

PRE-KINDERGARTEN & KINDERGARTEN ASSESSMENT PROCESSES 2009-2010

ENTRANCE ASSESSMENT

Beginning in the 2009-2010 school year, Pre-K and K students will be assessed using a revised, blended version of the PAT/KAT newly named the Early Childhood Assessment Tool (ECAT).

- The ECAT will be used as an entrance readiness assessment only.
- The ECAT will NOT be used to assess at the end of year as a measure of growth.
- In 2010-2011, the ECAT will be used to assess all Pre-K students and only those K students who are new to TPS and did not have Pre-K with the district.

The change in assessments and processes are a result of 1) implementation of quarterly benchmarking system and 2) the ability to document pre-kindergarten progress on Power Teacher/ Power School making it no longer necessary to assess each child entering kindergarten.

REPORT CARDS

Beginning in the 2009-2010 school year the **NEW PROCESS** of quarterly Pre-K & K reports to parents (report cards) will begin. EACH QUARTER, teachers will be expected to monitor and assess students and then enter information about each child's progress on Kindergarten Standards & Benchmarks using Power Teacher/Power School.

- Reports of Student Progress (report cards) created from the quarterly documentation in Power Teacher will now be available to parents each quarter and distributed in accordance with the district calendar of report card distribution. It will no longer be necessary to issue "progress reports" (1st or 3rd quarter) since parents of Pre-K and K students will be receiving updated quarterly reports of progress.
- A progress report can be provided to parents at other times if a child demonstrates academic performance which is significantly below or above grade level. In such cases, the teacher should refer to learning expectations below or above grade level then develop a plan for instruction for that child or group of children. It is also the responsibility of the teacher to communicate to parents/guardian the kind of educational support provided and the child's progress related to learning expectations.

Terminology:

Benchmark Calendar

The Kindergarten Standards and Benchmarks (PASS Skills developed by Oklahoma State Department for Education) organized by QUARTERS so Kindergarten teachers understand what Kindergarten benchmarks should be assessed in each quarter and then documented in Power Teacher / Power School.

Early Childhood Assessment Tool (ECAT)

Readiness screening used at Pre-K or K entrance to school

Early Childhood (Pre-K & K) Benchmarking System

A new system to monitor and assess each student's progress on Kindergarten Standards & Benchmarks that includes quarterly documentation on Power Teacher / Power School

Pacing Guide

The Kindergarten Standards and Benchmarks (PASS Skills developed by Oklahoma State Department for Education) organized in a grid format with indicators of what quarter skills should be assessed and documented.

Learning Expectations

Standards and Benchmarks (PASS Skills developed by Oklahoma State Department for Education) related to each grade level.

The EC Committee hopes that the **Pacing Calendar** will assist you in the planning and preparation of timely and meaningful experiences for your students. If you have other questions or concerns, please contact Pam Brooks, Early Childhood Curriculum Specialist at www.brookpa@tulsaschools.org.

Thanks to Early Childhood Committee for their hard work on this project and their dedication to young children: Kim Bigger, Pamela Boxley, Talitha Bray, Jene' Carpenter, Eva Coleman, Kathy Gilpin, Andrew McKenzie, and Angie Teas

OKLAHOMA PASS

TPS PACING CALENDARS (Standard District Curriculum)

Oklahoma State Department Early Learning Standards and Kindergarten Standards are organized into quarterly district calendars to guide instruction. Pacing Calendars reflect the Standards/Benchmarks organized according to developmentally appropriate time for assessment of skill/concept.

Student Assessment/Documentation

Pre-K & K Early Childhood Assessment

ECAT

Progress Monitoring

- DIBELS (K only)
- Quarterly Benchmarking (observation & informal assessment)

Evidence of Progress

Student Portfolios:

- Progress Monitoring /Informal assessments
- Checklists
- Observation Notes
- Photos
- Work samples

ECAT—The Early Childhood Assessment Tool (new 2009-2010) evaluates each student's basic skills/understandings and school readiness as they enter Pre-K or K. Scores for ECAT become part of student's cumulative records.

Each student's progress in all areas of development are documented using progress monitoring tools such as DIBELS for literacy development (K only) and district pacing guides and quarterly benchmarking for all other content areas.

Evidence of each student's progress and skill development will be documented by the classroom teacher in student portfolios and/or Power Teacher system.

Power Teacher / Power School

Pre-Kindergarten and Kindergarten Students will begin QUARTERLY Reports of Student Progress/Report Cards in 2009-2010.

Each student's progress will be monitored quarterly (benchmarking) and reported to parents using grading/report card tools of the PowerSchool system at the end of each quarter of learning. Pre-K and K Reports to Parents will distributed according to district calendar.

- Pre-K and K teachers will enter the measure of each student's progress for Pacing Calendar items per quarterly period plus update student progress on benchmarks/objectives assessed but not mastered.
- Checklists of Math and Literacy skills should be entered according to the Pacing Calendar, but progress on those math or literacy skills can be indicated any or all quarters (teacher's discretion).