Early Literacy and Mathematics Benchmark Assessments
MDE Guidance for Kindergarten

Guidance on Kindergarten Assessments effective for 2016-17 school year

- Kindergarten - No required testing
- Two types of optional assessments
  - Observation-based assessment of skills upon kindergarten entry
  - Student-facing benchmark assessments
Student-facing benchmark assessments:

- Optional
- MDE’s Early Literacy and Math Benchmark
- ELA and Math
- Only available for spring administration
- Online only (for now)
- 100% aligned to Michigan Academic Standards
MDE Guidance for Grades 1 and 2

Student-facing Academic Benchmark Assessments should be administered to students in grades 1 and 2:

- The MDE-developed benchmark assessments are the Early Literacy and Mathematics K-2 Benchmark Assessments.
  
  OR
  
- A different benchmark assessment that meets the definition and criteria developed by the MDE.

MDE will not be giving a list of approved benchmark assessments. It is up to the district to determine whether the chosen benchmark assessment meets the definition and criteria.
Definition of Benchmark Assessments

- Used to evaluate student knowledge and skills relative to a specific set of academic goals
- Designed to inform decisions at the classroom level
- Are reported beyond the classroom
- Used to predict a student’s ability to succeed on large-scale summative assessment
- Used to evaluate a particular educational program
- Used to diagnose gaps in student learning
Criteria for Benchmark Assessments

- Administered at regular intervals
- Aligned to Michigan Academic Standards in ELA and mathematics
- Complement Michigan’s Summative Assessment System
- Rates of improvement are specified
- Provide information on pupil achievement
Michigan educators have been involved in the following:

- Context Writing and Review (ELA)
- Item Writing
- Initial Item Review
  - Bias-Sensitivity Reviewers (BSC)
  - Content Reviewers (CAC)

After Field Testing, Michigan educator take part in the following:

- Data Review
  - Bias-Sensitivity Reviewers (BSC)
  - Content Reviewers (CAC)
MDE Early Literacy and Mathematics Benchmark Assessments

For Grades 1 and 2

- ELA and Math
- Fall and spring administration
- Online only (for now)
- May serve as one measure of student growth
- 100% aligned to Michigan Academic Standards
MDE Early Literacy and Mathematics Assessment

- Color graphics
- Larger font size
- No scrolling
- Look and feel of computer game
- Audio supports
  - Human voice audio: Kindergarten and 1st grade
    - Male and Female
  - Text-to-Speech: Grade 2 (items only)
- Vertically aligned with grade 3 M-STEP
  - Item type
  - Rigor
  - Accessibility (text-to-speech)
MDE Early Literacy and Mathematics Assessment

Mathematics

- Counting and Cardinality (K only)
- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Measurement & Data
- Geometry
MDE Early Literacy and Mathematics Assessment

English Language Arts

- Reading
  - Informational
  - Narrative
  - Foundations

- Writing
  - Narrative
  - Informational
  - Opinion

- Language
  - Conventions
  - Vocabulary
MDE Early Literacy and Mathematics Assessment

- Positive feedback from teachers
- Students report, “It’s fun!”
- Data Review indicates student success
- Continuous development
  - New test items
  - New item types
  - New passages (ELA)
- Available on multiple platforms
  - Chromebook
  - iPad
  - Desktop
  - Laptop
Technology-Enhanced Item Types

- Matching
- Graphic drag and drop
- Hotspot
- Hot Text
- Order
- Choice
- Matching: Table
Technology-Enhanced Item Types

In Chrome Browser, go to [eDIRECT](https://wbte.drcedirect.com/MI/portals/mi)

Select Online Tools Training under “Early Literacy and Numeracy K, 1, 2”
**Match**

Connect items on the left with a “match” on the right.

*Language Standards*

L.K.VA.5a

With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Match each animal to its home.

- **the sea**
- **a barn**
Cam is writing about Dad's lemonade. Move a sentence onto the paper that tells why Cam likes Dad's lemonade.

Dad makes the best lemonade.
He puts real lemons in it.

I drink it from my favorite cup.
Lemonade is good on a hot day.

Graphic Drag and Drop

Move the sentence onto a the blank line to complete the task.

Writing Standards

W.K.TP.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . . ).
Jill is writing about her pet rabbit. Choose 1 sentence that does not fit in her story.

- I have a pet rabbit named Fluffy.
- I like to pet her soft fur.
- Some rabbits live in the wild.
- Fluffy tickles me with her nose.
- Having a pet rabbit makes me happy!

Choose a correct sentence by “clicking” or choosing.
Choose a correct sentence by “clicking” or choosing.

Language Standard
L.1.SE.1c

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Choose the sentence that is correct.

- He spins the top.
- They spins the top.
- She spins the top.
Order

Move sentences into the correct order.

Reading Standards

RL.2.IK.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

This story has 3 pages. First, read the story. Next, Answer the questions.

My Old Kite

My old paper kite has
Four sides, a diamond shape.
I put it all together
Using glue and lots of tape.

The tail tied at the bottom
Is made with strips of cloth.
They are worn and kind of tattered,
Been eaten by a moth.

Move the events into the order they happened in the poem.

- The kite flies higher than other kites.
- The narrator fixes the tail of the kite.
- The narrator takes the kite to the park.
- The kite crashes to the ground.
Choice

Choose the words to answer the question.

*Reading Standards*

RI.2.KI.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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**Safety Lights**

Cars have lights in front and the back. These lights help drivers see the road. These lights also help people see the cars.

Streetlights are lights that are on tall poles. They help drivers and walkers see the streets when it is dark.

Choose the words that tell what car lights help drivers do.

- [ ] see the road
- [ ] read in the dark
- [ ] watch a stage
Hotspot

Choose a correct response/picture by “clicking” or choosing.

Math Standards
M.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

Connor is looking for a cone. Help Connor by choosing the cone.
Graphic Drag and Drop

Move numbers into a field to show how many bears there are.

Math Standards
M.K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

David is counting his groups of bears. Move numbers to the lines to show how many are in each group.
Graphic Drag & Drop

Move base ten blocks to add.

Math Standards

M.1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Esme has 20 blocks. Ken has 10 blocks. Move blocks to the box to show how many they have in all.

\[
20 + 10 = ?
\]
Graphic Drag & Drop/Hotspot

Move the carrot to show how many carrot lengths the path is. Choose the number of carrots.

Math Standards

M.1.MD.A.2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Measure the path between the rabbit and the garden using the carrot.

Choose the number of carrots needed to measure the length of the path.

3 4 5
Graphic Drag & Drop

Move the number into the blank.

Math Standards

M.2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Carson measures his paper clip in centimeters and in inches. Move numbers to the lines to show the estimated length of the paper clip in centimeters and in inches.

The paper clip is about ___ centimeters long.

The paper clip is about ___ inches long.

2 3 4 5
Matching: Table

“Match” items on a grid to demonstrate relationship. This item type (format) is grade 2 on 

Math Standards

M.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Match the clocks that show the same time.
Talia walks 28 blocks. Shea walks 12 blocks.

How much farther does Talia walk than Shea?

- 8 blocks
- 16 blocks
- 28 blocks
Be Prepared!

SAMPLE ITEM SETS

• ALL GRADE LEVELS, K-2
• AUDIO SUPPORTS
• ALIGNED TO MI STANDARDS
• ACCESS USING INSIGHT
  OPEN IN CHROME

ELA
  ELA Kindergarten
  ELA Grade 1
  ELA Grade 2
  ELA Grade 2 Designated Support TTS

Math
MDE Early Literacy and Mathematics Benchmark Assessments

- Fall Admin dates: October 3 - October 21, 2016

- Timing
  - 30-40 minutes per part
  - 2 sessions (2 test tickets: Part 1, Part 2)
  - Breaks can be provided during test sessions using the software’s pause feature.

- Reports
  - Student Roster Reports will be available within 48 hours.
  - Individual Student Reports will be available later in the fall.
  - Information obtained will be aggregated.
MDE Early Literacy and Mathematics Assessment Sign in Screen

Online Tools Training
Test Sign In

Online Tools Training
Test Sign In

K, 1, 2
Early Literacy and Mathematics

Reserved

Test Sign In

DRC INSIGHT Online Assessments Tutorials
Copyright © 2016 Data Recognition Corporation.
# ELA Individual Student Report

<table>
<thead>
<tr>
<th>Domains</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall to Spring Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points Earned/Points Possible</td>
<td># omitted</td>
<td>Points Earned/Points Possible</td>
</tr>
<tr>
<td>Reading — Literary Text</td>
<td>4/6</td>
<td>—</td>
<td>6/6</td>
</tr>
<tr>
<td>Reading — Informational Text</td>
<td>6/6</td>
<td>—</td>
<td>4/6</td>
</tr>
<tr>
<td>Reading — Foundational Skills</td>
<td>4/9</td>
<td>2</td>
<td>6/9</td>
</tr>
<tr>
<td>Writing</td>
<td>4/6</td>
<td>—</td>
<td>4/6</td>
</tr>
<tr>
<td>Language</td>
<td>9/9</td>
<td>—</td>
<td>9/9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24/36</td>
<td>2</td>
<td>26/36</td>
</tr>
</tbody>
</table>

▲ = Points Earned Increase  
▼ = Points Earned Decrease  
○ = No Change in Points Earned  
■ = Earned All Points Possible on Fall & Spring Tests
# ELA Individual Student Report

<table>
<thead>
<tr>
<th>Assessment Categories</th>
<th>Brief Description of Academic Standards</th>
<th>Fall 2016 Score</th>
<th>Spring 2017 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading — Literary Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>Understand key details; retell stories (inc. central message); describe characters/setting/events.</td>
<td>3/3</td>
<td>3/3</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>Identify sensory words/phrases and narrator of a literary text; identify literary text types.</td>
<td>0/1</td>
<td>1/1</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>Use graphics to describe story elements; compare/contrast character experiences in literary text.</td>
<td>1/2</td>
<td>2/2</td>
</tr>
</tbody>
</table>
## ELA Individual Student Report

<table>
<thead>
<tr>
<th>Reading — Informational Text</th>
<th>6/6</th>
<th>4/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>3/3</td>
<td>1/3</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>1/1</td>
<td>1/1</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>2/2</td>
<td>2/2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading — Foundational Skills</th>
<th>4/9</th>
<th>6/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Concepts</td>
<td>2/5</td>
<td>3/5</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>0/1</td>
<td>0/1</td>
</tr>
<tr>
<td>Phonics and Word Recognition</td>
<td>2/3</td>
<td>3/3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>4/6</th>
<th>4/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Types and Purposes</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Production and Distribution of Writing</td>
<td>0/2</td>
<td>0/2</td>
</tr>
<tr>
<td>Research to Build and Present Knowledge</td>
<td>0/2</td>
<td>0/2</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Language</th>
<th>6/9</th>
<th>6/9</th>
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</thead>
<tbody>
<tr>
<td>Conventions of Standard English</td>
<td>6/6</td>
<td>6/6</td>
</tr>
<tr>
<td>Vocabulary Acquisition and Use</td>
<td>3/3</td>
<td>3/3</td>
</tr>
</tbody>
</table>
# Mathematics Individual Student Report

<table>
<thead>
<tr>
<th>Domains</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall to Spring Change</th>
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<tbody>
<tr>
<td></td>
<td>Points Earned/Points Possible</td>
<td># omitted</td>
<td>Points Earned/Points Possible</td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>4/12</td>
<td>—</td>
<td>11/12</td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>5/12</td>
<td>—</td>
<td>11/12</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>3/8</td>
<td>5</td>
<td>2/8</td>
</tr>
<tr>
<td>Geometry</td>
<td>2/4</td>
<td>—</td>
<td>2/4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14/36</strong></td>
<td><strong>5</strong></td>
<td><strong>26/36</strong></td>
</tr>
</tbody>
</table>

△ = Points Earned Increase  ▼ = Points Earned Decrease  ○ = No Change in Points Earned  ⬤ = Earned All Points Possible on Fall & Spring Tests
## Mathematics Individual Student Report

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<th>Assessment Categories</th>
<th>Brief Description of Academic Standards</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td></td>
<td>4/12</td>
<td>11/12</td>
</tr>
<tr>
<td>Represent and solve problems involving addition and subtraction</td>
<td>Add/subtract within 20 to solve word problems; solve for addition of 3 whole numbers</td>
<td>1/4</td>
<td>4/4</td>
</tr>
<tr>
<td>Understand and apply properties of operations and the relationship between addition and subtraction</td>
<td>Apply properties of operations to add/subtract; subtraction as an unknown-addend problem</td>
<td>0/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Add and subtract within 20</td>
<td>Relate counting to addition/subtraction; add/subtract within 20 demonstrating fluency</td>
<td>1/2</td>
<td>2/2</td>
</tr>
<tr>
<td>Work with addition and subtraction equations</td>
<td>Understand the meaning of =; determine the unknown whole number in addition/subtraction equation</td>
<td>2/4</td>
<td>4/4</td>
</tr>
</tbody>
</table>
# Mathematics Individual Student Report

<table>
<thead>
<tr>
<th></th>
<th>5/12</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Operations in Base Ten</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend the counting sequence</td>
<td>0/1</td>
<td>0/1</td>
</tr>
<tr>
<td>Count to 120, starting at any number less than 120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand place value</td>
<td>2/5</td>
<td>5/5</td>
</tr>
<tr>
<td>Understand that 2 digits represents 10s/1s; compare 2 2-digit numbers using &gt;, =, and &lt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use place value understanding and properties of operations to add and subtract</td>
<td>3/6</td>
<td>6/6</td>
</tr>
<tr>
<td>Add within 100; mentally find 10 more or less than a 2-digit number; subtract multiples of 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurement and Data</strong></td>
<td>3/8</td>
<td>2/8</td>
</tr>
<tr>
<td>Measure lengths indirectly and by iterating length units</td>
<td>2/4</td>
<td>2/4</td>
</tr>
<tr>
<td>Order 3 objects by length; express length of an object as a whole number of length units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell and write time</td>
<td>0/1</td>
<td>0/1</td>
</tr>
<tr>
<td>Tell and write time in hours and half-hours using analog/digital clock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent and interpret data</td>
<td>1/3</td>
<td>0/3</td>
</tr>
<tr>
<td>Organize, represent and interpret data up to 3 categories</td>
<td></td>
<td></td>
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<tr>
<td><strong>Geometry</strong></td>
<td>2/4</td>
<td>2/4</td>
</tr>
<tr>
<td>Reason with shapes and their attributes</td>
<td>2/4</td>
<td>2/4</td>
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<tr>
<td>Distinguish between attributes; compose 2-D/3-D shapes; partition circles/rectangles into 2 or 4 equal shares</td>
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</tbody>
</table>
## Student Roster Report for ELA

<table>
<thead>
<tr>
<th>Max Points</th>
<th>Students</th>
<th>Reading—Literary Text</th>
<th>Reading—Informational Text</th>
<th>Reading—Foundational Skills</th>
<th>Writing</th>
<th>Language</th>
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<tbody>
<tr>
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<td></td>
<td>Key Ideas and Details</td>
<td>Key Ideas and Details</td>
<td>Integration of Knowledge and Ideas</td>
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<td>Craft and Structure</td>
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<td>Text Types and Purposes</td>
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<td>Conventions of Standard English</td>
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<td>Vocabulary Acquisition and Use</td>
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<tr>
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<td>2 1 3 6</td>
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<td>3 0 0 3</td>
<td>1 1 2 4</td>
<td>0 0 0 0</td>
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# Student Roster Report for Mathematics

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<th>Number and Operations in Base Ten</th>
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<td></td>
<td>Represent and solve problems involving addition and subtraction.</td>
<td>Understand and apply properties of operations and the relationship between addition and subtraction.</td>
<td>Add and subtract within 20.</td>
<td>Extend the counting sequence.</td>
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<tr>
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<td>Understand and apply properties of operations and the relationship between addition and subtraction.</td>
<td>Add and subtract within 20.</td>
<td>Work with addition and subtraction equations.</td>
<td>Understand place value.</td>
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<tr>
<td></td>
<td>Add and subtract within 20.</td>
<td>Work with addition and subtraction equations.</td>
<td>Work with addition and subtraction equations.</td>
<td>Use place value understanding and properties of operations to add and subtract.</td>
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Resources

Watch the Early Literacy and Mathematics Assessments Video
○ Find it here: Early Literacy and Mathematics Assessments Video
(https://www.youtube.com/watch?v=QVOX3M5TYgY)

Watch the Tutorial video with students
○ Find it here: Tutorial Video
(http://assets.drcedirect.com/States/MI/Tutorials/Student/20160419/HTML5_EOCEP_MI/index.html)
Resources

Student completes the ELA & Math Online Tool Training (OTT)
Find them here: Online Training Tools
(https://wbte.drcedirect.com/MI/portals/mi/)

Read the Early Literacy and Mathematics Test Administration Manual
(http://www.michigan.gov/k-2benchmark)

Read the Early Literacy and Mathematics Test Administration Directions
(http://www.michigan.gov/k-2benchmark)
(available by end of September)
Read the **Early Literacy and Mathematics Benchmark Assessments (K-2) Supports and Accommodations Table and Resources**

Find it here: [Supports and Accommodations Table](http://www.michigan.gov/documents/mde/K2_Early_Literacy__Math_Accom_Table_532245_7.pdf)

Visit the [Early Literacy and Mathematics Benchmark Assessments (K-2) web page](http://www.michigan.gov/k-2benchmark) for more information.
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Questions?
Thank you!