

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.

American Educational Research Association,
The American Psychological Association (APA), and
The National Council on Measurement in Education (NCME), 2014 &
Council of Chief State School Officers (CCSSO), 2006

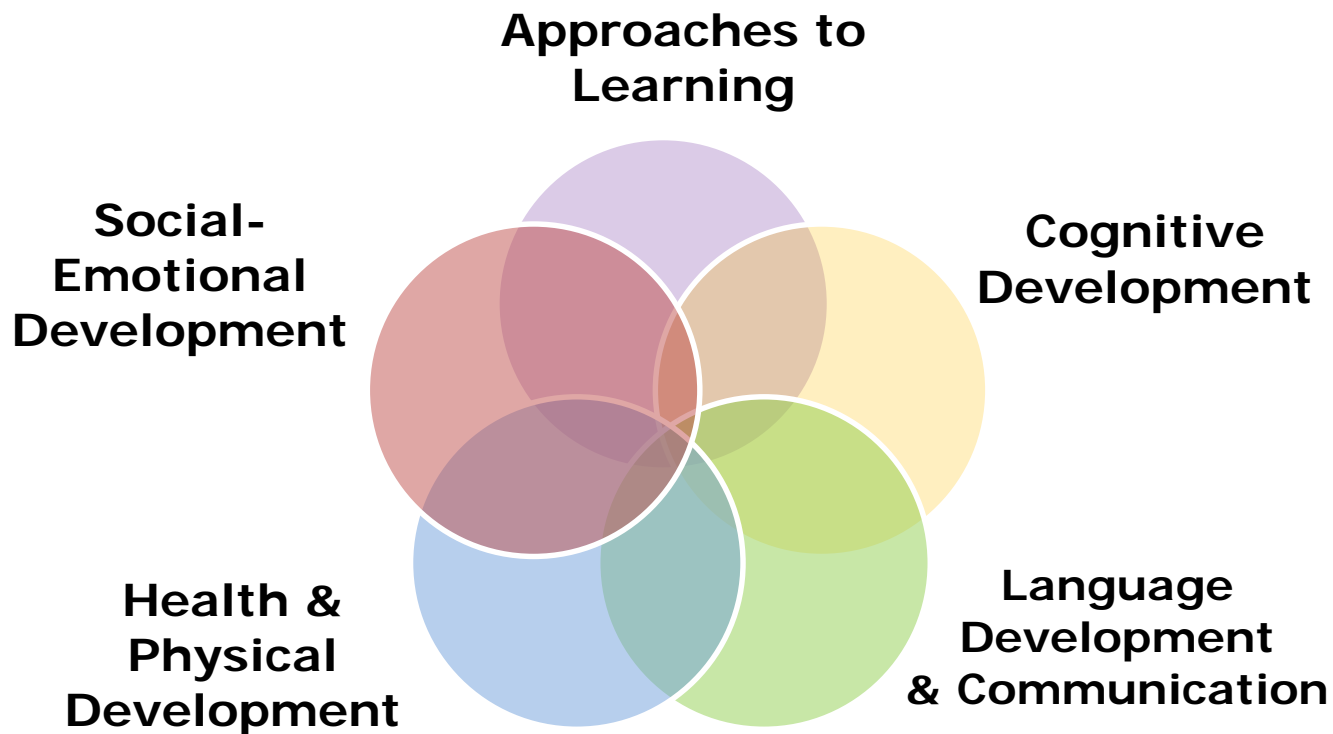
KDI/KEA In The Making



Vision: 4 Key Points



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



Vision: 4 Key Points



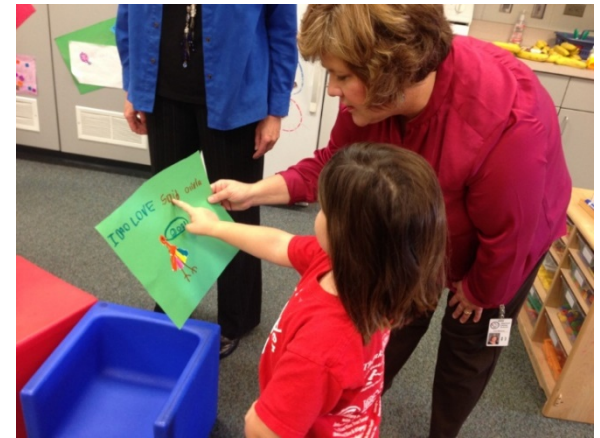
- **Key Point #2:** Occurs *during* instruction rather than as an isolated event apart from instruction.
 - Teachers can learn about students throughout the day in a variety of settings:
 - Whole group
 - Small group
 - Centers/stations
 - Individual



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

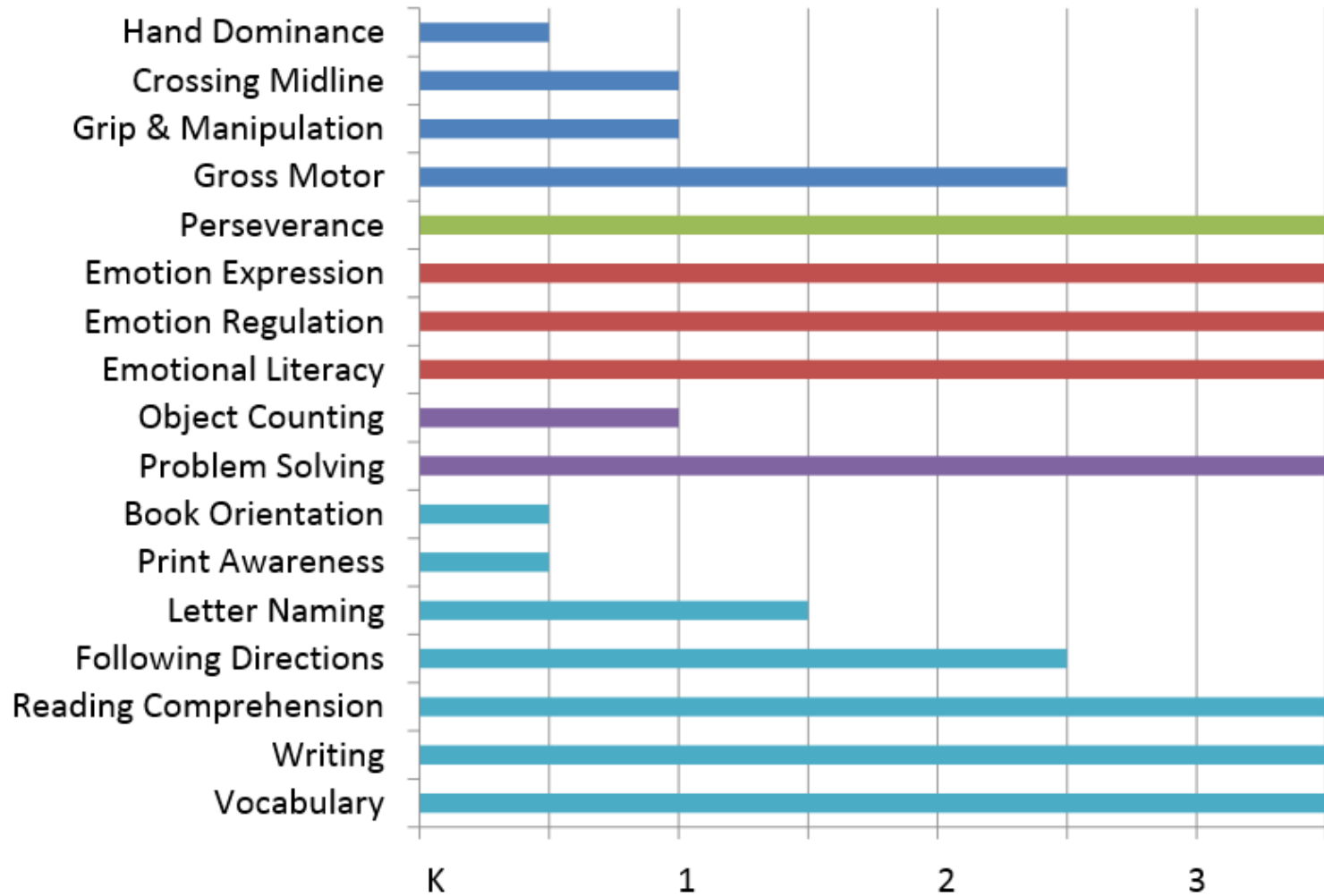


Domains and Constructs






Domain	K-3 Constructs	K Entry OR K-3
Health & Physical Development	Fine Motor: Grip & Manipulation	K Entry*
	Fine Motor: Hand Dominance	K Entry*
	Crossing Midline	K Entry*
	Gross Motor Development	K-3
Social-Emotional Development	Emotion Expression	K-3
	Emotion Regulation Strategies	K-3
	Emotional Literacy	K Entry*
Language Development & Communication	Book Orientation	K Entry*
	Print Awareness	K Entry*
	Letter Naming	K Entry*
	Following Directions	K Entry*
	Writing	K-3
	Reading Comprehension	K-3
	Vocabulary	K-3
Approaches to Learning	Engagement & Persistence	K-3
Cognitive Development	Object Counting	K Entry*

K - 3 Coverage of Enhanced Constructs



Fine Motor (Grip & Manipulation)

Fine Motor (Grip & Manipulation)		
Skills	Performance Descriptors	Example
<p>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.</p> <p>Fisted grip:</p>  <p>Palmar grasp:</p> 	<p>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.</p> <p>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.**</p> 	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>When eating, child grasps fork or spoon using five fingers [fisted grip].</i></p> <p><i>When picking up objects, child uses their whole hand with a palmar grasp.</i></p> <p><i>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).</i></p>

Tech Platform Overview



5
Evidence
Status Summary
Communication
Reports
Administration

[Add Evidence](#)
[View Evidence](#)
[Evidence Status](#)

- Hide Understandings
- Show Watch For/Performance Descriptors/Examples
- Support & Resources
- Settings

Motor Development 1. Grip and Manipulation

Previous
Next
Save & Close

<
EMERGING
A
B
C
D
>

Progression View
Skill View

	Emerging	A	B	C
Sam Kinder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Previous
Next
Save & Close

Evidence Summary

Children
Sam Kinder

Evidence Date
08/06/2015

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

Onsite PD/Support
Webinar
AZ DOE Action Item
Deliverables/Documents/Reports

Objective: Professional Development & Support for sustainability and use of <i>GOLD</i> ® 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.				
SESSION/EVENT	AUDIENCE	LOCATION	TIMELINE	INTENDED ACTIONS & RESULTS
Webinar Kick-off Session	Teachers, Administrators, Coaches, Specialists, Support Teachers, etc.	WebEx	August 7 th 2019	Kickoff webinar <ul style="list-style-type: none"> - 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 <i>GOLD</i> ® Sessions Max: 30 participants	K-3 Teachers NEW to <i>GOLD</i> ® additionally: Administrators, Coaches, Specialists, Support Teachers, etc.	Arizona Department of Education 1535 West Jefferson Street, Phoenix, 85007	September 23 rd & 24 th 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 <i>MyTeachingStrategies</i> ®
1-day <i>GOLD</i> ® 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 25 th 2019	1-day, On-Site PD Session, with a focus on administrative functionality within <i>MyTeachingStrategies</i> ® and ways to support fidelity with best practices



KDI / K-3 Formative Assessment

2019-2020 Timeline



ECEInbox@azed.gov



[602-364-1530](tel:602-364-1530)



3300 N. Central Ave

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 Portal

<https://teachingstrategies.force.com/portal/s/>

MyTeachingStrategies® Support 

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Welcome to the MyTeachingStrategies® Support Portal.

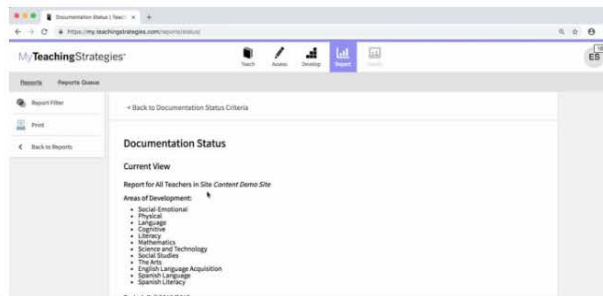
You can quickly and easily find the support you need by browsing articles or videos from our resource library, or simply type your question into the search bar below.

Ask a question...



Videos

[View all](#)



The screenshot shows a web browser displaying the 'Documentation Status' page on the MyTeachingStrategies portal. The page title is 'Documentation Status' and it is for 'Current View'. It lists 'Areas of Development' with a list of subjects: Social/Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition, Spanish Language, and Spanish Literacy. The page footer indicates 'Revised: Fall 2018/2019'.

Teaching Strategies Performance Status Page

The Teaching Strategies Performance Status page highlights performance-related information for a variety of Teaching Strategies' digital resources. You can access the status page here. We recommend bookmarking this page or adding this page to your favorites for easy access.

[Visit Page](#)

Trending Articles and Videos

GOLD® Getting Started Checklists

My Teaching Strategies Support Documents

[GOLD® Getting Started
Checklists for Teachers &
Administrators](#)

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Support Webinars](#)

[GOLD® User Guides for
Teachers & Administrators](#)

[How do I log-in to
MyTeachingStrategies®?](#)

PARTICIPATION AGREEMENT

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

Administrator: _____

Administrator: _____

Application

Professional Development Inventory (KDI)/
K-3 Formative Assessment
Application for Consideration
FY/SY 2020



Kindergarten—3rd Grade



Application Deadline: August 28th, 2019



Survey

- Provide us with feedback and contact information for continued participation
- <https://selectsurvey.net.azed.gov/TakeSurvey.aspx?PageNumber=1&SurveyID=92M1882K&Preview=true>



Questions?

The Arizona Department of Education

Early Childhood Unit

(602)364-1530

ECEInbox@azed.gov

<https://www.youtube.com/watch?v=xa>

[TJXEg0SmA](https://www.youtube.com/watch?v=xa)