

DRDP-K Administration in a Remote Setting

In order to develop schema related to evidence that could be gathered about kindergarten students' readiness from a remote learning environment, our district engaged a small working focus group to extend the current list of "Possible Examples" in each domain. We followed the steps below to facilitate this process. The "Possible Examples" generated by the working focus group were shared with our Kindergarten teachers in a training to expand their bank of potential observables to evaluate kindergarten readiness.

1. Convene focus group of 8-12 interested Kindergarten teachers to review the developmental descriptors in each domain. Discuss the differences between "Building Middle and Building Later"
2. Review the Possible Examples of evidence that could be gathered from in person learning experiences, focusing primarily on Building Middle and Building Later.
3. Divide the working focus group into small groups of approximately 3-4 teachers. Provide them with 20 minutes to dive into a domain to discuss and create additional "Possible Examples" that could be observed through remote learning environments. Have the small group add their examples into a table to describe Building Middle and Building Later.

4. Randomly mix the participants into another small group of approximately 3-4 teachers. Provide them with 20 minutes to dive into a **different domain** to discuss and create additional “Possible Examples” that could be observed through remote learning environments. Have the small group add their examples into a table to describe Building Middle and Building Later.

5. Return the working focus group together for a whole group debrief. Use framing questions like, “What did you notice...?” “What did you learn...?” Answer specific questions related to administration, i.e., if not observed, try creating a specific lesson in to provide a setting to capture such data, if child is uncomfortable turning on video camera, look for other methods to gather student work.

6. **Emphasize** - the purpose of Kindergarten School Readiness assessment is less about assessment, and more about providing YOU the professional with an indication of skills and capabilities of each child that you can use to focus and frame the lessons you

develop to support their developmental group throughout the whole year.