Kindergarten Entry and Exit Profile Alternate Assessment (KEEPAA)

Utah State Board of Education

Agenda:

Purpose of the KEEP alternate.

Who qualifies to take the KEEP Alternate.

Look at the assessment items and scoring.

Data entry procedures.

Purpose of the regular KEEP

- Identify students in need of early intervention instruction and promote differentiated instruction for all students.

- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.

Purpose of the regular KEEP

- Provide insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten.

- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.

- Understand the influence and impact of full-day kindergarten on at-risk students in both the short- and long-term.

Purpose of the KEEP Alternate

IDEA

Sec. 300.160 Participation in assessments

(a) General. **A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs,** including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Who qualifies to take the KEEP Alternate

- Students with the **most significant cognitive disabilities** qualify for alternate assessments.

- The disability significantly impacts **intellectual functioning and adaptive behavior.**

- Student is **learning content linked to the Utah Core Standards through the EEs.**

Who qualifies to take the KEEP Alternate

- Student **requires extensive, repeated, direct individualized instruction and substantial supports** to achieve measurable gains in the grade-and-age-appropriate curriculum.

- Determined by the **IEP Team.**

- All content areas need to be considered with considering eligibility for alternate assessments.

Participation for the Alternate KEEP is NOT

- A disability category or label.

- Special Education Service/class location.

- Poor attendance or extended absences.

- Native language/social/cultural or economic difference.

- Low reading level/achievement level.

- English Learner (EL) status.

- Anticipated disruptive behavior.

- Administrator decision.

- Anticipated emotional duress.

- Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC)) to participate in assessment process.

KEEP Alternate Design and Logistics

KEEP ALternate Design

Goal: Measure School Readiness:
- Alignment to Essential Elements Kindergarten Standards.
- Aligned to indicators that are the greatest predictors of future academic success.

Three Scoring Categories:

Literacy

Numeracy

Social-Emotional

Literacy Overview

- Recognition\Text structure
- Writing
- Phonological Awareness
- Word/letter Recognition
- Concepts of Print/Fluency
- Knowledge of ideas

Numeracy Overview

- Counting and Cardinality
  - Numeral Recognition
  - Number Sense
  - One-to-One Correspondence
  - Compare numbers

- Operations and Algebraic Thinking
  - Understand concept of addition and subtraction
- Geometry
  - Identify shapes

Social-Emotional Overview

- Opportunities to Respond
- Sustained Effort
- Attention and Focus
- Activity Level
- Listens and Follows Directions
- Quality of Response
- Self-Confidence
- Task Switching

Testing Window

Entry Window
- Three weeks prior to and three weeks after the first day of kindergarten
- Data entry into the Data Gateway by September 30th

Exit Window
- Last 4 weeks of kindergarten
- Data entry into the Data Gateway by June 15th

KEEP alternate assessment rubrics

- The KEEP alternate for Students with SCD is a simple rubric that assesses students early Literacy and Numeracy skills as they relate to skill domains and clusters within Essential Elements for English Language Arts and Mathematics.

- The rubrics are meant to be completed for each kindergarten student with a SCD by their teacher, based on the student's performance on IEP goals and every day early literacy and numeracy instruction within the classroom.

KEEP alternate assessment rubrics

- The KEEP alternate is not designed to be administered to students one on one, but could be if the teacher chooses to.

- Each student will use the same Rubric for the Entry and Exit Profile.

- Use different colored pens for "Entry" and "Exit".

Literacy

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Print Concepts/ Fluency **EE.RF.K.1** Demonstrate emerging understanding of the organization of print A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end **EE.RF.K.4** Engage in purposeful shared reading of a familiar text	☐ Student is not demonstrating skills at an emergent level	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a shared reading experience**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ **Student can attend to words or pictures in the reading material throughout the reading activity**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ Student can attend to words or pictures in the reading material throughout the reading activity ☐ Student can turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page) ☐ Student can participate in reading a repeated word from the reading material	☐ Student can turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page) ☐ Student can participate in reading a repeated word from the reading material ☐ **Student can identify some (10 or more) letters' names** ☐ **Student can identify that words are read left to right and or top to bottom**

Domain and Cluster

Literacy

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
EE.RF.K.1 Demonstrate emerging understanding of the organization of print A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end **EE.RF.K.4** Engage in purposeful shared reading of a familiar text	☐ Student is not demonstrating skills at an emergent level	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a**	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a shared reading material throughout the reading activity**	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a shared reading experience** ☐ **Student can attend to words or pictures in the reading material throughout the reading activity** ☐ **Student can turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page)** ☐ **Student can participate in reading a repeated word from the reading material**	☐ **Student can turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page)** ☐ **Student can participate in reading a repeated word from the reading material** ☐ **Student can identify some (10 or more) letters' names** ☐ **Student can identify that words are read left to right and or top to bottom**

Row label (vertical): Reading Foundation Print Concepts/ Fluency

Essential Element

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading F... Print Conce...	**EE.RF.K.1** Demonstrate emerging understanding of the organization of print	☐ Student is not demonstrating skills at an emergent level	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a shared reading experience**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ Student can attend to words or pictures in the reading material throughout the reading activity	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ Student can attend to words or pictures in the reading material throughout the reading activity ☐ Student can turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page) ☐ Student can participate in reading a repeated word from the reading material	☐ Student can turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page) ☐ Student can participate in reading a repeated word from the reading material ☐ **Student can identify some (10 or more) letters' names** ☐ **Student can identify that words are read left to right and or top to bottom**

Performance Levels and Skill Sets

How to score at a Performance level

- For a student to score at a performance level (emerging, approaching target, at target, or advanced) they need to be able to do each skill listed in the column to mastery.

- Mastery is determined by the teacher:
  - 80% correct, or 80% independence is a general guideline for mastery.

Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
☐ Student is not demonstrating skills at an emergent level	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a shared reading experience**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ **Student can attend to words or pictures in the reading material throughout the reading activity**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ Student can attend to words or pictures in the reading material throughout the reading activity ☐ **Student can turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page)** ☐ **Student can participate in reading a repeated word from the reading material**	☐ Student can turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page) ☐ Student can participate in reading a repeated word from the reading material ☐ **Student can identify some (10 or more) letters' names** ☐ **Student can identify that words are read left to right and or top to bottom**

How to score at a Performance level

Examples of sources of data to use to complete the KEEPAA:

- ❏ Anecdotal Notes.
- ❏ Work Samples.
- ❏ Photographs.
- ❏ Videos.
- ❏ Performance data.
- ❏ Observations (individual student, small group, or whole class).

- A student may need assistive technology to demonstrate a skill.

- There may be a variety in the way each indicator is assessed for each student.

Example: One student may identify details in a story by selecting an item on a message output device, while another student will select their answer from a field of five.

- Remember each indicator for a student should be assessed in the same way for the entry and exit profile.

Literacy

Literacy

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Print Concepts/ Fluency **EE.RF.K.1** Demonstrate emerging understanding of the organization of print A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end **EE.RF.K.4** Engage in purposeful shared reading of a familiar text	☐ Student is not demonstrating skills at an emergent level	☐ **Student can open a book with correct orientation** ☐ **Student can point to and/or repeat the title of a familiar book during a shared reading experience**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ **Student can attend to words or pictures in the reading material throughout the reading activity**	☐ Student can open a book with correct orientation ☐ Student can point to and/or repeat the title of a familiar book during a shared reading experience ☐ Student can attend to words or pictures in the reading material throughout the reading activity ☐ **Student can turn the pages in the book or swipe on an electronic book (with support, if needed, such as a popsicle stick taped to the page)** ☐ **Student can participate in reading a repeated word from the reading material**	☐ Student can turn the pages in the book or swipe on an electronic book (with support, if needed such as a popsicle stick taped to the page) ☐ Student can participate in reading a repeated word from the reading material ☐ **Student can identify some (10 or more) letters' names** ☐ **Student can identify that words are read left to right and or top to bottom**

Name: _____

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Phonological Awareness	**EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes) A. With Guidance and support, recognize rhyming words B. With guidance and support, recognize the number of words in a spoken message C. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word	☐ Student is not yet demonstrating skills at an emergent level	☐ Student can identify pictures that correspond to a spoken single syllable word (dog)	☐ Student can identify pictures that correspond to a spoken single syllable word (dog) ☐ Student can recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words)	☐ Student can identify pictures that correspond to a spoken single syllable word (dog) ☐ Student can recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words) ☐ Student can identify pictures that have the same beginning sound	☐ Student can identify pictures that have the same beginning sound. ☐ Student can orally produce single syllable words by blending sounds, consonant blends ☐ Student can identify individual sounds in simple, one syllable word ☐ Student can substitute beginning sound to make new words

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Foundation Phonics & Word Recognition	EE.RF.K.3 Demonstrate emerging awareness of print A. With guidance and support, recognize first letter of own name in print B. With guidance and support, recognize environmental print	☐ Student is not yet demonstrating skills at an emergent level	☐ Student can distinguish between letters and pictures	☐ Student can distinguish between letters and pictures ☐ Student can identify their written name	☐ Student can distinguish between letters and pictures ☐ Student can identify their written name ☐ Student can recognize the first letter in their name ☐ Student can recognize signs in their environment	☐ Student can recognize the first letter in their name ☐ Student can recognize signs in their environment ☐ Student can distinguish between some upper and lower case letters in familiar words ☐ Student can identify familiar words that are used in every day routines ☐ Student can identify some letter sounds

Name: _____

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Reading Literature Craft and Structure	EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text	Student is not yet demonstrating skills at an emergent level	☐ Student can determine which pictures are similar and which pictures are different	☐ Student can determine which pictures are similar and which pictures are different ☐ Student can determine which words are similar and which words are different (3 letter words)	☐ Student can determine which pictures are similar and which pictures are different ☐ Student can determine which words are similar and which words are different (3 letter words) ☐ Student can indicate that words are what is used to read a story ☐ Student can indicate they don't know a new word when a story is read to them by answering yes or no	☐ Student can indicate that words are what is used to read a story ☐ Student can indicate they don't know a new word when a story is read to them by answering yes or no ☐ Student can answer background questions about a new story with prompting ☐ Student can describe the pictures from a story

Name: _____

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Writing — Text Types and Purpose	**EE.W.K.1** With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it	☐ Student is not yet demonstrating skills at an emergent level	**Student can select a familiar book**	☐ Student can select a familiar book ☐ **Student can identify pictures in the book when prompted**	☐ Student can select a familiar book ☐ Student can identify pictures in the book when prompted ☐ **Student can use a familiar book to draw, dictate, or write if they like or dislike the book**	☐ Student can use a familiar book to draw, dictate, or write about if they like or dislike the book ☐ **Student can draw, dictate, or write about 1 detail from the book**

Name: _____

Literacy

Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events	☐ Student is not yet demonstrating skills at an emergent level	☐ **Student can determine similar or different based on physical characteristics**	☐ Student can determine similar or different based on physical characteristics ☐ **Student can demonstrate understanding of object names**	☐ Student can determine similar or different based on physical characteristics ☐ Student can demonstrate understanding of object names ☐ **Student can identify familiar people, objects, places and events**	☐ Student can identify familiar people, objects, places and events ☐ **Student can identify a detail about familiar people, objects, places and events** ☐ Student can identify more than 3 unfamiliar people, objects, places, and events

Row label: Speaking and Listening — Presentation of Knowledge and Ideas

Literacy

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Language Conventions of Standard English	**EE.L.K.1** Demonstrate emerging understanding of letter and word use A. With guidance and support, distinguish between letters and other symbols or shapes B. With guidance and support, use frequently occurring nouns in communication C. With guidance and support, use frequently occurring plural nouns D. With guidance and support, identify answers to simple questions (e.g., who what) from an array of choices E. With guidance and support, demonstrate understanding of common prepositions; on, off, in, out F. With guidance and support, link two or more words together in communication	☐ Student is not yet demonstrating skills at an emergent level	☐ **Student can distinguish between objects and print** ☐ **Student will understand that "I/me" refers to themselves**	☐ Student can distinguish between objects and print ☐ Student will understand "I/me" refers to themselves ☐ **Student can distinguish letters from shapes and symbols**	☐ Student can distinguish between objects and print ☐ Student can distinguish letters from shapes and symbols ☐ **Student can distinguish between letters and pictures** ☐ **Student can answer yes/no questions about the book** ☐ **Student can demonstrate the understanding of common prepositions (on, off, in, out) using pictures or objects**	☐ Student can answer yes/no questions about the book ☐ Student can demonstrate the understanding of common prepositions (on, off, in, out) using pictures or objects ☐ **Student can distinguish letters from words** ☐ **Students can answer simple "wh" questions about the book**

Kindergarten Entry and Exit Profile Alternate Assessment
Utah State Board of Education

Name: _____

Literacy

Score Sheet	Strands	Entrance Beginning of Year	Exit End of Year
	Reading Foundation **Print Concepts/ Fluency**	2 /5	/5
	Reading Foundation **Phonological Awareness**	1 /5	/5
	Reading Foundation **Phonics & Word Recognition**	2 /5	/5
	Reading Literature **Craft and Structure**	1 /5	/5
	Writing **Text Types and Purpose**	2 /5	/5
	Speaking and Listening **Presentation of Knowledge and Ideas**	1 /5	/5
	Language **Conventions of Standard English**	1 /5	/5
		10 /35 Date:	/35 Date:

1.Take 5 minutes to look at the Literacy Rubrics (First 7 pages).

2. Discuss with table partner.

3. Write down stakeholder feedback.

Stakeholder Questions

1. Do you feel that the skill sets within each performance level are appropriate?

2. If not, which one(s) do you feel are not appropriate and why?

3. Would you add or subtract any skill sets within each performance level?

4. If so what ones and why?

Numeracy

Name: _____

Numeracy

Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
EE.K.CC.1 Starting with one, count to 10 by ones	☐ Student is not yet demonstrating skills at an emergent level	☐ Student can repeat teacher counting 1-5 ☐ Student can count with teacher 1-5	☐ Student can repeat teacher counting 1-5 ☐ Student can count with teacher 1-5 ☐ Student can repeat teacher counting 1-10 ☐ Student can count with teacher 1-10 ☐ Students can starting with one independently count to 5 by ones	☐ Student can repeat teacher counting 1-5 ☐ Student can count with teacher 1-5 ☐ Student can repeat teacher counting 1-10 ☐ Student can count with teacher 1-10 ☐ Students can starting with one independently count to 5 by ones. ☐ Student can starting with one independently count to 10 by ones	☐ Student can starting with one independently count to 10 by ones ☐ Student can starting from a number other than 1 independently count to 10 by ones ☐ Student can starting with one independently count to 20 by ones

Counting and Cardinality — Know Number Names and the Count Sequence

Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Math Count to Tell the Number of Objects	**EE.K.CC.4** Demonstrate one-to-one correspondence pairing each object with one and only one number and each number with one and only one object	Student is not yet demonstrating skills at an emergent level	☐ **Student can place the correct number of counters/objects on pre-set dots one at a time (numbers 1-5)**	☐ Student can place the correct number of counters/objects on pre-set dots one at a time ☐ **When teacher presents objects in quantity 1-5, student can count objects using one-to-one correspondence with teacher**	☐ Student can place the correct number of counters/objects on pre-set dots one at a time ☐ When teacher presents objects in quantity 1-5, student can count objects using one- to-one correspondence with teacher ☐ **When teacher presents objects in quantity 1-5, student can independently count objects using one-to-one correspondence**	☐ When teacher presents objects in quantity 1-5, student will independently count objects using one-to-one correspondence ☐ **When teacher presents objects in quantity 1-10, student will independently count objects using one-to-one correspondence** ☐ **When presented with a set number of objects, student will be able to identify the corresponding written number**

Name: _____

Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Compare Numbers	**EE.K.CC.5** Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many	☐ Student is not yet demonstrating skills at an emergent level	☐ Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher	☐ Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher ☐ Student can independently count objects in sequence from 1 to 3, when given the exact number of objects ☐ Student can count out 3 objects from a group of more than 3 objects, while saying the corresponding number name with the teacher	☐ Student can count objects in sequence from 1 to 3, when given the exact number of objects with teacher ☐ Student can independently count objects in sequence from 1 to 3, when given the exact number of objects ☐ Student can count out 3 objects from a group of more than 3 objects, while saying the corresponding number name with the teacher ☐ Student can independently count out 3 objects from a group of more than 3 objects, while saying the corresponding number name	☐ Student can independently count out 3 objects from a group of more than 3 objects, while saying the corresponding number name ☐ Student can independently count out 3 objects from a group of more than 10 objects, while saying the corresponding number name ☐ Student can repeat number while counting objects with teacher (number 1-5) ☐ Student can identify written numbers 1-5

Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Counting and Cardinality Compare Numbers	EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group	☐ Student is not yet demonstrating skills at an emergent level	☐ Student can identify the difference between a single object and a group of objects	☐ Student can identify the difference between a single object and a group of objects ☐ Student can identify the group of objects that is more (using quantities that are clearly different)	☐ Student can identify the difference between a single object and a group of objects ☐ Student can identify the group of objects that is more (using quantities that are clearly different) ☐ Student can identify the group of objects that is equal (using quantities that are clearly different)	☐ Student can identify the group of objects that is more (using quantities that are clearly different) ☐ Student can identify that groups of objects are equal (using quantities that are clearly different) ☐ Student can identify the group of objects that is less (using quantities that are clearly different)

Name: _____

Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Operations and Algebraic Thinking **Understand Addition as Putting Together and Subtraction as Taking Apart**	**EE.K.OA.1** Represent addition as "putting together" or subtraction as "taking from" in everyday activities	☐ Student is not yet demonstrating skills at an emergent level	**☐ Student can put 2 objects together in a group** **☐ Student can separate 2 objects into 2 groups**	☐ Student can put 2 objects together in a group ☐ Student can separate 2 objects into 2 groups ☐ **When given a group of objects student can add one more object**	☐ Student can put 2 objects together in a group ☐ Student can separate 2 objects into 2 groups ☐ When given a group of objects student can add one more object ☐ When given a group of objects, student can take away one object from the group	☐ When given a group of objects student can add one more object ☐ When given a group of objects, student can take away one object from the group ☐ **Student can put two groups of objects together when asked to "add"** ☐ **Student can take away objects from a group when asked to "subtract"**

Numeracy

	Essential Elements Numeracy Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Utah Core Standard) 5 points
Geometry — Identify and Describe Shapes	**EE.K.G.2-3** Match shapes of same size and orientation (circle, square, rectangle, triangle)	☐ Student is not yet demonstrating skills at an emergent level	☐ **Student can identify a shape from numbers and letters**	☐ Student can identify a shape from numbers and letters ☐ **Student can match 2 shapes that are the same size**	☐ Student can identify a shape from numbers and letters ☐ Student can match 2 shapes that are the same size ☐ **Student can group more than 2 shapes that are the same size and orientation from a variety of shapes (i.e., circle, square, rectangle, triangle)**	☐ Student can recognize the name of some shapes (circle, square, rectangle triangle) ☐ Student can group more than 2 shapes that are the same size and orientation from a variety of shapes (i.e., circle, square, rectangle, triangle) ☐ **Student can create shapes from a model** ☐ **Student can identify 1 attribute about shapes** ☐ **Student can recognize the name of some shapes (circle, square, rectangle triangle)**

Name: _____

Numeracy

Score Sheet	Strands	Entrance Beginning of Year		Exit End of Year	
	Counting and Cardinality know number names and the count sequence	1 /5		/5	
	Counting and Cardinality count to tell the number of objects	1 /5		/5	
	Counting and Cardinality compare numbers	2 /5		/5	
	Counting and Cardinality compare numbers	2 /5		/5	
	Operations and Algebraic Thinking understand addition as putting together and subtraction as taking apart	2 /5		/5	
	Geometry identify and describe shapes	3 /5		/5	
	Total	11 /30	Date:	/30	Date:

1. Take 5 minutes to look at the Numeracy Rubrics.

2. Discuss with table partner.

3. Write down stakeholder feedback.

Stakeholder Questions

1. Do you feel that the skill sets within each performance level are appropriate?

2. If not, which one(s) do you feel are not appropriate and why?

3. Would you add or subtract any skill sets within each performance level?

4. If so what one(s) and why?

Social-Emotional and Social Studies

Name: _____

Social-Emotional and Social Studies

Standard Alignment: *SE and SS 2*: The child develops social skills that promote positive interaction with others.

1. Opportunities to Respond 0-3 pts possible per item	2. Sustained Effort 0-3 pts possible per item	3. Attention and Focus 0-3 pts possible per item	4. Activity Level 0-3 pts possible per item
☑ Confident ☐ Reluctant ☐ Refuses to respond ☐ No response	☐ Persists ☑ Persists with prompting ☐ Gives up easily ☐ Makes no attempt	☐ Attentive throughout ☐ Attentive most times (2-4 times redirect) ☑ Attentive sometimes (5 or more redirects) ☐ Minimal or no attention exhibited	☐ Sits quietly ☑ Some fidgeting ☐ Lots of fidgeting ☐ Out of seat

5. Listens and Follows Directions 0-3 pts possible per item	6. Quality of Response 0-3 pts possible per item	7. Self-Confidence 0-3 pts possible per item	8. Task Switching 0-3 pts possible per item
☐ Always ☐ Generally ☑ Rarely ☐ Not at all	☐ Takes time to give thoughtful responses ☐ Most responses related to task ☐ Some/few responses related to task ☑ Responses are unrelated to the task/no response	☐ Confident in responses ☑ Comfortable, with some hesitation in responding ☐ Anxious some of the time ☐ Anxious most of the time	☐ Switches tasks easily ☐ Sometimes needs prompting to switch tasks ☑ Generally needs prompting to switch tasks ☐ Refuses to switch tasks

Score Sheet	Strands	Entrance Beginning of Year		Exit End of Year	
	1. Opportunities to Respond	3 /3		/3	
	2. Sustained Effort	2 /3		/3	
	3. Attention and Focus	1 /3		/3	
	4. Activity Level	2 /3		/3	
	5. Listens and Follows Directions	1 /3		/3	
	6. Quality of Response	0 /3		/3	
	7. Self-Confidence	2 /3		/3	
	8. Task Switching	1 /3		/3	
	Total	13 /24	Date:	/24	Date:

Data Entry Procedures

Where to enter Data

-Website for Data Gateway

https://datagateway.schools.utah.gov

-Registering in Data Gateway

https://datagateway.schools.utah.gov/Register

-Entering Scores--Module 1

-Pulling Student and Class Level Reports--Module 2

Scaled Scores

Operational field test this school year
- Fall 2017--count scores entered into Data Gateway
- October 2017--Center for Assessment will help establish scaled scores
- Late Fall 2017--scaled scores will be available

Next school year--scaled scores will be immediate

Stipends

Timeline

- July attendee's stipends will be sent to the district/charter during the first week of August.
- Districts/charters will include the stipend in your paycheck .

Signing in and out

- Must be signed in and signed out to earn the stipend.

Future Questions?

General Testing Questions

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Lingering Questions…