GROUP INTERPRETIVE GUIDANCE FOR THE 2015-16 KINDERGARTEN ASSESSMENT

SELF-REGULATION

Groups of Students:
- Follow directions and complete tasks with some adult support/redirection
- Try new tasks with some adult support and guidance
- Focus on a task with a few reminders from adults

Approaching
(2.91 – 3.99)

Self-Regulation
State Average
3.5

Groups of Students:
- Follow directions and complete tasks with intensive adult support
- Try new tasks with intensive adult support
- Focus on a task with intensive adult support

Developing
(1.00 – 2.90)

Groups of Students:
- Interact with peers and adults appropriately with intensive adult support
- Express thoughts and feelings appropriately with intensive adult support

INTERPERSONAL SKILLS

Groups of Students:
- Interact with peers and adults appropriately with some adult support
- Express thoughts and feelings appropriately with some adult guidance

Demonstrating & Above
(4.00 – 5.00)

Groups of Students:
- Follow directions and complete tasks with minimal redirection from adults
- Try new tasks independently
- Focus on a task with minimal/no reminders from adults

Groups of Students:
- Interact with peers and adults appropriately with minimal/no adult support
- Express thoughts and feelings appropriately with minimal/no adult guidance

*The Oregon Department of Education is in the process of developing interpretive guidance in the areas of Early Literacy and Early Math. In the fall of 2012, approximately 1,200 students participated in the pilot of the Kindergarten Assessment; results from the third grade summative assessment for this cohort will not be available until the summer of 2016. The Kindergarten Assessment was implemented statewide in 2013; complete cohort data will not be available until the summer of 2017. The Spanish Literacy measure has undergone revisions for the past three years, which means that no trend data is currently available. Third grade cohort data for the current version of this measure will not be available until the summer of 2019.