Assessing the Readiness of Kindergarten Students
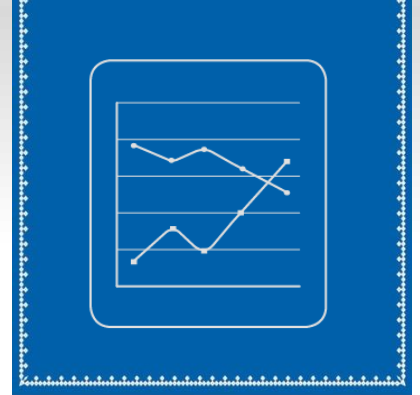
First 5 Alameda County & Applied Survey Research

November 7, 2014

ASR

FIRST 5 ALAMEDA COUNTY

Introduction

- Using "School Readiness" as a community benchmark of how well we are doing to give every child the opportunity to reach his or her development potential

- The School Readiness Assessment explores
  - » Quantifiable levels of readiness among children
  - » How engaged and informed parents are in supporting their child
  - » How supportive is the child and family's community

- Defining School Readiness

- Using results to create solutions in Alameda Co.
  - » Early intervention, prevention strategies
  - » School based strategies (e.g., Berkeley 2020 Vision, Oakland Reads 2020)

- School Readiness Assessments: 2008-2013

What is Readiness?

Communities

Families
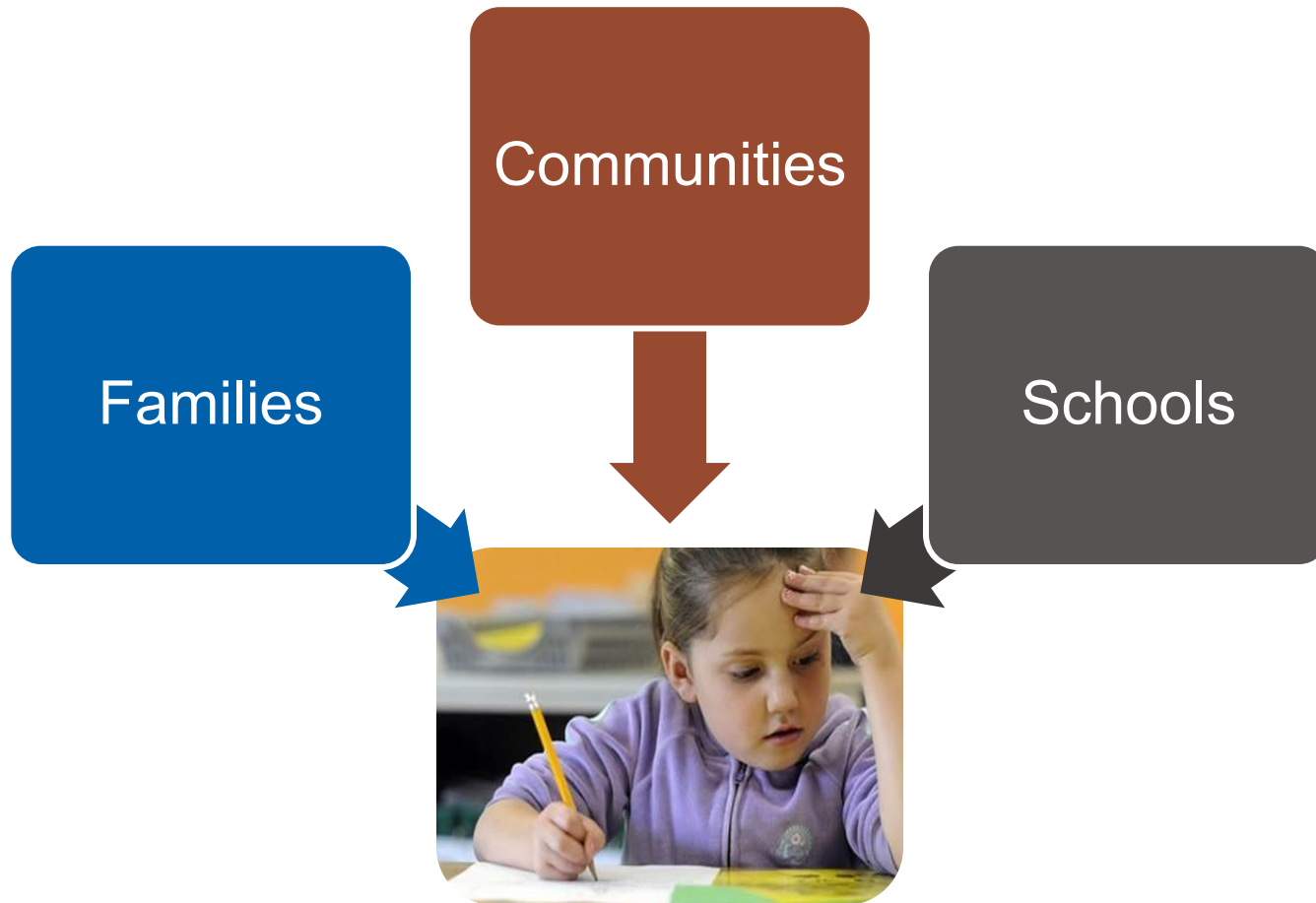
Schools

ASR's Building Blocks of Readiness
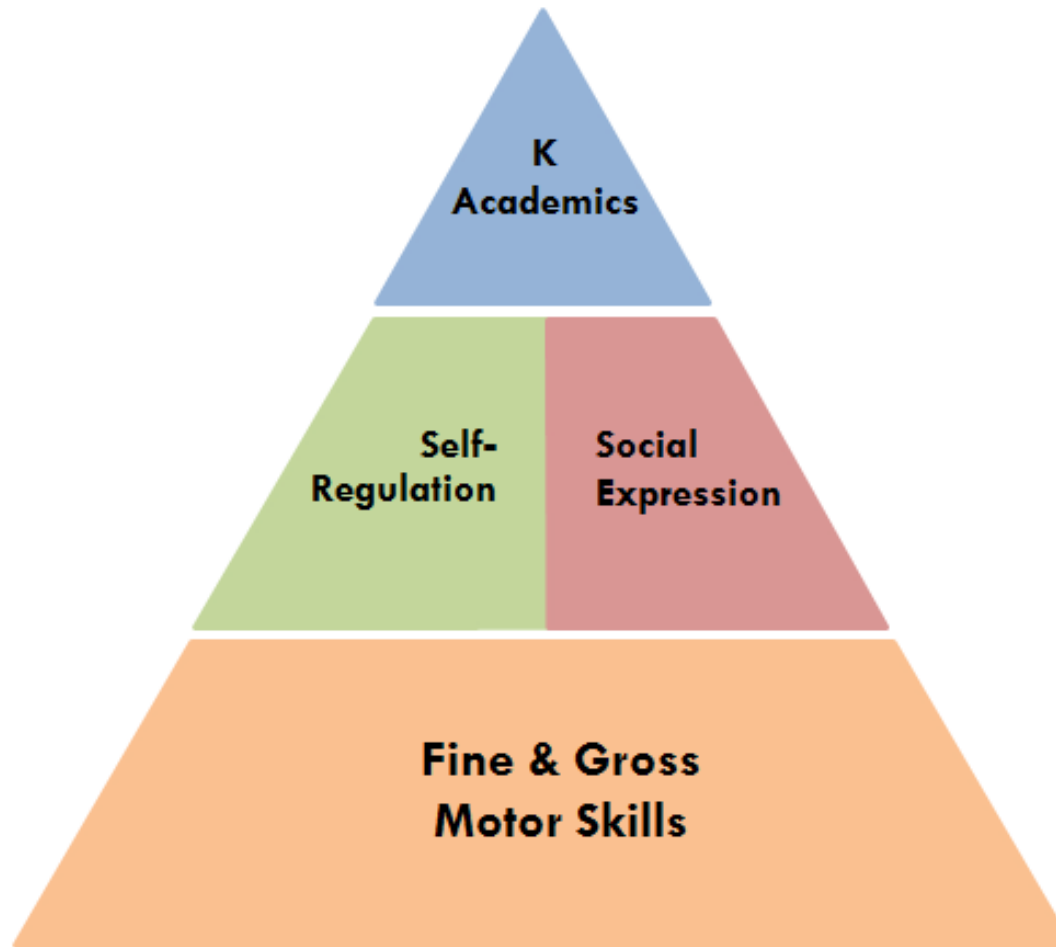
Kindergarten Observation Form (*KOF*)

- Launched in 2000

- Based on *National Education Goals Panel*'s definition of school readiness

- 20 items across the four Building Blocks

- Academic items brought into alignment with Common Core modules (2014)

Kindergarten Observation Form 2013

School Readiness Assessment — The ASR Model

ALAMEDA COUNTY

Class # ▢▢▢ Child # ▢▢▢

30954

▢▢▢▢
For office use only

1. Today's date: Month_____ Day_____

2. Teacher's initials: First _____ Middle _____ Last _____

3. Child's initials: First_____ Middle_____ Last_____
(e.g., Lisa Marie Colvig Amir: First: L Middle: M Last: C A, Monica Patricia Morales Lopez: First: M Middle: P Last: M L)

4. Child's sex: ○ Male ○ Female

5a. Child's date of birth: Month_____ Day_____ Year_____

5b. Is this child a Transitional Kindergarten student? ○ Yes ○ No

6. First name of child's mother (if applicable): _____

7. Child's start date of instruction: Month_____ Day_____

8. In the year prior to kindergarten, did the child participate in any of the following:

8a. Short-term summer pre-K program
(e.g.,Summer Bridge, Kinder Camp, etc.) ○ Yes ○ No ○ Information not available

8b. Transitional Kindergarten ○ Yes ○ No ○ Information not available

8c. Preschool or licensed child care ○ Yes ○ No ○ Information not available

If yes, what type of program was it?

9a. Head Start? ○ Yes ○ No ○ Information not available

9b. Other licensed child care center? ○ Yes ○ No ○ Information not available

9c. Licensed family child care home? ○ Yes ○ No ○ Information not available

10. Since the start of school, how frequently did the following occur?

	Rarely or almost never	On some days	On most days	Just about every day
10a. Child indicated he/she was hungry	○	○	○	○
10b. Child appeared tired in class	○	○	○	○
10c. Child was sick or ill	○	○	○	○
10d. Child was absent	○	○	○	○
10e. Child was tardy	○	○	○	○

11. Did this child enter kindergarten with a designated Special Needs Status or an IEP?
○ Yes ○ No ○ Information not available

11a. If no, do you believe s/he has a special need?
○ Yes ○ No

12. What is this child's primary race/ethnicity?
○ Hispanic/ Latino ○ Asian ○ Filipino ○ Alaskan Native or American Indian
○ Pacific Islander ○ African American ○ Multi-racial
○ Caucasian/White (including Arab/Middle Eastern) ○ Other_____ ○ Don't Know

13. In what language is this child most comfortable communicating (i.e., the child's preferred language)?
○ English ○ Spanish ○ Filipino or Tagalog ○ Chinese/Mandarin/Cantonese
○ Farsi or Dari ○ Vietnamese ○ Punjabi or Hindi ○ Other: _____

14. For a child of his/her age, how would you describe the child's progress in his/her preferred language?
○ Delayed ○ On track ○ Advanced ○ Can not determine

15. Is this child an English Learner? ○ Yes ○ No ○ Information not available

IF THE CHILD'S PREFERRED LANGUAGE IS ENGLISH, PLEASE TURN THE SHEET OVER TO CONTINUE. IF THE CHILD'S PREFERRED LANGUAGE IS NOT ENGLISH, PLEASE ANSWER Q16a-Q16d.

16a. How would you rate this child's skills in understanding English? (receptive language skills)
○ Beginning ○ Early Intermediate ○ Intermediate ○ Early Advanced ○ Advanced

16b. How would you rate this child's skills in speaking English? (expressive language skills)
○ Beginning ○ Early Intermediate ○ Intermediate ○ Early Advanced ○ Advanced

16c. Do you have any difficulty communicating with the child due to language differences?
○ Yes ○ No

16d. Will this child be assessed in his or her preferred language?
○ Yes ○ No

Note: If you feel you cannot provide an accurate assessment on the language dependent items flagged with a triangle (▶: items 23, 28, 29, 31, 32, 36, 37, 38, 39, 40) or any other items listed on the back, please indicate "don't know/not observed" for such items.

FOR OFFICE USE ONLY: 1) ▢▢▢▢ 5a) ▢▢▢▢▢▢ 7) ▢▢▢▢

>> PLEASE TURN OVER

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Kindergarten Observation Form

Please refer to the Scoring Guide for instructions on how to rate each of these readiness skills.

For each skill, assign one of four levels of competency:

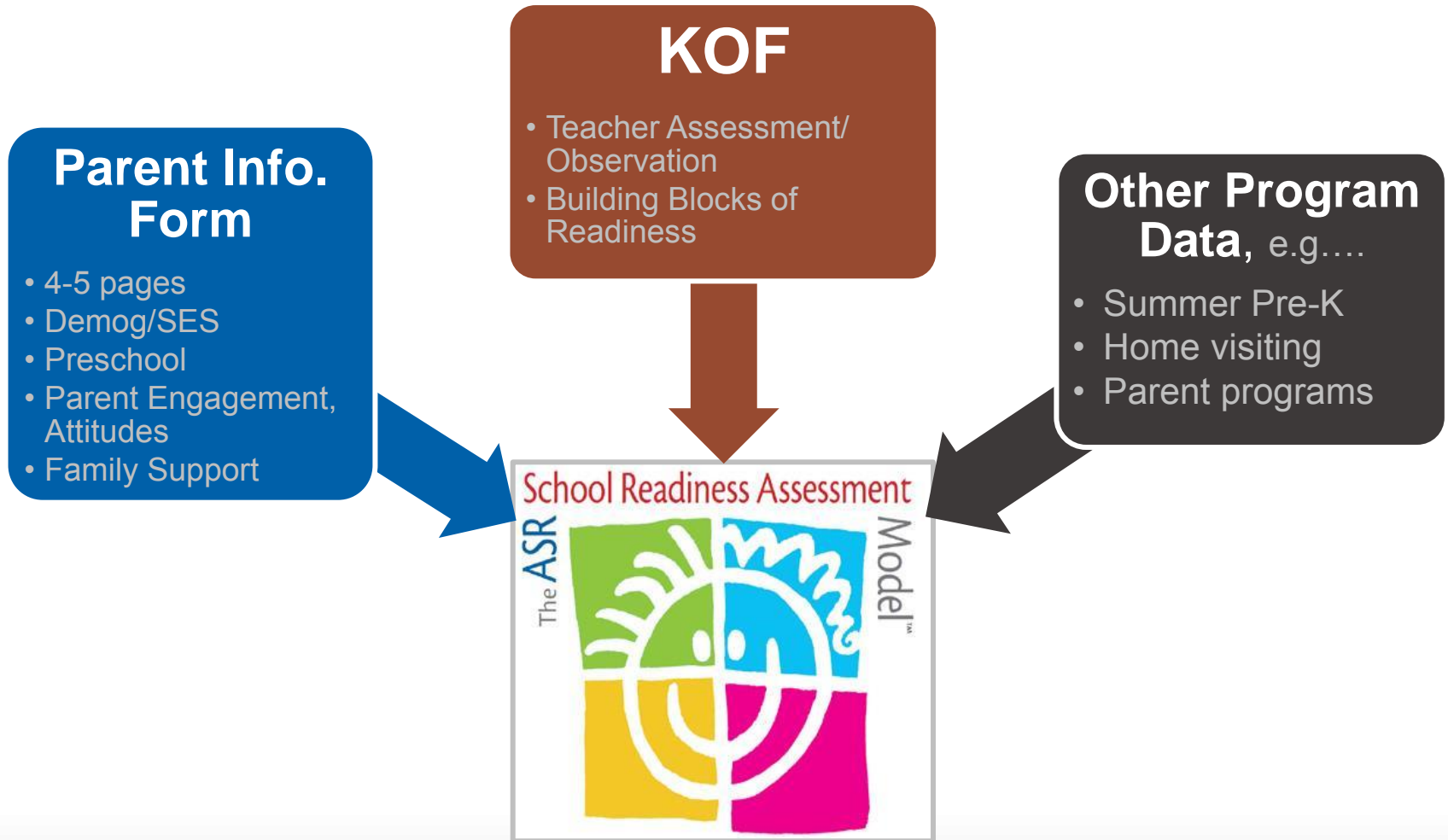|	
Not Yet:	Does not demonstrate skill yet. Cannot perform without adult assistance.
Beginning:	Just beginning to demonstrate skill. Needs significant or frequent adult assistance.
In Progress:	Demonstrates skill occasionally and somewhat competently. Needs minor/occasional adult assistance.
Proficient:	Demonstrates consistently and competently. Performs independently.

TEACHERS PLEASE COMPLETE:

19. Date assessment completed: *Month* ☐☐ *Day* ☐☐

20. Teacher's initials: *First* ☐ *Middle* ☐ *Last* ☐

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▶ = Language-dependent item, which involves oral communication in the classroom. If you feel you cannot provide an accurate assessment of these or any other items, please indicate "Don't know/Not observed."
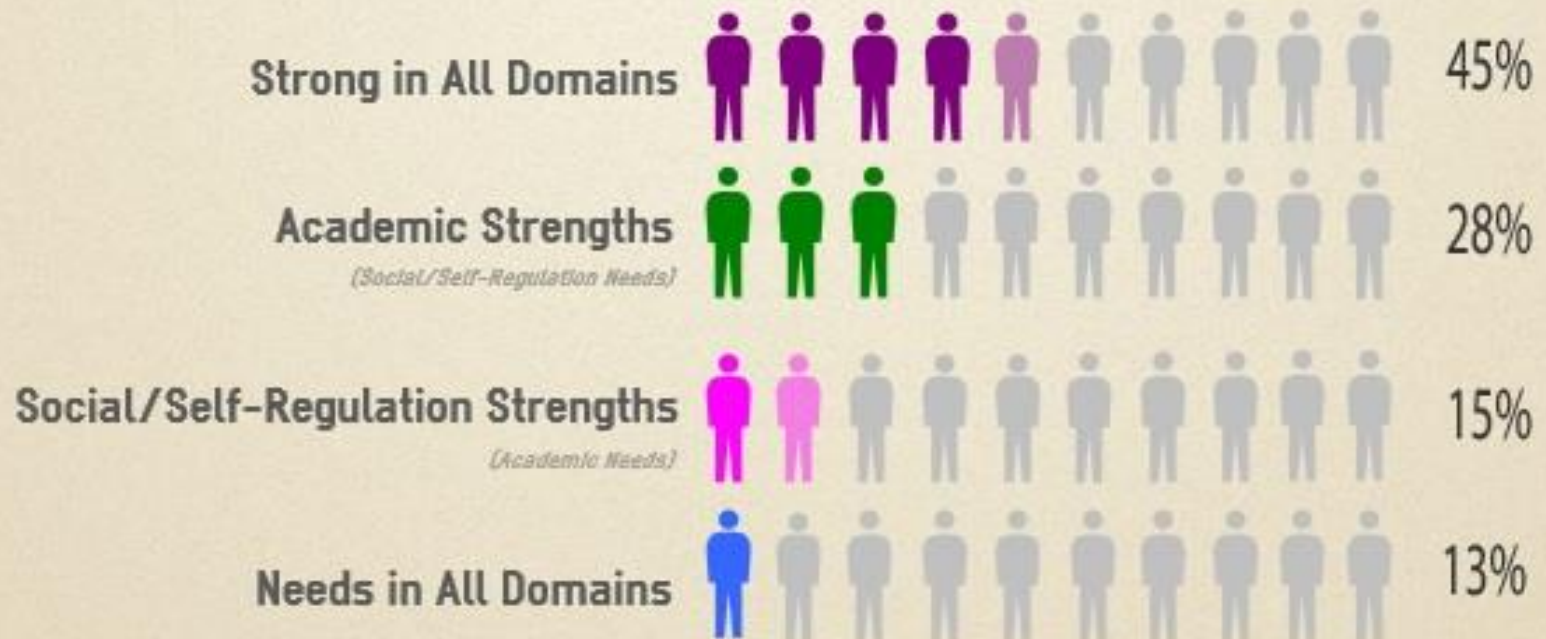
	NOT YET	BEGINNING	IN PROGRESS	PROFICIENT	Don't know/ Not observed
21. Uses a pencil with proper grip *(pincer or tripod grip towards tip of pencil)*	O	O	O	O	O
22. Catches a ball *(from 5 feet away)*	O	O	O	O	O
23. Stays focused during individual and small group activities *(ex: drawing a picture)*	O	O	O	O	O
24. Follows class rules and meets behavioral expectations *(ex: is not disruptive of others)*	O	O	O	O	O
▶ 25. Follows two-step directions *(ex: "Please hang-up your jacket, and go sit on the rug.")*	O	O	O	O	O
26. Works and plays cooperatively with peers *(ex: takes turns and shares, helps others)*	O	O	O	O	O
27. Participates successfully in large group activities *(ex: circle time)*	O	O	O	O	O
28. Handles frustration well *(ex: does not become unresponsive)*	O	O	O	O	O
▶ 29. Appropriately expresses needs and wants verbally *(ex: tells teacher when needs to use toilet)*	O	O	O	O	O
30. Expresses empathy or caring for others *(ex: consoles or comforts a friend who is crying)*	O	O	O	O	O
▶ 31. Tells about a story or experience *(in response to one or more prompts)*	O	O	O	O	O
▶ 32. Demonstrates curiosity and eagerness for learning *(ex: tries new activities, asks questions)*	O	O	O	O	O
▶ 33. Answers questions about key details in literature *(answers who?, what?, where? questions)*	O	O	O	O	O
34. Understands structure and basic features of books *(holds upright, follows text left to right, turns pages)*	O	O	O	O	O
35. Writes own first name *(writes all letters correctly and facing the right direction regardless of case)*	O	O	O	O	O

▶ 36. Recognizes rhyming words *(can say whether two specific words rhyme or not)*	O 0-1 correct	O 2 correct	O 3 correct	O 4 correct	
▶ 37. Counts up to 20 objects *(correctly counts 3 sets containing 5, 10 and 20 objects)*	O zero sets	O 1 set	O 2 sets	O 3 sets	O
▶ 38. Recognizes all letters of the alphabet *(can point to a letter named when presented out of sequence)*	O zero letters	O 1-12 letters	O 13-25 letters	O 26 letters	O
▶ 39. Recognizes basic colors *(can point to basic 8: red, green, orange, blue, black, purple, brown, yellow)*	O zero colors	O 1-4 colors	O 5-7 colors	O 8 colors	O
▶ 40. Recognizes primary shapes *(can point to a circle, triangle, square and rectangle)*	O zero shapes	O 1 shape	O 2-3 shapes	O 4 shapes	O

Putting It All Together

Parent Info. Form

- 4-5 pages
- Demog/SES
- Preschool
- Parent Engagement, Attitudes
- Family Support

KOF

- Teacher Assessment/ Observation
- Building Blocks of Readiness

Other Program Data, e.g….

- Summer Pre-K
- Home visiting
- Parent programs

The ASR School Readiness Assessment Model™

Results: Readiness Portraits in 2013 (Alameda Co.)

Children were grouped into four categories based on their readiness strengths and needs

Strong in All Domains — 45%

Academic Strengths (Social/Self-Regulation Needs) — 28%

Social/Self-Regulation Strengths (Academic Needs) — 15%

Needs in All Domains — 13%

Results: Key Factors of Readiness

Characteristics that were positively associated with readiness in Alameda Co. in 2013:

- **Demographics**
  - » Age (older)
  - » Gender (girl)
  - » Parent education (or income)
- **Health & well-being** ⭐

  Did not come to school:
  - » Tired
  - » Hungry
  - » Sick
- **English proficiency** ⭐
- **Attended Preschool** ⭐
- **Parent received information about readiness** ⭐
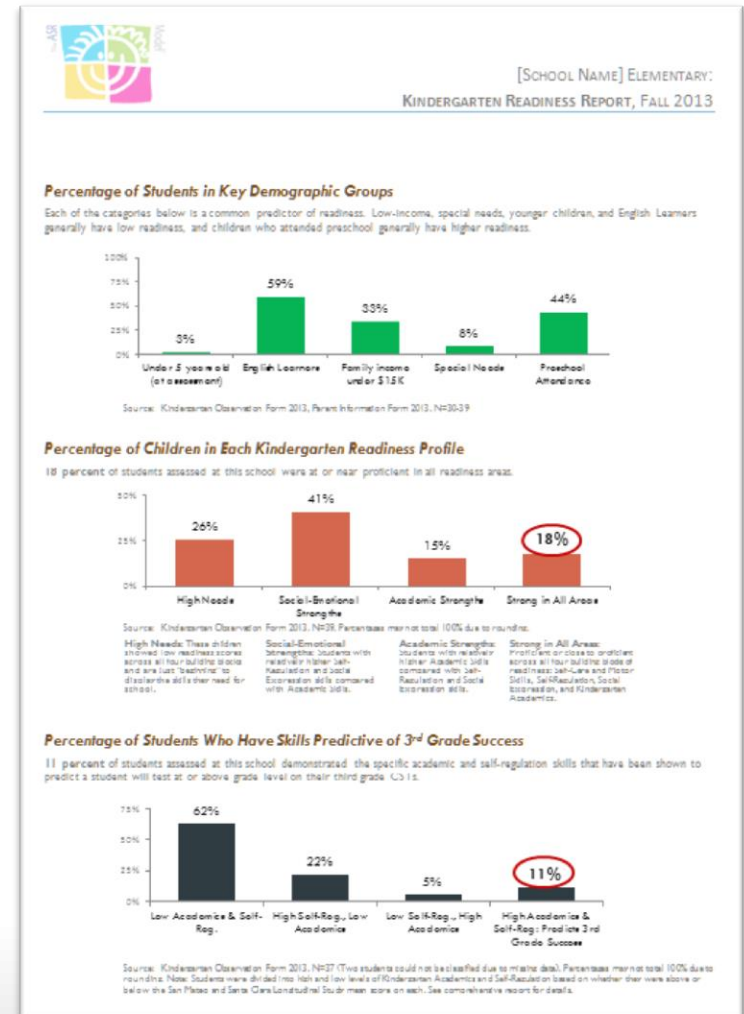
⭐ These can be addressed through school readiness programs and services

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Dashboard Reports:
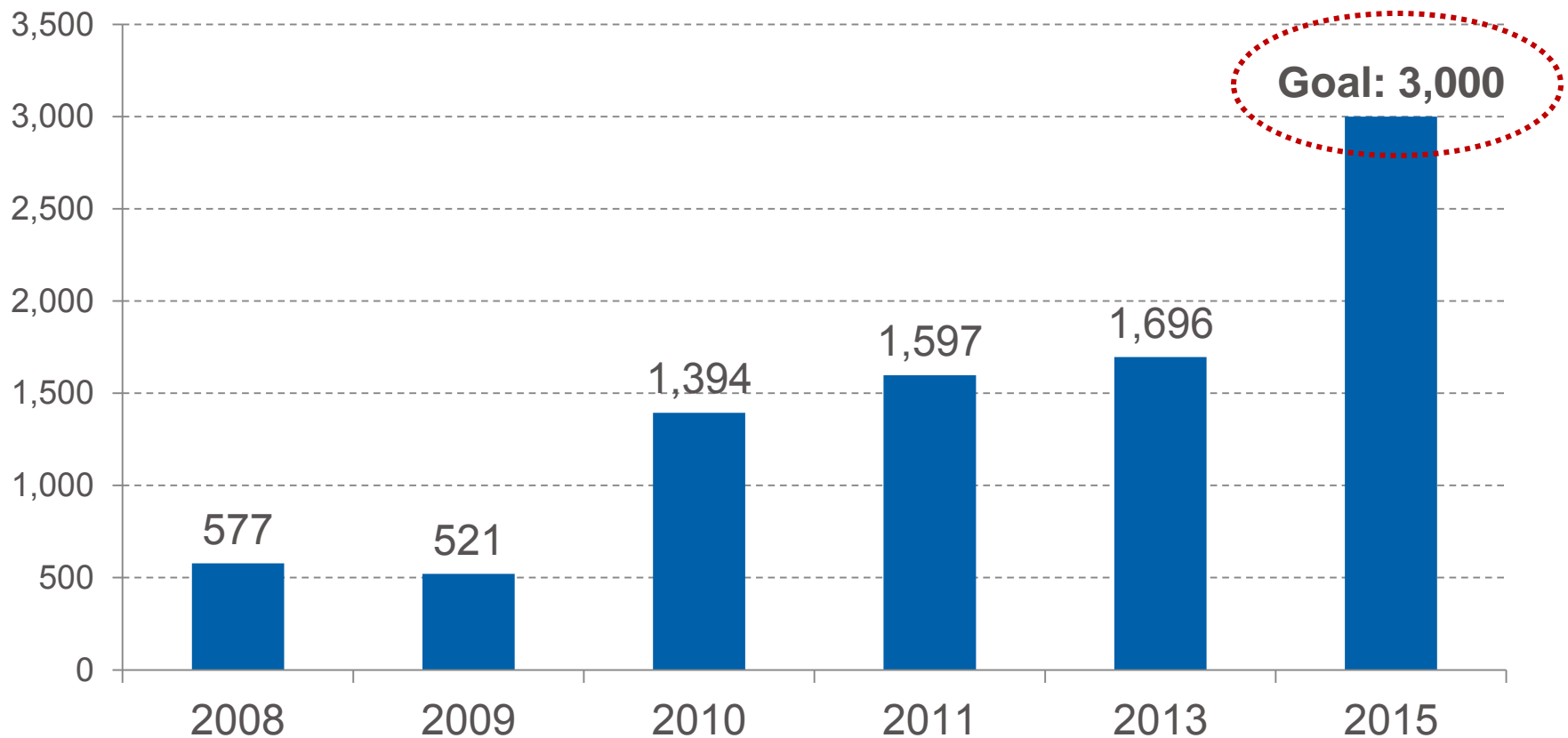
District, School and Class Level

Provides immediate feedback to teachers & administrators on:

- *Readiness levels (overall and by area)*

- *Student Demographics and Backgrounds*

- *Parent engagement*

We want to increase the sample size in 2015.

Number of Students Assessed

- 2008: 577
- 2009: 521
- 2010: 1,394
- 2011: 1,597
- 2013: 1,696
- 2015: Goal: 3,000

Planning for 2015 and Beyond

- **Early 2015:** First 5 and ASR outreach to…
  - » Principals and administrators,
  - » Other key stakeholders or community partners interested in readiness

- **Spring/Summer 2015:** sign up teachers to receive training in July/August 2015

- Teachers receive $250 stipend for participation

- First 5 is committed to assessing readiness benchmarks over time

Contact Us

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