**EXECUTIVE SUMMARY**

2015-16 marks the third year of Oregon’s Kindergarten Assessment. The Kindergarten Assessment provides information about a subset of foundational skills of incoming kindergartners that will enable the identification of systemic opportunity gaps and allow resources and supports to be targeted to students with the greatest needs.

In the fall of 2015, the Oregon Department of Education and the Early Learning Division convened a panel of stakeholders that included early learning providers and coordinators, kindergarten teachers, K-12 administrators, researchers, and various specialists to begin to develop interpretive guidance for groups of students based on the past three years of Kindergarten Assessment data. The panel provided input to create a developmental continuum describing the skills that **groups of students** demonstrate upon entry into kindergarten, using research and the data collected in Oregon over the past three years. Recognizing that Kindergarten students enter school with a wide variety of skills, the developmental continuum outlines three benchmark levels: *Developing*, *Approaching*, and *Demonstrating and Above*.

Benchmark level expectations for groups of students in self-regulation and interpersonal skills are based upon a range of scores that may help identify targeted areas for support. Groups of students that score in the Developing and lower end of the Approaching levels may need additional modeling and scaffolding of desired behaviors in the classroom. ***The results of the Kindergarten Assessment, alone, should not be used for student placement purposes.***

Oregon’s kindergarten data has remained relatively stable over the past three years. This year, the state average for both self-regulation and interpersonal skills was in the higher end of the *Approaching* range. This means that Oregon’s children are showing signs of improvement in these areas. These focus areas are indicators of future success academically.

There has also been a slight increase this school year in the average number answered correctly in Early Math and Early Literacy. This data is encouraging because Oregon’s youngest students are on the path toward demonstrating foundational skills when they enter kindergarten.

The Oregon Department of Education and the Early Learning Division will continue to refine and add to the Kindergarten Assessment interpretive guidance over the coming years to further reflect stakeholder feedback.