Approaches to Learning Assessment (CBRS)

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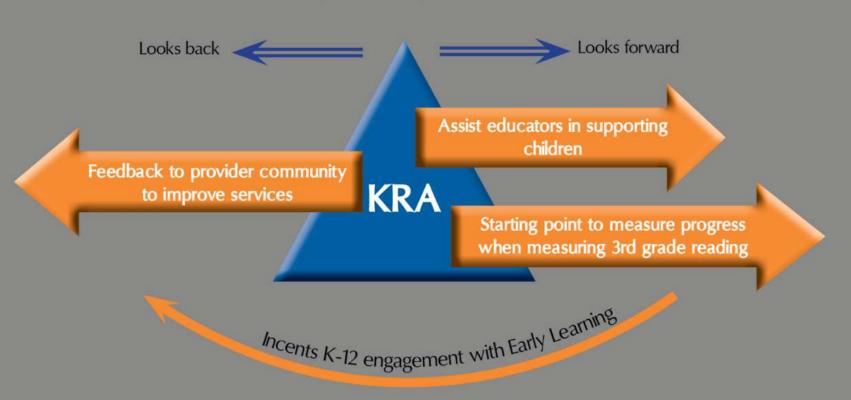
Learning to Read: A Review of Research on Growth in Reading Skills
Gerald Tindal, P. Shawn Irvin, Joseph F. T. Nese
University of Oregon

Conclusion:

Our results indicated that readiness may be more social-behavioral than academic, and this hypothesis merits exploration in future empirical research. The model we posited provided a significant model of literacy with both social and task oriented behaviors being important in literacy. Nevertheless, this readiness is only determined at one point in time and as we found, it is the change over time that is so significant. As legislature focuses on Kindergarten readiness for all students, the onus is on researchers to help guide this focus, better define readiness, and meet the policy demands to prepare students, teachers, and school systems.
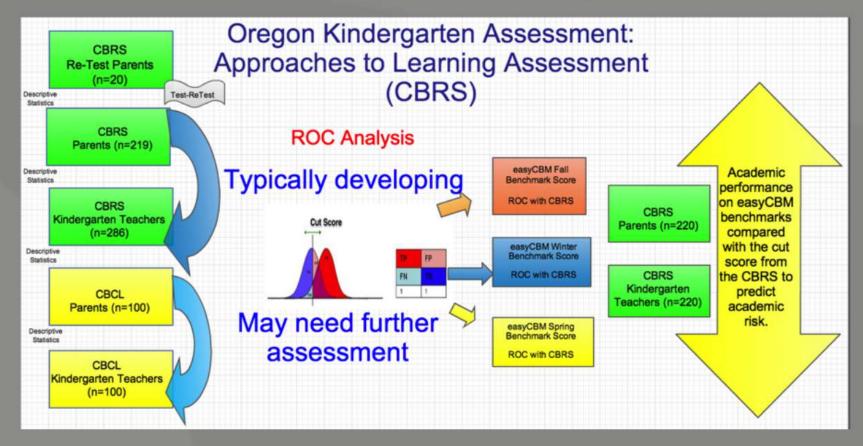
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Screening instruments *(*i.e., the CBRS)* should not be used for purposes other than a dichotomous sorting into two categories: child is in need of further evaluation, child appears to be typically developing and does not need further evaluation (Yovanoff & Squires, 2006). The CBRS currently has no suggested categories or cut score for determining typically developing students from those who may need further evaluation.
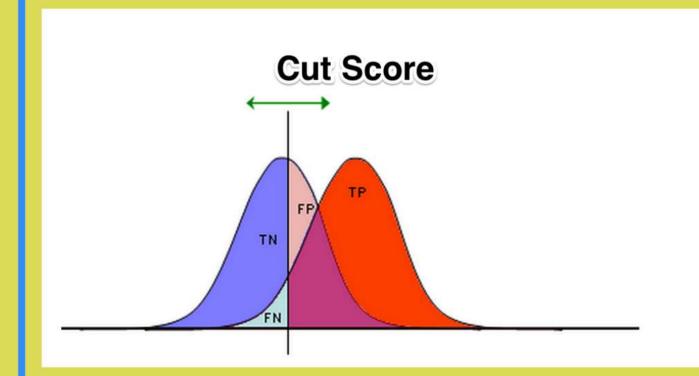
Italics portion added for emphasis.

1. What is an appropriate cut score on the Approaches to Learning Assessment (CBRS) using the CBCL as the criterion measure, to separate the CBRS into two dichotomous categories: 'Student is typically developing', or 'Student may be in need of further assessment?

2. Based on the CBRS cut point, how well can we predict 'point in time' risk in the Fall, Winter, and Spring on easyCBM measures? (ROC

...oint (Fall CBRS) how well can we predict ...sk (based on easyCBM academic measures) in the spring of the ...ten year?

4. What is the change (delta) over time (kindergarten year) in student

Overview of research study

- Increased Academic Nature of Early Childhood and Kindergarten
- Importance of self-regulation skills (Task Behavior).
- Importance of social-emotional skills.
- Interplay between self-regulation and social-emotional with academics.
- Possible bias of respondents.
- Outcomes Associated with Behavioral Assessment

1. What is an appropriate cut score on the Approaches to Learning Assessment (CBRS) using the CBCL as the criterion measure, to separate the CBRS into two dichotomous categories; 'Student is typically developing', or 'Student may be in need of further assessment?

2. Based on the CBRS cut point, how well can we predict 'point in time' academic risk in the Fall, Winter, and Spring on easyCBM measures? (ROC analysis)

3. Based on the established cut point (Fall CBRS) how well can we predict academic risk (based on easyCBM academic measures) in the spring of the kindergarten year?

4. What is the change (delta) over time (kindergarten year) in student behavioral performance on the CBRS from Fall to Spring?

Approaches to Learning

The scale has 17 items. Teachers and parents responds to each item by circling numbers on a 1-5 scale, based on observation of individual students during the students first five years of life (parents) regular classroom routines (teachers) and activities.

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.

Child Behavioral Rating Scale
AKA: Approaches to Learning

1. Observes rules & follows directions without requiring repeated reminders.
2. Completes learning tasks involving 2 or more steps (e.g., cutting & pasting) in organized way.
3. Completes tasks successfully.
4. Attempts new, challenging tasks.
5. Concentrates when working on a task; is not easily distracted by surrounding activities.
6. Responds to instructions & then begins an appropriate task without being reminded.
7. Takes time to do his/her best on a task.
8. Finds & organizes materials & works in an appropriate place when activities are initiated.
9. Sees own errors in a task & corrects them.
10. Returns to unfinished tasks after interruption.

Child Behavioral Rating Scale
AKA: Approaches to Learning

11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.
12. Cooperative with playmates when participating in a group play activity, willing to give & take in the group, to listen to or help others.
13. Takes turns in a game situation with toys, materials, & other things without being told to do so.
14. Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.
15. Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.

Child Behavioral Rating Scale
(CBRS)

16. Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).
17. Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).

Parent/Teacher view of Google Form

1. Observes rules & follows directions without requiring repeated reminders. *
Observa las reglas y sigue instrucciones sin necesidad de recordatorios repetidos.

      1   2   3   4   5

Never (Nunca) ◯ ◯ ◯ ◯ ◯ Always (Siempre)

2. Completes learning tasks involving 2 or more steps (e.g., cutting & pasting) in organized way. *
Completa las tareas de aprendizaje que implican 2 o mas pasos (e.j. cortar y pegar)

      1   2   3   4   5

Never (Nunca) ◯ ◯ ◯ ◯ ◯ Always (Siempre)

3. Completes tasks successfully. *
Completa tareas con éxito.

      1   2   3   4   5

Never (Nunca) ◯ ◯ ◯ ◯ ◯ Always (Siempre)

4. Attempts new, challenging tasks. *
Atenta nuevas tareas difíciles.

      1   2   3   4   5

Never (Nunca) ◯ ◯ ◯ ◯ ◯ Always (Siempre)

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Child Behavioral Checklist
CBCL

School-Age (CBCL/6-18, TRF & YSR) Scales Empirically Based Syndromes Scales scored from the CBCL/6-18, TRF are based on factor analyses coordinated across the forms.
Anxious/Depressed
Withdrawn/Depressed
Somatic Complaints
Social Problem
Thought Problems
Attention Problems
Rule-Breaking Behavior
Aggressive Behavior

DSM-oriented scales comprise items identified by experts from many cultures as very consistent with DSM-5 categories. The six DSM-oriented scales are:
Affective Problems
Anxiety Problems
Somatic Problems
Attention Deficit/Hyperactivity Problems
Oppositional Defiant Problems
Conduct Problem
The DSM-oriented scales are scored from all three forms. Inattention and Hyperactivity-Impulsivity subscales are also scored from the TRF Attention Deficit/Hyperactivity Problems scale.

Oregon Kindergarten Assessment
Early Learning Hub Report Overview
February 2014
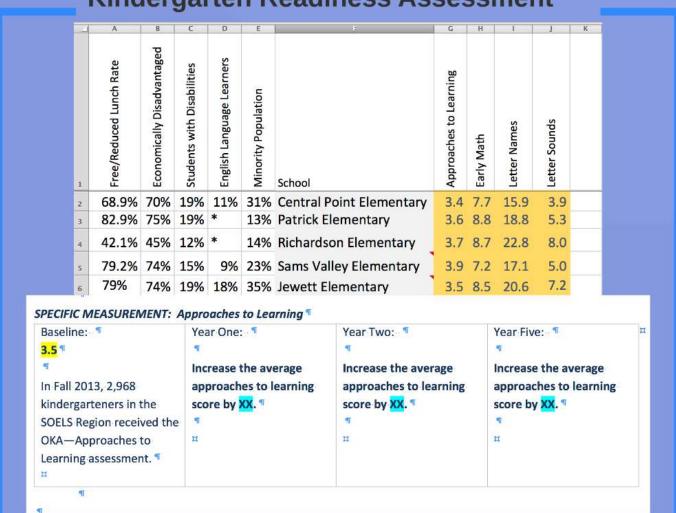
Setting Performance Targets:
Hubs are required to set a performance target for each domain of the Kindergarten Assessment for the total population of kindergarten students in the Hub's service area. Hubs should also identify gaps that exist among sub-groups of students, as well as disparities between schools, school districts, and geographic areas based on zip code within the Hub's service area, and are encouraged to set specific targets for closing these gaps.

Kindergarten Readiness Assessment

	Free/Reduced Lunch Rate	Economically Disadvantaged	Students with Disabilities	English Language Learners	Minority Population	School	Approaches to Learning	Early Math	Letter Names	Letter Sounds	
1						School					
2	68.9%	70%	19%	11%	31%	Central Point Elementary	3.4	7.7	15.9	3.9	
3	82.9%	75%	19%	*	13%	Patrick Elementary	3.6	8.8	18.8	5.3	
4	42.1%	45%	12%	*	14%	Richardson Elementary	3.7	8.7	22.8	8.0	
5	79.2%	74%	15%	9%	23%	Sams Valley Elementary	3.9	7.2	17.1	5.0	
6	79%	74%	19%	18%	35%	Jewett Elementary	3.5	8.5	20.6	7.2	

SPECIFIC MEASUREMENT: ***Approaches to Learning***

Baseline:	Year One:	Year Two:	Year Five:
3.5 In Fall 2013, 2,968 kindergarteners in the SOELS Region received the OKA—Approaches to Learning assessment.	**Increase the average approaches to learning score by XX.**	**Increase the average approaches to learning score by XX.**	**Increase the average approaches to learning score by XX.**

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Research District Result from the State

SubGroup Type	SubGroup	**Approaches to Learning**			
		Self Regulation	*Interpersonal Skills*	*Total*	
		Average Rating (1 - 5)	*Average Rating (1 - 5)*	*Average Rating (1 - 5)*	*N*
Total Population	Total Population	3.5	3.9	3.6	41,333
Total Population	Total Population	3.5	3.7	3.6	379
Ethnicity-Race	Asian	*	*	*	*
Ethnicity-Race	African American	*	*	*	*
Ethnicity-Race	Hispanic	3.5	3.7	3.6	54
Ethnicity-Race	American Indian/Alaskan Native	*	*	*	*
Ethnicity-Race	Multi-Ethnic	4.0	4.1	4.0	18
Ethnicity-Race	Pacific Islander	*	*	*	*
Ethnicity-Race	White	3.5	3.7	3.6	299
Gender	Female	3.7	3.9	3.8	186
Gender	Male	3.3	3.5	3.4	193

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Cut Score

TP | FP
TN
FN

TP	FP
FN	TN
1	1

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Our results indicated that readiness may be more social-behavioral than academic, and this hypothesis merits exploration in future empirical research. Nevertheless, this readiness is only determined at one point in time and as we found, it is the change over time that is so significant (Tindal, Irvin, & Nese, 2013).