Using Early Childhood Assessment Information To Support Gifted Youth

March 2018
Session Overview

- Google Folder
  - https://goo.gl/v4fJHS

- Overview of Results Matter and School Readiness

- Overview of Early Childhood Assessments
  - Teaching Strategies GOLD
  - HighScope COR

- Using early childhood assessment data to support gifted youth
Results Matter
Results Matter

• Is a nationally recognized early childhood accountability program.

• The Results Matter program improves outcomes for Colorado’s youngest children by helping teachers, administrators, families, and other education stakeholders use authentic assessment data to inform classroom instruction as well as program and policy decision-making.
Results Matter

• Requires the use of ongoing assessment in early childhood programs receiving state and federal education funds

• Measures academic and developmental progress for children birth to six years of age

• Captures and generates automated data reports using secure online systems
  • Informs instruction and intervention
  • Meets state and federal reporting mandates
  • Reports progress based on Academic Standards
  • Provides opportunities for longitudinal study
Results Matter

- CDE must report annually information about the effectiveness of the Colorado Preschool Program (C.R.S 22-28-112)

- States and territories must report to the federal office of Special Programs (OSEP) on outcomes for preschoolers with disabilities (Individuals with Disabilities Education Act [IDEA] 20 USC Section 1416[b])

- Children funded by CPP and preschool special education must have individualized readiness plans that address progress toward school readiness as measured by an appropriate assessment tool (C.R.S 22-7-1014)
Who Participates in Results Matter?

Colorado Preschool Program*
Preschool Special Education*
Early Head Start
Head Start
Child Care Centers
Family Child Care Homes
Teen Parent Programs
Campus Child Care Care

*Denotes required participation in Results Matter required

1,000 sites
4,000 teachers
48,000 children
School Readiness
SB 08 212, known as Colorado’s Achievement Plan for Kids (CAP4K)

Preschool to Postsecondary Alignment Act

Included a provision related to school readiness

• **All** children in publicly funded preschool and kindergarten receive an Individual School Readiness Plan.

• Individual School Readiness Plans are informed by a State Board approved school readiness assessment.
Assessment Review committee used the following guidance from statute to review and recommend assessment tools.

- Per statute, tools must be able to inform instruction and intervention needs as research-based, reliable, and nationally recognized instruments for measuring school readiness (C.R.S. 22-7-1004 (2)(a))
Individual School Readiness Plans are informed by a State Board approved school readiness assessment

- Legislative requirements
  - All children in publicly funded preschool and kindergarten will have an Individual School Readiness Plan.
  - Individual School Readiness Plans are informed by a State Board approved school readiness assessment.

- CDE Recommendations
  - School Readiness Plans incorporate student strengths and goals in both developmental and academic areas, depending on the specific needs of the student.
  - Plans are developed in collaboration with families whenever possible.
  - School Readiness Plans are intended to be living documents, and updated periodically throughout the year to focus on the next steps and support and celebrate continuous growth of the student.
  - There is flexibility for districts to select reports generated by the assessment tool or choose to use a template.
Sample School Readiness Plans

- District Developed
- CDE Template
- GOLD Development & Learning Report
- GOLD Report Cards
- Reports available in other tools on the school readiness menu too
### Relationship Between Kindergarten Readiness Plans and READ

<table>
<thead>
<tr>
<th>School Readiness Plan</th>
<th>READ Plan</th>
<th>How they work together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for all kindergarten students</td>
<td>Required for kindergarten students with a Significant Reading Deficiency (SRD)</td>
<td>Information required in the READ Plan will be embedded in the School Readiness Plan</td>
</tr>
</tbody>
</table>

**Minimal Requirements**

CAP4K, The READ Act, and HB 15-1323 state that if a kindergarten student is identified as having a significant reading deficiency, the district will include the student’s READ plan as a component of the student’s school readiness plan.

**Recommendations**

Individual school readiness plans should incorporate all of the elements of other individual student learning plans currently in use:
- READ plans (pursuant to CAP4K, READ Act and HB 15-1323)
- Response to intervention (RtI) plans
- English language development plans
- Advanced learning plans (ALPs)
- Provide appropriate connections to Individualized Education Programs (IEPs).
What is Meant by “School Readiness”?

State Board Adopted Description:

• School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten.

• School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.
System of Support for Young Children

Aligned
P – 3 System

Ready Community

Ready School

Ready Child
Early Childhood Assessment Systems
Early Childhood Assessments...

- Provide real-time, high quality, useful information to teachers and families that can inform instruction and intervention.
- Guide the development of Individual School Readiness Plans for each student.

Assessment Information **WILL NOT** be Used to:

- Deny a student admission or progression to kindergarten or first grade.
Nature of Early Childhood Assessments

It is:
Observation Based, Over-Time, Contextual
  • Routine school and classroom activities
  • Teachers target opportunities to observe children

It is NOT:
A Beginning of Year Screener
Formal “Pull-Out”, Standardized, Paper-Pencil
  • Worksheet-based or requires child to “perform”
Purposes of Early Childhood Assessment

- Observe and document student’s development and learning over time
- Support, guide and inform planning and instruction
- Identify students who might benefit from additional support, screening, or further evaluation
- Report and communicate with family members and others
- Collect student outcome information as one part of a larger accountability system
- Provide reports to administrators to guide program planning and professional development opportunities
Early Childhood Assessments

Authentic
✓ An approach that is natural and non-threatening to children.
✓ Give a more realistic understanding of what young children know and can do in their everyday lives

Developmentally Appropriate
✓ Supportive, nurturing and safe where children can take risks and enjoy new experiences
✓ Can be adapted and varied based on many factors such as development, experience, interest, culture

Ongoing
✓ May be repeated within or across checkpoint terms

Curriculum- Embedded & Naturalistic
✓ Designed to be used while students engage in classroom activities
• Is an early childhood assessment system used for young children birth through 3rd grade.
• Measures children’s progress toward research based widely held age expectations.
• Observation-based
• Criterion-referenced
• Not a standardized assessment like DIBELS or ASQ.
• Not used for formal evaluation/diagnostics.
• Is a valid and reliable instrument.
• Provides both formative and summative assessment information.
• Is aligned with the Colorado Academic Standards and Early Learning and Development Guidelines.
The Domains

- Cover all aspects of development and learning

<table>
<thead>
<tr>
<th>Six Required Domains</th>
<th>Optional Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Areas</strong></td>
<td>• Science and Technology</td>
</tr>
<tr>
<td>• Social Emotional</td>
<td>• Social Studies</td>
</tr>
<tr>
<td>• Physical</td>
<td>• The Arts</td>
</tr>
<tr>
<td>• Language</td>
<td>• English Language Acquisition</td>
</tr>
<tr>
<td>• Cognitive</td>
<td>• Spanish Language</td>
</tr>
<tr>
<td><strong>Academic Areas</strong></td>
<td>• Spanish Literacy</td>
</tr>
<tr>
<td>• Literacy</td>
<td></td>
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<tr>
<td>• Math</td>
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</table>
Progressions of Development and Learning
Parts of a Progression

Predictable, not rigid
Overlapping
Uneven
Interrelated

Objective 20  Uses number concepts and operations
a. Counts  

<table>
<thead>
<tr>
<th>Net Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal counts (not always in the correct order)</td>
<td>• Says, “One, two, ten,” and sometimes fails to count</td>
<td>• Verbal counts to 10; counts up to five objects accurately, naming one number name for each object</td>
<td>• Verbal counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</td>
<td>• Verbal counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</td>
<td>• Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</td>
<td>• Counts 120 to determine how many; uses skip counting by 2s, 5s, 10s, and 100s; begins counting forward at any number between 1 and 120; counts backward from 20</td>
<td>• Counts to 1,000 to determine how many; uses skip counting by 2s, 5s, 10s, and 100s; begins counting at any number between 1 and 1,000; switches between skip counts</td>
<td>• Counts to more than 1,000 using number word patterns (e.g., tens, three) and skip counting; uses skip counting by 2s, 4s, 5s, 6s, 10s, and 100s</td>
<td>• Begins counting by “one, two, three, four, five, six, seven”</td>
<td>• When asked what comes after 15, says, “16. That’s one larger than 15.”</td>
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Indicators

Examples

Widely Held Expectations
The Domains

- Cover all aspects of development and learning

### Six Required Domains in COR

**Advantage & COR for Kindergarten**

#### Developmental Areas

- Approaches to Learning
- Social Emotional Development
- Physical Development and Health
- Language (with Literacy and Communication)

#### Academic Areas

- Literacy (with Language and Communication)
- Math

### Optional Domains in COR

**Advantage**

- Science and Technology
- Social Studies
- Creative Arts
- English Language Learning
APPROACHES TO LEARNING

A. Initiative and planning
0. Child turns toward or away from an object or person.
1. Child moves with persistence until reaching a desired object or person.
2. Child indicates an intention with one or two words.
3. Child expresses a plan with a simple sentence and follows through.
4. Child makes and follows through on two or more unrelated plans.
5. Child stays with his or her plan for a substantial part (at least 20 minutes) of work time (choice time, free play time).
6. Child plans and follows through on a project that takes more than two days to complete.
7. Child uses outside resources to gather information needed to complete his or her plan.

B. Problem solving with materials
0. Child moves his or her eyes, head, or hand toward a desired object or person.
1. Child repeats an action, even when it isn't working, to solve a problem.
2. Child asks for help in solving a problem with materials.
3. Child verbally identifies a problem with materials.
4. Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials.
5. Child helps another child solve a problem with materials.
6. Child anticipates potential problems with materials in play and identifies possible solutions.
7. Child coordinates multiple resources (materials and/or people) to solve a complex problem with materials.
Early Childhood Assessment Data
Can GOLD® data be used to determine Early Entrance?

• Decision should not be made based on GOLD data alone. Similar to the process of referring children to Child Find, GOLD data could potentially be used as starting point for referral for more formal evaluation and testing pursuant to state rule/statute and administrative unit policy.

• Similarly, school readiness assessments shall not be used to deny a student admission or progression to kindergarten or first grade. (C.R.S. 22-7-1004 (2)(a))
What information does GOLD® and HighScope® COR provide?

- Progress monitoring in all major domains of development and learning. Not just literacy and mathematics.
- A child may likely meet the kindergarten readiness benchmark in one area but not others.
- Kindergarten readiness is not a single construct.
Using Assessment Reports

Informing Instruction
- Whole Group
- Small Group
- Individuals

Communicating with Families
- K Readiness Plan
- K Report card
- P/T Conferences

Communicating with Administrators
- Mid Year and Year End reflections
- Share growth
- Set goals

RtI and MTSS
- Support other plans
- ALP’s, ELL’s . . .

Goal Setting for Professional Development
- Vertical teaming PK and K, 1st
  - PLC’s
  - Transition Planning

Kindergarten School Readiness Reporting
Informing Instruction

Class Profile

- Whole group
- Small Group
- Individual
Communicating with Families

Development and Learning Report: Joey Alblue

Date: May 31, 2017
Class: Shannon’s Practice Class
Teacher: Shannon Montalbano
Child: Joey Alblue

Period: 4th Term 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)

This report highlights your child’s strengths in particular areas of development and learning.

Social-Emotional

Currently, Joey:
- Controls strong emotions in an appropriate manner most of the time
- Takes responsibility for own well-being
- Is beginning to recognize that others’ feelings about a situation might be different from his or her own
- Interacts cooperatively in groups of four or five children
- Is beginning to cooperate and share ideas and materials in socially acceptable ways
- Is beginning to resolve social problems through negotiation and compromise

Next Joey will:
- Begin to manage strong emotions using known strategies
- Begin to practice skills to reach desired level of personal achievement
- Recognize that others’ feelings about a situation might be different from his or her own
- Begin to work with a group toward a shared goal; participate in group games with rules
- Cooperate and share ideas and materials in socially acceptable ways
- Resolve social problems through negotiation and compromise
Communicating with Families

Resources Library

Select resources to share with your children's family members. The Resources Library helps you partner with families to share resources that promote family engagement while strengthening children's development and learning.

Select Shared Resources

- Development and Learning Activities

Age or Class/Grade

Kindergarten

Area of Development and Learning

- Social-Emotional
- Physical
- Language

Resources Summary

Select Shared Resources

- Development and Learning Activities

Language

- English

Age or Class/Grade

- Kindergarten

Area of Development and Learning

- None

Submit
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