

OREGON KINDERGARTEN ASSESSMENT SPECIFICATIONS 2019-2020



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Kindergarten Assessment Specifications

Introduction:

The primary purpose of the Kindergarten Assessment Specifications and Blueprints is to provide the consistency necessary for the development and administration of the Oregon Kindergarten Assessment over time. The Kindergarten Assessment Specifications are designed to help Oregon teachers understand the content measured by the assessment. These specifications lead to assessment blueprints that outline assessment design and the number of measures to be assessed in each score reporting category (SRC). The Assessment Specifications and Blueprints document is an important resource for educators administering the Oregon Kindergarten Assessment and the general public who are interested in understanding the content and format of the assessment.

Purpose of the Kindergarten Assessment:

All students enrolled in kindergarten are administered the statewide Kindergarten Assessment upon entry to kindergarten. The assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-Regulation and Interpersonal Skills). The Kindergarten Assessment is not intended and should not be used to determine whether a child is eligible to enroll in Kindergarten.

The following goals form the foundation of the Oregon’s Kindergarten Assessment:

1. Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.
2. Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.

Background:

Early Learning Framework Adoption (2012)

The National Education Goals Panel identified five dimensions of early development and learning that lead to school readiness. The widely accepted dimensions are broad and are meant to guide the development of program policies and standards. The five dimensions of school readiness identified by the National Education Goals Panel include the following: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches toward Learning, Language Development, and Cognition and General Knowledge. For further information on the manuscript that was prepared for the Goal 1 Resource Group on School Readiness for the National Education Goals Panel, please reference the report on [Practical measurement and related consideration](#). As per [House Bill 4165](#), passed by Oregon Legislature in 2012, the Head Start Child Development and Early Learning Framework was adopted as Oregon’s early learning standards for children ages three to five. The Head Start Child Development and Early Learning Framework aligns with the five dimensions and elaborates on the specific elements of kindergarten readiness.

Process Directing Development of the Kindergarten Assessment

[OAR 581-022-2130](#) directed ODE and the Early Learning Council to adopt a tool to be used for the kindergarten assessment measuring areas of school readiness, which may include physical and social-emotional development, early literacy, language, cognitive (including mathematics), and logic and reasoning. The Rule requires that the tool selected will be appropriate for all children, including children with high needs and English learners, and will align with Oregon's early learning and development standards as well as the adopted Common Core State Standards. The Kindergarten Assessment was piloted in the fall of 2012 and implemented statewide in the fall of 2013.

2012 Kindergarten Assessment Workgroup

As part of the process to develop recommendations for a statewide tool, ODE convened a Kindergarten Assessment Workgroup in 2012 that used multiple methods to collate and analyze current research, gather information, and collect input from stakeholders. Researchers from the University of Oregon and Oregon State University reviewed technical characteristics of instruments currently used in Oregon school districts and other states to assess children at Kindergarten entry. The research team, led by Jane Squires, Ph.D. and Megan McClelland, Ph.D., reviewed over thirty instruments, looking at characteristics such as reliability, predictive validity for third grade academic outcomes, and validation with culturally diverse populations. For further information on outcomes, please reference the report on [A Research Perspective on Oregon's Kindergarten Assessment](#).

In collaboration with the Early Learning Council, the Chief Education Office (CEdO) formerly known as Oregon Education Investment Board, and the Confederation of Oregon School Administrators (COSA), the 2012 Workgroup surveyed Oregon school districts to determine current Kindergarten assessment practices and instruments used within the state. Additional input was solicited through focus groups with Kindergarten teachers, early educators, principals, and superintendents as well as community forums across the state.

Further, [OAR 581-022-2130](#) directed all school districts to administer the Kindergarten Assessment to all students enrolled in Kindergarten beginning with the 2013-14 school year. To help communicate to the field about the Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13, collaborated on the development of Kindergarten Assessment web pages on the [Early Learning System](#) website, and developed a [Kindergarten Assessment Resource](#) on the ODE website.

Standards:

Essential Skills: A Conceptual Tie

The Essential Skills are nine cross-disciplinary skills that are necessary for success in colleges and career. Essential Skills are a part of the Oregon Diploma and articulate the skills that all students should have at the end of high school; the skills that students are building through their school experiences starting in kindergarten. The Essential skills are embedded in the content standards that guide Oregon education.

To illustrate this, the tables in Appendix A show the overlap between the Early Learning Framework¹ and the Essential Skills. There is substantial overlap between the skills described in the Early Learning Framework and the description of the Essential Skills, thus providing an illustration of how the development of foundational skills acquired before kindergarten connects with college and career readiness.

Oregon's Kindergarten Assessment is a partial assessment of the Early Learning Outcomes Framework, providing information about student development in Early Literacy, Early Math, and Approaches to Learning. Due to the overlap between the content in the Oregon Kindergarten Assessment (which is based on Early Learning Outcomes Framework) and the Essential Skills, the results from the Oregon Kindergarten Assessment can be a part of proactive conversation about how all classrooms at all grade levels, even Kindergarten, are contributing to the development of college and career ready students.

For additional information on the conceptual tie between the Framework and Oregon's Essential Skills, please see Appendix A.

Oregon's Early Learning Standards

Oregon's Kindergarten Assessment (KA) specifications reflect the skill expectations of entering kindergarteners as defined by the revised Head Start Early Learning Outcomes Framework, as shown in Figure 1. The revised framework, published in 2015, outlines a learning continuum that focus on key areas that contribute to school readiness for children from birth through age 5. In addition, the specifications include an alignment to the Common Core State Standards adopted by the Oregon State Board of Education in 2010. A statewide work group consisting of child care providers, Head Start and pre-kindergarten teachers and administrators, kindergarten teachers, elementary principals, and researchers-developed a set of aligned standards which link Oregon's Early Learning Framework to the Common Core State Standards in ELA and Math for kindergarten, and which establish a set of shared expectations for what children should know and be able to do as they transition into kindergarten. This work focused on the domains of language development, early literacy, early math, social/emotional development, and approaches to learning. The work group also developed a set of tools and resources to support implementation of aligned early learning and kindergarten standards, with an emphasis ensuring culturally responsive practice and providing appropriate accommodations for children with disabilities. For additional information on The Early Learning Framework, please refer to the Table of Resources listed on page 18 of this document.

¹ As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standard for children ages three to five.

Head Start Early Learning Outcomes Framework 2015 Central Domains

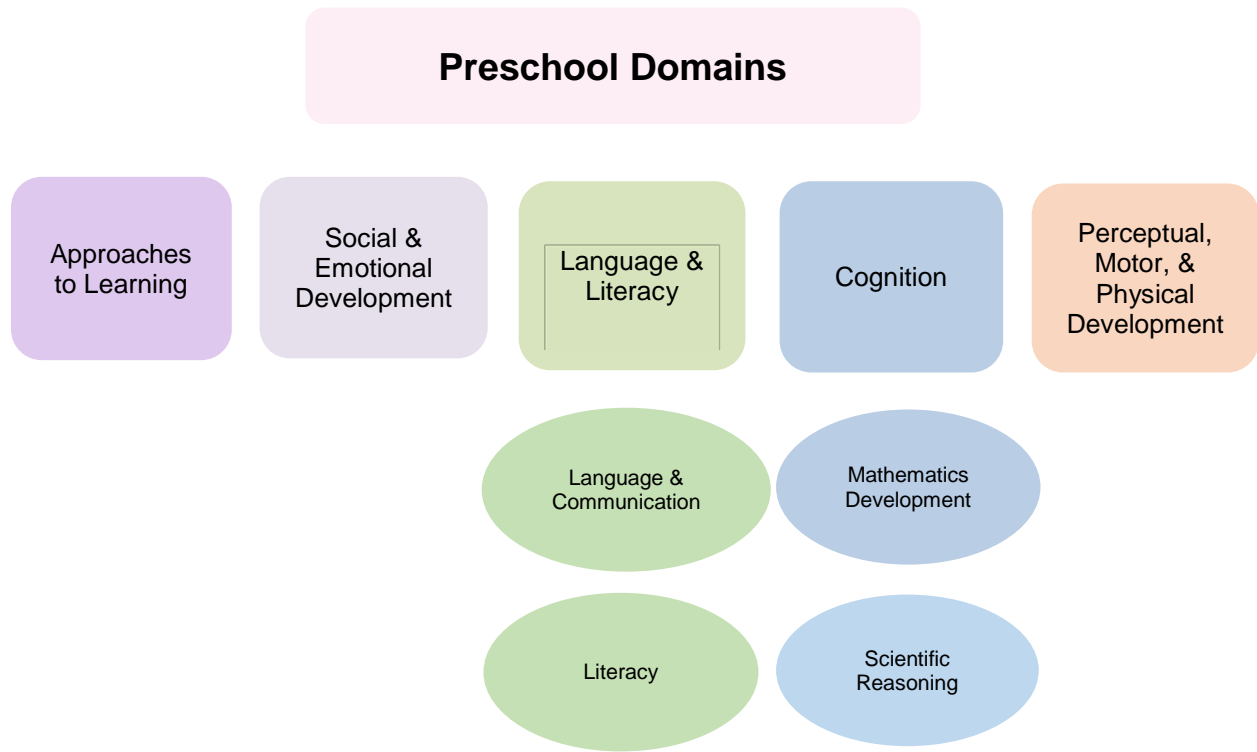


Figure 1: Head Start Early Learning Outcomes Framework: Ages Birth to Five

Common Core State Standards

In 2010, Oregon adopted the Common Core State Standards (CCSS) in Math and English Language Arts (ELA). These standards are part of an important movement to align teaching and learning across our state, our country, and even internationally. The CCSS address standards for K-12 and do not currently include standards for early childhood. It is important, however, that early educators become familiar with the standards and understand how to facilitate early experiences that will prepare children for success in school.

Key aspects of the Common Core:

- The journey to college and career begins before Kindergarten. Standards for early childhood education are designed to support school readiness by supporting healthy child development. Ensuring alignment between the Early Learning Framework and the CCSS for Kindergarten means children entering elementary school will be prepared to succeed.
- They help align instruction PK-20. The CCSS fit with Oregon’s vision of education from birth to college and career. By aligning the PK-12 system with the expectations of colleges and universities, Oregon will have a more seamless education pipeline from early childhood to postsecondary. And by ensuring that graduates leave high school with the skills they need for college, we set students up for success in higher education and beyond.

Assessment Segments 2019-20:

Early Literacy

Oregon’s 2019-20 Kindergarten Assessment includes three measures in Early Literacy:

1) English Letter Name Recognition

The *English Letter Name Recognition* measure is comprised of two distinct parts, uppercase and lowercase letter recognition.

2) English Letter Sound Recognition

The *English Letter Sound Recognition* measure focuses on letter sound recognition.

These measures were selected to reflect the standards alignment work between Oregon’s adopted Early Learning Framework and the Kindergarten Common Core State Standards.

Early Math (from easyCBM and Oregon PreK-3 Educators)

easyCBM is an assessment system for kindergarten through 8th grade designed by researchers from the University of Oregon to be an integral part of Response to Intervention (RTI). The assessment provides benchmarking and progress monitoring in math. Validity studies of the instruments have included culturally and linguistically diverse students including African-American students and Latino students.

Oregon’s 2018-19 Kindergarten Assessment includes a few numbers and operations items from the easyCBM math measure. The easyCBM math assessments are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. Whereas easyCBM delivers the math assessment online, Oregon modified the Kindergarten Assessment to paper-form. Administration changes included: modifying directions for clarity and requiring explicit directions as given in the Assessor Booklet.

The majority of the items included in the Early Math measure were written by Oregon educators. These items strongly align with Early Learning and Common Core State Standards and include geometry, measurement and data, and counting and cardinality.

Approaches to Learning (Child Behavior Rating Scale from Bronson et.al. 1990)

The Child Behavior Rating Scale (CBRS) is based on teacher observation of the student during regular classroom activities and routines. These items focus on a child's approaches to learning, self-regulatory skills, and interpersonal skills. The CBRS has been demonstrated to be strongly predictive of reading and math achievement in elementary grades and has been validated in a wide range of cultural contexts.

Administration of the Kindergarten Assessment 2018-19

Oregon’s Kindergarten Assessment is a paper-based assessment and will be administered one-on-one to students. The assessment consists of three segments:

- Early Literacy
- Early Math
- Approaches to Learning

Below are brief descriptions of the administration and scoring protocols for each of these segments. For further information on how the Kindergarten Assessment is administered and scored, please reference the 2019-20 Kindergarten Assessment Manual (KAM), which outlines the required policies and procedures pertaining to administering the Kindergarten Assessment.

Segment One: Early Literacy

The Early Literacy segment includes two measures for all students: English Uppercase and Lowercase Letter Name Recognition and English Letter Sound Recognition. ODE does not prescribe a sequence for administering these segments; however, it is considered best practice to administer Early Literacy as follows: (1) English Letter Name Recognition, (2) English Letter Sound Recognition. The Early Literacy segment is untimed.

i. English Upper and Lowercase Letter Name Recognition

- Using the Student Booklet, place the “English Letter Name Recognition” chart in front of the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- Have students name as many uppercase letters as they can out of 26 letters, then repeat for lowercase letters.
- Record the number correct on the Scoresheet.

ii. English Letter Sound Recognition

- Using the Student Booklet, place the “English Letter Sound Recognition” chart in front of the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- Have the students identify as many letter sounds as they can, out of 26 letter sounds (each letter is presented in a letter pair, an upper and lowercase letter).
- Record the number correct on the Scoresheet.

Segment Two: Early Math

- This is **not** a timed assessment.
- Using the Student Booklet, place “Early Math” measure in front of the student.
Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- Note: the test administrator ***may not read numbers or symbols*** to students.

Early Math: Recording Student Responses

- Circle the answer the student selects for each item in the Assessor Scoresheet.
- If the student does not know the answer or does not want to select an answer, select N (no student response) and go to the next item.
- Verbal or pointed responses are accepted in the Early Math measure.

If the student:

- Verbalizes their answer and doesn’t point, the verbalized answer is accepted.
 - For students who have indicated Spanish on their Home Language Survey, directions may be given in Spanish as a designated support. Students are allowed to provide a verbal response in English or Spanish and/or point. A trained test administrator endorsed by the district in Spanish must administer the directions in Spanish.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - For students who have indicated a language other than Spanish on their Home Language Survey, directions may be given in that language, as long as the translation is produced in advance and a bilingual Test Administrator who has been trained by the district, administers the assessment.
- Points to an answer and doesn’t verbalize, the pointed answer is accepted.
- Verbalizes one answer but points to a different answer, prompt the student one time to point to their final answer, the pointed answer is accepted.
- Appears to verbalize an answer in a language other than English, prompt the student to point to their final answer.
- For students who would benefit, the Kindergarten Assessment Manual (KAM) identifies additional non-verbal means by which students may communicate their response. Students can self-correct. It is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

The Approaches to Learning segment is an observational assessment completed by the student's teacher using the Child Behavior Rating Scale after the teacher has had an opportunity to become familiar with the student. The focus of this segment is to observe a child's interactions with other children and adults in the classroom and their interaction with classroom materials over time. This segment does not take any student time to administer.

- Complete all 15 items for each child.
- Record the response number on the Approaches to Learning Scoresheet that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:
 1. The child never exhibits the behavior described by the item.
 2. The child rarely exhibits the behavior described by the item.
 3. The child sometimes exhibits the behavior described by the item.
 4. The child frequently or usually exhibits the behavior described by the item.
 5. The child always exhibits the behavior described by the item.
- If a behavior was not observed, a response of 6 is used.

Test Design Criteria for the Oregon Kindergarten Assessment 2019-2020

General Criteria

Oregon's Kindergarten Assessment is a statewide assessment scored locally by the trained test administrator.

Each Kindergarten Assessment measure is designed to ensure inclusion of items that represent a range of difficulty and complexity levels. In addition, individual assessment items must:

- be appropriate for students in terms of age, interests, and experience.
- be free of age, gender, ethnic, religious, socioeconomic, or disability stereotypes or bias.
- provide clear and complete instructions to students.
- measure only one domain.

Graphics Criteria

Graphics are used in the Kindergarten Assessment to provide both necessary and supplemental information. Some graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question.

- Graphic displays, their corresponding items, and answer choices will appear on the same page.
- Shading and color will be minimized. It will be used to make a figure's size, shape, or dimensions clear, and not solely for artistic effect.

Item Style and Format Criteria

Early Literacy

- Assessment items are presented on a reusable, one page format. There are charts for Upper and Lowercase English Letter Name Recognition and English Letter Sound Recognition
- Each letter or letter pair is considered one item.
- There are 26 items possible for Uppercase English Letter Name Recognition, 26 items possible for Lowercase English Letter Name Recognition, and 26 items possible for English Letter Sound Recognition.
- Letter arrangement in each student copy chart is presented in a randomized order.
- Letter font is Century Gothic, 36 point. Letter I is presented in FangSong Standard R.
- Students will be given two sample items for each of the Early Literacy measures.

Early Math

- Assessment items are presented on a reusable, one page format.
- One math item is presented per page in the student booklet.
- There are 16 math items included in the early math segment.
- Assessment items will be in the form of questions with a graphic or equation presented above three answer choices.
- Numbers, symbols, or any part of the math equation is NOT read to the student.
- Students will be read directions asking them to point to or say the answer.
- Answer choices will be arranged vertically beneath the question; Neither “None of the above” nor “All of the above” will be used as one of the answer choices. N (no student response) is an option on the Scoresheet used by the Assessor when a student does not know the answer or does not select an answer.
 - If the student does not provide an answer, the assessor is to circle N (no student response) on the assessor sheet. As written on the Assessor Booklet “If the student still does not know the answer or does want to select an answer, then select N (no student response) and go to the next item.”
- Assessment items may not be worded in the negative (“Which of these is NOT ...”).
- Math answer choice font is Arial, 42 point.
- Students will be given two sample items for the Early Math segment.


Approaches to Learning

- Assessor observes student during school activities and routines.
- There are 15 items to be completed by assessor.
- The item text is written in Times New Roman font, 11 point.
- The items are provided on the scoresheet.

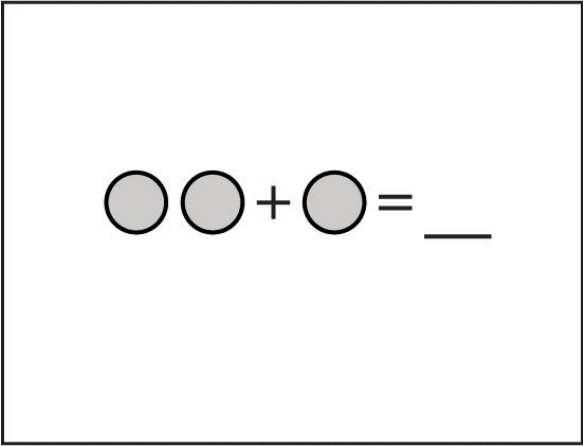
Content Standard Maps

The following pages contain an examination of the assessment content for Early Literacy, Early Math, and Approaches to Learning

- The top row identifies the Kindergarten Assessment Segment and the Score Reporting Category on the right.
- The second row identifies the targeted standard, indicating Pre-Kindergarten Standards and Kindergarten Standards.
- The third row identifies the title of the column, and content standards listed below it.
- The first column (from left to right) provides information on the Head Start Early Learning Outcomes Framework 2015 (adopted as Oregon’s early learning standards for children ages three to five in 2012) standard domain & domain element with a description of the measured skill.
- The second column (from left to right) provides the content alignment of the Kindergarten Common Core State Standards providing content standard alignment to the Oregon KA.
- The third column provides a sample assessment item, if available.

Reporting Segment: Early Math		
Oregon Early Learning Standards (Ages 3-5)	Oregon Kindergarten Standards (By end of school year)	
The Head Start Early Learning Outcomes Framework: Domain: Mathematics Development ¹	Common Core State Standards for Mathematics (CCSSM) Kindergarten ²	Sample Item
<p>Sub-Domain: Counting and Cardinality Goal P-Math 1. Child knows number names and can count in sequence <i>*Indicators:</i></p> <ul style="list-style-type: none"> Counts verbally or signs to at least 20 by ones. <p>Goal P-Math 2. Child recognizes the number of objects in a small set <i>*Indicators:</i></p> <ul style="list-style-type: none"> Instantly recognizes, without counting small quantities of up to five objects and says or signs the number. <p>Goal P-Math 3. Child understands the relationship between numbers and quantities <i>*Indicators:</i></p> <ul style="list-style-type: none"> When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10 Counts and answers "How many?" questions for approximately 10 objects. Accurately counts as many as five objects in a scattered configuration. Understands that each successive number name refers to a quantity that is one larger. <p><i>Understands that the last number said represents the number of objects in a set.</i></p> <p>Goal P-Math 4. Child compares numbers <i>*Indicators:</i></p> <ul style="list-style-type: none"> Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects Identifies and uses numbers related to order or position from first to tenth. <p>Goal P-Math 5. Child associates a quantity with written numerals up to 5 and begins to write numbers <i>*Indicators:</i></p> <ul style="list-style-type: none"> Associates a number of objects with a written numeral 0-5. Recognizes and, with support, writes some numerals up to 10. <p><small>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2015)</small></p>	<p>(K.OA) Operations and Algebraic thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem). K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., $5=2+3$ and $5=4+1$) <p>(K.CC) Counting and Cardinality Know number names and the count sequence</p> <ul style="list-style-type: none"> K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <p>Count to tell the number of objects</p> <ul style="list-style-type: none"> K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <p>(K.MD) Measurement and Data Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) 	<p style="text-align: center;">Counting</p> <div style="text-align: center; border: 1px solid black; width: 200px; height: 150px; margin: 0 auto;">  </div> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p>Answer Key: 1</p> <p><small>*2019-20 Oregon Statewide Kindergarten Assessment Early Math: Number and Operations</small></p>

1 House Bill 4165, passed by Oregon Legislature in 2012, directed that The Head Start Child Development and Early Learning Framework be adopted as Oregon's early learning standards for children ages three to five.
2 Oregon State Board of Education adopted the CCSSM in March 2010.

Reporting Segment: Early Math		
Oregon Early Learning Standards (Ages 3-5)	Oregon Kindergarten Standards (By end of school year)	
The Head Start Early Learning Outcomes Framework: Domain: Mathematics Development	Common Core State Standards for Mathematics (CCSSM) Kindergarten ²	Sample Item
<p>Sub-Domain: Operations and Algebraic Thinking</p> <p>Goal P-Math 6. Child understands addition as adding to and understands subtraction as taking away from</p> <p><i>*Indicators:</i></p> <ul style="list-style-type: none"> Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. Solves addition and subtraction word problems. Adds and subtracts up to five to and from a given number. With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, Five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers). <p>Goal P -Math 7. Child understands simple patterns</p> <p><i>*Indicators:</i></p> <ul style="list-style-type: none"> Fills in missing elements of simple patterns Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. Identifies the core unit of sequentially repeating pattern, such as color in a sequence of alternating red and blue blocks. <p><small>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2015)</small></p>	<p>(K.OA) Operations and Algebraic Thinking:</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem). K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., $5=2+3$ and $5= 4+1$) K.OA.5: Fluently add and subtract within 5. 	<p>Simple Addition</p> <div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p style="text-align: center;">4 1 3</p> <p>Answer Key: 3</p> <p><small>2019-20 Oregon Statewide Kindergarten Assessment Early Math: Number and Operations</small></p>

Reporting Segment: Early Literacy																														
Oregon Early Learning Standards (Ages 3-5)	Oregon Kindergarten Standards (By end of school year)																													
The Head Start Early Learning Outcomes Framework: Domain: Literacy	Common Core State Standards English Language Arts & Literacy: Kindergarten & First Grade ³	Sample Item																												
<p>Sub-Domain: Print and Alphabet Knowledge</p> <p>Goal P-Lit 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). <i>*Indicators:</i></p> <ul style="list-style-type: none"> Understands that print is organized differently for different purposes, such as a note, list, or storybook. Understands that written words are made up of a group of individual letters. Begins to point to single-syllable words while reading simple, memorized texts. Identifies book parts and features, such as the front, back, title, and author. <p>Goal P-Lit 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. <i>*Indicators:</i></p> <ul style="list-style-type: none"> Names 18 upper and 15 lower-case letters Knows the sounds associated with several letters. <p><small>The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2015)</small></p>	<p>Kindergarten (K) K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>First Grade (1) 1. RF.3 Know and apply grade-level phonics and words skills in decoding words.</p> <p>a. Know the spelling-sound correspondence for common consonant digraphs.</p>	<p>English Uppercase Letter Recognition</p> <table border="1"> <tbody> <tr> <td>C</td><td>A</td><td>S</td><td>X</td><td>L</td><td>B</td><td>M</td> </tr> <tr> <td>O</td><td>T</td><td>P</td><td>N</td><td>W</td><td>D</td><td>J</td> </tr> <tr> <td>Z</td><td>I</td><td>R</td><td>Y</td><td>H</td><td>K</td><td>Q</td> </tr> <tr> <td>V</td><td>E</td><td>G</td><td>U</td><td>F</td><td></td><td></td> </tr> </tbody> </table>	C	A	S	X	L	B	M	O	T	P	N	W	D	J	Z	I	R	Y	H	K	Q	V	E	G	U	F		
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Social & Emotional Development	Approaches to Learning
SUB-DOMAIN: Relationships with Adults	SUB-DOMAIN: Emotional and Behavioral Self-Regulation
<p>1 Child engages in and maintains positive relationships and interactions with adults.</p> <p>2 Child engages in prosocial and cooperative behavior with adults.</p> <p><i>Example: Interacts readily with trusted adults.</i></p>	<p>1 Child manages emotions with increasing independence.</p> <p>2 Child follows classroom rules and routines with increasing independence.</p> <p>3 Child appropriately handles and takes care of classroom materials.</p> <p>4 Child manages actions, words, and behavior with increasing independence.</p> <p><i>Example: Demonstrates awareness of classroom rules when asked and is able to follow the rules most of the time.</i></p>
SUB-DOMAIN: Relationships with Other Children	SUB-DOMAIN: Cognitive Self-Regulation (Executive Functioning)
<p>1 Child engages in and maintains positive interactions and relationships with other children.</p> <p>2 Child engages in cooperative play with other children.</p> <p>3 Child uses basic problem-solving skills to resolve conflicts with other children.</p> <p><i>Example: Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</i></p>	<p>1 Child demonstrates an increasing ability to control impulses.</p> <p>2 Child maintains focus and sustains attention with minimal adult support.</p> <p>3 Child persists in tasks.</p> <p>4 Child holds information in mind and manipulates it to perform tasks.</p> <p>5 Child demonstrates flexibility in thinking and behavior.</p> <p><i>Example: Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</i></p>
SUB-DOMAIN: Emotional Functioning	SUB-DOMAIN: Initiative and Curiosity
<p>1 Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p>2 Child expresses care and concern toward others.</p> <p>3 Child manages emotions with increasing independence.</p> <p><i>Example: Expresses feelings in ways that are appropriate to the situation.</i></p>	<p>1 Child demonstrates initiative and independence.</p> <p>2 Child shows an interest in and curiosity about the world around them.</p> <p><i>Example: Is willing to participate in new activities or experiences even if they are perceived as challenging.</i></p>
SUB-DOMAIN: Sense of Identity and Belonging	SUB-DOMAIN: Creativity
<p>1 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p>2 Child expresses confidence in own skills and has positive feelings about self.</p> <p>3 Child has a sense of belonging to family, community, and other groups.</p> <p><i>Example: Shows satisfaction or seeks acknowledgement when completing a task or solving a problem.</i></p>	<p>1 Child expresses creativity in thinking and communication.</p> <p>2 Child uses imagination in play and interactions with others.</p> <p><i>Example: Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or</i></p>

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>

³ Oregon State Board of Education adopted the CCSS Kindergarten English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, March 2010.

[1] As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

Kindergarten Assessment Blueprint

Introduction

The blueprints used to construct Oregon’s Kindergarten Assessment prescribe the:

- Score Reporting Categories (SRC) included on each assessment.
- Number of assessment items from each SRC included in each assessment.
- Range of possible raw scores from each SRC included on each assessment.
- Total item count of operational items included for each assessment.

Alignment of Assessment Items

Assessment items are carefully aligned to the Early Learning Outcomes Framework domains and content standards through the following process:

- Assessment items and measures were selected to best align to the Early Learning Outcomes Framework and the Common Core State Standards for Kindergarten English Language Arts and Mathematics.
- Initial alignment was completed by the Oregon Department of Education’s Specialists in English Language Arts and Mathematics.
- Alignment of items to the standards and purpose of the assessment was reviewed by the Kindergarten Assessment Advisory Panel for overall quality and appropriateness.

Content Alignment Process by Segment

Early Literacy and Early Math

- The initial alignment of the Oregon Kindergarten Assessment to the Early Learning Framework (2010) was completed in August 2013, by the Oregon Department of Education English Language Arts and Mathematics Content Specialists.
- Final review and approval of the initial alignment was completed by the Early Learning Council Workgroup in 2013.
- A secondary alignment was completed in March 2014.
- A third alignment of the Early Math segment was completed in 2016.

The Child Behavior Rating Scale

- Aligns with three Early Learning Framework (2010) Domains: Approaches to Learning, Self-Regulation, and Interpersonal Skills.
- The Approaches to Learning assessment items on the Kindergarten Assessment are based on a Behavior Rating Scale, and therefore are not directly aligned to Mathematics

or English Language of Arts content standards; Common Core State Standards show no direct alignment.

Additional Assessment Design Criteria

- Each item assesses only one Scoring Reporting Category (SRC)
- Each item assesses a domain in the Early Learning Outcomes Framework
- English assessment blueprints provide the criteria for the Student booklet
 - This booklet is composed of Early Literacy (English Letter Name and Sound Recognition), and Early Mathematics

Oregon Kindergarten Assessment (2018-19) Student Operational Blueprint Content Coverage

Assessment Segments	Score Reporting Categories (SRC)	Operational Assessment Items	
Segment One	Early Literacy This segment includes two measures for all students:	Total Item Count	Range of Possible Raw Scores
	1. Uppercase English Letter Name Recognition: This assessment is untimed. It includes two sample items. The student views a chart with uppercase letters and is asked to identify all 26 uppercase letters.	26	0-26
	2. Lowercase English Letter Name Recognition: This assessment is untimed. It includes two sample items. The student views a chart with lowercase letters and is asked to identify all 26 lowercase letters.	26	0-26
	3. English Letter Sound Recognition: This assessment is untimed. It includes two sample items. The student views a chart with upper and lowercase letter pair and is asked to identify all 26 of the letter pair sounds.	26	0-26
Segment Two	Early Math This assessment has two sample items and 16 items. It is not timed. Students view items that include counting and cardinality, geometry, measurement, and operations and algebraic thinking. The assessment is multiple choice, students choose their answer by pointing or verbalizing from three possible answers. For instance, a student might see a row of five stars and the assessor would ask, “How many? Point to or say the answer.”	16	0-16
		Total Item Count	Point Range
Segment Three	Approaches to Learning The Child Behavior Rating Scale has 15 items that teachers score based on observation of the student in the classroom during regular classroom activities and routines. The scale focuses on approaches to learning, self-regulation, and social-emotional behavior. For instance, items are similar to this sample: “Completes work effectively.” The teacher uses a five point scale, ranging from <u>never</u> exhibits the behavior to <u>always</u> exhibit the behavior.	15	15 -7 5
Totals	Operational Assessment Item Total	109 total items, possible score of 169.	

Resources:

The resources listed in this section include ancillary materials to provide additional support of the Early Literacy, Early Math, and Approaches to Learning assessments.

Resource	Description
Kindergarten Assessment Manual (KAM)	<ul style="list-style-type: none">• Outlines policies and procedures for the Kindergarten Assessment• Describes the universal tools, designated supports, and accommodations available for the Oregon Statewide Assessment System.
Standards	<ul style="list-style-type: none">• Provides a customizable version of the standards associated with each grade level.
Head Start Early Learning Outcomes Framework	<ul style="list-style-type: none">• Provides a link to revised Head Start Early Learning Framework: Ages Birth to Five.

Appendix:

Appendix A: Essential Skills – Conceptual Tie Mapping to Kindergarten

- The first column list the component of the 2018-19 Kindergarten Assessment.
- The second column provides the Domain, Sub-Domain, and Goals in the Head Start Early Learning Framework that are linked to the 2018-19 Kindergarten Assessment.
- The third column, provides a direct conceptual tie between the Head Start Early Learning Framework and the Essential Skills.

Component of the 2019-20 Kindergarten Assessment	Head Start Early Learning Framework 2015	Essential skills (Oregon's Graduation Requirements) Conceptual Tie
<p>Early Literacy:</p> <ol style="list-style-type: none"> 1) <i>English Letter Name Recognition</i> 2) <i>English Letter Sound Recognition</i> 	<p>Central Domain: <i>Language and Literacy</i></p> <p>Sub-Domain: <i>Print and Alphabet Knowledge</i></p> <p>Goals: <i>P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</i> <i>P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</i></p>	<p>1. Read and comprehend a variety of text*</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and understand text.* • Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements. • Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols. • Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems. <p><i>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats</i></p>
<p>Early Math:</p> <ol style="list-style-type: none"> 1) <i>Counting and Cardinality</i> 2) <i>Operations and Algebraic Thinking</i> 3) <i>Geometry</i> 4) <i>Measurement and Data</i> 	<p>Central Domain: <i>Mathematics Development</i></p> <p>Sub-Domain: <i>Counting and Cardinality</i></p> <p>Goals: <i>P-Math 1. Child knows the number names and counts in sequence.</i> <i>P-Math 2. Child recognizes the number of objects in a small set.</i> <i>P-Math 3. Child understands the relationship between numbers and quantities.</i> <i>P-Math 4. Child compares numbers.</i> <i>P-Math 5. Child associates a quantity with written numeral up to 5 and begins to write numbers.</i></p> <p>Sub-Domain: <i>Operations and Algebraic Thinking</i></p>	<p>3. Apply mathematics in a variety of settings</p> <ul style="list-style-type: none"> • Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable. • Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution. • Communicate and defend the verified process and solution, using pictures, symbols, models, narrative, or other methods.

Component of the 2018-2019 Kindergarten Assessment	Head Start Early Learning Framework 2015	Essential skills (Oregon's Graduation Requirements) Conceptual Tie
	<p>Goals: <u>P-ATL 2.</u> Child follows classroom rules and routines with increasing independence. <u>P-ATL 3.</u> Child appropriately handles and takes care of classroom materials. <u>P-ATL 3.</u> Child manages actions, words, and behavior with increasing independence.</p> <p>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</p> <p>Goals: <u>P-ATL 6.</u> Child maintains focus and sustains attention with minimal adult support. <u>P-ATL 8.</u> Child holds information in mind and manipulates to perform a task. <u>P-ATL 8.</u> Child demonstrates flexibility in thinking and behavior.</p> <p>Sub-Domain: Initiative and Curiosity</p> <p>Goals: <u>UPATL 10.</u> Child demonstrates initiative and independence.</p>	<ul style="list-style-type: none"> • Display initiative and demonstrate respect for other team members to complete tasks. • Plan, organize, and complete assigned tasks accurately and on time. • Exhibit work ethic and performance, including the ability to be responsible and dependable.

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