The kindergarten assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-regulation and Social-emotional). It will be administered within the first six weeks of kindergarten, with data reported to the Department of Education through ODE’s Consolidated Collections. For the 2013-14 school year, districts will include participation rates for the kindergarten assessment in their Achievement Compacts. A
student is determined to have participated if they attempt to answer one Early Literacy question (that is, a single letter sound or syllable), OR one Early Math question. Since the Approaches to Learning segment is filled out by the assessor, it is mandatory to respond to all Approaches to Learning items.

To support districts in implementing this new assessment and to ensure valid assessment results, ODE will provide specialized Kindergarten Assessment training. In addition to addressing protocols for administering the Kindergarten Assessment, this training also addresses the general test administration and security training that is required for all test administrators. The ODE-provided Kindergarten Assessment training is required for DTCs from all districts supporting Kindergarten programs in 2013-14. This training, provided in six in-person trainings as well as WebEx options, will follow a train-the-trainer model. Districts are welcome to include additional staff beyond the DTC (e.g., school test coordinators, kindergarten teachers, or others who will administer the assessment) in the ODE-provided trainings. However, if districts do not have school test coordinators or test administrators participate directly in the ODE-provided training, then districts must separately ensure that these staff are trained locally prior to administering the Kindergarten Assessment. For a schedule of the ODE-provided training opportunities, please refer to Part II – Test Administration Roles.

Receiving the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment which ODE will print and distribute to districts. Districts must store all printed assessment materials in a secure area in accordance with Part IV – Test Security until they are distributed to schools and instruct School Test Coordinators (STCs) to keep materials secure at all times. The secure test materials include: A1- Assessor Booklet for Approaches to Learning; A2- Assessor Booklet for Early Literacy, Early Math, and Spanish Syllable Sounds; S1- Student Booklet in English; and S2- Student Booklet in Spanish/English. Student assessment materials must not be in the Test Administrator's (TA's) hands more than 24 hours prior to the actual administration of the Kindergarten Assessment. As per the Kindergarten Assessment Accommodations Table, the only exception to this rule is for Sign language interpreters who will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled.

General Instructions for Administering the Kindergarten Assessment

The Kindergarten Assessment will be administered one-on-one to students and consists of three segments:

- Early Literacy
  - This is a direct assessment, measuring the student’s early literacy skills in English Letter Names and English Letter Sounds.
  - Spanish-speaking English language learners (ELLs) will also take a Spanish Literacy assessment, measuring the student’s early literacy skills in Spanish Syllable Sounds. The Early Literacy segment may be administered by any district or school staff who
has received Kindergarten Assessment Training for 2013-14. The Spanish Syllable Sounds measure must be administered by a trained fluent Spanish-speaker.

- **Early Math**
  - This is a direct assessment measuring the student’s early math skills in numbers and operations.
  - This segment may be administered by any district or school staff who has received Kindergarten Assessment Training for 2013-14.
  - This segment is available in English or in Spanish/English.

- **Approaches to Learning**
  - This is an observational segment completed by the student’s teacher using the Child Behavior Rating Scale.
  - This segment must be administered by the student’s teacher who has received Kindergarten Assessment training for 2013-14.

Districts should plan to administer the Early Literacy and Early Math segments early in the test window. The Early Literacy segment is timed, with students having 60 seconds per measure. ODE anticipates that, with set-up time, this segment will take approximately 6 minutes to complete. ODE anticipates that the Early Math segment, will take approximately 6 to 9 minutes to administer, for a combined administration time of 15 minutes for both the Early Literacy and Early Math segments. Spanish Speaking ELL students taking the additional Spanish Literacy assessment will need an additional 3 minutes to complete, for a combined administration time of 19 minutes. The Approaches to Learning segment should be administered later in the test window after the teacher has had an opportunity to observe the student during regular classroom routines and activities. ODE anticipates that this segment will take approximately 6 minutes for the teacher to complete. Note: the Approaches to Learning segment will not take any student time to administer.

To help preserve test security and ensure valid and reliable results, test administrators must adhere to the following procedures:

- The Kindergarten Assessment will be administered to students one-on-one, with the test administrator recording the student’s responses. Given the heightened level of required interaction between the student and the test administrator, test administrators must be especially vigilant to avoid coaching students to protect the validity of the assessment results. To avoid coaching, the Assessor Copy contains specific language that TAs may say to students who appear to be confused or struggling.

- Ensure that the Kindergarten Assessment is only administered by personnel who have received specialized Kindergarten Assessment training, either directly from ODE or locally, and have signed an Assurance of Test Security form for the current school year. (Note: for 2013-14, the specialized Kindergarten Assessment training provided by ODE includes the general test administration and security training required for all test administrators.)

- Locate student information prior to administering the Kindergarten Assessment, including:
Secure Student Identifier (SSID) if assigned by your district at the time of administration
- Student’s legal name
- Language of assessment (English, Spanish)
- Accommodations to be administered to the student

- Examine the assessment environment for non-allowable resources. Only those allowable resources listed below may be visible during administration of the Kindergarten Assessment.

- Provide each student, at the time of testing, an opportunity to familiarize themselves with the Early Math assessment format by completing the two sample assessment items in the “Numbers and Operations Student Copy.” Please note that there will be no sample assessment items for the early literacy segment.

- Review the directions included in the Assessor Copy prior to administering the assessment. Read the directions included in the Assessor Copy and those in Appendix L to students verbatim (these are the ONLY instructions you may give to students).

### Breaking up the Assessment

The Kindergarten Assessment includes 3 segments. Therefore, you may wish to break administration into shorter sections. These shorter administration periods may make the assessment experience less stressful for entering kindergarteners. As stated above, both the Early Literacy and Early Math segments should be administered early in the test window and may be administered separately. The Approaches to Learning segment should be administered later in the window and does not take any student time to administer.

Breaking up the assessment requires great care to avoid breaches of test security. TAs must ensure that assessment materials are securely stored between sessions.

### Allowable Resources

Only those allowable resources listed below may be provided to students during administration of the Kindergarten Assessment.

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<thead>
<tr>
<th>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE KINDERGARTEN ASSESSMENT</th>
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<tbody>
<tr>
<td>• Highlighter, marker, pen, and pencil</td>
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<tr>
<td>• Auditory amplification devices, hearing aids, noise buffers</td>
</tr>
<tr>
<td>• Transparent sheets (clear or tinted) to protect test materials or to improve focus</td>
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</tbody>
</table>
ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE KINDERGARTEN ASSESSMENT

- Markers/guides to limit distractions
- Stopwatch or timer

Accommodations

Accommodations are available for all students based on determination of individual student need. There are a number of allowable supportive administration conditions for the Kindergarten Assessment. See [http://www.ode.state.or.us/search/page/?=487](http://www.ode.state.or.us/search/page/?=487). As a promising practice, ODE has developed a decision tree mapping out the factors that districts should take into account when identifying whether incoming kindergarten students may benefit from accommodations, and if so, which ones. This promising practice is available online at [http://www.ode.state.or.us/search/page/?=2444](http://www.ode.state.or.us/search/page/?=2444).

Codes for accommodations will not be collected in the Consolidated Collections; however, it is advisable that the TA maintains a record of the accommodations used for individual students.

Assessment Procedure

Preparing for Administration

1. Several days prior to the day of assessment, review this Test Administration Manual. Pay special attention to Part III - Student Confidentiality and Part IV - Test Security.
2. Review your notes from the Kindergarten Assessment training. Immediately contact your School Test Coordinator (STC) if you have not been trained this year.
3. Minimize interruptions or disturbances during testing. It is preferable to provide a location outside of the regular classroom for one-on-one assessment. If it is not possible to separate the assessment environment from the classroom, set up a table and chairs in a quiet area of the classroom (for example, the reading area or computer center). Consider posting an “Assessing—Please Do Not Disturb” sign to help minimize distractions. Prepare students ahead of time by introducing them to the quiet area and expectations when students are being assessed. Strategize with classroom staff and volunteers on classroom management when individual assessments are occurring. Carefully review student accommodations before you begin testing.
4. Plan time for make-up testing for students who are absent for any portion of the scheduled assessment period. Every effort must be made to ensure that all students have an opportunity to complete the assessment.
5. ODE does not prescribe a sequence for administering the Kindergarten Assessment segments; however, it is considered best practice to administer the measures in the Early Literacy segment as follows: (1) English Letter Names, (2) English Letter Sounds, and (3) Spanish Syllable Sounds (if applicable).
Administering the Assessment

Segment One: Early Literacy

The Early Literacy segment includes two measures for all students: English Letter Names and English Letter Sounds. Spanish-Speaking ELLs will also take a Spanish Syllable Sounds assessment.

English Letter Names:
- This is a 60 second timed assessment.
- Place the “English Letter Names Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
  - If a student provides the letter sound instead of the letter name, repeat the directions verbatim (allowed one time):
    - Say the name of each letter.
    - Di el nombre de cada letra.
  - If a student provides the letter name in a language other than English, repeat the directions verbatim (allowed one time):
    - Say the name of each letter in English.
    - Di el nombre de cada letra en inglés.
  - If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a bracket [ on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “Stop.”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

English Letter Sounds:
- This is a 60 second timed assessment.
- Place the “English Letter Sounds Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
  - Long or short vowel sounds are scored as correct on the English Letter Sounds measure. Either is acceptable.
  - Hard or soft consonant sounds are scored as correct on the English Letter Sounds measure. Either is acceptable.
Certain combinations of two or more letters are called letter blends. There are both single letters and letter blends included on the English Letter Sounds measure. If a student encounters a letter blend and gives isolated (separate) letter sounds, it is scored as incorrect.

If a student provides the letter name instead of the letter sound, repeat the directions *verbatim* (allowed one time):

- Say the sound of each letter.

- *Di el sonido que hace cada letra.*

If a student provides the letter sound in a language other than English, repeat the directions *verbatim* (allowed one time):

- Say the sound of each letter in English.

- *Di el sonido en inglés que hace cada letra.*

If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.

- At 60 seconds mark the last letter named with a bracket ] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “Stop.”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

**Spanish Syllable Sounds:**

- This is a 60 second timed assessment
- Place the “Spanish Syllable Sounds Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions *verbatim* and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
  - If a student provides letter names instead of the syllable sounds, repeat the directions *verbatim* (allowed one time):
  - Say the Spanish syllable sounds.
  - *Di el sonido que hace cada sílaba.*

If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.

- At 60 seconds mark the last letter named with a bracket ] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “Stop.”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.
Segment Two: Early Math

The Early Math segment includes a measure of Numbers and Operations:

- This segment is not timed.
- Place the “Numbers and Operations Student Copy” section of the appropriate booklet in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy. For the Kindergarten Assessment, the test administrator does not read numbers/symbols to students.
- Record student responses on the Assessor Copy.
  1) Verbal responses are not accepted in the Early Math segment. While it is an allowable accommodation for students to verbalize their thought process, the responses recorded by the test administrator must rely on the student’s pointed response. If a student verbalizes an answer, test administrators may remind students to point to or choose the answer. For students who would benefit, the Accommodations Manual identifies additional non-verbal means by which students may communicate their response.

Students are able to self-correct as described in the Assessor Copy for the Early Literacy segment. For the Early Math assessment, it is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

The Approaches to Learning segment is an observational segment completed by the student’s teacher using the Child Behavior Rating Scale. The focus of this instrument is to measure a child’s behavior with other children and adults in the classroom and their interaction with classroom materials. This segment does not take any student time to administer.

- Complete all 15 items on this instrument for each child.
- Circle the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:
  1) The child never exhibits the behavior described by the item.
  2) The child rarely exhibits the behavior described by the item.
  3) The child sometimes exhibits the behavior described by the item.
  4) The child frequently or usually exhibits the behavior described by the item.
  5) The child always exhibits the behavior described by the item.

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with Part IV – Test Security of this Test Administration Manual. If there are any questions about secure materials, contact your District Test Coordinator (DTC). If the DTC is unsure of the answer, your question will be forwarded to your Regional ESD Partner.
Submitting Student Response Data

Following administration of the Kindergarten Assessment, districts will electronically submit total scores for the Early Literacy segment, raw response data for the Early Math segment, and teacher-generated ratings for the Approaches to Learning segment. Districts will have the option to either enter data for individual students through a web-based data entry screen or through a mass upload process through ODE’s Consolidated Collection Application. Any staff authorized by the district may submit the student response data, including teachers, test administrators, or other school- or district-level staff. In order for staff to submit data, the district security administrator must first create user accounts for them following the instructions found at https://district.ode.state.or.us/apps/info/docs/centrallogin_ug.doc.

To ensure that student response data are properly submitted to ODE, carefully review each Assessor Copy to confirm that the TA has correctly entered all required information. If any information is missing, incorrect, or incomplete, please check with the TA to add or revise the information as necessary:

- Ensure the demographic information (e.g., student name, date of birth, district, school, SSID) on the Assessor Form is correct.
- Ensure that the date the assessment was administered is filled in on each Assessor Copy.
- For school districts choosing to waive administration of Spanish Literacy for eligible Spanish-speaking ELL students there is a code on the code table allowing districts to waive administration of the segment. (Code A on the Assessment Admin Code Table in the KA file format). Please note: the waiver will be entered for each individual student. School districts may waive administration in only some schools, or for the entire district.
- For virtual schools choosing to waive administration of the Kindergarten Assessment for the 2013-2014 year, there is a code on the code table to waive administration of the kindergarten assessment. (Code B on the Assessment Admin Code Table in the KA file format). Please note: The collection is student level, and the code must be submitted for each student.

Districts may begin entering student response data as soon as the test window opens on August 12, 2013. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is November 1, 2013.

Once student response data have been submitted to ODE, districts must securely dispose of all assessment materials onsite, including any unused assessment materials. If you have any questions about this process, please contact your Regional ESD Partner.