
Understanding Coherence and Alignment needs between pre-K standards and K assessments

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This project supports the Colorado Shines Brighter Birth through Five Strategic Plan

Strategy 1.2.6 State Organizational Alignment. Expand ongoing coordination and collaboration across state agencies including Colorado Department of Human Services, Colorado Department of Public Health and Environment, Colorado Department of Education, Colorado Department of Higher Education, Colorado Department of Health Care Policy and Financing, and Colorado Department of Early Childhood to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.

Session Objectives



This session will share findings from an alignment project conducted with the approved Kindergarten School Readiness (KSR) assessments in Colorado and the end of pre-K expectations

The session will explore when to use an alignment process and why it is important.

Pre-K and K attendees will learn how to conduct a correspondence process in their own context.

Poll: Which Colorado assessment and standards documents are you familiar with? (select all that apply)

- Colorado Early Learning and Development Guidelines (ELDGs)
- Colorado Academic Standards (CAS)
- Head Start Early Learning and Outcomes Framework (ELOF)
- COR for Kindergarten
- Desired Results Developmental Profile (DRDP_K)
- North Carolina Kindergarten Entry Assessment
- Teaching Strategies Gold
- Other assessments not listed
- Other standards not listed

Conducting an assessment correspondence review

Why conduct assessment correspondence review?

- Review locally developed assessments against standards
- Review curriculum against the standards
- Review alignment of assessment to curriculum

An approach to data use: the 5Ds



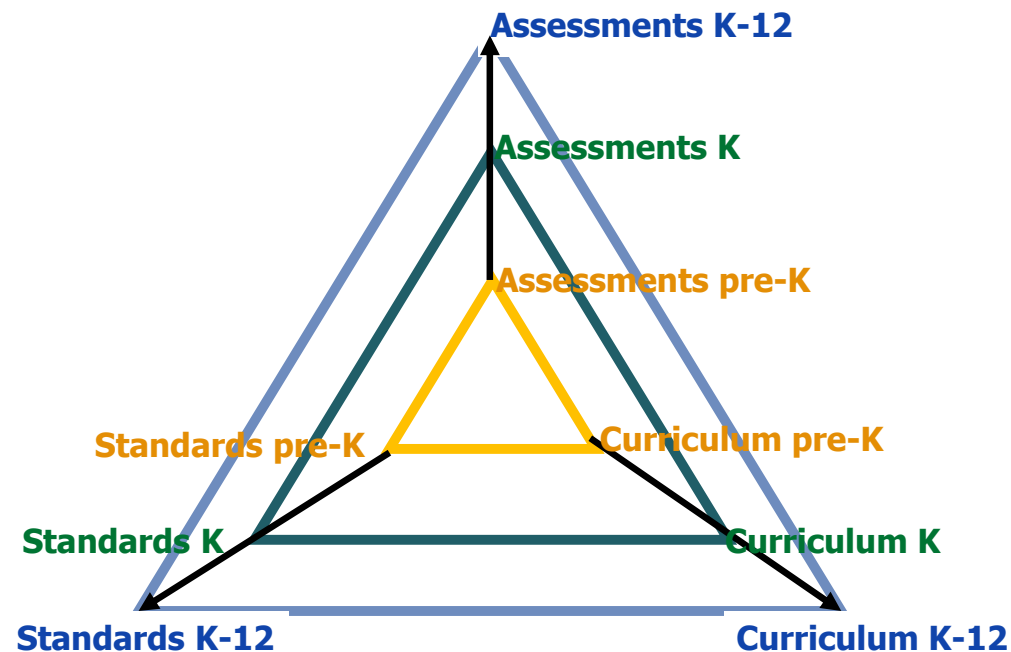
How: Correspondence review process



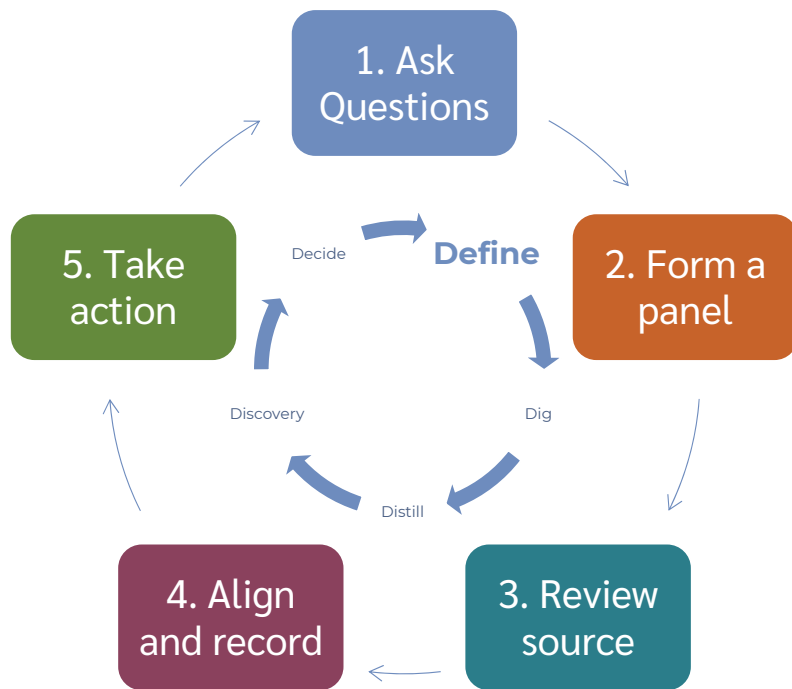
1. Determine questions
2. Form a panel
3. Review what you are aligning to (standards, curriculum)
4. Conduct review and record results
5. Take action based on the results

Alignment: Vertical and Horizontal

- Why Align Assessments With Standards?



1. Ask Questions



- **Define** good questions that can be answered with data
 - Good questions result in good, actionable data
 - What do you want to know as a result of conducting the alignment?

1. Ask
Questions

Discussion

- What types of questions can be answered by doing assessment correspondence?
- What might you be able to learn?
- Individually: If you were to do a correspondence in your setting, what questions do you want to answer?

1. Ask
Questions

Example: Assessing KSR assessment and PK Standards correspondence

- Our Questions:
 - What can we learn about the type of knowledge and depth of knowledge observed across the four currently approved Kindergarten School Readiness Assessments in Colorado?
 - To what extent do the four currently approved Kindergarten School Readiness Assessments in Colorado correspond to the end of pre-K standards in Colorado?

2. Form a panel



Dig for new and needed information by forming a panel

1. Who serves on the panel(s) is determined by the information you want to learn
2. Consider panelists from multiple schools or agencies, multiple student levels, multiple content areas
3. Consider putting together multiple panels to look at different content areas
4. Balance membership across the panels – consider various levels of experience, content knowledge, and settings

2. Form a
panel

Discussion

- What groups would be able to provide information to conduct a correspondence?
- What people are right for what questions?

2. Form a
panel

Example: Assessing KSR assessment and PK Standards correspondence

- Our Panels:
 - Application and selection based on content domain and assessment administration and management expertise
 - Kindergarten and pre-K roles represented
 - Five Panels reflecting each of the Cap4K School readiness domains

3. Review Source



Dig through existing information for context and utility

1. Panelists should review the source - standards, curriculum, and other
2. It is important to have a good overview in mind when you start aligning
3. Panelists should discuss the documents in order to develop a common understanding of how the organization and the language used to describe each level

3. Review
source

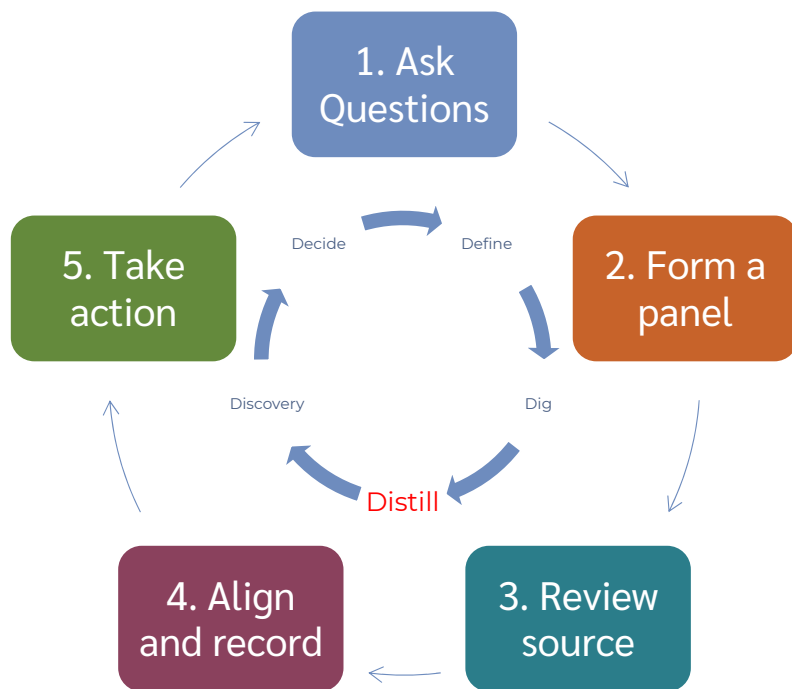
Discussion

- What do panelists need to know to do this work? – these are your source documents

Example: Assessing KSR assessment and PK Standards correspondence

- Our Sources:
 1. Colorado Early Learning and Development Guidelines (ELDGs)
 2. Colorado Academic Standards (CAS)
 3. Head Start Early Learning and Outcomes Framework (ELOF)
 4. COR for Kindergarten
 5. Desired Results Developmental Profile (DRDP_K)
 6. North Carolina Kindergarten Entry Assessment
 7. Teaching Strategies Gold

4. Align and Record



Distill information for relevance and comparison

- What criteria will panelists use to make correspondence decisions.
- Train and calibrate on criteria
- Record your decisions
 - Use a spreadsheet or online survey tool

4. Align
and record

Example: Assessing KSR assessment and PK Standards correspondence

- Compare each assessment item to the end of pre-K standard.
- Content – Does the content in the assessment item match the pre-K standard expectation?
- Cognitive demand – What developmental level on the assessment item corresponds with the student's expectation?

4. Align and record

POLL: What level for TS GOLD Obj 19a Demonstrates writing skills corresponds with what we should see children do end of PK? Choose one option below or select none of these.





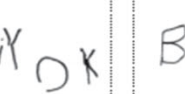


End of Preschool Standard RW.P.3.1

Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- a. Experiment with writing tools and materials.
- b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- d. Copy, trace, or independently write letters or words.

Objective 19 Demonstrates writing skills

a. Writes name

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Makes scribbles or marks</p> <ul style="list-style-type: none"> Scribble writes deliberately Makes marks that appear to adults to be in random order  <p>Carolyn</p>	<p>Makes controlled linear scribbles</p> <ul style="list-style-type: none"> Scribbles lines, circles, or zigzags in rows Often repeats action and forms  <p>Lilly</p>	<p>Writes mock letters or letter-like forms</p> <ul style="list-style-type: none"> Writes segments of letter forms, e.g., lines, curves May use too many segments to create a letter, e.g., five horizontal lines on the letter E May not orient letter segments correctly  <p>Paula</p>	<p>Writes letter strings</p> <ul style="list-style-type: none"> Writes some letters correctly Writes letters in unconventional order  <p>Emma</p>	<p>Writes partially accurate first name</p> <ul style="list-style-type: none"> Writes all the letters of own name, although some may not be sequenced correctly Writes all the letters of own name, but some of the letters are not formed or oriented correctly  <p>Vicky</p>	<p>Writes accurate first name</p> <ul style="list-style-type: none"> Writes all the letters of own name in the correct sequence, form, and orientation Uses uppercase or lowercase letters (or a combination of both) when writing name  <p>Brooke</p>	<p>Writes accurate first and last name</p>  <p>Abraham</p>								

4. Align and record

POLL: Which end of PK child behaviors (a.-d.) does this assessment item address? (Check all that apply)



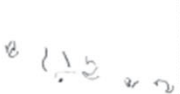

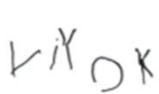


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4. Align and record

POLL: What level for NC KEA Print Awareness, corresponds with what we should see children do end of PK? Choose one option below or select none of these.

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- d. Copy, trace, or independently write letters or words.

PRINT AWARENESS

PRINT AWARENESS

UNDERSTANDING	Children understand that books have pages that may contain pictures and/or words.			Children understand that books contain pages of print that represent language and that there are sometimes pictures that help us know what the words describe.				UNDERSTANDING
SKILLS	A. Attends to pictures as the only source of information.	B. Indicates that books can have pictures and/or words.	C. Attends to words on a page by mimicking directionality.	D. Distinguishes between the general area of printed words when prompted to show where we read words.	E. When prompted, indicates that the first word on the page is where to begin reading.	F. Distinguishes between letters and words on a page of text (excluding the words a, A, and I).	G. Uses directionality while indicating one word on the page for each word read aloud (concept of word: one-to-one correspondence and voice to print match).	SKILLS

4. Align and record

POLL: Which end of PK child behaviors (a.-d.) does this assessment item address? (Check all that apply)

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PRINT AWARENESS

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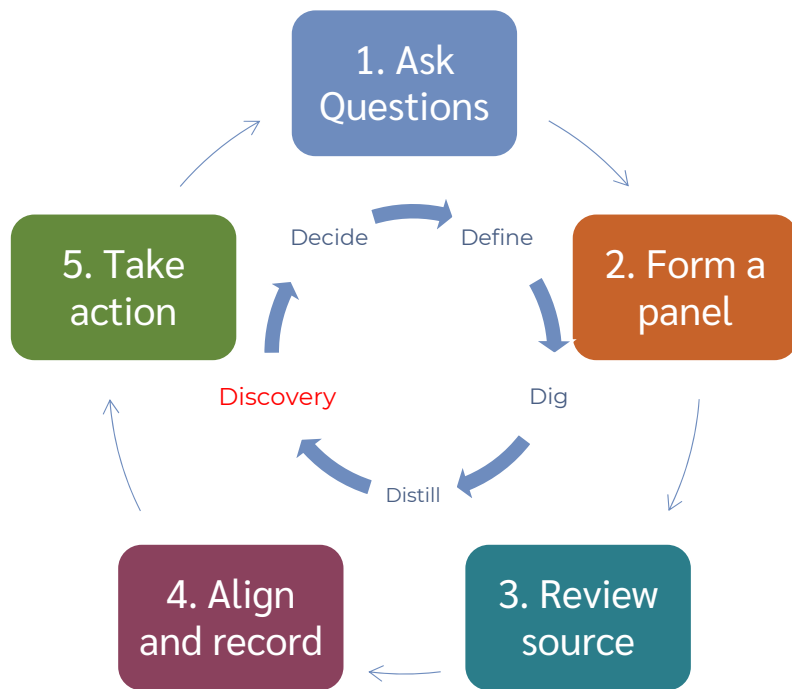
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4. Align
and record

Discussion

- Having walked through the process yourself, what criteria would be important to apply when considering your question?

5. Take Action



Discover patterns and relate your experience to their interpretation

- What did you learn about your assessments? Your source material?
- What does your experience suggest about what you have learned?

5. Take
action

Discussion

Use the findings from the process to determine the appropriate
Decisions

- What needs to change as a result of your correspondence?
- What actions would result from what information?

5. Take
action

Example: Assessing KSR assessment and PK Standards correspondence

What did we learn?

1. There is great variability among what the assessments cover.
2. Assessments with more items have greater correspondence.
3. Correspondence may only be with a small component of the standard.
4. No assessment covers all standards fully.
5. Many assessment items will correspond to different components of a standard and multiple standards

Action: Require KSR assessment vendors to conduct a correspondence process and submit results demonstrating what standards are addressed to provide users with more information on what can be learned about student growth and development from each.

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