Ready for Kindergarten

Overview of the Development and Implementation of a Kindergarten Readiness Assessment

Presentation to the Nevada Early Childhood Advisory Council
August 4, 2015

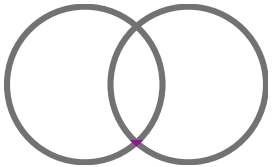
Collaboration Between Ohio and Maryland

- Linking statewide reforms of early childhood education to child school readiness outcomes
- Developing mechanism of monitoring students' progress in PK and K toward 3rd grade reading achievement
- Developing performance measures for continuous program improvement in early learning

Collaboration Between Ohio and Maryland

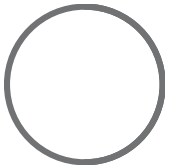
- Joined forces in 2011 to submit an identical assessment component of the Race to the Top – Early Learning Challenge (RTT-ELC) grant application
- Both states won the first round awards thereby reducing costs of development for each state by half
- Maryland had competitively bid for a subgrantee prior to RTT-ELC grant submission
- Established MOA between states with Maryland as the fiscal agent
- Established formal partnership between states and sub-grantee
- Further enhancements towards KRA 2.0

Collaboration Between Ohio and Maryland



Similarities

- Focus on reform framed by the RTT-ELC
- Similar age cohorts being assessed
- Strong political support for KRA
- Standard setting for KRA



Differences

- Governance and size (MD: 24 LEAs vs. OH: 994 LEAs)
- History of prior use of comprehensive tool
- Support infrastructure to implement KRA
- Reporting of KRA results

Development Overview

The Assessment

- The KRA is a standards-based assessment tied to Common Language Standards.
- The Common Language Standards reflect the domains, strands, standards, and Essential Knowledge and Skills that the two states have in common.
- The Common Language Standards provide the direct link from the individual state standards to the standards used to develop the KRA.
- With the award of the Enhanced Assessment Grant, of which Nevada is a member, we re-evaluated the Common Language Standards and included new content that reflected a common view of the expectations for kindergarten entry. Nevada participated in those discussions.

Development Overview

The Assessment

- The **observational rubrics (OR)** describe behaviors or skills to be observed by the teacher during typical classroom activities. Rubrics describe the qualities or characteristics of performance that are to be rated.

- The **selected-response items (SR)** are based on three options from which the child chooses one.

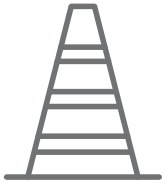
- The **performance tasks (PT)** consist of an activity or action that is completed by the child, which may involve manipulatives. Rubrics provide the teacher with the criteria for assigning scores to student performance.

Development Overview

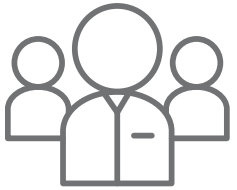
The Process for Development

Cognitive Interviews

Pilot Test



Field Test



Operational Administration
(in Fall 2014)

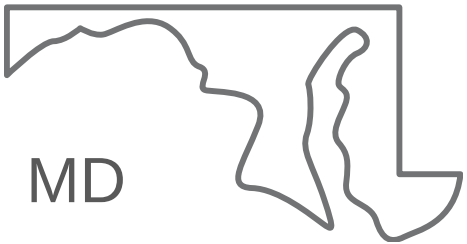
The process led to progressive refinement of the content to be included in the assessment.

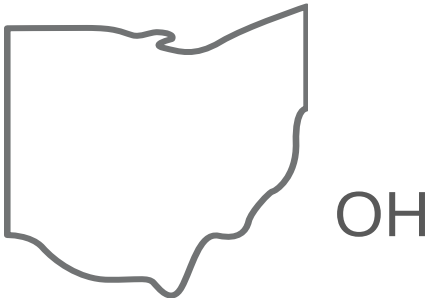
KRA Blueprint (Version 1.5)

Domain	SR	PT	OR	Total Items	Raw Points	Percent
Social Foundations	0	0	12	12	24	25
Language & Literacy	6	9	2	17	34	35
Mathematics	3	11	0	14	25	26
Physical Well-Being /Motor Development	0	0	7	7	14	14
Total	9	20	21	50	97	100

Professional Development

Target Audiences



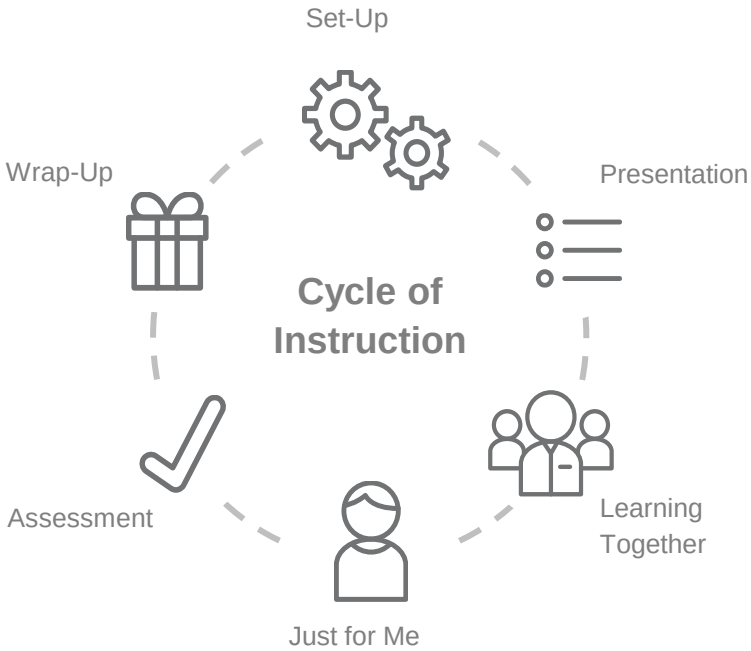


3,884	Completed full-training programming	**10,263**
24	Data Managers	**940**

Professional Development

Understanding the Training Landscape

- Identify the trainer networks within the state
- Variety of delivery strategies
  - Online
  - Face to Face
  - Blended
- Training resources and support
  - Instructional modules
  - Embedded videos
  - Interactive sample items for scoring
  - Communities of practice



PDQuest© Instructional Cycle Johns Hopkins Center for Technology in Education

Professional Development

Training Content

- Pre-assessment
- Assessment administration
- Post-assessment

Professional Development

Evaluation

- Measures of teacher readiness to administer assessment
  - Content assessment
  - Assessment simulation

- Measures of training to assure fidelity
  - Survey of trainers after each training
  - Survey of teachers after each training
  - Additional fidelity checks of core components by observations, interviews, and focus groups

Professional Development

Evaluation Results and Lessons Learned

- Degree of time between training and implementation
- Importance of the pyramid of communities of practice / continual loops of communication
- Power of the simulator
- Teachers need time with the assessment materials in order to effectively plan how to implement within their instruction

Technology Overview

Technology Overview

- System Design Process
- Functional Architecture
- KRA Teacher Interface
- KRA Child Interface
- KRA 2.0

System Design Process

Conceptual Design – Overall goals & expectations determined

System Requirements – Documentation of critical functionality

Stakeholder Verification – Requirements reviewed for feedback

Formal Requirements – Documentation for cost estimation

Cost & Timeline Estimation – Bidding & timeline estimates

Resource Alignment – Prioritization of final build specifications

Wireframes & Graphic Design – GUI, functional workflow

Technical Build, Version 0.5 – Field test conducted November 2013

System Design Process

Data Layout & Protocols – File layout & guidelines solidified

Technical Build, v. 1.0 – Develop R4K version 1.0

QA & User Acceptance Testing – Full system testing, verification

Launch version 1.0 – System launch August 18, 2014

KRA Year 1 Window Closed – November 7, 2014

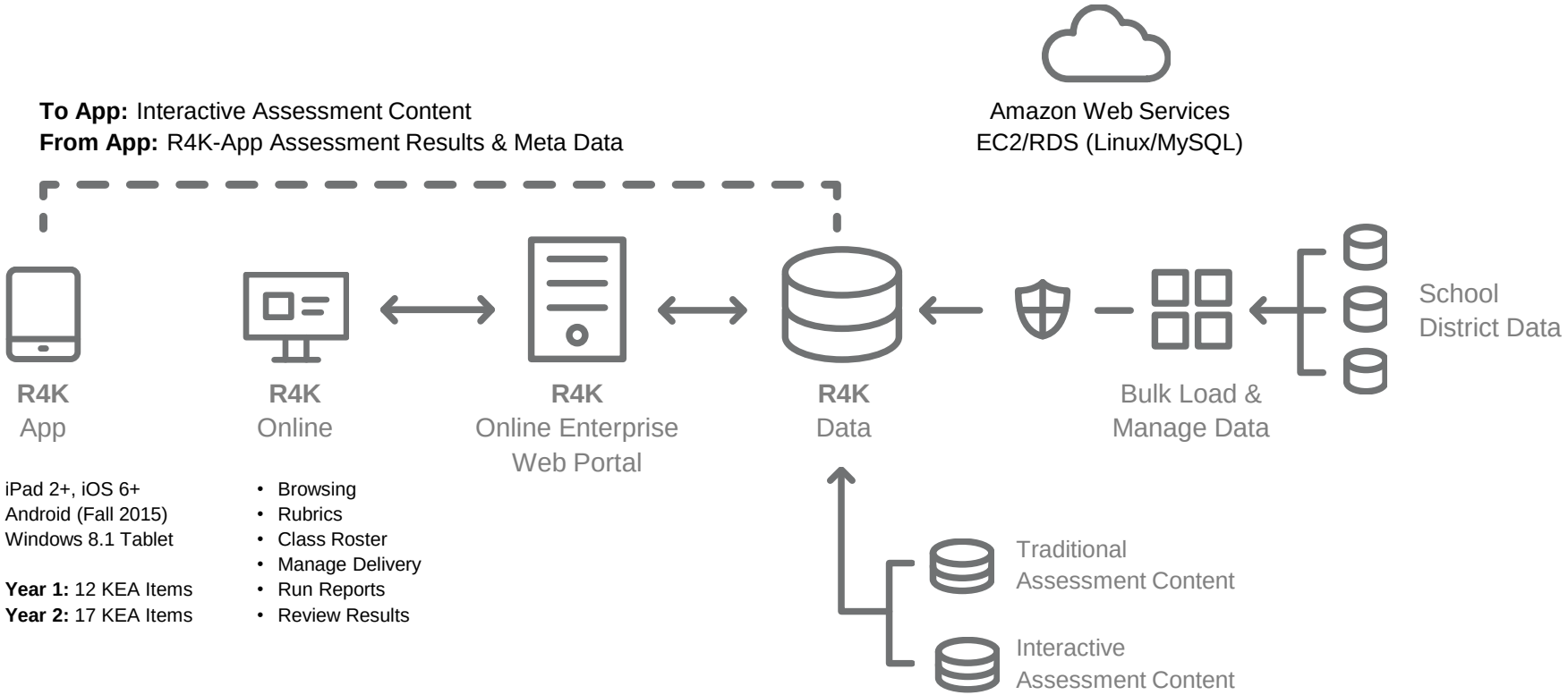
Stakeholder Feedback Collected – Feedback incorporated into R4K version 1.5 specifications

Technical Build, v. 1.5 – To be completed July 1, 2015

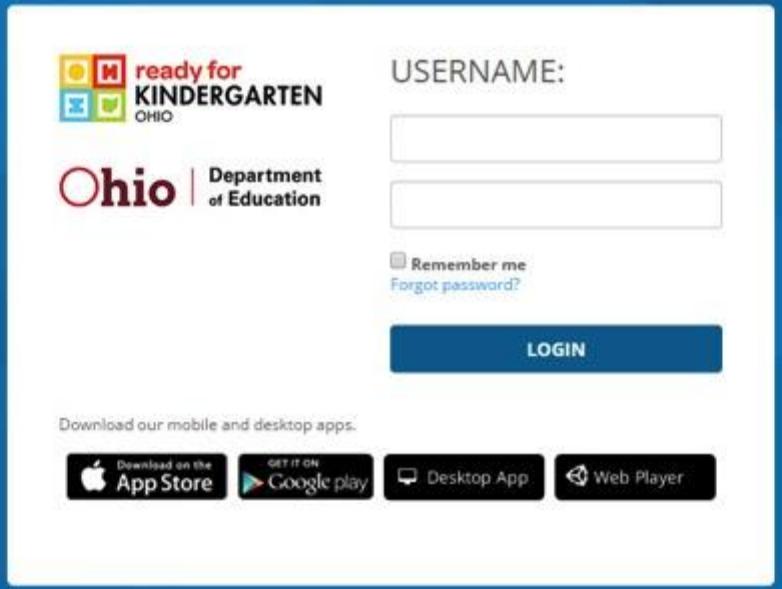
User Acceptance Testing (UAT) – July 13 – 17, 2015

KRA 1.5 Launches August 1, 2015

Functional Architecture and Cloud Hosting



Teacher Interface


ready for KINDERGARTEN OHIO
Ohio | Department of Education
USERNAME:
Remember me
Forgot password?
LOGIN
Download our mobile and desktop apps.
Download on the App Store
GET IT ON Google play
Desktop App
Web Player

KRA Assessment 2015

Mathematics
18 out of 19 Students Complete

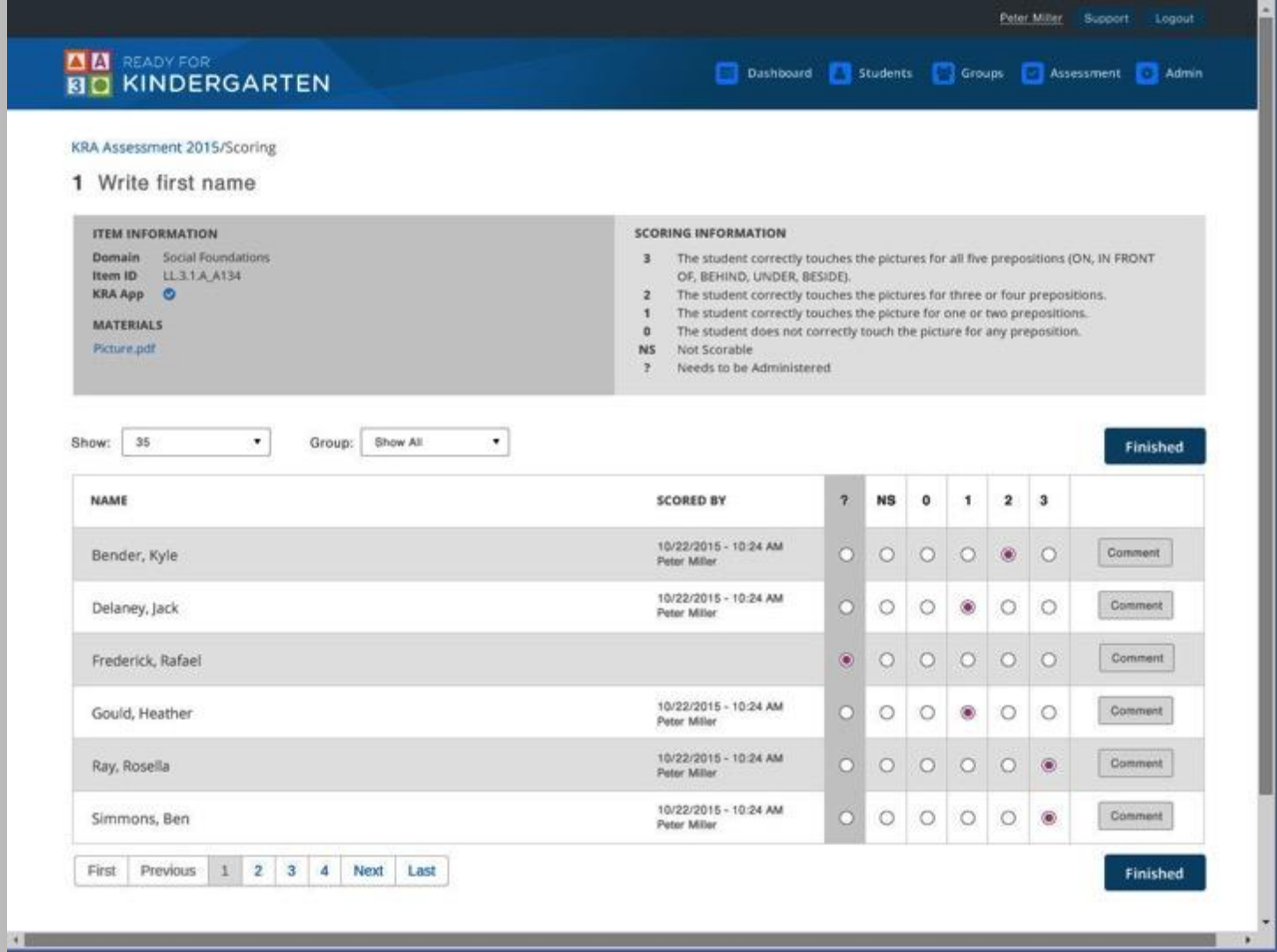
Language and Literacy
18 out of 19 Students Complete

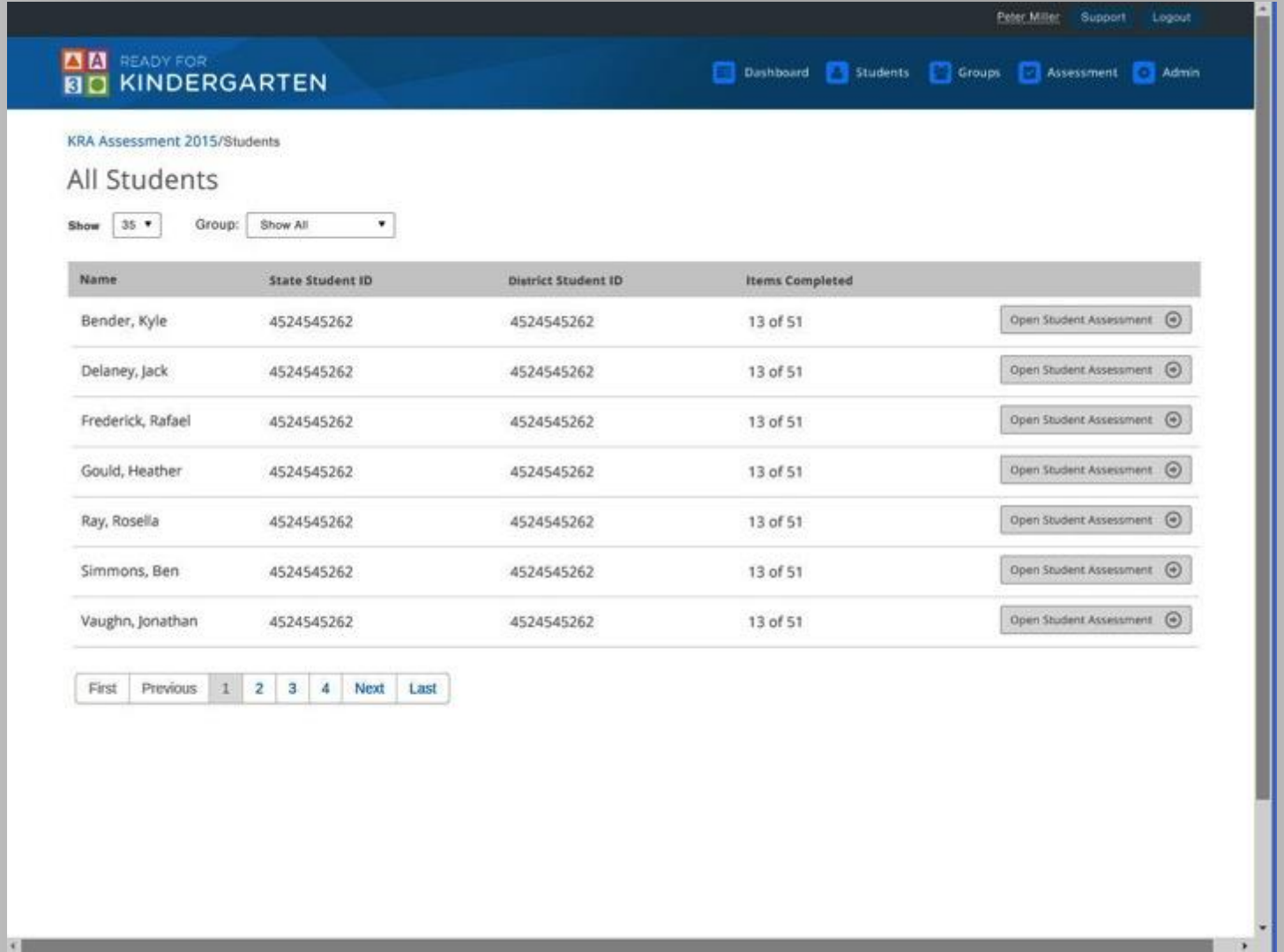
Observational
18 out of 19 Students Complete

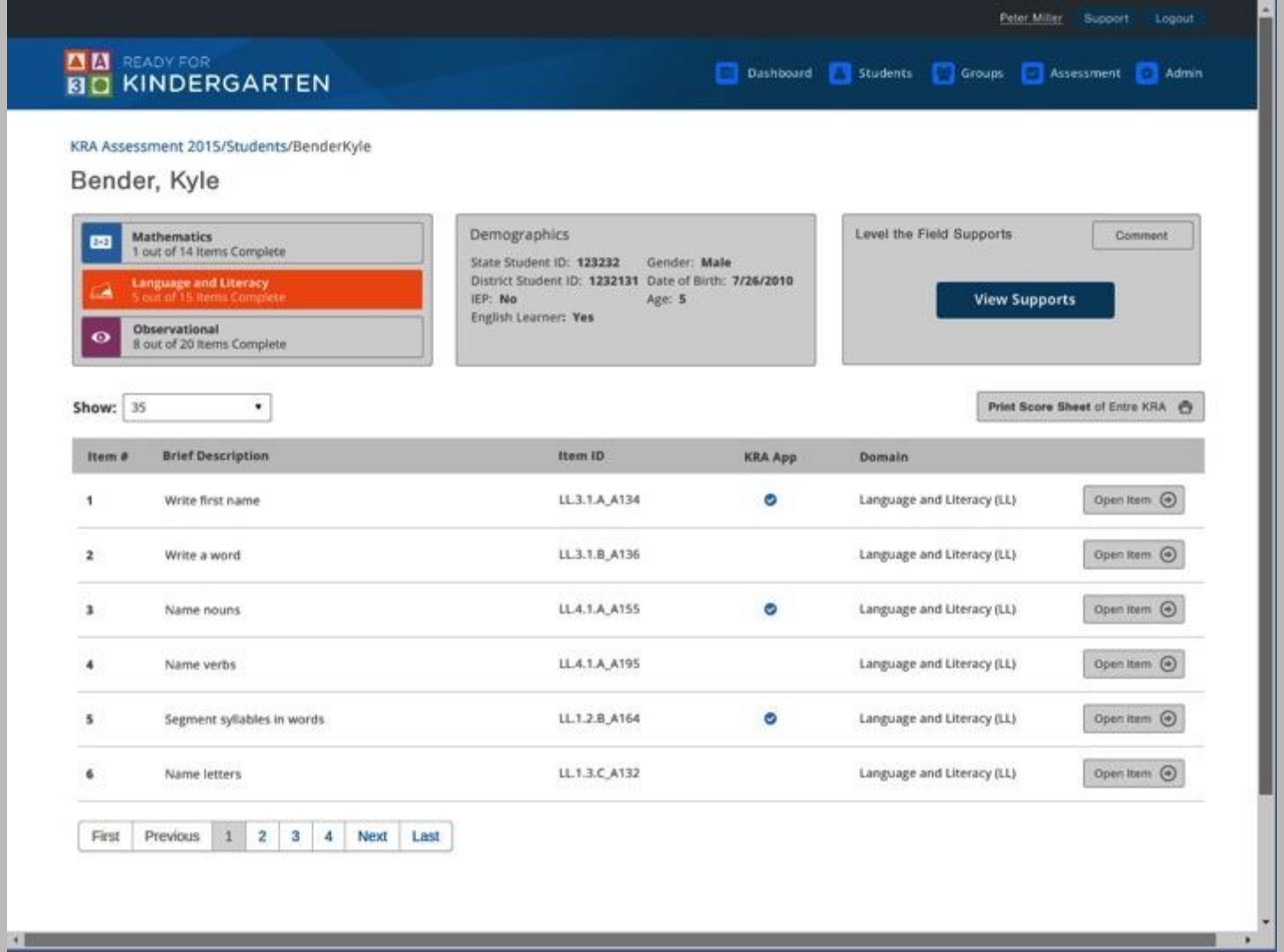
Show: 30

Print Score Sheet of Entre KRA

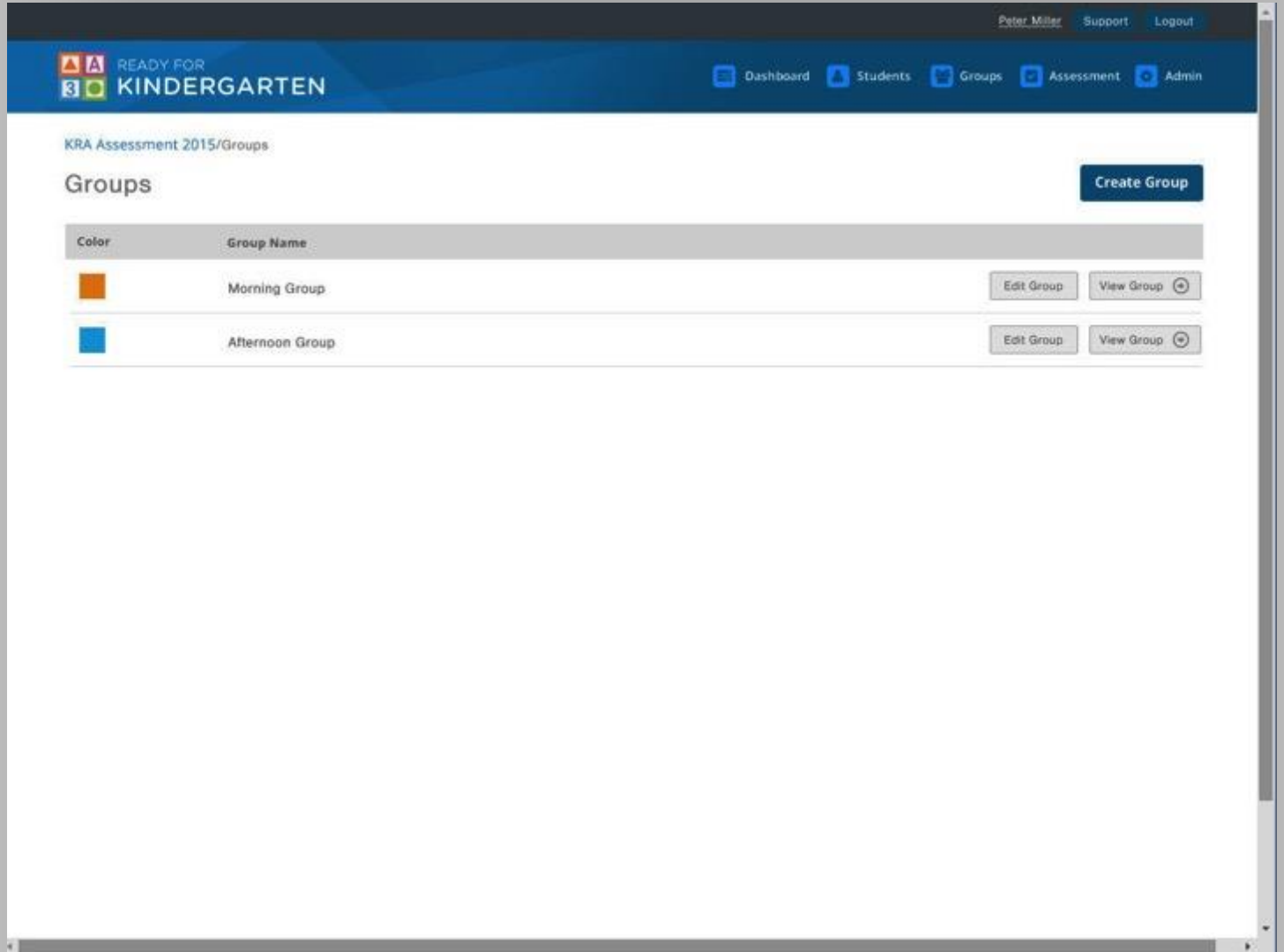
Item #	Brief Description	Item ID	KRA App	Domain	
1	Write first name	LL.3.1.A_A134	✓	Language and Literacy (LL)	Open Item
2	Write a word	LL.3.1.B_A136		Language and Literacy (LL)	Open Item
3	Name nouns	LL.4.1.A_A155	✓	Language and Literacy (LL)	Open Item
4	Name verbs	LL.4.1.A_A195		Language and Literacy (LL)	Open Item
5	Segment syllables in words	LL.1.2.B_A164	✓	Language and Literacy (LL)	Open Item
6	Name letters	LL.1.3.C_A132		Language and Literacy (LL)	Open Item

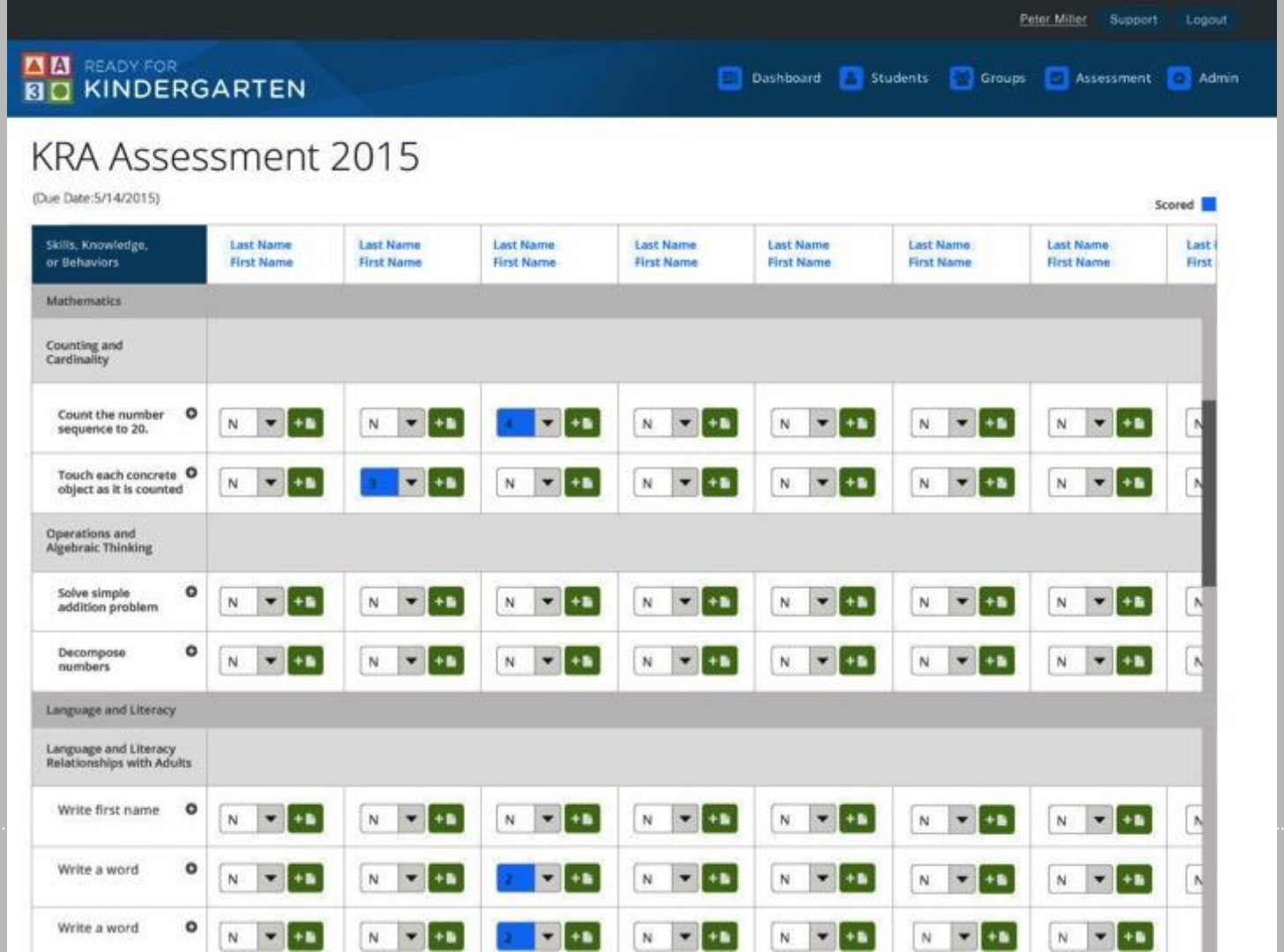

Peter Miller
Support
Logout
READY FOR KINDERGARTEN
Dashboard
Students
Groups
Assessment
Admin
KRA Assessment 2015/Scoring
1 Write first name
ITEM INFORMATION
Domain Social Foundations
Item ID LL.3.1.A_A134
KRA App
MATERIALS
Picture.pdf
SCORING INFORMATION
3 The student correctly touches the pictures for all five prepositions (ON, IN FRONT OF, BEHIND, UNDER, BESIDE).
2 The student correctly touches the pictures for three or four prepositions.
1 The student correctly touches the picture for one or two prepositions.
0 The student does not correctly touch the picture for any preposition.
NS Not Scorable
? Needs to be Administered
Show: 35
Group: Show All
Finished
NAME
SCORED BY
?
NS
0
1
2
3
Bender, Kyle
10/22/2015 - 10:24 AM Peter Miller
Comment
Delaney, Jack
10/22/2015 - 10:24 AM Peter Miller
Comment
Frederick, Rafael
Comment
Gould, Heather
10/22/2015 - 10:24 AM Peter Miller
Comment
Ray, Rosella
10/22/2015 - 10:24 AM Peter Miller
Comment
Simmons, Ben
10/22/2015 - 10:24 AM Peter Miller
Comment
First
Previous
1
2
3
4
Next
Last
Finished


Peter Miller
Support
Logout
READY FOR
KINDERGARTEN
Dashboard
Students
Groups
Assessment
Admin
KRA Assessment 2015/Students
All Students
Show
35
Group:
Show All
Name
State Student ID
District Student ID
Items Completed
Bender, Kyle
4524545262
4524545262
13 of 51
Open Student Assessment
Delaney, Jack
4524545262
4524545262
13 of 51
Open Student Assessment
Frederick, Rafael
4524545262
4524545262
13 of 51
Open Student Assessment
Gould, Heather
4524545262
4524545262
13 of 51
Open Student Assessment
Ray, Rosella
4524545262
4524545262
13 of 51
Open Student Assessment
Simmons, Ben
4524545262
4524545262
13 of 51
Open Student Assessment
Vaughn, Jonathan
4524545262
4524545262
13 of 51
Open Student Assessment
First
Previous
1
2
3
4
Next
Last

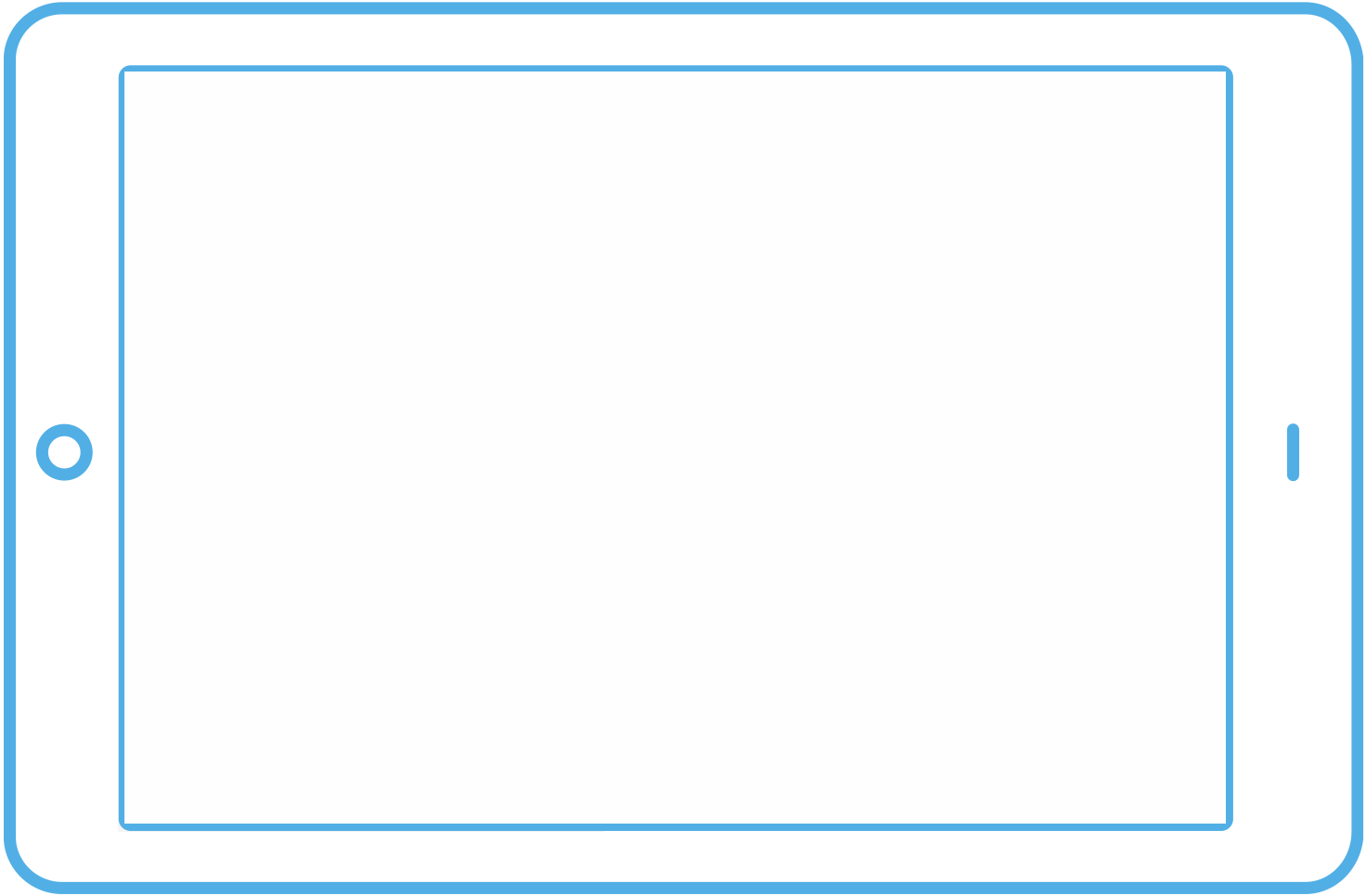

Peter Miller
Support
Logout
READY FOR KINDERGARTEN
Dashboard
Students
Groups
Assessment
Admin
KRA Assessment 2015/Students/BenderKyle
Bender, Kyle
Mathematics
1 out of 14 Items Complete
Language and Literacy
5 out of 15 Items Complete
Observational
8 out of 20 Items Complete
Demographics
State Student ID: 123232
District Student ID: 1232131
IEP: No
English Learner: Yes
Gender: Male
Date of Birth: 7/26/2010
Age: 5
Level the Field Supports
Comment
View Supports
Show: 35
Print Score Sheet of Entre KRA
Item # | Brief Description | Item ID | KRA App | Domain
1 | Write first name | LL.3.1.A_A134 | Language and Literacy (LL) | Open Item
2 | Write a word | LL.3.1.B_A136 | Language and Literacy (LL) | Open Item
3 | Name nouns | LL.4.1.A_A155 | Language and Literacy (LL) | Open Item
4 | Name verbs | LL.4.1.A_A195 | Language and Literacy (LL) | Open Item
5 | Segment syllables in words | LL.1.2.B_A164 | Language and Literacy (LL) | Open Item
6 | Name letters | LL.1.3.C_A132 | Language and Literacy (LL) | Open Item
First
Previous
1
2
3
4
Next
Last

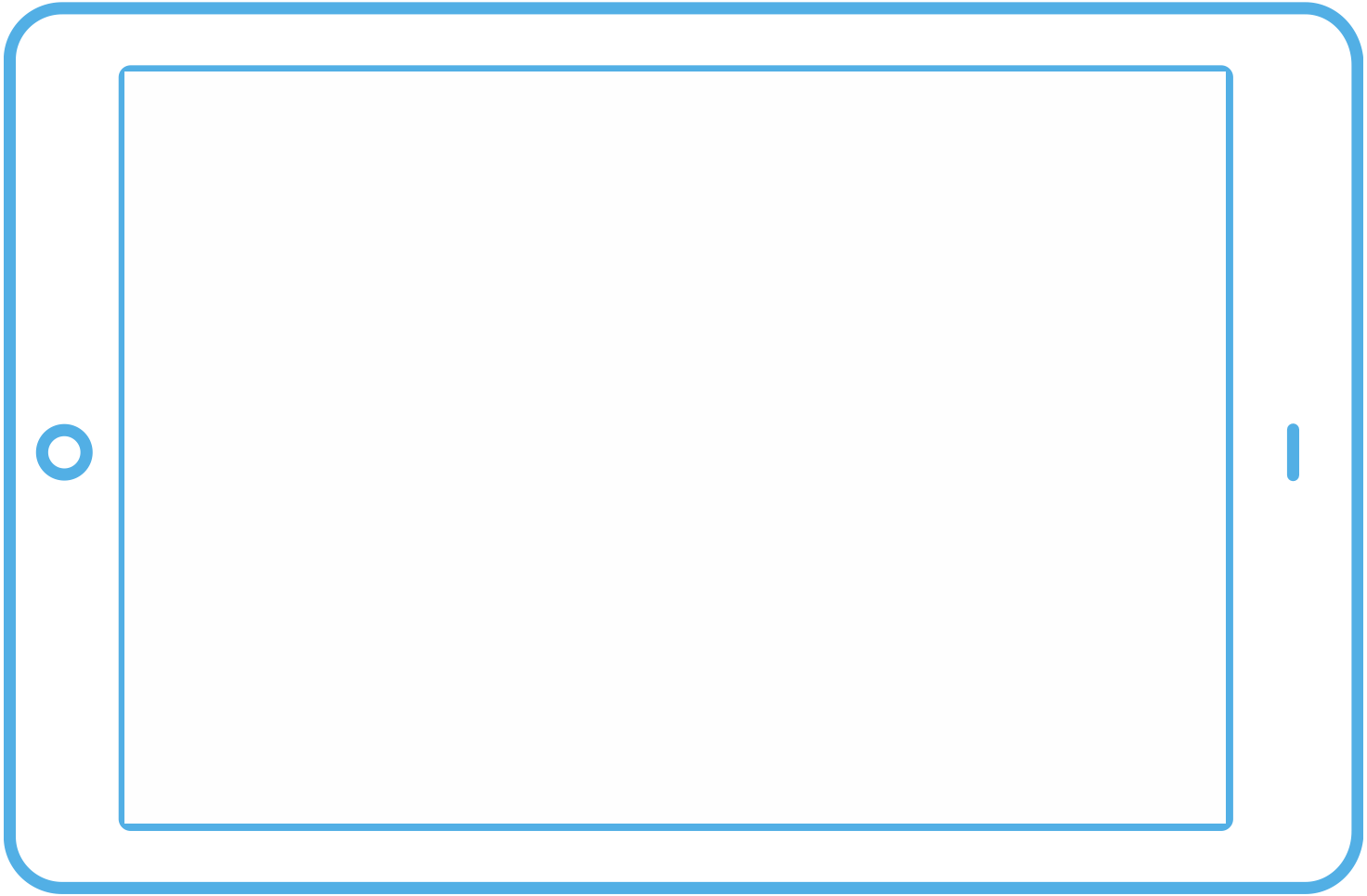
Level the Field Supports
Students with Disabilities
Braille Item Presentation
Sign Language Presentation
Use of Adaptive Materials
Multiple Modes of
Expression/Communication
English Learner
Sight translation
Interpretation
Multiple Modes of Expression/Communication

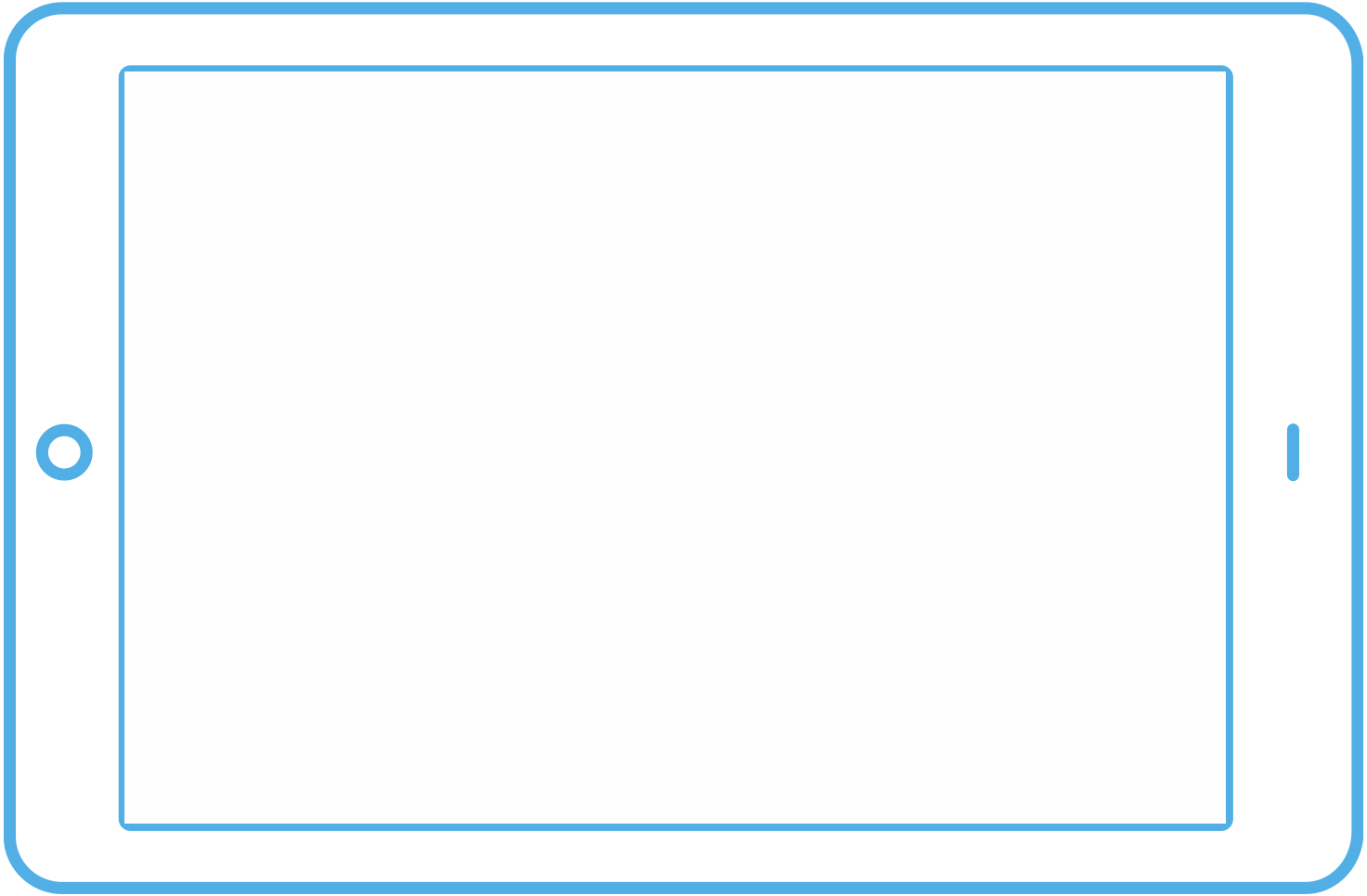

Peter Miller
Support
Logout
READY FOR
KINDERGARTEN
Dashboard
Students
Groups
Assessment
Admin
KRA Assessment 2015/Groups
Groups
Create Group
Color
Group Name
Morning Group
Edit Group
View Group
Afternoon Group
Edit Group
View Group

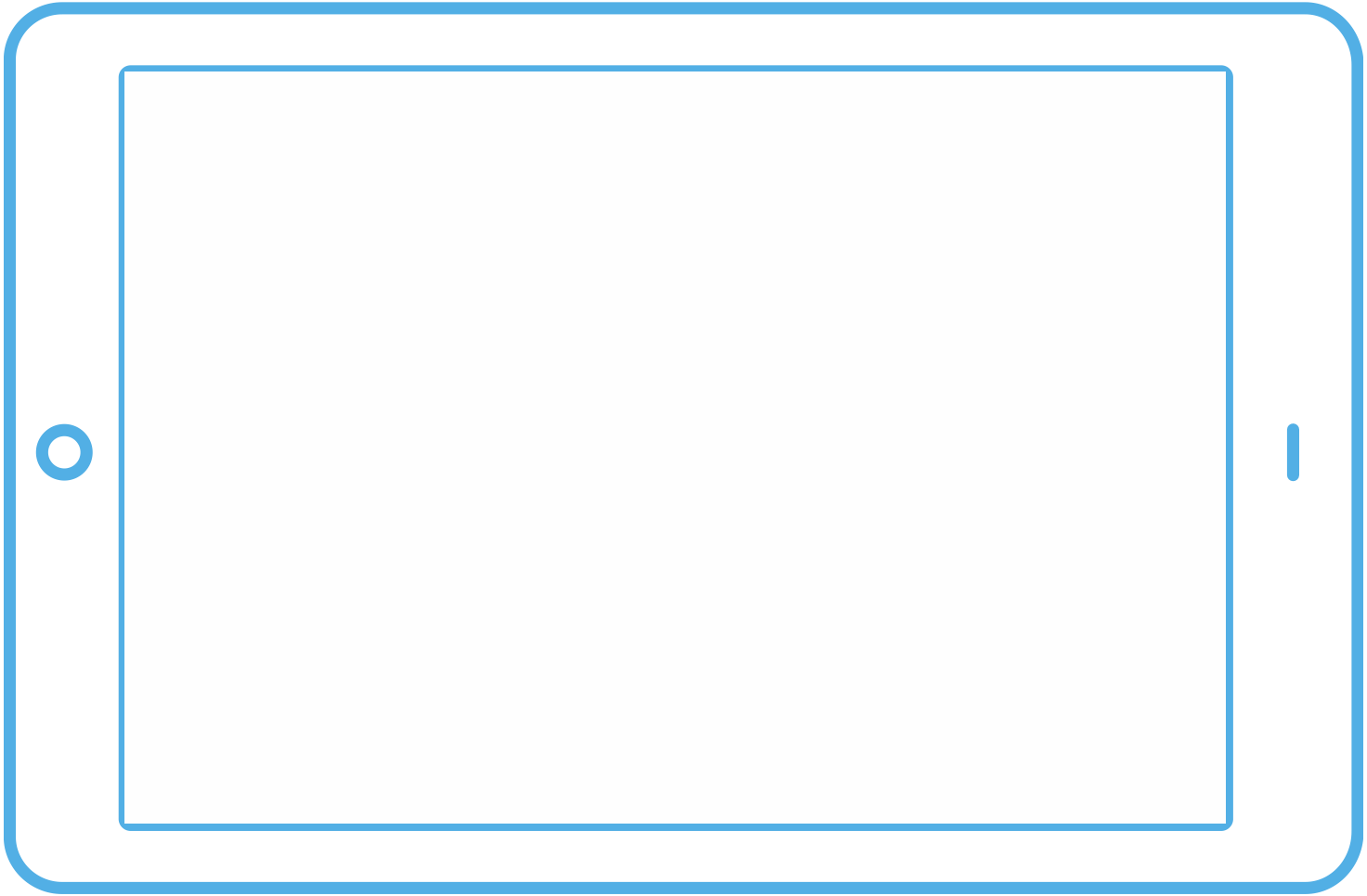

Peter Miller
Support
Logout
READY FOR KINDERGARTEN
Dashboard
Students
Groups
Assessment
Admin
KRA Assessment 2015
(Due Date:5/14/2015)
Scored
Skills, Knowledge, or Behaviors
Last Name First Name
Mathematics
Counting and Cardinality
Count the number sequence to 20.
Touch each concrete object as it is counted
Operations and Algebraic Thinking
Solve simple addition problem
Decompose numbers
Language and Literacy
Language and Literacy Relationships with Adults
Write first name
Write a word
Write a word
N

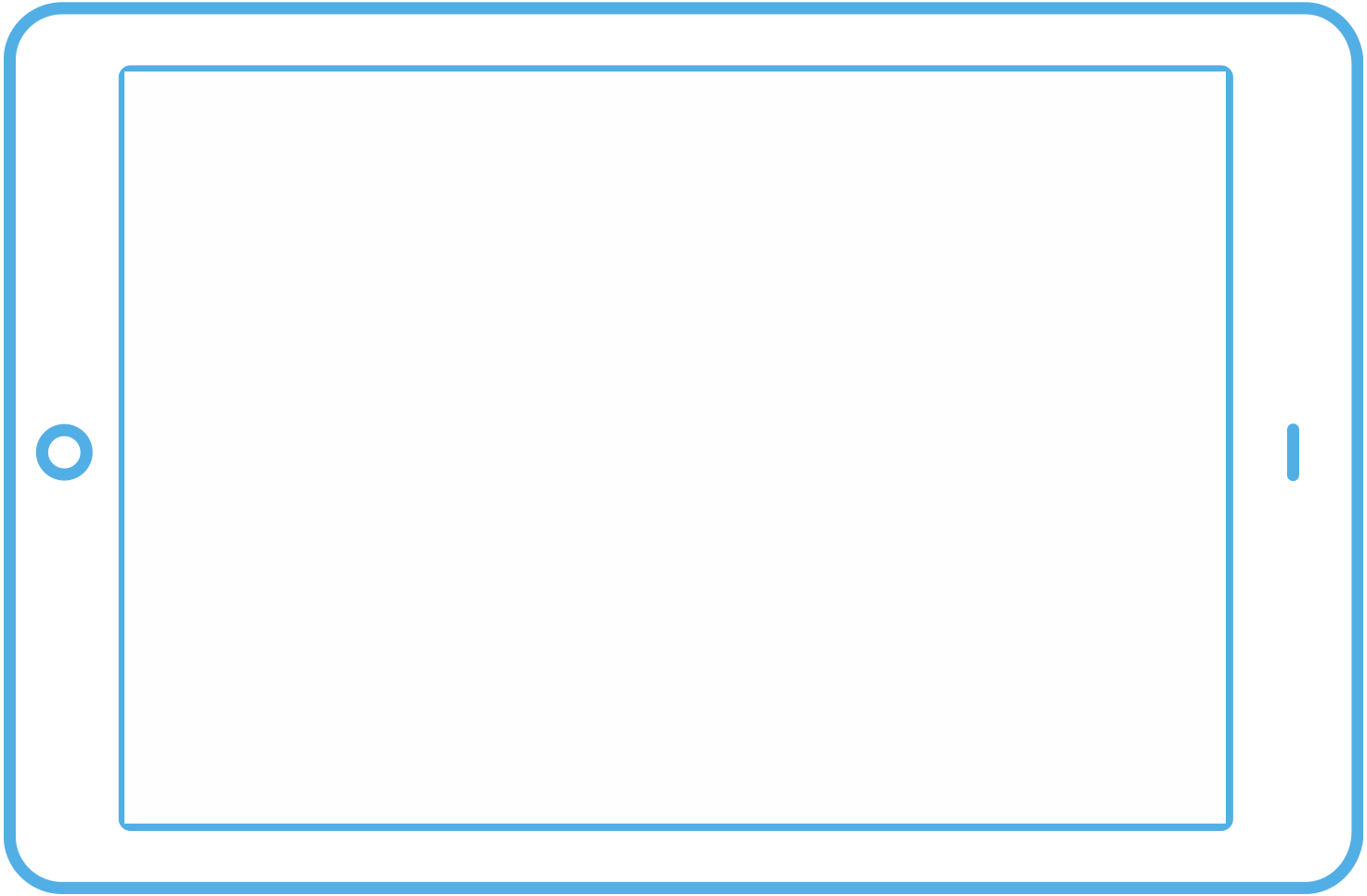
Child Interface

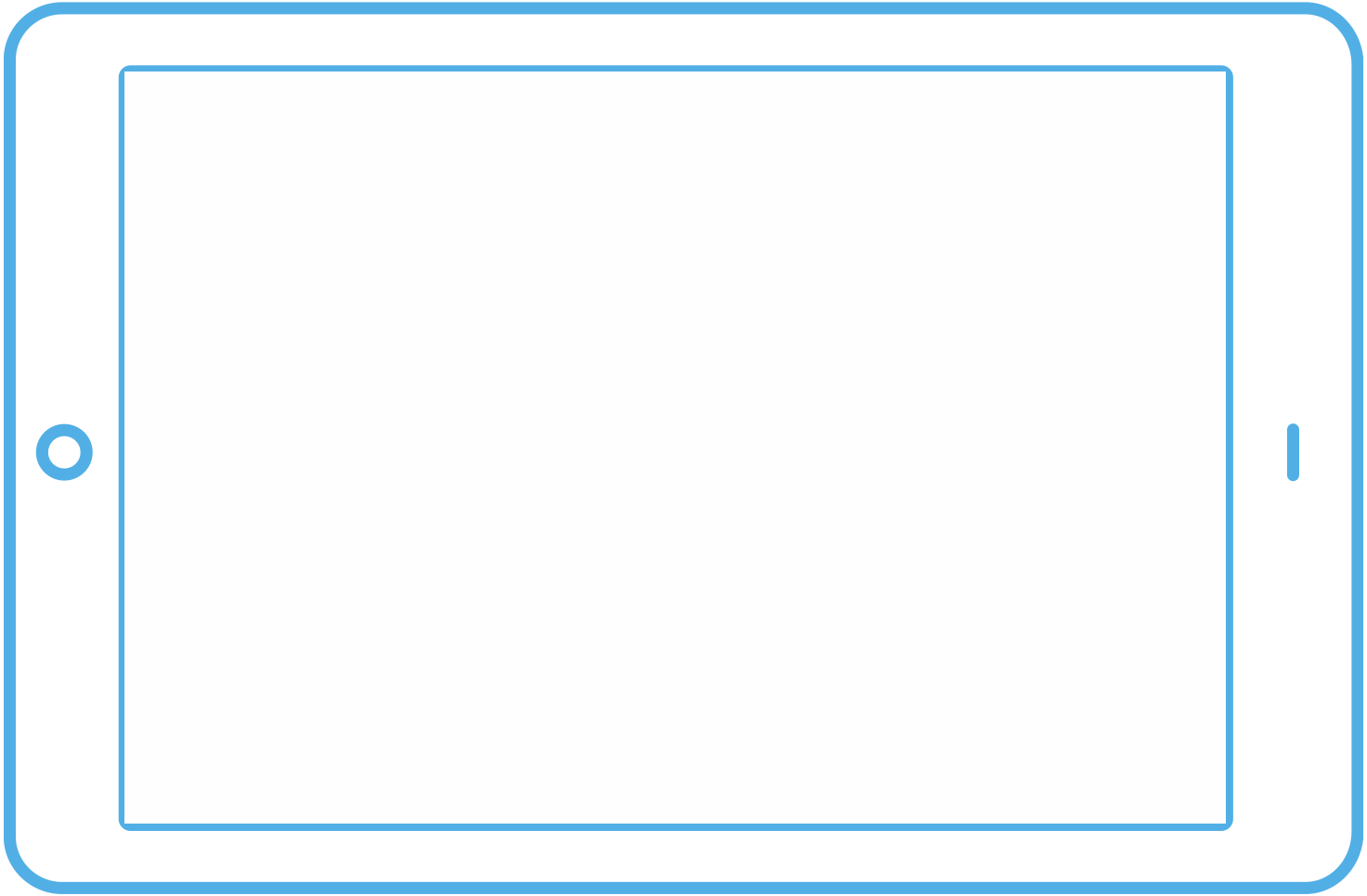












Lessons Learned

Technology

- Automate data management
- Cross-platform support
- Expand items available on KRA app
- Provide teachers with real-time access to their class results
- Provide reports immediately after assessment window closes
- Critical importance of technical support for teachers & data managers

KRA 2.0

- Design for ‘mobile first’
- Additional reports & views to support instruction
- As many items delivered using technology as possible
- Embedded ‘just in time’ professional development
- Digital artifact collection
- Integration with the Early Learning Assessment (formative)

Use of KRA Information

Maryland:

- Reports on KRA Overall and 4 Domains by State, LEA, and School
- Individual Student Reports (ISR) for official student records
- Disaggregation by Subgroups (including Prior Care)
- Report to State Board (official release)
- Report to Legislature (Joint Committee on Children and Families)
- Included in legislative budget analysis for subsequent budget year
- Report to State ECAC and local ECACs as part of the Results-Based Accountability (RBA) process

Use of KRA Information

Ohio:

- KRA Overall and 4 Domains
- Reporting planned by state, LEA, and student
- Disaggregation by Subgroups
- Results to:
  - Inform quality of programs and program evaluation
  - Inform funding recommendations
  - Inform instruction
- Third Grade Reading Guarantee
- State report card
- Expected use by
  - Legislature, Early Childhood Advisory Council, local foundations, business roundtable, researchers/evaluators

THANK YOU