

10.0 ADMINISTERING THE KINDERGARTEN ASSESSMENT



Note: This section is required for all TAs administering the Kindergarten Assessment; it includes administration procedures only. Please reference the Operational Assessor Booklet for verbatim student directions.

10.1 Overview

Oregon’s Kindergarten Assessment is an assessment of entering kindergarteners’ skills in early literacy, early math, and approaches to learning (self-regulation and inter-personal skills). Each year children enter kindergarten with a wide range of experiences and skills. The Kindergarten Assessment is not intended to measure everything a child knows; it is designed to be a very quick assessment of particular skills that have relationships with third grade reading and future academic success (Credé & Kuncel, 2008, Duncan et al., 2007; Hattie, 2009; Morris, Bloodgood & Perney, 2003; Richardson, Abraham & Bond, 2012; Snow & Oh, 2010).

The Kindergarten Assessment is administered within the first six weeks of kindergarten because it is designed to measure what students know and can do upon entering kindergarten, not what they have learned in kindergarten. By providing a statewide perspective of children’s skills upon kindergarten entry, the Kindergarten Assessment allows educators to track trends and measure progress improvements over time, and helps ensure every child has a successful start in school. To this end, the following goals form the foundation of Oregon’s Kindergarten Assessment.

1. To provide local and statewide information that provides state-level policy makers, communities, schools, and families a snapshot of the developmental and academic skills of incoming kindergarteners.
2. To provide a consistent, statewide tool for identifying systemic opportunity gaps, measuring improvement over time, and ensuring resources are allocated to support our students furthest from opportunity.

Based on efforts to improve alignment with Oregon’s Early Learning and Kindergarten Standards, partnerships with other states, data from the 2015-16 Kindergarten Assessment, and feedback from the field and the Kindergarten Advisory Committee, all incoming kindergarteners will be administered new Early Literacy measures in the fall of 2016. The new untimed measures include English Uppercase and Lowercase Letter Name Recognition and English Letter Sound Recognition. The timing component has also been removed from the Spanish Letter Sound Recognition measure for officially identified Spanish-speaking English Learners (ELs). In addition, approximately 3,600 students will take part in a linking study between the timed Legacy Literacy measures and the new Operational Literacy measures to preserve longitudinal data. These students will either be given the Legacy English Letter Names **or** the Legacy English Letter Sounds measure. These legacy measures will be embedded within the operational measures (labeled Operational, Operational + Legacy Letter Names, and Operational + Legacy Letter Sounds).

Also new for 2016-17, the Kindergarten Assessment is now a non-secure assessment. This means that schools and teachers may now use the data collected through the Kindergarten Assessment in real time to inform instructional strategies for their incoming Kindergarten classes without needing to wait for the official Kindergarten Assessment results released by ODE (typically published in the winter).



The Kindergarten Assessment is not intended to be a comprehensive assessment of children’s readiness for school and should not be used for placement purposes. The Kindergarten Assessment should not be used to exclude or prevent children from starting kindergarten.

While the assessment is no longer considered secure, it is still essential that the test be validly and consistently administered across all students to ensure that the assessment results are valid and accurately reflect what our incoming Kindergarteners know and can do upon entering Kindergarten. To support districts in implementing the assessment and to ensure valid assessment results, ODE provides specialized Kindergarten Assessment training. For a schedule of ODE-provided training opportunities, required for all DTCs and STCs with schools supporting Kindergarten programs and for all Kindergarten Assessment TAs, please refer to *Section 1.5 Training Requirements*.

Additional information and resources for the Kindergarten Assessment can be found on the Early Learning System website (<http://oregonearlylearning.com/kindergarten-assessment>) and the ODE website (<http://www.ode.state.or.us/go/ka>).

10.2 Ordering the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment which AIR will print, package by school, and distribute to districts. The test materials include:

- Approaches to Learning Scoresheet
- Operational Assessor Booklet
 - Test administration procedures, verbatim student directions, and scoring protocols for **Early Literacy**, **Early Spanish Literacy**, and **Early Math**;
 - Verbatim student directions are provided in both **English** and **Spanish** for officially identified English learners;
 - *Schools selected to administer a Legacy Literacy measure will receive assessor booklets with the legacy measure embedded. These booklets will be labeled Operational + Legacy Letter Names Assessor Booklet or Operational + Legacy Letter Sounds Assessor Booklet.*
- Operational Scoresheet
 - Form used to capture student responses to the **Early Literacy**, **Early Spanish Literacy**, and **Early Math** measures;
 - *Schools selected to administer a Legacy Literacy measure will receive Operational Scoresheets with the legacy measure embedded. These Operational Scoresheets will be labeled Operational + Legacy Letter Names Scoresheet or Operational + Legacy Letter Sounds Scoresheet.*
- Student Booklet
 - There is one Student Booklet with **Early Literacy** (English Upper and Lowercase Letter Names and Sound Recognition), **Early Spanish Literacy** (Spanish Letter Sound Recognition), and **Early Math**. (Note: Spanish Letter Sound Recognition is **only** administered to officially identified Spanish-speaking ELs)
 - *Schools selected to administer a Legacy Literacy measure will receive student booklets with the legacy measure embedded. These booklets will be labeled Operational + Legacy Letter Names Student Booklet or Operational + Legacy Letter Sounds Student Booklet.*

Districts order Kindergarten materials by school in TIDE based on anticipated Kindergarten enrollment; ODE has pre-calculated the anticipated number of students based on schools' 2015-16 Kindergarten enrollment. For additional details and instructions on how to place your district's order, please refer to the [TIDE User Guide](http://www.ode.state.or.us/search/page/?=391) (available online at <http://www.ode.state.or.us/search/page/?=391>).

The 2016-17 Kindergarten Assessment order window is May 23 – June 28, 2016. When placing their order, districts will also need to specify one of **two delivery windows: either August 1 – 5, 2016 (to arrive prior to the start of the statewide test window on August 9, 2016) or August 22 – 26, 2016**

(to arrive prior to September 1, 2016). Your [Regional ESD Partner](#) is available to assist you with the order process.

10.3 Preparing to Administer the Kindergarten Assessment



The following steps must be taken **prior** to administering the Kindergarten Assessment:

1. Identify English Learners.
 - Per federal law, districts must officially ELs for services within 30 days of the start of school, or within two weeks of a student being enrolled in a district after the first month of school (Title III, §3302 (A-D)).
 - Students who have been identified as ELs and whose home language is Spanish **must** be assessed on Spanish Letter Sound Recognition and **must** be given the Spanish/English bilingual version of Early Math. The student can choose if they prefer to hear the directions in Spanish or English.
 - Bilingual supports for the Kindergarten Assessment identified in the Oregon Accessibility Manual must be administered by a bilingual TA who is trained and endorsed by the district in Spanish or the students' language of origin.
 - For additional information, refer to [Executive Numbered Memorandum 009-2013-14 - Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment](#).
2. Identify accessibility supports for individual students.
 - Review the Oregon Accessibility Manual for the universal tools, designated supports, and accommodations that are available for the Kindergarten Assessment.
 - Review the student's IEP or education plan, if applicable, for assessment accessibility options.
3. Locate student information, including:
 - Secure Student Identifier (SSID) if assigned by your district at the time of administration
 - Student's legal name
4. It is highly recommended that the TA and student have some level of familiarity prior to assessment administration. The TA is encouraged to develop a rapport with each student prior to administering the assessment.
 - Prior to administration of the assessment, TAs can introduce themselves, ask simple questions, or tell a story so the child is more comfortable during the assessment.

10.4 Components of the Kindergarten Assessment

The Kindergarten Assessment consists of three segments. All segments must be administered within the first six weeks of a student's entry into Kindergarten:

Early Literacy

- A direct assessment conducted one-on-one between the student and a trained TA who has received Kindergarten Assessment Training for the current school year.

- Measures the student’s early literacy skills in English Letter Name Recognition and English Letter Sound Recognition.
- Officially identified Spanish-speaking ELs will receive an additional measure assessing the student’s early literacy skills in Spanish Letter Sound Recognition. (Spanish Letter Sound Recognition must be administered by a trained test administrator endorsed by the district in Spanish.) Only officially identified Spanish-speaking ELs may be administered this measure.
- It is recommended that the Early Literacy segment be administered during the first three weeks of the testing window to most accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Early Math

- A direct assessment conducted one-on-one between the student and a TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student’s early math skills in Counting and Cardinality and Operations and Algebraic Thinking.
- Available in English or in bilingual Spanish/English.
 - A trained TA endorsed by the district in Spanish must administer the Spanish/English version to officially identified Spanish-speaking ELs only.
 - Students who have been identified as Spanish-speaking ELs will be given the Spanish/English bilingual version and then choose if they prefer to hear the directions in Spanish or English. These students may provide a verbal response in English or Spanish and/or point.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - Students who have **not** been identified as Spanish-speaking ELs will be given the English-only version. They are allowed to provide a verbal response in English only and/or point. TAs do not need to be endorsed by the district in Spanish for the English-only version. If the student appears to verbalize in a language other than English, the TA may ask the student to point to the student’s chosen answer.
 - If a student has been identified as an EL with a language of origin other than Spanish, a local translator who is trained and endorsed by the district may provide a written translation of the directions in the student’s language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions to the student. Please reference the Oregon Assessment Manual for more information about this support. If the student appears to verbalize in a language other than English, the TA may ask the student to point to the student’s chosen answer.
- It is recommended that the Early Math segment be administered during the first three weeks of the testing window to most accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Approaches to Learning

- Is an observational assessment completed by the student’s teacher after receiving Kindergarten Assessment training for the current school year. *Section 1.5: Training Requirements* offers additional information about abbreviated training requirements for kindergarten teachers administering only the Approaches to Learning measure.
- Measures the student’s self-regulation and interpersonal skills.
- Should be administered later in the test window after the teacher has had an opportunity to observe the student multiple times during regular classroom routines and activities.

10.5 Establishing Appropriate Testing Conditions

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

- Ensure that the Kindergarten Assessment is only administered by personnel who have met the training requirements described in *Section 1.5 Training Requirements* for the current school year.
- Parents or guardians may request to observe their child during the assessment, and it may be comforting for some students to have their parents in close proximity during the assessment. **However, adults other than the trained test administrator may not interact with the student during test administration. Such interactions would be considered a test impropriety and may jeopardize the assessment’s validity.**
- Examine the environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation for the Kindergarten Assessment may be available for student access during testing.
- *At the time of testing*, help the students to familiarize themselves with the Early Literacy and Math measure formats by completing the sample measures in the Student Booklet.
- Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results; however, it is important for the TA to be encouraging. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling.
- Review the directions included in the Assessor Booklet prior to administering the assessment. Read the directions included in the Assessor Booklet to students verbatim (these are the **ONLY** instructions you may give to students).

10.6 Kindergarten Assessment Administration Procedure

Segment One: Early Literacy

The Early Literacy segment includes two **untimed** measures for all students: English Letter Name Recognition and English Letter Sound Recognition. Officially identified Spanish-speaking ELs must also take a Spanish Letter Sound Recognition measure, which is also **untimed**. ODE does not prescribe a sequence for administering the Kindergarten Assessment segments; however, it is considered best practice to administer Early Literacy as follows: (1) English Letter Name Recognition, (2) English Letter Sound Recognition, and (3) Spanish Letter Sound Recognition (if applicable). You may wish to break up the assessment into shorter sessions (for example, administering just one measure in a sitting), which may make the experience less stressful for entering kindergarteners.

Note: schools selected to administer a Legacy Literacy measure will have slightly different administration procedures; please see additional information below.

English Uppercase Letter Name Recognition (Measure 4): Administration and Scoring Procedures

- Place the Student Copy “English Uppercase Letter Name Recognition” chart in front of the student.
- Point to sample item #1.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

English Lowercase Letter Name Recognition (Measure 5): Administration and Scoring Procedures

- Place the Student Copy “English Lowercase Letter Name Recognition” chart in front of the student.
- Point to sample item #2.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

***Legacy English Letter Names: (Measure 1): Procedures (For assigned schools only)**

- This is a 60-second **timed** assessment.
- Place the Student Copy “English Letter Names” chart in front of the student.
- Read the directions in the Operational + Legacy Letter Names Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Start the stopwatch when the student says the first letter.
- After 60 seconds, mark the last letter attempted with a bracket] and let the student finish the row or come to a natural stopping point.
- Enter the number correct and number attempted in the Operational Scoresheet.

English Letter Sound Recognition (Measure 6): Administration and Scoring Procedures

- Place the Student Copy “English Letter Sound Recognition” chart in front of the student.
- Point to sample item #3.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter pair or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter sound on the Operational Scoresheet.
- Enter the number of correct letter sounds on the Operational Scoresheet.

*** Legacy English Letter Sounds (Measure 2): Procedures and Scoring (For assigned schools only)**

- This is a 60-second **timed** assessment.
- Place the Student Copy “English Letter Sounds” chart in front of the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Start the stopwatch when the student says the first letter sound.
- After 60 seconds, mark the last letter attempted with a bracket] and let the student finish the row or come to a natural stopping point.
- Enter the number correct and number attempted in the Operational Scoresheet.

Spanish Letter Sound Recognition (Measure 3): Administration and Scoring Procedures

- This measure is for officially identified Spanish-speaking ELs only and must be administered by a trained TA endorsed by the district in Spanish. Find out from the student which language (Spanish or English) is preferred for the instructions.
- Place the Student Copy “Spanish Letter Sound Recognition” chart in front of the student.
- Point to sample item #4.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter pair or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter sound on the Operational Scoresheet.
- Enter the number of correct letter sounds on the Operational Scoresheet.
- Note: students assessed in Spanish may require additional processing time as they are being asked to respond in an environment where they are not typically asked to respond in their language of origin.

Segment Two: Early Math

Early Math: Procedures

- This is **not** a timed assessment.

- Place the appropriate version (English only or Spanish/English bilingual for officially identified Spanish-speaking ELs only) of the “Early Math” measure in front of the student. *(Note: a trained TA endorsed by the district in Spanish must administer the Spanish/English version.)*
- Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- The TA *may not read numbers or symbols* to students.

Early Math: Recording Student Responses

- Circle the answer the student selects for each item in the Operational Scoresheet.
- If the student does not know the answer or does not want to select an answer, select NA (no answer) on the Operational Scoresheet and go to the next item.
- Verbal or pointed responses are accepted in the Early Math measure. If the student:
 - Verbalizes their answer and doesn’t point, the verbalized answer is accepted.
 - Students who have been identified as Spanish-speaking ELs will be given the Spanish/English bilingual version and may choose if they prefer to hear the directions in Spanish or English. These students may provide a verbal response in English or Spanish and/or point. A trained TA endorsed by the district in Spanish must administer the Spanish/English version.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - Students who have not been identified as Spanish-speaking ELs will be given the English only version. They are allowed to provide a verbal response in English only and/or point.
 - Points to an answer and doesn’t verbalize, the pointed answer is accepted.
 - Verbalizes an answer and points to a different answer, prompt the student one time to point to their final answer; the pointed answer is accepted.
 - Verbalizes an answer in a language other than English, prompt the student to point to their final answer.
 - Verbalizes a response option not listed, mark the response as NA on the Operational Scoresheet.
- For students who would benefit, the Oregon Accessibility Manual identifies additional non-verbal means by which students may communicate their response.
- Students can self-correct. It is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

- The focus of this instrument is to measure a child’s behavior with other children and adults in the classroom and the child’s interaction with classroom materials.
- This assessment should only be completed by teachers who interact daily with the child in the classroom.

- This assessment involves teachers' perceptions of students' behavior; therefore, it is important for the teacher conducting the assessment to closely follow the protocols for administering Approaches to Learning.
- **New for 2016-17**, complete all 15 items on this instrument for each child on the Approaches to Learning Scoresheet.
 - 1) You may choose to rate all of the students in your classroom on one item at a time. For example, you may rate all students on the first item, then all students on the second item, etc. Or,
 - 2) You may rate one student on all 15 items before moving on to rate the next student, etc.
- Record the response number that best indicates how frequently the child exhibits the behavior described in a particular item. **Only whole numbers are acceptable values.**
- 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.
 6. Note: if a behavior was not observed, you may indicate with a 6 on that particular item.



Cultural Responsiveness: When administering the Approaches to Learning measure, it is important to keep in mind a child's cultural background and history, recognizing that students enter kindergarten with different experiences.

Geneva Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. Culturally responsive pedagogy should include the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each other's cultural heritages.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

10.7 Following Test Administration

Maintaining Confidentiality of Student Responses

To ensure student confidentiality, all student response data and teacher ratings of students must be kept secure in accordance with *Section 2.5 Student Confidentiality*. If there are any questions about handling secure student information, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

10.8 Kindergarten Assessment Data Submission and Reporting

Submitting Student Data

Following administration of the Kindergarten Assessment, districts will electronically submit:

- The number of **correct responses** for each of the Early Literacy segment measures (English Uppercase and Lowercase Letter Name Recognition, English Letter Sound Recognition, and Spanish Letter Sound Recognition for officially identified Spanish-speaking ELs **only**)
- The Early Literacy Legacy Measure fields (**for selected schools only**). Schools selected to administer either the Legacy Letter Names or Legacy Letter Sounds measure will need to enter the following fields:
 - Administration assessment date
 - Administration attempt code
 - Administration code
 - Number of correct responses
 - Number attempted
- The student’s response (A, B, C, or N) for each of the sixteen items in the Early Math segment, and
- Teacher-generated ratings (1, 2, 3, 4, 5, or 6) for the fifteen items in the Approaches to Learning segment.

Kindergarten Assessment data are submitted to ODE through ODE’s Consolidated Collections. *Optional* training for the Kindergarten Assessment Consolidated Collections will be available on **August 23** and **September 22, 2016**. 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. Authorized district staff may submit the student 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 each student’s data are properly submitted to ODE, carefully review each Operational Scoresheet to confirm that the test administrator has completely entered all required information, including student name, SSID, and date administered. If any information is missing or incomplete, please check with the test administrator to add or revise the information as necessary:

- Ensure the student name and SSID on the Operational Scoresheet are consistent with the consolidated student record to which the student response data is being entered.
- Ensure that the Spanish Letter Sound Recognition (Measure 3) and the bilingual version of the Early Math measure (Spanish Flag marked “Y”) data are **only** submitted for officially identified Spanish-speaking ELs.
- Districts may begin entering student response data on **August 11, 2016**, two days after the administration window opens. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is **October 31, 2016**.

Once student data have been submitted to ODE, districts **may retain assessment materials. It is highly encouraged that districts hold onto the assessment materials until after the consolidated collection review window has closed on December 5, 2016.** Because the assessment is no longer secure, districts have the option to dispose of assessment materials onsite or keep the materials for their records. If you have any questions about this process, please contact your [Regional ESD Partner](#).

Kindergarten Assessment Reports

Users will be able to access the Student Roster reports through the Consolidated Collections Application. The report will be available for use after the data is submitted. For additional information on Kindergarten Assessment Reporting please visit the district Kindergarten Assessment page: <https://district.ode.state.or.us/search/results/?id=453>.