

Administration Recommendations for the 2020 School Year

Given the limited number of assessment items, COR for K is designed to be administered in 20-30 minutes per child in an in-person setting. In hybrid and virtual learning environments, teachers and schools should consider their individual context, the families they support, and the data collection methods that will work best for them. While we believe that it is important to partner with families to understand what children are doing at home, we also believe that families cannot supplant teachers in their roles as data collectors.

Guidance for Hybrid or Remote Settings:

1. Use the **assessment administration tasks** provided to quickly assess and progress monitor. If you are teaching in a hybrid model, consider which of the activities will be easiest to administer virtually. For example:
 - a teacher can show a child letter or number cards over a video call
 - a teacher can ask a child to write them a story or letter while they are at home
2. Use the **Times, Places, and Suggested Activities** resources. These documents provide suggested activities that can help teachers consider when children might demonstrate these skills. With slight modifications, many of these activities will apply to a virtual context. For example:
 - An interactive read-aloud activity over a video call
 - A rhyming or alliteration game played with a small group over a video call
 - A discussion about health protocols (i.e. wearing a mask, washing hands)
 - A virtual dance party or a game of Simon Says
 - Asking a child to tell them about a challenge they faced and how they solved it
3. If your families are able, we recommend **asking for a limited amount of documentation** from families. Please note, in order to prevent placing an undue burden on families, think strategically about which types of activities are both easy for families to capture and can provide insights into progress on multiple different skills. For example:
 - A video of a child reading a story or poem
 - A video of a child counting (i.e. while folding laundry or unpacking groceries)
 - A video of a child playing with a sibling (if applicable)
4. Use **conversations with families** to help fill in the gaps by asking open-ended questions and follow-up questions as needed. For example:
 - Ask families to share a story about a time their child persisted
 - Ask families to share and describe a child's interaction with a peer (either a sibling or a peer virtually)

