K-3 Formative Assessment

Kindergarten Developmental Inventory
What are we doing to help children learn?

The K-3 Formative Assessment Process is:

• Meeting children where they are;
• Strengths-based;
• Designed to ensure that children are reading at grade level by the end of third grade;
• Groundbreaking. Our state and nine others are developing it with the support of a $6.2 million grant.
Vision for the Assessment

Formative Assessment

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.

KDI/KEA In The Making
Vision: 4 Key Points

- **Key Point #1:** K-3 Formative Assessment Process focuses on the whole child
Vision: 4 Key Points

- **Key Point #2**: Occurs *during* instruction rather than as an isolated event apart from instruction.

  - Teachers can learn about students throughout the day in a variety of settings:
    - Whole group
    - Small group
    - Centers/stations
    - Individual
Vision: 4 Key Points

• **Key Point #3**: A teacher can collect evidence about students using a variety of strategies:
  – Talk with families
  – Take photos
  – Record student conversations
  – Write anecdotal notes
  – Collect work samples
  – Incorporate evidence from other school educators (e.g., PE, OT, Speech, ELL)
Vision: 4 Key Points

• **Key Point #4**: What is learned is used to guide instruction:
  – Identifies what students know and are able to do and where to head next
  – Helps to plan and adjust instruction in an ongoing manner
  – Helps to meet the needs of all students
## Domains and Constructs

<table>
<thead>
<tr>
<th>Domain</th>
<th>K–3 Constructs</th>
<th>K Entry OR K-3</th>
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</thead>
<tbody>
<tr>
<td>Health &amp; Physical Development</td>
<td>Fine Motor: Grip &amp; Manipulation</td>
<td>K Entry*</td>
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<tr>
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<td>Fine Motor: Hand Dominance</td>
<td>K Entry*</td>
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<td></td>
<td>Crossing Midline</td>
<td>K Entry*</td>
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<td>Gross Motor Development</td>
<td>K-3</td>
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<td>Social-Emotional Development</td>
<td>Emotion Expression</td>
<td>K-3</td>
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<td>Emotion Regulation Strategies</td>
<td>K-3</td>
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<td>Emotional Literacy</td>
<td>K Entry*</td>
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<td>Language Development &amp;</td>
<td>Book Orientation</td>
<td>K Entry*</td>
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<td>Communication</td>
<td>Print Awareness</td>
<td>K Entry*</td>
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<td>Letter Naming</td>
<td>K Entry*</td>
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<td></td>
<td>Following Directions</td>
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<td></td>
<td>Writing</td>
<td>K-3</td>
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<td>Reading Comprehension</td>
<td>K-3</td>
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<td>Vocabulary</td>
<td>K-3</td>
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<tr>
<td>Approaches to Learning</td>
<td>Engagement &amp; Persistence</td>
<td>K-3</td>
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<tr>
<td>Cognitive Development</td>
<td>Object Counting</td>
<td>K Entry*</td>
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</tbody>
</table>
K - 3 Coverage of Enhanced Constructs

- Hand Dominance
- Crossing Midline
- Grip & Manipulation
- Gross Motor
- Perseverance
- Emotion Expression
- Emotion Regulation
- Emotional Literacy
- Object Counting
- Problem Solving
- Book Orientation
- Print Awareness
- Letter Naming
- Following Directions
- Reading Comprehension
- Writing
- Vocabulary
## Fine Motor (Grip & Manipulation)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Performance Descriptors</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>A. Uses early fine motor skills (e.g., fisted grip, palmar grasp, or early scissor grip) to hold and/or manipulate items, with whole arm movement.</strong></td>
<td>When observed in a variety of settings, child grasps objects either with the entire hand (fisted grip) or five-finger grip (palmar grasp), using whole arm movement. When using scissors, child consistently uses an early fine motor grip either by using both hands to grip the scissors, one hand gripping the top loop and one hand for the bottom loop, or by inserting the index finger in one loop and the middle finger in the other loop.**</td>
<td>When painting at an easel, child grasps a paintbrush using five fingers [fisted grip or palmar grasp] and paints in large strokes using the whole arm. When coloring on paper with crayons, child holds and manipulates crayon using five fingers [fisted grip or palmar grasp] and colors using the whole arm. When using a pencil, child holds and manipulates the pencil using five fingers [fisted grip or palmar grasp] and writes or draws using the whole arm. When eating, child grasps fork or spoon using five fingers [fisted grip]. When picking up objects, child uses their whole hand with a palmar grasp. When using scissors, child holds and manipulates either with both hands or by inserting the index finger in one loop and middle finger in other loop (e.g. child makes small snips/cuts on the edge of the paper, but may not cut across the entire paper).</td>
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**Fisted grip:**

**Palmar grasp:**
Tech Platform Overview

Motor Development 1. Grip and Manipulation

- **Emerging**
  - Use early fine motor skills (e.g., fist, tip, or early scissor grip) to hold items with whole arm movement.

- **A**
  - Uses a more refined grip (e.g., using thumb and finger [pincer grip] or tripod grip) to hold and manipulate objects with whole arm movement and increased stability from the shoulder.

- **B**
  - Uses refined wrist and finger movement, beginning to transfer control of movement from the shoulder to the elbow.

**Evidence Summary**

- **Children**
  - Sam Kinder

- **Evidence Date**
  - 08/08/2015

- **Notes**
  - None

- **Files Attached**
  - None

- **Construct**
  - 1. Grip and Manipulation
And most importantly...

It allows us to meet each child where they are when they arrive at school
... in kindergarten
... first grade
... second grade
... and third grade

We know children learn differently and on different schedules. We cannot offer them all the same thing in the same way and expect to get the best results for each child.
What’s Next FY20

- Implementation Plan
- Timeline
- TSG Supports and Training
- Application for Consideration
## Implementation Plan

### Arizona Implementation Plan – 2019-2020

**Key**

<table>
<thead>
<tr>
<th>Onsite PD/Support</th>
<th>Webinar</th>
<th>AZ DOE Action Item</th>
<th>Deliverables/Documents/Reports</th>
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**Objective:** Professional Development & Support for sustainability and use of *GOLD®* with fidelity.

**Goals:**

1. Provide clear expectations and guidance, to increase support for administrators and coaches.
2. Track and review data, to identify needs, trends, areas of strength.

<table>
<thead>
<tr>
<th>SESSION/EVENT</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
<th>TIMELINE</th>
<th>INTENDED ACTIONS &amp; RESULTS</th>
</tr>
</thead>
</table>
| Webinar Kick-off Session | Teachers, Administrators, Coaches, Specialists, Support Teachers, etc. | WebEx | August 7th 2019 | Kickoff webinar
- Social/Emotional, Literacy, Language, Mathematics
- Indicator-level language participants tasked with collecting as much documentation for these over next 9 weeks, enter into system |
| 2-day Intro to *GOLD®* Sessions Max: 30 participants | K-3 Teachers NEW to *GOLD®* additionally: Administrators, Coaches, Specialists, Support Teachers, etc. | Arizona Department of Education 1535 West Jefferson Street, Phoenix, 85007 | September 23rd & 24th 2019 | 2-day Consecutive, On-Site PD Session, to introduce teachers and their administrators to the assessment tool, and guide teachers through navigating the functionalities within *MyTeachingStrategies®* |
| 1-day *GOLD®* for Administrators Max: 30 participants | Administrators (ideally, would have already attended Day 1 of the 2-day initial PD w/teachers) | Arizona Department of Education 1535 West Jefferson Street, Phoenix, 85007 | September 25th 2019 | 1-day, On-Site PD Session, with a focus on administrative functionality within *MyTeachingStrategies®* and ways to support fidelity with best practices |
**KDI / K-3 Formative Assessment**

**2019-2020 Timeline**

**Kickoff: August-September 2019**
- **August 7**: Kick-off Webinar for Teachers & Specialists (4:00-5:00)
- **September 23 & 24**: 2-day Intro to GOLD Sessions (8:00-5:00)
- **September 25**: 1-day GOLD for Administrators (8:00-5:00)
- **September 2019**: KEA Benchmark: First 45 Days of School

**School Year 2019-2020**
- **All School Year**: On-Going Progress Monitoring via Observations
- **October 4**: Level Setting: First Benchmark & Survey
- **Mid-December**: Mid-Year Feedback Survey
- **January 2020**: Mid-Year 1-Day GOLD for Administrators
- **February 7**: Level setting: Second Benchmark & Survey
- **June 7**: Final Benchmark
- **June 2020**: Year-In-Review Survey
My Teaching Strategies Support Documents

- GOLD® Getting Started Checklists for Teachers & Administrators
- Upcoming & Archived Support Webinars
- GOLD® User Guides for Teachers & Administrators
- How do I log-in to MyTeachingStrategies®?
## PARTICIPATION AGREEMENT

<table>
<thead>
<tr>
<th>Admin</th>
<th>Assurances</th>
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<tbody>
<tr>
<td>Initials</td>
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<tr>
<td></td>
<td>School agrees to provide school team participation as identified in the application for the entirety of the project. (See page two)</td>
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<td></td>
<td>Our school district agrees to send the identified team to the professional development identified.</td>
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<td>The Team Lead has informed all team members of the mandatory days of professional development, and information on additional professional development.</td>
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<td></td>
<td>The district will be responsible for the hiring of substitute teachers, and payment of travel expenses for team members.</td>
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<td>Team members will share implementation work with district to help create a systemic plan and aid in sustainability for the future.</td>
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</table>

**Administrator:**  
**Administrator:**
Survey

- Provide us with feedback and contact information for continued participation
Questions?

The Arizona Department of Education
Early Childhood Unit
(602)364-1530
ECEInbox@azed.gov

https://www.youtube.com/watch?v=xaTJXEg0SmA