KEA–
What is it and
Where are we going?

Laska Creagh

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Office of Standards and Assessment

May 11 & 19, 2015

Webinar

Please call-in to hear the audio and mute your phones until we take questions.

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Consider...

"The most important thing about assessment is that it promotes dialogue among faculty."

-Mary Senter

Retrieved on April 7, 2015 from:
http://www.sunyorange.edu/assessmentapa/docs/AssessmentQUOTES.pdf

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Today's Outcomes

- Updates on the Kindergarten Entrance Assessment
  - Why
  - What
  - How
- Learn about the *GOLD*™ tool
- Learn how the registration process works
- Learn about teacher support options to consider

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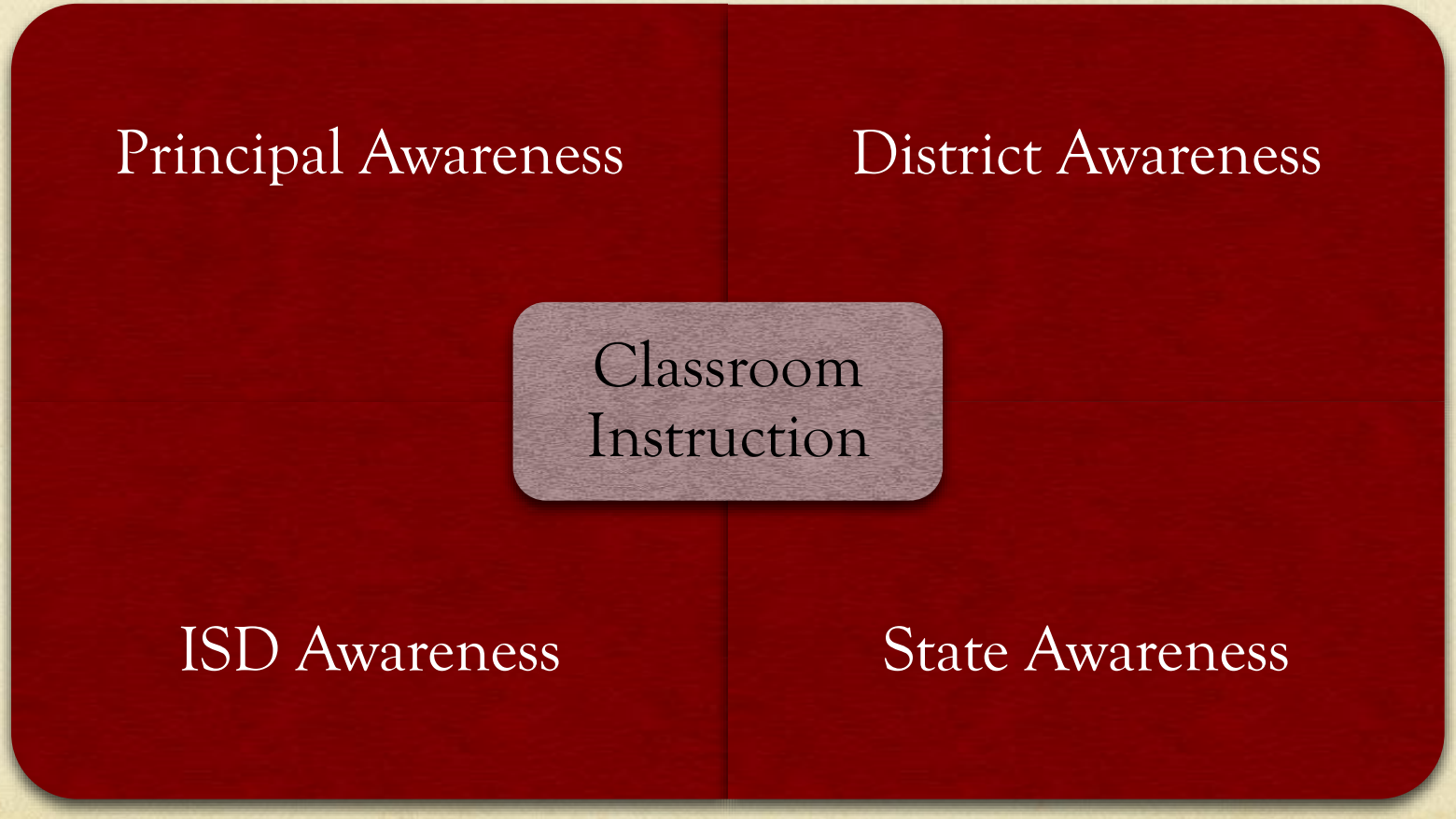
Kindergarten Entrance Assessment



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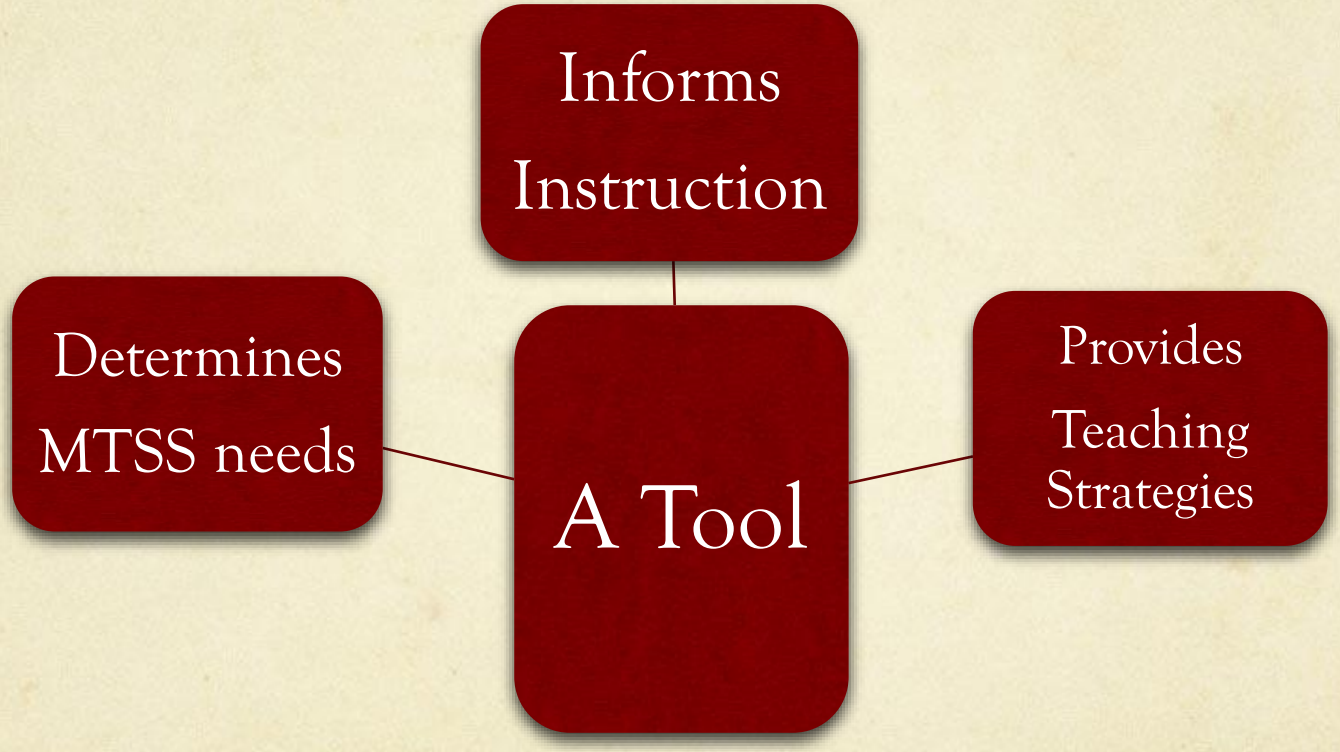
What is it?


Informs Instruction
Determines MTSS needs
A Tool
Provides Teaching Strategies

The Tool—*GOLD*™

- Observational Assessment
- 5 Domains
  - Language and literacy (reported separately)
  - Mathematics
  - Cognitive
  - Physical Health
  - Social Emotional

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What is *GOLD*™ ?

GOLD™:

- An authentic, ongoing observational system* for assessing children from birth through kindergarten;
- Helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do.

*A system of observation, documentation, and analysis that helps track a child's/student's progress toward meeting learning expectations or standards and is considered a crucial part of a teacher's curriculum planning and instructional strategy.

Retrieved on March 25, 2015 from:
https://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/lp_spring-12_1-6_lr.pdf

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Developmentally Appropriate, Ongoing, Observation Based Assessment

Is

- Happening during regular, everyday activities
- On a continuous basis throughout the year
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- A broader and more meaningful picture of development

Is not

- Formal or standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool

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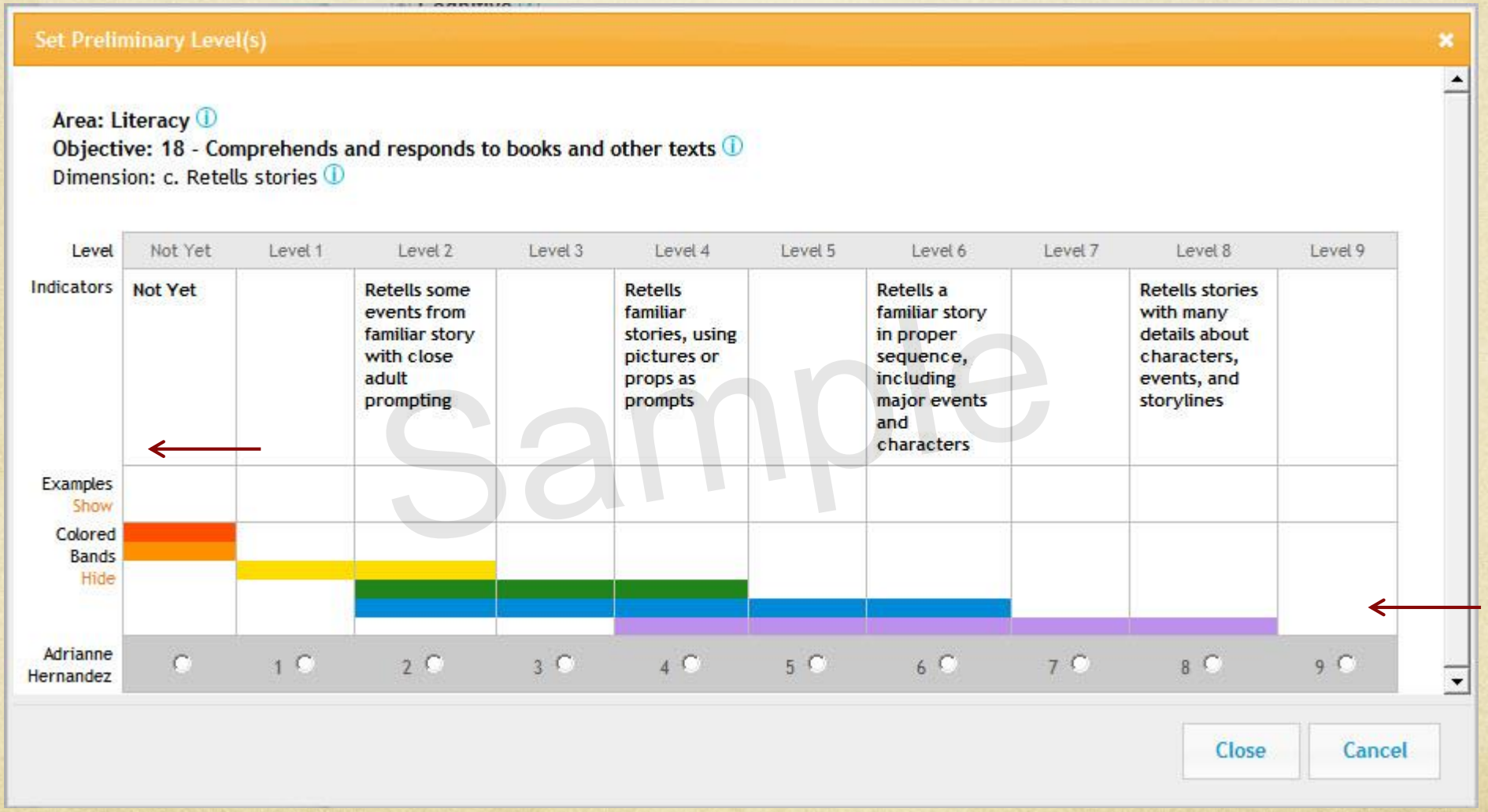
Indicator and Measurement Data input Example



Set Preliminary Levels screen cap from GOLD™. (2015) Used with permission. All names and data are fictional and are for illustrative purposes only.

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Reports from *GOLD*™ include:

Reports offer a variety of information useful for teachers to meet the needs of their students. Examples include:

- **Individual Child Report**
  - Provides checkpoint levels on each child's progression
- **Widely Held Expectations Report**
  - Provides information on which children are meeting widely held expectations for incoming kindergarteners
- **Performance and Growth Report**
  - Is this child or group of children meeting widely held expectations? (Performance)
  - Is this child or group of children demonstrating progress toward meeting expectations? (Growth)

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Sample Individual Child Report (Teacher)

Individual Child Report:

Child:	Kate
Birth Date:	05/05/2006
Checkpoint Seasons:	Fall 2010/2011 Winter 2010/2011 Spring 2010/2011 Include only finalized checkpoints
Generated on:	May 13, 2011

Data for Kate

*= Preliminary Levels

Sample

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		
1b. Follows limits and expectations	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		
1c. Takes care of own needs appropriately	Pre-K 4 class/grade (Blue)							Fall 2010/2011	Winter 2010/2011	Spring 2010/2011	
2a. Forms relationships with adults	Pre-K 4 class/grade (Blue)								Fall 2010/2011, Winter 2010/2011	Spring 2010/2011	
2b. Responds to emotional cues	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		
2c. Interacts with peers	Pre-K 4 class/grade (Blue)					Fall 2010/2011	Winter 2010/2011	Spring 2010/2011			
2d. Makes friends	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011, Spring 2010/2011			
3a. Balances needs and rights of self and others	Pre-K 4 class/grade (Blue)					Fall 2010/2011	Winter 2010/2011	Spring 2010/2011			
3b. Solves social problems	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		

Sample of *Individual Child Report* from *GOLD*™. (2015). Used with permission. All names and data are fictional and are for illustrative purposes only.

Sample Performance and Growth Report (Teacher)

Guideline Literacy & Knowledge Skills
VI.D - Print Concepts & Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

17b. Uses print concepts

Child Name	Current Avg Score	End of Year Expectation	Emerging		Accomplished	
			Count	%	Count	%
Sample District	5.9	6	8453	85%	1547	15%
Sample Program	6	6	193	84%	37	16%
Sample School/Site	5.8	6	72	80%	18	20%
Sample Class	5.1	6	7	70%	3	30%
Marco Fletcher	4	6	1	100%		
Maria Gomez	5	6	1	100%		
Kelly Houghes	4	6	1	100%		
Kristina McDonald	7	6			1	100%
Lindsay Michaels	6	6			1	100%
James Phillips	5	6	1	100%		
Nick Phillips	5	6	1	100%		
Alexandra Valentinas	5	6	1	100%		
Maria Delgado	5	6	1	100%		
David Harvey	5	6			1	100%

*Not actual students

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Sample Widely Held Expectations Report (Administrator)

Mathematics	Widely-Held Expectations		Fall 2011/2012				
	Bottom	Top	# Children	Average	# Children Below	# Children Meeting	# Children Exceeding
Sample District	615	712	10000	627	7850	2150	
Sample Organization	615	712	80	615	66	14	
Sample School	615	712	16	616	7	9	
Class 1 (Lead Teacher: Sabrina Williamson)	615	712	8	607	6	2	
Marco Fletcher	615	712		608	X		
Maria Gomez	615	712		608	X		
Kelly Houghes	615	712		621		X	
Kristina McDonald	615	712		608	X		
Lindsay Michaels	615	712		595	X		
James Phillips	615	712		589	X		
Nick Phillips	615	712		621		X	
Alexandra Valentinas	615	712		608	X		
Class 2 (Lead Teacher: Sabrina Williamson)	615	712	8	626	1	7	
Maria Delgado	615	712		621		X	
David Harvey	615	712		628		X	
Sam Hendell	615	712		641		X	
Alex Martin	615	712		628		X	
Dina Mondsen	615	712		634		X	
Matthew Paul	615	712		602	X		
Marissa Pierre	615	712		634		X	
Courtney Turner	615	712		621		X	

*Not actual students

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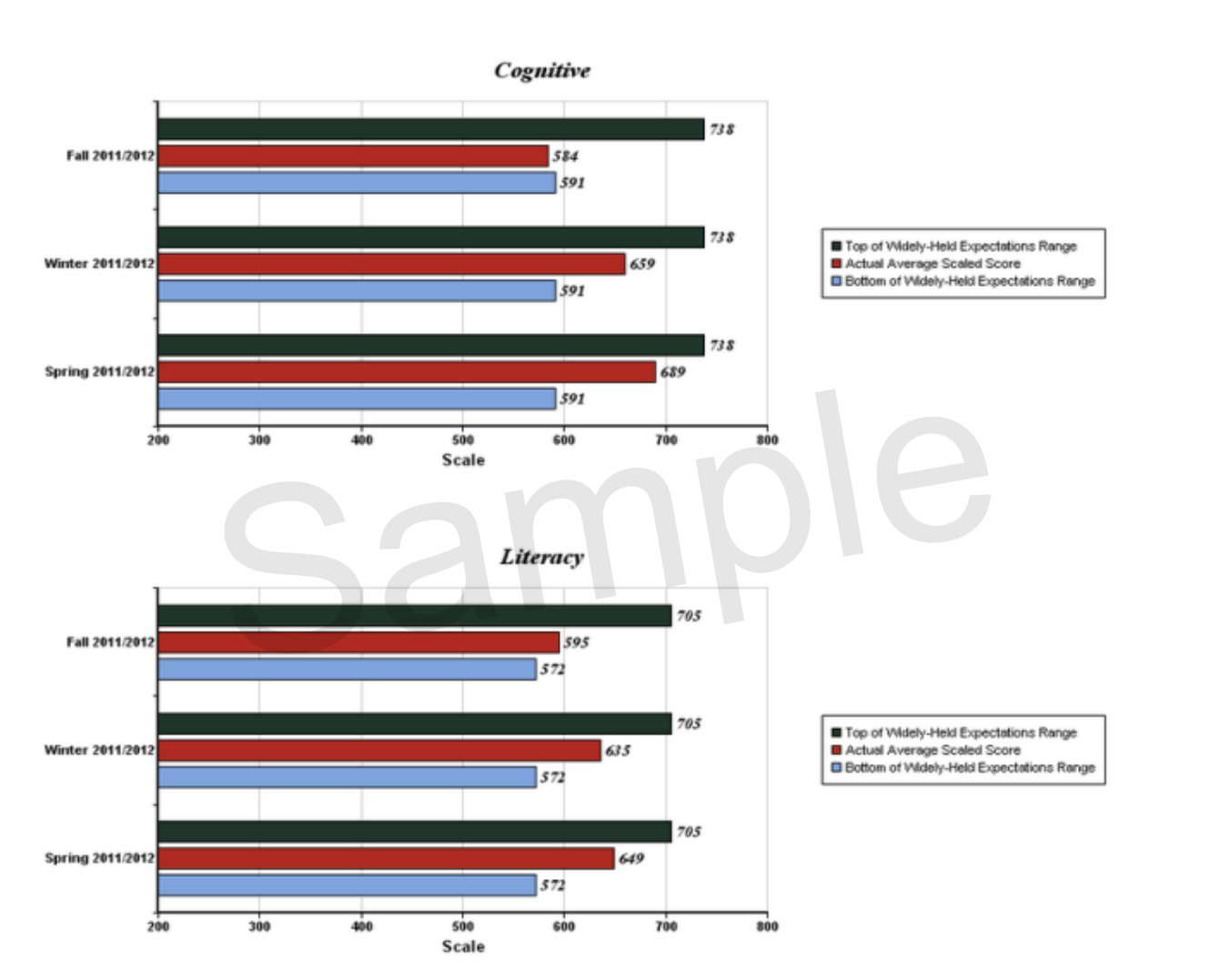
Sample Administrator Report: Comparative Report



Sample

Sample of *Comparative Report* from GOLD™. (2015). Used with permission. All names and data are fictional and are for illustrative purposes only.

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Registration Process

- April 30th Registration E-mail to Superintendents and current KEA Coordinators
  - Superintendents or their designees must identify
    - Participating buildings/schools
    - Participating teachers
      - First name
      - Last name
      - School e-mail address (cannot be personal e-mail address)
      - Personal Identification Code (PIC)

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continued

- Districts and schools should then register by:
  - May 29th for teachers to participate in June trainings
  - June 30th for teachers to participate in July trainings
  - July 31st for teachers to participate in August trainings

  - Registration for K teachers to attend trainings will begin in early to mid-May.
  - Teachers who attend will receive $250/day plus travel expenses IF
    - Their district has committed to participation
    - They have successfully completed their Inter-Rater Reliability Module

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Professional Learning Sites

Dates	City	Sites
June 16 & 17, 2015	Grand Rapids, Michigan	Kent ISD
June 17 & 18, 2015	Novi, Michigan	.
July 20 & 21, 2015	Sault Ste. Marie, Michigan	Eastern UP
July 22 & 23,2015	Traverse City, Michigan	Traverse Bay Area ISD
August 10 & 11, 2015	Grand Rapids, Michigan	.
August 12 & 13, 2015	TBD	.

Professional learning and Teacher Support Options

- Instructional Coaches
  - Through ISD/RESAs
  - Supporting regional educators
- Teacher Advisors
  - By district
  - Supporting time on the assessment
- Teachers
  - Face to face training
  - Online modules as resource support
  - Inter Rater Reliability

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The **PROPOSED** incentives concerning the **KEA**

Parameters

- **The district administers a department approved KEA**
  - GOLD™ is the only approved KEA
- **To ALL incoming Kindergarteners**
  - Including all forms of Developmental Kindergarten
- **Assessment window is September 8-October 30, 2015.**

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Likely Next Steps

- The KEA is the first step to Michigan's comprehensive approach to Career and College Readiness

- Continuous quality improvement will be emphasized throughout the development and implementation of the Michigan's KEA

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Closing

We need to better understand our kindergarten students' abilities as they are entering school.

Your voices are important as we move forward with early literacy, numeracy, social/emotional and physical and cognitive development.

AND doing what's best for our Kindergarten students in our schools is our goal.

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For more information...

- Visit the Michigan KEA website:
  - http://www.michigan.gov/kea
- Email or call:
  - baa@michigan.gov or 877-560-8378 (Option 6).
  - creaghl@michigan.gov
  - paulj@michigan.gov

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