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Kindergarten to Third Grade Outcomes

Holly Dalton

Early Assessment Specialist, Oregon Department of Education

Introductions

- **Jake Bacon** (Principal, *Highland Hills Elementary*, **Hermiston School District**)
- **Jerad Farley** (Principal, *Sunset Elementary*, **Hermiston School District**)
- **Wendy Moore** (Principal, *Stayton Elementary*, **North Santiam School District**)
- **Steve Slater** (Psychometrician, Oregon Department of Education)

Your Turn!

- 1) Find a partner (Someone that you do not know)
- 2) Introduce yourself
- 3) Ask and answer the following questions:
 - How are you connected to early childhood?
 - Why did you choose to attend this session?
 - What do you hope to learn today?

Objectives

Participants will be able to:

- 1) Identify opportunity gaps between kindergarten and third grade
- 2) Acquire strategies or ideas for K-3 instruction
- 3) Determine potential next steps for using data for instructional improvement

Sign-In

- Please use the sign-in sheet provided by ODE
- ODE will use this to help provide you with follow up information

History of the Kindergarten Assessment

- HB 4165 directs the Early Learning Council and the Department of Education to jointly develop a Kindergarten Readiness Assessment
- Piloted in 2012
- First statewide implementation in 2013
- Ongoing revisions

Purposes of the Kindergarten Assessment

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

Components of the Kindergarten Assessment

Early Literacy (Direct assessment)

- English Uppercase Letter Name Recognition (26 letters)
- English Lowercase Letter Name Recognition (26 letters)
- English Letter Sound Recognition (26 sounds)

Early Math (Direct assessment)

- Counting and Cardinality
- Operations and Algebraic Thinking
- Geometry
- Measurement and Data

Approaches to Learning (Teacher observation)

- Interpersonal Skills
- Self-Regulation
- To be completed by the kindergarten teacher ONLY



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Sample English Letter Name Recognition

Sample English Uppercase Letter Name Recognition

C	T	B	S	M	Z	A
K	P	D	O	I	L	R
H	V	J	N	Y	E	Q
W	G	F	U	X		



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Sample Early Math Item



2

3

4



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Sample Approaches to Learning

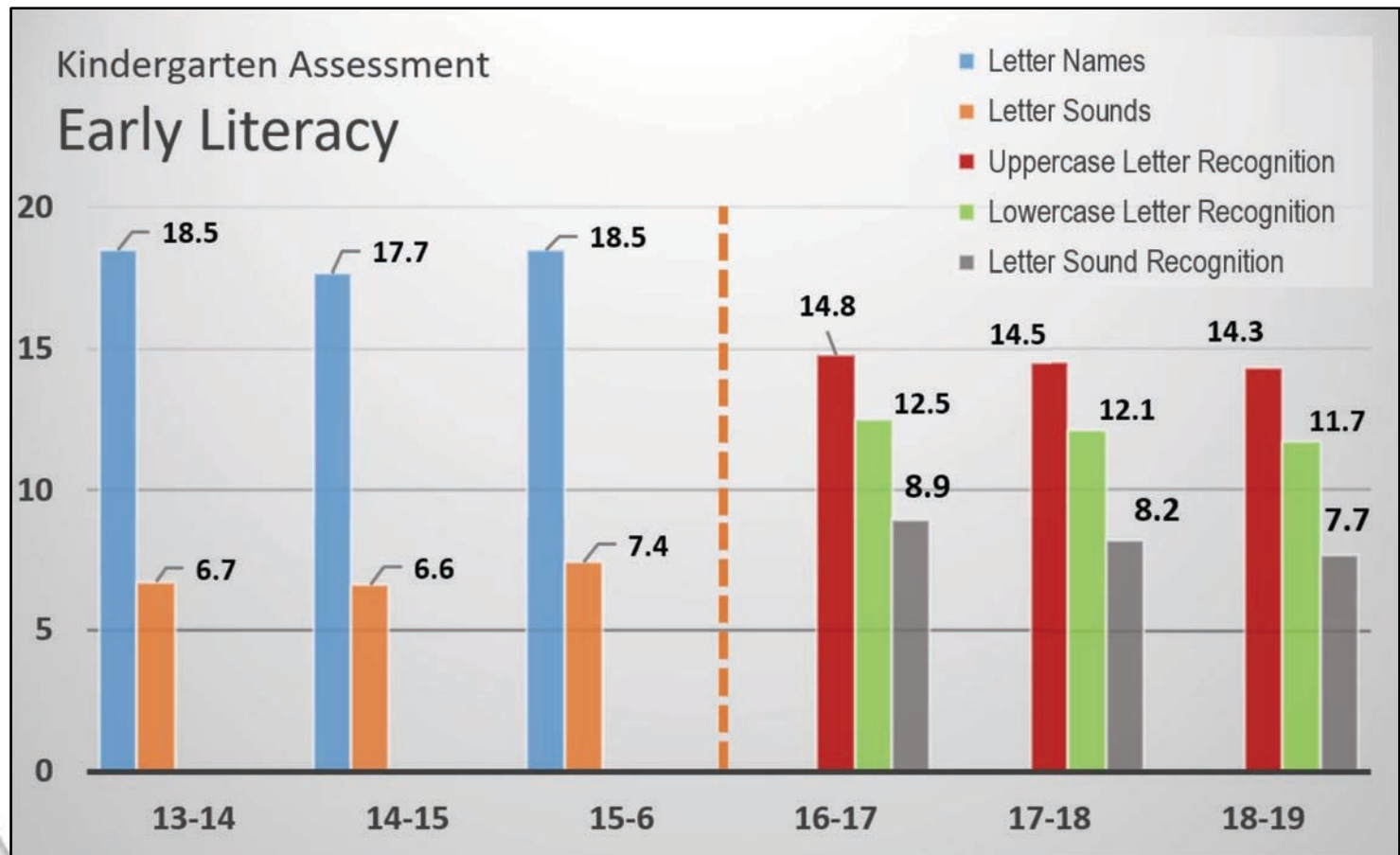
- Follows directions without requiring repeated reminders
- Willing to share toys or other things with classmates



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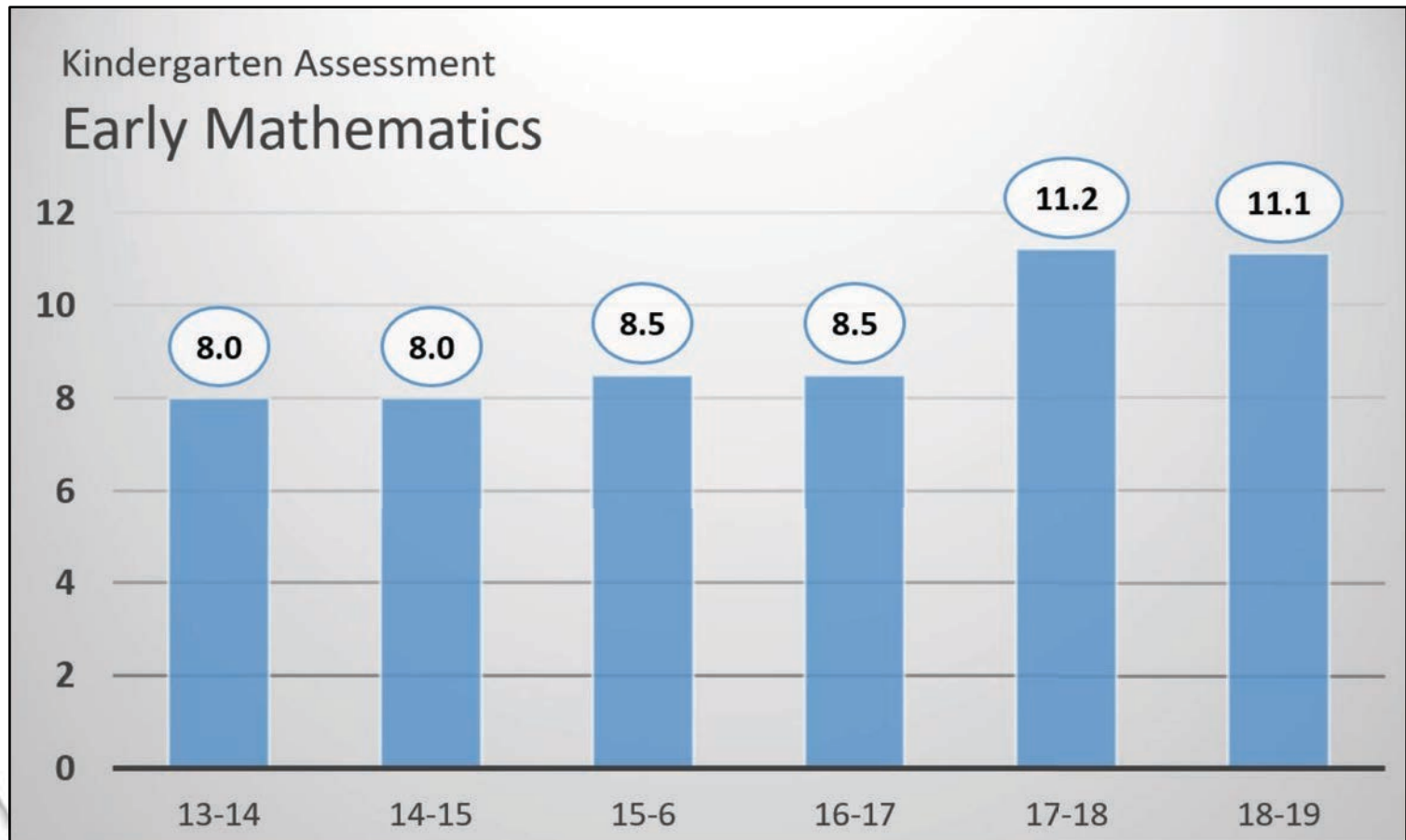
Kindergarten Assessment Early Literacy



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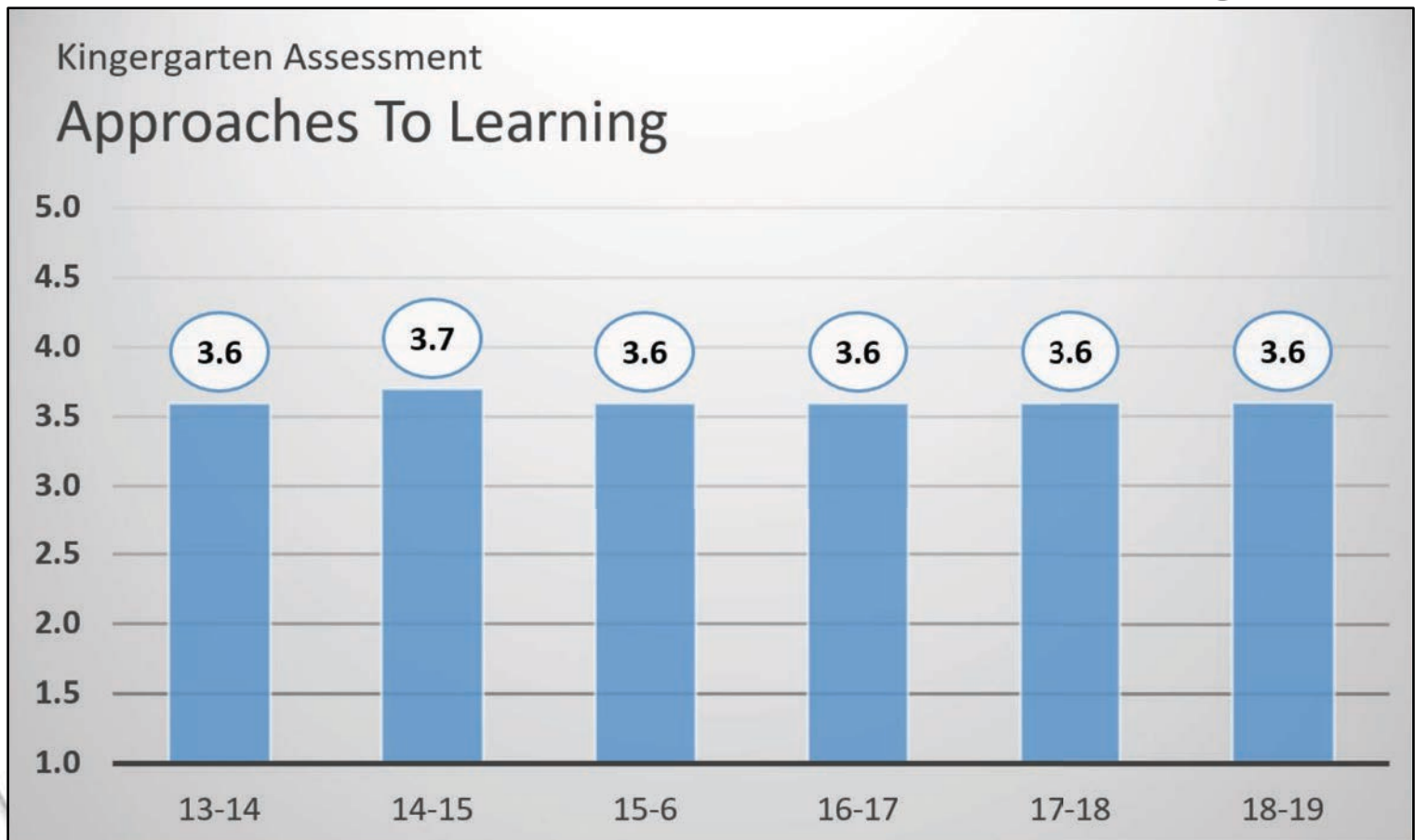
Kindergarten Assessment Early Math



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Kindergarten Assessment Approaches to Learning



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Relationships Between Kindergarten and Third Grade Assessment Results

- 2016-17: first cohort of students to take the third grade statewide summative assessment in ELA and Math
- Conducted a linking study between individual KA and third grade summative assessment results
- Matched 32,000 students (80%) who participated in both assessments
- 3 years of data

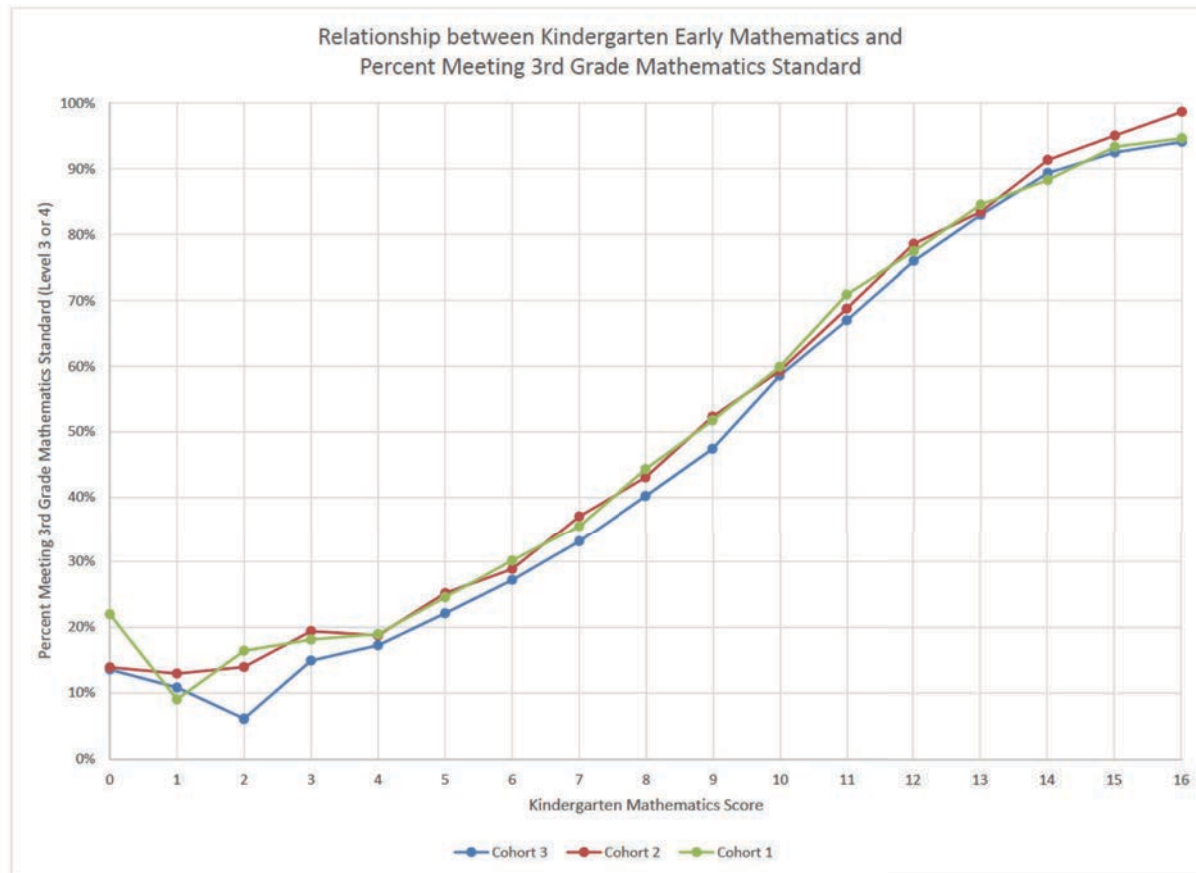


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BIG PICTURE RELATIONSHIP BETWEEN KINDERGARTEN AND THIRD GRADE PERFORMANCE

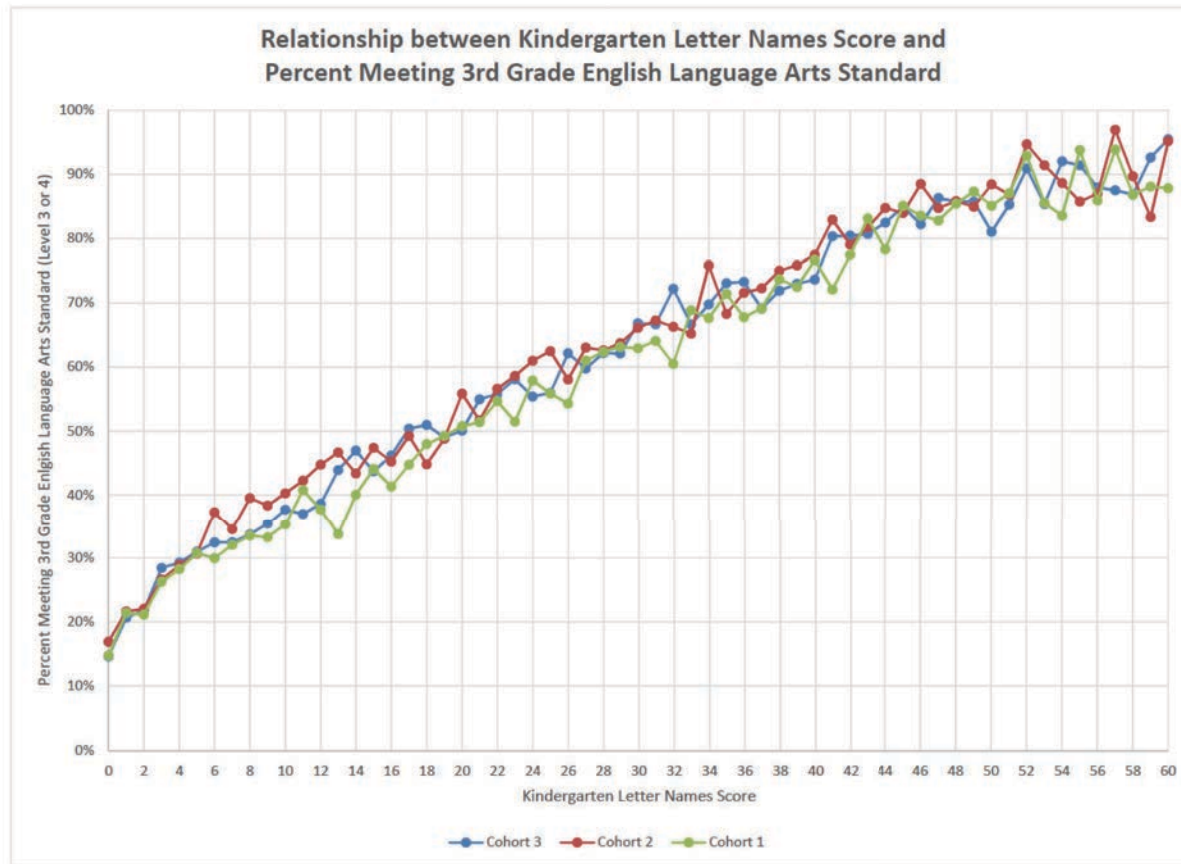
Relationship Between Kindergarten and 3rd Grade Math



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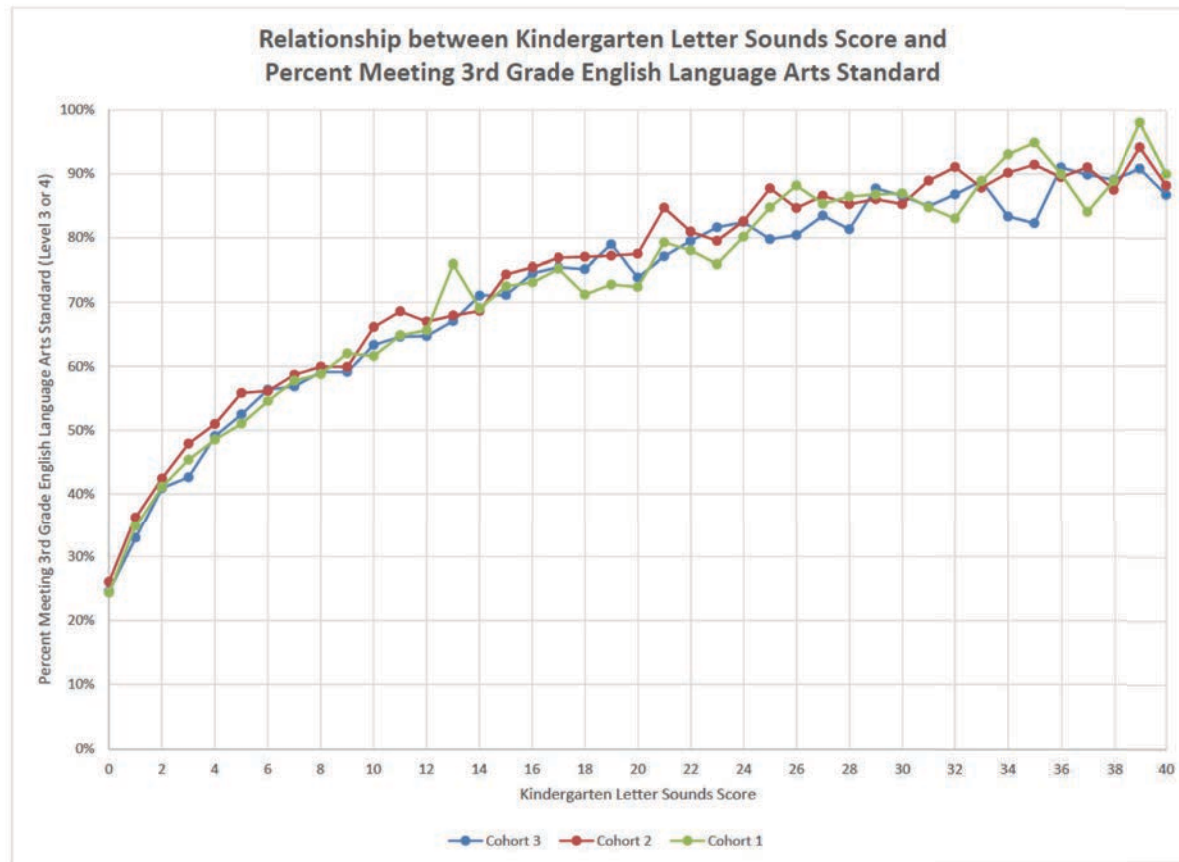
Relationship Between Letter Names and 3rd Grade ELA



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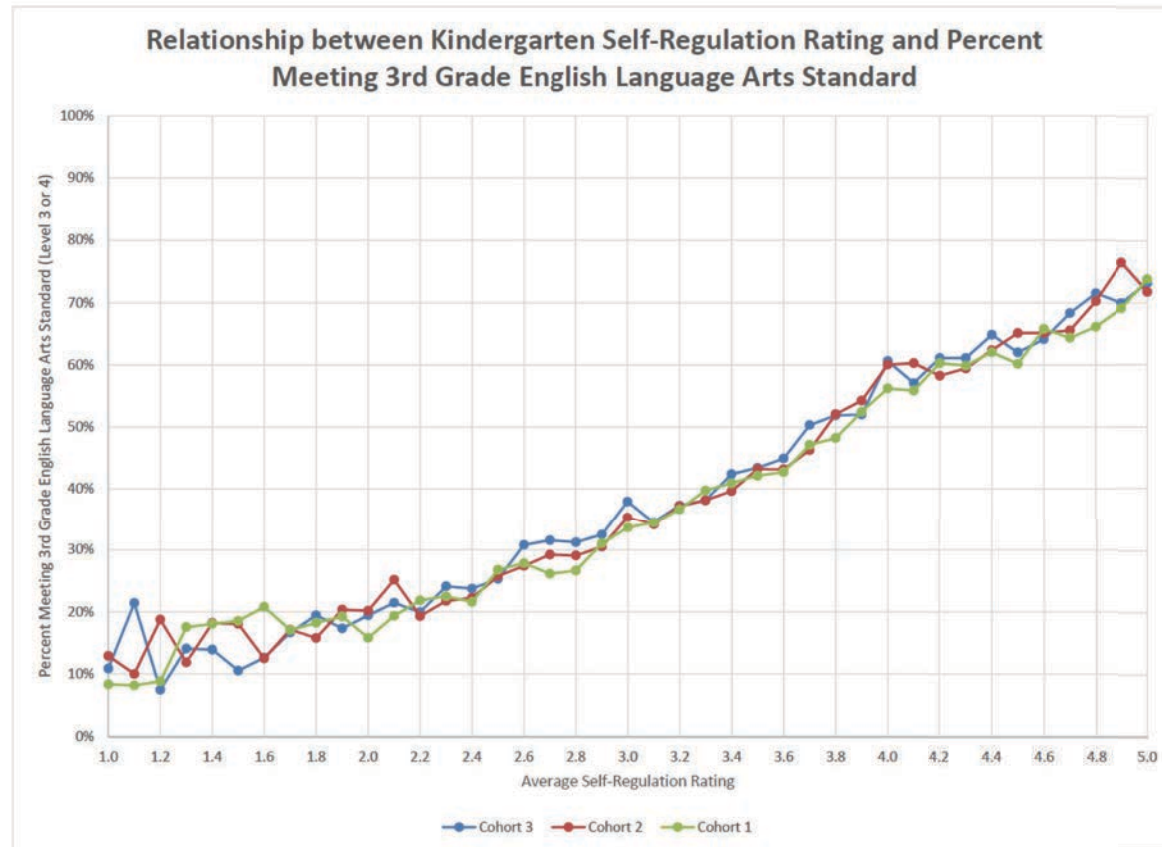
Relationship Between Letter Sounds and 3rd Grade ELA



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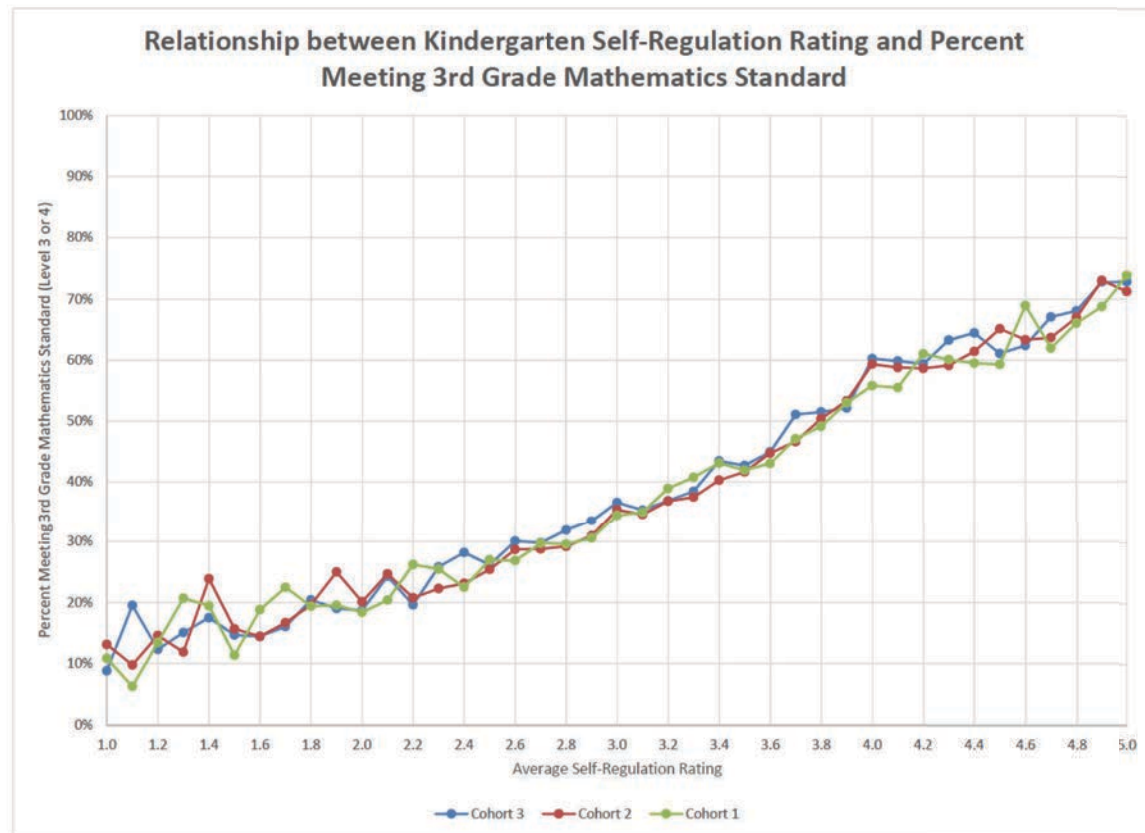
Relationship Between Self-Regulation and ELA



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Relationship Between Self-Regulation and Math



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STATE LEVEL STANDARD SCORE COMPARISON



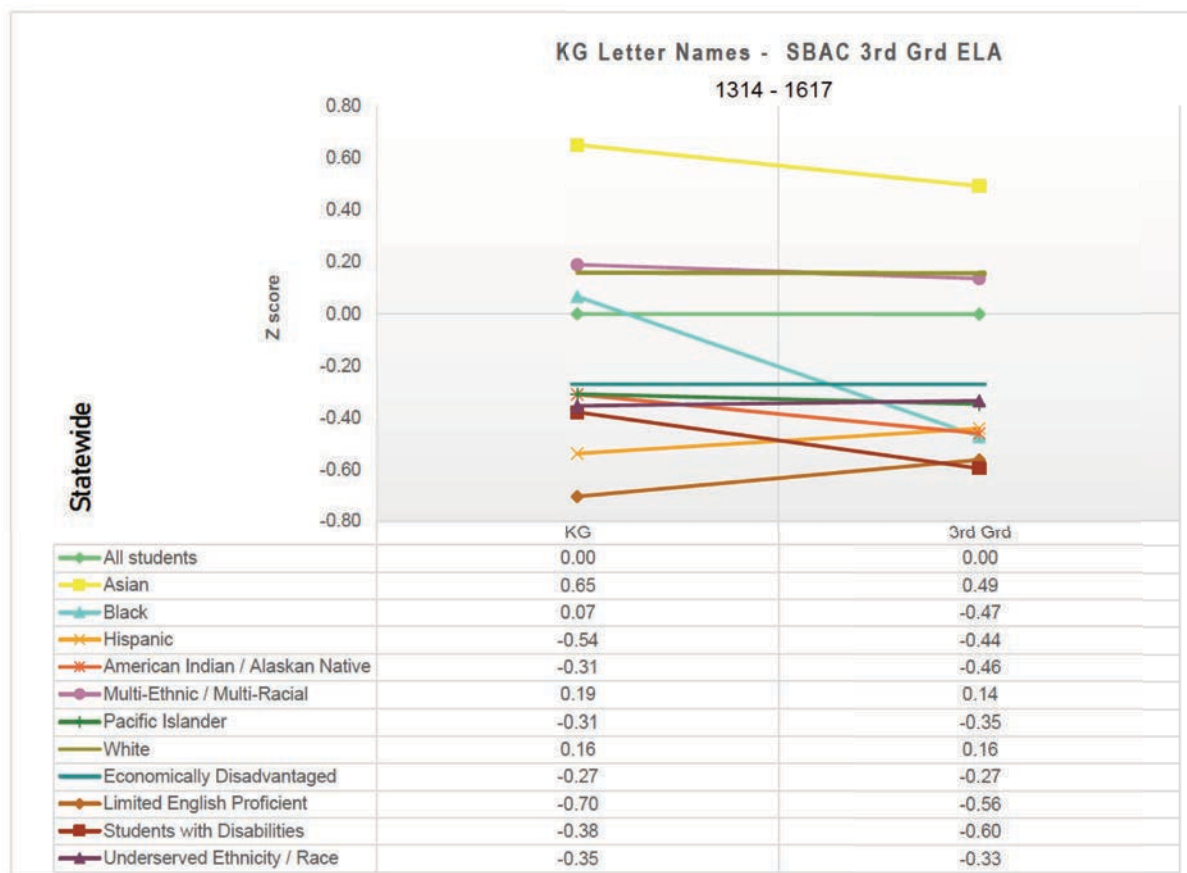
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ELA

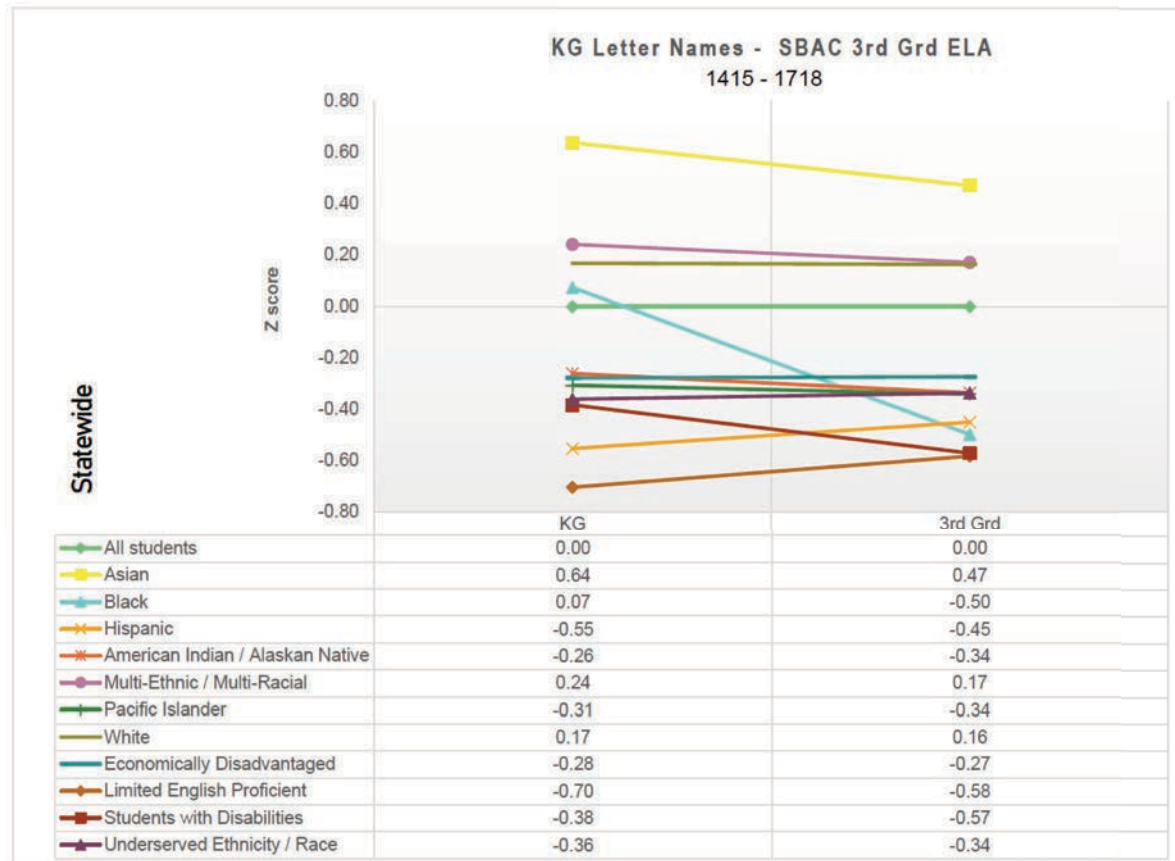
2013-14 to 2016-17 Letter Names and 3rd Grade ELA



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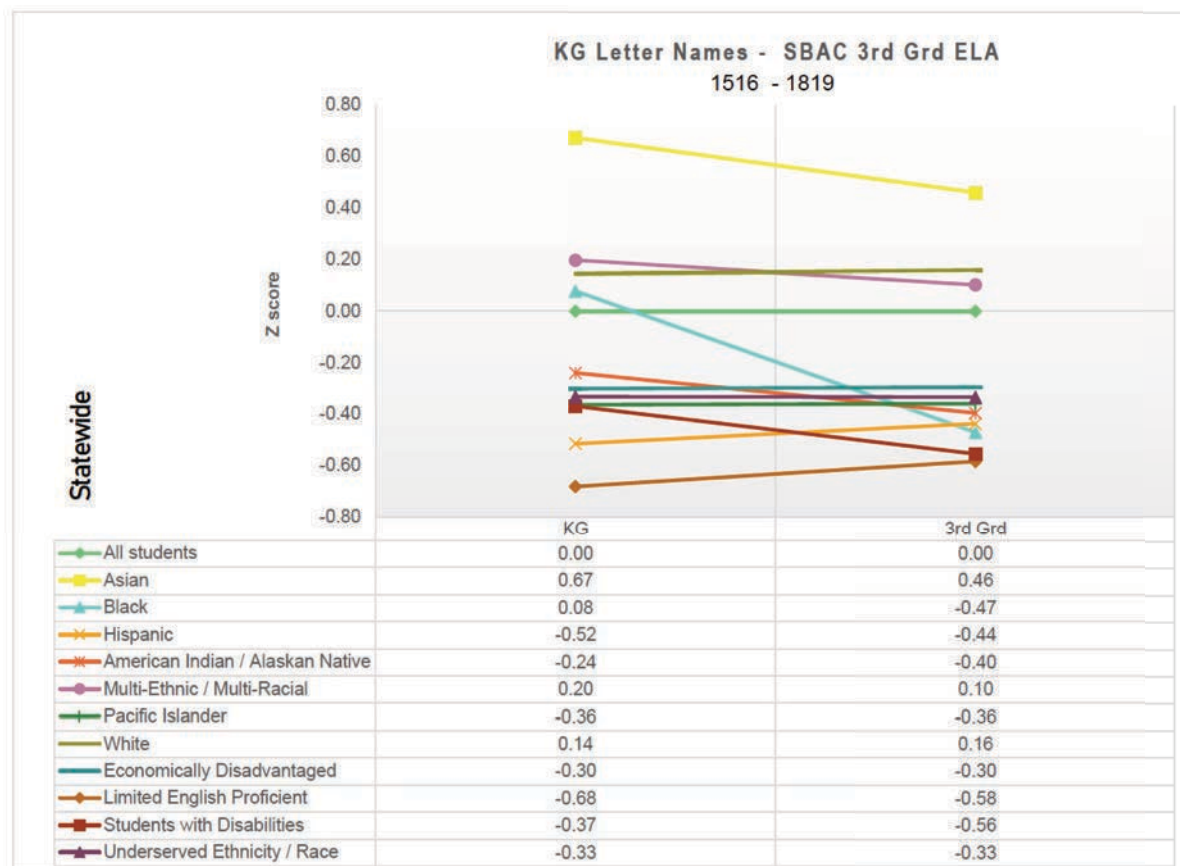
2014-15 to 2017-18 Letter Names and 3rd Grade ELA



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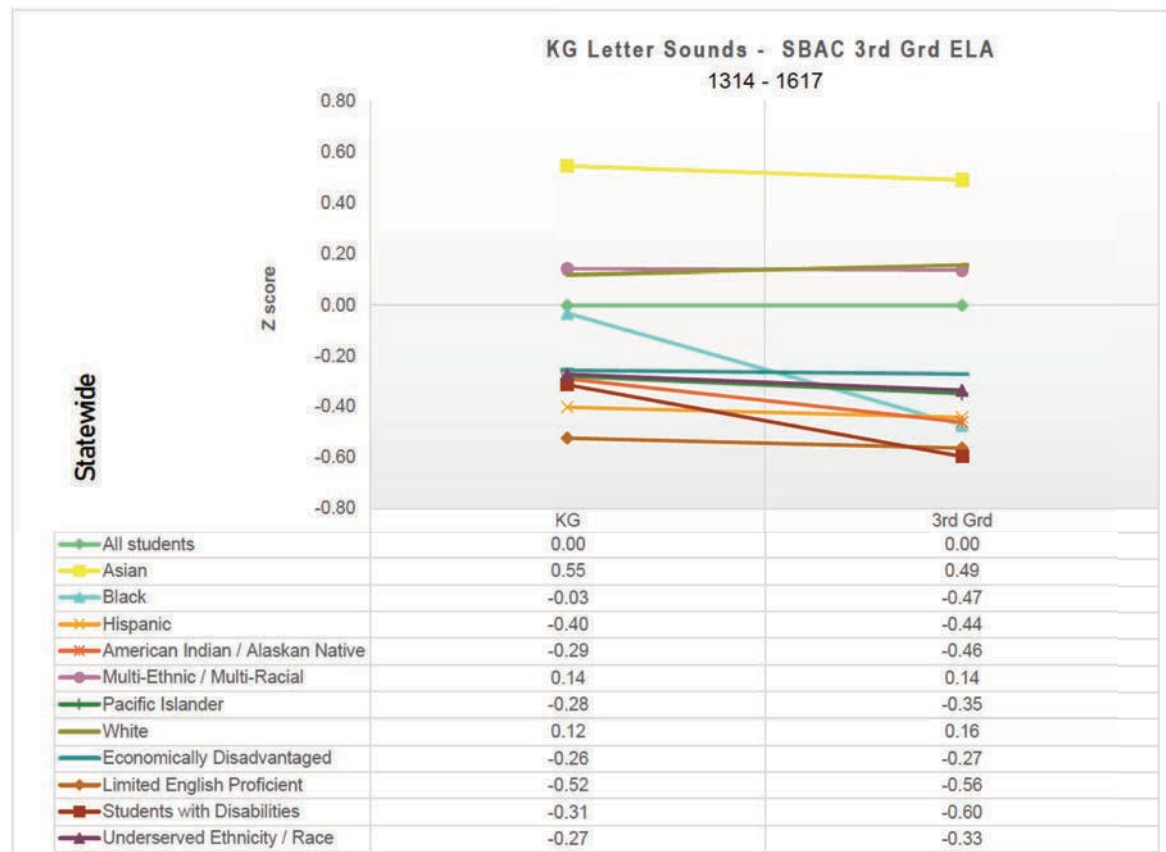
2015-16 to 2018-19 Letter Names and 3rd Grade ELA



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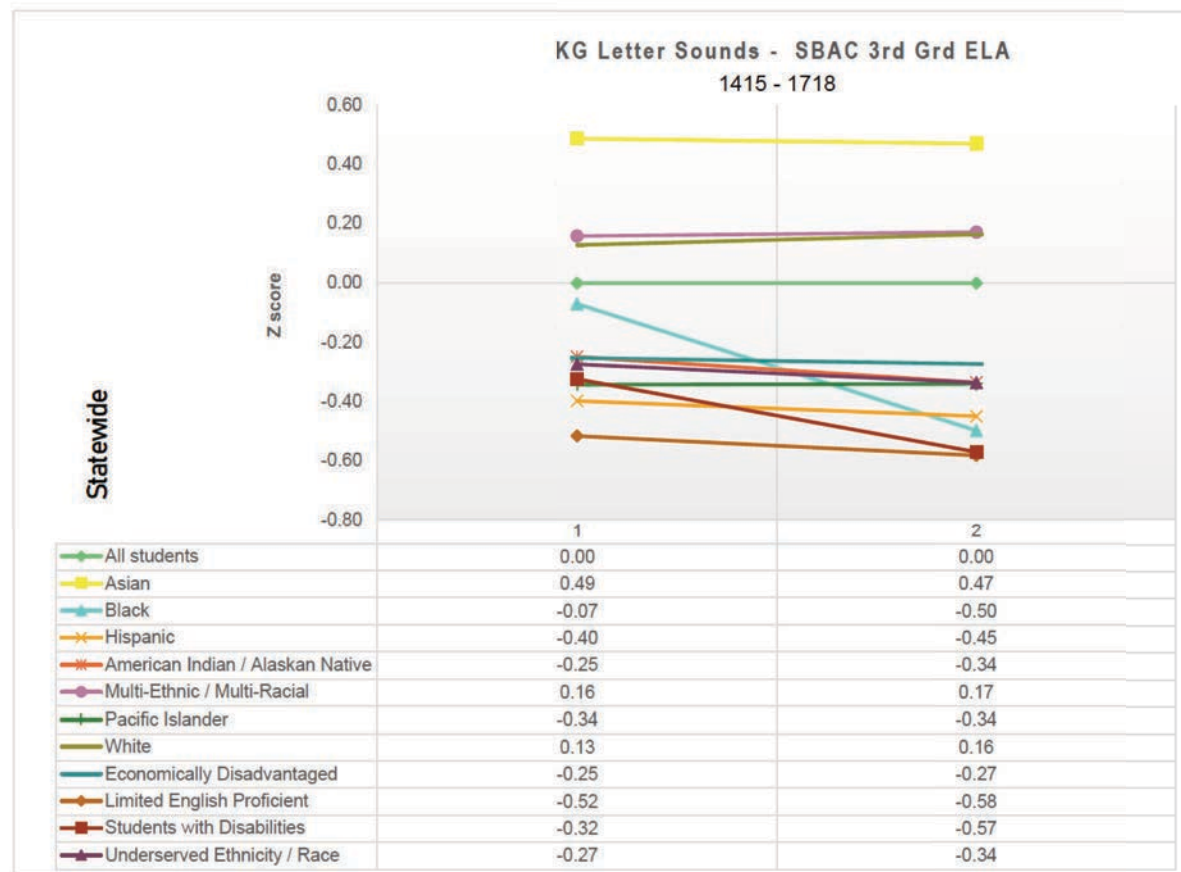
2013-14 to 2016-17 Letter Sounds and 3rd Grade ELA



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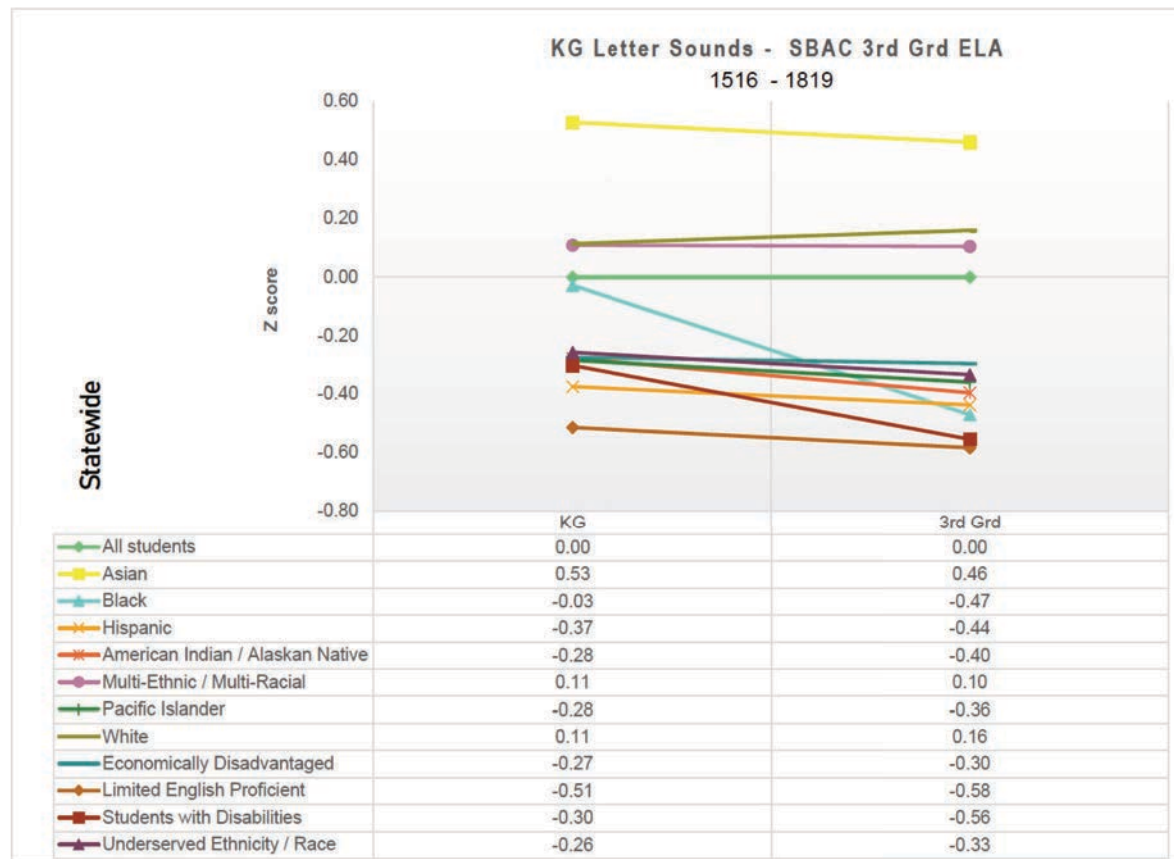
2014-15 to 2017-18 Letter Sounds and 3rd Grade ELA



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2015-16 to 2018-19 Letter Sounds and 3rd Grade ELA



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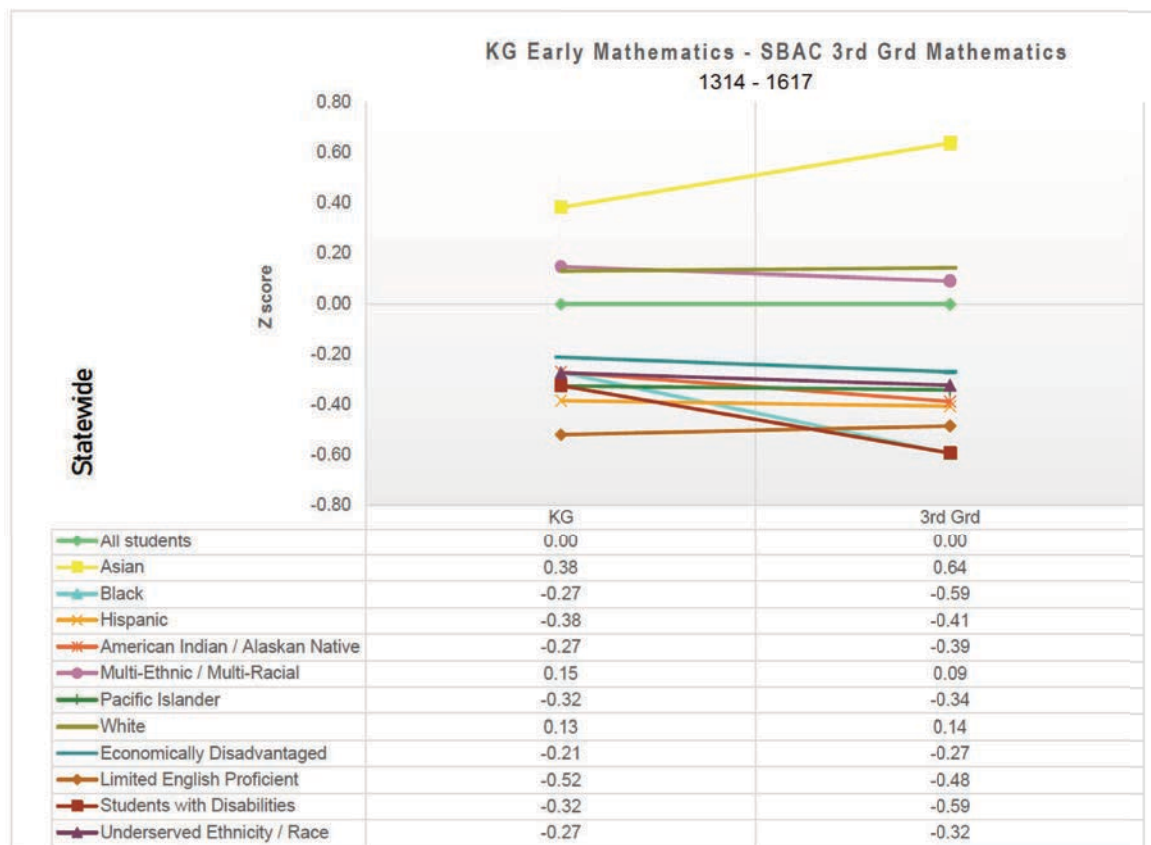
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MATH

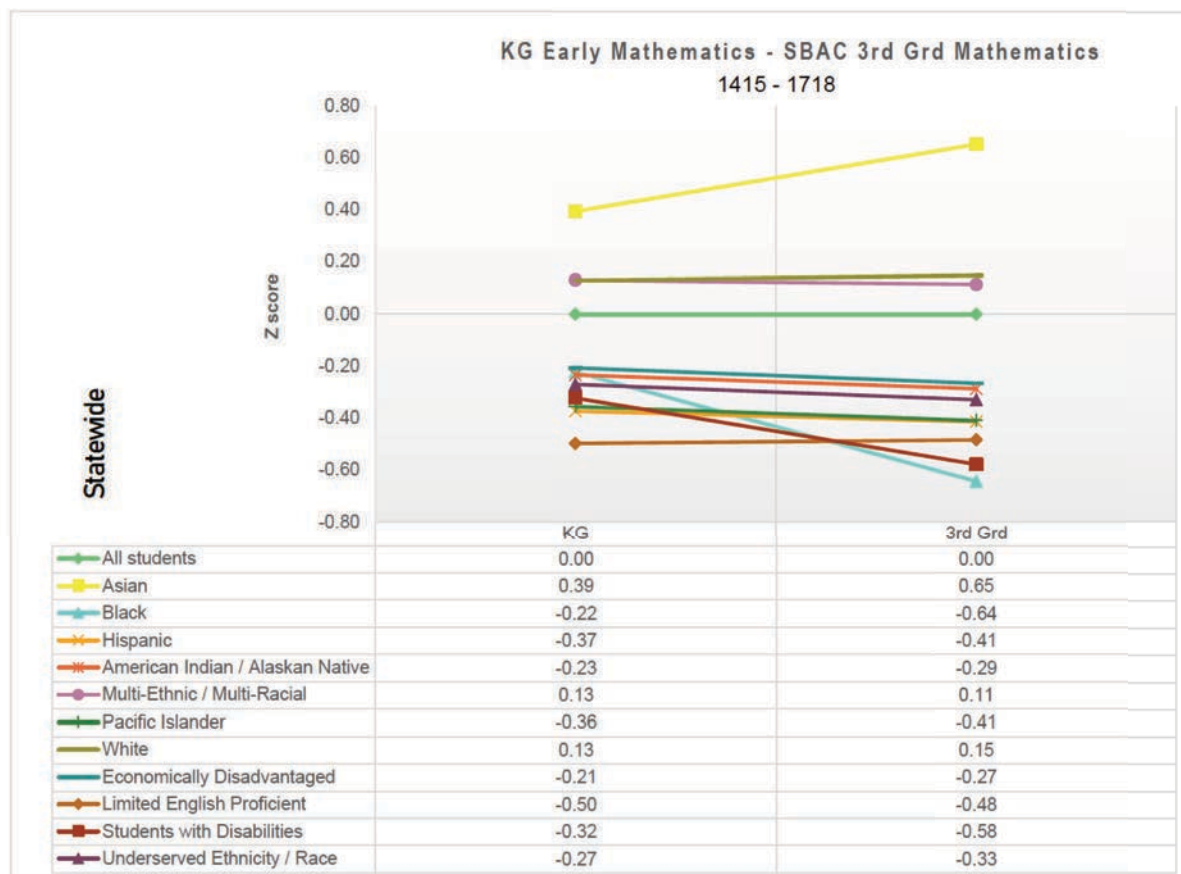
2013-14 to 2016-17 K-3rd Grade Math



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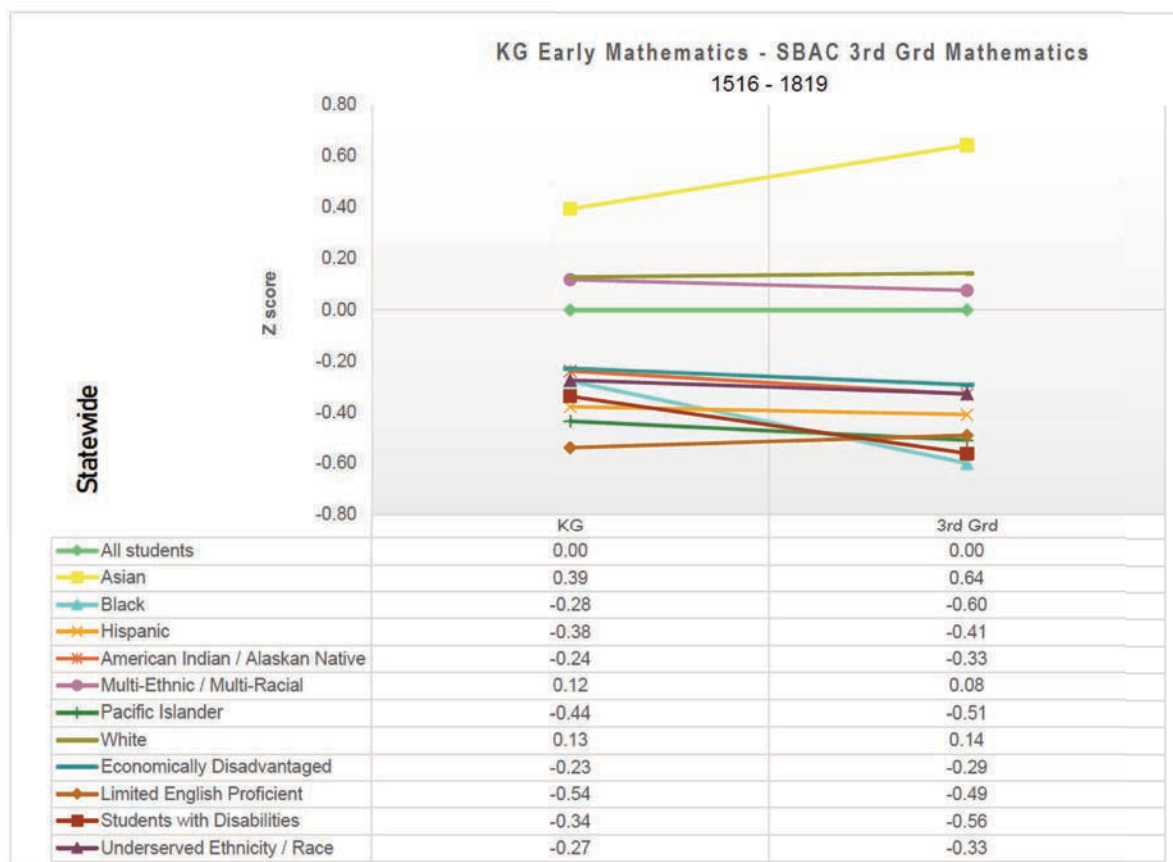
2014-15 to 2017-18 K-3rd Grade Math



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2015-16 to 2018-19 K-3rd Grade Math



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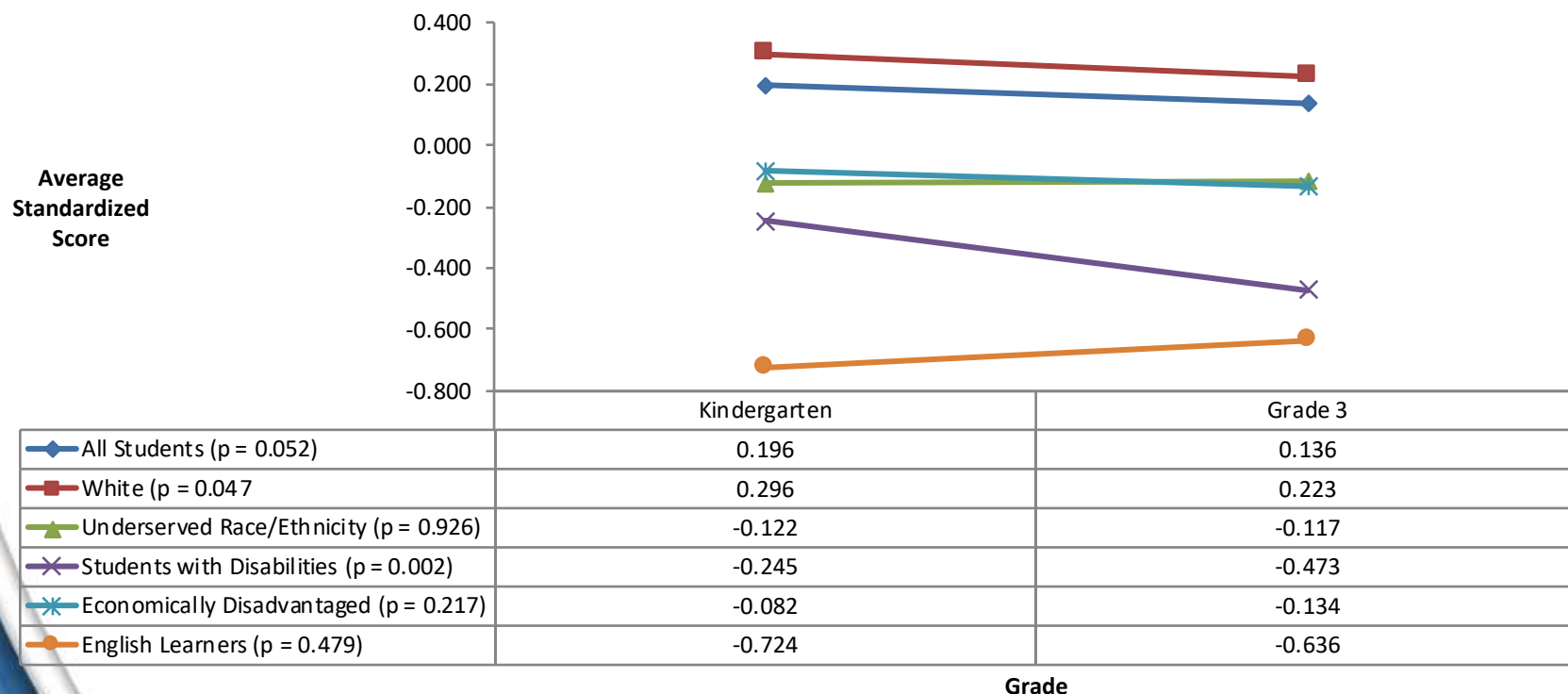
District Level Standard Score Comparison

- Examples are provided for two school districts
 - District A – Kindergarten Letter Names and Grade 3 ELA Standardized Scores
 - District B – Kindergarten Math and Grade 3 Math Standardized Scores

Comparison of Kindergarten and Grade 3 Standardized Scores ELA

Kindergarten Letter Names and Grade 3 SBAC ELA Standardized Scores

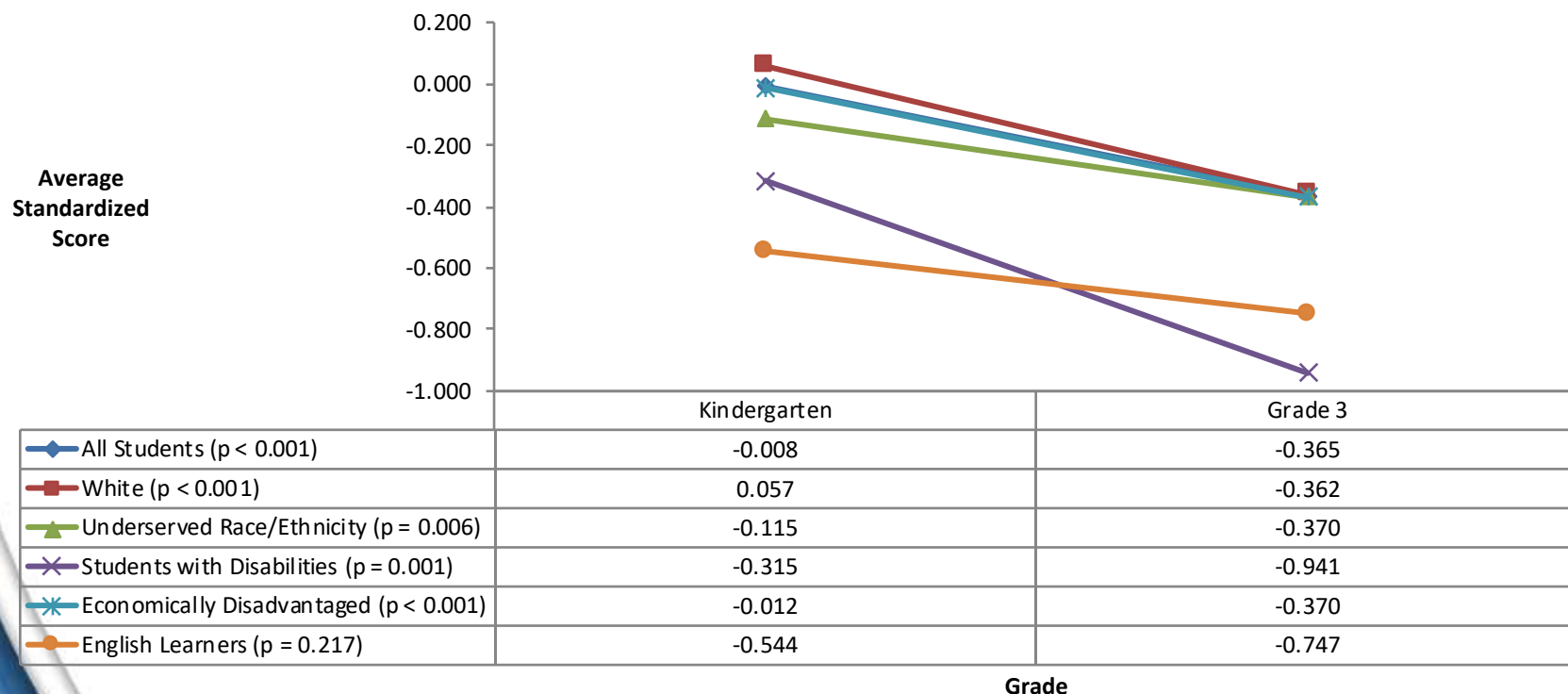
District A



Comparison of Kindergarten and Grade 3 Standardized Scores Math

Kindergarten Math and Grade 3 SBAC Math Standardized Scores

District B



Application

- 1) Review data of District A and District B.
- 2) What questions do you have about the data?
- 3) What other information is needed?
- 4) If you were the principal of this school, what would your next steps be?



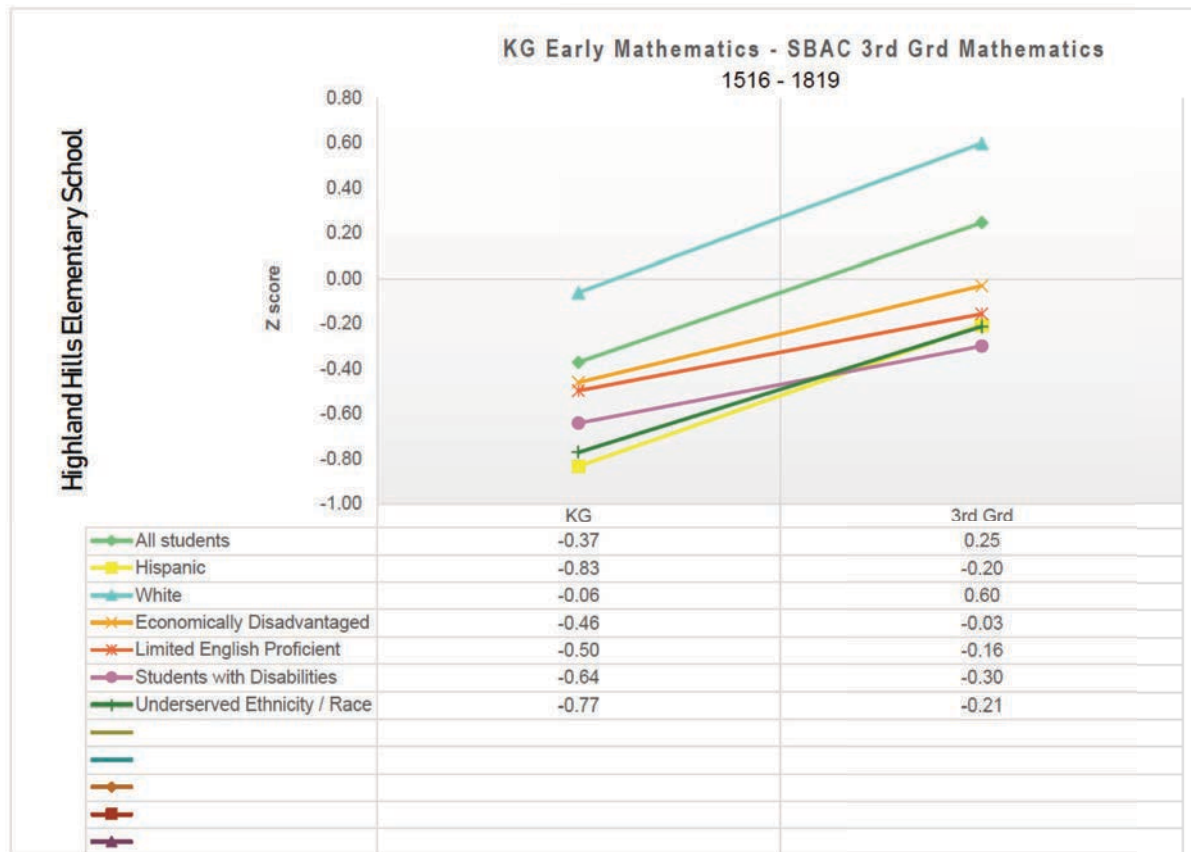
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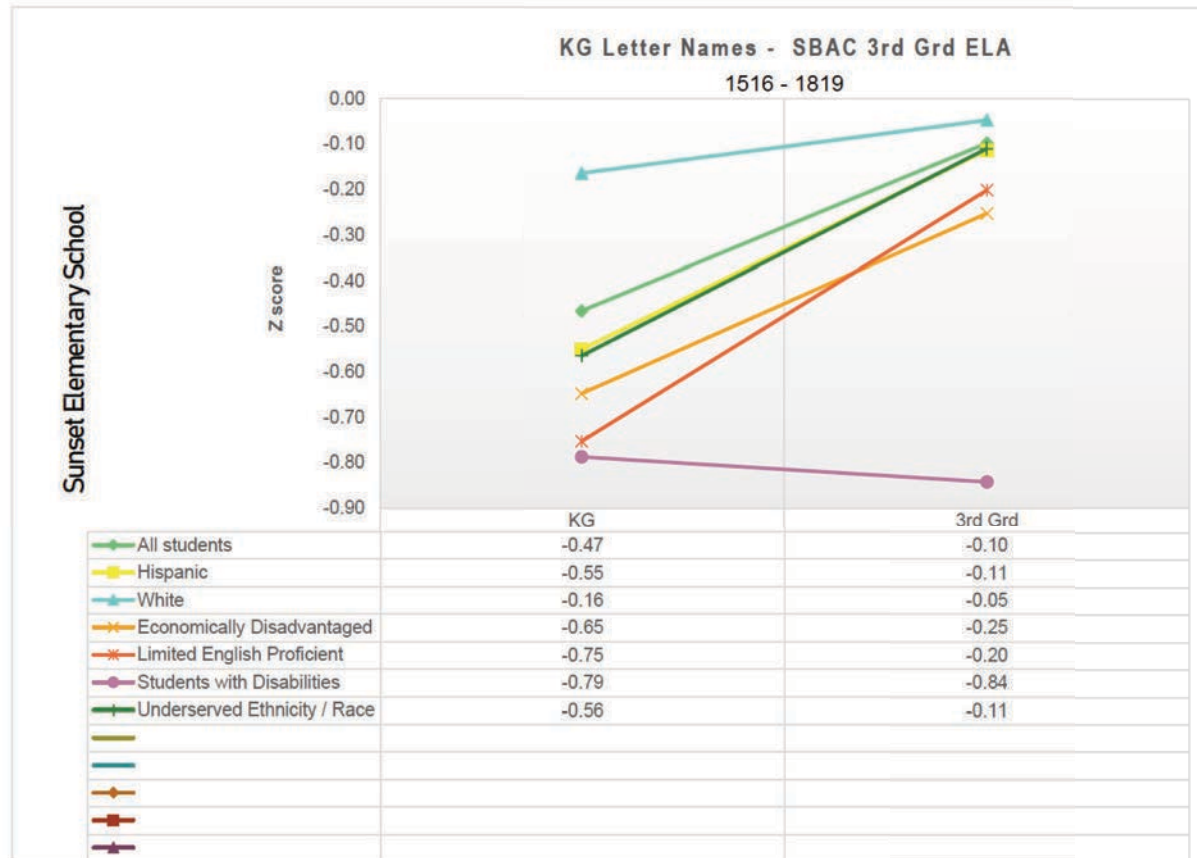
Highland Hills- Math



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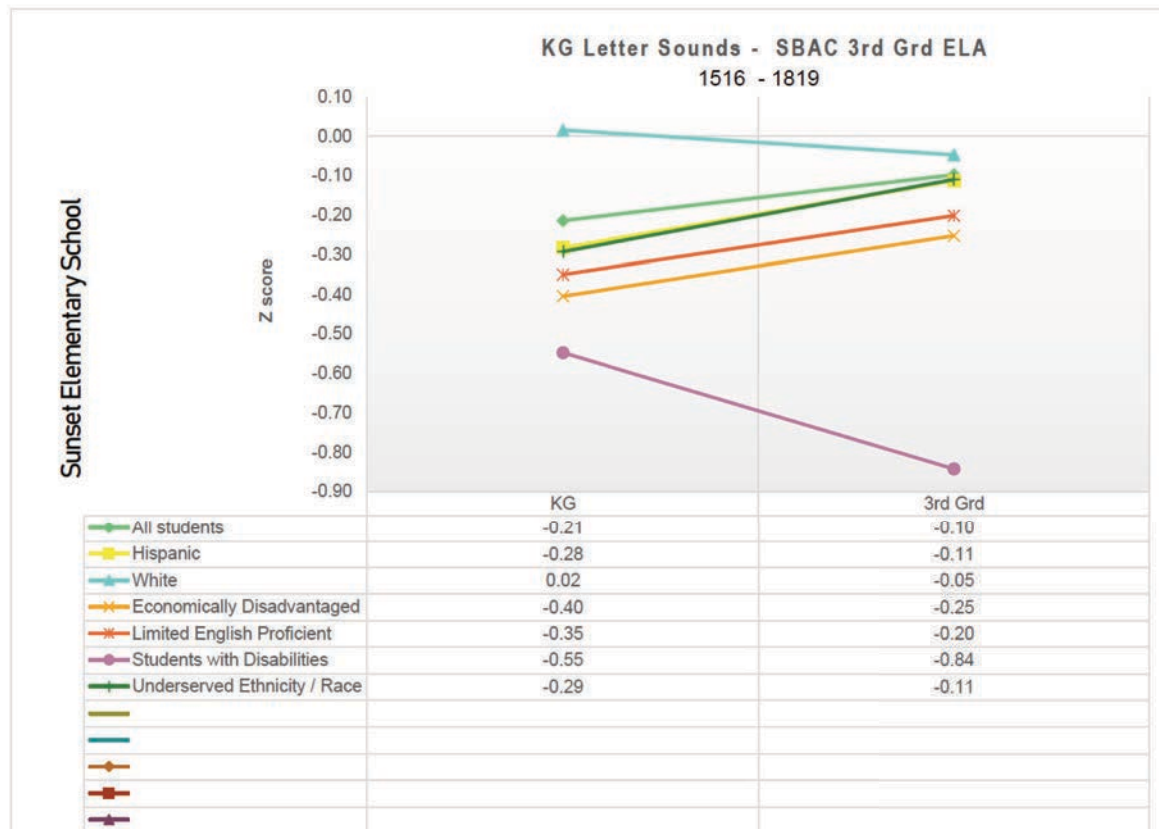
Sunset- Letter Names



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Sunset- Letter Sounds



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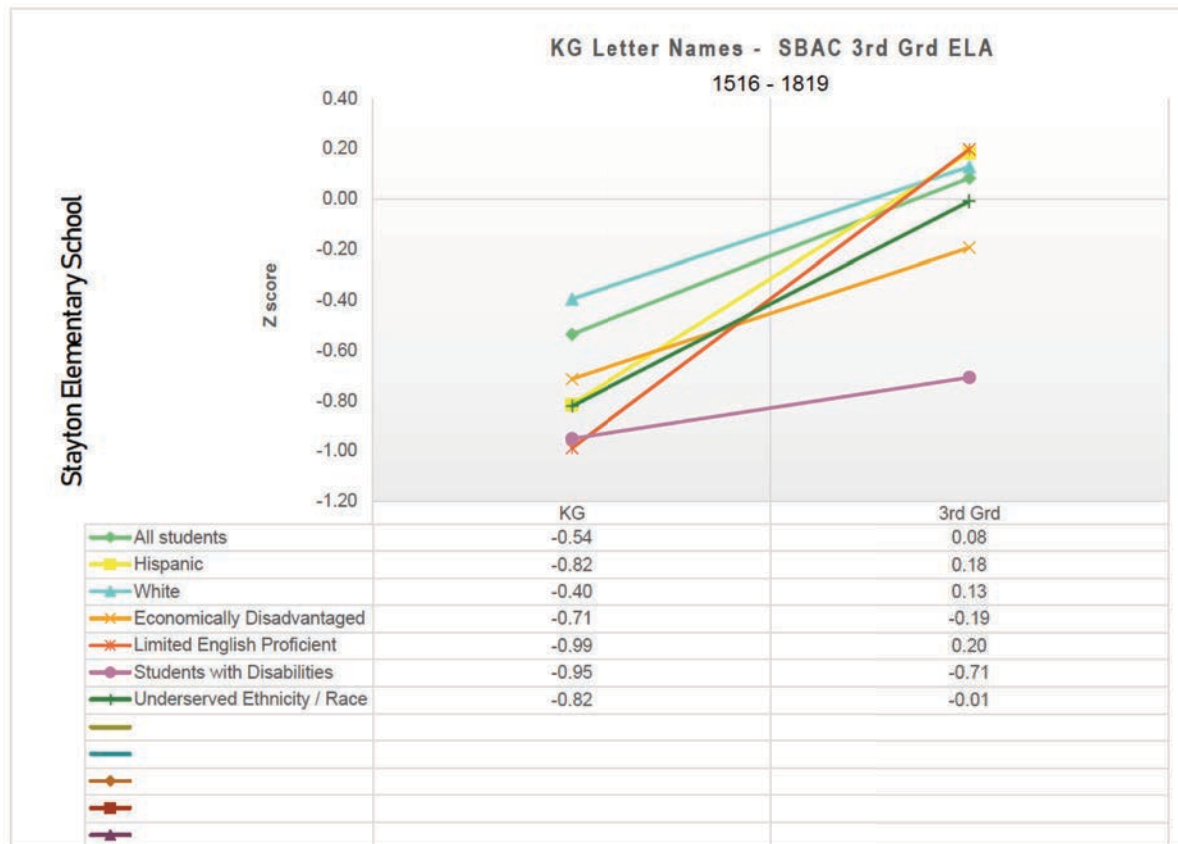
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Stayton Elementary

NORTH SANTIAM

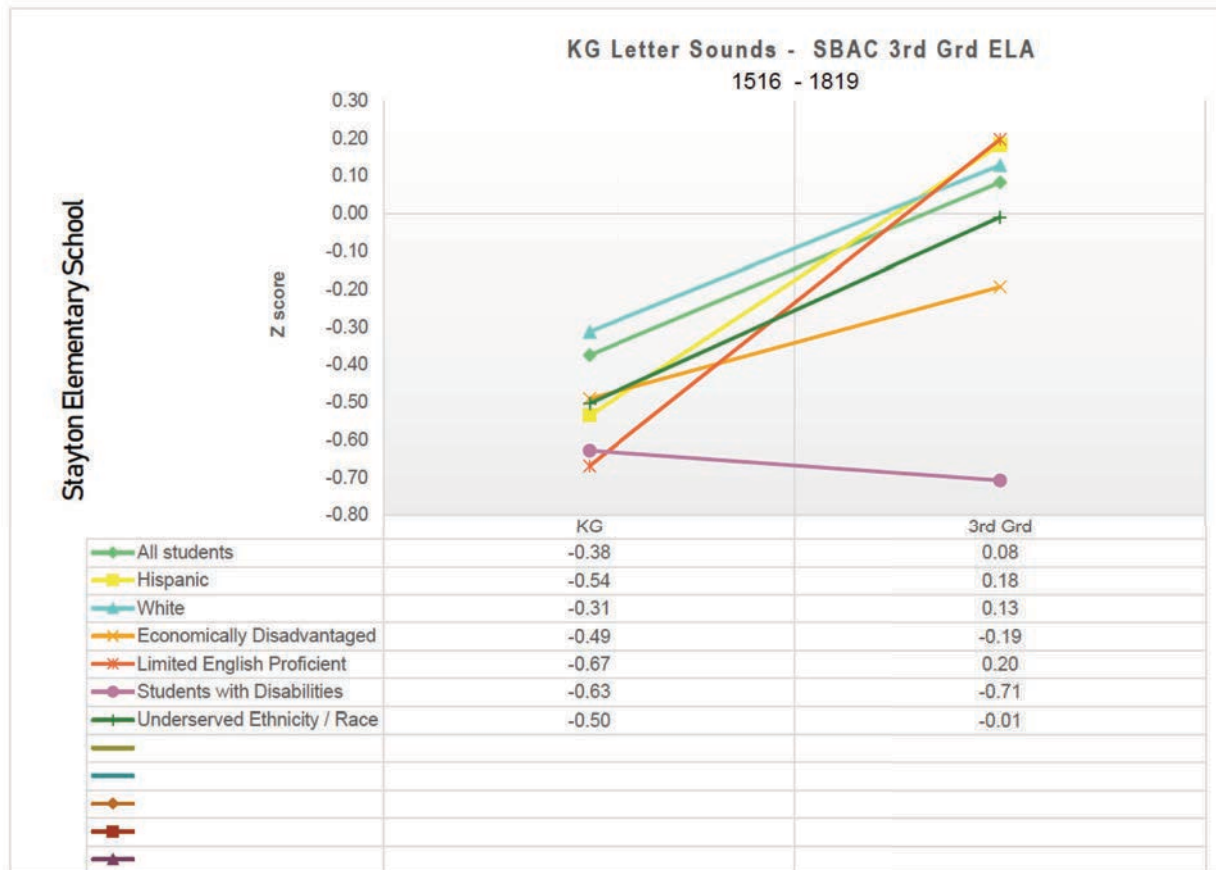
Stayton- Letter Names



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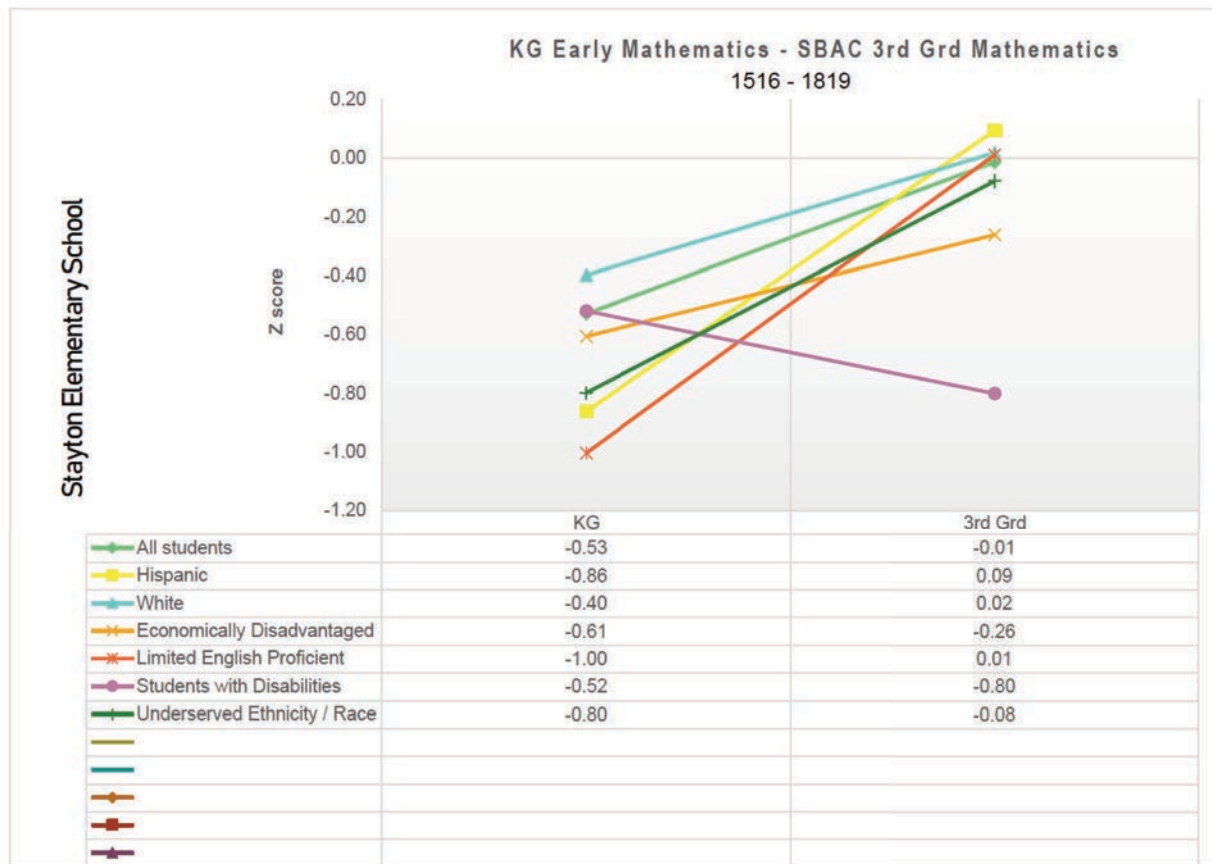
Stayton-Letter Sounds



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Stayton- Math



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Questions for the Panelists

- What has contributed to your success?
- Describe any community engagement/partnerships that contributed.
- What are your current strengths?
- What has been challenging?
- What are you still working on?
- What do you wish that you learned a year ago that you know now?

Suggested Areas of Improvement

- Coherent instruction
- Knowing typical trajectories, child development, and learning progressions
- Opportunities for students to practice new skills in a variety of contexts
- Project or theme based learning
- Incorporation of formative assessment in daily classroom practices

Information

- What information would you like or need from ODE for your work with kindergarten through third grade outcomes?



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Questions?

- What questions do you still have?



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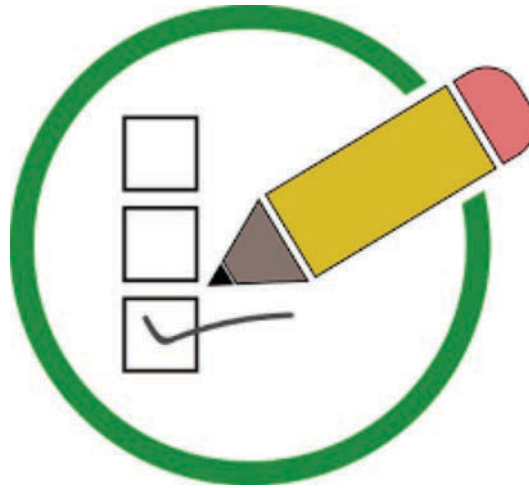
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Feedback

1) Navigate to the following link:

<http://bit.ly/COSAK-3>

2) Complete the short survey



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Thank you!



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