

# Louisiana Believes

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## K-2 Assessments

# Session Objectives

- Discuss a critical goal for PreK-2 and three levers that support achievement of this goal
- Distinguish the skills that matter most in PreK-2
- Determine which assessments best measure these skills
- Develop next steps for selecting required (and optional) assessments in K-2

# PreK-2 Goal

Ensure all PreK-2 children master age-appropriate language, literacy, and numeracy skills and content knowledge to achieve reading and math proficiency in third grade and beyond.

# PreK-2<sup>nd</sup> Grade Vision: Three Critical Levers with Options

1. Every PreK-2 student has access to **rigorous curriculum** that provides children with a foundation of solid literacy and numeracy skills and access to a wide volume of reading and math opportunities (e.g., [Tier 1](#) and [Guidebooks](#)).
2. Schools use **validated observational tools** (e.g., [CLASS](#), [Compass](#), [TAP](#)) to rate and improve the quality of teaching in PreK-2 classrooms to ensure: a) high-quality interactions between teachers and students and b) engaging instruction that reflects best practices and stimulates student interest.
3. Teachers use **meaningful assessments** to monitor student progress and identify instructional needs.

# ECE Curricular Options

- **Tier 1 [Posted Reviews](#)**

- ❖ Abrams Learning Trends DIG (Ages 3-4)
- ❖ Frog Street (Ages 0-3 and 3-4)
- ❖ Kaplan Learn Every Day (Ages 0-3)
- ❖ Pearson OWL (Ages 3-4)
- ❖ Teaching Strategies Creative Curriculum (Ages 0-3 and 3-4)
- ❖ Voyager We Can (Ages 3-4)

- **Tier 2 [Posted Reviews](#)**

- ❖ Care and Early Learning ECE (Ages 0-3)
- ❖ High Scope Core Knowledge (Ages 3-4)
- ❖ Success for All Curiosity Corner (Ages 3-4)

- **ECE Programs Currently Under Review (All Ages 3-4) (5 programs)**

Bright Horizons, HMH Big Day, Tools of the Mind, Great Minds Eureka Math, and  
Preschool Palace

# K-2 Curricular Options

- **Tier I [Posted Reviews](#) for Grades K-2**
  - ❖ American Reading Company [IRLA Foundational Skills Toolkit](#) (pair with ELA program such as [Guidebooks 1.0](#))
  - ❖ Core Knowledge [Skills Strand](#) (pair with ELA program such as [Guidebooks 1.0](#))
- **Grades K-2 Programs Currently Under Review**
  - ❖ EL Education K-2 (Full program: Modules, Literacy Labs, Reading Foundation Skills Block)
  - ❖ Great Minds (ELA modules only; will need to be paired with a Tier I foundations program)
  - ❖ HMH Journeys (Full Program; resubmission – currently Tier III)
  - ❖ Success for All Foundation (Full program for Grades K and 1)

Meaningful Assessments to Measure  
PreK-2  
Developmental Skills and Learning

# Overview of Key PreK-2 Developmental Skills

Domains	Developmental Skills
Language and Literacy	<ul style="list-style-type: none"> <li>• Uses an expanding expressive <b>vocabulary</b></li> <li>• Uses conventional <b>grammar</b></li> <li>• Demonstrates <b>phonological awareness, phonics</b> skills, and <b>word recognition</b></li> <li>• Reads with <b>fluency</b> (emergent readers in PreK/K; grade level texts in 1<sup>st</sup>-2<sup>nd</sup>)</li> <li>• <b>Expresses understanding/comprehension</b> of topics, texts, and experiences</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Uses <b>number concepts</b> and <b>operations</b></li> <li>• Compares/understands <b>measurement</b></li> </ul>
Approaches to Learning	<ul style="list-style-type: none"> <li>• Shows <b>persistence</b></li> <li>• Shows <b>curiosity</b> and motivation</li> <li>• Shows <b>flexibility</b></li> </ul>
Social-Emotional	<ul style="list-style-type: none"> <li>• Follows <b>rules</b></li> <li>• Displays positive peer <b>interactions</b></li> <li>• Balances <b>needs</b> and <b>rights</b> of self and others</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Demonstrates <b>traveling</b> and <b>balancing</b> skills</li> <li>• Demonstrates <b>gross-motor</b> manipulative skills</li> <li>• Demonstrates <b>fine-motor</b> strength and coordination</li> </ul>



# Sort and Sequence Activity

## Instructions:

1. First, determine the appropriate domain for each set of skills on the next slide, using the template provided (e.g., Language/Literacy, Math, Approaches to Learning, Social-Emotional, or Physical).
2. Next, determine the area within the domain the skills address (e.g., Vocabulary, Grammar, PA/ Phonics, Fluency, Comprehension).
3. Finally, sequence the skills into a progression from PreK-Second Grade.

# Sort and Sequence Activity

## **Set 1**

Uses new words in varied contexts

Uses academic words and phrases

Uses new meanings for familiar words

Uses familiar words to describe items

## **Set 2**

Blends and segments sounds

Reads irregularly spelled words

Reads words with short and long vowels

Knows the beginning sounds of words

## **Set 3**

Invites peers to play

Follows and leads

Plays with peers

Compromises

# Progression of Developmental Skills Examples

Area	PreK	Kindergarten	First Grade	Second Grade
<b>Language and Literacy</b>				
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Uses familiar words to describe items</li> </ul>	<ul style="list-style-type: none"> <li>• Uses new meanings for familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses new words in varied contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Uses academic words and phrases</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Uses four- to six-word sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses common verbs and nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Uses subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Uses compound sentences</li> </ul>
<b>PA/Phonics/WR</b>	<ul style="list-style-type: none"> <li>• Knows the beginning sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>• Blends and segments sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Reads words with short and long vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Reads irregularly spelled words</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Pretend reads</li> </ul>	<ul style="list-style-type: none"> <li>• Reads emergent texts</li> </ul>	<ul style="list-style-type: none"> <li>• Reads on-level texts</li> </ul>	<ul style="list-style-type: none"> <li>• Reads varied genre</li> </ul>
<b>Comprehension (Oral/Written)</b>	<ul style="list-style-type: none"> <li>• Retells a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies characters, settings, and major events in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases major points in text</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizes central message of text</li> </ul>
<b>Math</b>				
<b>Numbers/Operations</b>	<ul style="list-style-type: none"> <li>• With support, adds and subtracts objects</li> </ul>	<ul style="list-style-type: none"> <li>• Adds and subtracts numbers within 10</li> </ul>	<ul style="list-style-type: none"> <li>• Adds and subtracts numbers within 20</li> </ul>	<ul style="list-style-type: none"> <li>• Solves two-step word problems</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Uses objects (hands, feet, cubes) to measure</li> </ul>	<ul style="list-style-type: none"> <li>• Uses standard measurement tools</li> </ul>	<ul style="list-style-type: none"> <li>• Measures length of an object accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Measures and compares length of two objects</li> </ul>

# Progression of Developmental Skills Examples (continued)

Area	PreK	Kindergarten	First Grade	Second Grade
<b>Approaches to Learning</b>				
<b>Persistence</b>	<ul style="list-style-type: none"> <li>Pursues hard tasks</li> </ul>	<ul style="list-style-type: none"> <li>Plans/pursues goals</li> </ul>	<ul style="list-style-type: none"> <li>Acts methodically</li> </ul>	<ul style="list-style-type: none"> <li>Completes assignments</li> </ul>
<b>Curiosity</b>	<ul style="list-style-type: none"> <li>Shows eagerness</li> </ul>	<ul style="list-style-type: none"> <li>Explores</li> </ul>	<ul style="list-style-type: none"> <li>Asks open questions</li> </ul>	<ul style="list-style-type: none"> <li>Researches topics</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>Accepts better ideas proposed</li> </ul>	<ul style="list-style-type: none"> <li>Thinks through possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits creative ways to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Accepts last-minute changes</li> </ul>
<b>Social-Emotional</b>				
<b>Rules</b>	<ul style="list-style-type: none"> <li>Accepts redirection from adults</li> </ul>	<ul style="list-style-type: none"> <li>Follows rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>Applies rules in new but similar situations</li> </ul>	<ul style="list-style-type: none"> <li>Understands/explains reasons for rules</li> </ul>
<b>Interactions</b>	<ul style="list-style-type: none"> <li>Plays with peers</li> </ul>	<ul style="list-style-type: none"> <li>Invites peers to play</li> </ul>	<ul style="list-style-type: none"> <li>Compromises</li> </ul>	<ul style="list-style-type: none"> <li>Follows and leads</li> </ul>
<b>Needs/Rights</b>	<ul style="list-style-type: none"> <li>Takes turns</li> </ul>	<ul style="list-style-type: none"> <li>Shares materials</li> </ul>	<ul style="list-style-type: none"> <li>Shares ideas</li> </ul>	<ul style="list-style-type: none"> <li>Completes group tasks</li> </ul>
<b>Physical</b>				
<b>Travel/Balance</b>	<ul style="list-style-type: none"> <li>Jumps small objects</li> </ul>	<ul style="list-style-type: none"> <li>Hops across field</li> </ul>	<ul style="list-style-type: none"> <li>Balances for 3 seconds</li> </ul>	<ul style="list-style-type: none"> <li>Walks across apparatus</li> </ul>
<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>Catches ball</li> </ul>	<ul style="list-style-type: none"> <li>Kicks moving ball</li> </ul>	<ul style="list-style-type: none"> <li>Strikes a moving target</li> </ul>	<ul style="list-style-type: none"> <li>Dribbles ball</li> </ul>
<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>Uses 3-point finger grip but may hold tool too close to one end</li> </ul>	<ul style="list-style-type: none"> <li>Uses 3-point finger grip and efficient hand placement</li> </ul>	<ul style="list-style-type: none"> <li>Outlines/traces shapes</li> </ul>	<ul style="list-style-type: none"> <li>Stays within the lines while following a maze</li> </ul>

# Meaningful Assessments: Kindergarten Entry Assessment

# Kindergarten Entry Assessment Options 2017 – 18 Transitional Year

- **Teaching Strategies GOLD Survey** © (pending BESE approval in April)
  - ❖ Observation-based tool
  - ❖ ~ \$10.45/child (includes database to report results)
  - ❖ Districts pay
- **Desired Results Developmental Profile** © ([DRDP-K](#)) (pending BESE approval in April)
  - ❖ Observation-based tool
  - ❖ Abbreviated version
  - ❖ Free
  - ❖ Report results on an Excel spreadsheet provided by LDOE
- **Developing Skills Checklist** © (DSC)
  - ❖ Out-of-print, however, districts may choose to use this assessment during the 2017-18 transitional year if they have secured sufficient materials
  - ❖ Continue to report results on the DSC system at Red-e-Set-Grow

In 2018-19, districts will be required to administer either GOLD or DRDP. Click [here](#) to see GOLD © and DRDP © correlations.

# GOLD Survey and DRDP-K Correlations with Key Kindergarten Developmental Skills

Area	K Academic and Non-Academic Key Skills and Examples	GOLD Survey	DRDP-K
<b>Language and Literacy</b>			
Vocabulary	Uses new words	✓	✓
Grammar	Uses verbs and nouns	✓	✓
PA/Phonics	Blends/segments sounds	✓	✓
Fluency	Reads emergent texts	✓	✓
Comprehension	Recounts/analyzes characters, events, ideas in text	✓	✓
<b>Math</b>			
Numbers/Operations	Adds and subtracts numbers within 10	✓	✓
Measurement	Uses standard measurement tools	✓	✓
<b>Approaches to Learning</b>			
Persistence	Plans/pursues goals	✓	✓
Curiosity	Explores	✓	✓
Flexibility	Thinks through possible solutions	✓	✓
<b>Social-Emotional</b>			
Rules	Follows rules and routines	✓	✓
Interactions	Invites peers to play	✓	✓
Needs/Rights	Shares materials	✓	✓
<b>Physical</b>			
Traveling/Balancing	Hops across field	✓	✓
Gross Motor	Kicks moving ball	✓	✓
Fine Motor	Uses 3-point finger grip and efficient hand placement	✓	✓

# Kindergarten Entry Assessment and CLASS Pilot Districts

## Desired Results Developmental Profile

- ❖ Assumption (Joan Rodrigue) **also CLASS**
- ❖ Laurel Oaks Charter in Baton Rouge (Shafeeq Shamsid-Dean)
- ❖ New Beginnings Charter in New Orleans (Karen Gauthier)
- ❖ New Orleans College Prep (Miranda Siwa)
- ❖ West Baton Rouge (Cindy Orso)

## Teaching Strategies GOLD Survey

- ❖ DeSoto (Kathy Noel)
- ❖ East Baton Rouge (Cynthia Sampey)
- ❖ Jefferson Davis (Arlene Heinen)
- ❖ Madison (Gloria Henderson)
- ❖ Pointe Coupee (Kristy Lacoste)
- ❖ Rapides (Cynthia Rushing)
- ❖ Sabine (Melyssa Snelling) **also CLASS**
- ❖ St. Bernard (Debbie Siebert) **also CLASS**
- ❖ St. Helena (Sonia Gutierrez) **also CLASS**
  
- ❖ Allen (Lynda McCullough) **CLASS only**



Meaningful Assessments:

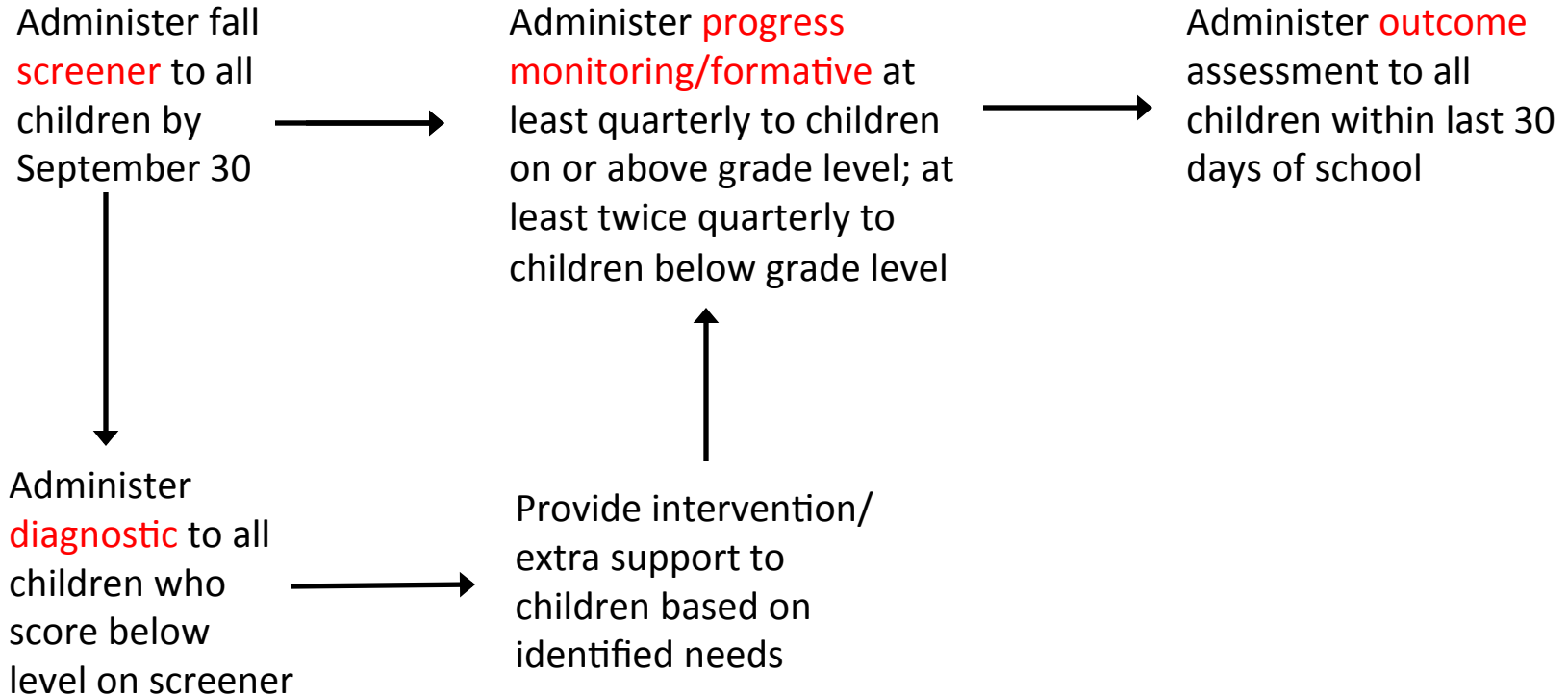
K-2 Literacy and Math

Screening, Diagnostic, Progress Monitoring,  
and Outcome Assessment Recommendations

# K-2 Literacy Assessment Recommendations

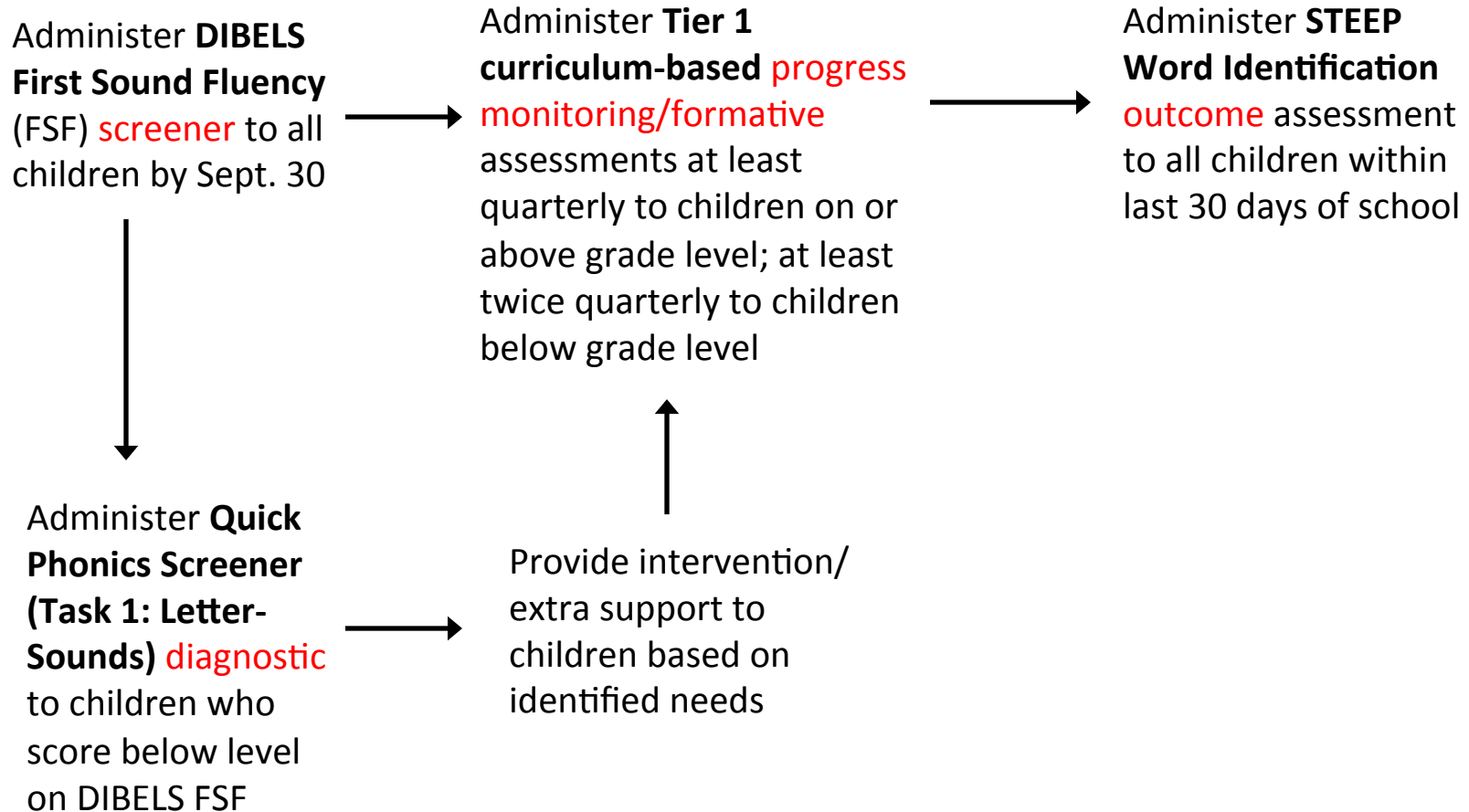
Grade Level	Screening Assessment Required*	Diagnostic Assessment Optional	Progress Monitoring Assessment Optional	Outcome Assessment Optional
K	DIBELS Next First Sound Fluency Fountas & Pinnell Initial Sounds iSTEEP Initial Sound Fluency <a href="#">STEP</a> First Sounds	<a href="#">Quick Phonics Screener</a> (Tasks 1a-b) STEEP Diagnostic Adaptive	<p style="text-align: center;">EAGLE <a href="#">Formative Instructional Tasks</a> Tier 1 Curriculum-Based</p>	STEEP Passage Reading
1	DIBELS Next Nonsense Word Fluency-CLS Formative Assessment for Students and Teachers <a href="#">FAST</a> Fountas & Pinnell Phonograms iSTEEP Nonsense Word Fluency STEP Reading Record	<a href="#">GRADE</a> Quick Phonics Screener (Tasks 2-3) STEEP Diagnostic Adaptive		STEEP Smart Cloze
2	Aimsweb Oral Reading Fluency DIBELS Next Oral Reading Fluency (Passage 1 only; Words Correct score) FAST Fountas & Pinnell Oral Reading STEEP Oral Reading Fluency STEP Reading Rate/Fluency	GRADE Quick Phonics Screener (Tasks 4-7) STEEP Diagnostic Adaptive		STEEP Advanced Literacy

# Assessment Flow Chart



# Sample Scenarios

# Kindergarten Sample Scenario



# First Grade Sample Scenario

Administer **DIBELS Nonsense Word Fluency-CLS screener** to all children by Sept. 30



Administer **Quick Phonics Screener (Tasks 1-5) diagnostic** to children who score below level on DIBELS Nonsense Word Fluency-CLS



Administer **EAGLE progress monitoring/formative** assessments at least quarterly to children on or above grade level; at least twice quarterly to children below grade level

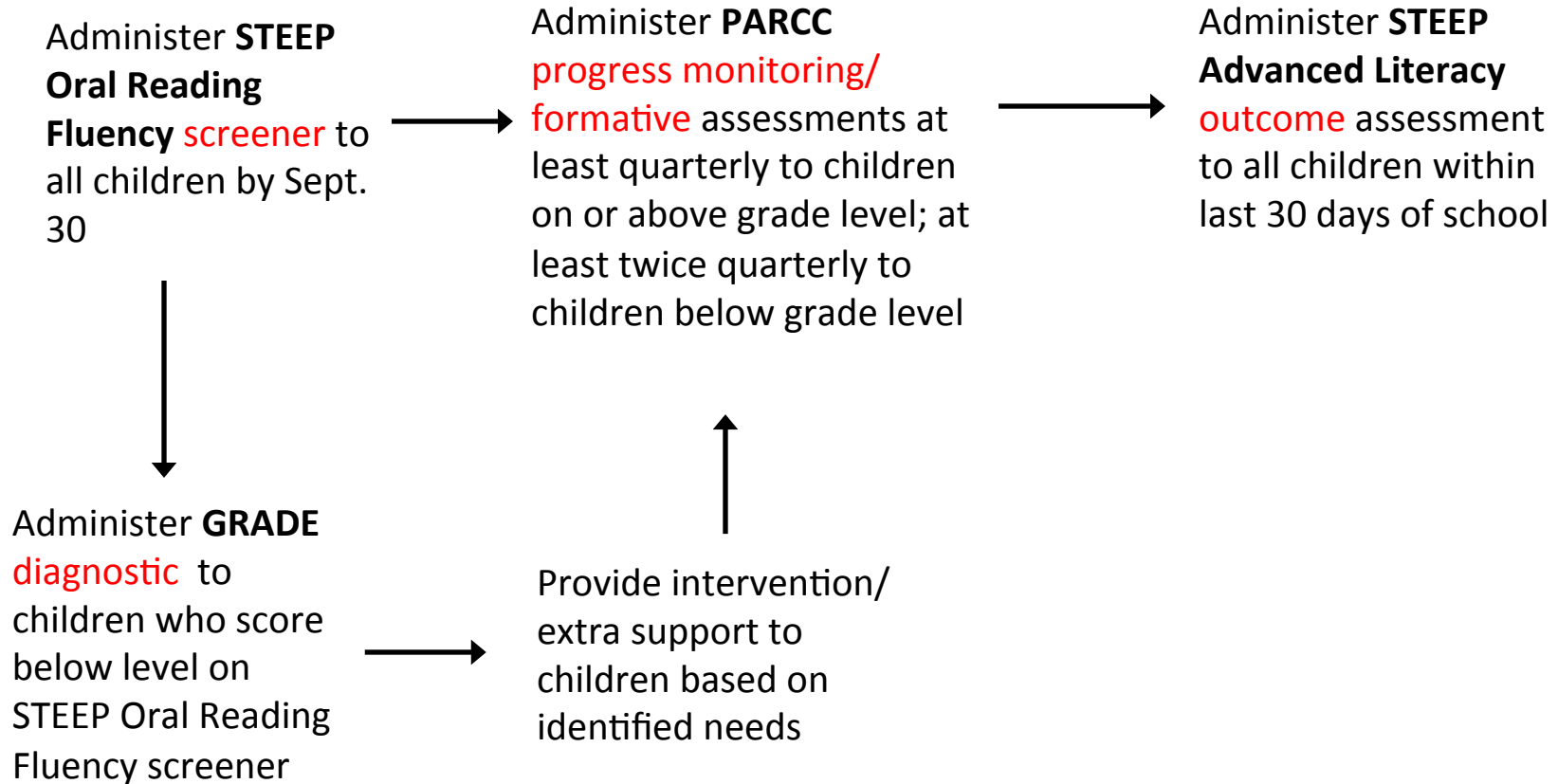


Provide intervention/extra support to children based on identified needs

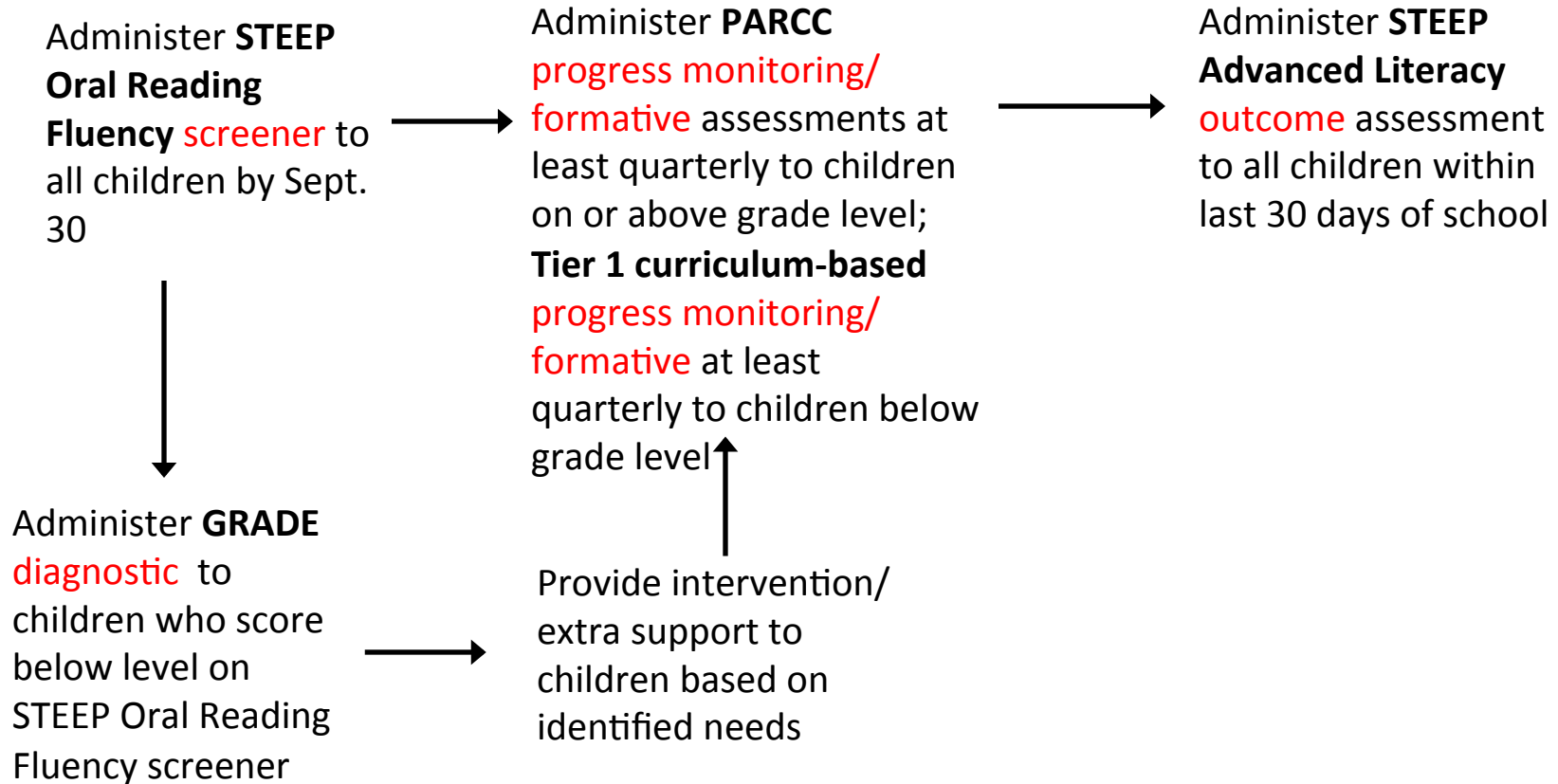


Administer **STEEP Smart Cloze outcome** assessment to all children within last 30 days of school

# Second Grade Sample Scenario 1



# Second Grade Sample Scenario 2





# Summary of KEA and K-3 Screening Assessment Options 2017-18

## **Kindergarten Entry Assessment** (Districts choose one of the following.)

- Teaching Strategies GOLD Survey (pending BESE approval)
- Desired Results Developmental Profile ([DRDP-K](#)) (pending BESE approval)
  - ❖ Abbreviated version (items on DRDP/GOLD correlation document)
- Developing Skills Checklist (DSC)

## **K-3 Literacy Screener** (Districts choose one of the screening assessments on Slide 16 for each grade level.)

- To eliminate redundancy, the K fluency screener can be used for the KEA literacy item on discrete units of sounds – specifically, GOLD 15c, DRDP LLD 8, or DSC items 19 and 21.

# State Actions Training Calendar

KEA	When
Provide KEA guidance and disseminate KEA FAQs at Supervisor Collaboration	March
Provide KEA administration and reporting updates in DPCs and newsletters	April - September
Facilitate GOLD and DRDP overview webinars with vendors	April 6 and 20 (repeated) GOLD 2:00 pm; DRDP 3:00 pm
Facilitate access to assessment resources	April – May
Provide reporting templates for DRDP	May-June
Offer GOLD and DRDP training sessions at Summit	June
K-2 Assessments	When
Provide updated guidance at Supervisor Collaboration	March
Provide administration and reporting updates in DPCs and newsletters	April - September
Offer K-2 assessment sessions at Summit (e.g., K-2 Formative Tasks)	June
Provide reporting templates for Fall Literacy Screener	July
Provide ongoing technical support as requested	Ongoing

# District Actions

KEA	When
Review the Gold and DRDP correlation table(s)	March Collaboration and beyond
Develop (3) action steps for choosing which KEA to use	March Collaboration
Participate in DRDP and/or GOLD webinars	April 6 and April 20 (repeated)
Complete LDOE survey indicating KEA selection	April 11, 18, 25 Newsletters
Purchase assessment, if applicable; obtain all materials	April – June
Participate in Summit sessions on GOLD or DRDP	June
Ensure all teachers are trained to use selected KEA	June-August
Assess all students using selected KEA	First 30 days of school
Report data to LDOE (GOLD database; DRDP and DSC on LDOE Excel template)	September 30
Inform Network staff of any needs or questions	Ongoing
K-2 Assessments	When
Study K-2 screening, diagnostic, progress monitoring, and outcome assessment options and make selections	March - April
Complete LDOE survey indicating screening selections	April 11, 18, 25 Newsletters
Purchase assessments, if applicable; obtain all materials	April - June
Attend K-2 assessment sessions at Summit	June
Ensure all teachers are trained to use assessments	June-August
Assess all students using approved literacy screener	First 30 days of school
Report data to LDOE on provided template	September 30
Report data to LDOE on provided template	Ongoing

# Planning Activity

Using the Table below develop/list 2-3 next steps for making decisions about a:

- KEA **and/or**
- K-2 literacy assessment (required or optional)

## KEA Example

Step*	Who Involved	When	How
1. Review GOLD and DRDP correlations	<ul style="list-style-type: none"> <li>• PreK and Elementary District Supervisors</li> <li>• School Principals</li> <li>• PreK/K Teacher Leaders</li> </ul>	March 22	<ul style="list-style-type: none"> <li>• Review independently prior to March 22 and list 3 take-aways</li> <li>• Discuss March 22</li> </ul>
2. Attend GOLD and DRDP overview webinars			

## K-2 Formative Assessments Example

Step*	Who Involved	When	How
1. Review K-2 ELA Formative Assessments			
2.			

## Contact Information:

### GOLD

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### DRDP

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