

PRESCHOOL/KINDERGARTEN ASSESSMENT PLAN

According to Truro Central School, School Committee Policy:

"The Truro Central School uses a variety of ongoing assessments to measure student progress and tailor curriculum and teaching methods."

Policy on Testing, IL

Assessments are a necessary part of any education experience. They inform the educator about how his or her students are progressing, if a student needs extra support, what type of instruction is needed to best serve their students, how much instruction his or her students need in a particular area, and whether or not his or her current teaching methods are effective.

The following is a list of the major assessments which occur in both the Preschool and Kindergarten classrooms over the course of a year. These assessments include norm-referenced and standardized tests as well as curriculum based and teacher made assessments. These assessments have multiple purposes, including identifying individual students' interests and needs, describing the developmental progress and learning of children, improving curriculum, adapting teaching practices and the environment, planning program improvement, formulating individual tiered instructional plans, arranging for developmental screening and referral for diagnostic assessment when indicated, and communicating with families about the progress of their students. Assessments obtain information on all areas of a child's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development including self-help skills. Assessment results are also used as part of data based decision making which includes making policies, prioritizing goals, allocating staff, financial resources, and changing program and services.

The Early Childhood Program at Truro Central School adheres to the following guidelines regarding assessmentsⁱ:

- *Curriculum and assessment are integrated throughout the program; assessment is congruent with and relevant to the goals, objectives, and content of the program.*
- *Assessment results in benefits to the child, such as needed adjustments in the curriculum or more individualized instruction and improvements in the program.*
- *Children's development and learning in all domains—physical, social, emotional, and cognitive—and their dispositions and feelings are informally and routinely assessed by teachers' observing children's activities.*
- *Assessment provides teachers with useful information to successfully fulfill their responsibilities: to support children's learning and development, to plan for individuals and groups, and to communicate with parents.*
- *Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over the time.*
- *Assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children. Assessment avoids approaches that places children in artificial situations, impede the usual learning and developmental experiences in the classroom, or divert children from their natural learning processes.*
- *Assessment relies on demonstrated performance during real, not contrived, activities, for example real reading and writing activities rather than only skills testing. Add something to explain necessity of skills testing?*
- *Assessment utilizes an array of tools and a variety of processes, including, but not limited to, collections of representative work by children (artwork, stories they write, recordings of their reading), records of systematic observation by teachers, records of conversations and interviews with children, and teachers' summaries of children's progress as individuals and as groups.*
- *Assessment recognizes the individual diversity of learning and allows for differences in styles and rates of learning. Assessment takes into consideration children's ability in English, their stage of language acquisition, and whether they have been*

given the time and opportunity to develop proficiency in their native language as well as in English.

- *Assessment supports children's development and learning; it does not threaten children's psychological safety or feelings of self-esteem.*
- *Assessment supports parents' relationships with their children and does not undermine parents' confidence in their children's or their own ability, nor does it devalue the language and culture of the family.*
- *Assessment demonstrates children's overall strengths and progress, what children can do, not just their wrong answers and what they cannot do or not know.*
- *Assessment is an essential component of the teacher's role. Since teacher can make the maximal use of assessment results, the teacher is the primary assessor.*
- *Assessment is a collaborative process involving children and teachers, teachers and parents, school and community. Information from parent's about each child's experiences at home is used in planning instruction and evaluating children's learning. Information obtained from assessment is shared with parents in language they can understand.*
- *Assessment encourages children to participate in self-evaluation.*
- *Assessment addresses what children can do independently and what they can demonstrate with assistance, because the latter show the direction of their growth.*
- *Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performance, and anecdotal records is used for planning instruction and communicating with parents.*
- *A regular process exists for periodic information sharing between teachers and parents about children's growth and development and performance. The method of reporting to parents does not rely on letter or numerical grades but rather provides more meaningful, descriptive information in narrative form.*

The Early Childhood Program at Truro Central School also adheres to the following Massachusetts Department of Elementary and Secondary Education requirements:

- Assessment is composed of the following elements and tiered instructional intervention is in place.
 - *The district provides support and oversight for a tiered instruction system;*
 - *Staff use frequent and informal formative assessments in English Language Arts and math;*
 - *Staff use periodic and standards-based benchmark assessments in ELA and math and instructional changes are made on a daily and weekly basis because of formative assessment;*
 - *Remedial and enrichment requirements for individual students are made as a result of benchmark assessments at 4 or more times per year.*
- Assessment is used in data based decision making.
 - *All professional staff members are trained and required to use aggregated and disaggregated student achievement data regularly to improve student performance*
 - *District and school leadership annually review student assessment results, external and internal reviews, and other pertinent data to make decisions. Decisions include making policies, prioritizing goals allocating staff, supervising staff, allocating financial resources, and changing programs and services.*

Staff Training:

These assessments are all administered by staff familiar with the student. Staff members administering each assessment are trained through professional development, or in-service activities provided by the special education teacher, consultants or mentors.

Confidentiality:

All staff at Truro Central School must adhere to a confidentiality policy:

"Please be advised that ANY and ALL information, whether written, verbal, obtained in school or out of school is considered confidential! You are mandated to maintain this confidentiality. Do not discuss or relay in any way matters which relate to or occur in school."

-Excerpt from Employee Handbook

Truro Central School is also governed by the Commonwealth of Massachusetts' General Laws, which include Regulation 603 CMR 23.00 on Confidentiality and Student Records (see attached.) A copy of this law is also available to download at <http://www.doe.mass.edu/lawsregs/stateregs.html>.

Family Involvement:

Families can provide input about overall plan of assessment by becoming involved in the School Committee, TEEA (Truro Education Enrichment Alliance), CPC (Community Partnership for Children), or School Council or they can communicate directly with classroom teachers or the principal/superintendent. In the case of a special education evaluation, family consent is required for any diagnostic assessments.

The following assessment plan is provided to families via the school's website. Also, a letter home will be sent containing the assessment calendar and notifying parents of the assessment plans availability. A hard copy is also available upon request.

Program Improvement:

After these assessments are administered and if improving the classroom curriculum, changes in the classroom environment and changes in teaching practices have not provided sufficient progress or growth in student results, the following program changes may be considered:

- An adjustment in the teacher/child ratio
- Consultants/ Specialist will be hired
- Change/upgrade in equipment and materials
- Further professional development

The assessments are listed in alphabetical order, first with Preschool assessments, then Kindergarten.

Preschool Assessment Plan:

According to the Massachusetts Department of Early Education and Care:

"Early childhood educators need to become aware of children's individual interests and strengths and find ways to engage and expand them. They can do so by arranging for a rich variety of learning experiences that appeal to all the senses — visual, auditory, and physical — and by alternating individual, partnered, small group, and large group activities so that children experience various kinds of social interaction.

In early childhood programs, assessment takes place by observing children in daily activities and taking note of their skills, understandings, interests, vocabulary, and attitudes toward various tasks. It includes communicating with families regularly to learn about the circumstances that may affect classroom behaviors or interactions, such as personal or family illness, injury, and child-rearing beliefs and practices. While children exhibit a broad range of individual differences and personal interests, assessment should ensure that both boys and girls have opportunities to participate in a range of activities, from block building to musical, artistic, or dramatic play, in order to stimulate the development of spatial, artistic, musical, and verbal abilities in all children."

From Guidelines for Preschool Learning Experiences, 2003ⁱⁱ

Since we are regulated and monitored by the Massachusetts Department of Early Education and Care, and the Massachusetts Department of Elementary and Secondary Education, we are obliged to follow their regulations in every matter including assessment. Most preschool assessment is formative and is done through daily observation of students, identifying their interests, mastery of skills and with which skills (social, emotional, cognitive, language, physical development, etc.) they need more practice or instruction.

Classroom Assessment:

Purpose:

This assessment is designed by the Special Education/Classroom Teacher and the speech and language pathologist and is used to assess a student's readiness skills.

Procedure:

The assessment is administered in a quiet space, such as the speech and language pathologist's office, by the Special Education/Classroom teacher. This assessment occurs in March. For Procedure see assessment.

Use of Results:

The results of this assessment are shared with preschool staff. Targets for instruction are developed for each child. The results of this assessment are shared at the second Family/Teacher Conference.

Conference Report Family Notes:

Purpose:

This assessment is used to prepare for each Family/Teacher Conference (November and March). It is filled out by families and informs the teacher of each family's expectations for and observations of their student.

Procedure:

Before each conference, a questionnaire is sent home. The family returns the filled out questionnaire to the teacher who uses it to prepare for the Family/Teacher conference. The contents of the questionnaire are then discussed at the conference.

Use of Results:

The Special Education/Classroom Teacher uses the results of this assessment to inform the program staff's teaching practices. Each family's input is used to design classroom goals for each student. Information is also shared with paraprofessionals who work in the classroom.

Developmental Questionnaire:

Purpose:

A questionnaire used to help the Special Education/Classroom Teacher prepare the classroom environment and plan to meet individual needs prior to school opening.

Procedure:

This questionnaire is sent out to families in August and is mailed back to the school. The Special Education/Classroom Teacher reads each questionnaire and prepares and plans for each family and their student accordingly.

Use of Results:

The results of this assessment are used to help the Special Education/Classroom teacher prepare the classroom environment and plan for each individual student. Information is also shared with the paraprofessionals who work in the classroom.

DIVS (Dynamic Indicators of Vocabulary Skills):

(Much of the following information was provided by IDEAL Consulting Services' website, the providers of DIVS and DIBELS to our school district)

Purpose:

To measure English oral language skills in preschool and kindergarten students to identify children who are failing to acquire the core components that are essential to reading success and to evaluate the effectiveness of interventions on behalf of these students.

Procedure:

This assessment will be administered by the Special Education/Classroom Teacher in the classroom during October's ESI screening. It is also administered again in January, and March. During these months, the assessment is administered by the Special Education/Classroom teacher during the school day in a quiet space, such as the speech and language office off of the library.

The following is copyrighted by IDEAL Consulting Services, Inc. 2008. This information is also provided in the DIVS administration booklet.

Picture Naming Fluency Procedure-

Materials:

- Examiner packet containing picture naming fluency items (44 randomized pictures)
- Student booklet containing picture naming fluency items (44 randomized pictures with corresponding picture labels)
- Stopwatch
- Pencil

Directions for Administration:

- 1.) Place the examiner packet in front of the child.
- 2.) Place the student booklet in front of you, shielded so that the child cannot see what you record.

3.) Say these specific directions to the child:

When I say Begin, start naming the picture at the top of the page (point to the picture in the top left corner of the page). **Name the pictures across the page** (run your finger underneath the top row of pictures). **Try to name each picture. If you come to a picture you don't know, I'll tell it to you. Do you have any questions?** (Pause)

4.) Point to the picture in the top left corner of the page and say, **Put your finger on the first picture...Begin**. As soon as the child names the first picture, start your stopwatch. If the child does not name the first picture within **5 seconds**, tell him/her the correct response, start your stopwatch, and mark the picture as incorrect.

5.) Follow along on the student booklet. Put a slash (/) through the picture labels named incorrectly. Circle the picture labels named correctly (see Directions for Scoring).

6.) If the child hesitates with a picture for **5 seconds**, tell the child the correct response and mark the picture as incorrect. If necessary, point to the next picture and say, **What's this?**

7.) If the child finishes a page, stop your stopwatch, turn the page within the examiner copy, tell the student to **Begin** again, and restart your stopwatch.

8.) After **1 minute**, stop the child. Place a bracket (]) after the wording above the last picture attempted. Tally and record the number of **Pictures Named Correct (PNC)** in the lower right corner of the student booklet.

9.) If the student completes all 44 pictures prior to the 1 minute time limit, his/her score will need to be prorated [$PNC = (\# \text{ correct} \times 60) \div \text{total time}$].

Directions for Scoring:

- 1.) Circle the picture labels named correctly.
- 2.) The following responses should be counted as correct:
 - Words listed above the target picture within the student booklet.
 - Self-corrections made within **5 seconds** of the child's original response. Denote self-corrections by writing the symbol **"SC"** above the picture within the student booklet.
 - The plural form of singular words. For example, the child says "ducks" instead of "duck".
 - The singular form of plural words. For example, the child

says "mitten" instead of "mittens".

- Multi-word responses that contain the correct response.

For example, the child says "polar bear" instead of bear.

3.) Put a slash (/) through picture labels named incorrectly. The following responses should be counted as incorrect:

- An incorrectly named picture.
- An omitted picture.
- A hesitation for 5 seconds. After noting a hesitation mistake, the examiner does not provide the student with the correct answer.

4.) The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment issue and should be based on the child's response patterns and/or prior knowledge of his/her speech patterns. For example, a child may regularly substitute /th/ for /h/. If that is the case, the child would be given full credit for saying "thill" instead of "hill".

Accommodations:

- 1.) The child may be tested in an alternative setting.
- 2.) The child may be tested by an alternative examiner, preferably someone with whom the child is comfortable and/or who is familiar with the child's speech patterns.
- 3.) The child's understanding of the directions can be checked. For example, the child can be asked to repeat or summarize the directions.
- 4.) The directions can be provided in a manner more accessible to the child (e.g., sign language).
- 5.) Enlarged pictures may be used.
- 6.) A marker, ruler, or window may be used to help guide the child from one row of pictures to the next.
- 7.) If the child is experiencing difficulty tracking across a row of pictures, the examiner may point to each picture.

Reverse Definition Fluency Procedure:

Materials:

- Student booklet containing reverse definition fluency items (30 randomly ordered formal definitions with corresponding answer keys)
- Stopwatch
- Pencil

Directions for Administration:

- 1.) Place the student booklet in front of you, shielded so that the child cannot see what you record.
- 2.) Say these specific directions to the child:
I am going to describe a word to you. After I describe it, tell me what word I'm thinking of. So if I say "What is an animal that roars?" you would say, "A lion." Let's try one...What is a part of your body used to see? (Pause) OK. Here is your first one...
- 3.) Supply the first definition and start your stopwatch. If the child does not begin to provide a response after **5 seconds**, stop your stopwatch and score the item as zero. Give the child the next definition. Note: Do not give the child the correct answer.
- 4.) If the child says, "I don't know," wait **5 seconds**, stop your stopwatch, and score the item as zero. Give the child the next definition.
- 5.) If the child fails to produce a response **after the first 5 definitions**, discontinue the task.
- 6.) Run your stopwatch **only** when the child is attempting to respond. As soon as the child provides a response, stop your stopwatch. Do not start it again until you are done giving the next definition.
- 7.) Follow along on the student booklet and check to see whether the child's response is listed in the appropriate answer key. If the child's response is listed in the answer key, circle it. If the child's response is not listed in the answer key, put a slash (/) through the entire answer key box. Then, mark the student's response as either correct (1 point) or incorrect (0 points) (see Directions for Scoring).
- 8.) After **1 minute** has accumulated, stop the child. Tally and record the number of **Words Named Correct (WNC)** in the lower right corner of the student booklet.

Directions for Scoring:

- 1.) Circle correct responses. The following responses should be counted as correct:
 - Words listed in the answer key to the right of the definition.
 - Self-corrections made within **5 seconds** of the child's original response. Denote self-corrections by writing the symbol **"SC"** above the circled response within the student booklet.
 - The plural form of singular words. For example, the child says "lions" instead of "lion".
 - The singular form of plural words. For example, the child says "sneaker" instead of "sneakers".

- Multi-word responses that contain the correct response. For example, responding to the definition "What's an animal that gives us milk?" the child says "moo cow" instead of cow.
- 2.) If the child responds incorrectly, put a slash (/) through the entire answer key box.
- 3.) The following responses should be counted as incorrect:
 - A response that is not listed in the item's answer key.
 - A repetition of the definition.
 - A hesitation for 5 seconds.
- 4.) After noting a hesitation mistake, the examiner does not provide the student with the correct answer.
- 5.) The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment issue and should be based on the child's response patterns and/or prior knowledge of his/her speech patterns. For example, a child may regularly substitute /w/ for /r/. If that is the case, the child would be given full credit for saying "mushwoom" instead of "mushroom".

Accommodations:

- 1.) The child may be tested in an alternative setting.
- 2.) The child may be tested by an alternative examiner, preferably someone with whom the child is comfortable and/or who is familiar with the child's speech patterns.
- 3.) The child's understanding of the general directions or key words (e.g., "describe") within the directions can be checked. The child can also be asked to repeat or summarize the directions.
- 4.) The directions can be provided in a manner more accessible to the child (e.g., sign language).
- 5.) The practice item may be repeated or one additional example may be provided (e.g., What is a part of your body used to smell?).

Use of Results: The results of this assessment are used as to tailor instruction in vocabulary for children who demonstrate low skills and/or to enhance the overall vocabulary learning environment if needed.

ESI – Early Screening Inventory:

Purpose:

The Early Screening Inventory-Revised (ESI-R™) provides a brief developmental screening instrument designed to be individually

administered to children from 3 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school. Research has shown the ESI-R to be highly reliable and valid.

The instrument addresses developmental, sensory, and behavioral concerns in the following areas:

- Visual Motor/Adaptive
- Language and Cognition
- Gross Motor Skills

The screening is used to identify any potential learning problems or developmental differences. Children who show a difference in development that interferes with his or her learning are reviewed by the ACT (Assisting Classroom Teachers) Team and may receive supportive educational services. This screening also allows the Preschool teacher to identify student strengths and weaknesses, which assists in the design of fun, meaningful learning activities.

There is also a family questionnaire, which interviews families about their child's interests and birth history.

The ESI is administered each October to all students in the preschool program.

Procedure:

The Assessment takes approximately 20-30 minutes to administer and 15 minutes to score. It is administered in the preschool classroom by the classroom/special education teacher, speech and language pathologist, and occupational therapist. All test administrators are familiar to the students as they frequently visit and work with individuals in the classroom. The school social worker is also available during the screening to meet with families and to help them fill out the family questionnaire. For further information on test administration, refer to the Administration guide found in the SPED office.

Use of Results:

Results of the ESI screening are used to determine any areas of concern in a student's cognitive, language, visual motor/ adaptive, and gross motor skills. The screening team and the preschool classroom

debrief about results immediately after the screening and develop ideas about how to plan curriculum and instruction to meet individual and group needs. For individuals specifically, the results are not only used to focus classroom instruction for that student but also are used to refer the student to appropriate intervention and/or referral for diagnostic assessment if indicated. The ESI results are also one of the criteria used to determine eligibility for the Title I program.

The personnel in the debriefing meeting are the same personnel who will work with the children in the preschool classroom.

The results of the screening are communicated in a letter sent home the day after the screening. In case of any concerns, the letter is personalized. Results are discussed in detail at the first Family/Teacher Conference, if not sooner.

The results are also put in each student's digital portfolio/Data Warehouse, which will contain all of his or her assessment information from Preschool until his or her graduation from sixth grade.

Family Heritage Questionnaire:

Purpose:

To gather information about families and their culture, heritage and traditions in order to enrich the curriculum and inform classroom practice.

Procedure:

Families are given a questionnaire in January to bring home and fill out.

Completed forms are returned to the lead teacher.

Use of Results:

Completed forms are brought to the lead teacher and are shared with the teacher's aides. The staff discusses ways to integrate families' culture, collaborate with the teacher in order to plan and present activities that reflect the family's culture, heritage and traditions to enrich the classroom experience.

Hearing Screening:

Purpose:

To assess each student's hearing.

Procedure:

This assessment takes place in February. It is administered by the Special Education/Classroom Teacher and the Speech and Language Pathologist. Approximately one week prior to the actual assessment, the Special Education/Classroom Teacher will practice with the entire class the hearing screening process during morning meeting.

Each student will go one at a time with the Speech and Language Pathologist and the Special Education/Classroom Teacher to the nurse's office. The student will put on a set of headphones, and will be instructed to drop a small block into a bowl each time they hear a sound.

Use of Results:

The results are used to ascertain whether or not the student has a hearing deficit. If that is found to be the case the school nurse will make an appropriate referral. Results are shared with families in note-form the day after the screening. In case of concern, the speech and language pathologist speaks to the family face to face if possible or by phone.

Results are sent home in letter-form the same day as the screening. They are discussed in detail at the second Family/Teacher Conference.

Ongoing Classroom Observational Assessment

Purpose:

To assess each student's skills and abilities across all content areas of the curriculum and classroom routines.

Procedure:

All preschool staff and specialists, across all settings will take narrative notes regarding each student's interests, skills, needs, social and communication abilities, etc. The notes are recorded either in the large black binder for this purpose directly, or are written on small post-it notes and transferred to the binder when time allows.

Use of Results:

The results are used to monitor progress with each student. Teaching staff refer to this book regularly to determine what each student's needs are and provide instruction and practice for each student based on these narrative notes as necessary. These notes are also used to tailor the classroom environment.

The narrative notes are used to fill out progress reports and information from them is shared at the Family/Teacher Conferences in November and March.

Performance Assessment - Strip Cutting:

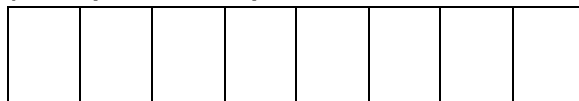
Purpose:

To assess each student's memory, organizational skills, communication skills, sequencing skills, ability to follow directions, pencil grip, his or her grasp and release ability, hand-eye coordination, visual perception and tracking, and visual motor skills. (*Guiding Learning in English Language Arts*, criteria #3, #18; *Guiding Preschool Learning in Mathematics*, criteria #3; *Guiding Learning in Science and Technology/Engineering*, criteria #24; *Guiding Preschool Learning in History and Social Science*, criteria #1; *Guiding Learning in Health Education*, criteria #9, #10, #11, #12 in *Department of Early and Education and Care's Guidelines for Preschool Learning Experiences*)

Procedure:

This assessment is conducted in the classroom by the lead teacher during the school day.

The students as a group are introduced to the activity. During morning meeting, the lead teacher demonstrates the activity. She takes a pre cut strip, which has several solid black lines across it one inch apart (as shown).



Then she models how to hold a pair of scissors and models the assessment.

Each student will take a strip of paper marked with the black lines (as above). The students will also take a bowl, glue stick, crayon scissors and half a full sheet of paper. First the student will take a crayon and write his or her name on the half sheet of paper. Next the student will take his or her strip and carefully cut on the black lines so the line “disappears”, listening as the square they cut off falls into the bowl. They will cut the strip until no black lines remain. The student will then glue their cut squares onto the half sheet of paper in any arrangement they choose.

During this assessment, the lead teacher will sit at the art table with the student in the classroom during normal “worktime”, making observations of the student’s level of independence with the activity, his or her pencil grip and name writing ability, how the student holds the scissors, and how well and easily they complete the task. The teacher will intervene with additional instructions if necessary, also taking note on any help needed for the student to complete the activity.

Use of Results:

The results of this formative assessment will dictate which students may need more encouragement and aid to do and complete fine motor tasks, including grasp and release skills, and pencil grip. The lead teacher and the teacher aides will monitor the student as see that his or her needs in the assessed areas are met. If the cutting and gluing task proves extremely difficult for a student, the occupational therapist may be consulted.

Results of this assessment are shared at the first Family/Teacher Conference.

Child Outcomes Summary for Department of Elementary and Secondary Education:

Purpose:

For preschool students on Individualized Education Plans (IEP’s), data is submitted to the Massachusetts Department of Elementary and Secondary Education to document student progress. The data includes information about the student’s positive socio-emotional skills,

acquiring and using knowledge and skills, and taking appropriate action to meet needs

Procedure:

Data is submitted based on the observations of multiple reporters, including the Special Education/Classroom Teacher, the student's family, and specialists.

The Regular/Special Education Teacher fills out a questionnaire about progress observed in positive social-emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs. The teacher will use information from multiple sources, including the family. Age appropriate functioning in each area is gauged on a scale of 1 through 7.

Use of Results:

The results are uploaded to the Department of Elementary and Secondary Education and are used to improve program and instruction through a tiered intervention approach.

Self Portrait, including Name Writing and Interest Interview:

Purpose:

To assess each student's pencil and paper skills, his or her ability to speak on a topic, his or her ability to write his or her name, knowledge of parts of a face, and to assess one area of interest. (*Guiding Learning in English Language Arts*, criteria #3, #18; *Guiding Learning in Health Education* criteria #1, #9 in *Department of Early and Education and Care's Guidelines for Preschool Learning Experiences*)

This assessment also provides a formal opportunity for students to share their interests with the entire class when their portraits are displayed in the classroom.

The portraits done during this assessment are also used for the Preschool Program T-shirt that is created annually.

Procedure:

This formative, observational assessment is conducted by the lead teacher in the classroom during the school day, after a discussion of the parts of the face and discussion about what self portraits are.

One at a time, each student will be called over to a table to draw their self portrait with the lead teacher. The lead teacher has a mirror set up at the table for the student to look in as well as a blank sheet of white paper and a black marker. The student will be asked to draw a picture of just his or her face. The teacher will ask a question about the student's interests, for example "What do you like to do with your family?", and will record the child's response. Each student will be asked the same question, which becomes the theme of the bulletin board where the portraits will be displayed. When the student's portrait is complete, the teacher will ask the student to write his or her name on the back.

During the assessment, the teacher will note pencil grip, individual ability to write one's name, and body part recognition.

Use of Results:

The results of this formative assessment will be used to inform teaching staff of in which activities each student will need more practice. Students who struggle with writing their names but enjoy the art area will, for example, will be encouraged to do more drawing with crayons and markers at the art table.

Results are shared at the second Family/Teacher Conference and the self portraits are added to the student's digital portfolios/ Data Warehouse and are used to provide student centered interventions in a tiered instructional approach.

Kindergarten Assessment Plan

DIBELS (Dynamic Indicators of Basic Early Literacy Skills):

Purpose:

To assess student phonological awareness. (Standard 7 from the Massachusetts Kindergarten Learning Standards.)

The following is from the DIBELS Administration and Scoring Guide:

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. LNF is based on research by Marston and Magnusson (1988). Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms. The 1-month, alternate-form reliability of LNF is .88 in kindergarten (Good et al., in preparation). The median criterion-related validity of LNF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster standard score is .70 in kindergarten (Good et al., in preparation). The predictive validity of kindergarten LNF with first-grade Woodcock-Johnson Psycho-Educational Battery-Revised Reading Cluster standard score is .65, and .71 with first-grade Curriculum-Based Measurement (CBM) oral reading fluency (Good et al., in preparation).

DIBELS Initial Sound Fluency (ISF) is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word (Kaminski & Good, 1998; Laimon, 1994). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" and the student points to the correct picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time

taken to identify/produce the correct sound and converts the score into the number of onsets correct in a minute.

The ISF measure takes about 3 minutes to administer and has over 20 alternate forms to monitor progress. The ISF measure is a revision of the Onset Recognition Fluency (OnRF) measure incorporating minimal revisions. Alternate-form reliability of the OnRF measure is .72 in January of kindergarten (Good, Kaminski, Shinn, Bratten, Shinn, & Laimon, in preparation). By repeating the assessment four times, the resulting average is estimated to have a reliability of .91 (Nunnally, 1978). The concurrent, criterion-related validity of OnRF with DIBELS PSF is .48 in January of kindergarten and .36 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score (Good et al., in preparation). The predictive validity of OnRF with respect to spring-of-first-grade reading on CBM ORF is .45, and .36 with the Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score (Good et al., in preparation). The benchmark goal is 25 to 35 initial sounds correct by the middle of kindergarten. Students scoring below 10 initial sounds correct in the middle of kindergarten may need intensive instructional support.

DIBELS Nonsense Word Fluency (NWF) is a standardized, individually-administered test of the alphabetic principle – including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is "vaj" the student could say /v/ /a/ /j/ or say the word /vaj/ to obtain a total of three letter-sounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. The NWF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The one-month, alternate-form reliability for NWF in January of first grade is .83 (Good et al., in preparation). The concurrent criterion-validity of DIBELSTM NWF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster score is .36 in January and .59 in February of first grade (Good et al., in preparation). The predictive validity of DIBELSTM NWF in January of first grade with (a) CBM ORF in May of first grade is .82, (b) CBM ORF in

May of second grade is .60, (c) Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .66 (Good et al., in preparation). The benchmark goal for Nonsense Word Fluency is 50 correct letter sounds per minute by mid first grade. Students scoring below 30 in mid first grade may need intensive instructional support to achieve first grade reading goals.

Procedure:

Only those tests listed above are used to assess kindergarten students (Word Use Fluency (WUF), Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF)). The PSF and NWF are not administered until mid-year (January). ISF is not done during the last testing session (June).

Instructions available in the Administration and Scoring Guide or at <http://dibels.uoregon.edu/>

This test will be administered to each individual student at least three times a year in September, January and June.

Use of Results:

These results are used for placement into RTI (Response to Intervention) Tiers in order to target those students who are falling behind in early literacy skills. Each student is classified as "At Risk", "Some Risk", or "Low Risk". Students in tier two are progress monitored using DIBELS one a month. For students in tier three, DIBELS is used for progress monitoring every two weeks.

DIVS (Dynamic Indicators of Vocabulary Skills):

(Much of the following information was provided by IDEAL Consulting Services' website, the providers of DIVS and DIBELS to our school district)

Purpose:

To measure English oral language skills in preschool and kindergarten students to identify children who are failing to acquire the core components that are essential to reading success and to evaluate the effectiveness of interventions on behalf of these students.

(Massachusetts English Language Arts Curriculum Frameworks, 4.1, 4.2)

Procedure:

This assessment will be administered by the lead teacher and/or special education teacher in either the kindergarten classroom or the special education teacher's room. It will be administered at least three times a year to each student in Kindergarten (September, January, and June).

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Picture Naming Fluency Procedure-

Materials:

- Examiner packet containing picture naming fluency items (44 randomized pictures)
- Student booklet containing picture naming fluency items (44 randomized pictures with corresponding picture labels)
- Stopwatch
- Pencil

Directions for Administration:

- 1.) Place the examiner packet in front of the child.
- 2.) Place the student booklet in front of you, shielded so that the child cannot see what you record.
- 3.) Say these specific directions to the child:
When I say Begin, start naming the picture at the top of the page (point to the picture in the top left corner of the page).
Name the pictures across the page (run your finger underneath the top row of pictures). **Try to name each picture. If you come to a picture you don't know, I'll tell it to you. Do you have any questions?** (Pause)
- 4.) Point to the picture in the top left corner of the page and say, **Put your finger on the first picture...Begin.** As soon as the child names the first picture, start your stopwatch. If the child does not name the first picture within **5 seconds**, tell him/her the correct response, start your stopwatch, and mark the picture as incorrect.
- 5.) Follow along on the student booklet. Put a slash (/) through

the picture labels named incorrectly. Circle the picture labels named correctly (see Directions for Scoring).

6.) If the child hesitates with a picture for **5 seconds**, tell the child the correct response and mark the picture as incorrect. If necessary, point to the next picture and say, **What's this?**

7.) If the child finishes a page, stop your stopwatch, turn the page within the examiner copy, tell the student to **Begin** again, and restart your stopwatch.

8.) After **1 minute**, stop the child. Place a bracket (]) after the wording above the last picture attempted. Tally and record the number of **Pictures Named Correct (PNC)** in the lower right corner of the student booklet.

9.) If the student completes all 44 pictures prior to the 1 minute time limit, his/her score will need to be prorated [$\text{PNC} = (\# \text{ correct} \times 60) \div \text{total time}$].

Directions for Scoring:

1.) Circle the picture labels named correctly.

2.) The following responses should be counted as correct:

- Words listed above the target picture within the student booklet.
- Self-corrections made within **5 seconds** of the child's original response. Denote self-corrections by writing the symbol **"SC"** above the picture within the student booklet.
- The plural form of singular words. For example, the child says "ducks" instead of "duck".
- The singular form of plural words. For example, the child says "mitten" instead of "mittens".
- Multi-word responses that contain the correct response. For example, the child says "polar bear" instead of bear.

3.) Put a slash (/) through picture labels named incorrectly. The following responses should be counted as incorrect:

- An incorrectly named picture.
- An omitted picture.
- A hesitation for 5 seconds. After noting a hesitation mistake, the examiner does not provide the student with the correct answer.

4.) The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment issue and should be based on the child's response patterns and/or prior knowledge of his/her speech patterns. For example, a child may regularly substitute /th/ for /h/. If that is the case, the child would be given full credit for saying "thill" instead of "hill".

Accommodations:

- 1.) The child may be tested in an alternative setting.
- 2.) The child may be tested by an alternative examiner, preferably someone with whom the child is comfortable and/or who is familiar with the child's speech patterns.
- 3.) The child's understanding of the directions can be checked. For example, the child can be asked to repeat or summarize the directions.
- 4.) The directions can be provided in a manner more accessible to the child (e.g., sign language).
- 5.) Enlarged pictures may be used.
- 6.) A marker, ruler, or window may be used to help guide the child from one row of pictures to the next.
- 7.) If the child is experiencing difficulty tracking across a row of pictures, the examiner may point to each picture.

Reverse Definition Fluency Procedure:

Materials:

- Student booklet containing reverse definition fluency items (30 randomly ordered formal definitions with corresponding answer keys)
- Stopwatch
- Pencil

Directions for Administration:

- 1.) Place the student booklet in front of you, shielded so that the child cannot see what you record.
- 2.) Say these specific directions to the child:
I am going to describe a word to you. After I describe it, tell me what word I'm thinking of. So if I say "What is an animal that roars?" you would say, "A lion." Let's try one...What is a part of your body used to see? (Pause) OK. Here is your first one...
- 3.) Supply the first definition and start your stopwatch. If the child does not begin to provide a response after **5 seconds**, stop your stopwatch and score the item as zero. Give the child the next definition. Note: Do not give the child the correct answer.
- 4.) If the child says, "I don't know," wait **5 seconds**, stop your stopwatch, and score the item as zero. Give the child the next definition.

- 5.) If the child fails to produce a response **after the first 5 definitions**, discontinue the task.
- 6.) Run your stopwatch **only** when the child is attempting to respond. As soon as the child provides a response, stop your stopwatch. Do not start it again until you are done giving the next definition.
- 7.) Follow along on the student booklet and check to see whether the child's response is listed in the appropriate answer key. If the child's response is listed in the answer key, circle it. If the child's response is not listed in the answer key, put a slash (/) through the entire answer key box. Then, mark the student's response as either correct (1 point) or incorrect (0 points) (see Directions for Scoring).
- 8.) After **1 minute** has accumulated, stop the child. Tally and record the number of **Words Named Correct (WNC)** in the lower right corner of the student booklet.

Directions for Scoring:

- 1.) Circle correct responses. The following responses should be counted as correct:
 - Words listed in the answer key to the right of the definition.
 - Self-corrections made within **5 seconds** of the child's original response. Denote self-corrections by writing the symbol **"SC"** above the circled response within the student booklet.
 - The plural form of singular words. For example, the child says "lions" instead of "lion".
 - The singular form of plural words. For example, the child says "sneaker" instead of "sneakers".
 - Multi-word responses that contain the correct response. For example, responding to the definition "What's an animal that gives us milk?" the child says "moo cow" instead of cow.
- 2.) If the child responds incorrectly, put a slash (/) through the entire answer key box.
- 3.) The following responses should be counted as incorrect:
 - A response that is not listed in the item's answer key.
 - A repetition of the definition.
 - A hesitation for 5 seconds.
- 4.) After noting a hesitation mistake, the examiner does not provide the student with the correct answer.
- 5.) The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment issue and should be based on the child's response patterns and/or prior knowledge of his/her speech patterns. For example, a child may regularly substitute /w/ for /r/. If that is the case, the child would be given full credit for saying

“mushwoom” instead of “mushroom”.

Accommodations:

- 1.) The child may be tested in an alternative setting.
- 2.) The child may be tested by an alternative examiner, preferably someone with whom the child is comfortable and/or who is familiar with the child’s speech patterns.
- 3.) The child’s understanding of the general directions or key words (e.g., “describe”) within the directions can be checked. The child can also be asked to repeat or summarize the directions.
- 4.) The directions can be provided in a manner more accessible to the child (e.g., sign language).
- 5.) The practice item may be repeated or one additional example may be provided (e.g., What is a part of your body used to smell?).

ESI – Early Screening Inventory

Purpose:

The Early Screening Inventory-Revised (ESI-R™) provides a brief developmental screening instrument designed to be individually administered to children from 3.5 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school. Research has shown the ESI-R to be highly reliable and valid.

The instrument addresses developmental, sensory, and behavioral concerns in the following areas:

- Visual Motor/Adaptive
- Language and Cognition
- Gross Motor Skills

The screening is used to identify potential learning problems or developmental differences. Children that show a difference in development which has a negative impact on his or her learning may receive supportive educational services. This screening also allows the Kindergarten teacher to identify student strengths and weaknesses, which assists in the design of fun, meaningful learning activities.

There is also a family questionnaire, which interviews families about their child’s birth history, and interests.

Procedure:

The test is administered to all kindergarten students, in the kindergarten classroom, the week before school starts in September. The test is administered by the classroom teacher, special education teacher, and specialists.

Use of Results:

Results of the ESI screening are used to determine any areas of concern in a student's cognitive, language, visual motor/ adaptive, and gross motor skills. The results are then used to plan whole class instruction and focus individual instruction for each student through a tiered instructional approach.

The results are discussed by the classroom teacher, special education teacher, and specialists in an ESI debriefing meeting. During this meeting, each student's results are discussed and decisions are made whether the student needs to be rescreened, monitored, receive some sort of intervention and/or be referred for diagnostic assessment if indicated. The personnel in the debriefing meeting are the same personnel who will work with the children in the kindergarten classroom.

Prior to the screening, a letter is sent home explaining the purpose of the screening. The results of the screening are communicated in a letter sent home the day after the screening. In case of any concerns, the letter is personalized. Results are discussed in detail at the first Family/Teacher Conference, if not sooner.

Everyday Math Individual Ongoing Student Assessment –

Purpose:

Students are assessed and monitored throughout the year using teacher observations including those targeted observations known as "informing instruction notes" and "Recognizing Student Achievement notes" (found in the Everyday Math Teacher's Guide in each lesson), and examples of student work.

Procedure:

Teachers observe and take notes as students go through daily math routines, including "Calendar", "Days of School", "Weather Graph", "Attendance" (included in Morning Meeting).

Use of Results:

The results of this assessment are kept in the student files in the teacher's file cabinet. The results of ongoing student assessments are used by teachers to track individual student progress, plan and tailor instruction through a tiered instructional approach, communicate student progress to parents during Family/Teacher conferences, complete report cards, communicate with the teacher at the next grade level, and report on progress toward school/state expectations. The results from the periodic assessments, as well as the ongoing student assessments are compiled in an Individual Progress Profile.

Everyday Math Periodic Assessment –

Purpose:

The Everyday Math periodic assessments are used for both formative and summative purposes: to tailor instructional needs of individuals, and the whole group, complete the assessment picture that is generated from ongoing assessment and to help communicate progress to parents during Family/Teacher conferences. The assessment tasks are based on the progression of activities in the Kindergarten Everyday Mathematics Teacher's Guide to activities.

Procedure:

This assessment is administered in November and June. The assessments are administered one to one in a quiet, private setting by the classroom teacher. The assessments can be done one task at a sitting, or a few at a time depending on the individual student and the time available. Manipulatives are used to help students demonstrate certain skills, and tasks can be modified so that each student is able to demonstrate each skill to the best of his/her ability. The assessments are not timed.

Use of Results:

The results are used to tailor individual and whole group-instruction through a tiered instructional approach, as well as to help communicate student progress to parents on report cards and during parent-teacher conferences, communicate with the teacher at the next grade level, and report on progress toward school/state expectations. The results from the periodic assessments, as well as the ongoing student assessments are compiled in an Individual Progress Profile.

GMADE:

Purpose:

GMADE is a norm-referenced group diagnostic mathematics test that measures individual skills in the main areas of math as identified by the National Council of Teachers of Mathematics (NCTM) including Concepts and Communication, Operations and Computation, and Process and Application.

It will assess students to determine the overall skill level of a class and to pinpoint each individual's areas of strength and weakness as well as measure growth students have made over the course of the kindergarten year as well as each student's growth over the duration of their education at Truro Central School.

Procedure:

This test is administered by the kindergarten teacher to the whole class simultaneously, in the classroom, during the school day. Instructions for test administration can be found in the GMADE Teacher's Manual.

Each question is read to the students and the students fill in the correct answer.

Use of Results:

The September results of this assessment are used to determine initial placement in the RTI (Response to Intervention) Tiers. If indicated by an individual student's results, he or she may be placed in the "Tier 3" Response to Intervention Tier. If that is the case, a student will be placed on an ISP (Individual Student Program) for math. The classroom teacher will notify the parent by phone, explaining that

according to this standardized assessment the student is indicated as being at risk. As a result, the student will receive extra, individualized instruction, done either with the classroom teacher or the special education teacher during “relax and read” time or Spanish on Fridays. The student’s progress will be monitored and will move into “Tier 2” when he is more successful with mathematics.

Analysis of the entire class’ test result also helps the teaching staff focus on what mathematical skills the class needs more practice. Individual results provide information for each student, and inform the teaching staff on which skills each student needs more practice or instruction.

In June, each student will be reassessed with GMADE, providing information for the first grade teacher so she can begin her planning for the upcoming year. It also is used as a measure of substantial regression over the summer months.

GMADE is administered school-wide, Kindergarten through Sixth grade. This means each student’s progress will be monitored consistently throughout his or her stay at Truro Central School.

Foundations Units 1 and 2 Assessments:

Purpose:

To assess student knowledge of the formation, names, and sounds of letters. (Massachusetts Kindergarten Learning Standards K.L. 5.3, K.R.7.1, and K.R.7.2 for Unit 1. K.L. 5.3, K. L. 5.4, K.R.7.1, K.R.7.2, K.R.7.3, K.C.22.1 for Unit 2)

Procedure:

For the Unit 1 Test each student will be assessed individually. The assessment takes approximately 20 minutes per student and is done by a staff member familiar with the student, such as the classroom teacher or one of the kindergarten paraprofessionals. In part one, the test administrator will point to a letter on a tile board and ask the student “which letter is this?”. The student will then name the letter. In part two, the administrator will ask “what says_” and make a letter

sound. The student will then point to the letter that makes that sound. In part three, the student will have a dry erase board and marker. The administrator will ask the student to write a letter and the student will do so.

The Unit 2 test will be administered to the whole class. Each student will have a pencil and a "composition page" from the Foundations notebook. The classroom teacher will first dictate five sounds, one at a time. The students will write the letter that corresponds with that sound on the page. Next, the teacher will dictate ten words, each with three phonemes, one at a time. The students will write these words. The teacher will then dictate two "trick" words ("the" and "of"), and then dictate two short sentences. Once the students have completed writing their sentences, the teacher will instruct them to circle the "chicken letter and his buddy" ("qu") in their sentences.

Use of Results:

The results are used to measure a student's phonological awareness, and his or her ability to form letters. After the unit one assessment, areas of weakness are identified by the teacher and the student will receive tailored, additional instruction in these areas through a tiered instructional approach. The student's progress in these areas will be monitored through observation. The Unit 2 results are shared with the next year's teacher and are used to help that instructor establish a baseline for instruction. These results also inform the next year's instructor of potential needs of specific students in the classroom.

Pattern Assessment:

Purpose:

This assessment is designed to look at a student's ability to identify patterns, extend patterns, and create patterns. It is tied to learning standards K.P.3 and K.P.7., which both state that [students must be able to] *identify, reproduce, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.*

Procedure:

The Pattern Assessment is administered to each student once a year in November. It is administered again in March only if a student does

not show a strong understanding of the concept in November. This assessment is administered one on one in a quiet setting by the classroom teacher or classroom aid. The student is presented with one example of a shape or color pattern and another arrangement which is made to look similar to a pattern. The student is then asked to identify which of the arrangements is a pattern and which is not. He or she is then asked to explain or name the pattern that is given and extend it in the blank space provided.

Next, the student is given of manipulatives and asked to create a pattern of his or her choosing. After the student has created his or her pattern, the assessor asks the student to describe the pattern. The student's pattern and explanation are documented on separate piece of paper and attached to the kindergarten math skills checklist.

Use of Results:

The results of this assessment are used to help in planning skill reinforcement activities for individual students, as well as for filling out the Kindergarten report card. The results are communicated with parents during the Family/ Teacher Conference in November. The parents are shown the results of the screening and are given suggestions on how to help reinforce the concept of patterns by looking for them at home and in nature.

Kindergarten Self Portrait/Name Writing:

Purpose:

To assess each students pencil and paper skills, his or her ability to write his or her name, knowledge of parts of a face, and parts of the body as well as his or her ability to recognize and represent distinguishing features such as hair length and color, eye color, etc. (Kindergarten Learning Experiences, English Language Arts: K.L.5.3, K.C.22.1; Comprehensive Health, 1.1, 2.2)

Procedure:

The self portrait/name writing assessment is administered to the whole group twice a year (September and June). The students are spread out at tables throughout the classroom. Before the assessment begins, the classroom teacher models how to draw a self portrait,

focusing on parts of the body (head, trunk, arms, legs, neck) and facial features (eyes, nose, mouth, ears) as well as specific individual characteristics (eye color, hair color). Students are given a blank piece of paper and asked to write their name on it (first name only in September, and both first and last name in June). Students are then asked to draw their self portrait with pencil and then color it with crayon. Students are allowed to take turns looking in the classroom mirror if they need a reminder of their specific individual characteristics such as hair color and eye color.

Use of Results:

This assessment is used to measure progress each student has made over the course of the year in Kindergarten. If not as much progress has been made as is desired the student may be referred to ACT and a plan of intervention will result. When given in September, it also gives the teaching staff information as to which students may need more experience, practice, and perhaps explicit instruction in writing his or her name, pencil grip, naming parts of the body, visual perception, and fine motor control.

Kindergarten Skills Checklist:

Purpose:

A comprehensive checklist of basic skills, used to assess all around skills and progress in those skills for each student. This checklist is used at Report card time to provide a visual in communicating with parents, listing the skills their child is expected to have by the end of kindergarten and their child's progress in acquiring those skills. Three assessments are included in this checklist and their procedures are included below.

Procedure:

This checklist is completed in November, March, and June. Many of the items on the checklist are observed in the classroom setting (see checklist for which items are assessed by observation and which are assessed by the following).

Alphabetical Order Assessment:

Procedure:

The alphabetical order assessment is administered in November and June. It is administered one on one to the student by the classroom teacher and can be accomplished two ways. A student can demonstrate his or her understanding of alphabetical order by writing the alphabet or by manipulating letter tiles into alphabetical order. Each student is given the opportunity to choose which methods s/he wants to use in order to demonstrate his or her understanding.

For the pencil and paper assessment, the student is given a piece of paper with twenty-six dashes. The student is told that there is one dash for each letter in the alphabet. The teacher points to the dash at the top left and instructs the student to begin there.

For the letter-tile version of the assessment all of the letters are mixed up and placed near the student. He or she is instructed to make a line of letter tiles in alphabetical order. The teacher can help the student get started with both versions of the assessment by asking the student to name and find, or write the first letter of the alphabet, but then the student must complete the task without teacher assistance.

Use of Results:

The results are used to complete the Kindergarten Skills Checklist.

Number Sense Assessment:

Purpose:

In the number sense assessment is administered in November and in June. In November the assessment looks at a student's ability to count to 10, identify numbers 1-10, and understand 1-1 correspondence of numbers up to 10. In June the assessment evaluates as student's ability to estimate, count to 30, recognize numbers 1-20, and understand 1-1 correspondence of numbers

1-20. (Massachusetts Kindergarten Learning Standards K.N.1, K.N.2, K.N.8)

Procedure:

The assessment is administered one on one by the classroom teacher or a classroom assistant in a quiet setting.

In November, the student is asked to count out loud to 10, point to and name numerals 1-10, and to complete a task called the "Counting Jar". The "Counting Jar" requires students to count a number of objects in a jar (10 for the November Assessment, 20 for June), find and circle that number on the number line, draw the correct number of shapes or pictures, then write the number under his or her picture. This activity is modeled and practiced weekly as a regular classroom activity throughout the year.

In June, students are asked to count to 30, point to and name numerals 1-20, and then estimate how many objects are in the counting jar before dumping them out and counting them. The rest of the procedure remains the same.

The data from this assessment is recorded on the "Counting Jar" worksheet.

Use of Results:

The results from the Number Sense Assessment are used to tailor instruction for individual students as well as the whole class through a tiered instructional approach. It is also used to fill out the Kindergarten Report Card. Results of the Number Sense Assessment as well as ongoing observations of each student's number sense are relayed to families during Family/Teacher Conferences in the fall and spring.

Reading Assessment:

Purpose:

The purpose of the reading assessment is to ensure that all students are acquiring basic concepts about print and pre-reading/reading skills such as parts of a book, title, author,

illustrator, purpose of print, tracking left to right , return sweep, letters, words, punctuation, rhyming words, beginning, middle and ending sounds, blending, segmenting, phonemes, and letter naming. This assessment corresponds with Massachusetts Curriculum Strand 7: Reading and Literature:

K.R.7.1: Students will demonstrate understanding of the forms and functions of written English:

- recognize that printed materials convey provide information or entertaining stories;
- know how to handle a book and turn the pages;
- identify the covers and title page of a book;
- recognize that, in English, print moves left to right across the page and from top to bottom;
- identify upper- and lower-case letters;
- recognize that written words are separated by spaces;
- recognize that sentences in print are made up of separate words.

K.R.7.2: Students demonstrate orally that phonemes exist and that they can be isolated and manipulated:

- understand that a sound is a phoneme, or one distinct sound;
- understand that words are made up of one or more syllables;
- recognize and produce rhyming words;
- identify the initial, medial, and final sounds of a word;
- blend sounds to make words.

K.R.7.3: Students will use letter-sound knowledge to identify unfamiliar words in print and gain meaning:

- know that there is a link between letters and sounds;
- recognize letter-sound matches by naming and identifying each letter of the alphabet;
- understand that written words are composed of letters that represent sounds;
- use letter-sound matches to decode simple words.

Procedure:

The Reading Assessment is administered one on one by the classroom teacher. It should be completed over the course of two or three short sessions based on the teacher's knowledge of the individual student.

Use Results:

The results from the reading assessment are used to tailor language arts instruction for individual students, as well as for small groups of students through a tiered instructional approach. The results are used to help complete the Kindergarten report card and are shared with families during parent-teacher conferences. Based on results from the reading assessment, families are given suggestions on how they can help reinforce early literacy skills at home.

Use of Results (Entire Kindergarten Skills Checklist):

The results are used to complete report cards and to inform parents of their child's progress across multiple curriculum areas. The results are also used to tailor instruction for individual students, as well as inform whole class instruction.

Writing Prompt:

Purpose:

To assess each student's knowledge of how letters form words and his or her knowledge of simple sentence structure. The students are specifically assessed on capitalizing sentences, printing in lower case letters, writing from left to right, separating words with spaces, using beginning, ending, and median sounds in words, period use, writing a complete sentence, writing on topic, and whether their drawing matches and supports what they wrote. (Kindergarten Learning Standards 5.4, 19.1, 19.2, 19.3, 19.4, 22.1)

Procedure:

In the classroom, each student is given a space at a table to work. The lead teacher instructs each of them to draw a picture of a favorite animal. Once their drawings are complete, the teacher asks each student to tell about that animal

Use of Results:

To track student's progress in writing skills throughout all seven years at Truro Central School. In kindergarten, the assessment specifically looks for sentences beginning with a capital letter, use of lower case letters, writes on page from left to right, separation of words with spaces, using beginning, ending, and median sounds for words, periods at the end of sentences, writes a complete sentence and correlation between the drawing and the student's writing. (Kindergarten Learning Standards 5.4, 19.1, 19.2, 19.3, 19.4, 22.1).

ⁱ Bredekamp, S. and Rosengrant, T., *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment*, Vol. 2. National Association for the Education of Young Children, Washington DC. 1995

ⁱⁱ Driscoll, Dr. David P., *Guidelines for Preschool Learning Experiences*, Massachusetts Department of Education, Malden, MA. April 2003