WaKIDS Pilot

Preliminary Report

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WAKIDS PILOT
Fall 2010 Report

<h1 style="text-align:center">WaKIDS Preliminary Report</h1>

Executive Summary

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that is being piloted throughout the 2010-11 school year by the Washington State Department of Early Learning and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington, and with the generous support of the Bill & Melinda Gates Foundation. OSPI contracted with the Childcare Quality and Early Learning Center for Research and Training at the University of Washington College of Education to lead the research and data analysis involved in the WaKIDS pilot. This Fall 2010 report summarizes information gathered during the first half of this pilot.

Project overview

WaKIDS provides information about children's development and learning to determine kindergarten readiness. It strives to inform the K-12 system, early care and education providers, and families of the most effective methods to understand children's learning strengths and needs. An essential goal is to identify a common method to compare children across the state. There are three main components of the WaKIDS pilot: **family connection**, in which WaKIDS asked teachers to connect with students and their families at the beginning of the school year; **whole child assessment**, in which three kindergarten assessment tools are being piloted and student data was collected from September 27 to October 15, 2010; and an **early learning collaboration**, consisting of 10 focus groups with early learning providers and kindergarten teachers, five of which were conducted during Fall 2010.

WaKIDS used three data-gathering tools to inform the content of this preliminary report: an initial teacher survey in August 2010 that 108 teachers completed; a whole child assessment in which three assessment tools were used; and a teacher survey conducted at the end of the assessment period with 105 teachers responding. The school sample included a total of 115 classrooms in 63 schools, distributed throughout the state and balanced by race and ethnicity and SES status as measured by eligibility for reduced-priced school lunches. Seventy-eight percent of all classrooms were full-day, and 22% were part-day.

Family Connection

The family connection component encourages and provides an opportunity for teachers to engage with families before the school year in order to build positive relationships, gain information about entering students, and to focus on their children's learning. The WaKIDS team asked teachers to connect with students and their families either one-on-one or in small groups of families prior to the beginning of the school year.

WaKIDS will collect information about the usefulness of this booklet and transition practices from both teacher and parents' perspectives in Winter 2011 and include data in a final report in Summer 2011

Whole child assessment

The preliminary report presents detailed findings of the 2010 pilot of three assessment instruments: Teaching Strategies GOLD, The Work Sampling System (WSS; Pearson), and Developing Skills Checklist (DSC; CTB/McGraw-Hill). The team assigned teachers to one tool set and asked them to complete the assessment with all students in their classes during a three-week window: September 27–October 15, 2010.

WaKIDS chose to measure 15 performance goals across four domains of the *Washington State Early Learning and Development Benchmarks*: Physical Well-Being, Health and Motor Development; Social and Emotional Development; Cognition and General Knowledge; and Language, Communication and Literacy.

Teacher assessments of 1,760 children beginning kindergarten suggest that more than a third enter kindergarten below expected skill levels as revealed by the three different instruments. In the area of language, communication, and literacy, nearly half of all children enter with skills below the expected grade level. These differences are even vaster for economically disadvantaged children

Evaluation of the Three Tool Sets

Teachers were asked to evaluate the helpfulness of the training for each tool. The full preliminary report presents data showing teachers' responses concerning the adequacy of the training associated with each of the tool sets, the relative ease of using them, the time required, and the degree to which the assessment tools were consistent with their teaching philosophies and routines. Many teachers remain undecided about whether they would use any of the tools again in the same academic year, and fewer than half say they would recommend the assessment tools to other kindergarten teachers.

An overarching aim of the WaKIDS pilot was to recommend one assessment tool. All three instruments are comprehensive and address the identified *Washington State Early Learning and Development Benchmarks*. Based upon teacher feedback on instructional utility and naturalistic method, the recommendations can be narrowed to two: WSS or GOLD. More data collection is needed, however, before WaKIDS can recommend one instrument. Important considerations include cultural biases of the instruments, accommodations for children with disabilities, parent involvement, use of the results to differentiate instruction, and cost-benefit.

Early Learning Collaboration

Best practices and position statements from the National Association for the Education of Young Children (NAEYC) and the research literature recommend collecting information from teachers who worked with children prior to their entry to kindergarten (National Association for the Education of Young Children, 2005). WaKIDS distributed an initial questionnaire to 108 teachers on the first day of participation in the project. Questions addressed teachers' experience and practice with information exchange between early learning providers and kindergarten teachers. Just over a third of teachers received *some* type of information from early learning

providers about *some* of their entering kindergartners, including IEPs, assessment information, and information about social and behavioral skills and problems. When asked what type of information they would like to know about entering kindergartners, the teachers mentioned information about social-emotional or behavioral skill levels, family backgrounds, children's academic skills, their health status, and information about disabilities or special needs.

WaKIDS is also conducting focus groups with early learning providers and kindergarten teachers to collect information about the types of assessment information available and ways to improve the transfer of this information to kindergarten teachers. Findings from the 2010 and 2011 focus groups will be presented in the final report of the WaKIDS project in Summer 2011.

Summary, Recommendations, and Next Steps

This report provides important information about a statewide kindergarten assessment process pilot in Washington State. Three assessment instruments offer insights regarding young children's developing skills at kindergarten entry, and teachers' feedback across the assessment tools provide valuable information for narrowing the WaKIDS selection of the most effective instrument and process.

Kindergarten data in Washington State
The WaKIDS pilot provides the first statewide kindergarten assessment information across multiple domains of child development and achievement. Teacher assessments of 1,760 children beginning kindergarten suggest that more than a third enter kindergarten below expected skill levels as revealed by the three different instruments. In the area of language, communication, and literacy, nearly half of all children enter with skills below the expected grade level. These differences are even vaster for economically disadvantaged children, pointing to the continued need for accessible, high quality early learning programs for low income children and families.

Notable differences across instruments
The project found notable, but expected, differences in children's skill levels across the three instruments. For example, the instrument Teaching Strategies GOLD in general found a larger share of children regarded as below expectations across the four domains. Another instrument, the DSC, found a larger percent of children exceeding expectations across the four domains. One reason for these differences is that the developmental reference was dissimilar across the instruments. Teachers using GOLD were asked to assess children against end-of-year kindergarten expectations; teachers using DSC were measuring children's performance against beginning of kindergarten expectations. And teachers using a third instrument, the WSS, were asked to assess children against end-of-preschool expectations. The instruments also differed from one another in terms of the number of items in each domain (for example, 4 items in the general knowledge and cognition domain on the WSS compared with 11 on GOLD), differing levels of specificity, and characteristics of training sessions, which were condensed for this pilot, and as a result, may have left some teachers less prepared in implementing the assessments as specified.

Best practices
With few exceptions, teachers regard the WaKIDS assessment tools and process as meeting best practices. Two instruments, GOLD and WSS, were considered useful for planning instruction and collected assessment information in a naturalistic way. Few of the teachers in the pilot reported using comprehensive assessment processes prior to their involvement in WaKIDS. Most teachers report that the instruments piloted with WaKIDS provided information on multiple areas of children's skills. In general, teachers found the instruments used in this pilot to be helpful with assessing the class as a whole and for planning individual instruction.

Many teachers who used WSS report they will use it again this year. A majority of teachers are undecided about continued use with GOLD, however. One plausible reason for this difference and ambivalence with GOLD in particular is the perceived difficulty and experienced learning curve across the instruments. While both instruments are regarded as useful with assessment and planning instruction, teachers reported needing more training and support with GOLD. This may be because GOLD requires teachers to make finer discriminations across assessment items. GOLD was also offered online, which presented an additional learning challenge for some teachers. WaKIDS will continue to investigate the issue of teachers' repeated use of the instruments during early Winter 2011.

Need for more research
More research is needed before one tool can be recommended. WaKIDS must look more closely at such issues as cultural responsiveness, accommodations and usefulness for children with disabilities, parent involvement and satisfaction, potential for improving instruction, and cost benefits. Additionally, educators, administrators, and policy makers would be interested in knowing how these tools predict future school success.

Recommendations for future implementation
Based on the findings summarized in this preliminary report, we provide the following recommendations for implementation improvement for WaKIDS 2011-2012:

1. **Provide more training on assessment tools and online administration to teachers and administrators.** WaKIDS provided all teacher training sessions in one day— half the time typically provided for training by assessment publishers. The quality of assessment data relies heavily in the accuracy of implementation. If assessments are not done well, the data collected may not provide the information sought or may inaccurately represent children's performance (Golan, Peterson & Spiker, 2008). It is also important that teachers feel supported by their building and district administrators. Providing overview training on the assessment instruments for administrators may galvanize necessary support.

2. **Provide sufficient time to complete and report assessment.** Many teachers felt that it was difficult to administer the tool and to record and report the assessment results in only three weeks. Observation-based assessments require more time to accurately discern a child's competencies in a naturalistic setting. This may be especially important at the beginning of the year when teachers are just getting to know their students, and students are just getting used to know peers and adults. Time is also critical to teachers who are

teaching half-day classes; these teachers may have twice the pupils and half the time to complete their assessments.

3. **Provide training on family participation and input**. Position statements and research literature about best practices agree that parents are essential participants in a valid and useful assessment process, both as informants about their children's skills and as recipients of assessment information (Golan, S., Peterson, D. & Spiker, D., 2008). Teachers agreed that the formalized parent component of each instrument would be helpful. Additional time is needed to train teachers on the administration of these instruments, as are alternatives for gathering the information from diverse families and for interpreting the information. Teachers may also benefit from training on data-sharing with parents.

4. **Study and recommend best practices to facilitate information-sharing between early learning providers and kindergarten teachers.** Kindergarten teachers agree that information from early learning providers about entering kindergarten students would be helpful. Few teachers in this study received helpful information from early learning providers, and most were unsure of if and where the child attended prekindergarten programs. Further study is recommended to understand the types of assessment data early learning providers gather and how to facilitate data-sharing that is optimally beneficial to students and families. Data-sharing can improve instructional decisions by kindergarten teachers and can also serve to improve the quality of early learning programs.

Next steps
The WaKIDS pilot and evaluation will continue through June 2011. Future evaluation activities include:
1. Parent focus groups throughout the state to understand their perceived usefulness of the assessment data and process;

2. Kindergarten teacher surveys regarding continued assessment use and satisfaction;

3. Early learning connection focus groups; and

4. Further analysis of kindergarten entry child data.

This information will be presented in a final project evaluation report in June 2011.

I. Introduction

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that is being piloted throughout the 2010-11 school year by the Washington State Department of Early Learning and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington, and with the generous support of the Bill & Melinda Gates Foundation. OSPI contracted with a team of faculty and graduate students from the University of Washington College of Education to lead the research and data analysis involved in the WaKIDS pilot. This preliminary report summarizes information gathered during the first half of this pilot.

Overview of project

WaKIDS provides information about children's development and learning to determine kindergarten readiness. There are three main components of the WaKIDS pilot: 1) strengthening the family's connection to the child's education environment, 2) a comprehensive assessment of the whole child for teachers to gather information on the skills, abilities, and areas for growth in their students entering kindergarten, and 3) a collaboration between early learning providers and kindergarten teachers to improve information-sharing and the transition of students from early learning environments to kindergarten.

The WaKIDS team established planning committees to lead components of the design and implementation process. The committees are the Oversight Committee, Work Team, State Advisory Team, Theoretical Advisory Committee, and Technical Advisory Committee. (See Appendix A for lists of committee members.) Committees made several key decisions during this planning process, including:

- Identifying the best classroom practices for teachers to support individual students
- Determining the most effective approaches to reach out and engage families
- Deciding where to focus future investments
- Comparing three different assessment tools to determine which one is best suited for kindergarten teachers, families, early learning providers, school districts, communities, and the state as a whole to improve the learning of Washington children
- Identifying the most effective family connection component to involve teachers meeting with families before or at the start of kindergarten to welcome them to the K-12 system and begin building relationships
- Suggesting that the early learning collaboration consist of facilitated discussions to improve the connection between early learning providers and kindergarten teachers.

The WaKIDS team also decided to measure 15 performance goals from the *Washington State Early Learning and Development Benchmarks*. These goals were chosen based on an analysis of kindergarten readiness programs and current research, and they were aligned with end-of-year kindergarten standards. Table 1 provides a description.

Table 1. Fifteen WaKIDS Performance Goals

Performance Goals Washington State Early Learning and Development Benchmarks	
DOMAIN	**Sub-Domain**
Physical Well-Being, Health, and Motor Development	**#1**—Sub-Domain: Motor Development Domain component: Gross Motor Skills Goal: Children demonstrate strength and coordination of large motor muscles.
	#2—Sub-Domain: Motor Development Domain component: Fine Motor Skills Goal: Children demonstrate strength and coordination of small motor muscles.
	#6—Sub-Domain: Health and Personal Care Domain component: Daily Living Skills Goal: Children practice basic personal care routines.
Social and Emotional Development	**#13**—Sub-Domain: Social Development Domain component: Interactions with Peers Goal: Children cooperate with peers.
	#24—Sub-Domain: Emotional Development Domain component: Self-Control Goal: Children understand and follow rules and routines.
Cognition and General Knowledge	**#33**—Sub-Domain: Logic and Reasoning Domain Component: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events.
	#38—Sub-Domain: Mathematics and Numeracy Domain component: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting.
	#39—Sub-Domain: Mathematics and Numeracy Domain Component: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length.
	# 41—Sub-Domain: Mathematics and Numeracy Domain Component: Properties of Ordering Goal: Children sort, classify, and organize objects.
Language, Communication, and Literacy	**#62**—Sub-Domain: Language Domain component: Expressive/Oral Language Goal: Children use language for a variety of purposes.
	#66— Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate phonological awareness.
	#67—Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of the alphabetic principle.
	#68—Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of print concepts.
	#69—Sub-Domain: Literacy Domain Component: Reading Goal: Children demonstrate comprehension of printed material.
	#74—Sub-Domain: Literacy Domain component: Writing Goal: Children use writing for a variety of purposes.

Finally, the oversight committee decided that the University of Washington would be contracted to assist with data analysis and research involved in the pilot and to provide third-party objectivity and support for teachers throughout the pilot.

Overall, WaKIDS strives to inform the K-12 system, early care and education providers, and families of the most effective methods to understand children's learning strengths and needs. An essential goal of this work is to identify a common method to compare children across the state.

II. Design of Research and Evaluation of WaKIDS Pilot

WaKIDS Pilot: Overview of the Three Components

The WaKIDS assessment process is not a single test or an assessment tool. Rather it is a process that consists of three components: family connection, whole child assessment, and an early learning collaboration. These three areas combine to improve understanding of data regarding teacher transition practices, kindergartners' academic and social achievement, and the most effective information-sharing and collaborative techniques for early learning providers and kindergarten teachers. Each component is described below.

- **Family connection**. The family connection component encourages and provides an opportunity for teachers to engage with families before the school year in order to build positive relationships, gain information about entering students, and to focus on their children's learning. The WaKIDS team asked teachers to connect with students and their families either one-on-one or in small groups of families prior to the beginning of the school year. A booklet, *Introducing Me*, was also provided to all teachers in English and Spanish. (See Appendix B.) *Introducing Me* is intended to help teachers to gather important information from parents about entering kindergarten children.

- **Whole child assessment**. Research suggests that a process to assess what children know and can do when they enter kindergarten should be multifaceted and should include measures of a range of skills and across multiple domains of development (Maxwell, 2004). WaKIDS chose three tools for kindergarten assessment based on their attention to individual detail and ability to provide information on multiple aspects of development: Teaching Strategies GOLD, the Work Sampling System (WSS), and the Developing Skills Checklist (DSC). All three assessments were administered and data collected from September 27 to October 15, 2010.

- **Early learning collaboration (ELC)**. Best practices and position statements from the National Association for the Education of Young Children (NAEYC) and the research literature recommend collecting information from teachers who worked with children prior to their entry to kindergarten (National Association for the Education of Young Children, 2005). Early learning providers have unique perspectives in children's early development and learning, and can also provide assessment information that could improve kindergarten teachers' understanding of and service to incoming students. Information about children's prekindergarten experiences can promote continuity for children, families, and educators between preschool and early elementary school.

The ELC component of WaKIDS consists of a set of Fall and Spring focus groups created to bring together members of the early childhood community to design and implement successful transition and information-sharing techniques. The five Fall 2010 focus groups consisted of early learning providers and kindergarten teachers who volunteered to take part in the collaboration. Focus groups met in five locations around the state. WaKIDS will hold five additional focus groups during Spring 2011 with the remaining pilot study participants.

Evaluation Design

WaKIDS uses a mixed-methods design to examine the implementation of its pilot. Key research and evaluation questions are:

1. How are entering kindergarten students doing according to pilot assessment tools?
2. How useful are the pilot assessment tools for teachers and parents?
3. What are considered ideal information-sharing practices between early learning settings and elementary schools?

This report provides preliminary information on these questions based on information collected during August through November 2010. Beginning in January 2011, the WaKIDS UW team will collect additional evaluation data, including more qualitative and quantitative analyses of parents' perceptions of the usefulness of the assessment information, teacher perceptions of the utility and ease of continued assessment, and early learning providers' transition and assessment practices. These data will be presented in a final report expected in Summer 2011.

Data Collection Tools

Beginning in August 2010, WaKIDS developed and implemented six different data collection tools. This section provides detailed information about three that WaKIDS used to inform the content of this preliminary report:

- **Initial teacher questionnaire**. The UW team asked all participating teachers to complete an initial questionnaire at their assessment tool training in August 2010. (See Appendix C.) The UW team designed the questionnaire to collect demographic information about teachers' background and training and to gather data about their assessment and transition practices. A total of 108 teachers completed the questionnaire at their training sessions.

- **Whole child assessment**. The WaKIDS team piloted three assessment tools during 2010 with participating kindergarten teachers: Teaching Strategies GOLD, The Work Sampling System (WSS; Pearson), and Developing Skills Checklist (DSC; CTB/McGraw-Hill). The team assigned teachers to one tool set and asked to complete the assessment with all students in their classes during a three-week window: September 27–October 15, 2010.

- **Teacher questionnaire #1**. At the completion of the child assessment period, the WaKIDS UW team e-mailed an electronic survey to all teachers to gather feedback about their experiences with training, implementation, reporting, and use of information gathered from their assigned assessment tool. (See Appendix D.) The team customized the survey for each of the three assessment tools. Teachers received two reminder e-mails to complete the survey. Of the 116 participating teachers, 105 (91%) responded to the survey.

School sample

Dr. Cathy Taylor of the University of Washington College of Education led the selection process of participating schools. Individual teachers applied to be part of the WaKIDS pilot, and once the full list was compiled, schools were coded in terms of SES level (using percent of students qualifying for free or reduced-priced lunch as a proxy) and representation of ethnic minority

groups (Black/African American, Native American, Asian American, and Latino/Hispanic). Classrooms were then randomly selected within each of five identified regions of Washington State and then adjusted to ensure that there was sufficient representation of SES levels and school districts that had applied to participate. Typically, all teachers who applied from the same school were invited to be part of the pilot.

The sample included a total of 115 classrooms in 63 schools, distributed across the five regions. Region 1 contained 21 classrooms; region 2 contained 25; region 3 contained 31; region 4 contained 20; and region 5 contained 18. Due to the rigorous sampling procedures, the sample is assumed to be representative across the regions. Thus, the remainder of the demographic information collapses across all regions. Seventy-eight percent of all classrooms were full-day, and 22% were part-day.

Figure 1. Map of participating schools
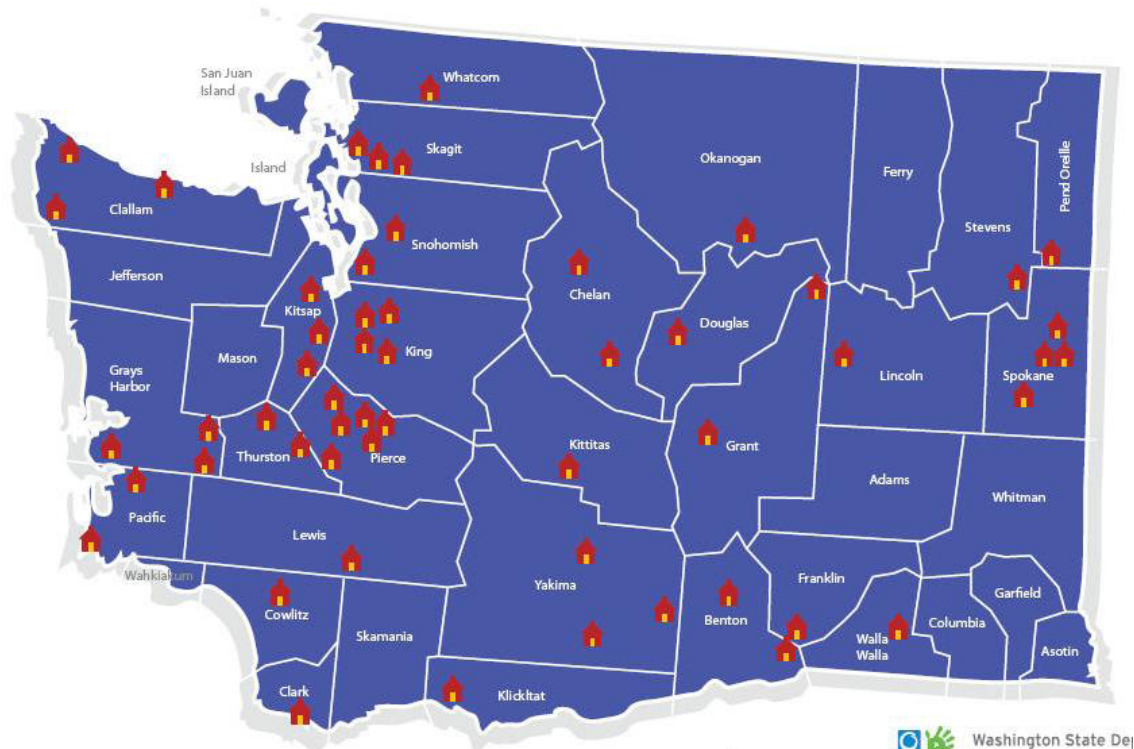
The majority of the classrooms (55%) are contained within small districts (0–4,000 students). The remaining classrooms are evenly distributed across the larger districts: 4,001–12,000 students (16% of classrooms); 12,001–21,000 students (13% of classrooms); and 21,001 or more students (16% of classrooms). Slightly less than a one fourth of the classrooms have 0–25% of the students receiving free or reduced-priced lunch. The greatest share of classrooms (45%) in the sample has a high rate of free or reduced-priced lunch (50–100% of the students), as shown in Figure 2.

Figure 2. Share of Free or Reduced-Priced Lunch in Sample Classrooms
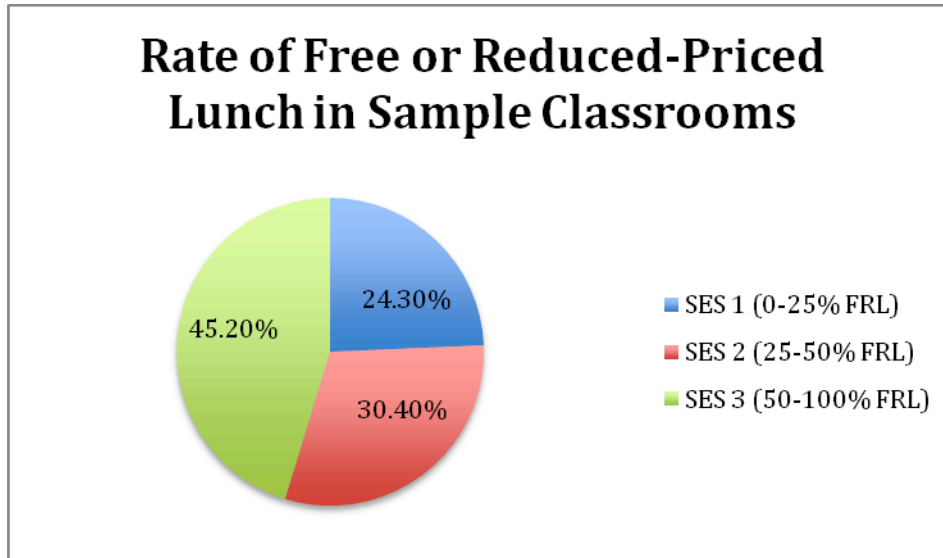
Teacher sample

At their assessment instrument training, teachers completed a questionnaire that included demographic information as well as questions about their current assessment and transition practices. The UW team received 108 questionnaires. When declaring their ethnicity, 74% of teachers identified themselves as white, 8% as Hispanic, 7% as multiple origin, 2% as Black/African American, 2% as Native American, and 1% as Asian/Pacific Islander; 6% did not answer the question. More than half (58%) of the participants have master's degrees. Based on these characteristics, teachers in this pilot hold similar qualifications to the broader teaching force in Washington State (Plecki, Elfers & Knapp, 2003).

Eighty-eight percent of participants taught kindergarten before participating in this pilot. And nearly one third (29%) of participating kindergarten teachers had experience teaching in early learning settings with children younger than 5 years.

Participant compensation

WaKIDS compensated participating teachers $320 for the training for their tool set, and $250 for completing the child assessment data and other evaluation measures.

III. Preliminary Data Findings

Component One: Family Connection
WaKIDS teachers participated in an informational webinar in August 2010 regarding their level of participation and engagement with incoming students and their families. OSPI created three levels of engagement to categorize transition and information-gathering activities teachers used before the beginning of the school year. The three categories are:

- Level 1—Encouraging parents to attend a whole group open house, back to school night, etc.
- Level 2—Having an open house with stations before school begins. Stations provide families and children with an opportunity to meet their teachers in a small group setting.
- Level 3—Holding a one-on-one meeting with each family before school starts.

WaKIDS asked each teacher to engage in one of two practices before the end of the summer: either to meet one-on-one with each incoming family (Level 3) or meet with small groups of families (Level 2). Teachers then responded to the family connection survey to describe their selected engagement method.

Participating teachers were also provided with the booklet *Introducing Me*. The booklet (available in both English and Spanish) was adapted by Gail Joseph at the University of Washington from *Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities* and served to help kindergarten teachers gather information from parents about entering kindergarten children. Information includes details regarding family members, the child's early learning setting, likes and dislikes, and how they might act when feeling mad, sad, hungry, or excited.

WaKIDS will collect information about the usefulness of this booklet from both teacher and parents' perspectives in Winter 2011 and include data in a final report in Summer 2011.

Component Two: Whole Child Assessment
The first part of this section presents information about the three assessment instruments that make up the WaKIDS whole child inventory, including the selection of tools, an overview of each tool, data collection procedures, and student data across four domains on each tool. The second part presents information about teacher use and satisfaction of each assessment tool.

WaKIDS selected assessment tools using the guidelines set forth in the project RFQQ of July 2010. Each submission required four major sections: 1) Letter of Submittal, 2) Technical Proposal, 3) Cost Proposal, and 4) Required Addenda. The team compared the Technical Proposal for each tool to the key performance goals set forth in the *Washington State Early Learning and Development Benchmarks* selected for WaKIDS. (See Table 1.) The team evaluated the Technical Proposal section of each submission using the RFQQ Evaluation Criteria

and Rating System, rating the ability of each tool to empirically and reliably measure data for each of the four WaKIDS domains. Table 2 provides a side-by-side description of each tool across common criteria.

Table 2. Overview of Three Piloted Assessments

Characteristics	GOLD	WSS	DSC
Type of assessment	Ongoing assessment	Ongoing assessment	Performance assessment
Comparative reference	Year-long kindergarten expectations	End of preschool expectations	Kindergarten entry expectations
How information is collected	Observation and documentation; whole class or small group	Observation and checklists; whole class or small group	Direct test and observation (social emotional items only); primarily one-on-one, also whole class or small group for select items
Who can collect	Teachers with support of specialists (optional)	Teachers with support of specialists (optional)	Teachers, parents .and paraeducators
Available online	Yes	Yes, but not used in WaKIDS pilot	No
Number of assessment items per domain			
Physical Health	6	6	2
Social Emotional	3	4	7
Language and Communication	11	7	23
Cognition and General Knowledge	11	4	8
Scoring	Levels 1-9	Not Yet, In Process, Proficient	Observed, Unobserved
Spanish	Yes, but not used in WaKIDS	Yes, but not used in WaKIDS	Yes
Parents can contribute data	Yes, but not used in WaKIDS	No	Yes
WaKIDS customization of tool	Yes	Yes	No

Assessment training and support

WaKIDS held one-day "train the trainers" sessions in late July 2010 at OSPI in Olympia, WA. The "train the trainers" sessions were led by representatives sent by assessment publishers. Participants were identified by OSPI and would serve as trainers for WaKIDS teachers across the state. Training content was similar across instruments and included an overview of the instrument purpose, background, and research basis; overview of assessment kit contents and materials; video administration of the assessment; practice sessions; and time for questions. Teaching Strategies GOLD training also included a demonstration of GOLD Online. In total, 15 individuals were trained as trainers (6 for GOLD, 4 for WSS, 5 for DSC).

These trainers then led group trainings for participating WaKIDS teachers across the state. These "train the teachers" sessions were held during the first two weeks of August 2010, with a few make-up sessions held for teachers who were not available during their assigned training sessions. Trainings mirrored the train the trainer sessions in terms of length and content. It is important to note that both the GOLD and WSS trainings would typically be held over a two day span, but were condensed to one day in WaKIDS pilot. The shorter training sessions used for WaKIDS may not have provided enough time for teachers to both learn the tool administration and interpretation and, for GOLD, the web-based component.

Following the "train the teachers" sessions, representatives from Teaching Strategies followed up with teachers via e-mail to offer assistance using GOLD and the online site. Teaching Strategies offers one-hour webinars as part of its subscription, and teachers were encouraged to participate as needed. In addition, teachers were invited to contact representatives from Teaching Strategies if any additional questions arose about how to assess students or report data online.

Following the DSC and WSS training sessions, the teachers were invited to contact a UW WaKIDS team member trained on the specific instrument with any questions. Pearson provided bi-weekly telephone support to the UW WaKIDS team member regarding WSS.

Assessment Tool 1: Teaching Strategies GOLD (GOLD)

Overview*

*From Teaching Strategies (2010). *Teaching Strategies GOLD*. Washington DC: Teaching Strategies, Inc.

Teaching Strategies GOLD™ is an authentic, observational assessment system for children from birth through kindergarten. The GOLD assessment system blends ongoing, authentic, observational assessment for all areas of development and learning with intentional, focused, performance -assessment tasks for selected predictors of school success in the areas of literacy and numeracy. This system for children birth through kindergarten is designed for use as part of meaningful everyday experiences in the classroom or program setting. It is inclusive of children with disabilities, children who are English-language or dual-language learners, and children who demonstrate competencies beyond typical developmental expectations. The assessment system may be used with any developmentally appropriate curriculum; it is not linked exclusively to a particular curriculum.

The primary purposes of the Teaching Strategies GOLD assessment system are to help teachers to:
- *Observe and document children's development and learning over time.*
- *Support, guide, and inform planning and instruction.*
- *Identify children who might benefit from special help, screening, or further evaluation.*
- *Report and communicate with family members and others.*

The secondary purposes are to help teachers to:
- *Collect child outcome information as one part of a larger accountability system.*
- *Provide reports to administrators to guide program planning and professional development opportunities.*

Teaching Strategies GOLD is not designed as a screening or diagnostic tool, a readiness or achievement test, or a teacher or program evaluation tool. For accountability purposes, the information obtained should be used as just one part of a larger system of data collection for decision-making.

The tool has 38 objectives, including 2 objectives related to English language acquisition.

Thirty-six objectives are organized into nine areas of development and learning. The first four are major areas of child development and learning:
- *Social-Emotional*
- *Physical*

- *Language*
- *Cognitive*

The content learning that are usually identified in early learning standards are organized in the following five areas:
- *Literacy*
- *Mathematics*
- *Science and technology*
- *Social studies*
- *The arts*

The objectives in a tenth area, English language acquisition, help teachers follow a child's progress in acquiring receptive and expressive skills in English.

To use Teaching Strategies GOLD, each teacher is given a manual entitled *Objectives for Development and Learning*. The manual contains an overview of each area of development and learning and explains the research about why each area is important. The objectives included for each area are listed in a shaded box. The research foundation page for each objective summarizes the important research findings related to the objective. It provides a broad picture of development and learning from birth through kindergarten, and it explains what is being measured and why. Cultural and linguistic considerations, as well as considerations for children with disabilities, are included in this foundation.

The manual also outlines the progressions of development and learning and includes indicators and examples tied to chronological ages. The progressions are based on standard developmental and learning expectations and the rating scale is used to assign a value to the child's level on a particular progression. The "in-between" boxes allow for more steps in the progression, so teachers can indicate that a child's skills are emerging in this area but not yet solid. These in-between ratings also enable the teacher to indicate that a child needs adult support (verbal, physical, or visual) to accomplish the indicator.

Colors for each year of life and kindergarten are used to show the age ranges for these expectations.
- Red = Birth to 1 year
- Orange =1 to 2 years
- Yellow = 2 to 3 years
- Green = 3 to 4 years
- Blue = 4 to 5 years
- Purple = kindergarten

Some colored bands of a progression are longer or shorter than others. Some bands begin in the "Not Yet" category. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. Sometimes a skill does not begin to develop until a child is 2 years old, and another skill may not emerge until age 3 or 4. For example, the colored bands show teachers at a glance that it is typical for children to enter

the pre-K year (age 4-5) with a particular skill emerging at level 5 and then for the children to progress to level 8 by the end of the year if they are given appropriate support and experiences.

Finally, the strategies page for each objective offers ways to promote development and learning in relation to the objective.

For the purposes of the WaKIDS pilot, Teaching Strategies identified the alignment of the GOLD assessment system with Washington State kindergarten entry benchmarks that were targeted for the pilot. (See Appendix F.) These identified objectives were skills expected to be mastered at the end of the kindergarten year. Although teachers could choose to complete the entire GOLD assessment, they were required to assess their students on only 36 of the 66 objectives/dimensions (55%).

Information about GOLD Online
Reporting of Teaching Strategies GOLD child data can be completed using traditional paper methods (score booklets for each child) or online. For the pilot, Teaching Strategies offered a complimentary subscription to GOLD Online, which also included online access to information provided in their manuals and additional tutorials. Teachers were given individual accounts to access the web-based system and were required to record all of their student assessment data via GOLD Online.

Implementation of assessment
All WaKIDS teachers were given a three-week period to assess their students. During September 27 through October 15, 2010, teachers were asked to complete the required components of the GOLD assessment. Implementation of the GOLD assessment consisted of teachers observing their students, documenting their observations online or through other note-taking approaches (notebooks, sticky notes, etc.), and selecting scores for their students' performance via GOLD Online. The majority of the teachers' observations could be completed during their regular classroom activities. In some instances, teachers asked for support from school specialists or observed their students in other school day activities to complete the assessment. For example, some of assessments related to students' gross motor skills might have been informed by the school's physical education teacher, or the classroom teacher might have observed her or his class during P.E. All student data were to be submitted via GOLD Online by October 15, 2010.

GOLD assessment data
In total, 38 teachers were assigned to complete the GOLD assessment. Of these, nine teachers and their students were excluded from the following analyses due to incomplete data. In addition, 90 students were removed due to missing demographic information. Therefore, the analyses to follow represent data from 29 teachers and their 535 students.

For each of the GOLD objectives/dimensions, an identified color band indicates the expected progression of certain skills. As mentioned above, kindergarten skills are marked in purple, and they correspond to certain scores on the rating scale for each objective/dimension. Thus, Teaching Strategies provided ranges to categorize each child's composite scores into below, meeting, or exceeding kindergarten-level expectations for each of the four WaKIDS domains: 1) Physical Well-Being, Health, and Motor Development, 2) Social and Emotional Development, 3) Cognition and General Knowledge; and 4) Language, Communication, and Literacy. (See

Appendix F for an outline of the GOLD objectives/dimensions that fall under each domain.) Data are reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language. OSPI provided student demographic information.

Achievement scores for students across all four domains are not available. Teaching Strategies does not recommend collapsing scores across different domains.

GOLD achievement in four domains for all students
Actual numbers of students vary within each analysis due to missing data—either because teachers did not submit complete assessment data or because certain demographic information was unavailable from OSPI. Following is an overview of the student data across the four domains:

- In the Physical Well-Being, Health, and Motor Development domain, 512 students had valid data. Of these students, 270 students (52.7%) were below grade-level, 241 students (47.1%) were meeting grade-level, and 1 student (0.2%) was exceeding grade-level expectations as defined by Teaching Strategies GOLD.

- In the Social and Emotional Development domain, 490 students had valid data. Of these students, 154 students (31.4%) were below grade-level, 334 students (68.2%) were meeting grade-level, and 2 students (0.4%) were exceeding grade-level expectations as defined by Teaching Strategies GOLD.

- In the Cognition and General Knowledge domain, 488 students had valid data. Of these students, 362 students (74.2%) were below grade-level, 126 students (25.8%) were meeting grade-level, and 0 students (0%) were exceeding grade-level expectations as defined by Teaching Strategies GOLD.

- In the Language, Communication, and Literacy domain, 488 students had valid data. Of these students, 276 students (56.6%) were below grade-level, 211 students (43.2%) were meeting grade-level, and 1 student (0.2%) was exceeding grade-level expectations as defined by Teaching Strategies GOLD.

These data are also summarized in Figure 3 on the following page.

Figure 3. GOLD Grade-Level Achievement in Four Domains for All Students
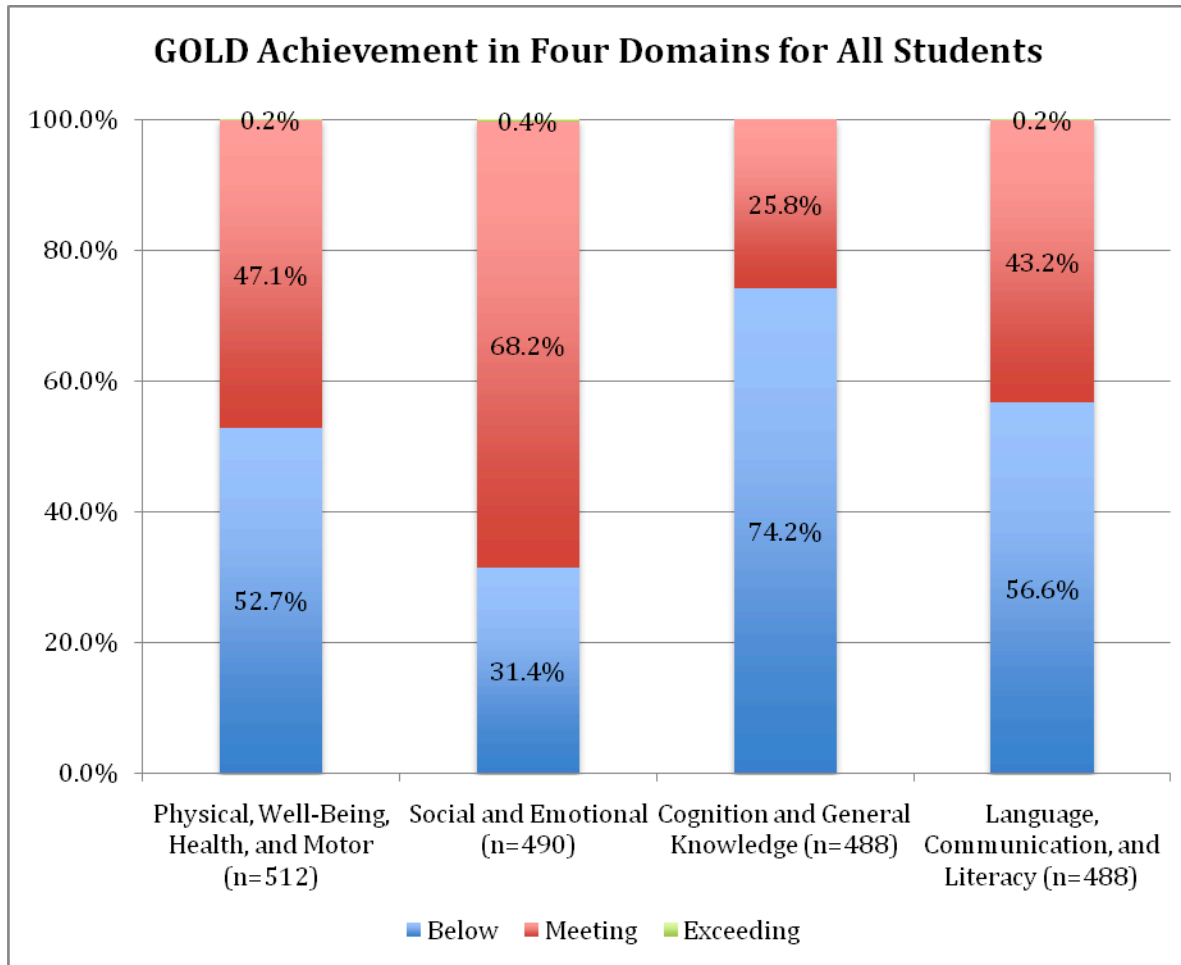
Table 3, shown on the following page, provides student data across all four domains by subcategory characteristics. It is important to note that students with valid data vary across categories and domains. These discrepancies are noted in the table.

Table 3. Percent of children across subgroup characteristics (gender, free and reduced-priced lunch eligibility status, language spoken, race and ethnicity) below (B), meeting (M), or exceeding (E) standards in the four domains on GOLD

	Language, Literacy, and Communication				Cognitive and General Knowledge				Social and Emotional Development				Physical Well-Being, Health, and Motor Development			
	n	B	M	E	n	B	M	E	n	B	M	E	n	B	M	E
Male	229	61.1	38.9	0	229	75.5	24.5	0	230	38.7	61.3	0	241	57.3	42.7	0
Female	259	52.5	47.1	.4	259	73.0	27.0	0	260	25.0	74.2	.8	271	48.7	50.9	.4
FRL-eligible	240	74.2	25.8	0	240	89.2	10.8	0	242	37.2	62.4	.4	242	44.2	55.8	0
FRL-non-eligible	329	39.5	60.1	.4	248	59.7	40.3	0	248	25.8	73.8	.4	270	60.4	39.3	.4
English	401	51.1	48.6	.2	401	69.6	30.4	0	402	31.3	68.2	.5	420	55.2	44.5	.2
Spanish	69	84.1	15.9	0	69	95.7	4.3	0	70	30.0	70.0	0	70	37.1	62.9	0
American Indian	19	52.6	47.4	0	19	57.9	42.1	0	19	21.1	73.7	5.3	20	55.0	45.0	0
Asian	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-
Black or African American	17	88.2	11.8	0	17	94.1	5.9	0	17	46.1	35.3	0.0	18	61.1	38.9	0
Hispanic or Latino	100	84.0	16.0	0	100	92.0	8.0	0	101	34.7	65.3	0	101	39.6	60.4	0
Native Hawaiian	7	-	-	-	7	-	-	-	7	-	-	-	8	-	-	-
Of more than one race or ethnicity	24	58.3	41.7	0	24	91.7	8.3	0	24	20.8	79.2	0	n=28	53.6	46.4	0
Caucasian or White	185	52.4	47.6	0	185	73.0	27.0	0	186	28	71.5	.5	n=201	48.8	50.7	.5

Assessment Tool 2: The Work Sampling System (WSS)

Overview*

*From Pearson (2001). *Work sampling in the Classroom*. Minneapolis, MN: Pearson

The Work Sampling System® is a curriculum-embedded, criterion-referenced performance assessment that is intended to document and evaluate what children are learning and have begun to master by providing information to teachers about individual students' academic, personal and social, and other cognitive and non-cognitive achievements. WSS is highly systematic in structure. In its reliance on observing, recording, and evaluating, the WSS organizes the assessment process so that it is both comprehensive in scope and manageable for teachers and students.

In its entirety, WSS contains three components: (1) Checklists and Guidelines/Standards, (2) Portfolios, and (3) Summary Reports. These elements are all classroom-focused and instructionally relevant, reflecting the objectives of the classroom teacher. Multiple customized adaptations of WSS have been created by Pearson for state education agencies, local education agencies, and Head Start. The following describes the full content of WSS.

Checklists for each age level (preschool-sixth) consist of items that measure seven domains of development: Personal and Social, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, Physical Development, and Health. The checklist assists teachers in observing, recording, and evaluating an individual child's skills, knowledge, behaviors, and accomplishments. It is intended to help teachers monitor what children know and can do, and to assist teachers in planning learning experiences throughout the year. The behaviors and skills described in the checklist are those considered to be developmentally appropriate for most children in the specific checklist grade level. Teachers should be able to complete the checklist without actually testing their children, although some items may require teachers to set up specific opportunities or activities that enable their students to demonstrate specific skills.

Each skill, behavior, or accomplishment included on the checklist is presented in the form of a one-sentence performance indicator (for example, "Follows directions that involve a series of actions") that is designed to help teachers document each student's performance. Accompanying the checklists are detailed developmental guidelines. These content standards present the rationale for each performance indicator and briefly outline reasonable expectations for children of that age. Examples show several ways children might demonstrate the skill or accomplishment represented by the indicator. The guidelines promote consistency of interpretation and evaluation among different teachers, children, and schools. Children are observed as they interact and complete classroom tasks, providing authentic, developmentally appropriate information to guide teachers' instructional planning.

As teachers review the checklist, they make ratings based on observations using a three-point scale that describes performance mastery. The rating categories reflect the degree to which students have acquired the skill, knowledge, or behavior and/or demonstrated the accomplishments delineated by each performance indicator described in the Developmental Guidelines and listed on the checklist. Three types of ratings are possible:

- Not Yet *indicates that the skill, knowledge, or behavior has not been demonstrated.*
- In Process *indicates that the skill, knowledge, or behavior is emergent and is not demonstrated consistently.*
- Proficient *indicates that the skill, knowledge, or behavior is firmly within the child's range of performance.*

The WSS is designed as a year-long observational tool to help teachers achieve specific observational and planning goals throughout the course of the year with three collection periods. In the Fall, after becoming acquainted with the child, the teacher can use observations and the checklist ratings to begin to plan activities and experiences to promote growth and development of skills. In the Winter, the teacher can assess the child's growth and development and make additional modifications to existing curriculum plans. In the Spring, the checklist provides a detailed summary of the child's development and accomplishments over the course of the year.

Participating teachers completed only the Fall portion of the WSS checklist, though teachers were provided with the complete Work Sampling kit, including the full Developmental Checklist in addition to the WaKIDS-specific checklist, the *Teacher's Manual to Work Sampling in the Classroom*, and the *Preschool through Third Grade Omnibus Guidelines* manual. With these materials, teachers could choose to continue using the WSS after the conclusion of the WaKIDS data collection period in early Fall 2010.

Customization of work sampling for WaKIDS
To conform to the needs of the WaKIDS project, Pearson content and psychometric experts identified a set of 21 performance indicators. These performance indicators were chosen as the most developmentally appropriate domain and sub-domain observation items for typically developing children entering their first year of kindergarten.

While the WSS is a criterion-referenced instrument, Pearson constructed norms based on user data gathered from early childhood programs around the United States serving populations of typical children. These norms are for 5-year-old children in pre-kindergarten programs in 2007-09 and therefore were deemed suitable to the proposed Washington assessment system. For the WaKIDS pilot, Pearson used this same sample to construct norms for the total score and the four domain scores on the 21-item version of the WSS. In addition, Pearson created a custom checklist for use in the WaKIDS pilot classrooms.

Given the limited amount of time for training and the immediacy of pilot implementation, Pearson recommended the collection of teacher observation checklists on paper instead of using the web-based platform.

Implementation of assessment

All WaKIDS teachers were given a three-week period to assess their students. During September 27 through October 15, 2010, teachers were asked to complete the required components of the WSS assessment. Performing the WSS assessment required teachers to take ongoing observations of their students in multiple settings (social play, performing fine motor skills, demonstrating linguistic skills, etc.) to gauge individual proficiency in each of the checklist indicators. Teachers revisited their notes and checklists throughout the three-week period to ensure sufficient observational time and examples of observed skills. In some cases, teachers sought the support of school specialists such as P.E. teachers to inform decisions on specific indicators.

Upon completing the WSS checklist for each student, teachers either chose to mail completed assessment information to their WaKIDS liaison or to upload information to a secure FTP site. Most data were submitted to WaKIDS by October 15, 2010 with the exception of two participating teachers, whose data were not submitted in time for analysis and reporting.

WSS assessment data

In total, 39 teachers were assigned to complete the WSS assessment. Of those, two teachers and their students were excluded from the following analyses due to late data submissions. When assessing student data, Pearson concluded that grade-level standards were appropriate only for 5 year-olds. All 4 year-old and 6 year-old students (132) were removed from analysis. In addition, 109 students were removed due to missing demographic information about those individual students. Therefore, the analyses to follow represent data from 37 teachers and their 540 students.

For each of the WSS indicators, teachers were asked to identify each child's proficiency with a rating of "Not Yet," "In Process," or "Proficient." As mentioned above, these ratings represent the degree to which a child has mastered a specific skill, knowledge, or behavior. Pearson provided ranges to categorize each child's composite scores into either "Below" or "Meeting" kindergarten-level expectations for each of the four WaKIDS domains. (See Appendix G for an outline of the WSS indicators that fall under each domain.) The WaKIDS project attempted to measure kindergarten readiness by using the WSS "P4" kit, which is designed to measure 5 year-old students near completion of preschool and preparing to enter kindergarten. Because all indicators were used for early-year kindergarten measurement and not end-of-year kindergarten grade-level expectations, Pearson deemed it inappropriate to include a score for "Exceeding" grade-level expectations.

Of the 540 students with valid data for all four of the WaKIDS domains, 44.1% (238) were below grade-level and 55.9% (302) were meeting grade-level expectations as defined by Pearson.

WSS Achievement in four domains for all students
Following is an overview of the student data across the four domains:

- In the Physical Well-Being, Health, and Motor Development domain, 540 students had valid data. Of these students, 30.7% (166) were below grade-level, and 69.3% (374) were meeting grade-level expectations as defined by Pearson.

- In the Social and Emotional Development domain, 540 students had valid data. Of these students, 41.3% (223) were below grade-level, and 58.7% (317) were meeting grade-level expectations as defined by Pearson.

- In the Cognition and General Knowledge domain, 540 students had valid data. Of these students, 32% (173) were below grade-level, and 68% (367) were meeting grade-level expectations as defined by Pearson.

- In the Language, Communication, and Literacy domain, 540 students had valid data. Of these students, 49.8% (269) were below grade-level, and 50.2% (271) were meeting grade-level expectations as defined by Pearson.

These data are also summarized in Figure 4, below.

Figure 4. WSS Achievement in Four Domains for All Students

WSS Achievement in Four Domains for All Students
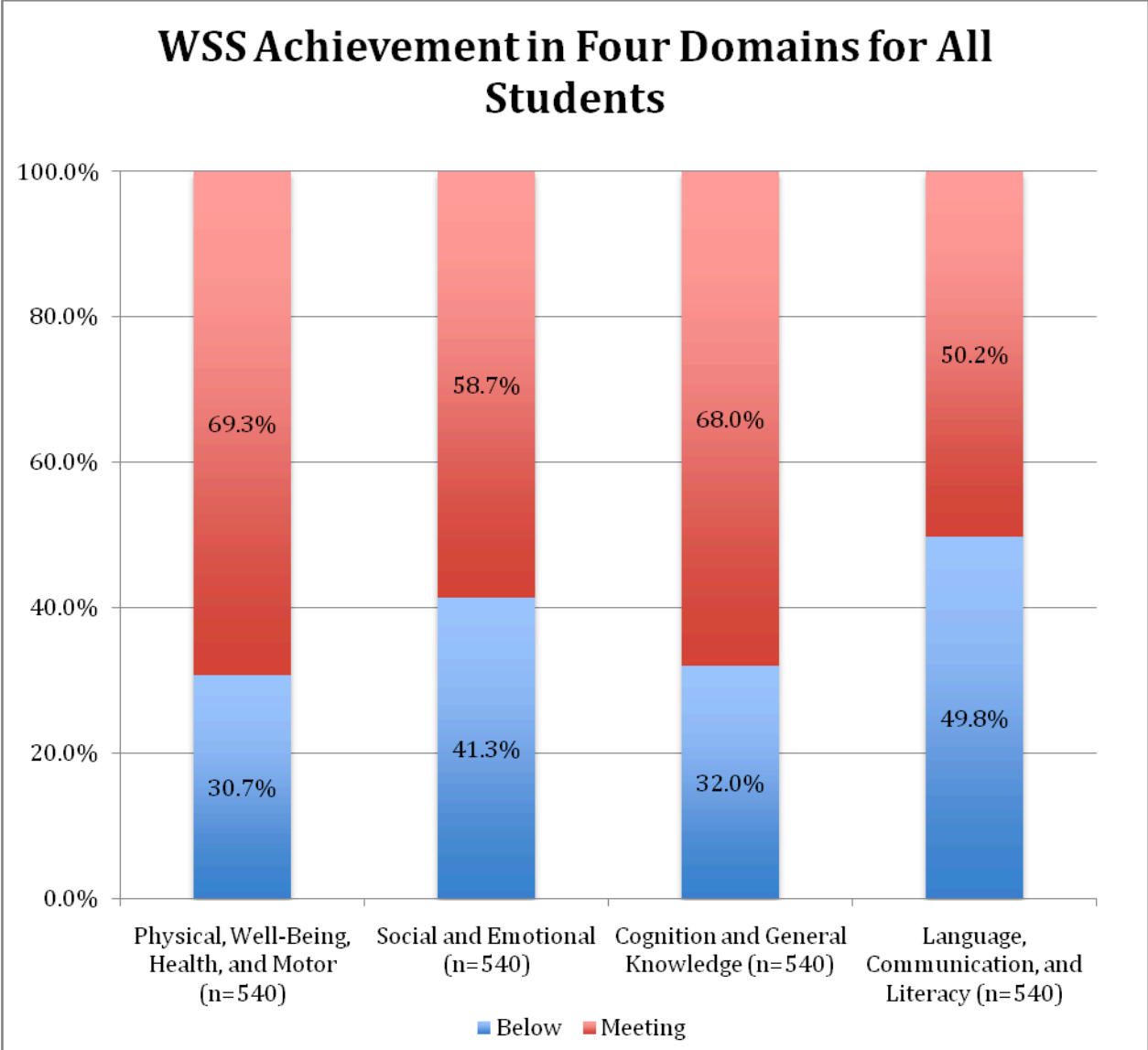
Table 4 provides student data across all four domains by subcategory characteristics on WSS. It is important to note that students with valid data vary across categories and domains. These discrepancies are noted in the table**.**

Table 4. Percent of children across subgroup characteristics (gender, free and reduced-priced lunch eligibility status, language spoken, race and ethnicity) below (B), meeting (M), or exceeding (E) standards in the four domains on WSS

	Language, Literacy, and Communication			Cognitive and General Knowledge			Social and Emotional Development			Physical Well-Being, Health, and Motor Development		
	n	B	M	n	B	M	n	B	M	n	B	M
Male	258	50.8	49.2	258	34.9	65.1	258	50.0	50.0	258	33.7	66.3
Female	282	48.9	51.1	282	29.4	70.6	282	33.3	66.7	282	28.0	72.0
FRL-eligible	269	61.7	38.3	269	44.6	55.4	269	50.2	49.8	269	37.9	62.1
FRL-non-eligible	271	38.0	62.0	271	19.6	80.4	271	32.5	67.5	271	23.6	76.4
English	412	43.7	56.3	412	26.2	73.8	412	37.6	62.4	412	28.4	71.6
Spanish	97	81.4	18.6	97	62.9	37.1	97	61.9	38.1	97	48.5	51.5
Sinhalese	18	11.1	88.9	18	0.0	100.0	18	16.7	83.3	18	0.0	100.0
American Indian	21	28.6	71.4	21	19.0	81.0	21	19.0	81.0	21	28.6	71.4
Asian	19	57.9	42.1	19	36.8	63.2	19	36.8	63.2	19	31.6	68.4
Black or African American	14	42.9	57.1	14	21.4	78.6	14	42.9	57.1	14	35.7	64.3
Hispanic or Latino	139	74.8	25.2	139	57.6	42.4	139	57.6	42.4	139	45.3	54.7
Native Hawaiian	7	-	-	7	-	-	7	-	-	7	-	-
Of more than one race or ethnicity	31	45.2	54.8	31	22.6	77.4	31	48.4	51.6	31	35.5	64.5
Caucasian or White	296	41.9	58.1	296	23.0	77.0	296	35.5	64.5	296	75.0	25.0

Tool Set 3: Developing Skills Checklist (DSC)

Overview *

*CTB McGraw Hill Companies. (2009). *Developing Skills Checklist: The building blocks of student performance*.

The CTB/McGraw-Hill's Developing Skills Checklist is an individually administered, comprehensive assessment package that measures a full range of skills and behavior that children typically develop between pre-kindergarten through the end of kindergarten, including:
- *Mathematical concepts and operations*
- *Language*
- *Memory*
- *Visual*
- *Auditory*
- *Fine and gross motor skills*
- *Print and writing concepts*
- *Social and emotional skills.*

The primary purpose of DSC is to assist teachers in planning instructional programs that are suited to the needs of individual children. To accomplish this goal, DSC provides information regarding a child's acquisition of skills that are: 1) characteristic of kindergarten, and 2) pre-requisite to formal instruction in reading and mathematics.

DSC is designed to be administered in either of two ways: to each child in one or more sittings by a single examiner, and divided into the following four sections and administered at four stations: Mathematical Concepts and Logical Operations; Language and Memory; Motor, Visual, and Auditory; and Print Concepts. This procedure facilitates screening large numbers of children. A large, open common area such as the gym or cafeteria may be used to assess several classrooms at one time. Teachers or trained aides can work at each station. Each child spends about 10 minutes at a station, moving to each in a "round robin" fashion. The Writing and Drawing Book may be administered to the entire group at one time.

Scores on DSC are useful in determining appropriate instructional programs for young children, because they provide teachers with both diagnostic and comparative information. DSC has national age norms (4 through 6 years of age) as well as national time-of-year norms for Spring of pre-kindergarten and Fall, Winter, and Spring of kindergarten. DSC may be used for program evaluation and for federal reporting purposes.

To record and score responses, DSC provided a score sheet booklet for each child. Within this booklet, items are listed in order by domain and for each item, and examiners can circle either "O" for observed or "U" for unobserved. There is also space for the examiner to write notes if desired. The "O" scores add up in sections to provide a raw score, or "number of correct

responses" (NCR) for each domain or "scale." The DSC *Norms Book and Technical Report* can then be used to convert the NCRs on each scale and total to percentile ranks, normal curve equivalents, and stanines and to convert objective scores to proficiency categories. Stanines are standard scores based on a nine-unit scale (scores range from 1 to 9); CTB McGraw-Hill explains in the Norms Book that although less precise than percentile ranks, stanines are easy to interpret and compare.

To provide a more comprehensive profile of the child, DSC includes two observational, social-emotional checklists. The classroom teacher completed the Social-Emotional Observational Record over a period of time. The child's parents or guardians completed the Home Inventory at the beginning of the school year to provide the teacher with information about parental perceptions of the child's social competence.

A DSC Parent Conference Form is available and facilitates the communication of the results of DSC to parents. This form includes a cover letter, a profile of the child's instructional strengths and needs, descriptions of assessment items, and activities for parents to do at home with their children.

CTB/McGraw-Hill also offers *La Lista*, a version of DSC that tests the developing skills of Spanish-speaking children. It is customized to provide information for teachers to plan class and individual instruction for Spanish-speaking children in bilingual, English as a Second Language (ESL), and Title I programs.

For use in the WaKIDS pilot study, the entire DSC was used and no customization for the purposes of aligning with the four WaKIDS domains was necessary.

Implementation of assessment
All WaKIDS teachers were given a three-week period to assess their students. During September 27 through October 15, 2010, teachers were asked to complete the required components of DSC assessment. This involved administering all sections of the assessment to each student, observing students throughout the period for the Social-Emotional Record and recording frequency of behaviors, sending the Home Inventory home with students, determining totals of scores for each scale, and for those teachers who chose this option, entering the scores for each student into an Excel spreadsheet designed by the UW WaKIDS team.

Teachers chose either to administer DSC all at one time to each student or chose to recruit other teachers, school staff, parents, or volunteers to help run stations so that more than one student could be assessed at a time. Both methods required devoting some of the regular classroom time for administration. Some teachers who had requested Spanish materials administered *La Lista* to their Spanish-speaking students. In a few classrooms, Spanish-speaking paraprofessionals were recruited to administer to the Spanish speakers. After they finished administering to all students, teachers were given the options of entering their data into an Excel spreadsheet and submitting to the WaKIDS team via e-mail or copying their table of scores in the back of the student score booklets and mailing them to WaKIDS. All student data were to be e-mailed or postmarked by October 15, 2010.

DSC assessment data

In total, 39 teachers were assigned to complete the DSC assessment. Two of these teachers taught together in one classroom. Of those 39, one teacher's classroom data were submitted past the cut-off date for analysis and were excluded from the following analyses. In addition, 36 students were removed due to missing demographic information about those individual students. Therefore, the analyses to follow represent data from 38 teachers (37 classrooms) and their 679 students.

Composite scores from four of the DSC scales (Motor, Social-Emotional, Mathematical Concepts and Logical Operations, and Pre-reading) were categorized into Below, Meeting, or Exceeding kindergarten readiness-level expectations for each of the four WaKIDS domains— Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Cognition and General Knowledge; and Language, Communication, and Literacy. (See Appendix H for an outline of the DSC scales/items that fall under each domain.) DSC was not designed to provide such kindergarten readiness levels; rather, it provides criterion-referenced scores, national p-values (percent of correct responses) based on the norming sample, and norm-referenced scores including national percentile ranks by grade, national percentile ranks by age, national stanines, and normal curve equivalents. For the purposes of comparing scores across the three different tool sets, methods were devised for splitting the scores from each scale into the three different readiness levels.

For the math and pre-reading scales, raw scores were converted into stanines. Stanines 1 through 3 are considered below average, stanines 4 through 6 are considered average, and stanines 7 through 9 are considered above average. Therefore, the math and pre-reading stanines were categorized as below readiness level if they were between 1 and 3, at readiness level if between 4 and 6, and above readiness level if between 7 and 9.

Categorizing the Motor and Social-Emotional scores was more difficult because no norm-referenced scores are provided by DSC. P-values calculated for time of year were available for both, however, and these were used as a cut-off score to separate into the three categories. For the Motor scale, the mean p-values for gross and fine motor were combined to calculate a cut-score of .85; then each student's percent correct (out of a maximum of six items) was categorized as above, at, or below readiness level based on this cut-score. For the social-emotional scores, mean p-values from all seven of the objective categories were combined as before to calculate the cut-score, and then student totals across all seven objectives were totaled and the percent correct (out of a maximum of 54 observations) were calculated. This time, because there was a much larger variation of scores than with the motor scores, no student percent correct fell exactly at the cut-score of .82 to represent at readiness level. Therefore, a range of .80 to .85 was used to represent this average level; percentages above .85 were considered above readiness level, and percentages below .80 were considered below.

Data were reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language. OSPI provided student demographic information.

Because some of the scales have norm-referenced scores and others do not, it was not possible to determine a composite score for performance on the entire DSC for each student. Findings for students within each of the four domains are detailed next.

DSC achievement in four domains for all students
Following is an overview of the student data across the four domains:

- In the Physical Well-Being, Health, and Motor Development domain, 603 students had valid data. Of these students, 34% of students (205) were below kindergarten readiness-level, 34% of students (207) were meeting readiness-level, and 32% of students (191) were exceeding readiness-level expectations as determined by the categorization process described above.

- In the Social and Emotional Development domain, 503 students had valid data. Of these students, 38.4% of students (193) were below readiness-level, 9.1% of students (46) were meeting readiness-level, and 52.5% of students (264) were exceeding readiness-level expectations as determined by the categorization process described above.

- In the Cognition and General Knowledge domain, 566 students had valid data. Of these students, 40.5% of students (229) were below readiness-level, 46.6% of students (264) were meeting readiness-level, and 12.9% of students (73) were exceeding readiness-level expectations as determined by the DSC Mathematical Concepts and Logical Operations stanines.

- In the Language, Communication, and Literacy domain, 565 students had valid data. Of these students, 47.3% of students (267) were below readiness-level, 38.6% of students (218) were meeting readiness-level, and 14.2% of students (80) were exceeding readiness-level expectations as defined by the DSC Pre-Reading stanines.

These data are shown in Figure 5 on the following page.

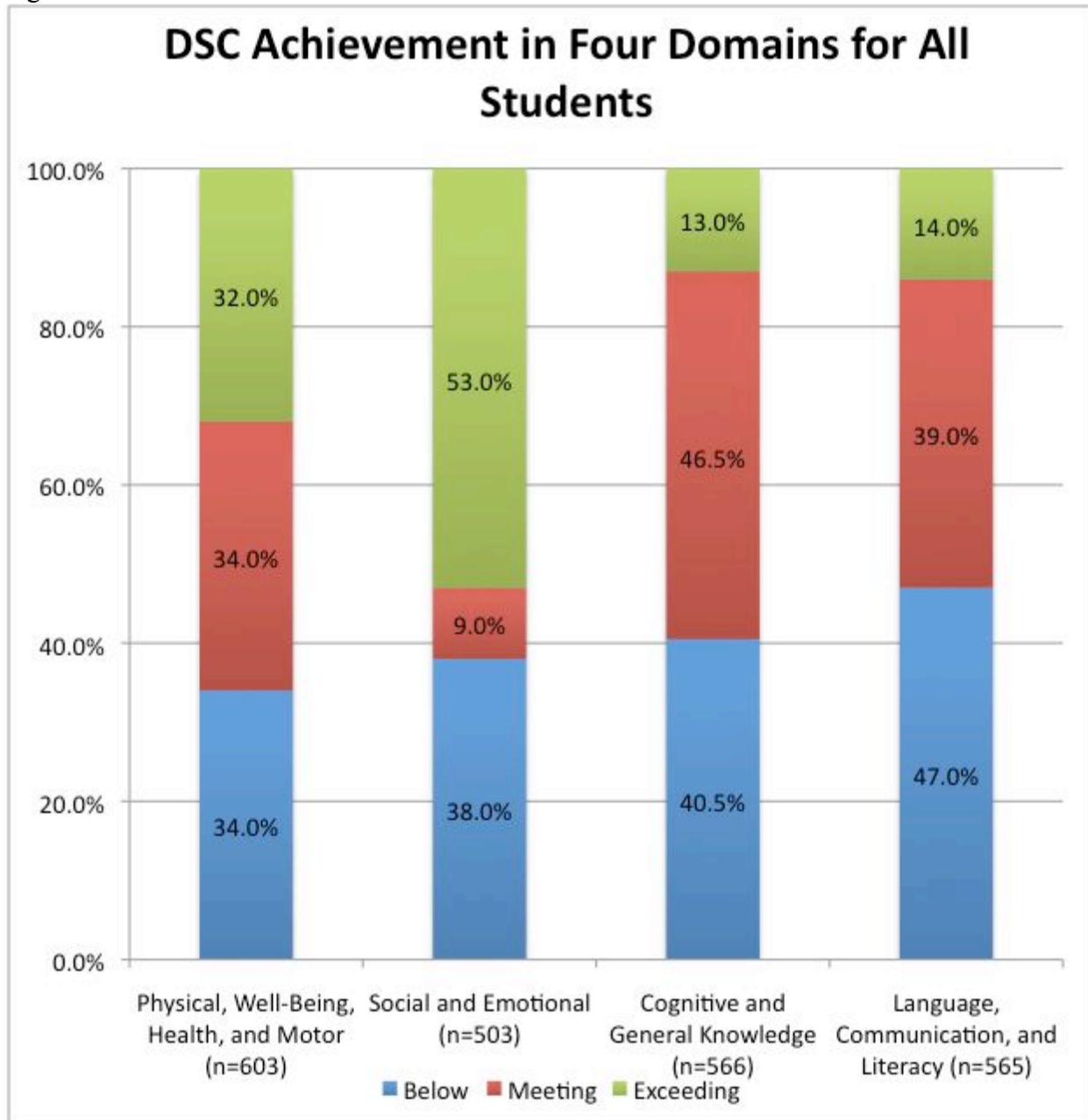Figure 5. DSC Achievement in Four Domains for All Students

Table 5 provides student data across all four domains by subcategory characteristics for DSC. It is important to note that the number of valid student data vary across categories and domains. These discrepancies are noted in the table.

Table 5. Percent of children across subgroup characteristics (gender, free and reduced-priced lunch eligibility status, language spoken, race and ethnicity) below (B), meeting (M), or exceeding (E) standards in the four domains on DSC

	Language, Literacy, and Communication				Cognitive and General Knowledge				Social and Emotional Development				Physical Well-Being, Health, and Motor Development			
	n	B	M	E	n	B	M	E	n	B	M	E	n	B	M	E
Male	277	49.0	37.0	14.0	280	41.0	47.0	12.0	258	38.0	11.0	51.0	301	40.0	35.5	24.5
Female	255	39.0	45.0	16.0	251	39.5	47.5	13.0	227	40.0	7.0	53.0	272	26.0	33.0	41.0
FRL-eligible	297	60.5	30.5	9.0	288	53.0	39.5	7.5	234	41.5	8.5	50.0	327	34.5	34.0	31.5
FRL-non-eligible	268	33.0	47.0	20.0	278	28.0	54.0	18.0	269	35.5	10.0	54.5	276	33.0	35.0	32.0
English	419	38.0	45.0	17.0	427	32.0	52.0	16.0	373	36.0	10.0	54.0	430	34.0	33.0	33.0
Spanish	106	77.0	21.0	2.0	98	68.0	31.0	1.0	88	46.5	8.0	45.5	124	35.0	38.0	27.0
American Indian	11	82.0	9.0	9.0	12	83.0	0	17.0	7	-	-	-	13	62.0	15.0	23.0
Asian	12	58.0	25.0	17.0	12	25.0	67.0	8.0	15	20.0	7.0	73.0	17	18.0	29.0	53.0
Black or African American	12	58.0	42.0	0	11	45.0	55.0	0	11	27.0	0	73.0	15	20.0	20.0	60.0
Hispanic or Latino	157	69.0	27.0	4.0	150	60.0	35.0	5.0	123	44.0	7.0	49.0	173	38.0	37.0	25.0
Native Hawaiian	5	-	-	-	5	-	-	-	5	-	-	-	5	-	-	-
Of more than one race or ethnicity	26	31.0	54.0	15.0	27	26.0	59.0	15.0	22	36.0	14.0	50.0	25	28.0	28.2	44.0
Caucasian or White	305	34.5	46.0	19.5	314	31.0	52.0	17.0	282	37.0	10.0	53.0	306	34.0	34.0	32.0

Comparison of student data

Students' assessment scores cannot be compared across GOLD, WSS, and DSC due to the differing age and/or grade-level standards defined by each tool.

For example, GOLD defines a range of skills in each of their objectives for children from birth through kindergarten. The same assessment materials can be used for all children within that age range. Within that range, there are expectations for children during each year of life. The kindergarten expectations are skills expected to be attained by children *throughout the kindergarten year*. In contrast, the WSS materials are purchased depending on the age/grade level of the students being assessed, and the behavioral indicators in the assessment materials correspond to the expectations for that given age/grade. The WSS Preschool-4 year-old kit was purchased for the purposes of the WaKIDS pilot, thus teachers assessed their students based on whether they were meeting *end-of-year preschool-4 achievement goals*. DSC can be used from the spring of pre-K to the end of kindergarten. The expectation for readiness is defined for Fall, Winter and Spring of kindergarten with norms based on the ages of the students being assessed. Students' scores were analyzed based on expectations for kindergarteners at the beginning of the school year.

Component Two: Evaluation of Three Tool Sets

In a review of research literature and position papers from national organizations, SRI International (Golan, Peterson, Spiker, 2008) developed a list of best practices for consideration by Washington State when evaluating an assessment tool and process. Assessments should:

- Be supported by professional development
- Be feasible and realistic, given the implementation context
- Include information collected through naturalistic methods in familiar settings
- Collect information on multiple areas of development
- Benefit children and do no harm
- Be used only for the purposes for which the assessment process is designed
- Be appropriate for population being assessed, including being culturally and linguistically responsive
- Include multiple sources of information, including family participation and input
- Be repeated over time.

This section describes the extent to which teachers believe the three piloted tools meet some of best practices. It also presents findings that help explain the extent to which teachers find the tools align with their teaching philosophies and district reporting requirements and whether they would recommend the tools to other teachers.

Are assessments supported by professional development?

Teachers were asked to evaluate the helpfulness of the training for each tool. The WSS tool training was perceived as more helpful than the GOLD or DSC training. Fewer teachers across the tools found the training to be unhelpful, but 20% of teachers using GOLD found the training unhelpful. The most frequently cited reason was that they needed more time to learn both the instrument and the online component. Table 6 presents these data.

Table 6. Teachers' Experience with Tool Training

Assessment	Very helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Very unhelpful
GOLD	5.9% (2)	35.3% (12)	38.2% (13)	8.8% (3)	5.9% (2)	5.9% (2)
WSS	**42.4% (14)**	36.4% (12)	18.2% (6)	3.0% (1)	0% (0)	0% (0)
DSC	23.7% (9)	44.7% (17)	21.1% (8)	5.3% (2)	2.6% (1)	2.6% (1)

After training, how prepared do teachers feel?

The preparation for administering the tool was quite different across the three tools. By a markedly wide range of 5.9%-42.4%, teachers reported feeling competent, confident, and ready to use the tools after the training, as shown in Table 7. Provided the insufficient training, it follows that teachers using GOLD felt least prepared.

Table 7. Teachers' Confidence with Administering the Tool after Initial Training

Assessment	Felt competent, confident, and ready to use the tool	Felt confident about administering the tool with a few questions	Still had some questions about how to administer the tool	Was very uncertain of how to administer the tool
GOLD	5.9% (2)	35.4% (12)	41.2% (14)	17.6% (6)
WSS	**42.4% (14)**	51.5% (17)	3.0% (1)	3.0% (1)
DSC	26.3% (10)	52.6% (20)	18.4% (7)	2.6% (1)

Do teachers need continued support after the initial training?

The teachers using the GOLD assessment reported needing more support than did other teachers after the training to understand how to administer the tool. This finding is consistent with the responses to teachers' comfort with the tool and their reaction to the training. Table 8 summarizes their responses.

Table 8. Amount of Support Needed after Training

Assessment	No Support	Not very much support	Some support	A lot of support
GOLD	23.5% (8)	17.6% (6)	44.1% (15)	14.7% (5)
WSS	**45.5% (15)**	30.3% (10)	21.2% (7)	3.0% (1)
DSC	42.1% (16)	26.3% (10)	26.3% (10)	5.3% (2)

When teachers received additional support, how helpful was this?

When asked about the helpfulness of the support from the WaKIDS team after the initial training, the responses across the three tools were fairly consistent. As shown in Table 9, the WSS teachers were most likely to describe the support as helpful or extremely helpful.

Table 9. Helpfulness of Support After Initial Training

Assessment	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful
GOLD	20.6% (7)	35.3% (12)	32.4% (11)	11.8% (4)	0% (0)
WSS	**36.4% (12)**	39.4% (13)	18.2% (6)	6.1% (2)	0% (0)
DSC	28.9% (11)	34.2% (13)	21.1% (8)	7.9% (3)	7.9% (3)

Do teachers feel supported by their school administrators to participate in WaKIDS?

As Figure 6 shows, the GOLD teachers were more likely to report that their administration was unsupportive of the pilot efforts, whereas a majority of the WSS (73%) and DSC (55%) teachers reported feeling extremely supported. Further investigation is required to explain this difference in administrative support and the extent to which the level of support influenced tool implementation and satisfaction.

Figure 6. Principal and School Administration Support of Pilot
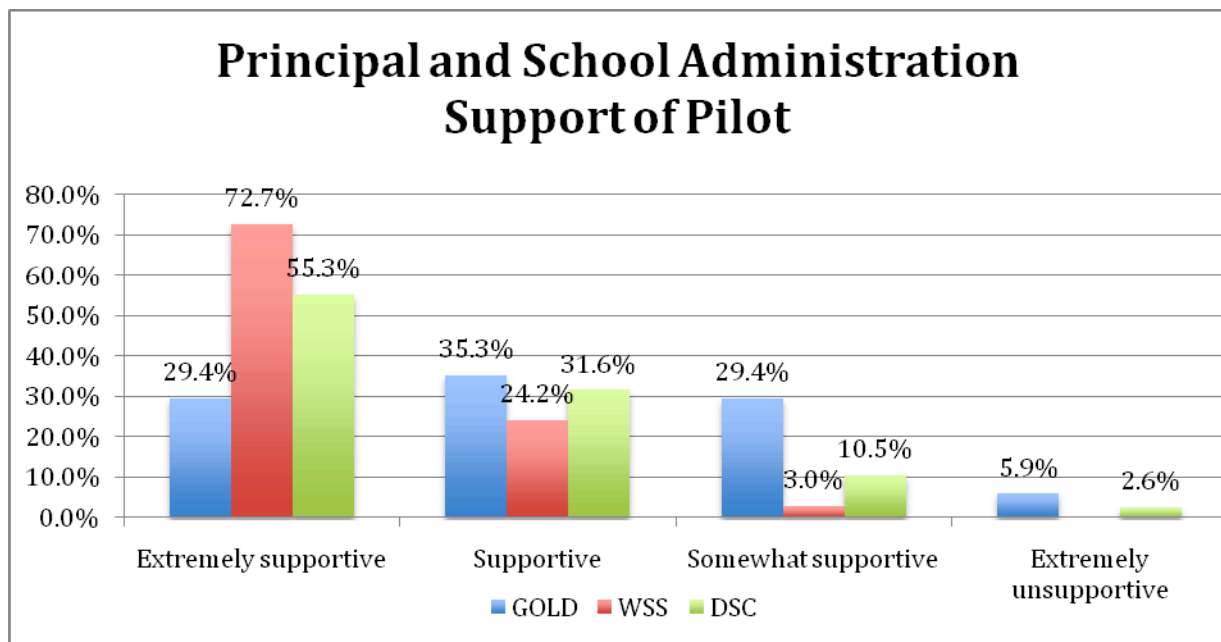
How feasible and realistic is the assessment tool use?

WaKIDS asked teachers about the ease, convenience, and sufficiency of time of using the assessment tool, and in general, teachers rated the WSS as the easiest to use. A majority of the teachers who used GOLD found it somewhat difficult or difficult to use. More teachers using DSC rate it as more difficult to use than either GOLD or WSS. When asked about the clarity of instructions, however, a majority of teachers found the directions across all instruments to be somewhat clear, clear, or extremely clear.

A majority of teachers using DSC (94.8%) and most of the teachers using GOLD (61.7%) report that it was inconvenient or extremely inconvenient to complete, record, and report the

assessment results. Conversely, most teachers using WSS report that it was convenient to complete and somewhat convenient to record and report the results. The data reveal a similar trend regarding how teachers view the sufficiency of the three-week timeframe to complete the assessment for students in their classrooms. Most of the teachers using DSC and GOLD found the time allotted insufficient or extremely insufficient. Most the teachers using WSS found three weeks to be sufficient time. See tables 10-13.

Table 10. Teachers' Experience Administering the Assessment Tool

Tool	Extremely easy	Easy	Somewhat easy	Somewhat difficult	Difficult	Extremely difficult
GOLD (n=34)	0.0% (0)	8.8% (3)	17.6% (6)	**38.2% (13)**	26.5% (9)	8.8% (3)
WSS (n=33)	15.2% (5)	**36.4% (12)**	30.3% (10)	15.2% (5)	3.0% (1)	0.0% (0)
DSC (n=38)	2.6% (1)	23.7% (9)	13.2% (5)	15.8% (6)	**26.3% (10)**	18.4% (7)

Table 11. Teachers' Convenience Finding the Time to Complete the Assessments

Tool	Extremely convenient	Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Extremely inconvenient
GOLD (n=34)	2.9% (1)	2.9% (1)	11.8% (4)	20.6% (7)	23.5% (8)	**38.2% (13)**
WSS (n=33)	6.1% (2)	**33.3% (11)**	21.2% (7)	18.2% (6)	15.2% (5)	6.1% (2)
DSC (n=38)	0.0% (0)	0.0% (0)	2.6% (1)	2.6% (1)	21.1% (8)	**73.7% (28)**

Table 12. Teachers' Convenience Finding Time to Record and Submit the Assessment Data

Tool	Extremely convenient	Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Extremely inconvenient
GOLD (n=34)	0.0% (0)	0.0% (0)	8.8% (3)	14.7% (5)	17.6% (6)	**58.8% (20)**
WSS (n=33)	3.0% (1)	21.2% (7)	15.2% (5)	**48.5% (16)**	6.1% (2)	6.1% (2)
DSC (n=38)	0.0% (0)	0.0% (0)	2.6% (1)	7.9% (3)	21.1% (8)	**68.4% (26)**

Table 13. Teachers' View of the Efficiency of Three Weeks to Administer the Assessment

Tool	Extremely sufficient	Sufficient	Somewhat sufficient	Somewhat insufficient	Insufficient	Extremely insufficient
GOLD (n=34)	0.0% (0)	14.7% (5)	20.6% (7)	8.8% (3)	20.6% (7)	**35.3% (12)**
WSS (n=33)	24.2% (8)	**39.4% (13)**	12.1% (4)	18.2% (6)	3.0% (1)	3.0% (1)
DSC (n=38)	0.0% (0)	2.6% (1)	5.3% (2)	13.2% (5)	**44.7% (17)**	34.2% (13)

How do the tools compare in terms of time spent on the assessment?
As Figure 7 shows, the DSC tool reportedly took the most amount of time to assess students but the least amount of time to record and submit the assessment data. The GOLD tool took the longest amount of time to record and submit and the longest total amount of time. It is important to note that these data are dependent on the teachers' accurate reporting of time spent completing the assessment. In nearly all cases, there were very wide ranges in time. For example, teachers using the GOLD assessment ranged from 4-312 hours to assess their students. It is true that some teachers assessed many more students than others (from 7 to 27); however, an estimate such as 312 hours may be an outlier and also be unrealistic (i.e., 312 hours would be an average of 20.8 hours each day over 15 days), exacerbating the differences among the tools.

Figure 7. Time Spent Assessing and Recording Student Data
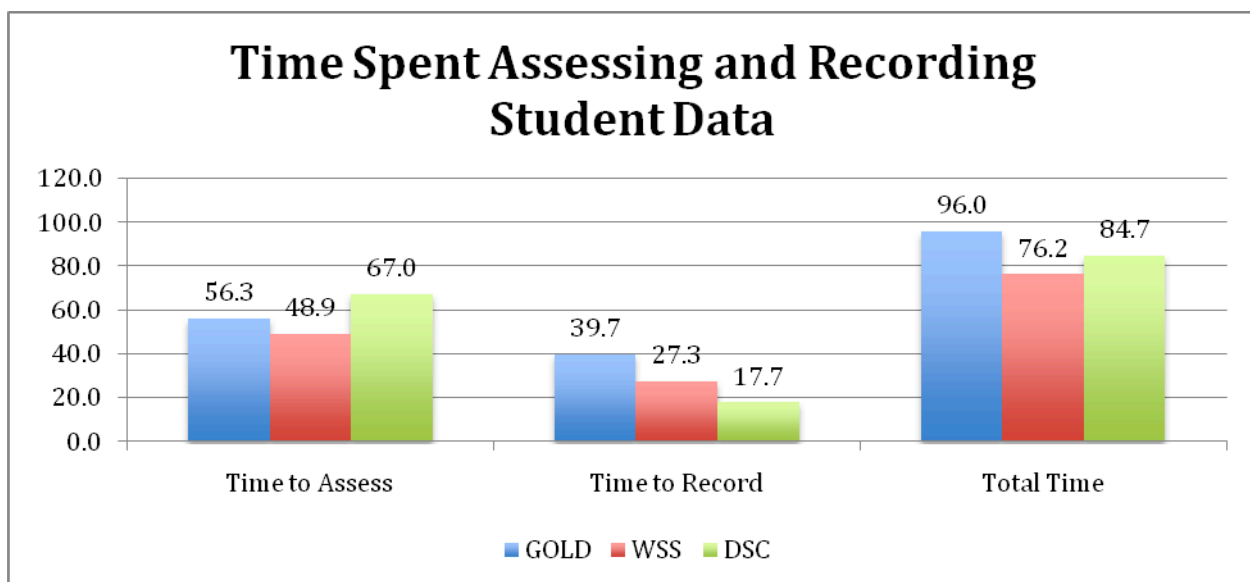
How well do the assessment tools align with teaching philosophies and district reporting procedures?
Most teachers agreed that all three assessment tools either somewhat aligned or aligned with their personal teaching philosophies. A larger percent of WSS teachers report that it completely aligned with their teaching philosophy. See Table 14.

A majority of teachers using WSS report that the assessment tool aligns with their district reporting (e.g., report cards, portfolios, etc.). Most teachers using GOLD (38.2%) and DSC (42.1%) report that the tools somewhat align with district reporting procedures. See Table 15.

Table 14. Extent to which the Assessment Aligns with Personal Teaching Philosophies

Tool	Completely aligned	Aligned	Somewhat aligned	Somewhat different	Different	Completely different
GOLD (n=34)	0.0% (0)	**52.9% (18)**	47.1% (16)	0.0% (0)	0.0% (0)	0.0% (0)
WSS (n=33)	21.2% (7)	**42.4% (14)**	27.3% (9)	6.1% (2)	3.0% (1)	0.0% (0)
DSC (n=38)	2.6% (1)	31.6% (12)	**39.5% (15)**	13.2% (5)	10.5% (4)	2.6% (1)

Table 15. Extent to which the Assessment Aligns with District Reporting Procedures

Tool	Completely aligned	Aligned	Somewhat aligned	Somewhat different	Different	Completely different
GOLD (n=34)	0.0% (0)	11.8% (4)	**38.2% (13)**	23.5% (8)	20.6% (7)	5.9% (2)
WSS (n=33)	6.1% (2)	**30.3% (10)**	**30.3% (10)**	21.2% (7)	6.1% (2)	6.1% (2)
DSC (n=38)	0.0% (0)	13.2% (5)	**42.1% (16)**	21.1% (8)	23.7% (9)	0.0% (0)

Does the assessment process include information collected through naturalistic methods in familiar settings?

Because many young children often do not perform well for unfamiliar adults or on demand, collecting assessment information by using naturalistic methods in familiar settings, with people familiar to the child and over time is highly recommended (Golan, Peterson, and Spiker, 2008). Assessment processes that are embedded within ongoing classroom routines are regarded as more naturalistic. When asked to what extent assessment information was embedded within ongoing routines, most teachers using GOLD and WSS report the assessment to be somewhat embedded or embedded. Teachers using DSC, however, report that the assessment process is separate or completely separate from daily routines. Table 16 summarizes these data.

Table 16. Extent Student Information from Assessment Embedded Within Daily Classroom Routines

| Tool	Completely embedded	Embedded	Somewhat embedded	Somewhat separate	Separate	Completely separate
GOLD (n=34)	0.0% (0)	20.6% (7))	**47.1% (16)**	14.7% (5)	17.6% (6)	0.0% (0)
WSS (n=33)	6.1% (2)	**45.5% (15)**	24.2% (8)	15.2% (5)	6.1% (2)	3.0% (1)
DSC (n=38)	0.0% (0)	2.6% (1)	26.3% (10)	7.9% (3)	**31.6% (12)**	**31.6% (12)**

Does the assessment tool and process collect information on multiple areas of development?

Research suggests that a process to assess what children know and can do when they enter kindergarten should be multifaceted and include measures of a range of skills, across multiple areas of development. A majority of teachers felt the assessments covered everything they wanted: GOLD (88.2%), WSS (84.8%), and DSC (81.6%).

WaKIDS asked participating teachers to examine the usefulness of their assigned tool for their class as a whole in terms of *overall* development and the four domains. Figure 8 compares responses. An aggregation of "extremely helpful" and "helpful" was used to describe how helpful the tool was in each of these developmental areas to best show the distinctions between the tools.

Most respondents reported the tool as similar across all areas of assessment, but responses about the DSC take a more pronounced "dip" when addressing social and emotional and physical well-being aspects of the assessment. The ratings of how helpful the tool was to assess individual students were very similar to the class as a whole.

Figure 8. Helpfulness of Tools for Class-Wide Assessment
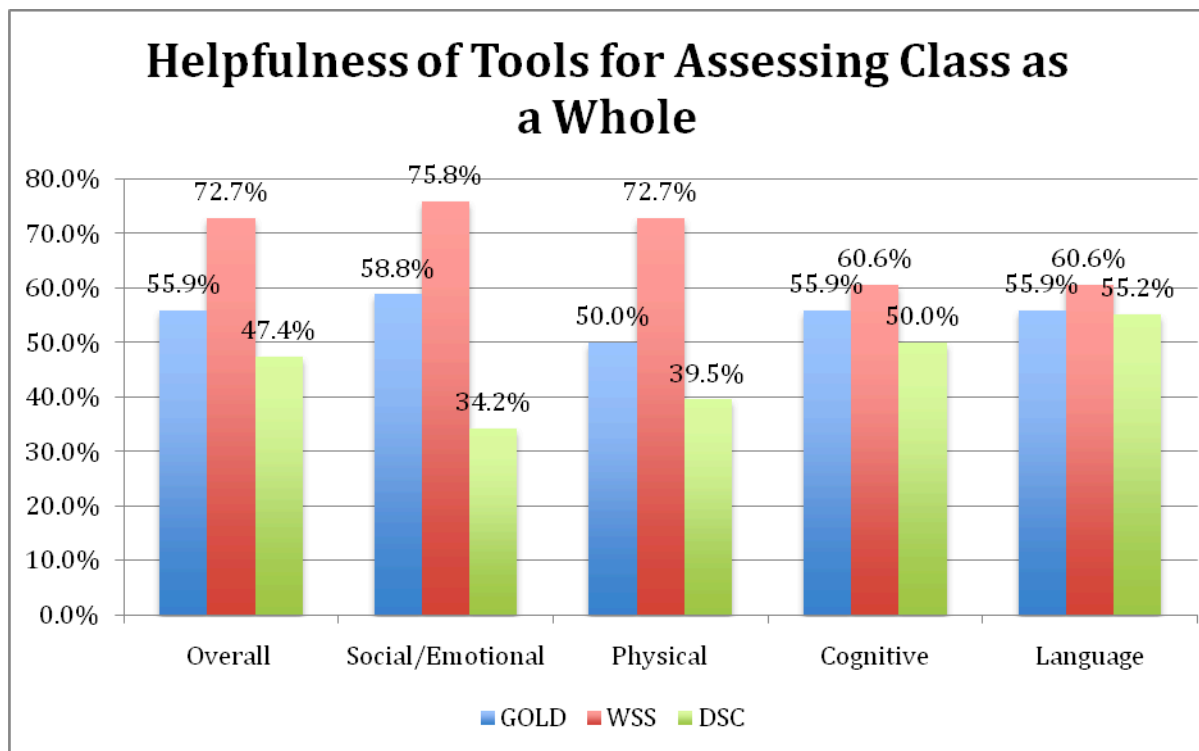
A majority of teachers using GOLD or WSS found it helpful or extremely helpful for learning about individual students' needs, strengths, and weaknesses across all four domains, and DSC, somewhat helpful.

Specifically for GOLD, in terms of overall development, 85% teachers (29) found the tool to be at least somewhat helpful. Most responses to the remaining categories were similar; physical well-being of the students was the most highly rated, with 91% of the teachers agreeing that the tool was at least somewhat helpful. The responses to the tool for individual students were very similar to the responses regarding the class as a whole, as Table 17 shows.

Table 17. Number and Percent of Teachers Who Found the GOLD Tool Helpful for Individual Student Assessment

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	8.8% (3)	50.0% (17)	26.5% (9)	2.9% (1)	8.8% (3)	2.9% (1)
Social and emotional development	5.9% (2)	50.0% (17)	32.4% (11)	2.9% (1)	5.9% (2)	2.9% (1)
Physical well-being, health, and motor development	5.9% (2)	41.2% (14)	44.1% (15)	2.9% (1)	2.9% (1)	2.9% (1)
Cognitive and general knowledge development	8.8% (3)	44.1% (15)	32.4% (11)	2.9% (1)	8.8% (3)	2.9% (1)
Language, communication, and literacy development	8.8% (3)	44.1% (15)	32.4% (11)	2.9% (1)	8.8% (3)	2.9% (1)

If the teachers found GOLD to be unhelpful, the most commons reasons reported were: 1) the assessment required a lot of time to complete and report, 2) it needed to be more closely aligned with Washington State kindergarten expectations, 3) the assessments already used by the teacher were more informative, and 4) teachers were uncertain about how to score students according to the GOLD scales.

For WSS, teachers were asked to indicate the helpfulness of the assessment tool for learning about *individual* students' needs, strengths, and weaknesses. In terms of overall development, 32 teachers (97%) found the tool to be at least somewhat helpful. Most responses to the remaining categories were similar; physical well-being and social and emotional development of the students were the most highly rated, with 100% of the teachers agreeing that the tool was at least somewhat helpful. As Table 18 shows, the responses to the tool for individual students were very similar to the responses for those of the class as a whole.

Table 18. Number and Percent of Teachers Who Found the WSS Tool Helpful for Individual Student Assessment

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	21.2% (7)	54.5% (18)	21.2% (7)	3.0% (1)	0% (0)	0% (0)
Social and emotional development	24.2% (8)	51.5% (17)	24.2% (8)	0% (0)	0% (0)	0% (0)
Physical well-being, health, and motor development	21.2% (7)	60.6% (20)	18.2% (6)	0% (0)	0% (0)	0% (0)
Cognitive and general knowledge development	21.2% (7)	39.4% (13)	27.3% (9)	9.1% (3)	0% (0)	3.0% (1)
Language, communication, and literacy development	24.2% (8)	36.4% (12)	27.3% (9)	9.1% (3)	0% (0)	3.0% (1)

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Five teachers said that the assessment did not cover one or more key issues, including:
- Letter names and sounds
- Number names
- Covering areas specified by state benchmark standards.

Thirty-three teachers (87%) using DSC found the tool to be at least somewhat helpful. Most responses to the remaining categories were similar; cognitive ability of the students was the most highly rated, with 90% of the teachers agreeing that the tool was at least somewhat helpful. The responses to the tool for individual students were very similar to the responses regarding the class as a whole, as Table 19 shows.

Table 19. Number and Percent of Teachers Who Found the DSC Tool Helpful for Individual Student Assessment

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	13.2% (5)	34.2% (13)	39.5% (15)	2.6% (1)	5.3% (2)	5.3% (2)
Social and emotional development	13.2% (5)	21.1% (8)	34.2% (13)	7.9% (3)	15.8% (6)	7.9% (3)
Physical well-being, health, and motor development	10.5% (4)	26.3% (10)	42.1% (16)	5.3% (2)	13.2% (5)	2.6% (1)
Cognitive and general knowledge development	15.8% (6)	26.3% (10)	47.4% (18)	2.6% (1)	5.3% (2)	2.6% (1)
Language, communication, and literacy development	18.4% (7)	28.9% (11)	34.2% (13)	5.3% (2)	5.3% (2)	7.9% (3)

Among the teachers who found DSC to be unhelpful, the most common reasons reported were: 1) the length of time to administer was too overwhelming for students and that results provided more information than necessary; and 2) the social-emotional booklet involved too many behaviors to record and observe, and it could have been simplified. Seven teachers felt that the assessment did not cover one or more key issues. The most common skills identified by teachers as missing were identification of all alphabet letter names and number recognition up to 31. Also mentioned were rhyming and blending, alignment with state standards, and a more appropriate section in the Spanish version for segmenting.

A majority of teachers using GOLD (57.1%) or WSS (68.0%) and half of those using DSC (50.0%) agreed that the assessment tool helped them to understand their students' present skill levels more quickly than before and to explain more clearly an area of concern or strength to parents than was possible through previous assessment practices. See Table 20.

Table 20. Ways the Assessment Helps Teachers Understand, Make Referrals, and Explain

Tool	Understand student's present skill levels more quickly than before	To make referrals for further evaluation more quickly than before	To make referrals for further evaluation with more examples of the issue to be addressed	To make recommendations for advanced learning opportunities	To explain more clearly an area of concern or strength to parents than was possible through previous assessment practices
GOLD (n=34)	57.1% (12)	23.8% (5)	23.8% (5)	9.5% (2)	71.4% (15)
WSS (n=33)	68.0% (17)	32.0% (8)	44.0% (11)	28.0% (7)	72.0% (18)
DSC (n=38)	50.0% (12)	16.7% (4)	58.3% (14)	8.3% (2)	50.0% (12)

Does the assessment benefit children and do no harm?

An assessment process must be carried out in ways that bring benefits to children, and it must be conducted in ways that support children's learning. Will time spent on instruction decrease because of assessment? Can assessments actually generate more time spent on instruction than before? Teachers using GOLD and WSS report spending the same amount of time or more time teaching across all four WaKIDS domains than typical. No teachers using GOLD or WSS report spending less time than typical teaching in any area. Only teachers using DSC report spending less time on instruction than before (10.5%), but a majority report spending the same amount of time (84.2%). See tables 21-24.

Table 21. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Social and Emotional Development

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	5.9% (2)	**94.1% (32)**	0.0% (0)
WSS (n=33)	24.2% (8)	**75.8% (25)**	0.0% (0)
DSC (n=38)	5.3% (2)	**84.2% (32)**	10.5% (4)

Table 22. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Physical Well-Being, Health, and Motor Development

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	14.7% (5)	**85.3% (29)**	0.0% (0)
WSS (n=33)	24.2% (8)	**75.8% (25)**	0.0% (0)
DSC (n=38)	7.9% (3)	**81.6% (31)**	10.5% (4)

Table 23. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Cognitive Ability and General Knowledge

| Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	5.9% (2)	**94.1% (32)**	0.0% (0)
WSS (n=33)	15.2% (5)	**84.8% (28)**	0.0% (0)
DSC (n=38)	7.9% (3)	**81.6% (31)**	10.5% (4)

Table 24. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Language, Communication, and Literacy

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	11.8% (4)	**88.2% (30)**	0.0% (0)
WSS (n=33)	18.2% (6)	**81.8% (27)**	0.0% (0)
DSC (n=38)	7.9% (3)	**81.6% (31)**	10.5% (4)

Is the assessment useful for the purposes for which the assessment process is designed (instructional planning)?

Teachers were asked how helpful the assessment data would be for Fall (September through December) planning and instruction. Their responses, summarized in Figure 9 and the discussion that follows, reveal marked differences among the groups.

Figure 9. Usefulness of Assessment Data for 2010
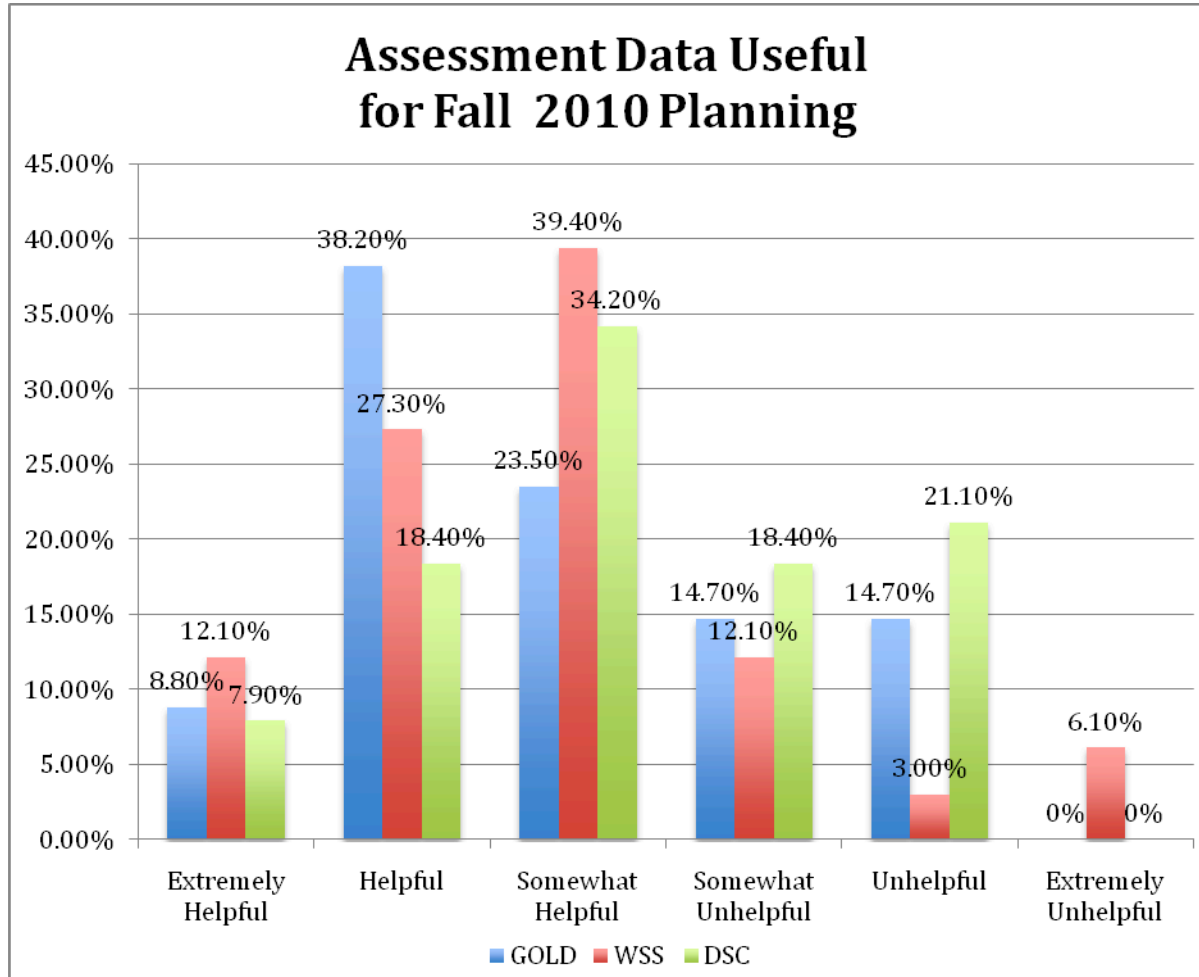
Forty-seven percent of the teachers using GOLD found the assessment tool "helpful" or "extremely helpful" for Fall (September through December) planning and instruction. Ten teachers (30%) found it "somewhat unhelpful" or "unhelpful." Those who felt the assessment was helpful reported several reasons, including that 1) it brought more attention to areas not always assessed (e.g., social and emotional development, rhyming ability), 2) it allowed for comparison among students, 3) it identified individual students' strengths and weaknesses, 4) it provided an overview of the whole class, 5) it provided information for creating small groups to differentiate instruction, and 6) it showed a learning progression of how students can continue to improve their skills.

Those who thought it was unhelpful mostly reported issues with timing: 1) it required a significant amount of time to complete and report the assessment data, 2) there was not enough time to get to know students before assessing, and 3) several dimensions that needed to be assessed were not yet taught in the curriculum.

Teachers using GOLD also reported how the results from the assessment will inform the rest of Fall planning and instruction. For example, several teachers indicated that the data enabled them to identify areas of development to focus on or individual students who may need more assistance. Others indicated that these data would help them to create reading groups based on students' abilities.

Thirty-nine percent of the teachers using WSS found the assessment tool "helpful" or "extremely helpful" for Fall (September through December) planning and instruction. Seven teachers (21%) found it "somewhat unhelpful" to "extremely unhelpful." Teachers described their responses as: 1) having too many assessment practices to complete in the Fall, 2) being comfortable using existing assessment methods, 3) difficulty aligning with district standards, and 4) lacking information for English Language Learners.

The teachers using WSS also reported how the results from the assessment will inform the rest of Fall planning and instruction. Teachers' responses were as follows: 1) data would provide them extra documentation and information for parent conferences, 2) increased focus on specific developmental areas including fine motor and cognitive development, and 3) the opportunity to provide parents with ideas on how to help their students in specific academic areas.

Twenty-six percent of the teachers using DSC found the assessment tool "helpful" or "extremely helpful" for Fall (September through December) planning and instruction. Fifteen teachers (40%) found it "somewhat unhelpful" or "unhelpful." Teachers described their responses as: 1) it was beneficial because it provided teachers with more one-on-one time with students; 2) it would have been more appropriate if administered before the start of kindergarten; 3) the items were not age-appropriate; 4) teachers already knew the information it provided; 5) it provides too much information for so early in the year; and 6) instruction time was hurt because of the time taken away to administer the assessment.

The teachers using DSC also reported how the results from the assessment will inform the rest of Fall planning and instruction. Common responses included: 1) the assessment will not inform the rest of Fall planning and instruction, primarily because it does not add any more information to what they already have about their students, 2) and there is too much information; 3) it verified initial observations; 4) it helped target more time for ability grouping and targeting instruction areas based on which scores were low; and 5) it provided a way to share information with parents.

Is the assessment appropriate for the population being assessed, including being culturally and linguistically responsive?
The literature on best practices for assessment of young children universally asserts that it is unfair to subject children to an assessment process that does not accurately tap into their knowledge, skills, or potential(National Research Council, 2008; Espinosa, 2005; Early childhood Assessment Consortium, 2005). Assessment processes should be designed and found effective for use with the ages, cultures, languages, socioeconomic levels, abilities, and other characteristics. Most teachers report across all three instruments that the tools were appropriate given the range of abilities and linguistic and cultural diversity of students their classrooms. Nearly 20% of teachers using DSC found that tool to be inappropriate for the characteristics of

children in their classrooms. The points below, summarized in Table 25, address teachers' opinions on the cultural appropriateness of the three instruments.

- A majority of teachers (71%) found the **GOLD** tool developmentally appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classroom. Four teachers (12%) found the tool at least somewhat inappropriate for their students. The teachers who found the tool unhelpful or inappropriate gave the following reasons: 1) more time was needed to gather the information, 2) the reading and math standards seemed too low for Washington State, and 3) they were already implementing assessments that provided similar information.

- A majority of teachers (94%) found the **WSS** tool developmentally appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classrooms. Two teachers (6%) found the tool at least somewhat inappropriate for their students. Teachers who found the tool unhelpful or inappropriate explained their responses by saying that the assessment was available only in Spanish and not in other languages.

- A majority of teachers (82%) found the **DSC** tool developmentally appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classroom. Seven teachers (18%) found the tool at least somewhat inappropriate for their students. For teachers who found the tool unhelpful or inappropriate, the most common reasons given were that the time needed to administer the DSC took too much time away from valuable student instruction and that components (particularly the decoding and recoding skills) of the Spanish version did not align appropriately as it should have with the English version. One teacher also mentioned that parents recruited to assist with the administration did not score appropriately.

Table 25. Appropriateness of Assessments Given the Range of Abilities and Linguistic/Ethnic/Cultural Diversity of Students

Tool	Extremely appropriate	Appropriate	Somewhat appropriate	Somewhat inappropriate	Inappropriate	Extremely inappropriate
GOLD (n=34)	0.0% (0)	**70.6% (24)**	17.6% (6)	8.8% (3)	2.9% (1)	0.0% (0)
WSS (n=33)	21.2% (7)	**48.5% (16)**	24.2% (8)	6.1% (2)	0.0% (0)	0.0% (0)
DSC (n=38)	13.2% (5)	**42.1% (16)**	26.3% (10)	5.3% (2)	7.9% (3)	5.3% (2)

Does the assessment include multiple sources of information, including family participation and input?

Position statements and research literature agree about best practices in assessment; parents are essential participants in a valid and useful assessment process, both as informants about their child's skills and abilities and as recipients of assessment information Golan, Peterson & Spiker, 2008; National Research Council, 2008). When teachers were asked how helpful they considered a formalized family component would be, teachers across each tool said it would be somewhat

helpful to extremely helpful. Unexpectedly, some teachers across all three instruments said that a formalized family component would be unhelpful to some degree. These data are summarized in Table 26.

Table 26. Helpfulness of a Formalized Family Component for Future Assessments

Tool	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
GOLD (n=34)	5.9% (2)	26.5% (9)	**47.1% (16)**	0.0% (0)	20.6% (7)	0.0% (0)
WSS (n=33)	15.2% (5)	**45.5% (15)**	30.3% (10)	6.1% (2)	0.0% (0)	3.0% (1)
DSC (n=38)	7.9% (3)	18.4% (7)	**47.4% (18)**	5.3% (2)	18.4% (7)	2.6 % (1)

When teachers were asked if they intended to share the assessment results with parents a majority of teachers using DSC said yes (55.3%). As Table 27 shows, a majority of teachers using GOLD were undecided, and some teachers across each instrument said that they would not share. Of teachers who report they will share the information with parents, almost all said they would do this through parent teacher conferences. Further investigation is needed to find out why teachers would not want to share this assessment information with parents.

Table 27. Teachers Who Would Share this Information with Parents

Tool	Yes	No	Undecided
GOLD (n=34)	32.4% (11)	11.8% (4)	**55.9% (19)**
WSS (n=33)	39.4% (13)	15.2% (5)	**45.5% (15)**
DSC (n=38)	**55.3% (21)**	21.1% (8)	23.7% (9)

Will the assessment be repeated over time?
Responses differed markedly among the three assessment tools when the teachers were asked if they would use the assessment one or more times later this academic year. As shown in Table 28, the teachers using the WSS tool reported that they were far more likely to use the tool again. But many teachers remained undecided about whether they would use any of the tools again in the same academic year.

The majority of teachers using GOLD (56%) were undecided as to whether they would continue to use the assessment with their students one or more times later in the academic year. Six teachers (18%) reported that indeed they would use it again, whereas nine (26%) reported that they do not plan to use it again.

Fourteen teachers using WSS (42%) reported that they would use it again, whereas six (18%) reported that they would not. Thirteen teachers were undecided as to whether they would continue to use the assessment with their students one or more times later in the academic year. The majority of teachers using DSC (55%) reported that they would not continue to use the assessment with their students one or more times later in the academic year. Thirteen teachers were still undecided as to whether they would continue, and only four teachers reported planning to continue using the assessment during the year. See Table 28.

Table 28. Teachers Who Plan to Continue Using the Tool with Their Students One or More Times Later this Year

	Yes	No	Undecided
GOLD	17.6% (6)	26.5% (9)	55.9% (19)
WSS	42.4% (14)	18.2% (6)	39.4% (13)
DSC	10.5% (4)	55.3% (21)	34.2% (13)

It is not clear why the teachers are undecided about future use, and WaKIDS will collect this information in a future survey of participating teachers in the spring.

Would you recommend the tool to other teachers?

Seven teachers using GOLD (21%) reported that they would recommend the tool to other kindergarten teachers, whereas 17 teachers (50%) reported that they would not. Twenty-nine percent of the teachers, at the time of the survey, were still unsure as to whether they would recommend it to others. Thirteen teachers using WSS (39%) reported that they would recommend the tool to other kindergarten teachers, whereas only 5 teachers (15%) reported that they would not recommend it. At the time of the survey, 46% of the teachers were unsure as to whether they would recommend it to others. Seven teachers using DSC (18%) reported that they would recommend the tool to other kindergarten teachers, whereas 18 teachers (47%) reported that they would not recommend it. Thirty-four percent of the teachers, at the time of the survey, were still unsure as to whether they would recommend it to others. These responses are summarized in Table 29.

Table 29. Teachers Who Would Recommend this Assessment Tool to Other Kindergarten Teachers

	Yes	No	Undecided
GOLD	20.6% (7)	50.0% (17)	29.4% (10)
WSS	39.4% (13)	15.2% (5)	45.5% (15)
DSC	18.4% (7)	47.4% (18)	34.2% (13)

Can we suggest one tool?

The overarching aim of this pilot was to recommend one assessment tool. All three instruments are comprehensive and address the identified *Washington State Early Learning and Development Benchmarks*. Two of the assessments were completed through embedded assessments and one was through direct assessment. Based upon teacher feedback on instructional utility and naturalistic methods, the recommendations can be narrowed to two: WSS or GOLD.

Of these two tools, teachers certainly felt more positive about WSS across several variables such as confidence and competence after training, assessment tool ease and convenience, assessment tool alignment with teaching philosophy and district reporting, naturalistic methods of assessment, cultural and linguistic appropriateness; and benefit to instruction for the class and individual.

Teachers using GOLD felt less confident and competent after training, however. They also felt less supported by their administration during the pilot and considered GOLD to be more difficult and less convenient to administer and report on the results. Many teachers who used WSS report they will use it again this year. A majority of teachers are undecided about continued use with GOLD. One plausible reason for this difference and ambivalence with GOLD in particular is the perceived difficulty and experienced learning curve across the instruments. While both instruments are regarded as useful with assessment and planning instruction, teachers reported needing more training and support with GOLD. This may be because GOLD requires teachers to make finer discriminations across assessment items. GOLD was also offered online, which presented an additional learning challenge for some teachers.

More data collection is needed before WaKIDS can recommend one instrument or process for teachers' continued use. WaKIDS will continue to investigate the issue of teachers repeated use of the instruments during early Winter 2011. Five additional considerations are required to narrow the recommendation to a single instrument:

1. **The extent to which each instrument may be culturally biased**: Teachers reported on their perception of the appropriateness of the instrument for a variety of student characteristics; however it is necessary to look more closely at the child assessment results. Teasing-out race, ethnicity, and socioeconomic differences will require further analysis.
2. **The extent to which the assessment makes accommodations for children with disabilities**. One question on the teacher survey addressed this issue, but it was included in the same question as other characteristics. Further investigation is warranted to tease out the specific modifications and appropriateness for children with disabilities.
3. **The extent to which parents are involved and find the information meaningful.** All three WaKIDS-piloted tools include a parent component that was optional for teachers to use, but at the time of the parent survey, assessment results had not yet been shared with parents. Further analysis of child-level data, findings from the parent focus groups that will be held in Winter 2011, and an additional teachers' survey will help address these considerations.
4. **The extent to which teachers use the results to differentiate instruction** and make better and timelier decisions about providing appropriate support and challenge for students.
5. **A cost-benefit analysis**. It is possible that, based upon the time and support required, GOLD may be more costly—it is critical to understand the return. It may take less time and training to administer WSS, but it is essential that the return helps teachers make better and more efficient instructional decisions.

Component Three: Early Learning Collaboration
This section provides information yielded from an initial questionnaire given to 108 teachers on the first day of participation in the WaKIDS. Questions reported here relate to teachers' experience and practice with information exchange between early learning providers and kindergarten teachers.

Gathering information from multiple sources, including early care and education providers, is essential for a true understanding of young children' skills and competencies. Best practices

position statements and the research literature recommend collecting information from teachers who worked with children prior to their entry to kindergarten (Egertson, 2208; Meisels, M, Bickel, Nicholson, Xue, Atkins-Burnett, 2001; Schultz & Kagan, 2007). Early childhood education providers have unique perspectives on children's early development and learning that could help kindergarten teachers serve incoming students more effectively.

Just over one third (36%) of teachers received *some* type of information from early learning providers about *some* of their entering kindergartners. For example:
- Nine teachers reported receiving the child's IEP.
- Seven teachers reported receiving written assessment information on some or all of their children from the early learning providers (e.g., DECA, Creative Curriculum, checklists and class work.
- Four teachers reported information about social and behavioral skills or problems.

Teachers were asked to describe what kind of information they would like to know about children entering kindergarten:
- Twenty-nine teachers (27%) would find information about the child's social-emotional or behavioral skill level or concerns helpful.
- Twenty-five teachers (23%) said they wanted information about children's family backgrounds before entering.
- Twenty-one teachers (19%) would find information about a child's academic skills (e.g., counting, letter naming, etc.) helpful.
- Five teachers (5%) would like information about a child's health status.
- Three teachers (3%) would like information about disability or special needs.

To develop a better understanding of the types of assessment information early learning providers gather and to suggest ways to improve the transfer of this information to kindergarten teachers, the WaKIDS UW Team will implement a series of facilitated focus groups with kindergarten teachers and early learning providers across the state. Four of these focus groups have been held, and the remainder will occur during 2011. (See Appendix I for more information about the focus groups.)

IV. Summary, Suggestions, and Next Steps

Summary
This report provides important information about a statewide kindergarten assessment process pilot in Washington State. Three assessment instruments offer insights regarding young children's developing skills at kindergarten entry, and teachers' feedback on these tools provides valuable information for narrowing the WaKIDS selection of the most effective tool.

Kindergarten data in Washington State
The WaKIDS pilot provides the first statewide kindergarten assessment information across multiple domains of child development and achievement. Teacher assessments of 1,760 children beginning kindergarten suggest that more than one third of students enter kindergarten below expected skill levels as revealed by the three different instruments. In the area of Language, Communication, and Literacy, nearly half of the children enter with skills below the expected grade level.

Notable differences across instruments
The project found notable, but expected, differences in children's skill levels across the three instruments. For example, the instrument Teaching Strategies GOLD in general found a larger share of children regarded as below expectations across the four domains. Another instrument, the DSC, found a larger percent of children exceeding expectations across the four domains. One reason for these differences is that the developmental reference was dissimilar across the instruments. Teachers using GOLD were asked to assess children against end-of-year kindergarten expectations; teachers using DSC were measuring children's performance against beginning of kindergarten expectations. And teachers using a third instrument, the WSS, were asked to assess children against end-of-preschool expectations. The instruments also differed from one another in terms of the number of items in each domain (for example, 4 items in the general knowledge and cognition domain on the WSS compared with 11 on GOLD), differing levels of specificity, and characteristics of training sessions, which were condensed for this pilot, and as a result, may have left some teachers less prepared in implementing the assessments as specified.

Best practices
With few exceptions, teachers regard the WaKIDS assessment tools and process as meeting best practices. Two instruments, GOLD and WSS, were considered useful for planning instruction and collected assessment information in a naturalistic way. Few of the teachers in the pilot reported using comprehensive assessment processes prior to their involvement in WaKIDS. Most teachers report that the instruments piloted with WaKIDS provided information on multiple areas of children's skills. In general, teachers found the instruments used in this pilot to be helpful with assessing the class as a whole and for planning individual instruction.

Many teachers who used WSS report they will use it again this year. A majority of teachers are undecided about continued use with GOLD, however. One plausible reason for this difference and ambivalence with GOLD in particular is the perceived difficulty and experienced learning

curve across the instruments. While both instruments are regarded as useful with assessment and planning instruction, teachers reported needing more training and support with GOLD. This may be because GOLD requires teachers to make finer discriminations across assessment items. GOLD was also offered online, which presented an additional learning challenge for some teachers. WaKIDS will continue to investigate the issue of teachers' repeated use of the instruments during early Winter 2011.

Need for more research
More research is needed before one tool can be recommended. WaKIDS must look more closely at such issues as cultural responsiveness, accommodations and usefulness for children with disabilities, parent involvement and satisfaction, potential for improving instruction, and cost benefits. Knowing how the assessment tools piloted in WaKIDS predict future school success would be valuable information for educators, administrators, and policy makers when making future decisions.

Recommendations
Based on the findings summarized in this preliminary report, WaKIDS will make the following improvements in its implementation process through Winter and Spring 2011:

1. **Provide more training on assessment tools and online administration to teachers and administrators.** WaKIDS provided all teacher training sessions in one day— half the time typically provided for training by assessment publishers. The quality of assessment data relies heavily in the accuracy of implementation. If assessments are not done well, the data collected may not provide the information sought or may inaccurately represent children's performance (Golan, Peterson & Spiker, 2008). It is also important that teachers feel supported by their building and district administrators. Providing overview training on the assessment instruments for administrators may galvanize necessary support.

2. **Provide sufficient time to complete and report assessment.** Many teachers felt that it was difficult to administer the tool and to record and report the assessment results in only three weeks. Observation-based assessments require more time to accurately discern a child's competencies in a naturalistic setting. This may be especially important at the beginning of the year when teachers are just getting to know their students, and students are just getting used to know unfamiliar peers and adults. Time is also critical to teachers who are teaching half-day classes; these teachers may have twice the children and half the time to complete their assessments.

3. **Provide training on family participation and input**. Position statements and research literature about best practices agree that parents are essential participants in a valid and useful assessment process, both as informants about their children's skills and as recipients of assessment information (Golan, S., Peterson, D. & Spiker, D., 2008). Teachers agreed that the formalized parent component of each instrument would be helpful. Additional time is needed to train teachers on the administration of these instruments, as are alternatives for gathering the information from diverse families and for interpreting the information. Teachers may also benefit from training on data-sharing

with parents.

4. **Study and recommend best practices to facilitate information-sharing between early learning providers and kindergarten teachers.** Kindergarten teachers agree that information from early learning providers about entering kindergarten students would be helpful. Few teachers in this study received helpful information from early learning providers, and most were unsure of if and where the child attended prekindergarten programs. Further study is recommended to understand the types of assessment data early learning providers gather and how to facilitate data-sharing that is optimally beneficial to students and families. Data-sharing can improve instructional decisions by kindergarten teachers and can also serve to improve the quality of early learning programs.

Next steps

The WaKIDS pilot and evaluation will continue through June 2011. Future evaluation activities include:

1. Parent focus groups throughout the state to understand their perceived usefulness of the assessment data and process;

2. Kindergarten teacher surveys regarding continued assessment use and satisfaction;

3. Early learning connection focus groups; and

4. Further analysis of kindergarten entry child data.

This information will be presented in a final project evaluation report in June 2011.

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Appendix A

WaKIDS Committees and Teams

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Introducing Me!

My name is: _____

I like to be called: _____

My birthday is _____

My mom's name is _____

My father's name is _____

I live with _____

I live at _____

_____

Phone: _____

Best time to reach my home is _____

About Me!

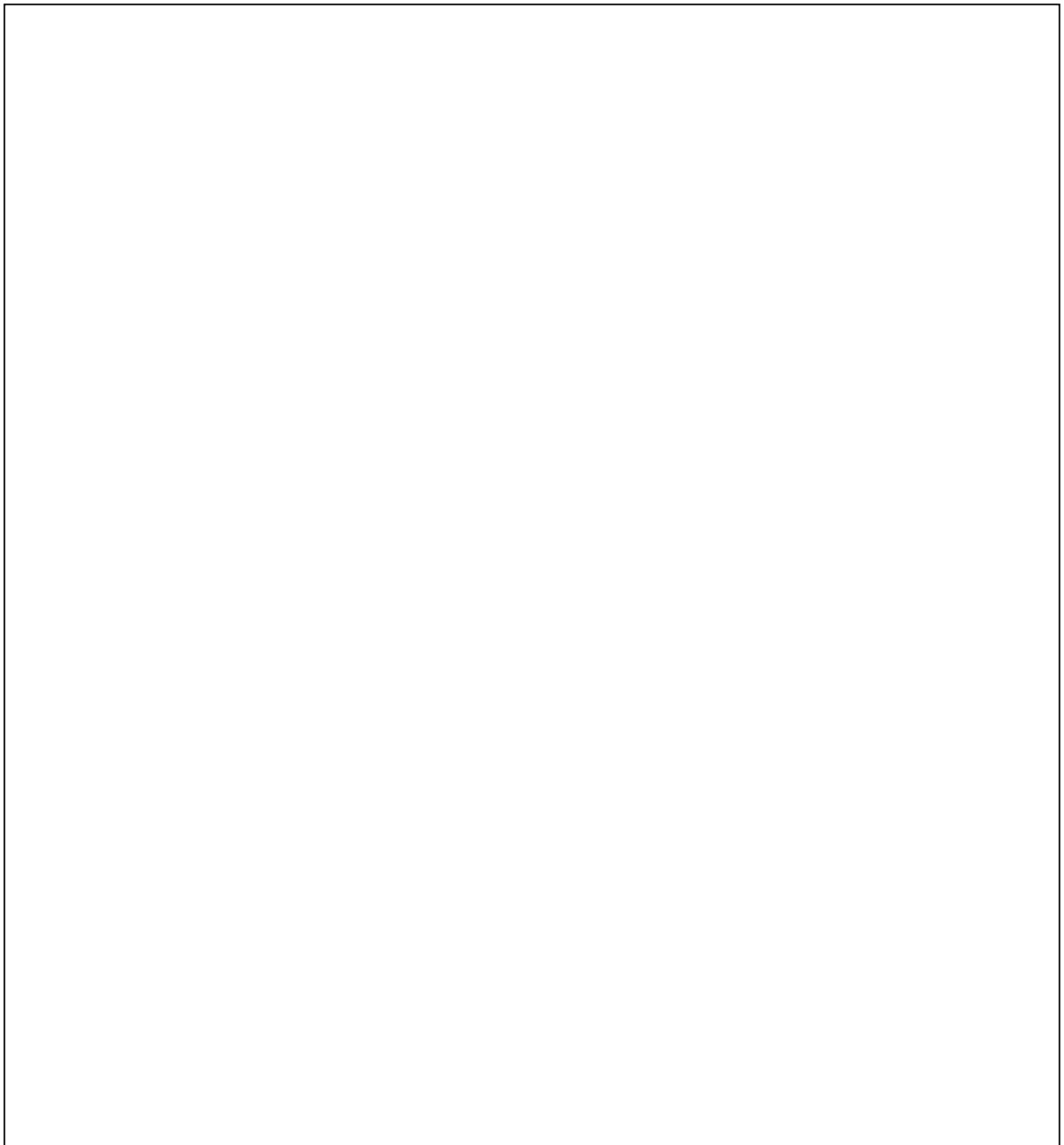My favorite food is _____

My favorite book is _____

My favorite toy is _____

My favorite thing to play is _____

Other favorites: _____

I am good at so many things like:

_____

Here is a picture of me and my family (please attach photo):

Last year, I went to _____

I like to:

□ Listen to stories

□ Draw and color

□ Play with other children

□ Play quiet games

□ Play rough and tumble games

□ Play outside

□ Play with blocks

□ Sing songs

□

Things I do not like to:

_____
_____
_____
_____

When I feel tired I might: _____

When I feel angry I might: _____

When I feel sad I _____

When I feel excited I _____

When I feel hungry, I _____

When I feel frustrated I _____

About My Family:

We speak the following languages in my home:

_____

Some things I'd like you to know about my family:

_____

_____

_____

There are _____ children in my home. Their name and ages are:

_____

_____

_____

Here are other things that I want you to know about me:

_____

_____

_____

_____

Teacher Questionnaire #1

Date completed: _____

Instructions

- This survey seeks information on your practices (and those of your school and district) that are related to children's entry into kindergarten

School Information

1. What is the current total student enrollment in your school? _____
2. Which one of the following best describes the location of your school?
3. Which one of the following best describes your school?
   ____1. A public school that draws students from the surrounding neighborhood
   ____2. A public school with students from neighborhoods that do and do not surround the school
   ____3. A public school that draws from a large rural area
   ____4. Other (please describe) _____
4. Check below if your school currently contains any of the following programs. Check all that apply.

   ___ 1. Pre-kindergarten program with open enrollment

   ___ 2. Prekindergarten program for "at-risk" students (not Head Start)

   ___ 3. Head Start

   ___ 4. Pre-kindergarten program for special education students

   ___ 5. Kindergarten class --full day

   ___ 6. Kindergarten class – half day

   ___ 7. Transitional K-1 program (regular education)

Teacher/classroom information

5. Did you teach kindergarten last year?
   ____No   ____Yes If yes, answer questions 6-9. If not, go directly to question 10.

If you taught multiple classes last year (morning and afternoon sessions) , answer questions for one of those classes.

6. Last year, approximately how many children were transferred into or enrolled in your class AFTER the first two weeks of school? ____

7. Approximately how many children left your class last year AFTER the first two weeks of school?___

8. Last year, what was the total number of children in your class at the end of the year? ____

9. How many children in your class last year were retained? ____

10. Check the one category that best describes your race/ethnicity:

    ___ 1. American Indian or Native American   ___ 2. Hispanic   ___3. Asian/Pacific Islander

    ___ 4. Black, not Hispanic   ___ 5. White, not Hispanic   ___6. Multiple origins

    ___ 7. Other

11. List the year of degree(s) you received: Bachelor's: __ __ __ __ Master's __ __ __ __

    Doctorate __ __ __ __

12. Check the areas of specialization or certification you may hold. This pertains to state-level certification(s). check all that apply.

    __1. Elementary education (K-6)   __2. Education (K-12)

    __3. Early childhood   __4. Special Education

    __5. Secondary (6-12)   __6. Other (describe):_____

13. Have you had any specialized training to enhance children's transition into kindergarten?

    ____ No   ___ Yes If yes, please describe: _____

14. List your years of teaching experience at each of following levels:

    1. Below kindergarten level (e.g., preschool):_____

    2. Kindergarten (includes K-1, K-2): _____

    3. Above kindergarten (first grade & above, not K-1 or K-2): _____

    Consider last year's kindergarten class for the following questions.

15. At the end of last year, how many students were enrolled in you class? _____

16. How many (if known) students are enrolled in your class this fall? _____

17. How many children with special needs (children receiving special education services) were enrolled in your class last year? ____

18. Note the number of children in last year's class for each group below. Enter 0 for none.

    ___ 1. American Indian or Native American   ___ 2. Hispanic   ___3. Asian/Pacific Islander

    ___ 4. Black, not Hispanic   ___ 5. White, not Hispanic   ___6. Multiple origins

    ___ 7. Other

19. How many of the students in your class were eligible to receive free or reduced lunches? ____

Entering Kindergarten

20. Based on your experiences, approximately what percentage of the children who enter kindergarten fall into the following categories? Make sure these numbers total 100%

    _____% 1. Very successful entry, virtually no problems

    _____% 2. Moderately successful entry, some problems, mostly minor

    _____% 3. Difficult or very difficult entry, serious concerns or many problems

21. In your judgment, what percentage of children in last year's class were not ready for kindergarten when they entered? Enter zero if all were ready. ____

22. Approximately how many children in your current class spent last year in the following? Enter zero for none.

_____ 1. Preschool center based program   _____ 2. Head Start
_____ 3. PreK program at school   _____ 4. Don't know
_____ 5. Other (describe): _____

23. If you did not know last year's settings for children in your class, would it have been useful to know this information to prepare for their transition into kindergarten?

_____ No   _____Yes

24. What type of information did you receive about your children from the previous setting (head Start, etc)?

25. What more would you like to know about children when they enter kindergarten?

Transition Practices

Below are listed a number of practices that might occur to facilitate children's transitions to kindergarten. For each of the practices listed below, check whether in fall of 2009 you

0) Did not use
1) Used for children with special needs
2) Used for certain individuals (but not students receiving special education services), or
3) Used for whole class.

Then, for each of the following items, check if you believe each practice is

a) not necessary, b) good idea, or c) a good idea, but there are barriers to implementing this practice for me

	Did Not Use (0)	Used with children with special needs (1)	Used for Certain Children (2)	Used for Whole Class (3)	I think it's not necessary (a)	I think it's a Good idea (b)	I think it's a good idea/but… (c)
26. Written records of child's past experiences or status are made available to me and I read them							
27. A visit to the child's home before school starts							
28. A visit to the child's home after school starts							
29. a letter to the child's parents before school starts							
30. a letter to the child's parents after school starts							
31. A talk with the child's parents before school starts							
32. a talk with the child's parents after school starts							
33. A meeting with child and family before school starts							
34. a flyer or informational brochure sent before school starts							

35. A flyer or informational brochure sent after school starts						
36. A letter to the child sent before school starts						
37. A letter to the child after school starts						
38. A call to the child before school starts						
39. A call to the child after school starts						
40. Visits to preschools & programs for four year olds in the community						
41. Informal contacts with preschool teachers about children						
42. Preschool teacher(s) bring next year's children to my classroom						
43. An open house for parents and children before school starts						
44. An open house for parents and children after school starts						
45. Participation in kindergarten registration for my school or district						
46. Regular meetings among school, early childhood, and preschool staff in community						
47. contacts made to develop a coordinated curriculum with preschool programs						
48. Facilitate contacts between parents of children in my class						
49. Request information about children from their parents before school starts						

50. Check any of the following barriers which prevent you personally from implementing the "good idea…But" practices you just identified. Check all that apply, then circle the item numbers of those you consider the most serious barriers, up to five maximum of five.

_____ 1. Class lists are generated too late

_____ 2. Requires work in summer that is not supported by salary

_____ 3. Contacts with parents are discouraged prior to the start of school

_____ 4. Concern about creting negstive expectations

_____ 5. Funds are not available

_____ 6. Materials are not available

_____ 7. Parents are not interested

_____ 8. Preschool teachers are not interested

_____ 9. It takes too much time to conduct these practices

_____ 10. I could not reach most parents of children who need these practices

_____ 11. It is dangerous to visit students' homes

___ 12. Parents do not bring their child for registration or open house

___ 13. Parents cannot read letters, etc. sent home

_____ 14. A transition practices plan is not available in school/district

_____ 15. The school or district does not support

___ 16. I choose not to do it

_____ 17. Other? Please list. _____

51. Which of the following practice are used by any of the Pre-K programs (for example, preschool or Head Start program) that feed into your school? Check all that apply.

_____ 1. Participating in joint workshops with school staff on issues of interest

_____ 2. Sharing information about an individual child's progress

_____ 3. Providing assistance for children having difficulty

_____ 4. Talking with children and parents to prepare them for kindergarten

_____ 5. Children from these programs visiting our school

_____ 6. Others? (describe): _____

Information Gathering

52. Which of the following information gathering procedures are performed for at least some of the children in your class" for each item, label with a 'T" if you as a teacher perform the procedure, "S" if someone else performs , or "B" if both you and someone else performs, or an "N" if no one performs the procedure.

_____1. Interview parent

_____2. Screen child using a formal instrument. Please provide name of instrument: _____

_____ 3. Screen child informally with teacher developed tool

_____4. CHECK HERE is any of these took place in the child's home

53. What other types of assessment instruments (if any) do you use with kindergarten children?

_____ 1. Standardized assessments   _____2. Curriculum embedded assessments

_____ 3. District assessments

54. How do you understand children's progress throughout the year? Please describe.

WaKIDS: Teacher Survey #1 (GOLD)

1. introduction

Thank you so much for your continued participation and support of the WaKIDS pilot. We would not be able to do this work without you!

In this survey, we would like to hear about your experiences using your assigned assessment tool. Your responses will provide information about how to support teachers and schools across Washington state as they welcome children and families to kindergarten each year.

Your responses will be kept confidential, and your name will not be linked to any reported data and / or findings without your explicit permission.

Questions marked with an asterisk (*) require a response.

* **1. Your Name (will be kept confidential when reporting data)**

WaKIDS: Teacher Survey #1 (GOLD)

2. Class Information

1. Total number of classes you are teaching this year

ⓙⁿ 1

ⓙⁿ 2

2. Is your kindergarten program full day or half day?

ⓙⁿ Full day - 5 days a week   ⓙⁿ Full day - 2 or 3 days a week   ⓙⁿ Half day - 5 days a week

* 3. Class Information

Enter 0 if none.
If you teach more than one class, please provide one overall total for both classes.

Total number of students	
Number of male students	
Number of female students	
Number of ELL students	
Number of students with an IEP receiving special education services	

* 4. Approximately how many of these students spent last year in the following early childhood settings?

Enter 0 if none.

Child care center	
Preschool or pre-kindergarten program	
Head Start	
ECEAP	
Developmental preschool (special education)	
Co-op preschool	
Home day care	
Home with parent	
Home with relative or neighbor	
Other (please specify)	
Don't know	

WaKIDS: Teacher Survey #1 (GOLD)

3. Assessment Tool Training and Support

In this section, you will be asked to evaluate the training and support you received for your assigned assessment tool (GOLD).

* 1. How were you trained in this tool kit?

- ◌ Attended group training in August
- ◌ Trained individually by a WaKIDS team member
- ◌ Trained by another teacher at your school
- ◌ Did not receive training

* 2. I found the training provided for this assessment to be:

- ◌ Very helpful
- ◌ Helpful
- ◌ Somewhat helpful
- ◌ Somewhat unhelpful
- ◌ Unhelpful
- ◌ Very unhelpful

* 3. How well did the training prepare you to administer the assessment?:

- ◌ Felt competent and confident and ready to use the tool
- ◌ Felt confident about administering the tool with a few questions
- ◌ Still had some questions about how to administer the tool
- ◌ Was very uncertain of how to administer the tool

4. What would have made your training more useful?:

[text box with 5 / 6]

* 5. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?

- ◌ No support
- ◌ Not very much support
- ◌ Some support
- ◌ A lot of support

* 6. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?

- ◌ Extremely helpful
- ◌ Helpful
- ◌ Somewhat helpful
- ◌ Somewhat unhelpful
- ◌ Unhelpful
- ◌ Extremely unhelpful

* 7. How supportive is your principal / school administration of your participation in the WaKIDS pilot?

- ◌ Extremely supportive
- ◌ Supportive
- ◌ Somewhat supportive
- ◌ Somewhat unsupportive
- ◌ Unsupportive
- ◌ Extremely unsupportive

WaKIDS: Teacher Survey #1 (GOLD)

4. Administration of the Tool

In this section, you will be asked about your experiences with administering your assigned assessment tool (GOLD).

* 1. Please rate your experience administering the assessment tool:

| ◌ Extremely easy | ◌ Easy | ◌ Somewhat easy | ◌ Somewhat difficult | ◌ Difficult | ◌ Extremely difficult |

* 2. Please rate the clarity of the instructions provided for administering the assessment tool:

| ◌ Extremely clear | ◌ Clear | ◌ Somewhat clear | ◌ Somewhat unclear | ◌ Unclear | ◌ Extremely unclear |

* 3. Of your whole class, with how many students did you complete the WaKIDS assessment?

[   ]

4. If you did not complete the assessment for all of your students, what prevented you from doing so?

Check all that apply.

- ☐ Not enough time to observe / administer assessment

- ☐ Not enough time to report assessment data

- ☐ Uncertainty about how to administer the assessment

- ☐ Lack of personnel support (assistant teacher, etc)

- ☐ Student(s) were absent

- ☐ Other (please specify)

[5]
[6]

* 5. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:

Days	[ ]
Hours	[ ]
Minutes	[ ]

* **6. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:**

Extremely convenient	Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Extremely inconvenient

* **7. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:**

Days

Hours

Minutes

* **8. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:**

Extremely convenient	Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Extremely inconvenient

* **9. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:**

Extremely sufficient	Sufficient	Somewhat sufficient	Somewhat insufficient	Insufficient	Extremely insufficient

WaKIDS: Teacher Survey #1 (GOLD)

5. Assessment & Instructional Practices: Part I

In this section, you will be asked about the effects of this assessment on your present and future instruction.

* 1. To what extent is the assessment aligned with your personal teaching philosophy?

○ Completely aligned with my teaching philosophy	○ Aligned with my teaching philosophy	○ Somewhat aligned with my teaching philosophy	○ Somewhat different from my teaching philosophy	○ Different from my teaching philosophy	○ Completely different from my teaching philosophy

* 2. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?

○ Completely aligned with district reporting	○ Aligned with district reporting	○ Somewhat aligned with district reporting	○ Somewhat different from district reporting	○ Different from district reporting	○ Completely different from district reporting

* 3. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?

○ Completely embedded	○ Embedded	○ Somewhat embedded	○ Somewhat separate	○ Separate	○ Completely separate

* 4. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?

○ Completely embedded	○ Embedded	○ Somewhat embedded	○ Somewhat separate	○ Separate	○ Completely separate

* 5. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all
Overall development	○	○	○	○
Social and emotional development	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○
Cognitive and general knowledge development (including math, logic, reasoning)	○	○	○	○
Language, communication, and literacy	○	○	○	○

* 6. How has this assessment affected the amount of time you typically spend teaching in the following areas?

	Spend more time than before	Spend same amount of time as before	Spend less time than before
Social and emotional instruction	j̊∩	j̊∩	j̊∩
Physical well-being, health, and motor instruction	j̊∩	j̊∩	j̊∩
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	j̊∩	j̊∩	j̊∩
Language, communication, and literacy instruction	j̊∩	j̊∩	j̊∩

* 7. Do you plan to continue to use this assessment with your students one or more times later this year?

j∩ Yes

j∩ No

j∩ Undecided

* 8. Please describe your previously used Fall assessment practices:

* 9. How closely aligned is the current assessment with your previously used Fall assessment practices?

j∩ Extremely aligned with typical practices   j∩ Aligned with typical practices   j∩ Somewhat aligned with typical practices   j∩ Somewhat different from typical practices   j∩ Different from typical practices   j∩ Extremely different from typical practices

* 10. How helpful is the current assessment information for Fall (September through December) planning and instruction?

j∩ Extremely helpful   j∩ Helpful   j∩ Somewhat helpful   j∩ Somewhat unhelpful   j∩ Unhelpful   j∩ Extremely unhelpful

* 11. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:

* **12. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:**

> 5
> 6

* **13. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?**

j—n Extremely helpful   j—n Helpful   j—n Somewhat helpful   j—n Somewhat unhelpful   j—n Unhelpful   j—n Extremely unhelpful

* **14. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:**

> 5
> 6

* **15. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:**

> 5
> 6

WaKIDS: Teacher Survey #1 (GOLD)

6. Assessment & Instructional Practices: Part II

In this section, you will be asked about how the assessment helped you learn about your students.

* 1. How helpful was this tool for learning about your *class as a whole* in terms of:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	jn	jn	jn	jn	jn	jn
Social and emotional development	jn	jn	jn	jn	jn	jn
Physical well-being, health, and motor development	jn	jn	jn	jn	jn	jn
Cognitive and general knowledge (including math, logic, and reasoning) development	jn	jn	jn	jn	jn	jn
Language, communication, and literacy development	jn	jn	jn	jn	jn	jn

* 2. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?

jn Extremely appropriate	jn Appropriate	jn Somewhat appropriate	jn Somewhat inappropriate	jn Inappropriate	jn Extremely inappropriate

3. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

```
                                                                    5
                                                                    6
```

* 4. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	jn	jn	jn	jn	jn	jn
Social and emotional development	jn	jn	jn	jn	jn	jn
Physical well-being, health, and motor development	jn	jn	jn	jn	jn	jn
Cognitive ability and general knowledge (including math, logic, reasoning) development	jn	jn	jn	jn	jn	jn
Language, communication, and literacy development	jn	jn	jn	jn	jn	jn

5. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

6. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful:

Check all that apply.

- ⊖ Helped me to understand my students' present skill levels more quickly than I have before

- ⊖ Helped me to make referrals for further evaluation more quickly than I have before

- ⊖ Helped me to make referrals for further evaluation with more examples of the issue to be addressed

- ⊖ Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)

- ⊖ Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did

Other (please specify)

* **7. Was there any area that you feel your assessment should have covered but did not?**

- ◌ Yes

- ◌ No

If yes, please describe:

* **8. Do you plan to share this assessment information with your students' families?**

- ◌ Yes

- ◌ No

- ◌ Undecided

9. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

* 10. Would you recommend this assessment tool to other Kindergarten teachers?

     jn   Yes

     jn   No

     jn   Unsure

WaKIDS: Teacher Survey #1 (GOLD)

7. More about GOLD

In this section, you will be asked about your use of specific pieces of the GOLD kit.

* 1. Did you attend a GOLD webinar for teachers provided by Teaching Strategies?

    ◌ Yes   ◌ No

2. If you attended a GOLD webinar for teachers, how helpful was the information?

    ◌ Extremely helpful   ◌ Helpful   ◌ Somewhat helpful   ◌ Somewhat unhelpful   ◌ Unhelpful   ◌ Extremely unhelpful

* 3. Did you complete the GOLD professional development course?

    ◌ Yes   ◌ No

4. If you completed the GOLD professional development course, how helpful was the information?

    ◌ Extremely helpful   ◌ Helpful   ◌ Somewhat helpful   ◌ Somewhat unhelpful   ◌ Unhelpful   ◌ Extremely unhelpful

* 5. How much support did you need from Teaching Strategies to understand how to administer the assessment?

    ◌ No support   ◌ Not very much support   ◌ Some support   ◌ A lot of support

6. If you contacted Teaching Strategies for support with the assessment, how helpful were the answers they provided?

    ◌ Extremely helpful   ◌ Helpful   ◌ Somewhat helpful   ◌ Somewhat unhelpful   ◌ Unhelpful   ◌ Extremely unhelpful

* 7. Please rate your experience using GOLD online:

    ◌ Extremely easy   ◌ Easy   ◌ Somewhat easy   ◌ Somewhat difficult   ◌ Difficult   ◌ Extremely difficult

* 8. Please rate the clarity of information you received about using GOLD online:

    ◌ Extremely clear   ◌ Clear   ◌ Somewhat clear   ◌ Somewhat unclear   ◌ Unclear   ◌ Extremely unclear

* 9. How much support did you need from Teaching Strategies to understand how to use GOLD online?

    ◌ No support   ◌ Not very much support   ◌ Some support   ◌ A lot of support

10. If you contacted Teaching Strategies for support with GOLD online, how helpful were the answers they provided?

- ◯ Extremely helpful
- ◯ Helpful
- ◯ Somewhat helpful
- ◯ Somewhat unhelpful
- ◯ Unhelpful
- ◯ Extremely unhelpful

* **11. How did you keep track of students' scores and documentation?**

Check all that apply.

- ☐ Took notes on paper, Post-Its, etc.
- ☐ Used the On-the-Spot Observation Recording Tool
- ☐ Entered documentation directly into GOLD online
- ☐ Entered scores (without documentation) directly into GOLD online
- ☐ Other (please specify)

* **12. On average, how many pieces of documentation did you enter for one child?:**

13. On average, how many scores did you enter for an objective / dimension before finalizing a score for one child?

- ◯ 0
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4 or more

* **14. Did others assist you in completing GOLD with your students?**

- ◯ Yes
- ◯ No

15. If you answered yes to Question 14, please specify who assisted you:

Check all that apply.

- Other Kindergarten teachers

- Other school teachers (not K)

- Paraprofessionals

- School principal or other administrators

- School staff

- Parents / family members of students

- Other volunteers

Other (please specify)

* **16. How helpful would a formalized family component (input from parents, home observations, etc.) be for future GOLD assessments?**

Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful

8. General Comments

1. Please use this space to share any additional comments about the assessment tool (optional):

```
                                                    5
                                                    6
```

1. Introduction

Thank you so much for your continued participation and support of the WaKIDS pilot. We would not be able to do this work without you!

In this survey, we would like to hear about your experiences using your assigned assessment tool. Your responses will provide information about how to support teachers and schools across Washington state as they welcome children and families to kindergarten each year.

Your responses will be kept confidential, and your name will not be linked to any reported data and / or findings without your explicit permission.

Questions marked with an asterisk (*) require a response.

* **1. Your Name (will be kept confidential when reporting data)**

WaKIDS: Teacher Survey #1 (WSS)

2. Class Information

1. Total number of classes you are teaching this year

ʝ๓   1

ʝ๓   2

2. Is your kindergarten program full day or half day?

ʝ๓   Full day - 5 days a week   ʝ๓   Full day - 2 or 3 days a week   ʝ๓   Half day - 5 days a week

* 3. Class Information

Enter 0 if none.
If you teach more than one class, please provide one overall total for both classes.

Total number of students	
Number of male students	
Number of female students	
Number of ELL students	
Number of students with an IEP receiving special education services	

* 4. Approximately how many of these students spent last year in the following early childhood settings?

Enter 0 if none.

Child care center	
Preschool or pre-kindergarten program	
Head Start	
ECEAP	
Developmental preschool (special education)	
Co-op preschool	
Home day care	
Home with parent	
Home with relative or neighbor	
Other (please specify)	
Don't know	

WaKIDS: Teacher Survey #1 (WSS)

3. Assessment Tool Training and Support

In this section, you will be asked to evaluate the training and support you received for your assigned assessment tool (WSS).

* 1. How were you trained in this tool kit?

- ⊙ Attended group training in August
- ⊙ Trained individually by a WaKIDS team member
- ⊙ Trained by another teacher at your school
- ⊙ Did not receive training

* 2. I found the training provided for this assessment to be:

⊙ Very helpful　　⊙ Helpful　　⊙ Somewhat helpful　　⊙ Somewhat unhelpful　　⊙ Unhelpful　　⊙ Very unhelpful

* 3. How well did the training prepare you to administer the assessment?:

- ⊙ Felt competent and confident and ready to use the tool
- ⊙ Felt confident about administering the tool with a few questions
- ⊙ Still had some questions about how to administer the tool
- ⊙ Was very uncertain of how to administer the tool

4. What would have made your training more useful?:

```
                                              5
                                              6
```

* 5. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?

⊙ No support　　　⊙ Not very much support　　　⊙ Some support　　　⊙ A lot of support

* 6. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?

⊙ Extremely helpful　　⊙ Helpful　　⊙ Somewhat helpful　　⊙ Somewhat unhelpful　　⊙ Unhelpful　　⊙ Extremely unhelpful

* 7. How supportive is your principal / school administration of your participation in the WaKIDS pilot?

⊙ Extremely supportive　　⊙ Supportive　　⊙ Somewhat supportive　　⊙ Somewhat unsupportive　　⊙ Unsupportive　　⊙ Extremely unsupportive

4. Administration of the Tool

In this section, you will be asked about your experiences with administering your assigned assessment tool (WSS).

* 1. Please rate your experience administering the assessment tool:

  ⓙ Extremely easy   ⓙ Easy   ⓙ Somewhat easy   ⓙ Somewhat difficult   ⓙ Difficult   ⓙ Extremely difficult

* 2. Please rate the clarity of the instructions provided for administering the assessment tool:

  ⓙ Extremely clear   ⓙ Clear   ⓙ Somewhat clear   ⓙ Somewhat unclear   ⓙ Unclear   ⓙ Extremely unclear

* 3. Of your whole class, with how many students did you complete the WaKIDS assessment?

[   ]

4. If you did not complete the assessment for all of your students, what prevented you from doing so?

Check all that apply.

  ⊝ Not enough time to observe / administer assessment

  ⊝ Not enough time to report assessment data

  ⊝ Uncertainty about how to administer the assessment

  ⊝ Lack of personnel support (assistant teacher, etc)

  ⊝ Student(s) were absent

  ⊝ Other (please specify)

[5]
[6]

* 5. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:

Days   [   ]

Hours   [   ]

Minutes   [   ]

* **6. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:**

| ○ Extremely convenient | ○ Convenient | ○ Somewhat convenient | ○ Somewhat inconvenient | ○ Inconvenient | ○ Extremely inconvenient |

* **7. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:**

Days

Hours

Minutes

* **8. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:**

| ○ Extremely convenient | ○ Convenient | ○ Somewhat convenient | ○ Somewhat inconvenient | ○ Inconvenient | ○ Extremely inconvenient |

* **9. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:**

| ○ Extremely sufficient | ○ Sufficient | ○ Somewhat sufficient | ○ Somewhat insufficient | ○ Insufficient | ○ Extremely insufficient |

5. Assessment & Instructional Practices: Part I

In this section, you will be asked about the effects of this assessment on your present and future instruction.

* 1. To what extent is the assessment aligned with your personal teaching philosophy?

◌ Completely aligned with my teaching philosophy	◌ Aligned with my teaching philosophy	◌ Somewhat aligned with my teaching philosophy	◌ Somewhat different from my teaching philosophy	◌ Different from my teaching philosophy	◌ Completely different from my teaching philosophy

* 2. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?

◌ Completely aligned with district reporting	◌ Aligned with district reporting	◌ Somewhat aligned with district reporting	◌ Somewhat different from district reporting	◌ Different from district reporting	◌ Completely different from district reporting

* 3. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?

◌ Completely embedded	◌ Embedded	◌ Somewhat embedded	◌ Somewhat separate	◌ Separate	◌ Completely separate

* 4. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?

◌ Completely embedded	◌ Embedded	◌ Somewhat embedded	◌ Somewhat separate	◌ Separate	◌ Completely separate

* 5. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all
Overall development	◌	◌	◌	◌
Social and emotional development	◌	◌	◌	◌
Physical well-being, health, and motor development	◌	◌	◌	◌
Cognitive and general knowledge development (including math, logic, reasoning)	◌	◌	◌	◌
Language, communication, and literacy	◌	◌	◌	◌

WaKIDS: Teacher Survey #1 (WSS)

* 6. How has this assessment affected the amount of time you typically spend teaching in the following areas?

	Spend more time than before	Spend same amount of time as before	Spend less time than before
Social and emotional instruction	○	○	○
Physical well-being, health, and motor instruction	○	○	○
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	○	○	○
Language, communication, and literacy instruction	○	○	○

* 7. Do you plan to continue to use this assessment with your students one or more times later this year?

○ Yes

○ No

○ Undecided

* 8. Please describe your previously used Fall assessment practices:

* 9. How closely aligned is the current assessment with your previously used Fall assessment practices?

○ Extremely aligned with typical practices ○ Aligned with typical practices ○ Somewhat aligned with typical practices ○ Somewhat different from typical practices ○ Different from typical practices ○ Extremely different from typical practices

* 10. How helpful is the current assessment information for Fall (September through December) planning and instruction?

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

* 11. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:

* **12. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:**

> 5
>
> 6

* **13. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?**

jn Extremely helpful   jn Helpful   jn Somewhat helpful   jn Somewhat unhelpful   jn Unhelpful   jn Extremely unhelpful

* **14. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:**

> 5
>
> 6

* **15. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:**

> 5
>
> 6

6. Assessment & Instructional Practices: Part II

In this section, you will be asked about how the assessment helped you learn about your students.

* **1. How helpful was this tool for learning about your *class as a whole* in terms of:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	jn	jn	jn	jn	jn	jn
Social and emotional development	jn	jn	jn	jn	jn	jn
Physical well-being, health, and motor development	jn	jn	jn	jn	jn	jn
Cognitive and general knowledge (including math, logic, and reasoning) development	jn	jn	jn	jn	jn	jn
Language, communication, and literacy development	jn	jn	jn	jn	jn	jn

* **2. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?**

jn Extremely appropriate jn Appropriate jn Somewhat appropriate jn Somewhat inappropriate jn Inappropriate jn Extremely inappropriate

3. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

> 5
> 6

* **4. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	jn	jn	jn	jn	jn	jn
Social and emotional development	jn	jn	jn	jn	jn	jn
Physical well-being, health, and motor development	jn	jn	jn	jn	jn	jn
Cognitive ability and general knowledge (including math, logic, reasoning) development	jn	jn	jn	jn	jn	jn
Language, communication, and literacy development	jn	jn	jn	jn	jn	jn

5. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

6. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful:

Check all that apply.

- ∈ Helped me to understand my students' present skill levels more quickly than I have before

- ∈ Helped me to make referrals for further evaluation more quickly than I have before

- ∈ Helped me to make referrals for further evaluation with more examples of the issue to be addressed

- ∈ Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)

- ∈ Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did

Other (please specify)

* 7. Was there any area that you feel your assessment should have covered but did not?

- jn Yes

- jn No

If yes, please describe:

* 8. Do you plan to share this assessment information with your students' families?

- jn Yes

- jn No

- jn Undecided

9. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

* 10. Would you recommend this assessment tool to other Kindergarten teachers?

jn   Yes

jn   No

jn   Unsure

WaKIDS: Teacher Survey #1 (WSS)

7. More about WSS

In this section, you will be asked about your use of specific pieces of the WSS kit.

* 1. For each of the following items, please indicate the extent to which you completed the following components of the WSS for each student:

	Completed for all students	Completed for most students	Completed for a few students	Did not complete for any students
Read and understand domain, functional component, and performance indicator in Developmental Guidelines.	∈	∈	∈	∈
Identify classroom areas and scheduling opportunities for observation.	∈	∈	∈	∈
Take ongoing observations from September 27th to October 15th.	∈	∈	∈	∈
Review criteria for "Not yet", "In process", and "Proficient".	∈	∈	∈	∈
Make initial decisions on score sheet items and note areas in need of additional information or observation.	∈	∈	∈	∈
Collect additional data to supplement observation and complete score sheet.	∈	∈	∈	∈
Seek input from specialists to provide information to complete assessment score sheet (if needed).	∈	∈	∈	∈
Review your section scores and total sum to ensure accuracy.	∈	∈	∈	∈
Submit student scores to WaKIDS via Excel spreadsheet or hard copy of score sheet.	∈	∈	∈	∈

2. Please use the space below if you would like to comment about any of the items in the above matrix.

* **3. What methods did you use to complete the WSS throughout the 3 weeks? (check all that apply):**

  ⊝ Identified specific students to observe each day

  ⊝ Made observations in a specific subject or subjects each day

  ⊝ Sought out insights from subject specialists or other teachers who interact with your students

  Other (please specify)

4. If you created or modified activities that were successful observation opportunities, please take a moment to describe your activity below.

* **5. How helpful would a formalized family component (input from parents, home observations, etc.) be for future WSS assessments?**

  ⃝ Extremely helpful

  ⃝ Helpful

  ⃝ Somewhat helpful

  ⃝ Somewhat unhelpful

  ⃝ Unhelpful

  ⃝ Extremely unhelpful

8. General Comments

1. Please use this space to share any additional comments about the assessment tool (optional):

```
                                                                          5
                                                                          6
```

WaKIDS: Teacher Survey #1 (DSC)

1. Introduction

Thank you so much for your continued participation and support of the WaKIDS pilot. We would not be able to do this work without you!

In this survey, we would like to hear about your experiences using your assigned assessment tool. Your responses will provide information about how to support teachers and schools across Washington state as they welcome children and families to kindergarten each year.

Your responses will be kept confidential, and your name will not be linked to any reported data and / or findings without your explicit permission.

Questions marked with an asterisk (*) require a response.

* 1. Your Name (will be kept confidential when reporting data)

[   ]

2. Class Information

1. Total number of classes you are teaching this year

○ 1

○ 2

2. Is your kindergarten program full day or half day?

○ Full day - 5 days a week   ○ Full day - 2 or 3 days a week   ○ Half day - 5 days a week

✱ 3. Class Information

Enter 0 if none.
If you teach more than one class, please provide one overall total for both classes.

Total number of students	
Number of male students	
Number of female students	
Number of ELL students	
Number of students with an IEP receiving special education services	

✱ 4. Approximately how many of these students spent last year in the following early childhood settings?

Enter 0 if none.

Child care center	
Preschool or pre-kindergarten program	
Head Start	
ECEAP	
Developmental preschool (special education)	
Co-op preschool	
Home day care	
Home with parent	
Home with relative or neighbor	
Other (please specify)	
Don't know	

WaKIDS: Teacher Survey #1 (DSC)

3. Assessment Tool Training and Support

In this section, you will be asked to evaluate the training and support you received for your assigned assessment tool (GOLD).

* 1. How were you trained in this tool kit?

- ○ Attended group training in August
- ○ Trained individually by a WaKIDS team member
- ○ Trained by another teacher at your school
- ○ Did not receive training

* 2. I found the training provided for this assessment to be:

- ○ Very helpful
- ○ Helpful
- ○ Somewhat helpful
- ○ Somewhat unhelpful
- ○ Unhelpful
- ○ Very unhelpful

* 3. How well did the training prepare you to administer the assessment?:

- ○ Felt competent and confident and ready to use the tool
- ○ Felt confident about administering the tool with a few questions
- ○ Still had some questions about how to administer the tool
- ○ Was very uncertain of how to administer the tool

4. What would have made your training more useful?:

[text box]

* 5. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?

- ○ No support
- ○ Not very much support
- ○ Some support
- ○ A lot of support

* 6. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?

- ○ Extremely helpful
- ○ Helpful
- ○ Somewhat helpful
- ○ Somewhat unhelpful
- ○ Unhelpful
- ○ Extremely unhelpful

* 7. How supportive is your principal / school administration of your participation in the WaKIDS pilot?

- ○ Extremely supportive
- ○ Supportive
- ○ Somewhat supportive
- ○ Somewhat unsupportive
- ○ Unsupportive
- ○ Extremely unsupportive

WaKIDS: Teacher Survey #1 (DSC)

4. Administration of the Tool

In this section, you will be asked about your experiences with administering your assigned assessment tool (GOLD).

* 1. Please rate your experience administering the assessment tool:

○ Extremely easy   ○ Easy   ○ Somewhat easy   ○ Somewhat difficult   ○ Difficult   ○ Extremely difficult

* 2. Please rate the clarity of the instructions provided for administering the assessment tool:

○ Extremely clear   ○ Clear   ○ Somewhat clear   ○ Somewhat unclear   ○ Unclear   ○ Extremely unclear

* 3. Of your whole class, with how many students did you complete the WaKIDS assessment?

[   ]

4. If you did not complete the assessment for all of your students, what prevented you from doing so?

Check all that apply.

☐ Not enough time to observe / administer assessment

☐ Not enough time to report assessment data

☐ Uncertainty about how to administer the assessment

☐ Lack of personnel support (assistant teacher, etc)

☐ Student(s) were absent

☐ Other (please specify)

[   ]

* 5. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:

Days   [   ]

Hours   [   ]

Minutes [   ]

*6. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:

○ Extremely convenient   ○ Convenient   ○ Somewhat convenient   ○ Somewhat inconvenient   ○ Inconvenient   ○ Extremely inconvenient

*7. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:

Days [   ]

Hours [   ]

Minutes [   ]

*8. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:

○ Extremely convenient   ○ Convenient   ○ Somewhat convenient   ○ Somewhat inconvenient   ○ Inconvenient   ○ Extremely inconvenient

*9. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:

○ Extremely sufficient   ○ Sufficient   ○ Somewhat sufficient   ○ Somewhat insufficient   ○ Insufficient   ○ Extremely insufficient

5. Assessment & Instructional Practices: Part I

In this section, you will be asked about the effects of this assessment on your present and future instruction.

* 1. To what extent is the assessment aligned with your personal teaching philosophy?

○ Completely aligned with my teaching philosophy	○ Aligned with my teaching philosophy	○ Somewhat aligned with my teaching philosophy	○ Somewhat different from my teaching philosophy	○ Different from my teaching philosophy	○ Completely different from my teaching philosophy

* 2. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?

○ Completely aligned with district reporting	○ Aligned with district reporting	○ Somewhat aligned with district reporting	○ Somewhat different from district reporting	○ Different from district reporting	○ Completely different from district reporting

* 3. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?

○ Completely embedded	○ Embedded	○ Somewhat embedded	○ Somewhat separate	○ Separate	○ Completely separate

* 4. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?

○ Completely embedded	○ Embedded	○ Somewhat embedded	○ Somewhat separate	○ Separate	○ Completely separate

* 5. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all
Overall development	○	○	○	○
Social and emotional development	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○
Cognitive and general knowledge development (including math, logic, reasoning)	○	○	○	○
Language, communication, and literacy	○	○	○	○

WaKIDS: Teacher Survey #1 (DSC)

* 6. How has this assessment affected the amount of time you typically spend teaching in the following areas?

	Spend more time than before	Spend same amount of time as before	Spend less time than before
Social and emotional instruction	○	○	○
Physical well-being, health, and motor instruction	○	○	○
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	○	○	○
Language, communication, and literacy instruction	○	○	○

* 7. Do you plan to continue to use this assessment with your students one or more times later this year?

○ Yes

○ No

○ Undecided

* 8. Please describe your previously used Fall assessment practices:

* 9. How closely aligned is the current assessment with your previously used Fall assessment practices?

○ Extremely aligned with typical practices   ○ Aligned with typical practices   ○ Somewhat aligned with typical practices   ○ Somewhat different from typical practices   ○ Different from typical practices   ○ Extremely different from typical practices

* 10. How helpful is the current assessment information for Fall (September through December) planning and instruction?

○ Extremely helpful   ○ Helpful   ○ Somewhat helpful   ○ Somewhat unhelpful   ○ Unhelpful   ○ Extremely unhelpful

* 11. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:

*12. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:

*13. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?

- ○ Extremely helpful
- ○ Helpful
- ○ Somewhat helpful
- ○ Somewhat unhelpful
- ○ Unhelpful
- ○ Extremely unhelpful

*14. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:

*15. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:

WaKIDS: Teacher Survey #1 (DSC)

6. Assessment & Instructional Practices: Part II

In this section, you will be asked about how the assessment helped you learn about your students.

* 1. How helpful was this tool for learning about your *class as a whole* in terms of:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive and general knowledge (including math, logic, and reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

* 2. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?

○ Extremely appropriate   ○ Appropriate   ○ Somewhat appropriate   ○ Somewhat inappropriate   ○ Inappropriate   ○ Extremely inappropriate

3. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

[text box]

* 4. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive ability and general knowledge (including math, logic, reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

5. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

6. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful:

Check all that apply.

☐ Helped me to understand my students' present skill levels more quickly than I have before

☐ Helped me to make referrals for further evaluation more quickly than I have before

☐ Helped me to make referrals for further evaluation with more examples of the issue to be addressed

☐ Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)

☐ Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did

Other (please specify)

＊7. Was there any area that you feel your assessment should have covered but did not?

○ Yes

○ No

If yes, please describe:

＊8. Do you plan to share this assessment information with your students' families?

○ Yes

○ No

○ Undecided

9. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

* **10. Would you recommend this assessment tool to other Kindergarten teachers?**

○ Yes

○ No

○ Unsure

7. More about DSC

In this section, you will be asked about your use of specific pieces of the DSC kit.

* 1. Which method did you use to administer the DSC throughout the 3 weeks?:

Check all that apply.

☐ Administered entire assessment to each student all at one time (approximately 45 minutes each).

☐ Broke up components of DSC day by day, with students assessed across multiple days; only classroom teacher(s) administering.

☐ Broke up components of DSC by creating classroom stations, run by you and other teachers/school staff and/or parent volunteers.

Other (please specify)

[ ]

2. If you answered that others assisted you in administering the assessment, please specify who they were.

Check all that apply:

☐ Other K teachers

☐ Other school teachers (not K)

☐ Paraprofessionals

☐ Translators

☐ School principal or other administrators

☐ School staff

☐ Parents / family members of students

☐ Other volunteers

Other (please specify)

[ ]

* 3. Please estimate the average amount of time spent administering the DSC to *each student* across the 3 weeks? (label with hours and/or minutes)

[ ]

* 4. Did you use the Social Emotional Record booklets as directed by the DSC (keep notes and counts of behavior in each child's booklet)?

○ Yes

○ No

5. If you answered "No" in Question 4, what method did you develop and use instead?

6. Would you recommend your own method described in Question 5 to other teachers using the DSC? Why or why not?

* 7. How helpful did you find the DSC's formalized family components (Home Inventory form and Parent Conference form) to be?

○ Extremely helpful   ○ Helpful   ○ Somewhat helpful   ○ Somewhat unhelpful   ○ Unhelpful   ○ Extremely unhelpful

* 8. To what extent did you complete the following components of the DSC?:

	Completed for all students	Completed for most students	Completed for a few students	Did not complete for any students
Administered assessment to students one-on-one (with exception of group writing activity option)	○	○	○	○
Used individual student score booklets to score each student	○	○	○	○
Used the scripted test books and the student's score booklet simultaneously while assessing	○	○	○	○
Used all of the different DSC materials as directed while assessing students	○	○	○	○
Documented each observed behavior per student in the Social-Emotional Record	○	○	○	○
Completed the Student Score profiles on the last pages of the student score booklets	○	○	○	○
Completed reporting student scores to WaKIDS (either with the Excel spreadsheet or copying and mailing score sheets)	○	○	○	○
Interpreted scores entered in the table on the last pages of the score booklets	○	○	○	○
Interpreted student scores using information found in the Norms Book	○	○	○	○

*9. How easy or difficult was completing the following components of the DSC?:

	Extremely easy	Easy	Somewhat easy	Somewhat difficult	Difficult	Extremely difficult
Administering assessment to students one-on-one	○	○	○	○	○	○
Using individual student score booklets to score each student	○	○	○	○	○	○
Using the scripted test books and the student's score booklet simultaneously while assessing	○	○	○	○	○	○
Using all of the different DSC materials as directed while assessing students	○	○	○	○	○	○
Keeping DSC materials organized for daily administration over the 3 weeks	○	○	○	○	○	○
Documenting each observed behavior per student in the Social-Emotional Record	○	○	○	○	○	○
Completing the Student Score profiles on the last pages of the student score booklets	○	○	○	○	○	○
Submitting student scores to WaKIDS with the Excel spreadsheet (if applicable; if not, leave blank)	○	○	○	○	○	○
Submitting student scores to WaKIDS by mailing copies of student score booklets (if applicable; if not, leave blank)	○	○	○	○	○	○
Interpreting scores entered in the table on the last pages of the score booklets	○	○	○	○	○	○
Interpreting student scores using information found in the Norms Book	○	○	○	○	○	○

10. Please use the space below if you would like to comment about any of the items above:

[text entry box]

8. General Comments

1. Please use this space to share any additional comments about the assessment tool (optional):

Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
DOMAIN : PHYSICAL WELL-BEING, HEALTH, AND MOTOR		
Motor Development		
Gross Motor Skills		
Goal 1: Children demonstrate strength and coordination of large motor muscles.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games	CA
	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences	CA
	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion	CA
Fine Motor Skills		
Goal 2: Children demonstrate strength and coordination of small motor skills	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements	CA
	7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing	CA
Health and Personal Care		
Daily Living Skills		
Goal 6: Children practice basic personal care routines.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT		
Social Development		
Interaction with Peers		
Goal 13: Children develop friendships with peers.	2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children	CA
	2d. Makes friends 8. Maintains friendships for several months or more	WA
Self-Control		
Goal 24: Children understand and follow rules and routines.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
DOMAIN: COGNITION AND GENERAL KNOWLEDGE		

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Appendix E

2

Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Logic and Reasoning		
Critical and Analytic Thinking		
Goal 33: Children compare, contrast, examine, and evaluate experiences, tasks, and events.	11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results	CA
	11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions	CA
	11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges	CA
	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	WA
Mathematics and Numeracy		
Number Sense and Operations		
Goal 38: Children demonstrate knowledge of numbers and counting.	20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20	CA
	20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects	CA
	20c. Connects numerals with their quantities 8. Identifies numerals to *20* by name and connects each to counted objects	CA
Measurement		
Goal 39: Children demonstrate knowledge of size, volume, height, weight, and length.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from *first* to *tenth*	WA
Properties of Ordering		
Goal 41: Children sort, classify, and organize objects.	13. Uses classification skills	WA

Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	
	22. Compares and measures	WA
	6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	
	23. Demonstrates knowledge of patterns	CA
	6. Extends and creates simple repeating patterns	
DOMAIN: LANGUAGE, COMMUNICATION, AND LITERACY		
Language		
Expressive/Oral Language		
Goal 62: Children use language for a variety of purposes.	9a. Uses an expanding expressive vocabulary	CA
	8. Incorporates new, less-familiar or technical words in everyday conversations	
	9b. Speaks clearly	CA
	8. Pronounces multisyllabic or unusual words correctly	
	9c. Uses conventional grammar	CA
	8. Uses long, complex sentences and follows most grammatical rules	
	9d. Tells about another time or place	CA
	8. Tells elaborate stories that refer to other times and places	
	10a. Engages in conversations	CA
	8. Engages in complex, lengthy conversations (five or more exchanges)	
	10b. Uses social rules of language	CA
	8. Uses acceptable language and social rules during communication with others	
	12a. Recognizes and recalls	CA
	6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	
Literacy		
Reading		

Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Goal 66: Children demonstrate phonological awareness.	15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word	CA
	15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word	CA
	15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime	CA
Goal 67: Children demonstrate awareness of the alphabetic principle.	16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order	CA
	16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write	CA
Goal 68: Children demonstrate awareness of print concepts.	17b. Uses print concepts 8. Matches a written word with a spoken word but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line	WA
Goal 69: Children demonstrate comprehension of printed materials.	18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions	CA
	18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print	CA
	18c. Retells stories 8. Retells stories with many details about characters, events, and storylines	WA
Writing		
Goal 74: Children use writing for a variety of purposes.	19a. Writes name 6. Accurate name	CA
	19b. Writes to convey meaning 6. Late invented spelling	CA

Sampling observational checklist. The 21 Indicators closely match the WA Benchmark Goals, as shown in the following table:

Alignment of the Work Sampling System with the Washington Early Learning Standards

WA Early Learning and Development Benchmarks	Work Sampling System P4
Physical Well-Being, Health, and Motor	**I. Physical Development and Health**

Motor Development: Gross Motor Skills
 Goal: Children demonstrate strength and coordination of large muscles
 ♦ Runs smoothly and with few falls
 ♦ Hops first on one foot, then another
 ♦ Maintains balance while bending, twisting, or stretching
	A. Gross Motor Development
	 1. Moves with balance and control
	   ♦ Developing mastery over running skills
	   ♦ Galloping with a smooth gait and relative ease
	   ♦ Hopping several times on each foot
	   ♦ Maintaining balance on a 2x4 balance beam that is close to the ground
	 2. Coordinates movements to perform simple tasks
	   ♦ Kicking a large ball with a two step start
	   ♦ Riding a tricycle on a path around the playground
	   ♦ Using the slide, seesaw or swings

Motor Development: Fine Motor Skills
 Goal: Children demonstrate strength and coordination of small motor skills
 ♦ Removes and replaces easy-to-open container lids
 ♦ Folds paper and makes objects with assistance
 ♦ Buttons large buttons on clothing
	B. Fine Motor Development
	 1. Uses strength and control to perform simple tasks
	   ♦ Twisting the cap off a jar of paint
	   ♦ Pulling caps off markers and putting them back on firmly
	 2. Uses eye-hand coordination to perform tasks
	   ♦ Constructing or copying buildings and roads with table blocks
	   ♦ Dressing dolls using snaps or buttons
	   ♦ Zipping coats
	 3. Shows beginning control of writing, drawing, and art tools
	   ♦ using chalk on the blackboard pretending to write letters or numbers
	   ♦ trying a variety of ways to make brush strokes at the easel

Health and Personal Care: Daily Living Skills
 Goal: Children practice basic personal care routines
 ♦ Uses fork, spoon (and sometimes) blunt table knife
 ♦ Dresses and undresses in easy pull-on
	C. Personal Health and Safety
	 1. Performs some self-care tasks independently
	   ♦ Pouring juice or milk from a small pitcher without spilling
	   ♦ Managing dressing tasks independently (such as putting on coats, pants and boots)

clothes without assistance ♦ Brushes and combs hair, with assistance	♦ Washing and drying hands with only occasional reminders ♦ Using the toilet independently

Social and Emotional	**Personal and Social Development**
Social Development: Interactions with Peers Goal: Children develop friendships with peers ♦ Follows suggestions given by a friend about how to proceed with their play ♦ Has friends in different settings ♦ Gives social support to others	*D. Interaction with Others* 1. Interacts easily with one or more children ♦ Talking (or using alternative communication) with another child to plan ways to build block structures ♦ Making decisions with another child about who will put out the cups and napkins and how many they will need ♦ Playing with whomever is in the dramatic play area rather than playing there alone or with a special friend 4. Shows empathy and caring for others ♦ Volunteering to sit next to a new child and helping the child with the procedures for snack ♦ Expressing sadness to a friend whose pet has died ♦ Going over to a friend who has fallen to give comfort ♦
Emotional Development: Self Control Goal: Children understand and follow rules and routines ♦ Engages in and completes simple routines without assistance ♦ Follows rules in different settings ♦ Explains simple classroom or family rules to others	*B. Self Control* 1. Follows simple classroom rules and routines ♦ turning off the tape recorder after listening to a story ♦ removing the finished painting from the easel and knowing where to hang it to dry ♦ holding hands when crossing a street that has no traffic light or crossing guard 2. Uses classroom materials carefully ♦ Helping to clean up by sweeping around the sand table ♦ Putting blocks away in designated places when the teacher announces clean-up time ♦ Looking at books carefully and putting them back on the bookshelf when finished
Cognition and General Knowledge	**Scientific and Mathematical Thinking**
Logic and Reasoning: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks and events ♦ Describes experiences using comparative language (e.g. Today's walk was longer than yesterday's.) ♦ Identifies characteristics for comparison (e.g. size, color) ♦ Shows understanding of concepts of same and different	*A. Inquiry* 3. Makes comparisons among objects ♦ Noting difference in speed when a truck is pushed over tiles or rugs ♦ Collecting a variety of leaves, looking at them carefully, and describing the differences in shape, edges, color, or size ♦ Pouring sand or water through tubes of varying diameters and comparing the time that it takes for the same amount to flow through each tube ("a *real* long time," "not so long")

Cognition and General Knowledge (cont.)	Scientific and Mathematical Thinking
Mathematics and Numeracy: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting ♦ Recognizes, names, and writes some numerals ♦ Counts at least 10 objects in one-to-one correspondence, without assistance ♦ Counts to at least 31 from memory	**B. Number and Operation** 1. Shows beginning understanding of number and quantity ♦ Pointing to each number they count and assigning the appropriate number to it ♦ Adding a friends two yellow beads to their own yellow beads and saying, "I have four beads." ♦ Counting by rote as far as they can go
Mathematics and Numeracy: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length ♦ Uses activities that explore and develop vocabulary for length and weight ♦ Estimates size (e.g. I'm as tall as the yellow bookshelf) ♦ Uses some conventional vocabulary of measurement	**E. Measurement** 2. Participates in measuring activities ♦ Noting that they can fill the large bowl in the sand table with three cups of sand ♦ Using measuring cups and spoons during a classroom cooking activity ♦ Measuring the length of a block road or the height of a block tower
Mathematics and Numeracy: Properties of Ordering Goal: Children sort, classify, and organize objects ♦ Sort objects into categories, classifying and comparing according to a characteristic (e.g. size, color) ♦ Describes how and why objects are arranged or sorted the way they are	**E. Measurement** 1. Orders, compares, and describes objects according to a single attribute ♦ Noticing which children in the class are taller and which are shorter ♦ "measuring" with a friend to find out who has the longer string of beads ♦ Figuring out with a classmate who has the bigger cookie
Language, Communication and Literacy	**Language and Literacy**
Language: Expressive Oral Language Goal: Children use language for a variety of purposes ♦ Describes details of a recent event or occurrence ♦ Tells stories with descriptions of characters and events ♦ Uses oral language to express emotions and thoughts	**B. Speaking** 2. Uses expanded vocabulary and language for a variety of purposes ♦ Using words to communicate their feelings ♦ Asking questions related to the current topic of discussion ♦ Thinking up rhyming words for a song or finger play
Literacy: Reading Goal: Children demonstrate phonological awareness ♦ When given a word, (man) and a new beginning sound (/f/), creates the familiar word "fan" ♦ Begins to create and invent words by substituting one sound for another (e.g. bandaid/dambaid)	**A. Listening** 3. Demonstrates phonological awareness ♦ Listening to the word the teacher says and then finding a word to rhyme with it ♦ Hearing the sound of the first letter in their own names and using this ability to sound out or "read" classmates' names that begin with the same letter ♦ Experimenting with words, giving them new beginning sounds

Language, Communication and Literacy	Language and Literacy
Literacy: Reading Goal: Children demonstrate awareness of the alphabetic principle ♦ Demonstrates understanding that letters have a name and a sound ♦ Makes most letter/sound matches ♦ Identifies a letter for a given letter name for most letters	*C. Reading* 3. Begins to develop knowledge about letters ♦ Differentiating and correctly identifying some letters by their shape ♦ Identifying upper case letters as they sing the alphabet song ♦ Naming the letters in their first name as they attempt to write their names
Literacy : Reading Goal: Children demonstrate awareness of print concepts ♦ Demonstrates how to follow text in the proper order on a written page while reading or following along (e.g. for English, left to right & top to bottom) ♦ Reads some environmental print (e.g "bus") ♦ Points to the title of a book when asked	*C. Reading* 2. Shows beginning understanding of concepts of print ♦ Asking the teacher for help making signs for the dramatic play area that says "Doctor's Office" or "Clinic" ♦ Pointing to words using left to right progression when "reading" picture books ♦ Writing a series of scribbles separated by spaces under a drawing of a truck
Literacy: Reading Goal: children demonstrate comprehension of written material ♦ Knows that print conveys meaning ♦ Uses pictures to infer and predict meaning in text read aloud and/or shared with others ♦ Recalls a story with some level of detail pertaining to the characters and setting	*C. Reading* 4. Comprehends and responds to stories read aloud ♦ Acting out a familiar story with their classmates ♦ Asking questions and making comments about a story ♦ Retelling the main events of a story just read or told by the teacher
Literacy: Writing Goal: Children use writing for a variety of purposes ♦ Imitates common writing activities in play (e.g. letters, cards, newspaper) ♦ Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	*D. Writing* 1. Represents ideas and stories through pictures, dictation and play ♦ Retelling the story of *Caps for Sale* using cutouts of colored hat shapes ♦ Pretending to be a doctor in the dramatic play area and "writing" on a patient's chart ♦ Dictating a story about a picture and asking the teacher to write it down 2. Uses letter-like shapes, symbols, and letters to convey meaning ♦ Writing their own names on their artwork ♦ Spontaneously writing upper case letters they know ♦ Copying letters from signs and labels posted around the room, enjoying the power of doing "real" writing

For the purposes of the pilot phase, we recommend using the paper version for training and implementation. Pearson will provide train-the-trainer services for the pilot in July, according to the state plan and described in Attachment 1 of the Cost Proposal.

Developing Skills Checklist
DSC Item to WELD Goal Alignments

BENCHMARK	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Physical, Well-Being, Health and Motor	Motor Development	Gross Motor Skills	(1) Children demonstrate strength and coordination of large motor muscles					1, 2, 3, 4					
	Motor Development	Fine Motor Skills	(2) Children demonstrate strength and coordination of small motor muscles							1, 2			
	Health and Personal Care	Daily Living Skills	(6) Children practice basic personal care routines										
Social and Emotional	Social Development	Interactions with peers	(13) Children develop friendships with peers										
	Emotional Development	Self-Control	(24) Children understand and follow rules and routines										

WELD BENCHMARKS

DSC DOMAIN

| | WELD BENCHMARKS | | | DSC DOMAIN | | | | | | | | | |
BENCHMARK	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Cognition and General Knowledge	Logic and Reasoning	Critical and Analytic Thinking	(33) Children compare, contrast, examine, and evaluate experiences, tasks, and events	5, 6	2	15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29			1, 2, 3				
	Mathematics and Numeracy	Number Sense and Operations	(38) Children demonstrate knowledge of numbers and counting	7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27								7, 8, 11, 12, 13, 14, 15	
	Mathematics and Numeracy	Measurement	(39) Children demonstrate knowledge of size, volume, height, weight, and length		3, 4, 5								
	Mathematics and Numeracy	Properties of Ordering	(41) Children sort, classify, and organize objects		1								

Washington | Kindergarten Inventory of Developing Skills (WaKIDS)

DSC DOMAIN / WELD BENCHMARKS

BENCHMARK	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Language, Communication, and Literacy	Language	Expressive/Oral Language	(62) Children use language for a variety of purposes			14, 23							
	Literacy	Reading	(66) Children demonstrate phonological awareness				19, 20, 21, 22, 23, 24, 25, 26				1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20, 21		
	Literacy	Reading	(67) Children demonstrate awareness of the alphabetic principal				7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 27, 28, 29						
	Literacy	Reading	(68) Children demonstrate awareness of print concepts									1, 5, 9, 16, 17, 18, 19, 20	
	Literacy	Reading	(69) Children demonstrate comprehension of printed material									6, 10	
	Literacy	Writing	(74) Children use writing for a variety of purposes										1, 2, 4, 5

Social-Emotional Checklist
DSC Behavior to WELD Alignments

Developing Skills Checklist Social-Emotional Checklist			WELD Goal Number
Classroom Skills	Follows classroom routines and rules	Follows adult directions	24
		Moves from one activity to another without resisting or becoming upset	24
		Cleans up after projects or activities	24
	Uses equipment safely	Abides by general rules of safety	24
		Uses classroom and outdoor equipment safely	24
		Makes positive and appropriate use of available materials	24
	Controls physical and emotionsl impulses	Keeps hands to self	24
		Follows class rules in conflict situations	24
		Accepts guidance with problem solving	24
		Waits for turns	24
		Listens to the ideas of others	24
		Accepts behavioral or environmental limits	24
	Is able to share toys with friends	Shares toys and materials with others	13
		Waits until materials are available rather than taking things away from other children	24
		Shows respect for the belongings of others	24
Self Esteem	Initiates conversation	Initiates and continues conversation with peers	13
		Talks in groups	13
		Talks with familiar adults	62
	Initiates and is confident in new activities	Enters activities that have already begun	13
		Chooses activities that are new or unfamiliar	none
		Does not depend upon adults to select or continue an activity	none
		Invites other children to begin a game or activity	13
	Shows pride in accomplishments	Shares recently learned ideas	62
		Shows work to other people	none
		Enthusiastically acquires new skills	none
	Works and participates cooperatively	Participates in cooperative activities	13
		Welcomes other children into group play	13
		Participates in a wide range of activities	none
		Offers assistance to peers	13

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Developing Skills Checklist Social-Emotional Checklist			WELD Goal Number
Persistence	Takes care of personal belongings	Cares for and maintains personal belongings	none
	Concentrates on and completes tasks	Directs attention to one task at a time	none
		Completes tasks	none
		Persists in tasks that are challenging	none
	Asks for assistance when necessary	Asks others for help with difficult or frustrating tasks	62
Self-Expression	Asks for assistance when necessary	Asks others for help with difficult or frustrating tasks	62
		Asks for assistance with personal or interpersonal peer difficulties	62
		Utilizes adult help when necessary	none
	Is able to express feelings	Expresses displeasure in uncomfortable situations	62
		Cries when physically hurt or very upset	none
	Is able to stand up for self	Makes feelings know during peer conflict	13
		Expresses needs to adults	62
		Shows the ability to confront difficult situations	none
Pro-social Behavior	Shows concern for other people	Notices when other people are sad, happy, angry, lonely	13
		Offers comfort to others who are in distress	13
	Assists adults and asks for adult help	Offers to help adults in setting up or cleaning up projects or activities	none
		Engages adult help when undertaking a potentially dangerous physical challenge, such as climbing high in a tree or jumping off high places	none
Independence	Feels confident away from parent	Becomes involved in activities after the parent leaves	none
		Does not ask about parents when they are absent	none
		Feels confident that the parent or adult will come back	none
		Makes the transition from home to school easily	none
Self-Care		Toilets without help	6
		Uses eating utensils with little difficulty	6
		Dresses with little help	6

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Appendix H – ELC & Focus Groups

Greet each participant and help them to their name tent/tag and a seat. Thank them for coming to the group.

Ask each participant to complete the demographic information and turn into you.

Have early learning providers and kindergarten teachers pair up to make six groups of two.

Ask each pair to interview each other to find out their name, where they work and their experience in early care and education. Then have each pair think of three things they have in common (which shouldn't be obvious). :) After ten minutes, ask each pair to share the responses as a way of introducing every member of the group.

After introductions, explain to the group that you will begin the tape recorder at this point as well as take notes in order to best capture all of their answers. Turn on the tape recorder and announce the date time and place of the focus group - be sure it is recording. Also, turn on the video camera and make sure it is recording.

Before beginning, hand out the focus group questions and pens. Encourage each person to follow along and to write some thoughts. Explain that these will be collected at the end.

Early Learning Collaboration

You are all involved in the transition of children from early learning programs to kindergarten – either as senders or receivers. Please share with us what type of activities, if any, you use to help children during this transition.

Now tell me things you use to help parents with this transition.

Now, we are asking that you form three groups of four (simply joining tow of your original pairs will do) and take some time to brainstorm what an ideal transition would look like? What would happen in childcare, what would happen in kindergarten? What would communication look like? How would parents be involved? How would you know if the transition practices are effective?

[Provide at least 30 minutes for this discussion]

Ask each group to share their ideas. Take notes and ask follow up questions prompting through each question listed above.

[Take a short break]

Welcome back, now we would like to talk some about assessment.

What assessment information (anecdotal notes, portfolios, etc) do ECE providers collect? How is this information used?

How is this information communicated with parents and / or kindergarten teachers?
What assessment information would be helpful to kindergarten teachers? How would this best be shared?

What assessment information do kindergarten teachers collect? How is this information used?

How is this information communicated with parents and / or early childhood education teachers?
What assessment information would be helpful to ECE teachers? How would this best be shared?

How are parents involved in assessment practices? How could they be? What do we hope parents will do with this information?

[Break for lunch]

What kinds of information about children's ECE experiences and / or home experiences would kindergarten teachers like to know to improve their teaching practices and understanding of their students?

What kinds of information about kindergarten experiences and / or home experiences would ECE providers like to know to improve their teaching practices and understanding of their students?

What are the challenges to sharing information between parents, ECE providers, and kindergarten teachers?

How do ECE and kindergarten teachers view the State's role in facilitating collaboration between teachers, ECE providers, and families; how do they view the State's role in developing/providing assessment tools?

What else would you like us to know about early learning, assessment and transition practices?