

USING KINDERGARTEN
ASSESSMENT DATA TO IMPROVE
STUDENT OUTCOMES

OREGON DEPARTMENT OF EDUCATION OFFICE OF ASSESSMENT & ACCOUNTABILITY

# **OUTCOMES**:



## **AGENDA:**

- Improvements to the Kindergarten Assessment
- Interpretive Guidance for Approaches to Learning
- Participant Brainstorm
- Roseburg's Experience (Tatum Stedman)
- Marion & Polk Early Learning Hub's Experience (Marjorie Lowe and Lisa Harnisch)



# PURPOSES OF THE KINDERGARTEN ASSESSMENT:

- Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.
- Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.



# IMPROVEMENTS TO THE KINDERGARTEN ASSESSMENT:

- All Kindergarten Assessment materials are now non-secure.
- Early Literacy measures have become letter/sound recognition



## KINDERGARTEN ASSESSMENT RESOURCES:

## ODE's Kindergarten Assessment Resource Page:

http://www.ode.state.or.us/search/page/?=3908

- Assessment Results
- Specifications and Blueprints
- Test Manuals
- Parent Brochure
- Interpretive Guidance

# Oregon's Early Learning Systems Website:

https://oregonearlylearning.com/

- Early Learning Hubs
- Early Learning Programs
- Initiatives
- General information about the Kindergarten
   Assessment

### **GROUP INTERPRETIVE GUIDANCE FOR THE 2015-16** KINDERGARTEN ASSESSMENT:

#### SELF-REGULATION

#### Groups of Students:

- Follow directions and complete tasks with some adult support/redirection
- Try new tasks with some adult support and guidance
- Focus on a task with a few reminders from adults

Self-Regulation State Average 3.5

### **Approaching**

(2.91 - 3.99)

#### Groups of Students:

- · Interact with peers and adults appropriately with some adult support
- Express thoughts and feelings appropriately with some adult guidance

#### Groups of Students:

- Follow directions and complete tasks with minimal redirection from adults
- Try new tasks independently
- Focus on a task with minimal/no reminders from adults

3.8

Interpersonal Skills State Average

# Demonstrating & Above Groups of Students: Interact with peers and adults appropriately with

Express thoughts and feelings appropriately with minimal/no adult quidance

minimal/no adult support

#### INTERPERSONAL SKILLS

#### Groups of Students:

- On to the state of Interact with peers and adults appropriately with intensive adult support
  - Express thoughts and feelings appropriately with intensive adult guidance



Groups of Students:

Follow directions and

complete tasks with

Try new tasks with

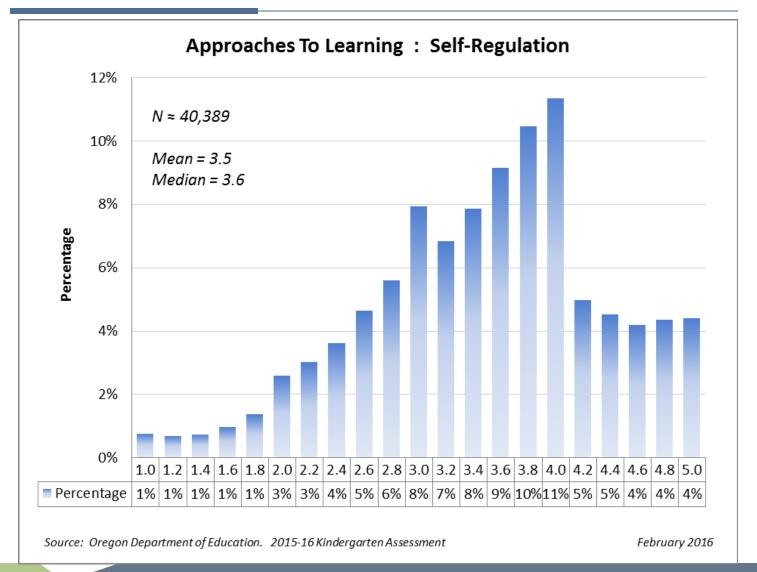
Focus on a task with

intensive adult support

intensive adult support

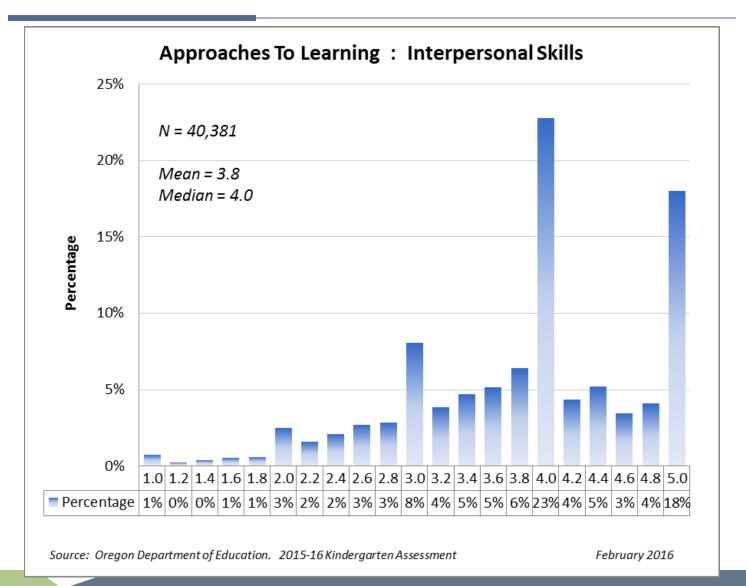
intensive adult support

### 2015-16 APPROACHES TO LEARNING RESULTS:





## 2015-16 APPROACHES TO LEARNING RESULTS:





## **BRAINSTORM:**

- 1) Do you use data from the Kindergarten Assessment?
- 2) How could you envision using the Kindergarten Assessment?



## WHERE IS THE DATA?

Data is available on the ODE Secure Site:

https://district.ode.state.or.us/home/

Data is housed in the Achievement Data Insight application (ADI)

https://district.ode.state.or.us/search/results/?id=4 40



# ROSEBURG PUBLIC SCHOOLS



