

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 assessments¹:

- *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.*

¹ 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

- *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, 2003²

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:

² Driscoll, Dr. David P., *Guidelines for Preschool Learning Experiences*, Massachusetts Department of Education, Malden, MA. April 2003

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.

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.

IGDIS-Individual growth Indicators, Early Literacy+ and Early Numeracy

Purpose:

To support the identification of students requiring additional levels of intervention in the key early literacy domains of oral language, phonological awareness, alphabet knowledge, and comprehension and in numeracy. As part of a larger model of RTI in early childhood programs, myIGDIs Early Literacy+ were developed to inform decisions about whether children are demonstrating adequate levels of performance given the general level of instruction ("Tier 1"), or if their performance indicates a need for more intense levels of instruction ("Tier 2" or "Tier 3").

Procedure:

The assessment will be administered one on one by the preschool staff in a separate environment. The numeracy section will follow a similar format to the literacy. The following information is taken from the IGDIs Administration Guide.

The *myIGDIs Early Literacy+* Screening measures are intended for use with children in preschool, the year before kindergarten. The measures include 4 sample items and 15 test items per set and are available across three seasonal periods:

	Winter	Spring	Fall
Picture Naming	X	X	X
Rhyming	X	X	X
Sound Identification	X	X	X

'Which One Doesn't Belong?'	X	X
Alliteration	X	X

Use of Results:

The results of this formative assessment will dictate which students may need more intensive, systematic and targeted instruction in areas of literacy or numeracy. The lead teacher and the teacher aides will monitor the student as see that his or her needs in the assessed areas are met.

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

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.

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

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.

Fundations 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.

Fastbridge earlyReading Assessment

Purpose:

earlyReading is an evidence-based assessment used to screen and monitor student progress. Typically administered in Grades K-1, they may be used for screening up through Grade 3 and for frequent progress monitoring at any grade. Each assessment is design to be highly efficient and inform instruction.

The Assessments

The FastBridge earlyReading assessments are comprised of twelve subtests. Of those twelve subtests, FastBridge recommends a composite of four specific subtests to be given per benchmark period. The composite varies from fall, winter, or spring, per grade level so as to best match reading skill development and reliably assess risk. The composite is typically completed in 5-10 minutes per student.

The remaining assessments may be used as needed to further evaluate skill deficits. Results help identify student risk while informing instruction.

English:

- Concepts of Print
- Onset Sounds
- Letter Names
- Letter Sounds
- Word Rhyming
- Word Blending
- Word Segmenting
- Sight Word Reading
- Decodable Word Reading
- Nonsense Word Reading
- Sentence Reading
- Oral Language (Sentence Repetition)

Procedure:

Administration

earlyReading assessments are individually administered. The teacher (or other staff) mark student responses electronically as the student completes the brief assessment. Paper-and-pencil versions are also available. Performance data are reported instantly and stored in the database for longitudinal analysis.

Use of Results:

earlyReading is used to universally screen all students up to five times per year, with additional assessments available for progress monitoring.

Benchmark Standards (i.e., "cut scores" or "targets") are built into the system to assist in determining which students are at-risk for academic failure, on-target for success, or may need enrichment instruction.

Reports provide profiles of students' strengths and areas of difficulty relating to literacy and can provide useful information to plan instruction. Each individual and group report within FastBridge is available instantly, expediting the process for teachers.

Fastbridge earlyMath Assessment

Purpose: **earlyMath** is an evidence-based assessment used for universal screening in Grades K and 1 with the option to do so up to five times per year, or for frequent progress monitoring at any grade. Each assessment is designed to be highly efficient and inform instruction.

The Assessments

The FastBridge earlyMath assessments are comprised of eleven subtests. Of those subtests, FastBridge provides recommendations for specific combinations of up to four subtests to be given per benchmark period. This composite varies from fall, winter, or spring, per grade level so as to best match math skill development and reliably assess performance. The composite is typically completed in 5-10 minutes per student.

The remaining assessments may be used as needed to further evaluate skill deficits. Results help identify student risk while informing instruction.

earlyMath Assessments:

- Subitizing
- Counting Objects
- Number Identification
- Match Quantity
- Number Sequence
- Equal Partitioning
- Verbal Addition and Subtraction
- Visual Story Problems
- Grouping and Place Value
- Composing and Decomposing
- Quantity Discrimination

Procedure:

Administration

earlyMath assessments are individually administered. The teacher (or other staff) mark student responses electronically as the student completes the brief assessment. Paper-and-pencil versions are also available. Performance data are reported instantly and stored in the database for longitudinal analysis.

Use of Results:

earlyMath is used to universally screen all students up to five times per year, with additional assessments available for progress monitoring.

Benchmark Standards (i.e., "cut scores" or "targets") are built into the system to assist in determining which students are at-risk for academic failure, on-target for success, or may need enrichment instruction. These targets will be available upon completion of the Lab phase of the release.

Reports provide profiles of students' strengths and areas of difficulty relating to numeracy and can provide useful information to plan instruction. Each individual and group report within FastBridge is available instantly, expediting the process for teachers.

Fountas and Pinnell Benchmark Assessment

Purpose: To determine the instructional reading level for each student. The Fountas and Pinnell Benchmark Assessment System is underpinned by the F & P Text Level Gradient. The assessment provides critical information on every child's strengths and needs in the areas of processing strategies, comprehension, and fluency.

Procedure:

Materials:

- Benchmark Books
- Recording Forms
- F & P Calculator/Stopwatch
- Assessment Summary Form

Directions for Administration:

1. Record student information on the Recording Form.
2. Read the title and the introduction to the student.
3. Start the timer (Start Time) on the calculator.*
4. Have the student start reading orally.
5. Code the reading behavior on the form.
6. Stop the timer (End Time) on the calculator and record the time on the form.*
7. Enter number of running words (RW), errors (# Errors), and self-corrections (# SC) on the calculator.
8. Make brief notes about fluency and/or circle a fluency rating.
9. Have a conversation with the student about the text. Use prompts as needed and score each area.

10. Press buttons (Accur. %, SC, WPM) to obtain and record scores.
11. Repeat the process until you have determined independent, instructional, and hard text level.
12. Record the results on the Assessment Summary Form.

**Only if calculating rate, recommended at Level J and above.*

Use of Results: The results of this assessment will be used to differentiate reading instruction so that each student is taught at the appropriate instructional level.

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.

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).